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STaR (Story Telling and Retelling)

Teacher's Manual

Volume B

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

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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

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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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Dear Mr. Blueberry

written by Simon James

At a Glance

Summary

Emily believes that a whale is living in the pond in her yard. Eager to learn more about this amazing animal, she writes a series of letters to her teacher, Mr. Blueberry, asking for information about whales and their habits. Emily shares her letters with the whale, who, after hearing about his species's migratory habits, leaves the pond to return to the ocean. At first, Emily is saddened at her loss, but a chance meeting with Arthur on the beach gives her the opportunity to say good-bye. The text alternates between Emily's fantasies and her teacher's realistic statements.

STaR Words

whale

exciting

migratory

protecting

Adventures in Writing Prompt

Students will write a three to six sentence story about a fishing trip they went on with a friend.

Teacher’s Note: The pages of this book are not numbered. Before reading, number the book. Page 2 begins, “Dear Mr. Blueberry, I love whales very much and....”

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 this book is *Dear Mr. Blueberry*. When I hear the word “Dear” before someone’s name, it makes me think about someone writing a letter. Let’s look at the cover to see if there are other clues that this story might be about a letter.** Point to the picture of the girl writing a letter. **Does this look like something you see on a letter? What does it make you think of? A stamp. Yes, it looks like a stamp on an envelope of a letter. What else do you see that makes you think about a letter?** Wait for students’ responses. **These red lines and the date on an envelope tell that the letter went to the post office. All these clues make me think this story will be about a letter. Let’s look in the book to see if there are any more clues that the girl on the cover writes a letter.**
- **Page 11: What do you see in this picture?** Wait for students’ responses. **This big animal is a whale. Why do you think a huge whale is shown in this small pond?** Wait for students’ responses. Point to the text on page 10. **When I look at the words on this page, it looks like someone is writing a letter. It starts with the words in the title of the story, “Dear Mr. Blueberry.”** Point to the signature. **This looks like the end of the letter. It’s signed by Emily. Maybe Emily is the girl in the picture.**
- **Page 19: Emily is writing a letter while she’s looking at the empty pond. I wonder why the whale is not shown in the pond. What do you think may have happened?** 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.

Word	Page Number	Definition or Synonym	Sample Sentence or Explanation
whale	2	a very large mammal that lives in the water	Picture Walk, page 11
exciting	14	having strong feelings	It was <i>exciting</i> to ride on the rollercoaster.
migratory	16	moving from one place to another	Geese are <i>migratory</i> birds that fly south for the winter.
protecting	20	keeping something safe	The mother bird stays in her nest, <i>protecting</i> her babies.

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: **Emily wrote a letter to Mr. Blueberry asking for information about whales. “Whale” is one of our STaR words. Point to the picture of the back of the whale sticking up from the pond on page 3. When I look at this picture, it helps me to understand that a whale is a huge animal. It has a big tail like a fish, and it must live in the water like a fish because it’s here in the pond. But the whole whale can’t fit in the pond.**

T-P-S: **Do you think this could be real, or is it a fantasy—something in Emily’s imagination? Emily wants to know about whales. T-P-S: What do you think Mr. Blueberry might tell her?**

Page 10: **Emily writes to Mr. Blueberry that she saw her whale jump and spurt water. T-P-S: Is this something that could be real, or is this a fantasy that Emily imagines?**

Whole Group Response

Page 14: **In this letter to Mr. Blueberry, Emily told him the whale let her pet him on the head. Use Whole Group Response to ask students: Is this a fantasy or reality?**

Emily said it was very exciting to pet the whale. **“Exciting”** is a STaR word that describes a feeling. T-P-S: **Why was this exciting for Emily?** Wait for students’ responses. **Who can tell about something exciting?** Invite several children to tell about something exciting. If necessary, help them distinguish between exciting experiences and simply telling about a past event.

Page 16: Read this page with a good deal of force in your voice so students get the sense that Mr. Blueberry is impatient with having to repeat that Emily does not have a whale in her pond. **Mr. Blueberry gave Emily another reason why there could not be a whale in her pond. He told her in this letter that whales are migratory. “Migratory” is a STaR word that means whales are animals that migrate, or move great distances from place to place.** T-P-S: **Why did Mr. Blueberry think there could not be a whale in Emily’s pond?**

Page 20: **Emily felt sad when the whale left her pond. Mr. Blueberry gave her an idea to make her feel better. He told Emily that when she gets older, she can sail the oceans studying and protecting whales. “Protecting” is a STaR word that means taking care of or keeping something safe.** T-P-S: **Do you think Emily would like to have a job protecting whales?**

Page 24: T-P-S: **Why did Emily imagine that she saw Arthur again?** Wait for students’ responses. **Yes, Emily went to the beach where the ocean meets the land. Because Arthur is a whale who travels in the oceans, it was a place where she thought she could see him.**

This was Emily’s last letter to Mr. Blueberry. I don’t think she has any more questions for Mr. Blueberry. I have a question for you about Arthur and Emily. T-P-S: **Do you think Emily will see Arthur ever again? Why or why not?**

Let’s think about some of the things that happen in the story. I will tell something from the story, and you will tell whether it is real or fantasy. Make several statements using information from the story, and have students identify them as real or fantasy. Some examples include:

Emily has a pond. (real)

Arthur let Emily pet him. (fantasy)

Mr. Blueberry wrote letters to Emily. (real)

Arthur ate a peanut butter sandwich. (fantasy)



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 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 does Emily write letters to Mr. Blueberry?
- Why does Mr. Blueberry keep telling Emily that the animal in her pond could not be a whale?

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.

The image shows a story map form with the following sections: Title (with a small icon), Setting (with a small icon), Characters (with a small icon), Problem (with a question mark icon), Events (with a small icon), and Solution (with an exclamation point icon). Each section has several horizontal lines for writing.

Whole Group Response

Think-Pair-Share

Structure Review

- Display and review the story map. Tell students what each part of the map means (title, characters, setting, problem, solution, and important events).
- Ask students to help you identify the elements of the story map in the STaR story. **Let's use our story map 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?** *Dear Mr. Blueberry*
- T-P-S: **Where did the story happen? What is the setting?** *This story has three settings: Emily's house, the backyard, and the beach.*
- T-P-S: **Who were some of the characters in the story?** *Emily, Arthur the whale, and Mr. Blueberry are the characters.*
- T-P-S: **What was the problem in the story?** *Emily wants to believe there is a whale in her backyard pond, but Mr. Blueberry explains that this cannot be real.*
- T-P-S: **One important event in the story was that Emily believed she found a whale in her pond. What are some other important events in the story?** *Emily put salt in the pond. Emily stroked the whale's head. Emily was sad when the whale left. Emily thought she saw Arthur at the beach and had a chance to say good-bye.*
- T-P-S: **What was the solution? How was the problem solved?** *Emily read Mr. Blueberry's letter that explained that whales are migratory and must live in oceans to her imaginary whale, so Arthur left the pond. Emily realized that her fantasy could not be real.*

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:

Pages 2 and 3: Emily wrote a letter to her teacher about the whale she saw in her pond.

Pages 4 and 5: Emily read the letter from Mr. Blueberry that said whales live in salt water.

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 did Emily find in her pond?**
 - **What kind of whale does Emily think the whale in her pond is?**
 - **How did Emily feel when the whale let her stroke 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 map 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 your own sentence that contains two of the STaR words. Use the strategies from the Writing Strategies Bank as needed, with an emphasis on the Sound Spelling, Write Sounds that You Know, and Remember a Word strategies. **I will write a sentence with two of the words. My sentence is, “Scientists are learning about protecting the whale.”**

Think-Pair-Share

- Ask for student input on ways to make your sentence more interesting. Revise your sentence using some students’ suggestions. Use **Think-Pair-Share** to ask students: **Can anyone think of something that I could add to my sentence to make it more interesting?**
- 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.

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 a three to six sentence story about a fishing trip they went on with a friend.

Teacher’s Note: In level 2, your students provided feedback to one another to help improve the content of their writing. They also continued to work together to use the strategies from the Writing Strategies Bank for words they did not know how to write. In level 3, we build upon these skills by adding simple self- and peer-editing activities to have students check for punctuation, capitalization, and spelling errors. In this lesson, Alphie helps you to introduce the editing process.

Brainstorm and Build Background with Topic

- Have students gather in front of the board. Introduce the activity.
- Blackline master provided.
- Display *Let’s Go Fishing*, and a copy of the “A Fun Fishing Trip” blackline master. **We read a story about fishing. We can use this story map to help us remember the most important parts of the story.** Point to each section of the organizer, and explain its function to the class as you review the story.
- Think-Pair-Share
- **The first part says, “characters.”** Use **Think-Pair-Share** to ask students: **Who went fishing in the story?** *Fran and Deena.* **The next part says, “setting.”** **Where did they go fishing?** *In the creek.* **What happened?** *A big fish got away.* **How did it end?** *The girls caught a crab.*
 - Have Alphie model using the displayed story map to plan a new story. **Today we’re going to write our own fishing stories. Alphie will show us how he can use this story map to help plan his own story.**
- Whole Group Response
- As Alphie: **The title of my story is “A Fun Fishing Trip.” Let’s look at the first section. It says, “Characters.” That means I have to tell who went on the fishing trip. First I’ll think about it. Pause. Then I’ll say it. The answer is Miss Smith and Alphie. Now I need to practice saying it in a complete sentence.** Use Whole Group Response to have students respond: **Can you help me?** *Miss Smith and Alphie went on a fishing trip.* Model writing the sentence on the organizer.
 - As Alphie: **Now we’ll go to the next part. The next section says, “Setting.” That means I have to tell where we went fishing. First I’ll think about it. Pause. Then I’ll say it: the ocean. Now I need to practice saying it in a complete sentence.** WGR: **Can you help me?** *They went to the ocean.* Model writing the sentence on the organizer.
 - As Alphie: **Now we’ll go to the next part. It says, “What happened?” That means I have to tell what happened on our fishing trip. First I’ll think about it. Pause. Then I’ll say it. I caught two fish. WGR: Can you say that in a sentence for me?** *Alphie caught two fish.* Model writing the sentence on the organizer.

- As Alpie: **Now we'll go to the last part. It says, "How did it end?" I'll have to tell the end of our story. First I'll think about it.** Pause. **Then I'll say it. We went home and ate our fish!** WGR: **Can you say that in a sentence for me?** *They went home and ate their fish.* Model writing the sentence on the organizer.
- As Alpie: **Thanks for your help, class. Now I'm ready to write! I will write all my sentences together to make a story.** Have Alpie leave to go and write his paper.

Partner Planning

- Have students talk with their partners about how they will fill out the parts of the organizer to make up their own fishing stories. Remind them that they will need to include who went on the fishing trip, where they went, something that happened, and how it ended.
- 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

- Have students return to their seats. Distribute copies of the blackline master to students.
- Give students time to write their sentences on their story maps.
- 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 Alpie reappear, holding a pencil (or interactive whiteboard pen) in his hand. Display Alpie's paper.

Alpie's Adventures in Writing

A Fun Fishing Trip

Miss Smith and Alpie went on a fishing trip. They went to the ocean Alpie caught two fish. they went home and ate fish.

- Have Alpie demonstrate both self-editing and peer editing.

- **Hello again. Can you guess why I have this pencil in my hand?** Wait for students' responses. **I like to use a pencil to check my work. You see, we're not quite finished with our writing yet. Now that we have our sentences on paper, we need to read them all together one more time to see if they sound right. Sometimes, when you reread your paper, you notice little things you didn't see before. Maybe you left out a word, or maybe you didn't spell something quite right. We always check our writing one last time to fix it up! I can use my pencil to mark the things that I want to change.**
- **First, I will reread my own paper aloud. Then, we can work together to find mistakes.** Have Alphie read the paper. **Oops! I can see that I wrote the word "went" two times!** Cross out the second word "went." **That's the only mistake that I can find. Do you see anything else?**
- Provide time for partners to reread and discuss any mistakes that they find on Alphie's paper. Ask students to share their ideas with Alphie. When students identify a change that needs to be made, use the pencil to mark it directly on Alphie's paper.

Corrections:

Sentence 1: Delete the extra "went."

Sentence 2: Add a period to the end of the sentence.

Sentence 3: Use Sound Spelling to add an "i" to "fish."

Sentence 4: Capitalize the first word of the sentence.

- Ask students to take turns rereading the sentences from their own story maps to their partners. Partners should look together to identify and correct mistakes. Students should only correct mistakes in writing on their own papers. **Good work, class! You really helped Alphie make his paper just right. Now I want you to do the same thing to your papers. Reread them ONE more time VERY carefully to your partner. You and your partner may find some things that you need to fix, just like Alphie did.** Give students a minute or two to check their work.
- If time permits, students may copy their polished sentences on a piece of paper or in a journal to make a story like Alphie did.
- 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: Each section of students' story maps should be filled in with a complete sentence 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 a three to six sentence story about a fishing trip they went on 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 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)

- Tell students you are going to play a guessing game.
- Give several clues, and ask students to guess what you've described.
- **Today we're going to play a guessing game. I will give you clues about something from one of our stories today, and you'll guess what it is. Let's try one.** Give the following clues:

I live in the ocean.

I'm migratory and travel great distances each day.

Emily thinks it's exciting to pet me.

What am I? Wait for students' responses. **Yes, I am a whale.**

- **Let's try another one.** Give the following clues:

I live in the water.

I can nip.

I got caught in a net.

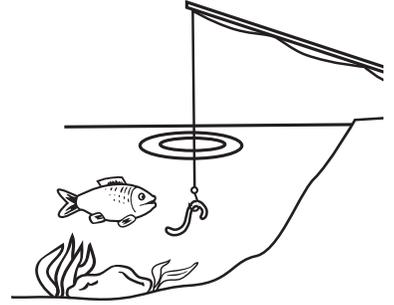
What am I? Wait for students' responses. **Yes, I am a crab.**

- Have students work in groups of four or five to think of clues about something in one of today's stories. Encourage the use of story vocabulary. Circulate through the groups. If you notice that all groups give clues about the same character or thing, guide some students to another choice.
- Invite one group to give their clues, and have the rest of the class guess who they described. Allow each member of the sharing group to give one clue or ask the final question.

Name _____



A Fun Fishing Trip



Characters:

Setting:

What Happened?

How Did It End?

The Three Billy Goats Gruff

written and illustrated by Paul Galdone

At a Glance

Summary

Three billy goats live together on a mountainside. There is Little Billy Goat Gruff, Middle Billy Goat Gruff, and Big Billy Goat Gruff. The three goats decide to cross over a bridge to get to a beautiful green meadow, where they can eat grass and daisies and grow fat. When crossing the bridge, the goats discover that there is an ugly, mean troll who wants to eat them up. The first two goats manage to trick the troll into letting them cross. The third billy goat, with his large horns and four hard hooves, tosses the troll over the bridge. The big billy goat joins his brothers in the meadow, and they all live together peacefully.

STaR Words

meadow

bridge

roared

hooves

Adventures in Writing Prompt

Students will write a three to six sentence story about a camping trip.

Preview

Whole Group Response

- 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 Three Billy Goats Gruff*. Some of you may already know this story.** Use **Whole Group Response** to hear student responses: **How many billy goats are in the picture? These billy goats are three different sizes. Point to the smallest goat. This billy goat is...** Wait for students' responses. Repeat the sentence stem for the other two goats, encouraging students to use comparison words such as "larger," "tiniest," "bigger," "biggest," etc.
- Page 7: **The billy goats are looking at the meadow across the river. One is licking his lips. A meadow is a large field of grass. Why do you think the billy goats are looking at the meadow?**
- Page 9: Point to the troll under the bridge. **This little man is a troll. Trolls are grumpy, straggly characters in folktales. In this folktale, the troll lives under the bridge.**
- Page 17: **Here is another story character on the bridge. The bridge is shown on many pages of this book. The bridge must be an important place to the characters in the story. When we read the story, you will see how the setting, where the story happens, is important to the characters and 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
meadow	7	grassland	Picture Walk, page 7
bridge	9	structure over water that allows people to pass	Jose and his brother walked across the <i>bridge</i> carefully so they wouldn't fall into the stream.
roared	11	shouted	Pantomime
hooves	25	feet	The horse walked through the mud, so Alicia cleaned his <i>hooves</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 6: Point to the meadow. **This is a meadow. “Meadow” is one of our STaR words. The meadow is full of grass.** Point to the river. T-P-S: **How can the billy goats get to the meadow?**
- Page 9: Point to the bridge. **This picture shows what it’s like underneath the bridge. “Bridge” is another STaR word. The bridge goes across the river.** T-P-S: **Why is it important to the billy goats to cross over the bridge?**
- Page 11: Lightly stomp your feet on the floor when you read, “Trip, trap, trip, trap.” Have students join you for this part. Use a deep shouting voice when reading the troll’s dialogue. **“Roared” is a STaR word that tells how the troll talked.** T-P-S: **From the way I read the troll’s question, what do you think the word “roared” means?**
- Page 13: Use a high-pitched or squeaky voice when reading the dialogue for the little goat. **The troll wants to gobble up the goat. What does that mean?** Wait for students’ responses. **Yes, it means the troll wants to eat the goat.** T-P-S: **How does the little goat manage to get across the bridge and get away from the troll?**
- Page 27: Point to the goat’s horns. **These are the goat’s horns.** Place your hands on top of your head so they look like horns. **Show me where the goat’s horns are.**



- The goat uses his horns to butt the troll. That means he uses them to shove the troll. Let’s pretend that we are the big goat butting the troll with our big horns.** Have students join you as you pretend to butt the troll by using your hands as horns.
- The goat doesn’t have feet like us. He has hooves. “Hooves” is another STaR word. Hooves are the billy goat’s hard feet.**
- T-P-S: **What do you think will happen next?**
- Page 32: T-P-S: **Do you think the goats will be bothered by the troll anymore? Why (or why not)?**



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 Lesson Record Form.
- 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

- Why do the three Billy Goats Gruff decide to cross the bridge?
- Why does the troll try to stop the billy goats from crossing the bridge?

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.

The image shows a story map template with the following sections:

- Title:** A box with a pencil icon and a line for writing.
- Setting:** A box with a house icon and a line for writing.
- Characters:** A box with a group of people icon and a line for writing.
- Problem:** A box with a question mark icon and a line for writing.
- Events:** A box with a speech bubble icon and a line for writing.
- Solution:** A box with an exclamation mark icon and a line for writing.

Whole Group Response

Think-Pair-Share

Structure Review

- Display and review the story map. Tell students what each part of the map means (title, characters, setting, problem, solution, and important events).
- Ask students to help you identify the elements of the story map in the STaR story. **Let's use our story map 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 Three Billy Goats Gruff*
- **T-P-S: Where did the story happen? What is the setting?** *This story has two settings: the bridge and the meadow. Why is the bridge so important to the billy goats?*
- **T-P-S: Who were some of the characters in the story?** *The tiny billy goat, the middle-sized billy goat, the big billy goat, and the troll.*
- **T-P-S: What was the problem in the story?** *The billy goats need to go over the bridge to get to the meadow, but the troll is guarding it.*
- **T-P-S: One important event in the story was the troll tries to keep the billy goats from crossing the bridge. What are some other important events in the story?** *The little billy goat tricks the troll. The middle billy goat tricks the troll. The big billy goat tosses the troll off the bridge, and the billy goats go to the meadow to eat grass.*
- **T-P-S: What was the solution? How was the problem solved?** *The little billy goat and the middle-sized billy goat tricked the troll to get to the other side of the bridge. The big billy goat used his horns and hooves to get rid of the troll.*

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:

Page 11: Have student(s) who are playing the little billy goat cross the bridge with quiet steps.

Page 13: Have student(s) playing the troll roar, "Who's that tripping over my bridge?"

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.
 - **If there were no bridge for the goats to cross the river to get to the meadow, how would the story be different?**
 - **Would there have been a troll without the bridge?**
 - **Would the goats still have had a problem?**



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 map 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 words “hooves” and “bridge.” My sentence is, “I could hear the horse’s hooves as he trotted across the bridge.”**
- Ask for student input on ways to make your sentence more interesting. Revise your sentence using some students’ suggestions.
- 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 three to six sentence story about a camping trip.

Teacher’s Note: In lesson 26, Alphie introduced the idea of partners working together to look for and correct mistakes in their writing. In this lesson, we will introduce a simple editing checklist to aid in this process. You will need to create an editing checklist chart. You may design your chart with complete sentences, phrases, icons, or examples. Select the method that will be easiest for your students to use. You will add new things to look for to the Editing Checklist as your students’ writing skills become more sophisticated. It is a good idea to keep your Editing Checklist displayed in the classroom at all times.

Brainstorm and Build Background with Topic

- Have students gather in front of the board. Introduce the activity.
- Display a copy of the “Let’s Go Camping” blackline master. **We read a story about a camping trip. Now we are going to write our own story about a camping trip. We’re going to use this organizer to help us write.**
- **Let’s look at the section at the top of the organizer. It says, “Who Will Come.” That means I need to decide with whom I am going camping. First I’ll think about it. Pause. Then I’ll say it: Alphie! Now I need to say it in a complete sentence. Can you help me?** Use Whole Group Response to have students respond. **Very good! “I am going camping with Alphie.”** Have the class repeat the sentence. Model writing the sentence on the organizer using writing strategies most needed by your students. **Let’s read the sentence together. *I am going camping with Alphie.***
- **Now we’ll go on to the next part. The next section says, “What to Bring.” I need to think of what I am going to bring with me on the camping trip. I’ll think about it. Pause. Then I’ll say it: a tent. WGR: Can you help me say that in a complete sentence?** Wait for students’ responses. **Good work! “I will bring my tent.”** Have the class repeat the sentence. Model writing the sentence on the organizer. **Let’s read the sentence together. *I will bring my tent.***
- **Now we’ll go to the last part. It says, “What to Do.” That means I have to think about what I will do on the camping trip. I’ll think about it. Pause. Then I’ll say it: hike on a hill.” WGR: Can you help me say that in a complete sentence?** Wait for students’ responses. **That is very good! “I will hike on a hill.”** Have the class repeat the sentence. Model writing the sentence on the organizer. **Let’s read the sentence together. *I will hike on a hill.***
- I used this organizer to help me think about what to write. I thought about whom I will go camping with, what we will bring, and what we will do. Now it’s your turn to do the same thing.

Blackline master provided.

Whole Group Response

Partner Planning

- Have students talk with their partners about what they will write about a camping trip. Remind them to tell with whom they will go, what they will bring, and what they will do.
- 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

- Have students return to their seats. Distribute copies of the blackline master to students.
- Tell students it's their turn to write about their camping trips. They will write their sentences in the appropriate sections of the graphic organizer.
- 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

- Bring out the Alpie puppet, his completed paper, and the Editing Checklist. Have Alpie introduce the Editing Checklist.

Editing Checklist

Do all the sentences begin with a capital letter?

Do all names begin with a capital letter?

Do all sentences end with a period or an exclamation mark?

Are words that we can write spelled correctly?

- As Alpie: **Hi, everyone. I used the organizer to write a story about camping just like you! Now I need to check my work. I will show you how I can check my work with this Editing Checklist.** Display the checklist. **The checklist will help me to remember all the things that I need to look for.** Read the items on the Editing Checklist.

- Display Alphie’s chart paper. Have Alphie read each sentence on his paper. Then use the Editing Checklist to guide students to check for mistakes.

Alphie’s Adventures in Writing

Who Will Come:
I am going camping with fran.

What to Bring:
I will take some food

What to Do:
we will hik on a hill.

- **As Alphie: The first thing that our checklist tells us to look for is capital letters at the beginning of each sentence. Do all of my sentences begin with a capital letter?** Pause for students to respond. **Oh, I forgot about that in my third sentence. I will fix it.** Make the correction on the chart paper.
- **Do all names in my sentences begin with a capital letter?** Pause for students to respond. **Oh no, I forgot to capitalize the “f” in “Fran.”** Make the correction on the chart paper.
- **Next, I will check for ending marks. Do all of my sentences end with either a period or an exclamation mark?** Pause for students to respond. **Oh, I forgot to put a period at the end of the second sentence.** Make the correction on the chart paper.

Teacher’s Note: Other items to check for, including question marks, will be added in future lessons.

- **Finally, I will check for spelling mistakes. Do you see any words that I may have misspelled?** Pause for students to respond. **Oh, I forgot the silent “e” on the word “hike.”** Add the “e.”
- **As the teacher: Good work, class! You really helped Alphie make his paper just right. Now I want you to do the same thing to your papers. Reread them ONE more time VERY carefully to your partner. You and your partner may find some things that you need to fix, just like Alphie did. You can use the Editing Checklist to help you remember what to look for.**
- Ask students to take turns rereading the sentences from their graphic organizers to their partners. Partners should look together to identify and correct mistakes. Students should only correct mistakes in writing on their own papers.
- 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: Each section of a student’s graphic organizer should contain a complete sentence 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 a three to six sentence story about 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 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.

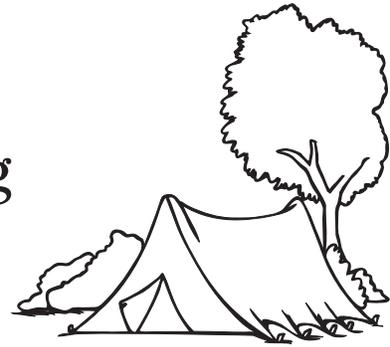
Extension Activity (optional)

- Divide students into groups of four. Have them think of a new ending for the story *The Three Billy Goats Gruff*. If time permits, let them dramatize the story with the new ending.

Name _____



Let's Go Camping



Who Will Come:

What to Bring:

What to Do:

Trosclair and the Alligator

written by Peter Huggins and illustrated by Lindsey Gardiner

At a Glance

Summary

Trosclair loves living on the bayou. He enjoys traveling in his pirogue to visit family and go on hunting expeditions. When Trosclair ignores his father's warnings about Gargantua and goes into the swamp alone, he has an unexpected encounter with the rogue alligator. Trosclair tricks the alligator into eating the beehive instead of his dog. Gargantua swims off, never again to be seen in the swamp.

STaR Words

glide

swamp

alone

pursued

Adventures in Writing Prompt

Students will write three to six sentences about a swimming trip they will take with a friend.

Teacher’s Note: The pages of this book are not numbered. Before reading, number the pages. Page 2 begins, “Trosclair loved living....” Preread the story before reading it to students to become familiar with the Creole dialect the author uses in the book. Note that in the main character’s name, the “o” is a long “o” and the “s” that follows it isn’t pronounced. The word “pirogue” is pronounced piro.

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 *Trosclair and the Alligator*. Let’s look at the picture on the front cover.** Point out the alligator in this illustration. Ask students if they’ve seen an illustration in another Shared Story that reminds them of this one. Wait for students’ responses. Hold up the Shared Story *Is There an Alligator in the Pond?* and point to the eyes in the water. **The children in this story thought this animal was an alligator, but it was really a *frog*. I wonder if the alligator in the STaR story could turn out to be a frog too.**
- Open the book to show the front and back covers. **Which character do you think is Trosclair? Why do you think that?** Wait for students’ responses. **Where are Trosclair, his dog, and the alligator?** Wait for students’ responses. **They are in a place where there is water everywhere, even around the trees. This place is called a swamp. There are places in the southern part of the United States, like Louisiana, where there are swamps. The people who live near the swamps use small boats, like canoes, to travel from place to place. The water is still, so the boats can glide smoothly along.**
- Many of the people in this part of the country are members of a cultural group known as Cajuns. They speak a mixture of languages known as Creole and have some special words, like “bayou” for swamp and “pirogue” for boat. They also speak in their own special way, called a dialect.
- Page 6: **It looks like Trosclair and his dog are all alone in the swamp. Where do you think Trosclair is going in his pirogue with his dog?** Wait for students’ responses. **I wonder if they’ll see the alligator there.**

- 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
glide	4	move smoothly	Claire likes to <i>glide</i> along the river in her canoe.
swamp	4	low land covered by water	Picture Walk, front and back covers
alone	12	by oneself	Amanda doesn't like to be <i>alone</i> in the dark.
pursued	20	chased	Ava <i>pursued</i> the runaway dog down the street.

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: Point to the boat in the illustration. **Trosclair rides in a pirogue. That is what the people who live on the bayou call the small boats they use to visit their families and friends.**

Page 5: **“Swamp” is a STaR word. A swamp is a low place that is covered with water. Trees and grasses grow in the standing water. Trosclair likes to paddle his pirogue in the swamp even though he’s not supposed to go there. T-P-S: Why isn’t Trosclair supposed to go to the swamp? Wait for students’ responses. Yes, Trosclair’s father thinks it’s dangerous for Trosclair to go to the swamp because an alligator named Gargantua lives there.**

Whole Group Response

Page 9: **Trosclair and his dog Ollie went hunting for turtles. They didn’t find any turtles, but they did find something else. Use Whole Group Response to ask students: What did Trosclair and Ollie find? T-P-S: Do you think it’s a good idea for Trosclair to climb up a tree to get honey from a beehive? Why (or why not)?**

Page 12: **Gargantua tells Trosclair he will leave him alone if Trosclair throws Ollie down. “Alone” is a STaR word that means by yourself, so Gargantua is saying he will leave Trosclair by himself. Gargantua says he will not bother Trosclair. T-P-S: Should Trosclair trust Gargantua? WGR: Do you think Trosclair wants to be left alone if it means throwing his dog to Gargantua? T-P-S: What do you think will happen to Ollie if Trosclair throws him down to Gargantua? Wait for students’ responses. Trosclair**

really has a problem. If you were Trosclair, what would you do? Wait for students' responses. T-P-S: **What are some ways he can solve his problem?** Wait for students' responses. **Let's read to find out what Trosclair does.**

Page 17: T-P-S: **How did Trosclair solve his problem?** Wait for students' responses. **Yes, he tricked Gargantua into thinking that it was better to have the beehive than Ollie.** WGR: **What was another story we read in which the characters tricked someone who wanted to eat them?** T-P-S: **What do you think will happen next?**

Page 21: **Gargantua ran as fast as he could to get away from the bees when they pursued him. "Pursued" is a STaR word. The illustration helps us understand what pursued means.** T-P-S: **Tell your partner what you think pursued means.** Hold the book so all students can get a good look. Point to the bees chasing Gargantua. **We can tell that pursued means chased because we can see the bees chasing Gargantua.**



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.



Alphie’s Questions

- What were Trosclair and Ollie looking for in the swamp?
- At the end of the story, why didn’t Trosclair go to the swamp by himself?

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.

The image shows a story map form with the following sections:

- Title:** A box with a small house icon and a line for writing.
- Setting:** A box with a small landscape icon and a line for writing.
- Characters:** A box with a small group of people icon and a line for writing.
- Problem:** A box with a question mark icon and a line for writing.
- Events:** A box with a small lightning bolt icon and a line for writing.
- Solution:** A box with an exclamation point icon and a line for writing.

