

Arthur's New Puppy

Written by Marc Brown

Little, Brown and Company, 1993 ISBN 0-316-10921-5

Literature

Washes for Waggers

Written by Kunal Kalluri

Success for All Foundation, 2012

Drama

**Reading
Wings** 4th
Edition

TARGETED Treasure Hunt

**Listening Comprehension Text for
*Arthur's New Puppy***

The Wufflebird

Written by Susan Davis

Success for All Foundation, 2013

ISBN 9781941010167

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

***Targeted Treasure Hunt:
Arthur's New Puppy and
Washes for Waggers***

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LITERATURE (6 DAY)

Arthur's New Puppy

Written by Marc Brown

Listening Comprehension Text

The Wufflebird

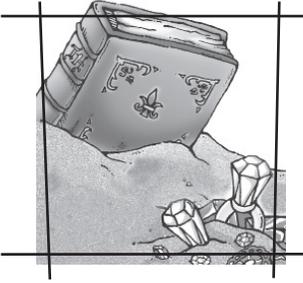
Written by Susan Davis

Summary

Arthur is very excited to have a new puppy. Although Pal isn't the perfect dog at first, Arthur is convinced that he can train Pal in no time. Arthur's family, however, doesn't want to wait. They are tired of Pal destroying the house and making messes. Can Arthur train Pal before it's too late?

Instructional Objectives

	Reading	Word Power	Writing
	Problem and solution (PS)	Diphthongs	Write a letter.
CYCLE 1	Students will identify how the main character's problem progresses throughout the story and how it is finally solved.	Students will identify the diphthongs <i>ow</i> and <i>oy</i> to help read words.	Students will imagine they are Arthur and are writing a letter to their grandmother to tell her what it is like to have a puppy. They will write about the problems they had with Pal, how they solved the problems, and what tricks Pal can do now.

**DAY 1****ACTIVE INSTRUCTION**

Timing Goal: 40 minutes

Rate New Vocabulary Words

- Display the vocabulary words.
- Have students copy the words into their journals and rate their knowledge of each as they arrive for class.

Success Review and Keeping Score **TP**

- Hand out team score sheets and team certificates to each team.
- Point to the Team Celebration Points poster, and celebrate super teams from the previous lesson.
- Remind students how to earn team celebration points. Remind them that team celebration points help them to become super teams.
- Guide teams to set new goals for the cycle.
- Have one student from each team write the team improvement goal on the team score sheet. Note each team's improvement goal on the teacher cycle record form.
- Explain the challenge scores using the rubrics on the team folders.
- Explain the student assessments: fluency, the Student Test, and Adventures in Writing. Tell students there will be questions on the Student Test that are related to the reading skill, vocabulary, and the Word Power skill.

Team Cooperation Goal

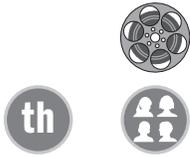
- Point out that this lesson's team cooperation goal is **complete tasks**, or choose one based on your class's needs. Point out the related behavior on the team score sheet. Explain, or model, as necessary.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Introduce the story, author, and reading objective.

This cycle we will read *Arthur's New Puppy* by Marc Brown. As we read, we'll identify how the main character tries to solve his problem. Good readers identify the problem in the story and study how the characters try to solve the problem.

- Point out the strategy target on the team score sheet.



- Point out that the story is literature, or have students explore the story to figure out that it is literature. Review how literature differs from informational text.
- Use the items below to build or activate background knowledge about the story.
 - Use **Team Huddle** and **Random Reporter** to have students imagine the problems that a young puppy can cause in a house. Write these ideas on the board. Invite students who have had puppies to share their ideas.
 - Use **Team Huddle** and **Random Reporter** to have students tell the various reasons why people have dogs as pets.

Vocabulary TP

- Ask teams to have teammates make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Introduce the vocabulary words.
- Review the routine for partner study of the vocabulary words, reminding students to review all the vocabulary words. Assign partners for this activity. **SR**
- Use **Random Reporter** to follow up the team review. Model the use of strategies, and correct pronunciations when necessary.
- Award team celebration points.
- Review the procedures for students finding words in their daily reading and for adding words to the **Vocabulary Vault**.



Student Edition, page 1
 Student Edition chart does
 not contain page numbers or
 identification examples.

Word and Page Number	Identification Strategy	Definition	Sentence
naughty page 1	/augh/ = aw chunk: naugh-ty	bad	“Your <i>naughty</i> kitten scratched me,” said Ericka.
lonesome page 2	chunk: lone-some	sad, lonely	Emil was <i>lonesome</i> after his best friend moved away.
cozy page 4	/o/ = long o sound chunk: co-zy	snug, comfy	Sherry was <i>cozy</i> after she wrapped herself up in a warm blanket.
howled page 9	base word + ending: howl + ed	cried loudly	My dog <i>howled</i> at the sirens and kept everyone awake.

Word and Page Number	Identification Strategy	Definition	Sentence
disappeared page 19	base word + ending: disappear + ed	went away	Dustin thought his favorite ball <i>disappeared</i> because he couldn't find it anywhere.
ordered page 23	base word + ending: order + ed	said firmly	"Clean your room!" <i>ordered</i> Mark's mom.
amaze page 25	chunk: a-maze	surprise	Tayla knew she would <i>amaze</i> her dad by learning to ride her bike in such a short time.
destroyed page 25	base word + ending: destroy + ed	ruined	The tornado <i>destroyed</i> many buildings in the town.