Whole Group Response

Think-Pair-Share

Structure Review

- Display and review the story map. Tell students what each part of the map means (title, characters, setting, problem, solution, and important events).
- Ask students to help you identify the elements of the story map in the STaR story. **Let's use our story map 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?** *Trosclair and the Alligator*
- **T-P-S: Where did the story happen? What is the setting?** *The setting for this story is the swamp.*
- **T-P-S: Who were some of the characters in the story?** *Trosclair, Ollie, Gargantua, and Trosclair's father.*
- **T-P-S: What was the problem in the story?** *Gargantua trapped Trosclair and Ollie in a tree.*
- **T-P-S: One important event in the story is Trosclair's father tells him to stay out of the swamp. What are some other important events in the story?** *Trosclair goes to the swamp. Gargantua, the alligator, trapped Trosclair and Ollie in a tree. Trosclair dropped the beehive into Gargantua's mouth. Gargantua ran away.*
- **T-P-S: What was the solution? How was the problem solved?** *Trosclair tricked the alligator so he and Ollie could get away.*

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: Trosclair, Ollie, Gargantua, the bees

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 was the main problem for Trosclair?**
 - **How did Trosclair solve the problem with the alligator?**

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 map 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 will write a sentence with two of the words. My sentence is, “The fisherman will glide across the water in his boat as he fishes all alone.”**
- Ask for student input on ways to make your sentence more interesting. Revise your sentence using some students’ suggestions.

- 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 to six sentences about a swimming trip they will take with a friend.

Brainstorm and Build Background with Topic

Blackline master provided.

Whole Group Response

- Have students gather in front of the board. Introduce the activity.
- **We read a story about Jim, Jack, and Deena going swimming. Today we are going to plan and write about a swimming trip that we will take with a friend.** Display the “A Swimming Trip” blackline master. **This is going to help us organize our ideas and write our stories. I’m sure Alpie will want to help us.**
- Use the Alpie puppet to model how students will use the graphic organizer from the blackline master to guide them as they write about going swimming with a friend.
- As Alpie: **Hi, everyone! You read a book called *Is There an Alligator in the Pond?* I got really excited when I saw this book because I thought I would read about an alligator like me! Use Whole Group Response to have students answer. **Was there an alligator in the pond?** Wait for students’ responses. **Even though there wasn’t an alligator, I liked reading about the swimming trip. We’re going to pretend that we are taking a swimming trip with a friend. I’ll look at the organizer your teacher put up to help me think about what to write.****
-  Point to the word “Who” on the blackline master. **That word is “Who.” Hmm. I guess that means I need to think about with whom I am going swimming. I’ll think.** Pause. **Now I’ll say it: Cami. Oops! I need to say that in a complete sentence.** Use **Think-Pair-Share** to ask students: **Can you help me?** Wait for students’ responses. **My sentence will be, “I am going swimming with Cami.”** Model writing the sentence on the organizer using the writing strategies most needed by students.
- Point to the word “Where.” **The next part of the paper says, “Where.” That means I need to think about where Cami and I will go swimming. Hmm.** T-P-S: **What are some places that Cami and I could go swimming? *A lake, a pond, a swimming pool, the ocean, etc.* I would like to write about going swimming in a pond.** T-P-S: **How can I say that in a complete sentence?** Model writing the sentence on the organizer.
- Point to the word “What.” **The last word says, “What.” I can tell what Cami and I will do when we go swimming.** T-P-S: **What are some things that we could do when we swim? *Splash, play water games, jump off the diving board, etc.* I will write that we will jump into the pond.** Model writing the sentence on the organizer.

Think-Pair-Share

Partner Planning

- Have students talk with their partners about what they will write about going swimming with a friend. Remind them to tell with whom they will go swimming, where they will go, and what they will do while swimming.
- 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

- Have students return to their seats. Distribute copies of the blackline master to students. If you are not using the blackline master, students can use a sheet of paper or a journal.
- Tell students it's their turn to write about their swimming trips. They will write their sentences in the appropriate sections of the graphic organizer.
- 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

Editing Checklist

Do all the sentences begin with a capital letter?

Do all names begin with a capital letter?

Do all sentences end with a period or an exclamation mark?

Are words that we can write spelled correctly?

- Bring out the Alphie puppet, his completed paper, and the Editing Checklist chart. Explain that Alphie would like them to help him check his paper.

- Display Alphie’s chart paper. Have Alphie read each sentence on his paper. Then use the Editing Checklist to guide students to check for mistakes.

Alphie’s Adventures in Writing

A Swimming Trip
Who: I will go swimming with Cami.
Where: We will go swimming in a pond
What: we will jomp into the pond!

Whole Group Response

- As Alphie: **The first thing that our checklist tells us to look for is capital letters at the beginning of each sentence. Do all of my sentences begin with a capital letter?** Wait for students to respond. **Oh, I forgot about that in my third sentence. I will fix it.** Make the correction on the chart paper.
- **Do all names in my sentences begin with a capital letter?** Wait for students to respond. **Yes, there is only one name, Cami, and I did remember to use a capital letter.**
- **Next, I will check for ending marks. Do all of my sentences end with either a period or an exclamation mark?** Wait for students to respond. **Oh, I forgot to put a period at the end of the second sentence.** Make the correction on the chart paper.
- **Finally, I will check for spelling mistakes. Do you see any words that I misspelled?** Wait for students to respond. **Oh, I wrote “o” in the word “jump,” and that letter makes the /o/ sound. “Jump” has the /u/ sound.** Use Whole Group Response to have students respond. **What letter makes the /u/ sound?** Make the correction on the chart paper.
- As the teacher: **Good work, class! You really helped Alphie make his paper just right. Now I want you to do the same thing to your papers. Reread them ONE more time VERY carefully to your partner. You and your partner may find some things that you need to fix, just like Alphie did. You can use the Editing Checklist to help you remember what to look for.**
- Ask students to take turns rereading their sentences to their partners. Partners should look together to identify and correct mistakes. Students should only correct mistakes in writing on their own papers.
- 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: Each section of a student’s graphic organizer should contain a complete sentence 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 three to six sentences about a swimming trip they will take 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 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.

Name _____



A Swimming Trip



Who:

Where:

What:

Trees Around the World

written by Lucy Wilson and illustrated by James Bravo

At a Glance

.....

Summary

This expository text, as the title implies, introduces a variety of trees found in various parts of the world. The text focuses on the unique features of each tree in addition to features shared by all trees. The photographs reinforce the text to support the reader's understanding.

STaR Words

Pods

type

blossoms

beside

Adventures in Writing Prompt

Students will write three to six sentences describing trees during different seasons.

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 *Trees Around the World*. Look at the picture on the cover.** Use **Think-Pair-Share** to ask students: **How does the picture on the cover help you know this book will be about different kinds of trees?**
- **This book is an expository text. We’ve read some other expository texts, books that tell information about something. What are some of the other expository texts we’ve read?** Wait for students’ responses. If students need help remembering, you might show the covers of previous expository texts such as *Birds*, *Ice Cream: The Full Scoop*, *Beaks!*, *Head Louse*, or *Let’s Go Camping!*
- **What do you think this book gives information about?** Wait for students’ responses. **Yes, this book gives information about trees. Let’s look at some of the features this book has that are like some of the other expository books we’ve read.** Point out the table of contents, and read the names of the chapters. T-P-S: **How do we know where to find information about each type of tree listed in the table of contents? Yes, there is a page number across from the name of the type of tree. Point out the word “glossary.” A glossary isn’t a tree like the other words in the table of contents. What do you remember about a glossary?** Wait for students’ responses. **The glossary is a little dictionary that tells the meanings of words used in the book.**
- Page 3: Point to the kapok tree. **Look at the Pods on the kapok tree. Pods are little pouches that hold the seeds of the kapok tree.**
- Page 5: Point to the blossoms on the apple tree. **This apple tree is covered with blossoms. Blossoms are the flowers on a tree.**
- 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
Pods	3	seed pouch	Picture Walk, page 3
type	4	kind	Ida likes the <i>type</i> of game that can be played outside.
blossoms	5	flowers	Picture Walk, page 5
beside	7	next to	Keenan kept his dog <i>beside</i> him so she wouldn’t get lost in the crowd.

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: **This part of the book gives information about all trees.** T-P-S: **What are some things that are the same for all trees?** Wait for students' responses. *All trees have roots, a trunk, branches, and leaves. The trees in this book are the same in some ways, but they differ too. As we read about certain trees, let's think about how each is special and different from the others.*

Page 3: T-P-S: **Where do kapok trees grow?** Wait for students' responses. **Yes, kapok trees grow where it is warm and there is a lot of rain. Pods grow on kapok trees. "Pods" is a STaR word. Pods are seed pouches.** T-P-S: **What grows in the pods, or seed pouches, of a kapok tree?** *The kapok pods have fluffy, cottonlike fuzz inside them.*

Page 4: **There are many types of birch trees all over the world. The word "types" is a STaR word that means kinds. In the picture, there are different types, or kinds, of birch trees.** T-P-S: **Can you tell the difference between the types of trees?**



Page 5: Point to the blossoms on the tree. **This is a picture of the STaR word "blossoms." The blossoms are the flowers on the fruit tree.** Point to the picture of the orange grove. **This is where our oranges for orange juice come from. Show me how you drink nutritious, delicious orange juice.**

Page 7: T-P-S: **Why are willows referred to as "weeping"?** Wait for students' responses. **Yes, the weeping willow's branches droop, the way a weeping person might look.**

Willow trees often grow beside lakes or rivers. "Beside" is a STaR word that means next to. T-P-S: **Why do willow trees grow beside lakes or rivers?**

Page 8: **Evergreen trees are a special type of tree.** T-P-S: **How are evergreen trees different from the other types of trees we read about?**

Page 10: Point out the vocabulary and definitions in the glossary. T-P-S: **Why do you think the author put these words and their meanings in the glossary?**

T-P-S: **Why did the author write this book?** *To tell information about trees all around the world.*



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 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

- How are all trees the same?
- What did you learn about fruit trees that you did not know before?

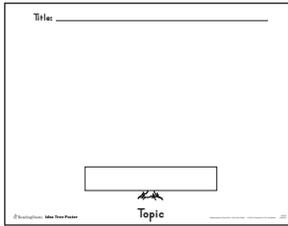
Oral-Language Scoring Rubric

- 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 trees.** 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.
 - **How are all trees the same?** *All trees have roots, a trunk covered with bark, branches, and leaves.*
 - **What's special about palm trees?** *Palm trees are tall, the branches are at the top, and some of them grow coconuts.*
 - **Where do kapok trees grow?** *They grow in tropical climates.*
 - **Where do birch trees grow?** *Birch trees grow all over the world.*

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 items related to trees. Tell students that you will pull items out of the book box that will help them remember the book.
- 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 from the book.
- Ask students to talk in their partnerships about what the item reminds them of from the text.
- Continue pulling items from the box until you have asked questions about all the items.

Examples:

Pull out an illustration of a tree's parts. **This picture helps me to remember that at the beginning of the book, we learned how all trees have the same structure. What are the parts of a tree?**

Pull out the apple. **What kind of tree do apples grow on? What part of the book does this remind you of?**

Teacher's Note: If you can't find small items to fit in the box, you may use pictures or something else to represent the items.

Book Box

illustrations of a tree's parts
 palm tree fronds
 coconut (shredded and/or whole)
 a seed pod
 an apple (or an orange or other fruit that grows on trees)
 a pinecone

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.
 - **Which trees grow in tropical places?**
 - **How do birch trees differ from other trees?**
 - **How did evergreen trees get their name?**
 - **Why would someone choose to read this book?**



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

- 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 will write a sentence with two of the words. My sentence is, “My mother wants to plant the type of tree that has blossoms in the spring next to our house.”**
- Ask for student input on ways to make your sentence more interesting. Revise your sentence using some students’ suggestions.
- 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 to six sentences describing trees during different seasons.

Brainstorm and Build Background with Topic

- Have students gather in front of the board. Introduce the activity.
- Draw four boxes, labeling each with a season of the year (spring, summer, fall, and winter.)
- Display the cover of *Trees Around the World*. Review with students the types of trees that appear in the book. **In *Trees Around the World*, we read about different types of trees. Let's remember some of the trees we read about.** Use **Think-Pair-Share** to ask students: **Can you name some of the trees we read about?**
- **Today we are going to think about how trees change during different parts of the year.** Invite students to think about what types of trees grow where they live and how to describe them during different parts of the year. Ask students to think about a specific tree that grows in their area and changes from season to season, or they may discuss trees in general. Possible questions about a specific kind of tree include: **Does the tree have leaves on it all year? Are the leaves small or large? How do the leaves change during the year? Does fruit grow on the tree? When does this happen? Does the tree have flowers in the spring? What do the flowers look like?**
- Write descriptive words and phrases that describe the tree during each season in the boxes that you drew and labeled.
- Introduce the writing activity. **Today you will write about how trees change throughout the year. You will write sentences to tell about how trees look in the spring, summer, fall, and winter. You can use the words and phrases that we have written on the chart to think about sentences that you can write.**
- **We will need a title for our paper. What is a good title?** *Trees, How Trees Change, etc.* Write the title that the class chooses on the board.
- **Now we need a topic sentence. A topic sentence will tell the reader what our paper is about. What can we write for our topic sentence?** *Trees change during the different seasons of the year.* Write the topic sentence on the board. Under the topic sentence, write, “In the spring, _____,” “In the summer, _____,” “In the fall, _____,” and “In the winter, _____.”
- **On your paper, you will copy the title and the topic sentence. Then you will copy and finish these sentence starters to tell about what your tree is like during each season.**

Think-Pair-Share

Partner Planning

- Provide time for partners to discuss what they will write about their trees for each season. Remind students to refer to the descriptive words and phrases that you generated as a class.

Random Reporter



- 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

- Tell students it's their turn to write about how trees change throughout the year. Remind them to first copy the title and topic sentence from the chart or write their own. They should then use the sentence starters to help them begin new sentences that tell about trees during each of the four seasons.
- 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

- Bring out Alpie, his completed paper, and the Editing Checklist chart. Explain to students that Alpie has also written a story about how trees change. He would like them to help him check his paper.

Editing Checklist

- Do all the sentences begin with a capital letter?
- Do all names begin with a capital letter?
- Do all sentences end with a period or an exclamation mark?
- Are words that we can write spelled correctly?

- Display Alpie's paper. Have Alpie read each sentence on his paper. Then use the Editing Checklist to guide students to check for mistakes.

Alpie's Adventures in Writing

A Tree Near Me

The cherry tree grows near my home.

In the spring, its pink flowers bloom

in the summer, it has a lot of leaves

In the fall, the leaves turn red and yellow.

In the winter, the cherry tree does not have leaves.

- As Alpie: **The first thing that our checklist tells us to look for is capital letters at the beginning of each sentence. Do all of my sentences begin with a capital letter?** Wait for students to respond. **Oh, I forgot about that in my third sentence. I will fix it.** Make the correction on Alpie's paper.
- **Do all names in my sentences begin with a capital letter?** Wait for students to respond. **I do not have any names in my sentences, so that's okay.**
- **Next, I will check for ending marks. Do all of my sentences end with either a period or an exclamation mark?** Wait for students to respond. **Oh, I forgot to put periods at the end of both the second and third sentences.** Make the corrections on Alpie's paper.
- **Finally, I will check for spelling mistakes. Do you see any words that I may have misspelled?** Wait for students to respond. **Oh, I could not remember how to spell "leaves." I could look at the cover of our Shared Story to fix it.** Display the cover of the Shared Story *Leaves Fall*. **How can I fix my word?** Correct the word "leaves." The word occurs twice.
- As the teacher: **Good work, class! You really helped Alpie make his paper just right. Now I want you to do the same thing to your papers. Reread them ONE more time VERY carefully to your partner. You and your partner may find some things that you need to fix, just like Alpie did. You can use the Editing Checklist to help you remember what to look for.**
- Ask students to take turns rereading their papers to their partners. Partners should look together to identify and correct mistakes on each paper. Students should only correct mistakes in writing on their own papers.
- 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: Each student's sentences should describe how a tree changes throughout the year.

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 to six sentences describing trees during different seasons.

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)

- Have students work with a partner to draw and label a picture of a tree using the information from the text. **You and your partner will draw a picture of a tree. It can be a real tree, like one of the trees we saw in the book *Trees Around the World*, or it can be an imaginary tree. Be sure that your tree has the structures that all trees have: roots, a trunk covered with bark, branches, and leaves.**
- Ask each partnership to share information about their tree within their teams and explain their tree's appearance. Use the following examples. **Partners, tell your team members about your tree. Be sure to tell why it has the kind of leaves it does or explain any unusual features such as a special seed pod.**
- Ask each team to select a drawing to share with the class if time allows. Use **Random Reporter** to have students share with the class. **Choose one tree from your team, and tell the class one thing about that tree.**

Random Reporter

Baking a Wonderful Wacky Cake

written by Catalina Castillo and illustrated by Deb Branner and James Bravo

At a Glance

Summary

This expository text walks the reader through the process of baking a very unusual cake. The text takes the reader through explicit step-by-step directions, beginning with gathering the tools and ingredients needed for this cake. As the text progresses, the reader learns how to prepare the oven, mix the ingredients, test to see that the cake is fully baked, and cool and prepare the cake for tasting.

STaR Words

delicious

carefully

level

allow

Adventures in Writing Prompt

Students will write recipes for cupcakes with three to six directions.

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 *Baking a Wonderful Wacky Cake* by Catalina Castillo. Look at the picture on the cover. What do you see?** Wait for students' responses. Use **Think-Pair-Share** to ask students: **What clues does the picture give that help you understand what the book will be about?** Point out that the illustrations across the bottom of the cover depict the steps involved in baking.
- **This book is an expository text, and it gives information about baking a wacky cake. Let's look inside the book for some more information about baking this cake.**
- Pages 2 and 3: **This looks like a list of ingredients. The ingredients are the foods you need to bake something. Name some of the ingredients listed in the recipe. I wonder if these are the ingredients for a delicious cake. A delicious cake is one that tastes very good.**
- 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
delicious	2	good tasting	Samantha's mother made a <i>delicious</i> pie for the bake sale.
carefully	5	exactly	Gillian <i>carefully</i> put the books in a pile so they wouldn't fall over.
level	5	even	Jayden built the block towers to the same height to make them <i>level</i> with one another.
allow	8	let	Keenan's mother doesn't <i>allow</i> him to cross the street alone.

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: Point out the text bubble at the side of the list of ingredients, and explain that this is a feature of expository text. **Sometimes the author of an expository text puts important information in a box, or a bubble like this one so readers are sure to see it. The author thinks it is important to tell young readers that they should ask an adult to help them make delicious food. “Delicious” is a STaR word that means something that tastes really good.** T-P-S: **What do you like to eat that is delicious?**
- Page 4: T-P-S: **What are some of the things you must do before you bake a cake?**
- Page 5: **The author tells readers to measure the ingredients carefully. “Carefully” is a STaR word that means to be exact when you measure.** T-P-S: **Why should you measure the ingredients carefully?**
- The author tells us to fill the measuring cups so they are level. “Level” is a STaR word.** T-P-S: **What do you see in the illustration that helps you understand that level means even?**
- Page 6: T-P-S: **Why is it important to mix everything properly?**
- Page 8: T-P-S: **Why do you set a timer to ring in thirty minutes?**
- When the cake comes out of the oven, you must allow it to cool. “Allow” is a STaR word that means to let the cake cool.** T-P-S: **What do you do after the cake cools for fifteen minutes?**
- Page 9: T-P-S: **What’s the last thing you have to do before you can eat the cake?**



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 do you need a recipe to make a wacky cake?
- Why is it important to mix the ingredients well?

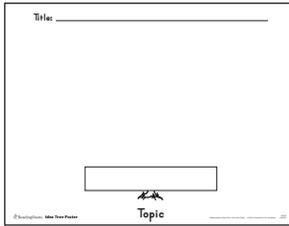
Oral-Language Scoring Rubric

- 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 baking a cake.** 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 do you think the topic of this book is?** Provide choices such as how to bake a cake, eating cake is fun, cakes are delicious, etc.
 - **What would one main idea be?** *Preparing the tools, preparing the ingredients, mixing dry ingredients, mixing wet ingredients, etc.*
 - **What are some supporting details for the main idea “preparing the tools”?** *Be sure the rack is in the middle of the oven, preheat the oven to 350 degrees, grease the baking pan, etc.*

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. Tell students that you will pull items out of the book box that will help them remember the story.
- Pull out the first item, and make sure that each student can see it. Describe the item to students, and ask question 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.

Examples:

Pull out a dry measuring cup. **This is a dry measuring cup that reminds me of how to measure flour and sugar from the book. What is it important to do when you measure flour or sugar?**

Pull out a liquid measuring cup. **How does this help you measure liquid for a cake?**

Teacher’s Note: If you can’t find small items to fit in the box, you may use picture or something else to represent the items.

Book Box

dry measuring cup
liquid measuring cup
measuring spoons
rubber spatula
salt shaker
cake pan
flour
sugar

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.
 - **Why do you put all the ingredients and tools in one place when you bake a cake?**
 - **Where do the wet ingredients go after you measure them?**
 - **Finally, how do you test a cake to see if it is done?**



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. For example:

– **I will write a sentence with two of the words. My sentence is, “We had to allow the delicious cookies to cool after removing them from the oven before we could eat them.”**

Think-Pair-Share

- Use **Think-Pair-Share** to ask for student input on ways to make your sentence more interesting. **Can anyone think of something that I could add to my sentence to make it more interesting?** Revise your sentence using some students’ suggestions.
- **Now let’s watch Alphie use the Sound Spelling strategy with words that have a silent e.** Play the video: Sound Spelling—ed/ing (silent e).
- 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.

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 recipes for cupcakes with three to six directions.

Brainstorm and Build Background with Topic

Blackline master provided.



- Have students gather in front of the board. Introduce the activity.
- Use the “Cupcake Recipe” blackline master to guide students to name the ingredients, tools, and directions for a cupcake recipe. **We’ve read two books about baking. We know so much about baking now that I think we are ready to write a recipe! We can write a recipe for cupcakes!**
- Point to the title of the blackline master. **“Cupcake Recipe.” That means we’ll write about what ingredients and tools you need and what steps you have to take to make cupcakes.**
- Point to the top section of the organizer. **This says, “Ingredients.” That means we need to think of the different things that go into the cupcakes. We don’t need to think of a whole sentence. When you write the ingredients for a recipe, you can make them in a list. We will separate the ingredients on our list with commas.** Use **Think-Pair-Share** to ask students: **Can you remember what the kids in the story used to bake cupcakes?** *Cupcake mix, eggs, milk, and butter.* Model writing the ingredients, separated with commas, on the organizer.
- Point to the middle of the organizer. **This says, “You will need.” That means you need to think of the tools that you will need to make the cupcakes.** T-P-S: **Can you remember the different kitchen tools the children in the story used?** *A bowl, spoons, a cup, and a cupcake tin.* Model writing the names of the tools, separated with commas, on the organizer.
- Point to the last section of the organizer. **This says, “Directions.” That means you will need to tell what steps you have to take to make cupcakes.** T-P-S: **What do we do first?** *Possible response: Put the cupcake mix in a bowl.* Model writing a sentence using students’ ideas. Let’s read the sentence together.
- T-P-S: **What do we do next?** *Possible response: Mix it all up.* Model writing a sentence using students’ ideas.
- Explain the writing activity. **Today you will write your own recipe to make cupcakes. You will need to list the ingredients and tools that you will need, just like we did together. You can use the ones that we thought of together, or you can add others. Then you will need to write sentences that tell the steps that someone must follow to make the cupcakes.**

Think-Pair-Share

Partner Planning

- Provide time for partners to discuss the ingredients and tools that they would like to list for their recipes. Remind students that they will also need to include at least three steps in their recipes. Allow students to take notes on a piece of paper or journal if needed.
- 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

- Distribute a copy of the blackline master. Tell students it's their turn to write a cupcake recipe.
- 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

Editing Checklist

Do all the sentences begin with a capital letter?

Do all names begin with a capital letter?

Do all sentences end with a period or an exclamation mark?

Are words that we can write spelled correctly?

- Bring out Alphie, his completed paper, and the Editing Checklist chart. Explain to students that Alphie has also written a cupcake recipe. He would like them to help him check his paper.
- Display Alphie's paper. Have Alphie read each sentence on his paper. Then use the Editing Checklist to guide students to check for mistakes.

Alphie's Adventures in Writing

Cupcake Recipe

Ingredients: eggs, butter, milk

You will need: bowl, spoon, a cap, cake tin

Directions: put the cupcake mix in the bowl Add milk and eggs. Mix it up. Put butter in the tin. Put the mix in the tin. Bak the cupcakes.

Eat your cupcakes!

- As Alphie: **The first thing that our checklist tells us to look for is capital letters at the beginning of each sentence. The ingredients and the tools are written as a list, so they don't need capital letters. I will look at my directions. Do all of my sentences begin with a capital letter?** Wait for students to respond. **Oh, I forgot about that in my first sentence. I will fix it.** Make the correction on the chart paper.

- **Do all names in my sentences begin with a capital letter?** Wait for students to respond. **I do not have any names in my sentences, so that's okay.**
- **Next, I will check for ending marks. Do all of my sentences end with either a period or an exclamation mark?** Wait for students to respond. **Oh, I forgot to put a period at the end of my first sentence.** Make the correction on the chart paper.
- **Finally, I will check for spelling mistakes. Do you see any words that I may have misspelled?** Wait for students to respond. Make corrections as they direct. *"Malk" should be "milk," "cap" should be "cup," and "bak" should be "bake."*
- As the teacher: **Good work, class! You really helped Alphonse make his paper just right. Now I want you to do the same thing to your papers. Reread them ONE more time VERY carefully to your partner. You and your partner may find some things that you need to fix, just like Alphonse did. You can use the Editing Checklist to help you remember what to look for.**
- Ask students to take turns rereading their papers to their partners. Partners should look together to identify and correct mistakes on each paper. Students should only correct mistakes in writing on their own papers.
- 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 ingredients and tools that a student lists should be items that one would use to bake cupcakes. The steps listed in the directions should occur in a logical order.

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 recipes for cupcakes with three to six directions.

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)

- Talk with students about the ingredients in a wacky cake. Explain that “wacky” means unusual or silly.
- **We read a story about baking a wacky cake. What are some of the ingredients in this cake?** Display pages 2 and 3 of the text to help students remember the ingredients. **This cake is called a wacky cake because of the way it is made. The word “wacky” means odd or silly.**
- Tell students that they will create a list of ingredients for their own wacky cakes.
- **Today you can make up a list of ingredients for your own wacky cake.**
- Model generating a list of ingredients for a wacky cake for students.
- **I would put lemons, garlic, vinegar, and flour in my wacky cake. What ingredients would you use in your wacky cake?**
- Select one group’s list of ingredients, and have students discuss whether they would like to eat the wacky cakes they thought of.
- **Would you want to eat a wacky cake with these ingredients? Why or why not?**

Name _____

Cupcake Recipe

Ingredients: _____

You Will Need: _____

Directions:

Vera Rides a Bike

written and illustrated by Vera Rosenberry

At a Glance

Summary

When Vera's tricycle is stolen, her parents fix up her older sister's first bicycle for Vera. She learns to ride the two-wheeler without training wheels, but she needs her mother and father to help her stop. Vera goes to the playground by herself when everyone else is busy. On a dare from a boy at the playground, Vera proudly rides her bike all by herself. Unfortunately, she falls off when she tries to brake without help. Vera returns home exhausted but pleased with her newfound skill.

STaR Words

pedals

coast

helmet

brakes

Adventures in Writing Prompt

Students will write three to six sentence directions for riding a bicycle.

Teacher’s Note: The pages of this book are not numbered. Page 2 begins with the text “One fragrant spring 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 *Vera Rides a Bike*. Look at the illustration on the front cover. Point to the bike. This is a bike. A bike is a vehicle with two wheels that children like to ride. I see a little girl on the bike. Who do you think this girl is?** Wait for students’ responses. **Yes, I think this is Vera, the girl in the story.**
- **Pages 2 and 3: Vera is riding a tricycle. This red tricycle is different from the bike we saw on the cover. Why do you think Vera’s riding a tricycle when the story is called *Vera Rides a Bike*?** Wait for students’ responses.
- **Page 11: Now Vera is on a big blue bike. It looks like this bike is too big for her. I wonder whose bike this one is.**
- **Pages 14 and 15: What’s happening on these pages?** Wait for students’ responses. **It looks like Vera is learning to ride a small green bike.**
- **Page 24: What’s happened to Vera?** Wait for students’ responses. **Vera falls off her bike. I’m glad she has her helmet on.** Point to the helmet on Vera’s head. **Why is it a good thing that Vera is wearing a helmet?**
- 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
pedals	2	a rider pushes these to make a bike go	Pantomime pushing the pedals on a bike.
coast	11	glide	Chandra likes to <i>coast</i> down the hills on her bike without using the pedals or the brakes.
helmet	14	special hat that protects the head	Picture Walk, page 24
brakes	23	something that stops a vehicle from moving	When she saw the red light, Mrs. Pitt pushed her foot on the <i>brakes</i> to stop the car.

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: **In the story, Vera pushed the pedals up and down to make her tricycle go. “Pedals” is one of our STaR words. The pedals are the part of the bike that connect to the wheels and make them go around. The rider puts his or her feet on the pedals and pushes them to make the bike move.**

Page 7: T-P-S: **Why does Vera feel sick? Wait for students’ responses. Her tricycle is gone. I think I would feel that way too if something I loved disappeared.**

Page 11: **Vera’s sister has a big blue bike. It’s too big for Vera, but Elaine lets her practice balancing on it. T-P-S: Why does Vera’s sister let Vera practice balancing on her bike? Wait for students’ responses.**

Because Elaine’s bike is too big for Vera, Vera can’t reach the pedals to make the bike go. So Vera pushed the bike forward with her feet and lifted her feet up so she can coast. There’s another STaR word. Let’s look at the picture and see if it helps us understand what it means to coast on a bike. T-P-S: What do you think it means for Vera to coast on Elaine’s bike? Wait for students’ responses. When Vera coasts on the bike, she glides along without using the pedals to make the bike move.



Page 15: **Vera wants to ride the green bike right away. Point to Vera’s helmet. But before she does, she puts on her helmet. “Helmet” is a STaR word. T-P-S: What is a helmet? Wait for students’ responses. A helmet is a hard hat that covers your head to protect your head when you ride a bike, rollerskate, or do other things where you might fall and hit your head. Raise your hand if you have a helmet that you wear when you ride a bike.**



Our STaR word “pedal” has two meanings. T-P-S: What did we learn that pedals are? Wait for students’ responses. We learned that the pedals are the part of a bike that connects to the wheels. But when Vera learns to pedal the bike, it means she learns to use her feet to push and make the bike move. Show how you would pedal the bike if you were Vera.

Think-Pair-Share

Page 23: **As long as Vera’s bike is moving, she can stay up. When it stops, she will fall over because she hasn’t learned how to stop by herself yet. T-P-S: How does Vera think she can solve her problem? Wait for students’ responses. She decides she’ll have to use the brakes to stop herself. “Brakes” is one of our STaR words. Brakes are the part of the bike that makes it stop.**

Page 27: T-P-S: **How do you think Vera feels about being able to ride her new bike?**



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 does Vera push the pedals up and down?
- How does Vera coast on her sister’s bike?

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.

The form is a vertical rectangle with several sections. At the top is 'Title' with a small box and a line. Below is 'Setting' with a small icon of a house and a line. Then 'Characters' with a small icon of two people and a line. The 'Problem' section has a question mark icon and a line. Below that is 'Events' with a small icon of a person and a line. The 'Solution' section has an exclamation point icon and a line. Each section has a corresponding line for writing.

Whole Group Response

Think-Pair-Share

Structure Review

- Display and review the story map. Tell students what each part of the map means (title, characters, setting, problem, solution, and important events).
- Ask students to help you identify the elements of the story map in the STaR story. **Let's use our story map 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?** *Vera Rides a Bike*
- T-P-S: **Where did the story happen? What is the setting?** *This story has three different settings: the park, Vera's house, and the school yard.*
- T-P-S: **Who were some of the characters in the story?** *Vera, her mother, her father, and Elaine.*
- T-P-S: **What was the problem in the story?** *There are two problems in this story. One problem is that Vera's tricycle disappears. The other bigger problem is that Vera wants to learn to ride a bike by herself.*
- T-P-S: **One important event in the story is that Vera's sister, Elaine, lets Vera practice balancing on Elaine's bike. What are some other important events in the story?** *Vera's father helped her ride the new bike. Vera went to the school yard by herself and rode her bike. Vera knew she would fall if she tried to stop, but she was brave and used the brakes to stop.*
- T-P-S: **What was the solution? How was the problem solved?** *Vera goes off by herself to ride her bike.*

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 Vera riding her tricycle.

Pages 4 and 5: Vera and her mother stopped at the fountain.

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 did Vera's father give Vera the green bike before her birthday?**
 - **Why did Vera look for Norman when she rode her bike at the school yard?**

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 map 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 will write a sentence with two of the words. My sentence is, “Sometimes when I ride my bike, I like to ignore the brakes and just coast along the road.”**
- Ask for student input on ways to make your sentence more interesting. Revise your sentence using some students’ suggestions.

- 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 to six sentence directions for riding a bicycle.

Brainstorm and Build Background with Topic

- Have students gather in front of the board. Introduce the activity.
- **We've read two books about riding a bike. Today we're going to write directions that explain how to ride a bike.** Write "How to Ride a Bike" at the top of the chart paper.
- Model writing the directions in sequential order. **I'll write some numbers on my paper.** Write the numbers 1–5 down the left side of the paper. **These numbers will help me remember the things you do to ride a bike.**
- Point to #1: **Let's see...number one. That means I should tell the first thing you do to ride a bike.** Use **Think-Pair-Share** to ask students: **What is the first thing you do?** Students may have several different suggestions about the first thing you need to do. Acknowledge all suggestions; then pick one for an example. **Now that I know my sentence, I'll practice it a few times. "First put on your helmet."** Repeat the sentence two or three times. Have the class repeat the sentence. Next to the #1 on the chart, model writing the sentence using the writing strategies most needed by your students. **Let's read the sentence together.**
- **Let's go to the next thing you do.** Point to #2. T-P-S: **What should you do next to ride a bike?** Add the sentence to your list. *"Next sit on the seat of the bike."*
- **Now you are going to do the same thing. You are going to talk with a partner about the things you do to ride a bike. You'll practice saying each sentence a few times to make sure it's right. You can use the same ideas that we did for steps 1 and 2, or you can think of different ones. You will need to think of new ideas for steps 3, 4, and 5.**

Think-Pair-Share

Partner Planning

- Have students sit with their partners. Guide them to think about and discuss each of the steps they take to ride a bike. Tell students that they may think of more than five steps.
- Circulate as students talk to make sure that they are discussing the steps in the sequence.
- 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

- Have students return to their seats and find a clean page in their partner writing books. Have students write the title “How to Ride a Bike” at the top of their pages and then write the numbers 1–5 down the side of the page.
- Tell students that it is their turn to start writing. Remind students to write one step beside each number on the 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

Editing Checklist

Do all the sentences begin with a capital letter?

Do all names begin with a capital letter?

Do all sentences end with a period or an exclamation mark?

Are words that we can write spelled correctly?

- Display the Editing Checklist chart, and review the items on the list. Add a new question, “Are there any missing words?” to the chart.
- **We have been using this Editing Checklist to help us remember all the things we can look for when we are checking our writing.** Use **Think-Pair-Share** to ask students: **What are some things that we have been checking for so far?** *Capital letters to begin sentences and names, periods and exclamation marks, and correct spelling.*
- **Today we will add a new thing to look for. Sometimes when we write, we think about a word in our minds, but we forget to write the word on the paper. So I will add to the chart, “Are there any missing words?”** Add this question to the chart.
- **Alphie wrote his own instructions about how to ride a bike, and he wants us to help check his paper. When we do, we will look for capital letters, periods or exclamation marks, and correct spelling and also make sure that he did not forget any words.**

Think-Pair-Share

- Display Alpie's paper. Have Alpie read each sentence on his paper. Then use the Editing Checklist to guide students to check for mistakes. Make the corrections on Alpie's paper.

Alpie's Adventures in Writing

How to Ride a Bike

1. Put on your helmet
2. Sit on the seat of the bik
3. Grab the handles with hands.
4. Put your feet on the pedals.
5. look both ways for cars.
6. Push the pedals and go!

Corrections:

Sentence 1: Put a period at the end of the sentence.

Sentence 2: Change "bik" to "bike," and put a period at the end of the sentence.

Sentence 3: Add the word "your" before "hands."

Sentence 4: No changes.

Sentence 5: Capitalize the word "look."

Sentence 6: No changes.

- Ask students to take turns rereading their papers to their partners. Partners should look together to identify and correct mistakes on each other's papers. Students should only correct mistakes in writing on their own papers.
- 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 steps needed to ride a bike should be written in a logical order.

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 to six sentence directions for riding a bicycle.

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)

- Divide students into four or five groups. Have them talk in their groups about the sequence of events in learning to ride a bike.
- **Both our Shared Story and STaR story tell about learning to ride a bike. Let's see if we can think of the steps for learning to ride a bike and then put them in order. Talk in your groups about what you need to do to ride a bike.**
- Use **Random Reporter** to have one student from each group share one idea that his or her group came up with. Guide students as necessary so they don't repeat the same information. Write the ideas on sentence strips or large sheets of paper, one step per paper.
- **You had good ideas about how to ride a bike. Now we have to put them in the correct order. Talk in your groups about which step comes first, next, and last.**
- Distribute one paper to each group, and have them determine where in the sequence their step comes. **Now it's time to put the steps in order.**
- Use **Random Reporter** to have each group place their paper with the step on it in order. Direct students to place their papers on the left side of the chalk ledge (or in another appropriate place where all students can see it).
- **What did we say is the first thing you have to do when you want to ride a bike?** Wait for students' responses. **Yes, let's have the 1s in the group with that step bring their paper up and place it where everyone can see it.**
- As each step is identified, use Thumbs Up/Thumbs Down to have students determine if the sequence is correct.

Random Reporter

The Big Snow

written and illustrated by Berta and Elmer Hader

At a Glance

.....

Summary

This book describes how woodland animals prepare for winter. Some animals grow more fur to keep them warm. Others stockpile food to keep them alive during the hard winter months to come. Many animals hibernate. Then the snow comes, and we find out how the animals survive when the weather is cold and food is scarce.

STaR Words

geese

coat

harvest

huddle

Adventures in Writing Prompt

Students will write three to six sentences about getting and caring for a pet.

Teacher’s Note: The pages of this book are not numbered. Before reading, number the book. Page 2 begins, “Honk-honk-honk.”

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.

Whole Group Resonse

- Cover: **The name of the book is *The Big Snow*. Look at the picture on the cover. Some of the animals in the illustration are small.** Move the book as necessary so all students get a close look. **What do you see in the illustration?** Wait for students’ responses. **Yes, there are a lot of animals in this illustration, and they are in the snow.** Use Whole Group Response to have students respond. **Which season is it?** Wait for students’ responses. **How can you tell that it’s winter?** Wait for students’ responses. **This book is called *The Big Snow*, so I think the author wants us to know about what happens to these animals in the winter when it snows. We’ll have to read the story to find out.**



- Page 15: Show pages 2–15. Point to the geese on the top of pages 14 and 15. **Each page in the book so far has geese flying across the sky. These birds must be important to the story because they’ve been on every page. Why do you think the geese are here?** Wait for students’ responses.
- Page 31: **Everything in this picture is covered with snow.** WGR: **Do you see any animals now?** Wait for students’ responses. **What do you think happened to all the animals?** 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.

Word	Page Number	Definition or Synonym	Sample Sentence or Explanation
geese	2	large birds that look like ducks with long necks	Picture Walk, pages 14 and 15
coat	4	an animal’s fur	The rabbit’s thick fur <i>coat</i> kept him warm all winter.
harvest	18	collect crops	Pantomime
huddled	36	gathered in a small, close group	Pantomime



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: **“Geese” is one of our STaR words. The rabbits watched the geese fly across the sky. This helps me understand that geese are a kind of bird that flies.** T-P-S: **Where might the geese be going?**

Page 4: **The littlest rabbit doesn’t know why the geese are flying south because he’s never seen them before.** T-P-S: **What does Mrs. Cottontail say that the geese flying south means? Wait for students’ responses. It means winter is coming. Geese are birds that migrate, or fly, south for the winter.**

T-P-S: **How will the littlest rabbit get a thick winter coat?** Wait for students’ responses. **“Coat” is another STaR word. When we read about an animal getting a coat, it means the animal will grow more fur to cover its body to keep it warm.**

Page 18: **The harvest season is the time when farmers bring in their crops, such as corn, tomatoes, and watermelon, from the fields to use them for food. “Harvest” is a STaR word that means gathering crops. The squirrels gathered nuts, acorns, and seeds for the winter, so we can say they harvested food too.**



Page 25: **The author tells us how many animals prepare for winter. The squirrels harvest acorns, nuts, and seeds. The white-footed wood mouse stores seeds, and the meadow mouse knows how to get to plant roots for food. And the deer know that there will be plenty of food for them in the winter. Some animals hunt, or search, for food at night.** Invite students to dramatize being night hunters searching for food. **Pretend you are a raccoon or skunk hunting for food at night. How would you search for food?**

T-P-S: **Why didn’t animals like the skunk and raccoons worry about finding food?** Wait for students’ responses. **Some animals like skunks and raccoons hibernate, or sleep, all winter, so they don’t need food.**

Page 37: **The animals that don’t hibernate, but stay awake, during the winter came out to look around after the snow stopped. The deer huddled together. “Huddled” is a STaR word that means they stood together in a close group.** T-P-S: **Why do you think the deer huddled together?**

Page 44: T-P-S: **How can you tell the little old woman liked all the winter animals?**

T-P-S: **Why do you think the authors wrote this story?**



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

- Where were the geese going?
- What happened to the animals when the big snow came?

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.

The form is a vertical rectangle with several sections. At the top is 'Title' with a small box and a line. Below is 'Setting' with a small icon of a house and a line. Then 'Characters' with a small icon of two people and a line. The 'Problem' section has a question mark icon and a line. Below that is 'Events' with a line. The 'Solution' section has an exclamation point icon and a line. Each section has a corresponding line of text below it for writing.

Whole Group Response

Think-Pair-Share

Structure Review

- Display and review the story map. Tell students what each part of the map means (title, characters, setting, problem, solution, and important events).
- Ask students to help you identify the elements of the story map in the STaR story. **Let's use our story map 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 Big Snow*
- **T-P-S: Where did the story happen? What is the setting?** *The story takes place mostly in the woods.*
- **T-P-S: Who were some of the characters in the story?** *Geese, rabbits, mice, various other animals, the little old man, and the little old woman.*
- **T-P-S: What was the problem in the story?** *The big snow came, and the animals couldn't find food.*
- **T-P-S: One important event in this story is the geese migrate south for the winter. What are some other important events in the story?** *The rabbit grew a warm coat. The mice and squirrels gathered food for the winter. The moon had a rainbow around it. The big snow came.*
- **T-P-S: What was the solution? How was the problem solved?** *The little old man and woman put out food for the animals.*

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. Tell students that you will pull items out of the book box that will help them remember the story.
- 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.

Examples:

Pull out a toy goose. **This is a (toy) goose that reminds me of the geese in the story. Where did the animals in the story see the geese? What did seeing the geese signal?**

Pull out the carrots. **What part of the story do these remind you of?**

Teacher's Note: If you can't find small items to fit in the box, you may use pictures or something else to represent the items. For example, you may make paper snowflakes.

Book Box

toy goose
carrots with tops
seeds
acorns
nuts
raccoon
moon
snowflakes
old man
old woman

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 message did the migrating geese give the other animals?**
 - **Why did some of the birds and other animals stay in the woods?**
 - **How did some of the animals feel after the big snow?**



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 map 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



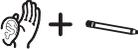
Remember a Word



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 will write a sentence with two of the words. My sentence is, “Even though it had a thick coat of hair, the kitten huddled together with his brothers to keep warm.”**
- Ask for student input on ways to make your sentence more interesting. Revise your sentence using some students’ suggestions.
- 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 to six sentences about getting and caring for a pet.

Brainstorm and Build Background with Topic

Blackline master provided.

- Have students gather in front of the board. Introduce the activity.
- Display the “Let’s Get a Pet” blackline master. **We read two stories that taught us something about how to care for animals. Today we’re going to write about how to take care of a pet.**
- Read the title on the graphic organizer. **The title says, “Let’s get a pet.” First, we’ll think about what kind of animal we could have for a pet. Second, we’ll think about the type of home that it will need. And finally, we’ll think of the type of food it will eat.**
- Use the Alphonse puppet to model how partners might help each other to make their sentences more interesting. **Alphonse wants to write about taking care of a pet too. Since Alphonse doesn’t have a partner to plan with, let’s see if we can help Alphonse to make his sentences more interesting.**
-  Point to the first section of the graphic organizer. **We will use this organizer today to help us know what sentences to write.** Point to the word “pet” on the page. **Alphonse, what does this word say?**
- As Alphonse: **Hmmm.... Let me sound it out. /p/, /eee/, /t/. Hmmm. /p/, /e/, /t/. Pet. The word is “pet.” So in this space, I should write a sentence about the kind of pet that I want. Well, I’ve always wanted a bird. I think my sentence will say, “I want a bird.” That’s a pretty boring sentence. Can you help me make it more interesting?**
- As the teacher: **I think Alphonse is off to a good start. How can we help him to make his sentence more interesting?** Guide students to give suggestions to or ask questions of Alphonse such as what color, kind, or size the bird would be. Incorporate ideas from students as you model writing a sentence for Alphonse.
- Repeat this process to help Alphonse plan his sentences about a home for the pet and what he will feed it.

Partner Planning

- Provide time for partners to discuss pets that they would like to have. Remind students that they will need to include sentences that tell about what kinds of pets they would like to take care of, the types of homes they will provide for their pets, and what they will feed them.
- 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

- Distribute copies of the blackline master. Tell students it's their turn to write sentences about taking care of a pet.
- 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

Editing Checklist

Do all the sentences begin with a capital letter?

Do all names begin with a capital letter?

Do all sentences end with a period or an exclamation mark?

Are words that we can write spelled correctly?

Are there any missing words?

- Bring out Alphie, his completed paper, and the Editing Checklist chart. He would like them to help him check his paper.
- Display Alphie's paper. Have Alphie read each sentence. Then use the Editing Checklist to guide students to check for mistakes. Make the corrections on the chart paper.

Alphie's Adventures in Writing

Let's Get a Pet

Pet: I want a colorful bird named polly for a pit.

Home: the bird will live a cage in my room.

Food: I will give it seed and apples to eat

Corrections:

Sentence 1: Correct the spelling of "pet." Capitalize the name Polly.

Sentence 2: Capitalize the first letter of the sentence. Add the missing word "in" before "a."

Sentence 3: Add a period to the end of the sentence.

- Ask students to take turns rereading their papers to their partners. Partners should look together to identify and correct mistakes on each paper. Students should only correct mistakes in writing on their own papers.
- 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 student's choice of home and food for the pet 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 to six sentences about getting and caring for a pet.

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 and teach the rhyme “Gray Squirrel” using My Turn, Your Turn.

Gray squirrel, gray squirrel swish your bushy tail.

Gray squirrel, gray squirrel swish your bushy tail.

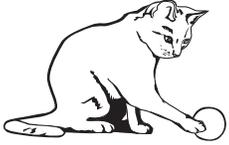
Hold a nut between your toes,

Wrinkle up your funny nose.

Gray squirrel, gray squirrel swish your bushy tail.

- Encourage students to dramatize the actions in the rhyme.
- Have students work in groups to think of new actions for the squirrel in the rhyme.
- **What are some other things the squirrel might do? Let’s say the rhyme with your ideas.** Some ideas you might guide students to include are: harvest seeds and nuts, hide your food for winter, stay inside your nest, play in the big snow, etc.

Name _____



Let's Get a Pet



Pet _____

Home _____

Food _____

Janine and the Field Day Finish

written by Maryann Cocca-Leffler

At a Glance

Summary

Janine is good at some things, and not so good at others. She's great at cheering for her classmates during field day at school, but isn't a great athlete herself. She has never even made it the whole way around the school track. None of this seems to bother Janine, who is excited to compete anyway. Her classmate Abby is much more serious about winning. When Abby trips and hurts her ankle during the 400-meter race, Janine, who is in last place, stops to help Abby up. They cross the finish line together to the cheers of their classmates. Janine teaches Abby that winning the race isn't everything.

STaR Words

tumble

zest

spectacular

struggled

Adventures in Writing Prompt

Students will write three to six directions that tell how to make a snowman.

Teacher’s Note: The pages of this book are not numbered. Before reading, number the pages beginning with page 1, which starts “This is Janine.”

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 *Janine and the Field Day Finish*. Look at the girl on the cover. This girl must be Janine. What do you notice about Janine’s clothes? Wait for students’ responses. She is dressed very brightly, and not in all matching clothes. She’s wearing a bright green T-shirt over a purple long-sleeve shirt. Her shorts have a patch on them. Her socks don’t match. She has big ribbons on her shoes. What do you think this tells you about Janine? Wait for students’ responses. Yes. Janine is probably a happy, cheerful person.**



- Page 4. Point to the pictures. **What do we see Janine doing along the top of the page? Wait for students’ responses. It looks like she is tumbling, or doing somersaults. That’s when you roll forward onto your back, and then back to your feet.**
- 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
tumble	4	roll end over end, somersault	Picture Walk, page 4
zest	4	energy; excitement	The children showed a lot of <i>zest</i> when told to build their own kites.
spectacular	10	wonderful	Fireworks on the Fourth of July are always <i>spectacular</i> to watch.
struggled	21	worked through a hard problem	Latrice’s hands were so cold; she <i>struggled</i> to tie her shoelaces in a knot.

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, 5: **Janine is good at singing, remembering, spelling, and making up cheers.** T-P-S: **What do you think is the purpose of the cheer she shares on these pages?** Wait for students' responses.

“Tumble” is one of our STaR words. A tumble is when you roll end over end and do a somersault. Tumbling is a part of the cheer that Janine made for field day. T-P-S: **Why do you think Janine tumbles and does other movements during her cheer?** Wait for students' responses.

“Zest” is another STaR word. It means energy or excitement. T-P-S: **Do you think Janine shows zest in her cheer?** Wait for students' responses.

Page 9: T-P-S: **How does Janine feel about the fact that she has never finished the race?** Wait for students' responses.

Page 10, 11: **On the last page, Janine's classmate said Janine's sneakers, or shoes, weren't good enough to run a race. On these pages, the classmate says Janine will need more than luck.** T-P-S: **How do you think Janine and her classmate feel differently about running the race?** Wait for students' responses.

“Spectacular” is one of our STaR words. It means wonderful. Janine says that her shoes are spectacular, so she must really love them. T-P-S: **Do you have an item of clothing that you think is spectacular? What is spectacular about it?** Wait for students' responses.

Page 12, 13: T-P-S: **How is Janine's goal for the race different from her classmate's goal?** Wait for students' responses.

Page 20, 21: **Janine and Abby's classmates are saying Janine's cheer as they get near the finish line.** T-P-S: **How do you think their classmates feel about them finishing the race?**

“Struggled” is one of our STaR words. It means to work hard through a problem. T-P-S: **How did Abby struggle to finish the race? Do you think Janine also struggled? Why?** Wait for students' responses.

Page 30: T-P-S: **What do you think Abby learned from her experience running the race?** Wait for students' responses. **Good. I think Abby learned that winning isn't everything. She and Janine tried their best and finished the race, even though Abby's ankle was hurt, and Janine had never finished the race before. Janine teaches her that they both did a great job.** T-P-S: **What did you 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 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

- How does Janine feel about field day at school?
- How does Abby feel differently about the race than Janine?

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.

The image shows a story map form with the following sections:

- Title:** A box with a small icon of a book and a line for writing.
- Setting:** A box with a small icon of a house and a line for writing.
- Characters:** A box with a small icon of two people and a line for writing.
- Problem:** A box with a question mark icon and a line for writing.
- Events:** A box with a small icon of a person and a line for writing.
- Solution:** A box with an exclamation point icon and a line for writing.

Whole Group Response

Think-Pair-Share

Structure Review

- Display and review the story map. Tell students what each part of the map means (title, characters, setting, problem, solution, and important events).
- Ask students to help you identify the elements of the story map in the STaR story. **Let's use our story map 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?** *Janine and the Field Day Finish*
- **T-P-S: Where did the story happen? What is the setting?** *This story takes place at school during field day.*
- **T-P-S: Who were some of the characters in the story? Janine and Abby are the two characters. Which of these characters is the main character in the story?** *Janine is the main character.*
- **T-P-S: What was the problem in the story?** *Janine is not good at sports and she has never finished the race around the track. Abby wants to win the race, but she trips and hurts her ankle.*
- **T-P-S: One important event in the story was that Abby trips before she finishes the race. What are some other important events in the story?** *Janine helps Abby up. They cross the finish line together. Everyone cheers for them even though they are last.*
- **T-P-S: What was the solution? How was the problem solved?** *Janine helps Abby go slowly around the track to finish the race. She shares her lucky ribbons with Abby for finishing the race.*

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: Janine is ready for field day.

Pages 2 and 3: She is good at things like singing, remembering, and spelling.

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 does Janine hope to do in the race?**
 - **What happens to Abby during the race?**
 - **What does Janine do to help Abby?**
 - **Why does Janine give Abby a lucky ribbon?**



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 map 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



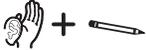
Remember a Word



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 will write a sentence with two of the words. My sentence is, “The spectacular song created a lot of zest in the audience.”**
- Ask for student input on ways to make your sentence more interesting. Revise your sentence using some students’ suggestions.
- 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 to six sentence directions that tell how to make a snowman.

Brainstorm and Build Background with Topic

Think-Pair-Share

- Have students gather in front of the board. Introduce the activity.
- Lead a discussion about things that people do when it snows during the winter. **We have been reading and talking about winter. In many places, it snows in the winter.** Use **Think-Pair-Share** to ask students: **What are some things that children do when it snows?** *Have snowball fights, make snow angels, make snowmen, etc.*
- **One of the things that children do is make a snowman. Today we will pretend that we need to write instructions for a person who has never made a snowman before. To help us, I will draw a snowman.** Draw a snowman. You may wish to include a carrot nose, a hat, sticks for arms, coal eyes, etc.
- Write “How to Make a Snowman” at the top of the chart paper. Have students think of the steps necessary to build a snowman. T-P-S: **What do we need to do first?** Model writing a sentence using one of their ideas. *Possible response: First, roll three balls of snow.*
- **Let’s think about the next thing you would do.** T-P-S: **What should you do next to make a snowman?** Model adding a second sentence using one of their ideas. *Possible response: Next, stack up the balls.*
-  **Point to your snowman drawing.** T-P-S: **What are some of the other steps that I could write about to tell someone how to make this snowman?** *Find a carrot, and use it for his nose; put a hat on top of his head; get some charcoal to use for eyes; find sticks to use for his arms, etc.*
- Explain the writing activity. **Today you will draw your own snowman and write the steps needed to make him.**

Partner Planning

- Provide time for students to work with their partners to draw snowmen. Each student can draw his or her own snowman, or partners can work together to draw a single snowman.
- Ask students to talk to their partners about the steps that someone would need to follow to make their snowmen. Remind them to think about what should happen first, next, etc.
- Circulate as students talk to make sure that they are discussing the steps in the correct sequence.
- 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 write the title “How to Make a Snowman” on their papers.
- Tell students to write three to six sentences that describe how to make the snowmen that they drew.
- 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

Editing Checklist

Do all the sentences begin with a capital letter?

Do all names begin with a capital letter?

Do all sentences end with a period or an exclamation mark?

Are words that we can write spelled correctly?

Are there any missing words?

- **Teacher’s Note:** In this lesson, the use of commas after introductory sequence words (“first,” “next,” “then,” etc.) is correctly modeled by the teacher and correctly written on Alphie’s paper. If you feel that your students are ready, you can introduce the rule and have them check for its correct use in their own papers. Determine whether to add the rule to the Editing Checklist according to the writing levels of your students. Otherwise, you may point out the use of the comma in your own sentence and in Bett’s sentences and simply praise students who correctly include commas in their own writing.
- Bring out Alphie, his completed paper, and the Editing Checklist chart. Explain to students that Alphie has also written directions about how to build a snowman. He would like them to help him check his paper.
- Display Alphie’s chart paper. Have Alphie read each sentence on his paper. Then use the Editing Checklist to guide students to check for mistakes. Make the corrections on the chart paper.

Alphie’s Adventures in Writing

How to Make a Snowman

first, roll three balls of snow. Next, stack up the balls. after that, get a carrot for nose. Then, get rocks for the eyes and mouth Finally, get a hat for the snowman’s head.

Corrections:

Sentence 1: Capitalize “first.”

Sentence 2: No corrections.

Sentence 3: Capitalize the “a” in “after.” Add the missing word “the,” or “his,” before “nose.”

Sentence 4: Add a period at the end of the sentence.

Sentence 5: Change “hit” to “hat.”

- Ask students to take turns rereading their papers to their partners. Partners should look together to identify and correct mistakes on each paper. Students should only correct mistakes in writing on their own papers.
- 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: Student’s steps to make a snowman should be written in a logical sequence.

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 to six sentence directions that tell how to make a snowman.

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)

- Invite students to talk in their groups about something they love to do. **Janine enjoys creating cheers for field day at school. Think about something you like to do. What is your favorite activity?**
- Have students name any special equipment or clothing they need to do their favorite activity. Model this process for students. **Something I like to do more than anything else is dance. What do I need when I dance? I need music and enough room to move.**
- Invite volunteers to share with the class what they love to do.

The Snowman's Lament

written by Jack Prelutsky

At a Glance

.....

Summary

The poem is told from a snowman's point of view as he melts with the coming of spring. The snowman laments that he is melting and describes how he is no longer the handsome and round snowman of winter.

STaR Words

lament

shrinking

form

grin

Adventures in Writing Prompt

Students will write three to six sentences about fun indoor and outdoor activities that they can do on a snowy day.

Teacher’s Note: Number each line in the poem. Line 1 begins, “My snowman sadly bowed his head...” Consider indented text part of the line before it.

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 this book is *It’s Snowing! It’s Snowing!* This is different from other books we’ve read. Our other books are stories or expository texts, and the whole book is about one story or one main topic. This book is a collection of poems about one topic. Usually before we read a story, we look at the cover to get information about the story. Display the cover. Look at the cover on this book. How does this help us know what the book will be about?** Wait for students’ responses. **We see an illustration of a little boy bundled up in a hat, scarves, and a coat. We also see snow falling.**
- Show students the table of contents pages. **At the top of the page, you see the word “Contents.” This is a list of all the poems in the book. What are these poems about?** Read the titles of some of the poems.
- **Usually when we read a STaR story, we preview the book by looking at the illustrations, or pictures, in it. Let’s look at some of the pictures.** Display several pages, such as pages 9, 12, 13, 15, and 37. Read the title of the corresponding poem, and talk with students about whether the illustration helps them know what the poem is about.
- Turn to page 44, and point out the snowman and boy on the page. **The title of the poem is “The Snowman’s Lament,” and the poet, the person who wrote the poem, is Jack Prelutsky. What does the illustration tell us about this poem? When I read the poem, you’ll find out why it is called “The Snowman’s Lament.”**



- 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
lament	44, title	complaint, cry	I listened to Clara's <i>lament</i> that her older brother got more attention than she did.
shrinking	45, line 9	getting smaller	My dad said I am getting taller and that is why my clothes are <i>shrinking</i> on me.
form	45, line 10	shape	The rotten pumpkin was squishy and had lost its <i>form</i> .
grin	46, line 16	smile	Juan had a big <i>grin</i> on his face when he realized he won the race.

Interactive Reading

Teacher’s Note: Practice reading the poem several times before reading to students to get a feel for its rhythm.

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.
- Read the poem all the way through so students have the opportunity to hear it and think about the images before you reread for comprehension. Reread the poem interactively, discussing the STaR words and asking comprehension questions.

Line 1: Before rereading the poem, use T-P-S to ask: **What is the poem about?** Wait for students’ responses. **Who are the characters in this poem?** Wait for students’ responses. **Yes, the snowman and boy are the characters in the poem. In this poem, the snowman is the one speaking and the little boy listens.**

Lines 5–9: **What was the snowman like in December?** Wait for students’ responses. **He was handsome, round, and tall in December but now his stomach is shrinking. “Shrinking is a STaR word that means getting smaller.** Show the illustration on page 44.

Lines 10–12: **“Form” is a STaR word, meaning shape. As you can see in the picture, he’s not round, handsome, or tall anymore. Why is he shrinking and losing his form?** Wait for students’ responses. **That’s right, it’s getting warmer. When the weather gets warm, snow starts to melt.**

Lines 13–16: **“Grin” is a STaR word that means smile. T-P-S: Why do you think the poet used the word “grin” instead of smile? Wait for students’ responses. I think he chose this word because grin rhymes with the word “thin.” What happened to the snowman’s grin? Wait for students’ responses. Yes, whatever they used to make his mouth, such as buttons, has fallen off of him as he melts.**

Lines 17–20: **The poet writes “...my head is but a quarter of the size it used to be.” Draw a picture of a pizza or pie cut into four pieces. A quarter is part of a whole. This one slice is a quarter of the size of the entire pizza. Notice it is much smaller. So the poet wants us to create a picture that his head is much smaller than it was in winter.**

Lines 21–28: **The poet writes “I stood prouder than a king, now I’m thinner than a splinter, winter’s melting into spring!” A splinter is a thin piece of wood. The poet compares him to a thin piece of wood to make us understand that he is no longer round. The title of the poem is “The Snowman’s Lament.” “Lament” is a STaR word that means complaint. Why is the snowman lamenting? Wait for students’ responses. Yes, he is melting away because winter is turning into spring.**



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 does the snowman tell the boy a lament?
- How has the snowman changed from winter to spring?

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.

The form is a vertical grid with six main sections, each with a small icon and a question mark:

- Title:** A small book icon.
- Setting:** A small house icon.
- Characters:** A small group of people icon.
- Problem:** A small question mark icon.
- Events:** A small speech bubble icon.
- Solution:** A small exclamation mark icon.

Each section has several horizontal lines for writing.

Whole Group Response

Think-Pair-Share

Structure Review

- Display and review the story map. Tell students what each part of the map means (title, characters, setting, problem, solution, and important events).
- Ask students to help you identify the elements of the story map in the STaR story. **Let's use our story map to help us think about important parts of the story.**
- **WGR: The title tells us the name of the poem. What is the title of the poem?** *"The Snowman's Lament"*
- **T-P-S: Where did the poem happen? What is the setting?** *The poem happens outside in March.*
- **T-P-S: Who were some of the characters in the poem?** *The snowman and the boy.*
- **T-P-S: What was the problem in the poem?** *The weather is getting warmer and the snowman is melting.*
- **T-P-S: One important event in the poem is that the snowman's stomach started shrinking. What are some other important events in the story?** *The snowman is losing his form, his nose has started drooping, he is getting shorter, his head is a quarter of the size it was in winter, he is hard of hearing, he can't see.*
- **T-P-S: There really isn't a solution in this poem because the snowman's problem can't be solved. But, how does the poem end?** *The snowman melts away.*

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

Examples:

Students dramatize the snowman in December.