Using the Targeted Skill (Introduction and Definition)

- Introduce the skill, identifying problem and solution, by telling students that every story has a main problem that the characters face and that every story involves the characters trying to solve the problem.

For this lesson, we are focusing on identifying the problem and the solution in the story. Every story we read has a main problem that the characters face, and every story involves the characters trying to solve the problem.



- Use a **Think Aloud** to define *problem* and *solution* for students. Display the definitions on the board or chart paper.

Let me think about two very important parts of a story, the problem and solution. I know that the problem is a difficulty the characters have to figure out. The problem is something that gets in the way of the characters in a story. The solution is what fixes the problem. I know that characters try to find a solution to their problem throughout a story. The solution is when the characters no longer have to deal with the problem.

- Display a blank story map and the following passage. Read the following passage to students.

Blackline master provided.

Joe played soccer. Joe invited his soccer team over for a cookout after the team won the soccer tournament. His dad was going to grill burgers and hotdogs, but then it started raining. Joe and his dad thought about what to do. They knew it was no good to grill in the rain. They decided to move the grill under the covered patio. Joe's dad was able to grill for the whole team. The team had fun playing in the rain and eating the grilled food.

- Use a **Think Aloud** to model filling out a story map with details from this story to better understand problem and solution.

Filling out a story map will help us see how the events of the story can lead up to the solution of the problem. The setting is when and where the story takes place, so I'll write "Joe's backyard." The characters are Joe, his dad, and the rest of the team. I can write down the problem. "It's raining on their cookout." The events are the parts of the story that lead to solving the problem. The event is that Joe and his dad move the grill to a place where it's dry.

The solution is that the cookout can continue. Looking at this story map, I can really see how the events of the story lead to the solution of the story's main problem.

- Remind students to think about the main problem in the story as they read *Arthur's New Puppy*.

Listening Comprehension

- Tell students that you will read *The Wufflebird* for listening comprehension.
- Before reading, preview the text with students. Point out the illustration of the bird on the front cover.
- Use **Think-Pair-Share** to have students identify what they notice about the bird's wings, and randomly select a few students to share.

Look at the illustration on the cover. What do you notice about the bird's wings? Wait for students' responses. Right. The bird's wings look like waffles. Notice that the title of the story is *The Wufflebird*. Wuffle sounds similar to the word *waffle*. As we read, maybe we'll find out how the bird got its name.

- Read pages 1–5 aloud, stopping to make points, ask questions, or focus students' attention as needed.
- Read pages 6–8 aloud. Use a **Think Aloud** to model how to identify the main problem in the story.

I know that every story has a problem that the main characters try to solve. In this story, the main problem is a terrible snowstorm. There is so much snow that Mrs. Potsinpans cannot leave her house, and she finds that she and Mr. Potsinpans are out of waffles. It is definitely a problem if there is so much snow that you can't get out your front door. Also, we read that the wufflebird becomes very sad if there are not waffles. I have identified the main problem in the story.

- Display a blank story map. Fill out the Title, Characters, and Setting sections.
- Model filling out the Problem section.

I know that using a story map can really help me understand the problem and solution. I know what the problem in this story is, so I'll fill out this section of the story map. I'll write "There is so much snow after a

snowstorm that Mrs. Potsinpans cannot leave her house. She finds that she and Mr. Potsinpans are out of waffles.”

- Remind students to think about the main problem in the story as they read *Arthur's New Puppy*.

Preview Team Talk

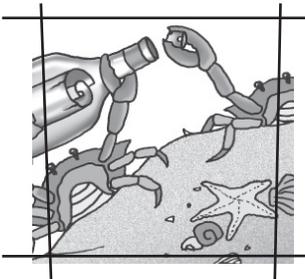
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #2, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page 2

Team Talk

1. Where does the story take place? |ST|
 - a. Arthur's school
 - b. Arthur's house
 - c. Pal's school
 - d. D. W.'s house
2. What is the main problem in this story? (Write-On) |PS|
3. Tell how Arthur and D. W. disagree about Pal. |CC|
4. Does Pal like to go for walks? Support your answer. |DC|

- Randomly assign team leaders.



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**
pages 1–3 aloud with partners.
pages 4–6 silently.

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

Team Discussion **TP**

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk	
1. Where does the story take place? ST	
a. Arthur's school	
b. <i>Arthur's house</i>	
c. Pal's school	
d. D. W.'s house	
2. What is the main problem in this story? (Write-On) PS	
	<p>100 points = <i>The main problem in this story is that Arthur is afraid that he won't be able to keep his new puppy. His new puppy needs to be trained. The puppy is naughty. It ran away from Arthur, and it goes to the bathroom on the floor.</i></p> <p>90 points = <i>The main problem in this story is that Arthur is afraid that he won't be able to keep his new puppy. His new puppy needs to be trained.</i></p> <p>80 points = <i>Arthur's new puppy needs to be trained.</i></p>
3. Tell how Arthur and D. W. disagree about Pal. CC	
	<p>100 points = <i>Arthur and D. W. disagree about Pal because Arthur thinks Pal is an active puppy, but D. W. thinks Pal is a naughty puppy. Arthur says that Pal is just a baby. D. W. thinks that Pal needs to be trained so he doesn't do naughty things. D. W. tells Arthur that Pal needs to wear a diaper.</i></p> <p>90 points = <i>Arthur thinks Pal is an active puppy, but D. W. thinks Pal is a naughty puppy. Arthur tells D. W. that Pal is only a baby.</i></p> <p>80 points = <i>Arthur thinks he is active. D. W. thinks he is naughty.</i></p>
4. Does Pal like to go for walks? Support your answer. DC	
	<p>100 points = <i>No. Pal does not like to go for walks. When he sees his leash, he runs and hides. He goes to the bathroom inside the house. He must really hate going for walks.</i></p> <p>90 points = <i>No. He does not. When he sees his leash, he runs and hides.</i></p> <p>80 points = <i>No. He hides from his leash.</i></p>