Students dramatize the snowman as he melts.

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.
 - **Why is the snowman sad?**
 - **What happens to the snowman as he starts to change?**



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 map 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



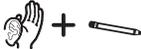
Remember a Word



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 will write a sentence with two of the words. My sentence is, “The baker’s lament was that he followed the recipe but the cake’s form was soft.”**
- Ask for student input on ways to make your sentence more interesting. Revise your sentence using some students’ suggestions.
- 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 to six sentences about fun indoor and outdoor activities that they can do on a snowy day.

Brainstorm and Build Background with Topic

- Have students gather in front of the board. Introduce the activity.
- Write the title “A Snowy Day” on a T-chart. Label one section “Inside” and the other “Outside.”

A Snowy Day	
Inside	Outside

- In the story *The Ice Storm*, the kids had to leave school early because of the bad weather. They had to stay inside for the rest of the evening. Even though they were inside, they thought of some fun things to do, didn't they? The next day, they got to go outside. They thought of a lot of fun things to do outside too. Today we're going to think and write about fun things you can do inside and outside during the cold weather.



- Point to the title. The title of this paper is “A Snowy Day.” It will tell about things you can do inside and outside on a snowy day.
- Point to the section of the chart paper labeled “Inside.” This word says, “Inside.” We'll use this part of the paper to tell about the things we do inside. We can start by remembering some of the things the children did in the story *The Ice Storm*. Use Think-Pair-Share to have students share their ideas. Think about what the children did inside, and tell your partner. Record words or phrases that students share in a list format in the correct column on your chart.
- T-P-S: Can you think of any other fun things to do inside on a snowy day? Add their ideas to the list. Repeat this process with activities that can be done outside.
- Today you will write a paper about fun things you can do inside and outside on a snowy day. We will need to tell the reader whether we are talking about inside activities or outside activities. We can do that by including topic sentences. On a clean space on the board, write the sentence, “I can have fun inside on a snowy day.” After this sentence, I can write some sentences using some of the ideas that we thought of together. Maybe a good sentence would be, “I can bake.” Can you help me think of some details to make that a little more interesting? Write a more elaborate sentence incorporating students' ideas. *I can bake hot, delicious, chocolate chip cookies.*

Think-Pair-Share

- After I write more sentences that describe things I can do inside on a snowy day, I will want to tell the reader that I am changing the topic to things that I can do outside. I will add a sentence that says, “I can also have fun outside on a snowy day.” Write the sentence on the chart paper. After this sentence, I will write some sentences about fun things to do outside.
- On your paper, you will need to write sentences about at least two fun things that you can do inside and two fun things that you can do outside on a snowy day.

Partner Planning

- Provide time for partners to select the indoor and outdoor activities that they would like to write about. Remind students that they will need to include at least two activities from each category.
- 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 copy the title “A Snowy Day” and the first topic sentence from the board on a sheet of paper or in a journal. Provide time for them to write their sentences about ways to have fun inside.
- As students begin to finish their sentences about ways to have fun inside, guide them to copy the sentence about ways to have fun outside from the chart paper and then add sentences about outdoor activities.
- 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

- Display the Editing Checklist, and review the items on the list. Add a new question, “Are there any extra words?” to the checklist.

Editing Checklist

Do all the sentences begin with a capital letter?

Do all names begin with a capital letter?

Do all sentences end with a period or an exclamation mark?

Are there any missing words?

Think-Pair-Share

- **We have been using this Editing Checklist to help us remember all the kinds of things that we can look for when we are checking our writing.** Use **Think-Pair-Share** to ask students: **What are some things that we have been checking for so far?** *Capital letters to begin sentences and names, periods and exclamation marks, correct spelling, and missing words.*
- **Today we will add a new thing to look for. Sometimes when we write, we think about a word in our heads, and then we accidentally write it more than once. Or we might write a word that is not supposed to be in the sentence. We can call those words “extra words.” So I will add to the checklist “Are there any extra words?”** Add this question to the checklist.
- **Alphie wrote his own paper about fun things to do on a snowy day, and he wants us to help check his paper. When we do, we will look for capital letters, periods or exclamation marks, and correct spelling and also make sure that he did not forget any words or add any extra words.**
- Display Alphie’s paper. Have Alphie read each sentence on his paper. Then use the Editing Checklist to guide students to check for mistakes. Make the corrections on Alphie’s paper.

Alphie’s Adventures in Writing

A Snowy Day

I can have fun inside on a snowy day. I can sing funny songs songs with my sister. i can draw a picture with mi crayons.

I can also have fun outside on a snowy day. I can throw snowballs snowballs at sister. We can even mak snow angels

Corrections:

- **Sentence 1:** No corrections.
 - **Sentence 2:** Remove the extra word “songs.”
 - **Sentence 3:** Capitalize “I.” Correct the spelling of the word “my.”
 - **Sentence 4:** No changes.
 - **Sentence 6:** Remove the extra word “snowballs.” Add the missing word “my” before “sister.”
 - **Sentence 7:** Correct the spelling of “make.” Add a period to the end of the sentence.
- Ask students to take turns rereading their papers to their partners. Partners should look together to identify and correct mistakes on each paper. Students should only correct mistakes in writing on their own papers.
 - 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 activities listed by students should make sense as those one could do on a snowy day.

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 to six sentences about fun indoor and outdoor activities that they can do on a snowy day.

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.

The Night Before the Tooth Fairy

written by Natasha Wing and illustrated by Johansen Nauman

At a Glance

Summary

The narrator has a loose tooth that he wants to fall out before he goes to bed. He wants the Tooth Fairy to pay him a visit. He tries wiggling it, but it won't come out. He doesn't like his parents' suggestions of eating an apple or tying a string to the tooth and a doorknob. When his baby brother causes an accident between them, the cat, and the dog, the narrator's tooth goes flying. Finally, he can put it under the pillow. He wakes up to see the Tooth Fairy flying around his room, but he pretends to sleep so he can watch her work. When she is gone, he finds a dollar under his pillow. His baby brother also has a surprise—a new tooth!

STaR Words

yank

gap

safekeeping

fluttered

Adventures in Writing Prompt

Students will write three to six sentence long riddles.

Teacher’s Note: The pages of this book are not numbered. Before reading, number the pages beginning with page 2, which starts “’Twas the night before the Tooth Fairy...”

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 this book is *The Night Before the Tooth Fairy*. What do you see on the cover of the book?** Wait for students’ responses. **This tiny person is a fairy. Fairies are magical creatures, and a tooth fairy brings a gift, usually money, to a child who puts his or her tooth under the pillow when the tooth falls out. What is the Tooth Fairy holding?** Wait for students’ responses. **Yes, it looks like she’s holding a wand and a bag. I wonder what is in the bag.**
-  Page 7: **The narrator’s dad looks like he has a solution to help yank that loose tooth out.** Point out the picture. **Have you ever had to yank on something? You give the object a really sharp pull.** Mime yanking something, like a tooth out of your mouth. **How would the narrator’s dad’s solution yank the tooth out?**
-  Pages 22 and 23. Point to the pictures. **What is happening in these pictures? What is the Tooth Fairy doing?** Wait for students’ responses. **Right. The Tooth Fairy seems to be flying all around the room. She reminds me of a bug, like a butterfly, that flutters around.**
- 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
yank	7	pull quickly and strongly	Pantomime
gap	12	a hole or space	There was a <i>gap</i> in the fence where Shannon’s dog escaped.
safekeeping	21	protection; safety	Jung put his lunch in his backpack for <i>safekeeping</i> while he walked.
fluttered	22	moved quickly	The moth <i>fluttered</i> around the light on the back porch.

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: **The boy’s mom offers him an apple.** T-P-S: **How do you think that will help his tooth come out?** Wait for students’ responses. **The boy says “guess who won’t come tonight” if he swallows his tooth.** T-P-S: **Who is he talking about?** Wait for students’ responses.



Page 7: **“Yank” is one of our STaR words. The boy’s dad thinks they should yank the tooth out.** Pantomime yanking something. T-P-S: **In the picture, one end of the string is tied to the doorknob. Where do you think the other end of the string will be tied?** Wait for students’ responses. **The idea is you tie the other end of the string to your loose tooth, and then stand far enough from the door so that when you shut the door quickly, the string goes tight and yanks your tooth out!** T-P-S: **Do you think this could hurt? Why or why not?** Wait for students’ responses.

Pages 8, 9: T-P-S: **What finally makes the boy’s tooth fall out?** Wait for students’ responses. **After all of the wiggling and pushing, an accident made the boy’s tooth fall out. What does this tell you about losing your teeth?** Wait for students’ responses.

Pages 12, 13: **“Gap” is one of our STaR words. The boy thinks it is cool that he has a gap, or a hole, in his smile.** T-P-S: **Have you lost a tooth yet? What did you think of your smile while your tooth was missing?** Wait for students’ responses.

Pages 20, 21: T-P-S: **What do you think might have happened if the boy did not pretend to be asleep? What would the Tooth Fairy have done?** Wait for students’ responses.

“Safekeeping” is one of our STaR words. It means protection or safety. The Tooth Fairy uses a pouch for safekeeping. T-P-S: **What do you keep your special or important objects in for safekeeping?** Wait for students’ responses.

Page 22, 23: **“Fluttered” is one of our STaR words. It means moved quickly, and usually describes how something flies. We often think about butterflies and moths fluttering.** T-P-S: **How do you think the Tooth Fairy moves around the boy’s room before she disappears?** 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.

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 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 is the boy excited?
- How do the boy’s parents want to pull his tooth out?

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.

The image shows a story map graphic organizer. It has six main sections, each with a small icon and a set of horizontal lines for writing:

- Title:** A small book icon.
- Setting:** A sun and moon icon.
- Characters:** A group of people icon.
- Problem:** A question mark icon.
- Events:** A vertical line icon.
- Solution:** An exclamation mark icon.

Whole Group Response

Think-Pair-Share

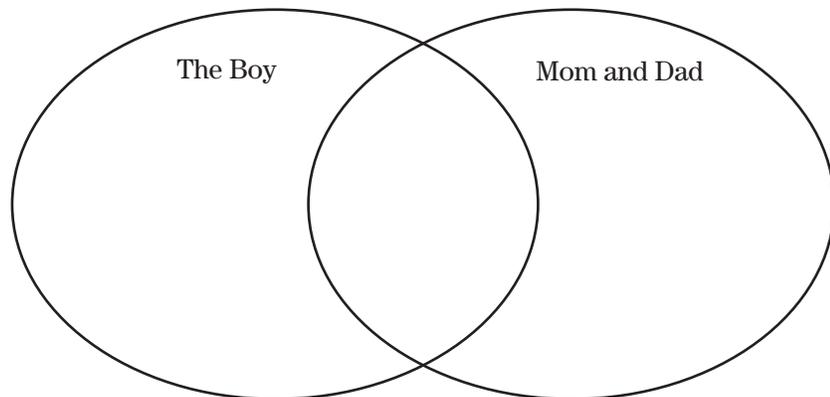
Structure Review

- Display and review the story map. Tell students what each part of the map means (title, characters, setting, problem, solution, and important events).
- Ask students to help you identify the elements of the story map in the STaR story. **Let's use our story map 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 Night Before the Tooth Fairy*
- **T-P-S: Where did the story happen? What is the setting?** *This story takes place at the boy's house. It takes place in the evening.*
- **T-P-S: Who were some of the characters in the story? The boy, the boy's baby brother, the mom, the dad, the Tooth Fairy. Which of these characters is the main character in the story?** *The boy is the main character. He tells the story.*
- **T-P-S: What was the problem in the story? The boy is having trouble getting his loose tooth to fall out at first. He is afraid he won't get it out.**
- **T-P-S: One important event in the story is that the boy has a loose tooth. What are some other important events in the story?** *The boy wiggles and waggles the tooth to try to make it fall out. The boy's baby brother causes an accident that makes his tooth fall out. The boy puts his tooth under his pillow. The boy pretends to be asleep so he can watch the Tooth Fairy. The boy gets a dollar for his tooth. The boy's baby brother is growing his first tooth.*
- **T-P-S: What was the solution? How was the problem solved?** *The problem was solved when the boy's baby brother scared the cat and the dog. The dog jumped on the narrator and his tooth fell out.*

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 that they will use a Venn diagram to compare and contrast the boy and his parents. Explain the graphic organizer, telling students what should go in each part. Label one circle "The Boy" and the other "Mom and Dad."

- Ask students to talk in their groups about things that only describe the boy. Then have them discuss things that only describe Mom and Dad. Fill in the appropriate circles as students respond.
- Ask students to talk in their groups about what is true for both the boy and Mom and Dad. 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. *Examples: The boy and his parents are the same because they all want his loose tooth to fall out. They all want the Tooth Fairy to visit the boy. They are different because Mom and Dad want to help the tooth fall out in ways the boy does not want it to fall out. He is afraid he will swallow it if he eats his Mom's apple. He does not want to yank it out with string like his dad.*

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 the boy need help losing his tooth?**
 - **How does the boy feel when his tooth is gone?**



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 map 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

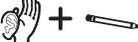

Find and Copy a Word


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 will write a sentence with two of the words. My sentence is, “The baby kangaroo was snug in his mother’s pouch.”**
- Ask for student input on ways to make your sentence more interesting. Revise your sentence using some students’ suggestions.
- 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 to six sentence long riddles.

Brainstorm and Build Background with Topic

Think-Pair-Share

- Have students gather in front of the board. Introduce the activity.
- Have students gather in front of the board. Display the cover of the Shared Story, *Did That Tree Eat My Kite?* **The title of our Shared Story this week has a punctuation mark in it. Use Think-Pair-Share to ask students: What is that mark called? A question mark. Why does the title have a question mark? The title has a question mark because it asks something. When a sentence asks something, we call it a question. We write question marks at the end of questions.**
- Introduce the riddle as an example of something that contains a question. **Today we are going to write riddles. Riddles have sentences that give clues about what something is, without naming it, and then ask the question “What is it?” at the end. Riddles are fun! You can read a riddle to a friend and see if he or she can guess the answer.**
- Use Alphie to help demonstrate the format of a riddle. **Alphie has written a riddle. T-P-S: Let’s see if you can guess the answer to Alphie’s riddle.** Have Alphie read his riddle to the class.

It grows in your mouth.

It helps you chew your food.

If it falls out, you can put it under your pillow.

What is it?

A tooth.

- Model the process of creating a riddle. **Today you will write your own riddle. But first, we will write one together.**
- **The first thing that you have to do is think of the answer in your mind. The answer is a secret, so do not write it on your paper. We can let Alphie try to guess the answer to our riddle, so we need to cover his ears.** Cover Alphie’s ears, or put him away so he will not “hear” the discussion.
- **We read a story about kites. T-P-S: Let’s see if you can think of some clues to describe a kite.** Model writing sentences with their ideas. *Possible responses: It flies high in the sky. It has a string attached to it. It can get stuck in trees.* Write three clue sentences, and then add the question **“What is it?”**
- Bring Alphie out, or uncover his ears, and ask a volunteer to read the riddle to him. Have Alphie guess the answer.
- **You will work with your partner to help you think of ideas for your riddle. Your partner will be the only one to know your secret answer. Be sure to use quiet voices when you plan so no one else will find out your secret!**

Partner Planning

- Provide time for students to plan with their partners. Remind them that they will need to decide what they will describe with their riddles and think of three to five clues about each item. Have them think about how to express these clues in complete sentences.
- 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 write their clue sentences. Remind them that they will need to add the question “What is it?” to the end of their riddles.
- 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

Editing Checklist

Do all the sentences begin with a capital letter?

Do all names begin with a capital letter?

Do all sentences end with a period or an exclamation mark?

Are words that we can write spelled correctly?

Are there any missing words?

Are there any extra words?

- Display the Editing Checklist, and review the items on the list. Add a new question, “Do sentences that ask something end with question marks?” to the checklist.
- **We talked about question marks today and how we need to add one to the end of a sentence that asks something. This is something else that we can look for when we check our papers. So I will add to the checklist, “Do sentences that ask something end with question marks?”** Add this question to the checklist.
- **Alphie wrote another riddle. He wants to see if we can guess the answer. He also wants us to help check his paper. We can use our Editing Checklist to help him.**

- Display Alphonse's riddle. Have Alphonse read the riddle to students. Allow them to guess the answer. *Honey*. Then use the Editing Checklist to guide students to check for mistakes. Make the corrections on the chart paper.

Alphonse's Adventures in Writing

It is very sticky
bears love love to eat it.
the bees make.
what is it

Corrections:

- **Sentence 1:** Put a period at the end.
- **Sentence 2:** Capitalize "bears." Remove the extra word "love."
- **Sentence 3:** Capitalize "the." Add the missing word "it" after "make."
- **Sentence 4:** Capitalize "what." Add a question mark to the end.
- Ask students to take turns rereading their papers to their partners. Partners should look together to identify and correct mistakes on each paper. Students should only correct mistakes in writing on their own papers.
- 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 clues in each student's riddle should logically lead one to discover the answer.

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 to six sentence long riddles.

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)

Teacher’s note: Provide each team of students with a bag to use for the game. Use shopping bags, snack bags, paper lunch bags, small drawstring bags, etc.

- Play an adapted version (without chasing) of the circle game Duck, Duck, Goose, substituting the words “tooth” for “duck” and “pouch” for “goose.”
- **Today we’re going to play a circle game. It’s like the game Duck, Duck, Goose, but instead of using the words “duck” and “goose, you’ll say “tooth” and “pouch.” When the Tooth Fairy taps you and says, “Pouch,” he or she will give you a bag. Instead of chasing the Tooth Fairy, you will take the bag, and you will be the Tooth Fairy.**
- For all students to have a turn, place them in groups of five or six, and have each group sit on the floor in a circle. Explain that one person will be the Tooth Fairy and will deliver a pouch to someone who lost a tooth. The Tooth Fairy will go around the group tapping each person on the head. As the Tooth Fairy taps each child in the circle, the Tooth Fairy says either “tooth” or “pouch.” When the Tooth Fairy says, “Pouch,” he or she places a small bag in the lap of the selected student. Then that student becomes the Tooth Fairy and delivers a bag to another student. Encourage students to make sure that everyone in their group has a turn to be the Tooth Fairy.
- Demonstrate how to play with one group. **I’ll be the Tooth Fairy and show you how to play the game.** Walk around the outside of the circle, and say, “Tooth,” as you tap several students on the head. After tapping several students, tap one child, and say, “Pouch.” As you do, drop the bag on the child’s lap, and say, “I’m leaving a pouch for Carmel because she lost her tooth.” Tell students that the child with the bag will now be the Tooth Fairy.
- Have students play the game in their groups until each student has had a turn as the Tooth Fairy.
- Encourage students to use new vocabulary as they play. **When the Tooth Fairy says, “Pouch,” to you and gives you a bag, you can say, “I lost my tooth, and the Tooth Fairy left me a pouch for safekeeping.”**
- If time and students’ interest permit, change the game, using the words “tooth” and “dollar” this time. Encourage students who receive the bag this time to say something about losing the tooth and getting a dollar. **This time when you play the game, use the words “tooth” and “dollar.” The person who gets the bag can say, “I gave my tooth to the Tooth Fairy, and she (or he) gave me a dollar.” Then you take your turn as the Tooth Fairy.**

Extra! Extra! Writing a Newspaper Article

written by Jack Gallagher and illustrated by James Bravo

At a Glance

Summary

This expository text tells the reader how to write a newspaper article. The students learn what makes a good story—the 5Ws and 1H and the importance of facts. The book also teaches readers the role of interviews, headlines, and pictures in a newspaper article. Finally, the text examines an example of a newspaper article.

STaR Words

reporter interesting information grab

Adventures in Writing Prompt

Students will interview classmates and write three to six sentence long articles.

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 *Extra! Extra! Writing a Newspaper Article*. This is an expository text. Remember that expository texts tell us about things that are real.** Use Think-Pair-Share to ask students: **What do you think this expository text is about?** Wait for students' responses. **That's right! This expository text is about how to write a newspaper article like the ones Mr. West's class wrote in the Shared Story *Who Is Wilfred?***
- Remember that expository texts have special features to help us better understand what the book is talking about. Point to the box on page 7. **For example, this book has text boxes that summarize or give us extra information about the text. This text box is about main ideas. Does anybody remember what a main idea is?** Wait for students' responses. **Right. The sidebar says that a main idea is what a story is mostly about. What is the story mostly about?**
- Page 1: Point to the boy and girl in the illustration. **This boy and girl are reporters. A reporter is a person who writes news. What news do you think they will write about?**
- Page 6: **Reporters gather, or collect, information. Information is knowledge about an event or situation. When the children in Mr. West's class asked Mrs. White about Wilfred, they were collecting information. What information do you think the reporters in these illustrations are gathering?**
- 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
reporter	1	a person who writes news	Picture Walk, page 1
interesting	1	something that gets your attention	Vicki loves reading books about horses because she finds these animals very <i>interesting</i> .
information	4	knowledge about an event or situation	Mom has all the <i>information</i> about the class field trip to the museum.
grab	8	get	Wilfred the dog tried to <i>grab</i> the Frisbee from Tina's hand.

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: **“Reporter” is one of our STaR words. A reporter is someone who writes news. The book says a reporter is able to sniff out a good story to share with other people. Another STaR word is “interesting.” The book asks, “Can you tell when a story or event is interesting?” T-P-S: What does interesting mean? Wait for students’ responses. Something that is interesting is something that gets your attention.**

Pages 2, 3: **T-P-S: What is an interesting story for you and your friends? Provide the following sentence stem for students. An interesting story is _____.**

The illustration on this page gives us an idea of what the reporters might write about. T-P-S: What do you think the reporters might write about? Provide students with the following sentence stem. The reporters will write about _____.

Whole Group Response

Page 4: **“Information” is one of our STaR words. Information is knowledge about an event or situation. The book says that news reporters should never make up information for a story. Use Whole Group Response to ask students: Can we make up things when we are writing a newspaper article? T-P-S: Why?**

Page 7: **T-P-S: What do the reporters do once they have all the information they need? Provide students with the following sentence starter. Once the reporters have all the information, they _____.**

Pages 8, 9: **T-P-S: Which headline did the reporters choose? Wait for students’ responses. The book tells us that pictures help grab the reader’s attention. “Grab” is a STaR word. When you grab someone’s attention, it means that you get their attention quickly. T-P-S: Why do you think the reporters chose this picture for their newspaper article?**

Pages 12, 13: **It is important to interview someone who has true information for a newspaper article. T-P-S: Who did the reporters interview for this article? Provide students with the following sentence starter. The reporters interviewed _____. T-P-S: What will the students reading the article learn about what the playground will look like?**



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 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

- What do good newspaper reporters have to have?
- What story did the reporters write about?

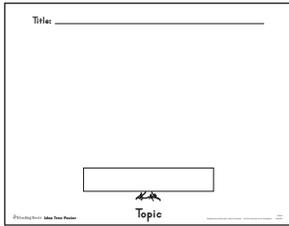
Oral-Language Scoring Rubric

- 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 writing newspaper articles.** 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.
 - T-P-S: **What are some of the things we learned about a reporter's job?**
Possible responses: They can't make up information. They have to gather true information. They must ask six types of questions.
 - T-P-S: **What are some features of newspaper articles? What did we learn about them?**
Headlines tell the reader what the article is about. The headline is the title of the article and should be short. Pictures make readers curious about the articles. The pictures and colors grab the readers' attention.

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: These are the reporters. Reporters have a nose for news.

Pages 2 and 3: Reporters look for stories to write about.

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 interesting story would you like to write about?**
 - **Whom would you interview for your article?**
 - **What questions would you ask during the interview?**
 - **What other details would you put in your story?**
 - **What would be the headline?**
 - **What picture would you put next to the article?**



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 will write a sentence with two of the words. My sentence is, “The reporter wrote an article that gave information about the concert.”**
- Ask for student input on ways to make your sentence more interesting. Revise your sentence using some students’ suggestions.

- 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 interview classmates and write three to six sentence long articles.

Brainstorm and Build Background with Topic

- Have students gather in front of the board. Introduce the activity.
- **We have been reading and talking about newspapers. Today we are going to pretend to be reporters who work for a newspaper. We are going to interview our partners for newspaper articles about their plans for the summer. After we write our articles, we will put them in a class newspaper.**
- **To write an article, first we need to collect information. After we collect the information, we will write the sentences for our articles. To collect information, you will ask six important questions.** Read each of the following question words as you write them on chart paper.

Summer Plans

Who?

What?

Where?

When?

Why?

How?

- Bring out the Alpie puppet. **Alpie and I will show you how this can work. Alpie will be interviewing me, so we need to write my name after the question “Who?”** Write your name. **Alpie, go ahead and ask me the next question.**
- As Alpie: **I hear you’ve got some exciting plans for the summer this year! What will you do?**
- As the teacher: **I’ll visit my grandmother.** Help Alpie write “visit grandmother” next to the question “What?”
- As Alpie: **That sounds like fun! Where does your grandmother live?**
- As the teacher: **Near the beach in Virginia.** Help Alpie write “near beach in Virginia” next to the question “Where?”
- Alpie will finish his interview with you later. **Let’s see if he can write some complete sentences with my answers. Alpie, can you think of a sentence or two that includes the information that you’ve gathered so far?**
- As Alpie: **I can write just one sentence with all this information! “This summer, Mrs. Smith will visit her grandmother near the beach in Virginia.” Do you like my sentence?**
- As the teacher: **I think that’s a tremendous sentence, Alpie!**

- Explain how partners will plan to write their articles by interviewing each other. **You will interview your partner to write your article. You and your partner will decide who will be the reporter first. That person will ask the six questions and write the answers in his or her partner writing book. Then, you and your partner will switch roles.**
- **After you have both had a turn to ask the questions and write the answers, you can talk about how you can tell all the information in complete sentences. You may write a sentence for every answer, or you might be able to write a longer sentence that has more information in it, like Alphonse did.**

Partner Planning

- Ask students to copy the six questions (“Who?” “What?” “Where?” “When?” “Why?” and “How?”) on a sheet of paper or in a journal.
- Provide time for students to take turns interviewing one another and taking notes. Students should then work with their partners to think of sentences that they could write with the information.
- 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

- Tell students to write sentences that tell all the information they collected about their partners’ plans for the summer.
- 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

Editing Checklist

- Do all the sentences begin with a capital letter?
- Do all names begin with a capital letter?
- Do all sentences end with a period or an exclamation mark?
- Are words that we can write spelled correctly?
- Are there any missing words?
- Are there any extra words?
- Do sentences that ask something end with question marks?

- Bring out Alphie, his completed paper, and the Editing Checklist. Explain to students that Alphie also interviewed his friend Bett, and he has written an article about her. He would like them to help him check his paper.
- Display Alphie’s chart paper. Have Alphie read each sentence on his paper. Then use the Editing Checklist to guide students to check for mistakes. Make the corrections on the chart paper.

Alphie’s Adventures in Writing

Bett’s Summer Plans

bett will go to the beach this summer in Florida. She will leave as soon as school is out out and return at the end of July. Bett wants to go to the beach because it is near the water, and she luvs the water. she will ride to the beach in a car with her mother and her sister. wouldn’t you like to go to the beach with Bett.

Corrections:

- Sentence 1:** Capitalize “Bett.”
 - Sentence 2:** Delete the extra word “out.”
 - Sentence 3:** Correct the spelling of “love.” (Say-Spell-Say)
 - Sentence 4:** Capitalize “She.”
 - Sentence 5:** Capitalize “Wouldn’t.” Change the period to a question mark.
- Ask students to take turns rereading their papers to their partners. Partners should look together to identify and correct mistakes on each paper. Students should only correct mistakes in writing on their own papers.
 - 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: Students should convert the information gathered during the interview process into complete sentences.

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 interview classmates and write three to six sentence long articles.

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)

- Have students illustrate their newspaper articles. **Our newspaper articles are missing something! Does anybody know what we are missing?** Wait for students' responses. **Very good! Our newspaper articles are missing pictures. Remember that a picture helps the reader learn more about the story. It helps the reader to see what the reporter wrote about. Pictures help grab the reader's attention. They make people curious about the story. So it's your turn to draw a picture about your article. Remember that bright, colorful pictures are a good way to make people want to read your story.**
- Compile all the newspaper articles into a class newspaper. Leave the newspaper in an area where students will be encouraged to look through it during their free time.

van Gogh and the Sunflowers

written and illustrated by Laurence Anholt

At a Glance

Summary

One day Camille and his father encounter a stranger, a painter named Vincent, in their small village. Although Vincent has no friends and no money, he hopes that he can make a living there by selling his paintings. Camille and his father befriend Vincent and decide to help him by bringing Vincent furniture for his small house. Out of gratitude, Vincent paints portraits of Camille and his entire family. The portraits are beautiful but unusual, and they are not well received by the townspeople. In fact, the townspeople are quite cruel to Vincent and insist that he leave town. Vincent leaves, but he continues his artwork, and he is eventually recognized as one of the greatest painters in history.

STaR Words

painter

furniture

uniform

canvas

Adventures in Writing Prompt

Students will write three to six instructions for planting seeds.

Teacher’s Note: The pages of this book are not numbered. Before reading, number the pages. Page 2 begins “Where Camille lived....”

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 *van Gogh and the Sunflowers*. Look at the picture on the cover. What is Camille holding in his hand?** Wait for students’ responses. **That’s right! Camille is holding a sunflower. There is also a man in the picture. Can anyone tell me what he is holding?** Wait for students’ responses. **That’s right! He is holding a painting of sunflowers. Maybe he is a painter. Does anybody know what a painter does?** Wait for students’ responses. **Very good! A painter is an artist who paints pictures.**
- Page 10: **Whom is the painter painting in this picture?** Wait for students’ responses. **Right. The painter is painting a man. The man is wearing a blue uniform. A uniform is a special outfit that you wear for a job. What job do you think the man does?** Wait for students’ responses. **Who are some people who wear uniforms to work?** Wait for students’ responses.
- Page 8: **Can anybody tell what those things are in the cart?** Wait for students’ responses. **Right! There is a chair and a table. This is furniture. Furniture is tables, chairs, sofas, and beds.**
- 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
painter	7	an artist who paints pictures	Picture Walk, page 7
furniture	8	tables, chairs, sofas, and beds	Picture Walk, page 8
uniform	10	special clothing	Picture Walk, page 10
canvas	11	a piece of cloth used as a surface for painting	Leslie stretched a large piece of <i>canvas</i> on a frame and then painted a red beach ball on it.

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: T-P-S: **Who do you think the strange man is?**

Page 7: **“Painter” is one of our STaR words. A painter is an artist who paints pictures.** T-P-S: **What do you think the painter will paint in this town?**



Page 8: **“Furniture” is one of our STaR words. The book says that they loaded the cart with pots and pans and furniture for the yellow house.** Point to the illustration. **What clues do you see in the illustration that help you know what furniture means?** Wait for students’ responses. T-P-S: **Why do Camille and his father bring the furniture to the painter?**

Page 10: **Vincent asked Camille’s father if he would like to have his picture painted while he was dressed in his best blue uniform.** **“Uniform” is one of our STaR words. I know Camille’s father is a postman. This helps me understand that a uniform is a special outfit that you wear for a job.**

Vincent told Camille’s father to sit very still while Vincent painted his picture. T-P-S: **Why do you think Vincent wanted Camille’s father to sit still?** Wait for students responses. **Show how you would sit if an artist like Vincent wanted to paint your picture.**

Page 11: **“Canvas” is another of our STaR words. Canvas is a special kind of cloth that painters use to paint pictures on.** T-P-S: **Why do you think painters make their pictures on a canvas?**

Page 25: T-P-S: **What do you think Vincent is going to show Camille?**



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

- Where did the painter live?
- Why did Camille and his father bring furniture to the yellow house?

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.

The image shows a story map form with the following sections: Title (with a small box for a drawing), Setting, Characters, Problem (with a question mark icon), Events, and Solution (with an exclamation mark icon). Each section has several horizontal lines for writing.

Whole Group Response
Think-Pair-Share

Structure Review

- Display and review the story map. Tell students what each part of the map means (title, characters, setting, problem, solution, and important events).
- Ask students to help you identify the elements of the story map in the STaR story. **Let's use our story map 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?** *van Gogh and the Sunflowers*
- T-P-S: **Where did the story happen? What is the setting?** *This story has four different settings: the fields in Camille's town, the yellow house, Camille's school, and Camille's house.*
- T-P-S: **Who were some of the characters in the story?** *Camille, Camille's father, Vincent, the town's children, and the town's grown-ups.*
- T-P-S: **What was the problem in the story?** *Vincent arrives in Camille's town to paint and sell his paintings, but nobody buys them.*
- T-P-S: **An important event that took place in the story was when Vincent arrived in Camille's town. What other important events of the story do you remember?** *Another important event was that Camille and his father helped bring furniture to Vincent's house. Vincent painted a picture of Camille's father.*
- T-P-S: **What was the solution? How was the problem solved?** *Vincent finally leaves town.*

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: Camille, Camille's father, Vincent, Camille's mother, Camille's big brother, Camille's baby sister, children in town, grown-ups in town

Dialogue: "I am Vincent, the painter." "Let's try to help 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.
 - **How does Vincent feel when Camille and Camille’s father bring furniture and a big bunch of sunflowers?**
 - **How does Camille feel when Vincent paints his portrait?**
 - **What do the grown-ups say to Vincent?**
 - **How does Camille feel when the other children laugh at his portrait?**
 - **What does Camille dream?**
 - **Was Camille’s dad right? Did people learn to love Vincent’s paintings?**



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 map 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 will write a sentence with two of the words. My sentence is, “The painter wore a white uniform.”**
- Ask for student input on ways to make your sentence more interesting. Revise your sentence using some students’ suggestions.
- 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 to six sentence instructions for planting seeds.

Brainstorm and Build Background with Topic

- Have students gather in front of the board. Introduce the activity.
- **In *Planting Seeds in May*, we read about Fran and Vick planting daisy seeds. Today we're going to think and write about how we could plant something. We will write instructions for someone to follow that tells them how to plant a sunflower.**
- Create a class-generated list of steps that a person could follow to plant sunflower seeds. **First, we will talk about the steps that a person could follow. I will take notes on the board to help me remember our ideas. I can write complete sentences with the ideas later. Show the sunflower seeds. If I want to plant these sunflower seeds, what do I need to do first?** *Possible responses: dig holes in the dirt, find a shovel, decide where to plant them, buy a bag of potting soil, etc.*
- Write the numeral “1” on the board. Then model writing a phrase, not a complete sentence, using students’ ideas. Continue collecting ideas and recording them on the chart paper in a numbered-list format. Use only words and phrases, not complete sentences.
- Write the title “How to Plant Sunflowers” on a second piece of chart paper. **When you talk to your partners about what you want to write today, you can make notes like I did on my list so you will remember what you want to say. Then when it is time to write, you can write complete sentences.**
- **I will write a sentence with our first step.** Have students help you to compose a complete sentence with the first idea in the list. Ask them for ideas to make your sentence more interesting if needed.

Partner Planning

- Provide time for students to plan with their partners. Tell them to think of at least five steps that someone would need to follow to plant sunflower seeds. Allow students to take notes as needed, but tell them not to worry about writing perfect sentences yet.
- Ask partners to discuss how to express their ideas in complete sentences. 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 copy the title for their papers from the chart paper. Provide time for students to write their steps in complete sentences.
- 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

Editing Checklist

Do all the sentences begin with a capital letter?

Do all names begin with a capital letter?

Do all sentences end with a period or an exclamation mark?

Are words that we can write spelled correctly?

Are there any missing words?

Are there any extra words?

Do sentences that ask something end with question marks?

- Display the Editing Checklist Chart. **We have been practicing looking for mistakes with our puppet friends. Today you are ready to go ahead and work with your partners to look for mistakes in your own sentences. Let's review what things you should be looking for.** Read and discuss each of the items on the Editing Checklist.
- Ask students to take turns rereading their papers to their partners. Partners should look together to identify and correct mistakes on each paper. Students should only correct mistakes in writing on their own papers.
- 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 steps should be written in complete sentences and follow a logical sequence.

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 to six sentence instructions for planting seeds.

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.

Who Lives Here? Polar Animals

written by Deborah Hodge and illustrated by Pat Stephens

At a Glance

Summary

This expository text teaches students some basic and interesting facts about polar animals. Students learn about some of the animals that live in the Arctic or Antarctic polar regions of the world, and the special adaptations they have to help them survive these extreme regions.

STaR Words

Arctic

overlap

den

blubber

Adventures in Writing Prompt

Students will write six or more sentences to describe the Arctic.

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 *Who Lives Here? Polar Animals*. It is an expository text. Remember that expository texts tell us about people, places, and things that are real and give us information about them. Expository texts have “big topics,” or main ideas. That is what the texts are about. The sentences that tell us a main idea are called topic sentences.**
-  **Expository texts have special features that help us understand the information better. This expository text has a table of contents. Point out the table of contents on page 5. A table of contents is a listing of the big topics that you can find in the text. For example, we can find information about caribou on page 24.**
- **We read about the Arctic in the Shared Story. What do you remember about the Arctic? Wait for students’ responses. Very good! The Arctic Circle is an area of land and water around the North Pole. How do you think life is in this region of the world? Wait for students’ responses. This text will also tell us about animals that live in the Antarctic, or the South Pole.**
- **Page 13:** Point to the bottom picture in a circle. **Can anyone tell what this is? Wait for students’ responses. Right. This is a den. A den is a home that animals can make by digging into dirt, snow, or ice. Do you think it is warm or cold inside a den? 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.

Word	Page Number	Definition or Synonym	Sample Sentence or Explanation
Arctic	6	an area of land and water around the North Pole	Winters are very cold and dark in the <i>Arctic</i> .
overlap	9	cover or go over part of	A bird’s feather’s <i>overlap</i> each other to keep it warm.
den	13	a home made by animals to stay safe	The wolf brought her cubs back to the <i>den</i> to sleep.
blubber	19	a layer of fat to keep animals warm	Whales have thick <i>blubber</i> to keep them warm in cold water.

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 9: **“Arctic” is one of our STaR words. The book tells me that the Arctic is a polar region. Polar regions are very cold and covered with snow and ice most of the year. This helps me understand that the Arctic is a place that is very cold. The Arctic is an area of land and water around the North Pole that is very cold. The Antarctic is similar, but in the south.**

Page 9: **“Overlap” is one of our STaR words. I know that the word over means above or on top. Penguins are an Antarctic bird. Their feathers overlap each other to form a warm winter coat. This helps me understand that overlap means that their feathers lay over one another.**



Page 13: **“Den” is one of our STaR words. Point to the bottom picture in the circle. The book shows a hollow hole that a seal dug into the ice and snow for her baby. This helps me understand that a den is a home animals make to stay safe. T-P-S: What do you think it’s like being inside a seal’s den?**

Pages 14, 15: T-P-S: **How are emperor penguins and snowy owls different?** Provide the following sentence stem for students to complete. **Emperor penguins and snowy owls are different because _____.**

Page 19: **“Blubber” is one of our STaR words. Point to the middle picture in the circle. The book says that beluga whales have blubber that acts like a warm blanket. What is blubber? Blubber is a layer of fat some animals have that helps them stay warm. It is so cold in the Arctic and Antarctic that fur and feathers aren’t always enough to keep animals warm.**

Pages 20, 21: T-P-S: **What is this part mostly about?** Provide the following sentence stem for students to complete. **This part is mostly about _____.**



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

- What is arctic weather?
- What grows on the tundra?

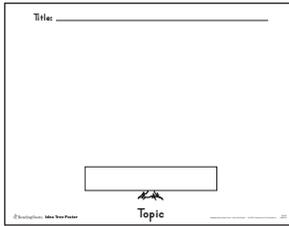
Oral-Language Scoring Rubric

- 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

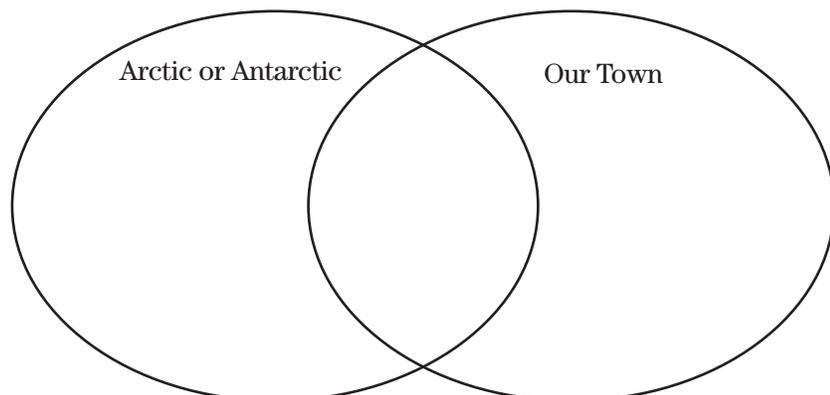
Structure Review

- 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 polar animals.** 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 is one main idea from this book?** *It is very cold in the Arctic and Antarctic.*
 - **Remember, authors give us supporting details that tell about the main ideas. What is a supporting detail that tells about the cold Arctic?** *Snow and ice cover the ground for most of the year in the Arctic and Antarctic. They are polar regions.*
 - **What is another main idea from the book?** *Emperor penguins live in Antarctica.*
 - **What are some supporting details about emperor penguins?** *Emperor penguins take turns holding their egg on their feet off of the icy ground. They have waterproof feathers that overlap. The huddle for warmth with other penguins. They use their wings to swim and hunt for food.*
 - **What is another main idea from the book?** *Arctic foxes live in the Arctic.*
 - **What are some supporting details about Arctic foxes?** *Arctic foxes are the size of small dogs. They have the warmest fur of any animal, and it is white in winter to keep them safe. They use their tails to keep their faces warm when they sleep. Their thick fur keeps their paws warm.*

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 “The Arctic or Antarctic” and the other with the name of your city or town.

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. **The Arctic or Antarctic and our town are the same because.... They are different because....**

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 arctic foxes have thick, white fur?**
 - **Where do seals make dens for their babies?**
 - **Why do musk ox babies stay near their mothers?**
 - **How do beluga whales and other polar animals stay warm?**
 - **How do caribou travel across the snow?**
 - **Would you like to live in the Arctic or Antarctic?**



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 six or more sentences to describe the Arctic.

Brainstorm and Build Background with Topic

- Have students gather in front of the board. Introduce the activity.
- Explain the writing assignment. **We read two books that tell about life in the Arctic. Now that we know so much about the Arctic, we can write a paper about it.** Write “The Arctic” on the board.
- Demonstrate the process of taking notes about the writing topic. **The Arctic is the topic of our paper. We’re going to tell three different things about our topic. We’re going to tell where the Arctic is, what it looks like, and what you can do there. I’ll make some notes on my paper to help me remember these ideas.** Divide a space on the board into three sections. Label the sections “Where,” “Looks Like,” and “Do.”
- Use **Think-Pair-Share** to have students answer questions that will help to generate ideas within each category. **What is one way to describe where the Arctic is? What does it look like? What is something that you can do there?** Write one or two responses as words or phrases in each column.
- **You’re going to do the same thing now with your partner. You’ll discuss these three things that tell about the Arctic. Then you’ll take some on a sheet of paper or in a journal. You can include the ideas that we thought of together and also add other ideas to your chart.**

Think-Pair-Share

Partner Planning

- Ask students to return to their seats and sit with their partners. Have students copy the headings “Where,” “Looks Like,” and “Do” on their paper or journal and then create lists of ideas for each category. They should include at least two ideas in each category.
- Encourage students to use the Writing Strategies Bank for words they do not know how to write.
- As students finish their notes, ask them to work with their partners to think of complete sentences they could make with the ideas on their charts.
- 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

- Tell students that they are ready to write their sentences. Remind them that they need to include a sentence that tells where the Arctic is, another sentence that tells what it looks like, and a third sentence that tells what you can do there.
- 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

Editing Checklist

Do all the sentences begin with a capital letter?

Do all names begin with a capital letter?

Do all sentences end with a period or an exclamation mark?

Are words that we can write spelled correctly?

Are there any missing words?

Are there any extra words?

Do sentences that ask something end with question marks?

- Display the Editing Checklist. Ask students to take turns reading their sentences to their partners. Partners should look together to identify and correct mistakes in each sentence. Students should only correct mistakes in writing on their own papers.
- **We have been using this Editing Checklist to help us remember the things we need to look for when we check our sentences for mistakes. Work with your partner to check your sentences together. Remember that you will only make changes on your own paper.**
- 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: Students should write at least six complete sentences that tell where the Arctic is, what it looks like, and what they can 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 six or more sentences to describe the Arctic.

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.

STaR/Adventures in Writing Expansion

- Because Level 4 Shared Stories take place over five lessons, you may choose to add a fifth day of STaR/Adventures in Writing instruction for students. If you wish to extend STaR/Adventures in Writing, consider the following options.

Retell

- Complete the Retell activity you did not use from Day 2.

Extend STaR Writing

- Have students write another sentence with a different STaR word, or add details to the sentence begun on Day 2.

Extend Adventures in Writing

- Provide students with additional time to write, share, and celebrate writing.

Extension Activity

Complete the Extension Activity if one is provided.

- Introduce and play a variation of the game Duck, Duck, Goose using the words “blubber” and “coldest.”
- **You already know how to play the game Duck, Duck, Goose. Today we’re going to play a game like Duck, Duck, Goose, but we’re going to change the words to “blubber” and “coldest.”** Select several students to model how to play the game. Have students sit in a circle. Move around the outside of the circle, tapping each child on the head saying “blubber.” Randomly say “coldest” as you tap one child on the head. Have that child stand and follow you around the circle, pantomiming the action of shivering from cold. When you get to the place the child sat, sit down.
- Place students in small groups.
- Allow students to play several rounds so each member has a turn to be “it.”
- If time allows, play the game again, substituting other new vocabulary words in place of “blubber” and “coldest.”

Stone Soup

retold by Heather Forest and illustrated by Susan Gabor

At a Glance

.....

Summary

Two travelers enter a village and ask the people living there if they have any food to share. They are turned away from every house and are told there is no food. The travelers offer to cook the people of the village the most delicious soup they have ever tasted, but first they need a big pot for cooking it. Once they have a big pot of water boiling, they add their magic ingredient, a stone, to the soup, but say the soup would be even better with some additional ingredients. The people of the village all start offering items to throw in the pot—carrots, potatoes, beans, corn, etc. They run home to get their ingredients, and soon the pot of soup smells delicious. When it is done, everyone is amazed at how a pot of stone soup could be so tasty.

STaR Words

tattered

glee

edible

hearty

Adventures in Writing Prompt

Students will write six or more sentences about three wishes they would make.

Teacher’s Note: The pages of this book are not numbered. Before reading, number the pages beginning with page 2, which starts “There was once...”

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 this book is *Stone Soup*. What do you see on the cover of the book?** Wait for students’ responses. **Our Shared Story, *The Three Wishes*, was about a man, his wife, and a sausage. Look at the picture on the cover of this book. How do you think this might be similar to the Shared Story?** Wait for students’ responses. **How do you think this book is different from the Shared Story?** Wait for students’ responses.
-  Pages 3 and 4: Point out the picture. **The story says that the two travelers had tattered coats. I can see in the picture that their coats look torn at the bottoms. The picture on the next page gives me a closer look.** Point to the picture on page 4. **Yes, their coats are frayed and patched. Their other clothes look tattered, too.**
- 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
tattered	2	torn or shredded	Picture Walk, pages 3 and 4
glee	2	great joy; happiness	“I can’t wait to ride the rollercoaster,” Jenna said with <i>glee</i> .
edible	17	safe or good to eat	Some groups of people in the world search for <i>edible</i> plants to bring to their villages.
hearty	26	filling; healthy	The <i>hearty</i> stew was filling and warm on a cold winter day.

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: **“Tattered” is one of our STaR words. It means torn or shredded.** Point to the picture on page 3. T-P-S: **How do the travelers’ coats look in this picture?** Wait for students’ responses.
- Page 9: **The travelers are turned away from every house and are told there is no food. T-P-S: Why do the travelers decide to make their magical soup?** Wait for students’ responses.
- Page 12: **“Glee” is one of our STaR words. It means great joy or happiness.** T-P-S: **What does this tell you about how the travelers feel about making their magical soup?** Wait for students’ responses.
- Page 17: **“Edible” is one of our STaR words. It means safe or good to eat.** T-P-S: **The traveler mentions two things to put in the soup—a stone and a carrot. Which of these items is edible?** Wait for students’ responses.
- Page 26: T-P-S: **Are the townspeople only sharing ingredients for the soup? What else is there to eat?** Wait for students’ responses.
- “Hearty” is one of our STaR words. It means filling or healthy. The townspeople suddenly have hearty loaves of bread to share with their soup. When I think of a hearty loaf of bread, I think of something I might buy at a bakery, with a dark, crispy crust, instead of a bag of sliced bread from the store.**
- Page 29: **The travelers tell the townspeople that every bit counts when making stone soup. T-P-S: What lesson do you think the travelers taught the townspeople?** Wait for students’ responses. **Right. If everyone shares a little bit, it makes it better for everyone. One carrot was not really going to the make the soup delicious, but when everyone gives something, they all got to have a feast.**



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

- What happens when the travelers ask the woman for food?
- Why do the travelers want to make their magical soup?

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.

The image shows a story map template with the following sections:

- Title:** A box with a small icon of a book and a line for writing.
- Setting:** A box with a small icon of a mountain and a line for writing.
- Characters:** A box with a small icon of a person and a line for writing.
- Problem:** A box with a question mark icon and a line for writing.
- Events:** A box with a small icon of a person and a line for writing.
- Solution:** A box with an exclamation point icon and a line for writing.

Whole Group Response

Think-Pair-Share

Structure Review

- Display and review the story map. Tell students what each part of the map means (title, characters, setting, problem, solution, and important events).
- Ask students to help you identify the elements of the story map in the STaR story. **Let's use our story map 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?**
Stone Soup
- **T-P-S: Where did the story happen? What is the setting?** *The setting of this story is the village in the mountains.*
- **T-P-S: Who were some of the characters in the story?** *The two travelers, the woman, the young boy, the girl, the man, and the other townspeople.*
- **T-P-S: What was the problem in the story?** *The travelers are hungry, but everyone in the village says there is no food.*
- **T-P-S: One important event in the story was one person in town gives the travelers a big black pot for cooking. What are some other important events in the story?** *A little girl offers to add a carrot to the soup. Another man gets a potato. Then the rest of the town gets vegetables to add to the soup. Everyone shares a feast.*
- **T-P-S: What was the solution? How was the problem solved?** *The travelers trick the townspeople into sharing their food by making stone soup.*

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.

Example:

Roles: Traveler 1, Traveler 2, the woman, the young boy, the townspeople

Dialogue:

"Please, we are hungry. Do you care? Will you share? Do you have any food?"

"I love to eat. Here's a pot. Let me see what two master cooks can do with it."

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 travelers feel when they are told there is no food?**
 - **Do you think the travelers are really master cooks?**
 - **Why do you think the townspeople start offering vegetables for the soup?**
 - **How is the STaR Story different from the Shared Story? How are they similar?**
 - **What do you think the townspeople have learned at the end?**



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 map 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

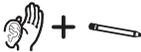

Find and Copy a Word


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 six or more sentences about three wishes they would make.

Brainstorm and Build Background with Topic

- Have students gather in front of the board. Introduce the activity.
- **We read a story about people who got to make wishes. It's fun to think about making wishes, isn't it? There are so many things to wish for! Let's make a list of things we could wish for.** Have students help you make a list of possible wishes on the chart paper. Model using strategies from the Writing Strategies Bank as needed by your students.
- Model writing an introductory sentence and supporting sentences. **Today we will pretend that three wishes will be granted to you. First, you will write a sentence that tells what the three wishes are about. Then, you will write sentences that tell more about each wish.**
- Write a title such as "My Three Wishes" on the board. Model writing an introductory sentence and a supporting sentence using ideas from the list. **I will show you what that might look like. My first sentence will say, "I wish that I could get a pet alligator, go camping, and be taller."** Write the sentence on the chart paper. Point out your use of commas between each wish. **Now I need to write sentences that tell more about each of my three wishes. My first wish was to have a pet alligator. Use Think-Pair-Share to ask students: What more could I tell about a pet alligator?** Write a sentence or two, incorporating their ideas, after your introductory sentence. Continue this process for the second and third wishes.

Think-Pair-Share



Partner Planning

- Ask students to share their own three wishes with their partners.
- Explain that they should discuss how to express their ideas in complete sentences. 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

- Tell students that they are ready to write their sentences. Guide students to write topic sentences that tell what their three wishes are on a sheet of paper or in a journal. Remind them that after the topic sentence, they should write one or more sentences about each wish.
- 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

Editing Checklist

Do all the sentences begin with a capital letter?

Do all names begin with a capital letter?

Do all sentences end with a period or an exclamation mark?

Are words that we can write spelled correctly?

Are there any missing words?

Are there any extra words?

Do sentences that ask something end with question marks?

Are there commas between items in a list?



- Display the Editing Checklist. Add a new question to the list, “Are there commas between things in a list?”
- **We have been using this Editing Checklist to help us remember the things we need to look for when we check our sentences for mistakes. On my paper about my three wishes, I did something new. I put commas to separate each of my wishes.** Point out the commas on your paper. **To help you remember to look for that in your sentences, we can add a new question, “Are there commas between things in a list?” to our chart.**
- Ask students to take turns reading their sentences to their partners. Partners should look together to identify and correct mistakes in each sentence. Students should only correct mistakes in writing on their own papers.
- **Work with your partner to check your sentences together. Use the Editing Checklist to remember everything that you should look for. Remember that you will only make changes on your own paper.**
- Provide time for students to make any necessary changes to their sentences.
- 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: Students should write at least six complete sentences to describe three wishes they would make.

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 six or more sentences about three wishes they would make.

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.

STaR/Adventures in Writing Expansion

- Because Level 4 Shared Stories take place over five lessons, you may choose to add a fifth day of STaR/Adventures in Writing instruction for students. If you wish to extend STaR/Adventures in Writing, consider the following options.

Retell

- Complete the Retell activity you did not use from Day 2.

Extend STaR Writing

- Have students write another sentence with a different STaR word, or add details to the sentence begun on Day 2.

Extend Adventures in Writing

- Provide students with additional time to write, share, and celebrate writing.

Extension Activity

Complete the Extension Activity if one is provided.

- Have students work in groups to think of a new ending for *The Three Wishes* if Garth hadn't wished the sausage off his wife's nose.
- Tell them that each group will have to choose an ending and tell their ending to the rest of the class.
- **We read a story about a couple that receives three wishes, but wastes two wishes by causing a sausage to stick to one character's nose. Let's think about how the story would end if they didn't decide to use their third wish to get the sausage off the wife's nose.** Have students talk in their groups about possible scenarios. Give them a few minutes to talk about possible endings.
- **You probably thought of more than one way the story could end if the couple didn't wish for the sausage to get off. I'd like each group to pick one ending to tell the class. After you decide on the ending, think about some details to make it interesting.**
- Select a group to tell their ending to the class. Repeat until all the groups' ideas are presented, if time allows.

Crafting Fun for a Rainy Day

written by Kwami Conteh and illustrated by Deb Branner

At a Glance

Summary

This expository text teaches students about art projects they can do using things they have in their homes. Students learn how to make clay using common household materials. The book also teaches readers how to make a clay hippopotamus, a clay bowl, and a paper-plate mask. The ideas in the book come in handy for rainy days and make readers think about ways to entertain themselves using things found around the house.

STaR Words

clay

roll

pottery

patterns

Adventures in Writing Prompt

Students will use six or more sentences to write the steps to make a clay animal.

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 *Crafting Fun for a Rainy Day*. This is an expository text. Remember that expository texts tell us about things that are real.** Use **Think-Pair-Share** to ask students: **What do you think this expository text is about? That's right! This book is about art projects we can do with things we have at home. This book also gives us great ideas of things to do during rainy days. Have you ever done any art projects with things that you had at home? Wait for students' responses. What did you do?**
- Pages 2 and 3: **The book shows us how to make clay. Clay is a material that is sticky and that we can easily mold when it's wet; then it becomes hard when it dries. Have you ever created something with clay? What did you create?**
- Page 9: **Does anybody know what these designs that repeat themselves are called? Wait for students' responses. These designs and forms that repeat themselves are called patterns. This illustration shows African patterns that you can use to decorate a mask. What else can you decorate with patterns? Wait for student's 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
clay	1	easily shaped material	Picture Walk, pages 2 and 3
roll	4	to move back and forth on a smooth surface	Miguel had to <i>roll</i> the clay in his hands to make a big ball before starting his project.
pottery	6	things made from clay, like pots and bowls	We can use clay to make <i>pottery</i> such as bowls and pots.
patterns	8	designs or forms that repeat themselves	Picture Walk, page 23

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: **“Clay” is one of our STaR words. The book says, “In your kitchen, you probably have the ingredients to make modeling clay.” Clay is a sticky material that can easily be shaped when wet. It becomes hard when it dries.** T-P-S: **What will the book teach us to mold with the clay?**

Pages 2, 3: T-P-S: **What is this part mostly about?** Provide the following sentence stem for students to complete. **This part is mostly about _____.**



Page 4: T-P-S: **How many balls of clay do we need to make a hippo?**
“Roll” is one of our STaR words. When we roll something, we move it back and forth on a smooth surface. Let’s pretend we’re rolling some clay to make a hippo’s body. What do we have to do with the four half balls? Wait for students’ responses. Provide the following sentence stem for students to complete. **We have to _____ into four legs.** Have students repeat the complete answer with you.

Pages 6, 7: **“Pottery” is one of our STaR words. The illustration shows pots, bowls, and plates made of clay. This helps me understand that pottery can be things, like pots and bowls, made of clay.** T-P-S: **What pottery item would you like to create?**

T-P-S: **What is this part mostly about?** Provide the following sentence stem for students to complete. **This part is mostly about _____.**

Page 8: **“Patterns” is one of our STaR words. The book says, “Let’s make a mask that uses African designs and patterns.” A pattern is a design or form that repeats itself. Let’s keep reading to find out more about making a mask with African designs and patterns.**

Page 10: T-P-S: **What days are especially good for making art projects?**



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

- What is something the book teaches us to make with clay?
- How do you make the hippo's legs?

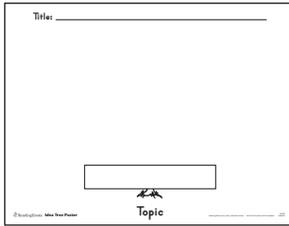
Oral-Language Scoring Rubric

- 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.



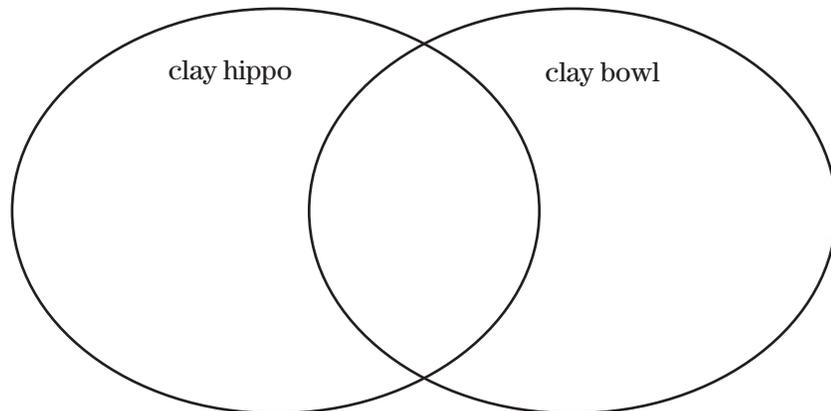
Think-Pair-Share

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 craft projects.** 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 is the topic of the book?** *Making art projects with things we have at home.*
 - **This book tells how to make three projects. Each project is a main idea. What is one main idea?** *Making a clay hippo.*
 - **What is a supporting detail about making a clay hippo?** *You need five balls of clay to make a hippo.*
 - **What is another main idea?** *Making a clay bowl.*
 - **What is a supporting detail about making a clay bowl?** *You have to spread the clay to make a bowl.*
 - **What is another main idea?** *Making a mask.*
 - **What is a supporting detail about making a mask?** *You can decorate the mask with African patterns.*

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 “clay hippo” and the other “clay bowl.”

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 circle as students respond.
- Ask students to talk in their groups about what they remember that was the same about both subjects. Use **Random Reporter** to have students share their answers. Fill in the overlapping part of the circles as students respond.
- Summarize the similarities and differences. *The clay hippo and the clay bowl are both the same because they are made from clay. You start each project with a ball of clay. They are different because the clay hippo uses several balls of clay and you attach different balls of clay together. The clay bowl may only use one ball of clay and you use your fingers to pinch and spread the clay out into a bowl shape.*

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 animal would you like to make with clay?**
 - **What piece of pottery would you like to make with clay?**
 - **How would you decorate your pottery?**
 - **What kind of mask would you like to make?**
 - **How do you cut the eyes and mouth out of a mask?**
 - **What other projects do you think you could do with things you have at home?**



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

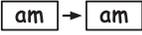


STaR Writing

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 use six or more sentences to write the steps to make a clay animal.

Brainstorm and Build Background with Topic

Think-Pair-Share

- Have students gather in front of the board. Introduce the activity.
- Review the items that students learned how to make from the STaR story. **In the book *Crafting Fun for a Rainy Day*, we read about how to make art projects with things we have at home.** Use **Think-Pair-Share** to ask students: **Do you remember some of the things we learned how to make?**
- **One of the things that the book described was how to make a clay hippopotamus.** Use *Crafting Fun for a Rainy Day* to review the different steps for making a clay hippopotamus.
- **Today you will write about how to make your own clay animal. What clay animal would you like to make?** Ask students to share their ideas. Write a list of ideas on the board.
- **We have many creative ideas. Let's pick one to write about as a class.** Have students vote on a class favorite by a show of hands. Write the name of the animal selected at the top of the chart paper. *Possible response: A clay duck.*
- Model the process of writing sentences about the steps to make an animal from clay. **Now that we know what kind of clay animal we are going to write about, we can write the steps it would take to make it.** Write the numbers 1–6 down the left-hand side of the board. **We'll write down each step beside these numbers. That will make our paper easy to read.**
- Point to number 1. **This is where we'll write the first thing we do to make a clay duck.** T-P-S: **What should we say?** *Possible answer: Roll some clay into a large ball.* Try to arrive at a consensus for this step. Write a sentence describing step 1 on the chart paper.
- Continue in this manner with the remaining steps until you have described the process.
- Invite students to make suggestions that will help to make your sentences more specific or interesting.
- **Let's look at each of these sentences again to see if we can improve them.** Read your first sentence. **Is there anything that I could add to my sentence, or say in a different way, to make it clearer or more interesting to the reader?** *Possible response: For the sentence "Roll some clay into a large ball," add the word "yellow" to tell what kind of clay to use.*



It might be helpful to make an animal with real modeling clay to help students think about the steps required to make it.