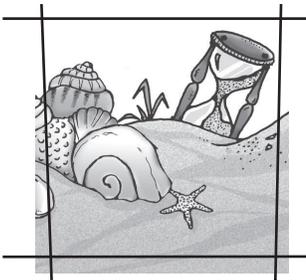
- If some teams finish ahead of others, have them work on their story maps.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

Class Discussion TP

- Ensure participation by calling on teams to share responses to all discussions.
- Remember to add individual scores to the teacher cycle record form.



Strategy-Use Discussion	<ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team’s strategy use with the class. – Award team celebration points. 		
Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions. 		
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #cccccc; padding: 5px;">Team Talk Extenders</td> <td style="padding: 5px;"> <p>Have you ever had the responsibility of training a puppy? How did you handle that responsibility? Do you think you could handle such a responsibility?</p> <p>Tell about a time that you had a big responsibility. What lessons did you learn from the experience?</p> </td> </tr> </table>	Team Talk Extenders	<p>Have you ever had the responsibility of training a puppy? How did you handle that responsibility? Do you think you could handle such a responsibility?</p> <p>Tell about a time that you had a big responsibility. What lessons did you learn from the experience?</p>
Team Talk Extenders	<p>Have you ever had the responsibility of training a puppy? How did you handle that responsibility? Do you think you could handle such a responsibility?</p> <p>Tell about a time that you had a big responsibility. What lessons did you learn from the experience?</p>		
Write-On Discussion	<ul style="list-style-type: none"> – Award team celebration points. – Use Random Reporter to ask one or two students to read their written answers to the class. If desired, display student answers on the board. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it. 		



FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes

- Explain to students that when they read correctly, smoothly, and with expression, it shows that they understand what they are reading.
- Tell students to look at the Fluency rubric as you model fluent reading.
- Explain and model reading fluently. Read a passage from the student text. Then reread it, first incorrectly, then choppily, and finally without expression to show a lack of fluency skills.

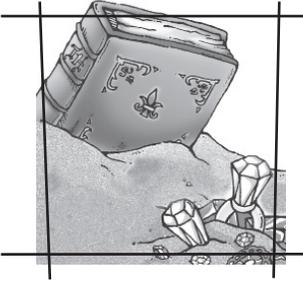
Pages 2–4 (ending with “...in the kitchen.”)

- Ask students to use the Fluency rubric as they practice giving you feedback.
- Explain that students will practice reading fluently with partners on days 2 through 4.
- Tell students that they will receive an informal fluency score. Tell them they may read aloud to you for their score when they feel ready on days 2 through 4.

Team Celebration Points

Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.

- How many points did you earn today?
- How well did you use the team cooperation goal and behavior?
- How can you earn more points?



DAY 2

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

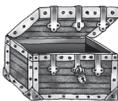
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage



- Display and have students complete the Two-Minute Edit to start the class. **TP**
- Use **Random Reporter** to check corrections.
- Remind students of the story, author, and reading objective.
- Point out the strategy target printed on the team score sheet.

Vocabulary **TP**



- Ask teams to have teammates make a tent with their hands when they are ready to tell a word the entire team rated with a "+" and a word the entire team rated with a "?."
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Have the teams review the vocabulary words. Ask them to use the vocabulary words in new meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Use **Random Reporter** to check the review.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.

Listening Comprehension



- Read pages 9–14 aloud. Use a **Think Aloud** to model identifying ways that the characters try to solve the main problem in the story.

I know from my story map that the main problem in the story is that there is so much snow after a snowstorm that Mrs. Potsinpans cannot leave her house. This is especially bad because she and Mr. Potsinpans are out of waffles, which is the wufflebird's favorite food. In today's reading, I read that Mr. Potsinpans tries to solve this problem.

- Use a **Think Aloud** to model putting this information on the story map.

I can add two events to my story map. I will write "Mr. Potsinpans makes pancakes and uses syrup to make stripes on them so they are disguised as waffles." Add this as the first event on the story map. This is important because he is trying to solve the problem. I can also write "The wufflebird stops crying when he smells the breakfast." Add this as the second event. Adding these events to the story map helps me to see how the characters are trying to solve the problem.

- Remind students to think about the main problem in the story as they read *Arthur's New Puppy*.

Strategic Review

- Have students work in teams to retell what has happened in the story up to this point—the main events in the plot. Use **Random Reporter** to review these ideas with the class. Model this if necessary.
- If appropriate, use **Think-Pair-Share** to have students make predictions at this point in the story. Have students give evidence from the text to support their predictions. Model this if necessary.
- Ask students if they can think of a good question to ask about the story at this point in their reading. Allow volunteers to pose their questions to the class. Model these questions if necessary; an example follows.



What is the main problem in the story?

Preview Team Talk

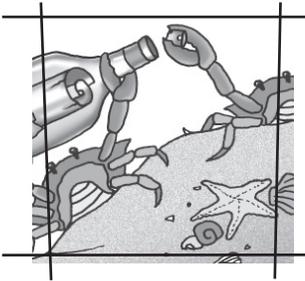
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #2, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.

- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page 2

Team Talk

1. Look at the picture on page 8. How do Arthur's parents feel about Pal? Support your answer. |DC|
2. How does the main problem in the story get worse in today's reading? (Write-On) |PS|
3. Why does Arthur need a scooper? |CE|
4. Arthur's father wants to move Pal to the— |PL|
 - a. backyard.
 - b. garage.
 - c. basement.
 - d. front yard.



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**
pages 7–9 aloud with partners.
pages 10–13 silently.
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**

- Remind students that they will need to prepare each team member to discuss the team's strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk

1. Look at the picture on page 8. How do Arthur's parents feel about Pal? Support your answer. |DC|

100 points = *Arthur's parents are unhappy with Pal. I can tell because they are frowning and pointing at him. They are angry. Arthur's father has his hand on his head, and Arthur's mother is pointing angrily at Pal.*

90 points = *They are unhappy with Pal. In the picture they frown and point angrily at him.* **80 points** = *They are unhappy.*
2. How does the main problem in the story get worse in today's reading? (Write-On) |PS|

100 points = *The main problem in the story gets worse in today's reading as Pal tears up the drapes in the living room. He makes a big mess in the living room. He rips up the couches and D. W.'s doll. He is not trained at all, which means Arthur might have to get rid of him.* **90 points** = *The problem gets worse as Pal tears up the drapes. He makes a mess in the living room.* **80 points** = *Pal tears up the drapes.*
3. Why does Arthur need a scooper? |CE|

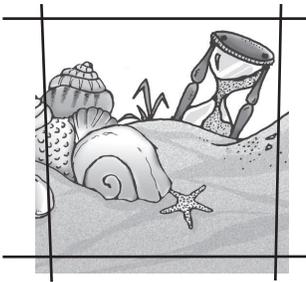
100 points = *Arthur needs a scooper because Pal has gone to the bathroom in the house. Arthur's mother wants Arthur to clean up after his puppy. She doesn't want to have to clean up Pal's mess.* **90 points** = *He needs a scooper because Pal has gone to the bathroom in the house. His mother doesn't want to clean up Pal's mess.* **80 points** = *Because Pal has gone to the bathroom in the house.*
4. Arthur's father wants to move Pal to the— |PL|
 - a. backyard.
 - b. garage.
 - c. basement.
 - d. front yard.

- If some teams finish ahead of others, have them work on their story maps.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

Class Discussion TP



<p>Strategy-Use Discussion</p>	<ul style="list-style-type: none"> - Use Random Reporter to select two or three students to describe their team's strategy use with the class. - Award team celebration points. 	
<p>Think-and-Connect Discussion</p>	<ul style="list-style-type: none"> - Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. - Allow students time to discuss your questions. - Use Random Reporter to select students to respond to your questions. 	
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Team Talk Extenders	<p>How is Arthur handling his responsibilities? What are some of your responsibilities?</p> <p>Do you think Arthur's parents will make him give Pal away? Why or why not?</p>	
<p>Write-On Discussion</p>	<ul style="list-style-type: none"> - Award team celebration points. - Use Random Reporter to ask one or two students to read their written answers to the class. If desired, display student answers on the board. - Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it. 	



FLUENCY IN FIVE **TP**

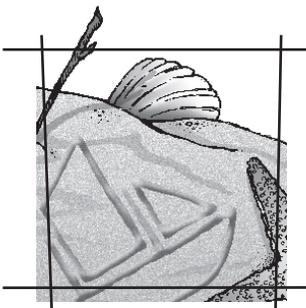
Timing Goal: 5 minutes

- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write or display these on the board.

Student Edition, page 1

Pages 11 and 12

- Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.
- Tell the reading students when they should begin reading, and then time them for one minute. Have the listening students identify where the readers stopped, how many words they missed, and if they met their reading goal. Also have partners share their feedback using the Fluency rubric. Have partners switch roles, and repeat the process.
- Assign individual fluency goals as needed, monitor practice, and assign scores.
- Select two or three students to read the fluency section that they practiced for a score.
- Award team celebration points. Remember to add individual scores to the teacher cycle record form.



WORD POWER **TP**

Timing Goal: 10 minutes

Blackline master provided.

- Pretend to take a message from Captain Read More out of the bottle. Use the message to introduce the Word Treasure hunt clue for diphthongs. Display two buoys, and write “crowd” below one and “down” below the other.

 crowd  down

- Point out that the clue is a buoy.



- Explain that buoys are big floats often used at sea to mark areas that are tricky, like a big underwater rock that a boat might run into. Captain Read More uses the buoy to mark when there is a diphthong in a word. Diphthongs are tricky vowel combinations in which the vowel sound changes as you say it.
- Point to the buoy above the *ow* in *crowd*, and explain that the buoy marks the *ow* because in this word it makes the /ow/ sound as in *cow*. Explain that the /ow/ sound is tricky because it changes as you say it. Use **Think-Pair-Share** to have students read *crowd* and *down*. Randomly select a few students to share.
- Write “prowl” and “town” on the board.
- Use **Think-Pair-Share** to have students identify the diphthong in the words. Randomly select a few students to share.
- Draw a buoy (triangle) above the *ow* in each of the words. Tell students that Captain Read More wants them to draw buoys above the diphthongs in words to mark when they’ve found them and to help them remember when the diphthongs appear in other words.



 prowl town

- Model reading the *ow* in each word, and then model reading the whole word.
- Use **Think-Pair-Share** to have students identify the treasure (skill). Randomly select a few students to share. Confirm, or model, by reading Captain Read More’s treasure note.