Partner Planning

- Ask each team to decide which animal they would like to explain how to make. Have students identify the steps they would take to make it. They should include at least six steps in their descriptions. If you have modeling clay available, provide some to each team to help them determine the appropriate steps.



Random Reporter



- Explain that they should discuss how to express their ideas in complete sentences. Encourage students to help one another 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

- Provide time for students to write their sentences on a sheet of paper or in a journal. Remind them to include a title that tells what they are explaining how to make and to number each step. There should be at least six steps.
- 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

Editing Checklist

- Do all the sentences begin with a capital letter?
- Do all names begin with a capital letter?
- Do all sentences end with a period or an exclamation mark?
- Are words that we can write spelled correctly?
- Are there any missing words?
- Are there any extra words?
- Do sentences that ask something end with question marks?
- Are there commas between items in a list?

- Ask students to take turns reading their sentences to their partners. Partners should look together to identify and correct mistakes in each sentence. Students should only correct mistakes in writing on their own papers.
- **Work with your partner to check your sentences together. Use the Editing Checklist to remember everything that you should look for. Remember that you will only make changes on your own paper.**
- Provide time for students to make any necessary changes to their sentences.
- 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: Students should write at least six steps that describe how to make an animal out of clay.

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 six or more sentences to write the steps to make a clay animal.

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.

STaR/Adventures in Writing Expansion

- Because Level 4 Shared Stories take place over five lessons, you may choose to add a fifth day of STaR/Adventures in Writing instruction for students. If you wish to extend STaR/Adventures in Writing, consider the following options.

Retell

- Complete the Retell activity you did not use from Day 2.

Extend STaR Writing

- Have students write another sentence with a different STaR word, or add details to the sentence begun on Day 2.

Extend Adventures in Writing

- Provide students with additional time to write, share, and celebrate writing.

Living in...South Africa

written by Chloe Perkins and illustrated by Tom Woolley

At a Glance

.....

Summary

This expository text follows David as he tells readers all about his home in South Africa. Throughout the text readers learn about the geography, wildlife, people, history, and culture of South Africa. David shares what his daily life is like in and out of school.

STaR Words

trace

founded

separated

released

Adventures in Writing Prompt

Students will describe their lives with six or more sentences.

Teacher’s Note: The pages of this book are not numbered. Before reading, number the pages beginning with page 1, which starts “Dumela! (say doo-MEL-ah) That means ‘hi’ in Northern Sotho (say: SOO-too).”

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 *Living In...South Africa*. Look at the picture on the cover. What do you see?** Wait for students’ responses. **That’s right! The cover shows different animals, buildings, landmarks, and names. What do you think we’ll learn about as we read this text?** Wait for students’ responses.
- Point out the features of this expository text: the glossary, maps, and pronunciation guides. **This book has special features that are found in expository texts. For example, it has a glossary.** Use **Think-Pair-Share** to ask students: **Does anybody remember what a glossary is?** Give students time to answer, and then point to the glossary opposite page 1. **Very good! A glossary is a list of words that are defined in the text. Glossaries are like dictionaries, but only with words that are important to the text.** Turn to page 2 and point to the map. T-P-S: **What kind of information do we learn from maps?** Wait for students’ responses. **Right. We learn where things are located. We can see the shape of a country or continent.** Point to the pronunciation guide for Lesotho, (leh-SOO-too), on page 2. **Here is a word, the name of the country Lesotho, with a pronunciation guide in parentheses next to it. Pronunciation guides tell us the correct way to say unfamiliar words in texts.** T-P-S: **Why do you think the author will include them in this text?** Wait for students’ responses. **Good! The text is about South Africa, where they speak many different languages other than English. We’ll probably see a lot of words that come from these languages.**
- Display page 18. T-P-S: **What do you notice about this picture?** Wait for students’ responses. **Right. It looks like the white people are separated from the nonwhite people by a barrier. When people or things are separated, they are kept apart from each other. I think we will learn why this happened in South Africa in this text.**

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
trace	7	follow; seek	When you lose something, you should <i>trace</i> your steps from the day to find it.
founded	8	created; began	The homework club was <i>founded</i> to give students a place to work together after school.
separated	18	kept apart; divided	Picture Walk, page 18
released	20	let go or let out	The park ranger released the owl into the wild after it was healed.

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: Point out the map on page 2. **This is a simple map of South Africa. The text mentioned that Lesotho is a country that is located within South Africa.** T-P-S: **How does the map help us understand this better?** Provide the following sentence stem for students to complete. **The map helps us understand _____.**
 - Pages 6, 7: **“Trace” is one of our STaR words. It means to follow. When people trace their ancestry, or family history, they look at who where their parents, grandparents, great-grandparents, and so on were and where they came from.** T-P-S: **Have you ever traced your family history? Where is your family from?** Wait for students’ responses.
 - Pages 8, 9: **“Founded” is one of our STaR words. It means began or created.** T-P-S: **What does it mean when a city like Johannesburg is founded? What do you think was there before?** Wait for students’ responses.
 - Page 18: **“Separated” is one of our STaR words. It means kept apart.** T-P-S: **Do you think it is fair to keep people separated from each other? How would you feel if you were separated from your friends?**

Pages 20, 21: T-P-S: **How did South Africa end its unfair treatment of nonwhite people in the country?** Wait for students' responses. Provide the following sentence stem to students. **South Africa ended its unfair treatment by _____.**

“Released” is one of our STaR words. It means let go or let out.
 T-P-S: **What happened to Nelson Mandela after he was released from prison?** Wait for students' responses.

Page 30: **This page has a lot of facts about South Africa. I think it is really interesting that South Africa has three capitals—Bloemfontein is the capital for the courts, Cape Town is the capital for lawmaking, and Pretoria is where the president lives.** T-P-S: **How is the United States different from South Africa when it comes to capitals?** Wait for students' responses. Provide the following sentence stem for students. **The United States is different from South Africa because _____.**



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 Lesson Record Form.
- 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.



Alphie's Questions

- Where does David live?
- What are the plateaus in South Africa like?

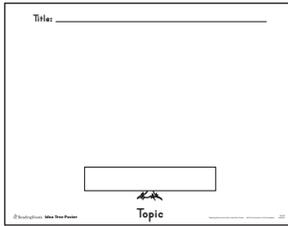
Oral-Language Scoring Rubric

- 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 South Africa.** 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 is one main idea in the book?** *One main idea is landscapes in South Africa.*
 - **What are some supporting details about landscapes in South Africa?** *South Africa has plateaus with grasslands, the Kalahari basin with a mix of deserts and grasslands, and mountains.*
 - **What is another main idea in the book?** *Another main idea is history of South Africa.*
 - **What are some supporting details about history of South Africa?** *Many different people live in South Africa. There are native Africans, Indians, and Europeans. In 1948, the government forced white and nonwhite people to be separated. Nonwhite people were treated unfairly. They protested. Nelson Mandela went to jail for protesting. When the government changed the laws, he was released. He became the first black president.*
 - **What is another main idea in the book?** *Another main idea is daily life in South Africa.*
 - **What are some supporting details about daily life in South Africa?** *Children go to school. They may have long bus rides to their school. They study languages, math, science, music, history, gym, music, and geography. When children come home they do homework or play games. They play sports with their families. They have dinner and enjoy time together.*

Retell

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

Option 1: Book Box

Teacher's Note: If you can't find small items to fit in the box, you may use pictures of the items instead.

- Fill a box or container with the suggested items. Tell students that you will pull items out of the book box that will help them remember the story.
- Pull out the first item, and make sure that each student can see it. Describe the item to students, and ask questions about the items that elicit information about the story.
- Ask students to talk in their partnerships about what the item reminds them of from the story.

Book Box

plateaus
grasslands
desert
mountains
toy bus
school
rugby ball

- Continue pulling items from the box until you have asked questions about all the items.

Examples:

Pull out the mountains (picture). **This is a picture of mountains. It reminds me that South Africa has a range of mountains called Drakensberg, which means mountains of dragons.**

Pull out the toy bus. **What part of the story does this bus remind you of?**

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.
 - **Where is South Africa?**
 - **What kinds of landscapes does South Africa have?**
 - **Why are Pretoria, Cape Town, and Bloemfontein important cities?**
 - **Why does David have a long bus ride to school?**
 - **What happened when South Africa was separated white and nonwhite people?**
 - **What are popular sports in South Africa?**



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 describe their lives with six or more sentences.

Brainstorm and Build Background with Topic

Think-Pair-Share



- Have students gather in front of the board. Introduce the activity.
- Review the information that students learned about David's life in the STaR story. **In the book *Living In... South Africa*, we learned a lot about David's life in South Africa. Let's look through the book and remember some of the things we learned about him and his home country.**
- Display page 1. Use **Think-Pair-Share** to ask students: **Here is David. Do you remember what language David greets us in? Wait for students' responses. That's right! He says "Dumela!" That means hello in Northern Sotho.**
- Display page 10. Point to the picture on page 10. T-P-S: **Who are these people in the picture with David? Wait for students' responses. There is also a picture of David's house on this page. What does his house look like? What does it look like where he lives? Wait for students' responses.**
- Display page 11. Point to the pictures. T-P-S: **What are some of the things David's family does? Wait for students' responses.**
- **Good work! You remembered things about David's life. Today you are going to write about your lives.**
- Write the following words and phrases along the left-hand side of the board: "Name," "Age," "Family Members," "Home," and "Daily Activities." Read each word or phrase as you write it. **You're going to tell about each of these things. The information you write down will help you write a paper that tells about your life.**
- Model making notes about information that tells about your own life. Your finished notes may look like this:
 - Name: Ms. Smith
 - Age: Forty-two years old
 - Family: Husband, two children
 - Home: Apartment in city
 - Daily Activities: Walk my dog, go to the grocery store, read books
- Say complete sentences with the information from your notes. Invite students to make suggestions that will help to make your sentences more specific or interesting.
- Model writing sentences that incorporate students' revision ideas, using strategies from the Writing Strategies Bank as needed by your students.

Partner Planning

- Have students return to their seats and sit with their partners. Ask students to copy the words and phrases from the chart paper that tell what kind of information they will need to include on a sheet of paper or in a journal.



Random Reporter



- Provide time for students to share information about themselves for each of the categories with their partners. They may take notes on a sheet of paper or in a journal to help them remember what ideas they want to include in their writing.
- Explain that they should discuss how to express their ideas in complete sentences. 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

- Provide time for students to write their sentences on a sheet of paper or in a journal. Remind them to include a title that tells their names, such as “Jacob’s Life,” and to include information from each of the categories on the chart-paper list.
- 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

Editing Checklist

- Do all the sentences begin with a capital letter?
- Do all names begin with a capital letter?
- Do all sentences end with a period or an exclamation mark?
- Are words that we can write spelled correctly?
- Are there any missing words?
- Are there any extra words?
- Do sentences that ask something end with question marks?
- Are there commas between items in a list?

- Ask students to take turns reading their sentences to their partners. Partners should look together to identify and correct mistakes in each sentence. Students should only correct mistakes in writing on their own papers.
- **Work with your partner to check your sentences together. Use the Editing Checklist to remember everything that you should look for. Remember that you will only make changes on your own paper.**
- Provide time for students to make any necessary changes to their sentences.
- 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: Students should write at least six sentences that describe their lives, including family members, where they live, and their daily activities.

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 describe their lives with six or more sentences.

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.

STaR/Adventures in Writing Expansion

- Because Level 4 Shared Stories take place over five lessons, you may choose to add a fifth day of STaR/Adventures in Writing instruction for students. If you wish to extend STaR/Adventures in Writing, consider the following options.

Retell

- Complete the Retell activity you did not use from Day 2.

Extend STaR Writing

- Have students write another sentence with a different STaR word, or add details to the sentence begun on Day 2.

Extend Adventures in Writing

- Provide students with additional time to write, share, and celebrate writing.

Extension Activity

Complete the Extension Activity if one is provided.

- Introduce the activity “I’m going on a trip,” and model how to play.
- **Today we’re going to play a game about taking a trip. In this game, you will tell a little story about your trip.** Select two or three students to help demonstrate how to play. Explain that after you start the story, they will add details.

I will start the story. I am going on a trip to see a plateau. Now Jamal will tell the next part of the story. He will repeat my sentence and add something to it, such as what he will take or how he will get there. Jamal, please say the next part of the story.

Jamal: I am going on a trip to see a plateau. I will go there on a train.

Great. Now Sasha, it’s your turn. Remember to repeat the parts that we already said.

Sasha: I am going on a trip to see a plateau. I will go there on a train. I will take a camera.

- **Now you will tell stories in your own groups. You will each take a turn until everyone has had a turn to tell something about your trip.**
- Quickly place students in groups. Circulate, and if necessary, help students select destinations for their trips if they need help getting started. Guide them, as needed, to tell their stories. Encourage the use of new vocabulary if possible.
- Select a group to tell their story to the class. Invite other groups to tell their stories if time allows.

The Empty Pot

written and illustrated by Demi

At a Glance

.....

Summary

A Chinese emperor seeks a successor to the throne. He gives each child in his kingdom a flower seed and proclaims that whoever grows the best flower will become the next emperor. A boy named Ping plants his seed in a pot and carefully tends to it, hoping that it will grow into a beautiful flower. Despite his best efforts, the seed refuses to grow. A year passes, and all the children except Ping rush to the palace with beautiful flowers. Ping comes with his empty pot. Ping tells the emperor how his seed wouldn't grow even though he tried his best. The emperor reveals that none of the seeds could have grown because they were cooked. Impressed with Ping's courage to tell the truth, the emperor names Ping as his successor.

STaR Words

perfume

tended

transfer

courage

Adventures in Writing Prompt

Students will use a character web to write six or more sentences about a story character.

Teacher’s Note: The pages of this book are not numbered. Before reading, number the pages. Page 1 begins, “A long time ago....”

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 Empty Pot*. This story takes place in China. We read about China in the Shared Story *A Farm in China*. However, this story happened a long time ago. Look at the picture on the cover. Who is holding an empty pot? Wait for students’ responses. That’s right! A boy is holding an empty pot. Why do you think it’s empty? Wait for students’ responses.**
- **While I read the story, you will hear some regular or telling sentences, some questions, and some exclamations. Can anyone give an example of a question? Wait for students’ responses. Yes, one question is “Why is this story called *The Empty Pot*?” Exaggerate your questioning tone of voice. We ask questions when we want to know more information.**
- **Here’s an example of an exclamation: “That’s the loudest bang I ever heard!” Exaggerate your excited voice. We use exclamations when we are excited about something. Did you hear the excitement in my voice? Can anyone give an example of an exclamation? Wait for students’ responses.**
- **We will listen for telling sentences, questions, and exclamations in the story today. We will think about how they help to tell the story.**
- Page 3: **Look at the beautiful garden. It has lots of flowers. How do flowers smell? Wait for students’ responses. Right. Flowers smell good. Flowers have perfume. Perfume is a nice smell.**
- Page 15: **The boy has two pots, one big and one small. What do you think he is doing? Wait for students’ responses. It looks like he is transferring something from the small pot to the big one. “Transferring” means to move something from one place to the other.**

- 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
perfume	3	nice smell	Picture Walk, page 5
tended	4	to take care of	Alice <i>tended</i> her garden every day so the flowers would grow big and beautiful.
transfer	15	move from one place to the other	Picture Walk, page 15
courage	29	bravery	Callie has the <i>courage</i> to tell the truth even though she knows she may get punished.

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: **“Perfume” is one of our STaR words. The book says that the people in the kingdom planted flowers everywhere and the air smelled like perfume. I know flowers smell very good. This helps me understand that perfume is a nice smell.**



Page 5: **The book says the emperor tended his own garden every day. “Tended” is one of our STaR words. Point to the picture on page 5. This illustration shows the emperor watering the plants in his garden. He is tending his plants. T-P-S: What do you think tending means? Wait for students’ responses. When the emperor waters his plants, he takes care of them. This helps us know that when he tended his garden it means he took care of it.**

Page 10: **T-P-S: Why was Ping sure that he could grow the most beautiful flower blossom? Wait for students’ responses. Ping was sure he could grow the most beautiful flower because he carefully tended his seed.**



Page 15: **“Transferred” is one of our STaR words. The illustration shows Ping with two pots, one small and one big. It looks like Ping is moving the seed from the small pot to the big one. This helps me understand that transferred means something was moved from one place to another. T-P-S: Do you think the seed will grow now? Invite students to demonstrate how Ping transferred the seed from the small pot to the big one.**

Page 26: **T-P-S: What do you think the emperor will do to Ping?**

Page 30: **“Courage” is one of our STaR words. The emperor said, “I admire Ping’s great courage to appear before me with the empty truth.” This helps me to understand that courage means bravery. T-P-S: Why do you think the emperor rewards Ping with his kingdom?**



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 does the air in the kingdom smell like perfume?
- Who tends the king’s garden?

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.

The image shows a story map form with the following sections: Title, Settings, Characters, Problem, Events, and Solution. Each section has a small icon and a set of horizontal lines for writing. The 'Problem' section has a question mark icon, and the 'Solution' section has an exclamation point icon.

Whole Group Response

Think-Pair-Share

Structure Review

- Display and review the story map. Tell students what each part of the map means (title, characters, setting, problem, solution, and important events).
- Ask students to help you identify the elements of the story map in the STaR story. **Let's use our story map 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 Empty Pot*
- T-P-S: **Where did the story happen? What is the setting?** *This story has two settings: the emperor's palace and Ping's house.*
- T-P-S: **Who were some of the characters in the story?** *Ping, the emperor, Ping's father, Ping's clever friend, children in the kingdom.*
- T-P-S: **What was the problem in the story?** *The emperor is very old, and he needs to find a successor.*
- T-P-S: **An important event that happens in the story is the emperor gives each child a seed. What other important events in the story do you remember?** *Ping planted his seed and tended to it carefully. When the seed did not grow, he transferred it to a bigger pot. The seed still did not grow. he brought the empty pot to the emperor. The emperor gave the children cooked seeds that would not grow.*
- T-P-S: **What was the solution? How was the problem solved?** *The emperor chose Ping as his successor because he showed courage by coming to see the emperor with his empty pot.*

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.

Example:

Roles: Ping, the emperor, Ping's father, Ping's clever friend, children in the kingdom

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 can you tell the Emperor and the people in his kingdom loved flowers?**
 - **Why did the children go to the palace to get flower seeds?**
 - **Why did Ping transfer the seed into a bigger pot?**
 - **Why was Ping ashamed of his empty pot?**
 - **Why did the Emperor reward Ping with the kingdom?**



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 map 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

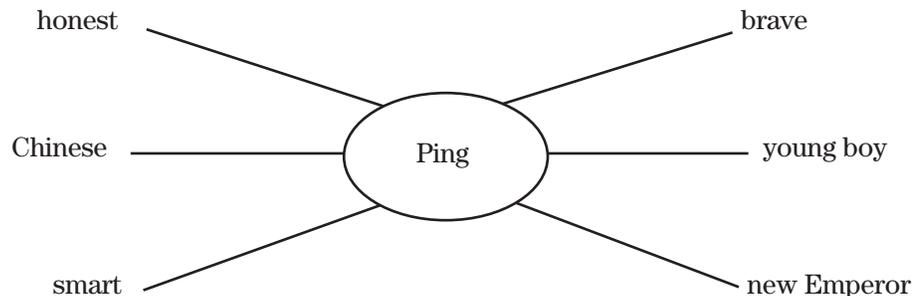
Students will use a character web to write six or more sentences about story character.

Brainstorm and Build Background with Topic

- Have students gather in front of the board. Introduce the activity.
- Model the process of creating a character web for the character Ping from the STaR story.
- Draw a circle in the center of a piece of chart paper. **In the story *The Empty Pot*, we learned a lot about the main character, Ping. Let's remember some of the things we learned by making a character web.**
- **We'll write the name of the character here, inside the circle. What was the character's name in *The Empty Pot*?** Use Whole Group Response to have students answer. **Can you help me spell his name?** Write "Ping" in the center circle.
- **Now we can think of some words or phrases that describe Ping. I'll add the words and phrases around the circle. Draw a line outward from the circle. One word that tells about Ping is "honest." I'll write that here.** Write the word at the end of the line. **Can you tell me some other words that describe Ping?** Record students' responses on the chart paper using writing strategies that students need most. Add a new line for each suggestion

Whole Group Response

Sample character web:



Teacher Modeling

- Model using the information from the character web to write descriptive sentences. **Now I can use this information to write sentences that describe my character. I need a title for my paper. I'll just call it "Ping."** Write the title at the top of a new piece of chart paper.
- **I'll also need an introductory sentence that tells the reader what my paper will be about. I will write, "A very important character in a story I read was Ping."** Write the sentence.

Think-Pair-Share

- Use **Think-Pair-Share** to ask students: **Can you help me think of a sentence that tells some of the information from our character web? The sentence will be more interesting if I can include more than one of the ideas.** *Example: Ping is a very honest young boy from China.* Place a check mark next to the details

that you have already included. Continue to add sentences until all of the details are represented. As you create sentences, invite students to add details that will make them more interesting.

- Explain the writing assignment. Display the Shared Story, *A Farm in China*. **You will do the same thing today, but with the character from our Shared Story. What is the name of the main character from *A Farm in China*? Chen May Woo.**
- **First, you and your partner will each draw a circle on a sheet of paper or in a journal with Chen May Woo’s name in the center like this.** Draw a circle on chart paper, and write “Chen May Woo” in the center of the circle. **You will work together to think of words or phrases that describe Chen May Woo. You may look in the book for help. You will draw lines connected to the circle and write your ideas to make a character web like I did. Then, you can work together to think of sentences with your ideas.**

Partner Planning

- Have partners work together to develop their character webs. Although the content of the web may be the same for both partners, they should each draw their own webs. Each web should contain at least six descriptive words or phrases. Encourage students to use the Writing Strategies Bank, as needed, to write their descriptive words and phrases.
- Ask partners to think of sentences that they could create using the information from the web. Encourage students to help their partners think of ideas 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

- Provide time for students to write their sentences underneath their character webs. Remind them to include a title and an introductory sentence that tells the reader whom they will describe. Each word or phrase should be included in their sentences.
- 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

Editing Checklist

Do all the sentences begin with a capital letter?

Do all names begin with a capital letter?

Do all sentences end with a period or an exclamation mark?

Are words that we can write spelled correctly?

Are there any missing words?

Are there any extra words?

Do sentences that ask something end with question marks?

Are there commas between items in a list?

- Ask students to take turns reading their sentences to their partners. Partners should look together to identify and correct mistakes in each sentence. Students should only correct mistakes in writing on their own papers.
- **Work with your partner to check your sentences together. Use the Editing Checklist to remember everything that you should look for. Remember that you will only make changes on your own paper.**
- Provide time for students to make any necessary changes to their sentences.
- 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: Students should write at least six sentences that describe Chen May Woo.

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 a character web to write six or more sentences about a 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 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.

STaR/Adventures in Writing Expansion

- Because Level 4 Shared Stories take place over five lessons, you may choose to add a fifth day of STaR/Adventures in Writing instruction for students. If you wish to extend STaR/Adventures in Writing, consider the following options.

Retell

- Complete the Retell activity you did not use from Day 2.

Extend STaR Writing

- Have students write another sentence with a different STaR word, or add details to the sentence begun on Day 2.

Extend Adventures in Writing

- Provide students with additional time to write, share, and celebrate writing.

Extension Activity

Complete the Extension Activity if one is provided.

- Introduce a modified version of charades.
- Model for students how to act out something for others to guess.
- **Today we're going to play a game in which one person will act something out and others will guess what the person is trying to tell by his or her actions. First I'll act something out, and you'll guess what it is or what I'm doing.**
Dramatize planting a seed, pretending to take a pot, shovel soil, carefully place a seed in the pot, and then water it. When students make a guess that is correct, point to the student who made the guess and nod your head yes, and if the guesses are incorrect, shake your head no. After students guess correctly, use **Think-Pair-Share** to have them tell their partners what you were doing. Verify for them what you were doing by describing your actions.
- **You are good guessers. I was planting a seed in a pot like Ping did in the story *The Empty Pot*. I got a pot, added soil, planted the seed, and watered it.**
- Tell students it is their turn to play the game. Provide suggestions if necessary, using new or recent STaR vocabulary.
- Quickly place students in groups of two or three so each student has a turn to act out something.
- Tell students that after the others guess what they were doing they can describe how they acted it out.

Teacher Modeling

Think-Pair-Share

Lesson 42

- **Now you can play the game. Take a minute to think of something that is easy to act out. If you need some help deciding what to do, I have some ideas for you.**
- **After the others guess correctly, you can explain or describe what you did that helped them to guess.**
- Allow time for each member to dramatize something. If time allows, invite several students to dramatize for the whole group. Remind students who know the answer to allow the others to do the guessing.

Er-lang and the Seven Suns: A Tale from China

retold by Susan Davis, illustrated by Susan Perkins

At a Glance

Summary

Long ago in China, there lived a strong and very wise man named Er-lang. Er-lang and his neighbors in the village had a problem—there were seven bright suns that shone endlessly and caused blinding light and burning heat. Er-lang promised to help his people and devised a clever plan to capture the suns. After capturing six of the suns, he made a deal with the seventh to spend half the day hiding so that there could be day and night.

STaR Words

huge blinding suffering buried

Adventures in Writing Prompt

Students will use six or more sentences to write letters asking for help with a problem.

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 *Er-lang and the Seven Suns: A Tale from China*. This story is a folktale from China and takes place a long time ago. Look at the picture on the cover. What do you see? Wait for students' responses. Yes. We see what looks like a tall shadow. I wonder if that is Er-lang. What else do you see? Wait for students' responses. Yes. There is a bright yellow circle with a sun or suns in it. The title mentions seven suns. Is it normal to have more than one sun? Wait for students' responses.**
- Page 1: **How does Er-lang look in this picture? Wait for students' responses. Very good! Er-lang looks huge! He is as tall as the trees around him. Something huge is something enormous, or very, very big.**
- Page 16: **What is Er-lang doing with the sun? Wait for students' responses. Right. Er-lang is burying the sun under a mountain. When you bury something, you place it in the ground and cover it.**
- 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
huge	1	something enormous, or very big	Picture Walk, page 1
blinding	7	causing temporary loss of sight	The <i>blinding</i> effect from looking directly at the sun caused Leon to see only darkness for several minutes.
suffering	9	feel pain or sadness	Leslie was <i>suffering</i> from the heat.
buried	15	placed in the ground and covered with something	Picture Walk, page 15

Interactive Reading

Teacher’s Note: Before reading the story, read the information on pages 24–26 to provide background for the story.

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: **I read that Er-lang is huge. “Huge” is one of our STaR words. I wonder what huge means. The picture shows Er-lang standing just as tall as some very tall trees. That must mean that huge is something very big.**



Page 7: **“Blinding” is one of our STaR words. The book says that Er-lang napped in the shade, out of the blinding light of the sun. Point to the illustration. T-P-S: How does the illustration help you understand what the word blinding means? Wait for students’ responses. The light was so bright that it was making them unable to see.**

Page 9: **“Suffering” is one of our STaR words. The people want Er-lang to help end their terrible suffering from the sun. T-P-S: What are the suns doing that causes suffering? Wait for students’ responses. There were so many suns that the heat and light made people suffer, or feel pain.**

T-P-S: How do you think Er-lang could help the people?

Page 10: **Er-lang seems to be an extraordinary man. T-P-S: How can Er-lang do these things? Wait for students’ responses. Many cultures have folktales, or stories, about characters who are bigger or stronger than everyone else or have special abilities that allow them to do things that ordinary people can’t do. Er-lang is one of these characters.**

Page 14, 15: **“Buried” is one of our STaR words. The picture shows Er-lang pushing the sun into a hole in the ground and covering it with a mountain. This helps me understand that buried means something was placed in the ground and covered with something else.**

Page 21: **T-P-S: Do you think Er-lang will bury the seventh sun as he did with the others? Why or why not?**



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 Lesson Record Form.
- 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

- Why were the people in China suffering?
- Why was the light of the suns blinding the people in China?

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.

The image shows a story map template with the following sections:

- Title:** A box with a small icon of a book and a line for writing.
- Setting:** A box with a small icon of a landscape and a line for writing.
- Characters:** A box with a small icon of two people and a line for writing.
- Problem:** A box with a question mark icon and a line for writing.
- Events:** A box with a small icon of a person and a line for writing.
- Solution:** A box with an exclamation point icon and a line for writing.

Whole Group Response

Think-Pair-Share

Structure Review

- Display and review the story map. Tell students what each part of the map means (title, characters, setting, problem, solution, and important events).
- Ask students to help you identify the elements of the story map in the STaR story. **Let's use our story map 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?** *Er-lang and the Seven Suns: A Tale from China*
- **T-P-S: Where did the story happen? What is the setting?** *China.*
- **T-P-S: Who were some of the characters in the story?** *Er-lang, the people of China, and the seven suns.*
- **T-P-S: What was the problem in the story?** *There are seven suns shining brightly all the time.*
- **T-P-S: One event in the story is the people of China suffer from the heat and blinding light. What are some other events in the story?** *Er-lang digs a hole under a mountain. He tricks one of the suns to come close to take a look, and buries it under the mountain. He tricks five more suns and buries them under mountains, too.*
- **T-P-S: What was the solution? How was the problem solved?** *Er-lang buried six of the seven suns under mountains and asked the seventh sun to stop shining all day.*

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: Er-lang was a huge man who lived long ago in China.

Page 2: There were seven suns shining brightly over China.

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 the people ask Er-lang for help?**
 - **Why does Er-lang decide to help the people?**
 - **Why does Er-lang spend time digging holes under mountains?**

Think-Pair-Share

- **How do you think the suns feel when Er-lang buries them under the mountains?**
- **How do you think the people in China feel now that there is only one sun and night?**



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 map their sentences relate.
- Use **Random Reporter** to select partnerships to share their sentences with the class.
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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 six or more sentences to write letters asking for help with a problem.

Brainstorm and Build Background with Topic

Think-Pair-Share

- Have students gather in front of the board. Introduce the activity.
- Use **Think-Pair-Share** to ask: **In the story *Er-lang and the Seven Suns: A Tale from China*, what problem did the people of China have? They had seven suns burning in the sky, and they didn't know what to do about it. Who did they call for help? They called Er-lang. Today we're going to pretend that we are the people of China, and we have seven burning suns in our sky. We're going to write a letter to Er-lang asking him to come and help us.**
- Use Alpie's example to explain the parts of a letter that asks for help with a problem. **Alpie can teach us how to write a letter that asks for help. He wrote a letter to his father about a problem that he is having with his little brother. Let's read Alpie's letter.**
- Display Alpie's letter.

Alpie's Letter

Dear Dad,

I am having a problem with my little brother. He keeps taking my homework papers off my desk in my room and scribbling on them. Sometimes he tears them too. Yesterday I had to do my math homework all over again. Can you please help me find a way to keep him away from my desk?

Yours truly,

Alpie

- Describe each part of Alpie's letter. **Let's think about the different parts of Alpie's letter. First, he starts with the word "Dear" and puts the name of the person he is writing to. That's called his greeting. Then, he tells about the problem. He tells what the problem is, and then he tells more information about the problem. The extra information helps us to understand why the problem needs to be fixed. Finally, he asks for help. At the end, Alpie puts a closing and signs his name.**

- **You will include the same kinds of things in your letter to Er-lang.** Write the list of words and phrases on the board. Read each item as you write it.

Dear _____,

Tell the problem.

Tell more information about the problem.

Ask for help.

Yours truly, _____.

Partner Planning

- Have partners use the list of items to include from the chart to plan their own letters to Er-lang.
- Circulate and ask questions, as needed, to help students recall the necessary information from the story.
- 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

- Provide time for students to write their letters to Er-lang. Remind them to include all the items from the list on the chart 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

Editing Checklist

Do all the sentences begin with a capital letter?

Do all names begin with a capital letter?

Do all sentences end with a period or an exclamation mark?

Are words that we can write spelled correctly?

Are there any missing words?

Are there any extra words?

Do sentences that ask something end with question marks?

Are there commas between items in a list?

- Use Alphie’s letter to emphasize the use of the comma in his introductory and closing greetings.
- **We have been using our Editing Checklist to know what to look for when we check our writing for mistakes. Today I want to show you a way that commas are used that is not on our checklist because it is only used this way when you write a letter.**
- Use **Think-Pair-Share** to ask students: **Where do you see commas in Alphie’s letter to his dad? After “Dear” and after “Yours truly.” Check your own letter to make sure that you have included commas in both of these places. Pause. Now check your partner’s paper. You can add your commas now if you forgot them.**
- **Now we will check the rest of your letter.**
- Ask students to take turns reading their letters to their partners. Partners should look together to identify and correct mistakes in each sentence. Students should only correct mistakes in writing on their own papers.
- **Work with your partner to check your sentences together. Use the Editing Checklist to remember everything that you should look for. Remember that you will only make changes on your own paper.**
- Provide time for students to make any necessary changes to their sentences.
- 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: Students should write a six sentence long letter that asks Er-Lang for help. Their letters should state the problem, describe it in more detail, and then ask for help.

Uses Vocabulary from STaR and/or Shared Story.

Think-Pair-Share



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 six or more sentences to write letters asking for help with a problem.

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.

STaR/Adventures in Writing Expansion

- Because Level 4 Shared Stories take place over five lessons, you may choose to add a fifth day of STaR/Adventures in Writing instruction for students. If you wish to extend STaR/Adventures in Writing, consider the following options.

Retell

- Complete the Retell activity you did not use from Day 2.

Extend STaR Writing

- Have students write another sentence with a different STaR word, or add details to the sentence begun on Day 2.

Extend Adventures in Writing

- Provide students with additional time to write, share, and celebrate writing.

Living in...Mexico

written by Chloe Perkins and illustrated by Tom Woolley

At a Glance

Summary

This expository text follows Rosa as she tells readers all about her home in Mexico. Throughout the text readers learn about the geography, wildlife, people, history, and culture of Mexico. Rosa shares what her daily life is like in and out of school.

STaR Words

mild yearly celebrations reserved

Adventures in Writing Prompt

Students will write six or more sentences about a typical day.

Teacher’s Note: The pages of this book are not numbered. Before reading, number the pages beginning with page 1, which starts “Hola! (say OH-la) That means ‘hi’ in Spanish.”

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 *Living In...Mexico*. Look at the picture on the cover. What do you see?** Wait for students’ responses. **The child, country, and locations on the cover are in Mexico, the fourth largest country in North America. This book is expository, so it will give us facts and information about life in Mexico.**
- Point out the features of this expository text: the glossary, maps, and pronunciation guides. **This book has special features that are found in expository texts. For example, it has a glossary. Use Think-Pair-Share to ask students: Does anybody remember what a glossary is?** Give students time to answer, and then point to the glossary opposite page 1. **Very good! A glossary is a list of words that are defined in the text. Glossaries are like dictionaries, but only with words that are important to the text. Turn to page 2 and point to the map. T-P-S: What kind of information do we learn from maps?** Wait for students’ responses. **Right. We learn where things are located. We can see the shape of a country or continent.** Point to the pronunciation guide for hola, (OH-la), on page 1. **Here is a word with a pronunciation guide in parentheses next to it. Pronunciation guides tell us the correct way to say unfamiliar words in texts. T-P-S: Why do you think the author will include them in this text?** Wait for students’ responses. **Good! The text is about Mexico, where Spanish is a major language. We’ll probably see a lot of words that come from Spanish.**
- Display pages 26 and 27. **Look at what is happening in these pictures. T-P-S: What do you think is going on?** Wait for students’ responses. **Right. It looks like a big celebration. That’s a special kind of party. It looks like there is a parade with people dressed as skeletons. On the next page they are hanging decorations. We will learn more about this celebration in Mexico.**



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
mild	3	cool and pleasant	The <i>mild</i> days of fall can feel good after a long, hot summer.
yearly	6	happening every twelve months; once a year	The first day of spring is a <i>yearly</i> event that marks the end of winter.
celebrations	26	parties, festivals	Picture Walk, pages 26 and 27
reserved	30	saved for special use	Monica <i>reserved</i> her purple marker for writing notes to her best friend.

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: Point out the map on page 2. **This is a simple map of Mexico. I see these pictures that are in boxes that point to different parts of Mexico.** T-P-S: **What can you see in those pictures?** Wait for students' responses. T-P-S: **Why do you think these pictures point to different parts of Mexico?** Wait for students' responses.

Page 3: **Rosa describes how the weather changes depending on where you are in Mexico. One of the pictures pointing to the map shows a girl on the beach, where it is hot and humid.** Point to the picture of the desert. T-P-S: **What do you think the weather is like where this picture of the desert points to?** Wait for students' responses. Repeat the question for the picture of the mountain and rainforest.

“Mild” is one of our STaR words. It means cool and pleasant. T-P-S: **Would you describe the weather where we live as mild? Is there a time of year when it is mild? When is that?** Wait for students' responses.

Pages 6, 7: **These pages tell us about some of Mexico's cities.** Return to the map on page 2. T-P-S: **How can the map on page 2 help us learn more about Mexico City, Guadalajara, Cancún, and Oaxaca?** Wait for students' responses.

“Yearly” is one of our STaR words. It means happening once every twelve months. Guadalajara has a yearly festival, or party, for mariachi music. T-P-S: Why do you think we usually hold festivals yearly instead of every month or every day? Wait for students’ responses.

Page 15: **Rosa says that people began coming together to make farms 10,000 years ago in Mexico. That’s a very long time ago!** T-P-S: **How do you think farming was different 10,000 years ago?** Wait for students’ responses.

Pages 26, 27: T-P-S: **What are these two pages mostly about?** Wait for students’ responses. **Right. They are about a holiday called Day of the Dead, or Dia de Muertos, that takes place in November.**

“Celebrations” is one of our STaR words. It means parties or festivals. You can see that Day of the dead is an important celebration. Families decorate and make special foods, and there are parades in the towns.

Page 30: **This page has a list of facts about Mexico. One fact is that chocolate was first grown and eaten in Mexico. Ancient Mexicans would mix it with other ingredients to make a hot chocolate drink.**

“Reserved” is one of our STaR words. It means saved for special use. The text says that the hot chocolate drink was reserved for rulers, wealthy people, and warriors. T-P-S: Why do you think chocolate was reserved for special people? 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 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

- Where do many people live in Mexico?
- What do Rosa’s parents do for work?

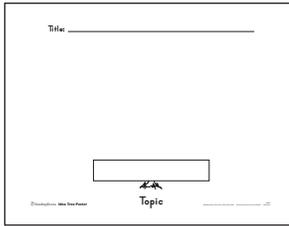
Oral-Language Scoring Rubric

- 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

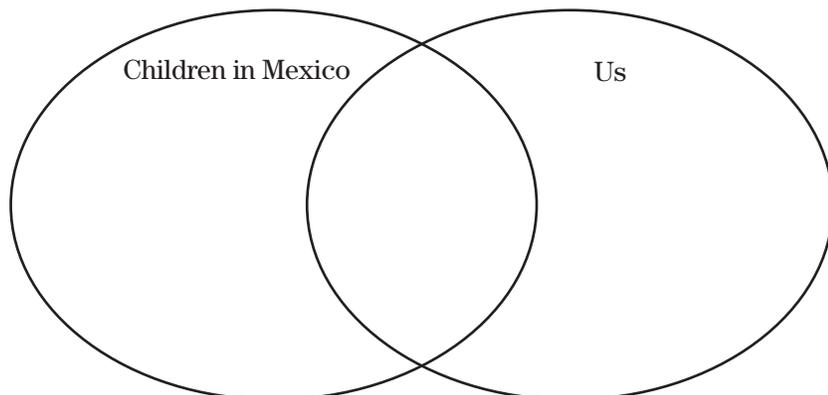
Structure Review

- 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 life in Mexico.** 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 is one main idea in the book?** *One main idea is landscapes in Mexico.*
 - **What are some supporting details about landscapes in Mexico?** *Mexico has deserts, plateaus, mountains, beaches, and rain forests. The weather can be mild and dry or hot and humid.*
 - **What is another main idea in the book?** *Another main idea is history of Mexico.*
 - **What are some supporting details about history of Mexico?** *There were ancient cultures in Mexico. The Olmec, Maya, and Aztec cultures lived in Mexico. Explorers from Spain took over Mexico from the Aztecs. Mexico became separate from Spain in the 1800s.*
 - **What is another main idea in the book?** *Another main idea is daily life in Mexico.*
 - **What are some supporting details about daily life in Mexico?** *Children go to school. Half of the school day is taught in Spanish and half is taught in English. Children get out of school at 2 PM to eat lunch, so they go to after school programs. They can play sports or learn different subjects. Dinners in Mexico are usually light.*

Retell

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

Option 1: Graphic Organizer: Compare and Contrast



Random Reporter

- 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 “Children in Mexico” and the other “Us.”
- Ask students to talk in their groups about words or phrases that would only describe children in Mexico or them. 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 ways that they are the same as children in Mexico. 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. *We are the same as children in Mexico because we all go to school. We are different because children in Mexico live in Mexico and we live in _____.*

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 is Mexico?**
 - **What kinds of landscapes does Mexico have?**
 - **How do children learn in school?**
 - **What were some ancient cultures in Mexico?**
 - **Who took over Mexico from the Aztec?**
 - **What does Rosa do after school?**
 - **What holiday does Rosa’s family celebrate in November?**



STaR Celebration

Random Reporter



- 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.

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 six or more sentences about a typical day.

Brainstorm and Build Background with Topic

- Have students gather in front of the board. Introduce the activity.
- Review what students learned about life in Mexico. **In the story *Living In... Mexico*, we learned a lot about the lives of people who live in that country. Let's review some of the things that we learned about life in Mexico.**
- Display pages 10, 14, and 21. **We see Rosa getting ready for school and in school with her classmates. They all dress neatly in uniforms. They sit at desks. They learn in Spanish and in English. They get a snack during the day.**
- Display pages 11, 23 and 28. **We see Rosa eating meals with her family. They eat a lot of tortillas with beans and cheese. They also eat chilled soups.**
- Display pages 24 and 25. **Rosa and her siblings after school. They go to after school activities, like playing soccer and taking art classes.**
- **We have seen what children in Mexico do during the day.**
- Explain that students will take notes on a chart to help them think about what they do on a typical day. Model the process by writing notes about your own day.
- **Now we need to think about what we do on a typical day. We are going to think about things we do in the morning, during school, after school, and at night.**
- **Alphie and I will show you how you can organize your ideas by writing them on a chart.** Draw a chart with four columns. Write the headings at the top of each column as you introduce them. **You will tell about four different parts of your day. First, you'll tell about the morning.** Write "Morning" at the top of the first column. **Then, we'll tell about what we do at school.** Label the second column "At School." **After that, we'll tell what we do after school.** Label the third column "After School." **Finally, we'll tell what we do before bed.** Label the fourth column "Before Bed."
- **These headings will help us organize our papers. We'll use each one to tell about a different part of the day. Let's start with the first heading. It says, "Morning." You need to tell about the things you do in the morning.** Use **Think-Pair-Share** to ask students: **What are some things you do in the morning?**
- Bring out Alphie to ask him about he does during a typical day.
- To Alphie: **Alphie, what are some things you do in the morning?**
- As Alphie: **Well, I always make my bed so it will look nice and neat.. And I eat peanut butter toast for breakfast. Then, of course, I have to brush my teeth.**
- As the teacher: **Let's write some phrases on our chart under "Morning" so we will remember the things that Alphie has told us.** Write "make bed," "eat peanut butter toast," and "brush teeth" in the first column. Continue to ask Alphie about the other parts of his day, and write responses in the appropriate columns. Include at least three things in each column.

Think-Pair-Share

- Model thinking of a title and introductory sentence for Alphonse's paper. Then show how to write a sentence using the information in Alphonse's first column.
- **We will be using the information from our charts to write our papers. We will need a title for our papers.** T-P-S: **What would be a good title for Alphonse's paper?** Write the title at the top of a new piece of chart paper. *Possible response: "My Day."*
- **Next, we need a starting sentence that will tell the reader what we are writing about.** T-P-S: **How could Alphonse begin his paper?** Write the introductory sentence. *Possible response: On most days, I am very busy.*
- **Now we are ready to write sentences that include the information in Alphonse's chart. Looking at the first thing I wrote on my chart under "Morning" reminds me that Alphonse told us that he makes his bed after so it will look nice. I will include that detail in my sentence to make it more interesting. Write "Alphonse makes his bed to make it look nice." I will put a check mark next to "make bed" so I know I already included that information in my sentences.** Work with students to think of other sentences that include all the details from the "Morning" column on Alphonse's chart. Encourage students to think of sentences that use more than one idea, such as "I eat peanut butter toast for breakfast, and then I brush my teeth."

Partner Planning

- Have students return to their seats. Guide students to create their own four-column charts with the headings from the chart on a sheet of paper or in a journal.
- Provide time for partners to work together to think of things that they do each day and to make notes about them in the appropriate columns on their charts. Although partners will help each other, their charts will likely contain different items. Remind students that they should include at least three items in each column.
- Explain that students should discuss how to express their ideas in complete sentences. Encourage students to help their partners think of details that will make their sentences more interesting.
- Ask partners to each other what they will use for their titles and starting 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

Drafting

- Tell students to begin writing their papers. Remind them to include a title and starting sentence. Then they will need to write sentences that include all the information from their charts.

- 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

Editing Checklist

Do all the sentences begin with a capital letter?

Do all names begin with a capital letter?

Do all sentences end with a period or an exclamation mark?

Are words that we can write spelled correctly?

Are there any missing words?

Are there any extra words?

Do sentences that ask something end with question marks?

Are there commas between items in a list?

- Ask students to take turns reading their sentences to their partners. Partners should look together to identify and correct mistakes in each sentence. Students should only correct mistakes in writing on their own papers.
- **Work with your partner to check your sentences together. Use the Editing Checklist to remember everything that you should look for. Remember that you will only make changes on your own paper.**
- Provide time for students to make any necessary changes to their sentences.
- 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: Students should write at least six sentences about their daily lives, describing what they do in the morning, afternoon, and evening.

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 six or more sentences about a typical day.

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.

STaR/Adventures in Writing Expansion

- Because Level 4 Shared Stories take place over five lessons, you may choose to add a fifth day of STaR/Adventures in Writing instruction for students. If you wish to extend STaR/Adventures in Writing, consider the following options.

Retell

- Complete the Retell activity you did not use from Day 2.

Extend STaR Writing

- Have students write another sentence with a different STaR word, or add details to the sentence begun on Day 2.

Extend Adventures in Writing

- Provide students with additional time to write, share, and celebrate writing.

Extension Activity

Complete the Extension Activity if one is provided.

- Introduce and play a tourist game.
- **Today we will play a game in which we will pretend that we are tourists visiting Mexico. As we play this game, we will think about the things that tourists may see when they visit Mexico. What are some of the things that a tourist might see when he or she visits the Mexico?** Wait for students' responses. **Yes, visitors to Mexico might see rain forests, mountains, mariachi bands, dancers, beaches, the Day of the Dead, and whales.**
- Quickly place students in small groups of five or six students.
- **One person in each group will start the game by saying, "I'm a tourist in Mexico. On my visit, I will see..." and then name something a tourist may see in Mexico. For example, you might say, "I will see a mariachi band." After you're finished, the person next to you will say, "I'm a tourist in Mexico. On my visit, I will see a mariachi band," and then that person will name something he or she might see in Mexico. After everyone in each group has had a chance to name something that he or she might see in Mexico, we will share the things we thought of with the class. So you must listen carefully to remember the things the tourists in your group will see.**

Eye Wonder: Rain Forest

written by Elinor Greenwood

At a Glance

.....

Summary

This expository text explores rain forests. It tells about the animals, trees, and plant life that make up rain forest habitats around the world, from the emergent layer to the ground.

STaR Words

absorb

stinks

balance

suddenly

Adventures in Writing Prompt

Students will write poems (a cinquain about a story character).

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.
- ***Eye Wonder: Rain Forest* is an expository text. Remember that expository texts don't tell a story. They tell us about something that is real and give us information about it. Expository texts have big topics, or main ideas. That is what they are about. A sentence that tells us a main idea is called a topic sentence. Look at the front cover of this book. Can you tell what it is about?** Wait for students' responses.
- Cover: **What kind of animal can we identify as living in rain forests? When we read the book, I wonder what other animals we will learn about.**
-  Point out the special features, photographs, text boxes, and captions, of this expository text. **There are a lot of photographs on each page, and captions that describe the photographs. These are features of expository text. The photographs show specific examples of animals and plants that the text tells about, and the captions identify and give information about the photographs. There are also text boxes on some of the pages. These are another feature that give us additional information about the main idea of the text.**
- Pages 8 and 9: **Look at the photographs on these pages. What animals do you see that live in the rain forest?** Wait for students' responses. **Yes, there are photographs of a bird, butterflies, a monkey, a lizard, and a frog. The captions tell me what these animals are. For example, one caption tells me that the bird is a toucan.**
- Pages 16 and 17: **Here are some colorful animals that live in the rain forest. We've seen some of these birds before in the STaR story *Beaks*. These birds have sharp beaks to help them eat their food.**
- Pages 40 and 41: **There are some green plants on this caiman, a relative of alligators and crocodiles. Why do you think it has plants on it?** Wait for students' responses. **When we read the book, we'll find out if your ideas are in the book.**

- 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
absorb	11	take in; soak up	Towels <i>absorb</i> the water off of our hands after we wash them.
stinks	12	gives off a bad smell	The outside garbage can <i>stinks</i> on hot summer days, even when it is empty.
balance	14	steady, equal	Cady has good <i>balance</i> when she carries a big pile of books up the stairs.
suddenly	31	quickly	The sky <i>suddenly</i> turned dark as an unexpected rainstorm approached.

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: **Some rain forest plants don't even have roots that grow in the ground. These plants, called epiphytes, absorb water right from the air. "Absorb" is a STaR word. It means to take in or soak up.**
 T-P-S: **What do plants that absorb water from the air do?**

Pages 12, 13: T-P-S: **How do you usually expect flowers to smell? Wait for students' responses. The text tells us about rafflesia flowers. They are the largest flowers in the world. But the text tells us that it stinks like rotting meat. "Stinks" is one of our STaR words. It means give off a bad smell.**
 T-P-S: **How can you tell that a flower that stinks doesn't smell good?**



Pages 14, 16: **Point to the illustration under the heading. There is a little illustration of a rain forest under the heading. It has a green stripe behind the emergent layer of the rain forest. It tells us what layer of the rain forest the section of text is about. Let's keep an eye out for these features as we read.**

The text says that animals that live in the emergent, or top, layer of the rain forest need good **balance**. “**Balance**” is one of our STaR words. It means steady or equal. Point to the photographs. T-P-S: How do the photographs on these pages show you animals with good **balance** living in the rain forests?

Page 20: T-P-S: What is unusual about the three-toed sloth? Wait for students’ responses. If necessary, provide the following sentence stem. **The sloth spends its life *upside-down*.**

A caption next to the photograph of the sloth tells us that sloths often have caterpillars crawling all over them because the caterpillars eat algae that grow on the sloths’ fur.

Pages 30, 31: T-P-S: What is this part of the text mostly about?

The text tells us that you could be standing surrounded by plants, when **suddenly** a leaf scurries away. “**Suddenly**” is one of our STaR words. T-P-S: What does the word suddenly mean? Wait for students’ responses. **When something happens suddenly, it means it happens quickly.** T-P-S: Why does a leaf **suddenly** scurry away? Wait for students’ responses. **The leaf is actually an insect in disguise.**

Pages 38, 39: Point to and tell the names of the animals the text talks about on these pages. T-P-S: **How can I tell which animal is which on this page?** Wait for students’ responses. **I can use the information from the text and look at the photographs with captions to help figure this out.** Point to the capybara. **I know this animal is the capybara because the photograph in the middle of the page has a caption that tells its name.** Point to the tapir. **This animal is a tapir. I can use the description from the text and the photograph to help me figure this out.**

Point to the picture of the anaconda and crocodile on page 39. **Can you imagine a snake being able to eat a crocodile? It seems impossible to me, but a text box on page 38 tells us that female anacondas can grow to be twenty-six feet long. That is like lining up six of you on the floor, head to toe.**



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.

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

- What does a rafflesia flower stink of?
- Why does a leaf suddenly scurry away on a branch?

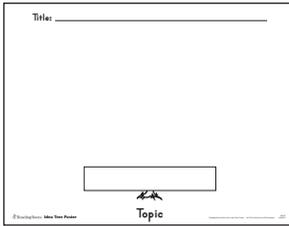
Oral-Language Scoring Rubric

- 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

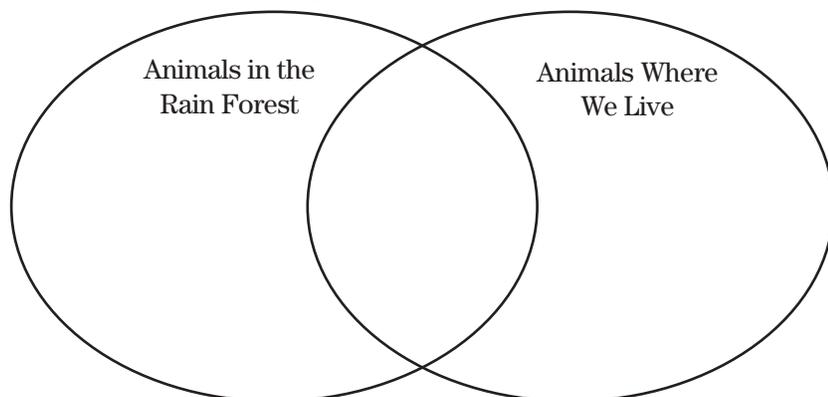
Structure Review

- 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 rainforests.** 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 is the title of this text?** *The title of the text is Eye Wonder: Rain Forest.*
 - **What is the topic of the text?** *The text tells what plants and animals live in the rain forest.*
 - **What is one main idea in the text?** *There are many animals that live at the top of the rain forest.*
 - **What details support this main idea?** *Marmosets are small and dart through tree tops. Colugos glide between trees. Colobus monkeys dive long distances. Tree kangaroos leap between trees. Morphos butterflies can be seen by pilots above rain forests. Many birds live in the emergent layer.*
 - **What is another main idea in the text?** *Rain forest trees can be giants.*
 - **What details support this main idea?** *Trees can grow 200 feet tall. They have large buttress roots to hold them to the ground. Other plants grow on trees. They can make the trees fall from their weight.*
 - **What is another main idea in the text?** *Many insects live in groups in the understory and forest floor.*
 - **What details support this main idea?** *Wasps build paper nests for their queens. Leaf cutter ants carry leaves to their nests to grow fungi for food. Army ants make camps until they eat all the food in an area. Termites build umbrella shaped nests on the forest floor.*

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 “Animals in the Rain Forest” and the other “Animals Where We Live.”

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. *Birds live in both the rain forest and where we live. Monkeys live in the rain forest, but not where we live. Dogs live where we do, but not in the rain forest.*

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.
 - **Where can you find rain forests?**
 - **What kinds of animals live in rain forests?**
 - **What kinds of homes do rain forest animals live in?**
 - **Why is camouflage important to rain forest animals?**
 - **What kinds of animals leave near or in water in the rain forest?**
 - **Why are scientists interested in studying rain forests?**



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

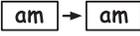


STaR Writing

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.



- **Now let's watch Alpie use the Sound Spelling strategy with words that have challenging sounds.** Play the video: Sound Spelling—Challenge 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 poems (a cinquain about a story character).

Teacher’s Note: For today’s lesson, students will write a cinquain. A cinquain is a five-line poem that describes a noun. There are many versions of the cinquain. We have chosen one for this lesson that your students should be able to understand.

Brainstorm and Build Background with Topic

- Have students gather in front of the board. Introduce the activity.
- Review the definition of a poem. Invite students to share poems that they know. **A poem is a piece of writing that expresses an idea in interesting language and with a musical feeling. Does anyone know a poem that they can share with the class?** Allow students to share poems that they know. *Possible responses: “Hickory, Dickory, Dock,” “Little Miss Muffet,” or “Humpty Dumpty.”*
- Explain the criteria for writing a cinquain poem by creating one together with students. **Today you are going to write a special kind of poem called a cinquain. A cinquain is a poem that describes a thing in a certain way. We will describe some of the characters that were in our book *The Magic Lake*. We will write a cinquain together to learn how!**
- Display your chart describing the criteria for each line of a cinquain.
 1. The character
 2. Two describing words about the character
 3. Three “_ing” action words about the character
 4. A sentence about the character
 5. A word that means the same thing as the character
- **A cinquain has five lines. This chart tells me about what I have to put on each line. Let’s write one together. On the first line, I have to name a person, place, or thing that my poem will be about. I will write about the king from *The Magic Lake*, so I will write “king” in the middle of my paper.** Write “king” on a new sheet of chart paper or on the board. Center the word on the line.
- **For the second line, I have to think of two words that would describe the king. What words could I use?** Use **Think-Pair-Share** to have students respond. Show pictures from the book if needed. Write two words on the next line. *Possible responses: powerful, strong, and sad.*

Think-Pair-Share

- Continue in this manner until you have completed your sample cinquain.

Example:

king
strong, worried
hoping, looking for help, waiting
The king wants his son to get well.
leader

- **Now I've written a cinquain poem about the king.** Read the poem for students. Help them feel the music of the poem. Encourage them to join in and read with you.
- Explain the writing assignment. **Today you will write a cinquain poem about another character in *The Magic Lake*.** T-P-S: **Who were some of the other characters?** *The prince, the farmer, the farmer's daughter Sumax, the birds, the crab, and the snake.*

Partner Planning

- Provide time for partners to decide which characters they would like to write their poems about. Have them talk about ideas they could include, using the criteria from your chart. If this task is difficult for your students, guide them to discuss their ideas for each line of the poem, one at a time, as demonstrated below.
- **First, think about which character you would like to write your poem about. Tell your partner whom you would like to write about.** Provide time for students to discuss, and then use the Zero Noise Signal to recapture their attention.
- **Now talk with your partner about some words that you could use to describe your character.** Monitor partner discussions closely, providing guidance as needed. Allow students to take notes about their ideas on a sheet of paper or in a journal. Use the Zero Noise Signal to recapture their attention.
- Continue in this manner until students have planned their entire poems.
- 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

- Tell students to begin to write their poems. Challenge them to center each line of the poem on their papers as you did.
- 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.

Teacher’s Note: Because the writing product for this lesson is not a collection of sentences, students will not use the Editing Checklist to check their work.

Checking

- Ask students to take turns reading their poems to their partners. Then guide students to look for mistakes, one line at a time. Students should look at their own papers and their partners’ paper as you discuss each line. Allow time for students to make changes. Students should only correct mistakes in writing on their own papers.
- **Look at the first line. Did you name the character that your poem is about? Did you spell your character’s name correctly?**
- **Look at the second line. Did you write two describing words about your character? Did you put a comma between the words?**
- **Look at the third line. Did you write three action words that end with “_ing”? You might have single words or a group of words, like I did on my cinquain with “Looking for help.” Did you write a comma between each word or word group?**
- **Look at the fourth line. Did you write a sentence about your character? Does your sentence begin with a capital letter and end with a period? If you chose Sumax, did you write her name with a capital letter?**
- **Look at the fifth line. Did you think of another word for your character? Did you spell the word correctly? If you used a writing strategy to write your word, does your partner know how to spell the word?**
- Provide time for students to make any necessary changes to their poems.
- 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: Students should write a cinquain about a character from their book.

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 poems (a cinquain about a 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



Teacher's Note: Because the vocabulary words for this lesson are difficult to include in the context of a cinquain, you may wish to award a point for successful completion of the first two criteria.

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.

STaR/Adventures in Writing Expansion

- Because Level 4 Shared Stories take place over five lessons, you may choose to add a fifth day of STaR/Adventures in Writing instruction for students. If you wish to extend STaR/Adventures in Writing, consider the following options.

Retell

- Complete the Retell activity you did not use from Day 2.

Extend STaR Writing

- Have students write another sentence with a different STaR word, or add details to the sentence begun on Day 2.

Extend Adventures in Writing

- Provide students with additional time to write, share, and celebrate writing.

Extension Activity

Complete the Extension Activity if one is provided.

- Introduce a song about the rain forest. Sing it to the tune of “Here We Go ‘Round the Mulberry Bush.” (If you don’t know the tune, recite the words in a sing-song manner.)
- **We can sing a song about the animals and plants that live in the rain forest. I’ll start by singing about the parrots in the rain forest.** Teach the following verse using My Turn, Your Turn.

**Parrots live in the rain forest,
the rain forest, the rain forest.**

**Parrots live in the rain forest
in the Amazon.**

- Invite students to think of other animals from the book *Eye Wonder: Rain Forest* to sing about. You may want to display several pages from the book if students need help remembering.
- **We learned about many other animals that live in the rain forest in the book *Eye Wonder: Rain Forest*. What is another animal that lives in the rain forest?** Wait for students’ responses. Select one of their responses, and create a new verse for the song. For example, if someone suggests “jaguar,” replace the word “parrot” with “jaguar” in the song.
- If time allows, invite students to sing about plants that grow in the rain forest, modifying the song as needed.

Country Kid, City Kid

written by Julie Cummins and illustrated by Ted Rand

At a Glance

.....

Summary

Ben and Jody live miles apart, yet they find that they are two of a kind. Ben, a country kid, tells all about country living. Jody, a city kid, shares about city living. During their summer vacation, Ben and Jody meet at a camp and become friends. Once camp ends for the summer, Ben and Jody promise to keep in touch with each other and write back and forth as pen pals.

STaR Words

apartment

eager

promise

returns

Adventures in Writing Prompt

Students will write six or more sentences about a place they have visited.

Teacher’s Note: The pages of this book are not numbered. Before reading, number the pages. Page 2 begins, “Ben is a country kid.”