Word Treasure

Diphthongs can be tricky because the vowel sound changes as you say it.

If you’re having trouble reading a word with a diphthong, first read the diphthong, and then read the whole word.

- Tell students to be on the lookout for a word from this cycle’s vocabulary list that has a diphthong in it.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.

- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition,
pages 2 and 3

Skill Practice

Write the word in your journal. Then draw a buoy (triangle) above the diphthong in the word.

1. clown *clown* △
2. crown *crown* △
3. gown *gown* △
4. drown *drown* △

Building Meaning

naughty	lonesome	cozy	howled
disappeared	ordered	amaze	destroyed

5. Choose a word from the vocabulary list, and write a meaningful sentence for that word.

100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.* **80 points** = *The sentence uses the word correctly.*

6. Which of the following would you describe as cozy?

- a. Swimming in a muddy pond
- b. A warm blanket on a cold night
- c. Eating a hotdog
- d. Walking in the cold rain

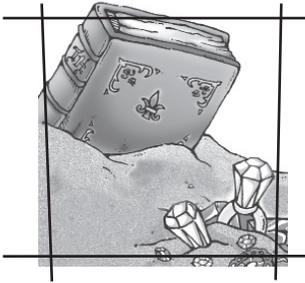


- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration points.
- Remember to add individual scores to the teacher cycle record form.
- Use **Random Reporter** to check responses on the remaining item for building meaning.



- Award team celebration points.
- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	<ul style="list-style-type: none"> - How many points did you earn today? - How well did you use the team cooperation goal and behavior? - How can you earn more points?



DAY 3

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Display and have students complete the Two-Minute Edit to start the class. **TP**
- Use **Random Reporter** to check corrections.
- Award team celebration points.
- Remind students of the story, author, and reading objective.
- Point out the strategy target printed on the team score sheet.

Vocabulary **TP**

- Ask teams to have teammates make a tent with their hands when they are ready to tell a word the entire team rated with a "+" and a word the entire team rated with a "?."
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Have the teams review the vocabulary words. Ask them to use the vocabulary words in new meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Use **Random Reporter** to check the review.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.



Listening Comprehension

- Read pages 15–17 aloud. Use **Think-Pair-Share** to have students identify another way that the characters work to solve the main problem in the story, and randomly select a few students to share. Add the event to the story map.



Think about what I just read. What is another way the characters work to solve the main problem in the story? Wait for students' responses. Right. Mr. Potsinpans gives the wufflebird fancy foods to cheer him up after he realizes that his breakfast is not really waffles.

- Read pages 18–20 aloud. Use **Think-Pair-Share** to have students identify an important event, and randomly select a few students to share. Add the event to the story map.

What is an important event to add to the story map? Wait for students' responses. **I agree. The wufflebird can't wait for a waffle, so he flies out the window.**

- Remind students to think about the main problem in the story as they read *Arthur's New Puppy*.

Strategic Review

- Have students work in teams to retell what has happened in the story up to this point—the main events in the plot. Use **Random Reporter** to review these ideas with the class. Model this if necessary.
- If appropriate, use **Think-Pair-Share** to have students make predictions at this point in the story. Have students give evidence from the text to support their predictions. Model this if necessary.
- Ask students if they can think of a good question to ask about the story at this point in their reading. Allow volunteers to pose their questions to the class. Model these questions if necessary; an example follows.

How does the main problem get worse?

Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #1, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

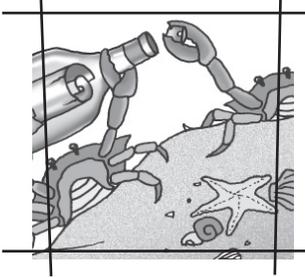
Student Edition, page 3

Team Talk

1. How does the main problem in the story get worse in today's reading? (Write-On) |PS|
2. How does Pal feel about moving to the garage? How can you tell? |DC|
3. What does Arthur do to help solve the main problem in today's reading? |PS|

Team Talk *continued*

4. At school, Arthur's friends make him—
- a. happy.
 - b. confused.
 - c. worried.
 - d. angry.



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**
pages 14–17 aloud with partners.
pages 18 and 19 silently.
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk

1. How does the main problem in the story get worse in today's reading?
(Write-On) |PS|

100 points = *The main problem in the story gets worse in today's reading when Arthur learns that some families get rid of puppies that can't be trained. D. W. told Arthur that she heard their parents saying that Pal better be trained soon or else. When Arthur was at school, his friends told him that they knew that bad puppies didn't stay around very long.* **90 points** = *The problem gets worse in today's reading when Arthur learns that some families get rid of puppies that can't be trained. Arthur's parents were whispering about Pal. They said he better be trained soon or else.* **80 points** = *Arthur learns that some families get rid of puppies that can't be trained.*

2. How does Pal feel about moving to the garage? How can you tell? |DC|

100 points = *Pal doesn't want to move to the garage. He steals and hides the garage door key. He wants to stay in the house with Arthur and his family.* **90 points** = *Pal doesn't want to move. He hides the key.* **80 points** = *He doesn't want to move.*