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 *Country Kid, City Kid*.** Open the book to display the entire front and back cover pictures. **Look at the picture on the cover. What is shown with each child? “Child” is another word for kid.** Wait for students’ responses. **Yes, there is a farm, woods, and fields shown with the country kid, and city buildings are shown behind the city child.** Point to these in the pictures. **What else do you know about the country?** Wait for students’ responses. **What do you know about the city?** Wait for students’ responses. **As you look at the pictures, when I read this book, think about how these children’s lives may be alike and how they may be different.**
- Pages 6 and 7: **Look at the illustrations on these two pages. How are they the same?** Wait for students’ responses. **They both show buses. How are they different?** Wait for students’ responses. **One bus is a school bus, and the other is a city bus.**
- Pages 12 and 13: **What are the children doing in these pictures?** Wait for students’ responses. **Yes, they are both getting the mail from a mailbox. A mailbox is the place the letter carrier puts your mail. These two mailboxes are very different from each other.**
- Pages 25 and 26: **These pages look very different from the rest of the book. What do you notice that is new?** Wait for students’ responses. **Yes, the girl and boy are shown together, in the same place. I wonder what happened in the story to bring them together.**
- Page 27: Do not show this last page now.

- 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
apartment	5	a set of rooms used as a home inside a larger building	Gracie lives in an <i>apartment</i> on the third floor of the building.
eager	24	wanting very much	After lunch, the children are <i>eager</i> to go outside to play.
promise	27	say something will happen	The children kept their <i>promise</i> to their mom to stay on the sidewalk while they walked to school.
returns	27	comes back	The mother bird <i>returns</i> to the nest with food for her chicks.

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: **I just read one of our STaR words—“apartment.” An apartment is a home in a building that has other homes in it. T-P-S: What does Ben see from his bedroom window on the farm that is different from what Jody sees from her bedroom window in her apartment building?**

Whole Group Response

Use Whole Group Response to ask students: **Do you live in a place that is more like where Ben lives or more like where Jody lives?**

Pages 10–19: Have students briefly compare and contrast the pictures and the children’s activities.

T-P-S: **Why do you think Ben goes to a bookmobile stop instead of a neighborhood library?**



Pages 24, 25: **I just read a STaR word—“eager.” Ben is eager to go to summer camp. He can’t wait. T-P-S: How do you know Jody is eager to go to camp too? The picture shows she had fun riding the horse, and the**

text said she is excited. Turn back to page 19, and point to the collie. **I remember that I read that Ben’s collie eagerly greeted him after school each day.**

T-P-S: **What is summer camp?** Wait for students’ responses. **This is a summer camp where children stay overnight. Some children might spend just a weekend. Some children might be campers for the whole summer.**

T-P-S: **What is the name of the camp Ben is going to?** Wait for students’ responses. **What is the name of Jody’s camp?** Wait for students’ responses. T-P-S: **What do you think will happen next? Let’s read to find out what fun the country kid and the city kid have together.**

Page 27: **“Promise” is a STaR word.** T-P-S: **How will Ben and Jody keep their promise to stay in touch with each other?**

Another STaR word is on this page—“returns.” Returns means goes back to something. Ben returns to his country home, and Jody returns to her city home. Do you think Ben and Jody will return to Camp Eagle Ridge next summer? Wait for students’ responses.

Page 28: T-P-S: **What does “miles apart, but two of a kind” mean?** *Ben and Jody lived in very different places, but they were much more alike than they were different.*



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 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 does Jody see from the window in her apartment?
- Where was Ben eager to go? Why?

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.

The image shows a story map graphic organizer. It has six main sections, each with a small icon and a set of horizontal lines for writing:

- Title:** Represented by a book icon.
- Setting:** Represented by a house icon.
- Characters:** Represented by a group of people icon.
- Problem:** Represented by a question mark icon.
- Events:** Represented by a calendar icon.
- Solution:** Represented by an exclamation mark icon.

Structure Review

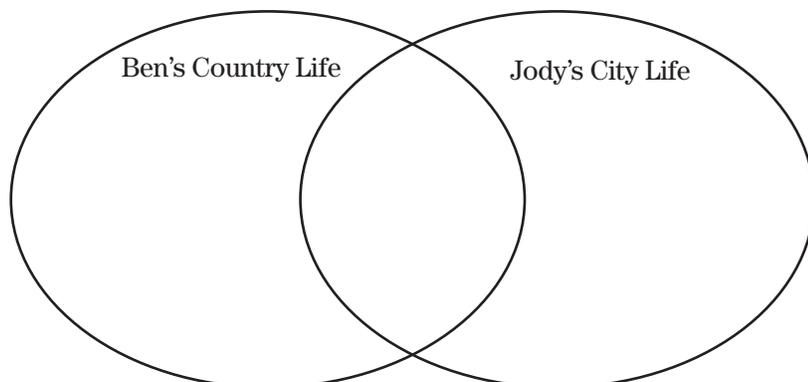
Teacher’s Note: Since *Country Kid, City Kid* has elements of both a narrative and expository text, the narrative aspects of the book will be discussed here while information about the country versus city settings will be addressed in the Retell part of the lesson.

- Display and review the story map. Tell students what each part of the map means (title, characters, setting, problem, solution, and important events).
- Ask students to help you identify the elements of the story map in the STaR story.
Let’s use our story map 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?** *Country Kid, City Kid*
- **T-P-S: Where did the story happen? What is the setting?** *This story has three different settings: the country where Ben lives, the city where Jody lives, and Camp Eagle Ridge.*
- **T-P-S: Who were some of the characters in the story?** *Ben and Jody.*
- **T-P-S: What was the problem in the story?** *Ben and Jody come from very different places where they experience the same things, such as going to school, shopping, and getting mail, in different ways. Will they only see the differences in each other, or will they find similarities and become friends?*
- **T-P-S: One event in the story is Ben is excited to go to Camp Eagle Ridge. What are some other events in the story?** *Jody is excited to go to camp. Jody and Ben meet at camp. They win second place in a canoe competition. They promise to keep in touch.*
- **T-P-S: What was the solution? How was the problem solved?** *Ben and Jody become friends because they like to do the same things at camp. They like to learn about each other’s homes, and they promise to keep in touch to keep their friendship going.*

Retell

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

Option 1: Graphic Organizer: Compare and Contrast



Random Reporter

- 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 “Ben’s Country Life and the other “Jody’s City Life.”
- Ask students to talk in their groups about ways they could describe Ben’s life in the country and Jody’s life in the city. 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 how Ben’s and Jody’s lives are similar. 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. *Ben’s and Jody’s lives are the same because they both like the snow. They are different because Ben sleds in the snow, but Jody walks on slushy sidewalks.*

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.
 - **Why is *Country Kid, City Kid* a good title for this book?**
 - **Why did Ben’s bus have to go many miles to pick up other children?**
 - **As I reread this page, look and listen for clues that tell you what a sidewalk vendor is.**
 - **What other pets could Jody have in the apartment? What other animals might have been on Ben’s farm?**
 - **How did Ben and Jody become friends at camp?**
 - **What would it be like for Jody to visit Ben’s home and for Ben to visit Jody’s home?**



STaR Celebration

Random Reporter



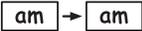
- Introduce the celebration.
- Ask students to discuss the retell with their partners. Ask students to select a favorite part of the book (e.g., character, event, part they enjoyed learning about, etc.). Tell students to practice talking about their favorite parts in complete sentences, telling why they like them. Ask students to share their sentences with their partners.
- Ask students to tell to which part of the story map 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.

STaR Writing

Writing Strategies Bank


Draw a Picture


Draw a Line

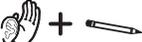

Find and Copy a Word


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 six or more sentences about a place they have visited.

Brainstorm and Build Background with Topic

- Have students gather in front of the board. Introduce the activity.
- **We have read two different stories about friends that write letters to each other. In each story, the friends told each other about their experiences in different places. Today we're going to do something similar. You're going to write about a place that you have been. It might be somewhere close to where you live, like a park or a store, or it might be somewhere that you had to travel far to get to. You will write sentences that tell where you went, what you saw, and what you did there.**
- **Let's find out where Alpie went and what he saw and did there. To help him, I'm going to ask him the questions on this chart.** Bring out the Alpie puppet. Draw a chart divided into three sections. Label the sections with these questions: Where did you go? What did you see? What did you do?
- As the teacher: **Alpie, today we are talking about somewhere interesting we have been. Where is a place that you have gone that you really enjoyed, Alpie?**
- As Alpie: **I would like to talk about when I went to the library.**
- As the teacher: **We can make a note about that on this chart. Write "the library" on the chart. Now our next question asks, "What did you see?"**
- As Alpie: **Well, I saw children, computers, magazines, DVDs, and...oh yeah, lots and lots of books! Make notes on the chart about what Alpie saw.**
- As the teacher: **Now our last question asks, "What did you do?"**
- As Alpie: **I was really lucky because when I got there, they had just started story time! So first I listened to a story, and then I went to look for a DVD movie to watch at home with my mom, and then I found some books to check out. Make notes on the chart about what Alpie did.**
- Model how to help Alpie use the information from the chart to write complete sentences. Ask him questions that will help him make his sentences more interesting.
- As the teacher: **Okay, Alpie, we are ready to use the information from your notes to write some sentences. Our first sentence will tell about where you went.**
- As Alpie: **Okay. How about, "I went to the library." That's a complete sentence, right?**
- As the teacher: **Yes, it is complete, but I think we could make it more interesting. Can you tell me anything else about the library, like where it is or what it looks like?**

- As Alphonse: **Oh, the library that I went to is really cool. It's in one of those tall glass buildings right downtown! Maybe a better sentence would be, "I went to a tall building downtown to visit the library."**
- Continue to model helping Alphonse to think about how he can write complete and interesting sentences with the information from his notes.

Partner Planning

- Have students return to their seats. Guide students to create their own three-section charts for taking notes, using the same headings from your chart, on a sheet of paper or in a journal.
- Provide time for partners to work together to think about places they visited and to make notes about their visits in the appropriate sections on their charts. Although partners will help each other, their charts will likely contain different items. Remind students that they should include at least three items that tell what they saw and what they did in the last two columns of their charts.
- Explain that they should discuss how to express their ideas in complete sentences. Encourage students to help their partners think of details that will make their sentences more interesting.
- Ask partners to tell each other what they will use for their titles and starting 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

Drafting

- Tell students to begin to write their papers. Remind them to include a title. Then they will need to write sentences that include all the information from their charts.
- 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

Editing Checklist

- Do all the sentences begin with a capital letter?
- Do all names begin with a capital letter?
- Do all sentences end with a period or an exclamation mark?
- Are words that we can write spelled correctly?
- Are there any missing words?
- Are there any extra words?
- Do sentences that ask something end with question marks?
- Are there commas between items in a list?

- Ask students to take turns reading their sentences to their partners. Partners should look together to identify and correct mistakes in each sentence. Students should only correct mistakes in writing on their own papers.
- **Work with your partner to check your sentences together. Use the Editing Checklist to remember everything that you should look for. Remember that you will only make changes on your own paper.**
- Provide time for students to make any necessary changes to their sentences.
- 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: Students should write at least six sentences about a place they have visited, describing where they went, what they saw, and what they did 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 six or more sentences about a place they have visited.

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.

STaR/Adventures in Writing Expansion

- Because Level 4 Shared Stories take place over five lessons, you may choose to add a fifth day of STaR/Adventures in Writing instruction for students. If you wish to extend STaR/Adventures in Writing, consider the following options.

Retell

- Complete the Retell activity you did not use from Day 2.

Extend STaR Writing

- Have students write another sentence with a different STaR word, or add details to the sentence begun on Day 2.

Extend Adventures in Writing

- Provide students with additional time to write, share, and celebrate writing.

Extension Activity

Complete the Extension Activity if one is provided.

- Read a version of the story “Country Mouse, City Mouse” to the class. Compare it to *Country Kid*, *City Kid*.
- **The two stories are the same because... They are different because...**

What Is in the Ocean?

written by Kathleen Collins and illustrated by James Bravo

At a Glance

Summary

This expository book explains the basics of some of the animal and plant life of Earth's oceans. Familiar ocean creatures such as hermit crabs, otters, seahorses, and sharks that live in the oceans are introduced. Readers learn that tiny animals such as krill are eaten by giant whales, and strange animals, such as anglerfish and giant tube worms, live in the ocean's darkest depths and even in boiling water. The importance of sea grass meadows is explained, and seaweed is defined as a type of algae. A glossary is included.

STaR Words

waterproof creature tentacles anchor

Adventures in Writing Prompt

Each student will write a paragraph of six or more sentences about a plant or animal that lives in the ocean.

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 *What Is in the Ocean*? What do you know about the ocean that may be in this book?** Wait for students' responses. **Let's take a Picture Walk to see what the author chose to include about the ocean.**
- Point out the headings "Part I: Animal Life" (on page 2) and "Part II: Plant Life" (on page 12). **These headings tell us what this section of text will be about.**
- Page 13: **This is food, not sea creatures. Why do you think food is shown in a book called "What Is in the Ocean?"**
- 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
waterproof	3	does not let water go through	My raincoat and boots are <i>waterproof</i> ; they keep me dry when it rains.
creature	4	animal	A bird is a wild <i>creature</i> . Ask students to name other creatures.
tentacles	6	long, thin feelers that stick out of an animal's head or body	The octopus has eight large <i>tentacles</i> that it uses for grasping and feeding.
anchor	13	hold tightly in place	The paperweight will <i>anchor</i> the papers to the desk so they can't blow away. Demonstrate.



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: Point to the heading, “Part I: Animal Life.” **This book is divided into two parts. This heading tells us that this is the first part of the book and that it is about animal life in the ocean.**
- Page 3: Point to the sea otter. **Look at the sea otter’s thick, waterproof fur. “Waterproof” is a STaR word. T-P-S: What do you think waterproof means?** Read the sidebar definition to confirm students’ responses. T-P-S: **Why is it helpful for the otter to have waterproof fur?** Wait for students’ responses. **Yes, the otter’s waterproof fur helps it to stay warm, so it can stay in the water for long periods of time.**
- Page 4: **A seahorse is an interesting creature. “Creature” is another STaR word. Creature is another word for animal. T-P-S: What is something about the seahorse that makes it an interesting creature?**
- Page 5: **“Tentacles” is a STaR word. Tentacles are the long, thin feelers that stick out of an animal’s head or body. Let’s read on to learn about other creatures that live in the coral reefs and how they use the polyps’ tentacles.**
- Page 12: Point to the heading, “Part II: Plant Life.” **This heading tells us that this is the second part of the book. The second part of this book answers the question in the book’s title, *What Is in the Ocean?*, giving information about plant life.**
T-P-S: **How is sea grass like grass in the park?** Wait for students’ responses. T-P-S: **How does sea grass help the animals that live in the ocean?**
- Page 13: **“Anchor” is a STaR word. T-P-S: What do you think of when you hear the word anchor?** Wait for students’ responses. **When I hear the word anchor, I think of a heavy steel anchor attached to a ship with a big rope. The anchor can be lowered to the ocean floor to keep the boat in one place so it will not float away.**
T-P-S: **Why do you think the text says, “Some types of seaweed anchor themselves to rocks on the ocean floor”?** Wait for students’ responses. **When some types of seaweed anchor themselves to rocks, they won’t float away like other types of seaweed do.**
T-P-S: **How do sea creatures use seaweed?** Wait for students’ responses. **How do people use seaweed that is different from the way animals use it?** Wait for students’ responses. **Yes, sea creatures use seaweed as anchors and homes, and people use seaweed as a nutritious food.**



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 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

- What are some sea creatures that are not fish?
- Why does seaweed anchor itself to rocks?

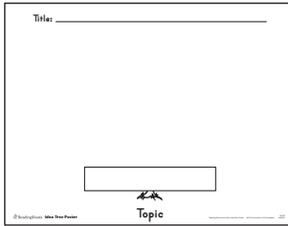
Oral-Language Scoring Rubric

- 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 life in the ocean.** 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.
 - **The big topic of this expository text is _____.** Write “Ocean Life” on the trunk.
 - **There are two main ideas in this book. One of the main ideas is _____.** Write “Animals live in the ocean,” on one large tree branch.
 - Ask students to name some of the animals that live in the ocean. Record the animal names on smaller branches. *Possible responses: “Hermit crabs, sea otters, seahorses, coral, sea anemones, clownfish, whales, sharks, octopuses, anglerfish, and giant tube worms.”*
 - **Another main idea of the text is _____.** Write “Plants live in the ocean,” on the other large branch.
 - Ask students to name some of the plants that live in the ocean. Record the animal names on smaller branches. *Possible responses: sea grasses and seaweed.*
 - Prompt students to tell what ocean-living plants the book tells about. Write on a branch “sea grasses and seaweed.”

Retell

Teacher’s Note: If you can’t find small items to fit in the box, you may use pictures of the items instead.

- 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. Tell students that you will pull items out of the book box that will help them remember the 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 text.
- Ask students to talk in their partnerships about what the item reminds them of from the text.

Book Box

waterproof rain slicker
or poncho

a small container of
sand

measuring tape

hermit crab

seahorse or coral

seaweed

anchor

- Continue pulling items from the box until you have asked questions about all the items.

Examples:

Pull out the sand. **This is sand. Where do we find sand?**

Pull out a rain slicker. **This is a waterproof rain slicker. It reminds me of the sea otter because the sea otter’s fur is waterproof.**

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 would a hermit crab need a shell?**
 - **What does the giant tube worm remind you of? Why?**
 - **Which sea animal is your favorite? Why?**
 - **How are sea plants similar to land plants we see around us?**
 - **Which sea animal or plant do you want to know more about? Why?**



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

Each student will write a paragraph of six or more sentences about a plant or animal that lives in the ocean.

Brainstorm and Build Background with Topic

- Have students gather in front of the board. Introduce the activity.
- **In the book *What Is in the Ocean?* we learned about animals and plants that live in the ocean. Today we will write a paragraph about an animal or plant that lives in the ocean.**
- Invite students to recall the different types of plants and animals they learned about through the STaR story and select the ones they'd like to write about. Use **Think-Pair-Share** to ask students: **What animals or plants did we read about?** Divide the chart paper into two columns. Write students' responses, in note form, in the first column on the chart paper.
- **Let's review some of the facts we learned about the animals and plants we have on our list.** Display the book pages, and briefly review the information.
- **T-P-S: What animal or plant should we write about?** Arrive at a group consensus. Write the name of the selected animal or plant, in title form, at the top of the second column (e.g., "The Blue Whale").
- Generate a class list of facts that students learned about their selected animal or plant. Write the facts, in note form, in the second column of the chart.

Example:

The Blue Whale

lives in oceans

biggest animal ever to live on Earth

One blue whale weighs as much as twenty-five elephants.

travels long distance

is a mammal

needs to come to the surface to breathe

- Introduce the concepts of beginning a paragraph with a topic sentence and indenting the first line. **We are going to write our sentences today in a form called a paragraph. A paragraph is a group of sentences that all tell about something. The first sentence in a paragraph is called the topic sentence, and it usually tells the reader what the paragraph is about.** T-P-S: **What topic sentence could we write for our paragraph?** After arriving at a class consensus with ideas from partners, model writing the title and topic sentence on a new piece of chart paper.

Think-Pair-Share

- **Watch as I write this sentence. I'm not going to start my first word all the way to the left. I will skip five spaces first.** Write the sentence, making sure that you skip five spaces before you begin. Be sure to go all the way back to the left when you start on the second line. Show students examples of indented paragraphs from books, etc.
- Explain the remainder of the writing assignment. **What you will do today is write a title and topic sentence like I did. You can use mine, or you can change it if you want to. Then you will write sentences with the facts that we recorded. Each time you write a new sentence, you will start right after the last one unless you have run out of space on that line. When you run out of space, you will go to the beginning of the next line. Who can come and touch my paper where I would write the first word of my next sentence?** Allow a volunteer to indicate the correct space on the paper. Model adding a sentence if your students need additional support.

Partner Planning

- Provide time for partners to discuss how to express the facts from the class-generated list in complete sentences. 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 write their sentences on a sheet of paper or in a journal. Remind them to include a title and a topic sentence that tells what their paragraphs will be about. Help students to indent the first sentence of their paragraphs as needed.

Teacher's Note: You may wish to have students write only the first letter of the first word in the topic sentence. Once you have verified that students are indenting properly, you can give the approval for them to continue writing the rest of the 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

Editing Checklist

Do all the sentences begin with a capital letter?

Do all names begin with a capital letter?

Do all sentences end with a period or an exclamation mark?

Are words that we can write spelled correctly?

Are there any missing words?

Are there any extra words?

Do sentences that ask something end with question marks?

Are there commas between items in a list?

- Ask students to take turns reading their sentences to their partners. Partners should look together to identify and correct mistakes in each sentence. Students should only correct mistakes in writing on their own papers.
- **Work with your partner to check your sentences together. Use the Editing Checklist to remember everything that you should look for. Remember that you will only make changes on your own paper.**
- Provide time for students to make any necessary changes to their sentences.
- 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: Students should write a paragraph about an animal or plant in the ocean that is at least six sentences long.

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

Each student will write a paragraph of six or more sentences about a plant or animal that lives in the ocean.

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.
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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.

STaR/Adventures in Writing Expansion

- Because Level 4 Shared Stories take place over five lessons, you may choose to add a fifth day of STaR/Adventures in Writing instruction for students. If you wish to extend STaR/Adventures in Writing, consider the following options.

Retell

- Complete the Retell activity you did not use from Day 2.

Extend STaR Writing

- Have students write another sentence with a different STaR word, or add details to the sentence begun on Day 2.

Extend Adventures in Writing

- Provide students with additional time to write, share, and celebrate writing.

Extension Activity

Complete the Extension Activity if one is provided.

- Listen to real whales' songs at <http://www.archive.org/details/HumpbackWhalesSongsSoundsVocalizations/>.
- Use **Think-Pair-Share** to have students answer this question: **What do the whales' songs remind you of?**

Think-Pair-Share

Thunder Rose

written by Jerdine Nolen and illustrated by Kadir Nelson

At a Glance

Summary

Thunder Rose MacGruder was born in the night during a thunderstorm. When she grabbed lightning moments after being born, her parents knew she would be a special child. As a child, she bent metal, constructed fences and skyscrapers, and stopped stampeding cattle. She rode her favorite steer, Tater, across the plains to bring the family's herd of cattle to market. Along the way, Rose captured some desperadoes and lassoed rain out of clouds and tornados.

STaR Words

determined herd stampeding lassoed

Adventures in Writing Prompt

Students will write tall tales about themselves.

Teacher’s Note: The pages of this book are not numbered. Before reading, number the pages beginning with page 2, which starts “Rose was the first child...”

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 *Thunder Rose*. Look at the picture on the cover. What does the picture tell you about Thunder Rose?** Wait for students’ responses. **Thunder Rose is a cowgirl. What do you know about cowboys and cowgirls?** Wait for students’ responses. **Let’s take a Picture Walk to learn more about the adventures of Thunder Rose.**
- Page 3: **What kind of home is shown in this picture?** Wait for students’ responses. **Right. This looks like a log cabin, or a house that has been made from logs cut from trees. People called pioneers used to make these kinds of homes in the past. I think this story is going to take place in the past.**
- Pages 16 and 17:  Point to Rose putting a saddle on the bull. **It looks like Rose is going to ride that bull instead of a horse. Do you think this could really happen?**
- Pages 20 and 21: Point to Rose’s lasso around the cloud. **This is a lasso. In the picture, Rose has lassoed the cloud. Why do you think a cowboy or cowgirl uses a lasso?** Wait for students’ responses. **A lasso is usually a rope tied in a circle that’s used to catch animals. When we read the story, perhaps we’ll find out why Rose has lassoed the cloud.**

- 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
determined	6	do everything possible to meet a goal	The little child was <i>determined</i> to get a cookie. She dragged a chair from the kitchen table, climbed it to reach the counter, and crawled along the counter to the cookie jar.
herd	12	large group of animals of one kind living together	The <i>herd</i> of elephants headed toward the lake to get a drink of water.
stampeding	12	running or rushing in a large group	The children began <i>stampeding</i> for the doors when the bell rang for recess.
lassoed	18	caught with a rope	Show page 21.

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: **A newborn infant grabbed lightning and rolled it into a ball.**
 T-P-S: **Do you think a person, let alone a baby, could really do that?** Wait for students' responses. **This is not realistic. Let's read on to find out more about this baby, and let's think about if these things are really possible.**

Page 6: T-P-S: **How does Rose get the nickname "Thunder Rose"?** Wait for students' responses.

"Determined" is one of our STaR words. It means that you are doing everything possible to meet a goal. T-P-S: **The book says that Rose was determined to be as forceful as the storm outside. What does this mean?** Wait for students' responses.



Pages 12, 13: **"Herd" is one of our STaR words. It means a large group of one kind of animal.** Point to the picture on pages 12 and 13. T-P-S: **What do you think the herd in this story may be?** Wait for students' responses. **In this story, it is a huge herd of longhorn cattle.**

“Stampeding” is also one of our STaR words. It means running or rushing in a large group. T-P-S: Why is Rose’s family in danger from the stampeding herd? Wait for students’ responses.

Page 18: **“Lassoed” is one of our STaR words. It means caught with a rope. T-P-S: What does Rose lasso the group of desperadoes with instead? Wait for students’ responses.**

Pages 20, 21: **Rose has run into a problem. There is no water, so the cattle won’t move and they are getting angry. She tries to lasso a cloud to make it rain. T-P-S: Do you think you could really lasso a cloud to squeeze rain out of it? Wait for students’ responses. No. This couldn’t really happen. You can’t put a rope or anything else around a cloud.**

Pages 28, 29: **So much happens in this story that could not happen in real life because everything is bigger and the characters are stronger than in real life. They remind me of superheroes. Stories like *Thunder Rose* are called tall tales. Have students repeat “tall tales” a few times. T-P-S: What other story did we read that had a character who was bigger and stronger than everyone else?**



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.

Alphonse's Questions

- What is one of the amazing things Rose does as a child?
- How does Rose stop the stampede?

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.

The image shows a story map template with the following sections:

- Title:** A box with a small icon of a book and a line for writing.
- Setting:** A box with a small icon of a landscape and lines for writing.
- Characters:** A box with a small icon of two people and lines for writing.
- Problem:** A box with a question mark icon and lines for writing.
- Events:** A box with a small icon of a lightning bolt and lines for writing.
- Solution:** A box with a small icon of a lightning bolt and lines for writing.

Whole Group Response

Think-Pair-Share

Structure Review

- Display and review the story map. Tell students what each part of the map means (title, characters, setting, problem, solution, and important events).
- Ask students to help you identify the elements of the story map in the STaR story.
Let's use our story map 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?**
Thunder Rose
- **T-P-S: Where did the story happen? What is the setting?** *This story takes place a long time ago on the MacGruder farm. It also takes place on the Chisholm Trail on the way to Abilene.*
- **T-P-S: Who were some of the characters in the story?** *Rose, her parents, and Tater are some characters.*
- **T-P-S: What was the problem in the story?** *Rose and her herd of cattle need water, but it is very dry. Two tornadoes also appear.*
- **T-P-S: One important event in the story was that Rose proved that she was a very strong child. What are some other important events in the story?** *Rose stops a herd of cattle. Rose rides Tater to bring the herd to market and stops some thieves. She tries to get water for the cattle by lassoing a cloud to make it rain. A tornado appears and splits in two. It goes straight for Rose. She sings her song from deep in her heart.*
- **T-P-S: What was the solution? How was the problem solved?** *Rose's song overpowered the tornadoes and made them stop. Then it poured rain so that there was plenty to drink for her cattle.*

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:

Pages 2 and 3: Rose was born on a stormy night.

Pages 4 and 5: The newborn Rose grabbed lightning and rolled it in a ball.

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 was special about Rose as a child?**
 - **What could Rose do with metal?**
 - **How did Rose stop the stampeding herd?**
 - **Where was Rose taking the herd?**
 - **What problems did Rose have along the way?**
 - **How did Rose use her song?**



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 map 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

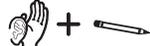

Find and Copy a Word


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 about themselves.

Brainstorm and Build Background with Topic

- Have students gather in front of the board. Introduce the activity.
- Review the characteristics of *Paul Bunyan's Pancakes* and *Thunder Rose* that made them tall tales. **We have read two tall tales. In a tall tale, some part of the story is exaggerated. That means that something is bigger, or someone is stronger, smarter, taller, shorter, or braver than he or she could be in real life. What are some things or people that were exaggerated in the stories that we read?**
- **We're going to write tall tales about ourselves today! We'll make up stories about ourselves and write some interesting details to go with them.**
- Generate a class list of characteristics that students could exaggerate about themselves. Use **Think-Pair-Share** to ask students: **What are some things that we could exaggerate about ourselves in our stories?** Write their responses on chart paper. *Smart, strong, tall, short, skinny, tiny, fast, etc.*
- Choose a word from the list to model thinking of interesting details. **Now I can choose a word that I like the most. I think I'll pick the word "fast." Now that I know the word I want to use, I can think of some interesting details that describe how fast I am.** T-P-S: **What could I say that explains how fast I am?** Write students' responses, in note form, on the chart paper. *Possible responses: faster than a cheetah, beat the school bus in a race, can only see a streak when I run, my shoes melt when I run.*
- **When I write my story, I can use these ideas by writing complete sentences with them.** Model writing a story if your students need it. *Example: There was once a teacher who could run very fast. One day a cheetah escaped from the zoo, but the teacher was able to catch it. Another day, she beat the school bus in a race, etc.*

Think-Pair-Share

Partner Planning

- Provide time for students to think of their own stories. They should select a feature that will be exaggerated and details about what happens in their stories.
- Encourage students to share their ideas with their partners and to help one another think of details to add. Circulate to provide assistance as needed. Students may take notes as they plan.
- 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 their stories on a sheet of paper or in a journal. Remind them to include a title.
- 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

Editing Checklist

Do all the sentences begin with a capital letter?

Do all names begin with a capital letter?

Do all sentences end with a period or an exclamation mark?

Are words that we can write spelled correctly?

Are there any missing words?

Are there any extra words?

Do sentences that ask something end with question marks?

Are there commas between items in a list?

- Ask students to take turns reading their sentences to their partners. Partners should look together to identify and correct mistakes in each sentence. Students should only correct mistakes in writing on their own papers.
- **Work with your partner to check your sentences together. Use the Editing Checklist to remember everything that you should look for. Remember that you will only make changes on your own paper.**
- Provide time for students to make any necessary changes to their sentences.
- 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: Students should write a tall tales about themselves that are at least six sentences in length.

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 tall tales about themselves.

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.

STaR/Adventures in Writing Expansion

- Because Level 4 Shared Stories take place over five lessons, you may choose to add a fifth day of STaR/Adventures in Writing instruction for students. If you wish to extend STaR/Adventures in Writing, consider the following options.

Retell

- Complete the Retell activity you did not use from Day 2.

Extend STaR Writing

- Have students write another sentence with a different STaR word, or add details to the sentence begun on Day 2.

Extend Adventures in Writing

- Provide students with additional time to write, share, and celebrate writing.

Extension Activity

Complete the Extension Activity if one is provided.

- Sing and memorize the refrain to a verse of the old cowboy song “Home on the Range.” For the tune and complete lyrics, see <http://www.kididdles.com/lyrics/h020.html>.

**Oh, give me a home where the buffalo roam
And the deer and the antelope play
Where seldom is heard a discouraging word
And the skies are not cloudy all day**

Appendix

Additional Resources are available on the Reading Between the Lions: Reading Roots 5th Edition pages on Online Resources (<https://resources.successforall.org>).