3. What does Arthur do to help solve the main problem in today's reading? |PS|

100 points = *Arthur helps to solve the main problem in today's reading by remembering to close Pal's gate so he can't cause problems at night. Pal makes a mess at night when he's supposed to be sleeping. Arthur closed the gate so Pal wouldn't make a mess.* **90 points** = *Arthur helps to solve the main problem by remembering to close Pal's gate. He didn't want Pal to get out and make a mess.* **80 points** = *Arthur remembers to close Pal's gate.*

4. At school, Arthur's friends make him—
- happy.
 - confused.
 - worried.
 - angry.

- If some teams finish ahead of others, have them work on their story maps.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

Class Discussion **TP**

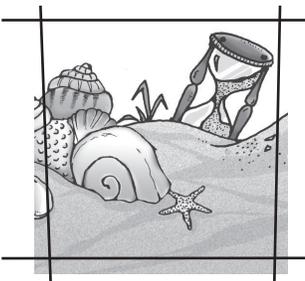
Strategy-Use Discussion

- Use **Random Reporter** to select two or three students to describe their team's strategy use with the class.
- Award team celebration points.

Think-and-Connect Discussion	<ul style="list-style-type: none"> - Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. - Allow students time to discuss your questions. - Use Random Reporter to select students to respond to your questions. 	
	<table border="1" style="width: 100%;"> <tr> <td style="background-color: #cccccc; vertical-align: middle;">Team Talk Extenders</td> <td> <p>Do you think Arthur's parents should let Arthur keep Pal? Why or why not?</p> <p>Would you blame Pal for any of the things he's done? Why or why not?</p> </td> </tr> </table>	Team Talk Extenders
Team Talk Extenders	<p>Do you think Arthur's parents should let Arthur keep Pal? Why or why not?</p> <p>Would you blame Pal for any of the things he's done? Why or why not?</p>	

- Award team celebration points.

Write-On Discussion	<ul style="list-style-type: none"> - Use Random Reporter to ask one or two students to read their written answers to the class. If desired, display student answers on the board. - Award team celebration points. - Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.
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FLUENCY IN FIVE TP

Timing Goal: 5 minutes

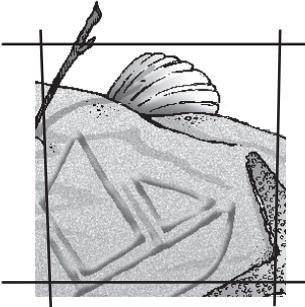
- Explain, or have team leaders review if necessary, the routine and rubric for fluency. SR
- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

Student Edition, page 1

Pages 11 and 12 or 16–18

- Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.
- Tell the reading students when they should begin reading, and then time them for one minute. Have the listening students identify where the readers stopped, how many words they missed, and if they met their reading goal. Also have partners share their feedback using the Fluency rubric. Have partners switch roles, and repeat the process.

- Assign individual fluency goals as needed, monitor practice, and assign scores.
- Select two or three students to read the fluency section that they practiced for a score.
- Award team celebration points. Remember to add individual scores to the teacher cycle record form.



WORD POWER **TP**

Timing Goal: 10 minutes

- Pretend to take a message from Captain Read More out of the bottle. Use the message to review the Word Power skill. Use the message to remind students of the skill they are working on (diphthongs).
- Point out that there is a word from this cycle's vocabulary list that has a diphthong. Write "howled" on the board.
- Use **Think-Pair-Share** to have students figure out how to read the word. Randomly select a few students to share.
- Use **Think-Pair-Share** to have students identify the diphthong. Randomly select a few students to share. Then draw a buoy (triangle) above the *ow* after students respond.

tps

△
howled

- Write "joy" on the board.
- Explain that *oy* is also a diphthong in which the vowel sound changes as you say it. Draw, or place, a buoy (triangle) above the *oy* in *joy*.
- Have students read the word.
- Write "royal" on the board.
- Use **Think-Pair-Share** to have students read the word and identify the diphthong. Randomly select a few students to share. Draw a buoy (triangle) above the *oy* after student responses.
- Tell students that a way to practice their new Word Power skill is to read words correctly and quickly.
- Display the practice word lists.
- Present group 1 and group 2 words. Tell students that group 1 contains words that will help them to practice the Word Power skill. Explain that group 2 contains a mixture of skill words and other words that they should know.
- Practice reading the words, one group at a time with students. Read the words at different speeds. Repeat two or three times.

- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Tell students that they will also practice reading the word lists with their teams.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition,
pages 3 and 4

Skill Practice

Write the word in your journal. Then draw a buoy (triangle) above the diphthong in the word.

1. cow △
cow
2. annoy △
annoy
3. owl △
owl
4. Roy △
Roy

Building Meaning

naughty	lonesome	cozy	howled
disappeared	ordered	amaze	destroyed

5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.

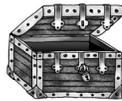
100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.* **80 points** = *The sentence uses the word correctly.*

6. Which of the following would you not describe as cozy?
 - a. A thick pair of warm socks
 - b. A pile of puppies sleeping on a blanket
 - c. *Eating ice cream on the beach*
 - d. Hugging your mom

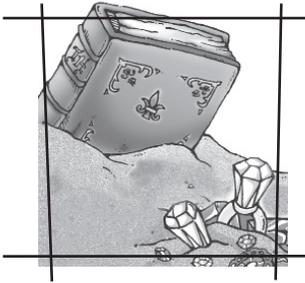
Practice Lists			
Group 1			
destroy	soy	schoolboy	
Roy	joyful	owl	
down	now	brown	
Group 2			
boy	that	destroy	
gown	down	with	
this	have	shower	



- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration points.
- Remember to add individual scores to the teacher cycle record form.
- Use **Random Reporter** to check for responses on the remaining item for building meaning.
- Award team celebration points.
- Use **Random Reporter** to select students to read the word lists.
- Award team celebration points.
- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.



Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	<ul style="list-style-type: none"> - How many points did you earn today? - How well did you use the team cooperation goal and behavior? - How can you earn more points?



DAY 4

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

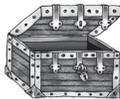
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Display and have students complete the Two-Minute Edit to start the class. **TP**
- Use **Random Reporter** to check corrections.
- Award team celebration points.
- Remind students of the story, author, and reading objective.
- Point out the strategy target printed on the team score sheet.

Vocabulary **TP**

- Ask teams to have teammates make a tent with their hands when they are ready to tell a word the entire team rated with a "+" and a word the entire team rated with a "?."
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Have the teams review the vocabulary words. Ask them to use the vocabulary words in new meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Use **Random Reporter** to check the review.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.



Listening Comprehension

- Tell students that you will finish reading *The Wufflebird* today. Point out that as you read you will look for another event to add to the story map and a solution.
- Read pages 21–23 aloud. Use **Think-Pair-Share** to have students identify an important event, and randomly select a few students to share.



What is an important event to add to the story map? Wait for students' responses. **I agree. The wufflebird takes waffles from the grocery store, and he flies back home.** Add this to the story map.

- Read pages 24–26 aloud. Use **Think-Pair-Share** to have students identify whether the main problem in the story has been solved, and randomly select a few students to share.

Has the main problem in the story been solved? Give students time to discuss. **Yes. The wufflebird gets waffles. When Mr. and Mrs. Potsinpans try to pay the manager of the grocery store for the waffles, he says that the wufflebird can have all the waffles he likes. I will write “The grocery store manager says that the wufflebird can have all the waffles he likes, so he never runs out of waffles again.”**



- Use a **Think Aloud** to review how events on the story map contributed to the story's solution.

Looking at the story map, I can see the main problem and how all the events I wrote down are ways that the characters try to solve the problem. There are no waffles, which is the wufflebird's favorite food. Mr. Potsinpans tries to disguise pancakes as waffles. He offers fancy foods. Finally, the wufflebird set out to find waffles. The solution is that the wufflebird gets delicious waffles, and the manager of the grocery store says the wufflebird can have all the waffles he likes.

- Remind students to think about the main problem in the story as they read *Arthur's New Puppy*.

Strategic Review

- Have students work in teams to retell what has happened in the story up to this point—the main events in the plot. Use **Random Reporter** to review these ideas with the class. Model this if necessary.
- If appropriate, use **Think-Pair-Share** to have students make predictions at this point in the story. Have students give evidence from the text to support their predictions. Model this if necessary.
- Ask students if they can think of a good question to ask about the story at this point in their reading. Allow volunteers to pose their questions to the class. Model these questions if necessary; an example follows.

How does Arthur try to solve the main problem in the story?

Preview Team Talk

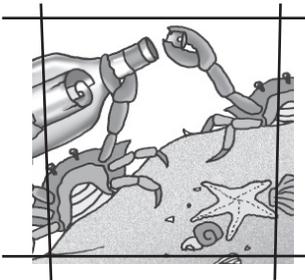
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #2, must be written individually, after students discuss it in their teams.

- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page 4

Team Talk

1. What happened when D. W. tried to take Pal for a walk? |CE|
2. What does Arthur do to help solve the main problem in today's reading? (Write-On) |PS|
3. D. W. thinks Arthur should train Pal by being— |CE|
 - a. greedy.
 - b. loud.
 - c. gentle.
 - d. cruel.
4. Tell why Arthur stages a puppy show. |CE|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**
pages 20–23 aloud with partners.
pages 24 and 25 silently.
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**

- Remind students that they will need to prepare each team member to discuss the team's strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk

1. What happened when D. W. tried to take Pal for a walk? |CE|

100 points = *Pal saw that D. W. had his leash, and he went wild. He made a mess in the kitchen. He pulled the tablecloth off of the table and put trash all over the floor. Pal even chewed on Arthur's dog-training book.*

90 points = *Pal saw that D. W. had his leash, and he went wild. Pal made a big mess in the kitchen.* **80 points** = *Pal went wild and made a mess in the kitchen.*

2. What does Arthur do to help solve the main problem in today's reading?
(Write-On) |PS|

100 points = *Arthur helps to solve the main problem in today's reading by training Pal every day. He sets up a training school in the backyard. Each day he works on a new trick. He wants to be able to show his family that Pal is trained.* **90 points** = *Arthur helps to solve the problem by training Pal every day. He sets up a training school in the backyard where he teaches Pal a new trick each day.* **80 points** = *Arthur trains Pal every day.*

3. D. W. thinks Arthur should train Pal by being— |CE|

- a. greedy.
- b. loud.
- c. gentle.
- d. cruel.

4. Tell why Arthur stages a puppy show. |CE|

100 points = *Arthur stages a puppy show to show his family how well Pal has been trained. He wants to show his parents that Pal can be a good dog. He doesn't want his parents to get rid of Pal.* **90 points** = *He stages the show to show his family how well Pal has been trained. He wants his parents to see that Pal is a good dog.* **80 points** = *To show his family how well Pal has been trained.*

- If some teams finish ahead of others, have them work on their story maps.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

Class Discussion TP



Strategy-Use Discussion

- Use **Random Reporter** to select two or three students to describe their team's strategy use with the class.
- Award team celebration points.

Think-and-Connect Discussion

- Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill.
- Allow students time to discuss your questions.
- Use **Random Reporter** to select students to respond to your questions.

Team Talk Extenders

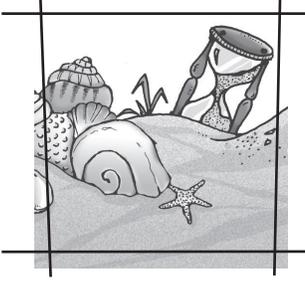
Do you think Arthur should be rewarded for working so hard on Pal's training? Why or why not?

What lesson about responsibility do you think Arthur learns during this process?

- Award team celebration points.

Write-On Discussion

- Use **Random Reporter** to ask one or two students to read their written answers to the class. If desired, display student answers on the board.
- Award team celebration points.
- Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.



FLUENCY IN FIVE **TP**

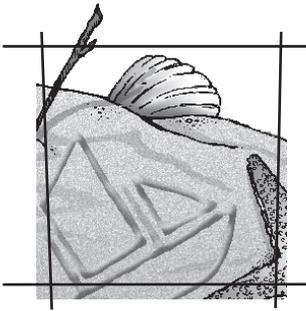
Timing Goal: 5 minutes

- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

Student Edition, page 1

Pages 11 and 12, 16–18, or page 24

- Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.
- Tell the reading students when they should begin reading, and then time them for one minute. Have the listening students identify where the readers stopped, how many words they missed, and if they met their reading goal. Also have partners share their feedback using the Fluency rubric. Have partners switch roles, and repeat the process.
- Assign individual fluency goals as needed, monitor practice, and assign scores.
- Select two or three students to read the fluency section that they practiced for a score.
- Award team celebration points. Remember to add individual scores to the teacher cycle record form.



WORD POWER **TP**

Timing Goal: 10 minutes

Preparation: Display the Word Power Challenge.

- Remind students of the Word Power skill (diphthongs) and the Word Treasure clue that Captain Read More uses for diphthongs (buoys).
- Display the Word Power Challenge. Tell students that they will work in teams to read the sentences, concentrating on the underlined words.

Word Power Challenge

The wolf growled at the fox when the fox got too close.

Maggy did not enjoy sitting out in the rain.



- Use **Random Reporter** to choose a student to read each sentence orally.
△ growled; enjoy △
- Display the On My Own list.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Tell students that they will also practice reading the On My Own list with their teams.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition, page 5

Skill Practice

Write the word in your journal. Then draw a buoy (triangle) above the diphthong in the word.

1. drowning *drowning* [△]
2. paperboy *paperboy* [△]
3. towel *towel* [△]
4. destroying *destroying* [△]

Building Meaning

naughty	lonesome	cozy	howled
disappeared	ordered	amaze	destroyed

5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.

100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.* **80 points** = *The sentence uses the word correctly.*

6. Morgan was lonesome when his brother went off to camp. *Lonesome* means—
- a. *lonely.*
 - b. *happy.*
 - c. *scared.*
 - d. *sweaty.*

On My Own

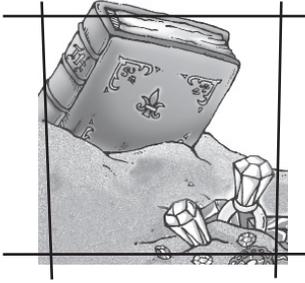
brown	this	down
Roy	shower	that
with	have	joyful

- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration points.
- Remember to add individual scores to the teacher cycle record form.
- Use **Random Reporter** to check responses on the remaining item for building meaning.
- Award team celebration points.
- Use **Random Reporter** to select students to read the On My Own list.
- Award team celebration points.
- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.



Team Celebration Points

Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	<ul style="list-style-type: none"> - How many points did you earn today? - How well did you use the team cooperation goal and behavior? - How can you earn more points?
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DAY 5

ACTIVE INSTRUCTION

Timing Goal: 20 minutes

Team Cooperation Goal

- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Tell students that their reading test today includes comprehension questions and Word Power items.
- Remind students that their scores on this test will contribute to their team scores.
- Have students work in teams to review the story elements from the reading on days 1 through 4 and to put these into a story map. Model this if necessary.
- Use **Random Reporter** to review these elements with the class.
- Introduce the section of the story that students will read for their test. Tell what it is about, but do not give additional information or details.



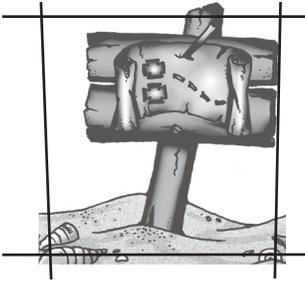
In yesterday's reading, we read how Arthur continued to solve his problem. Today, we will find out if Arthur solved the main problem in the story.

Vocabulary TP

- Remind students that the meanings of the vocabulary words and the Word Power skill will be assessed on their written test.
- Have the teams review the vocabulary words. Remind them to use the vocabulary words in new meaningful sentences. **SR**

Prepare Students for the Test

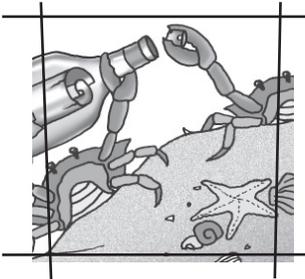
- Distribute the test, and preview it with students without providing information about the answers. Point out that questions #1 and #6 ask about problems and solutions.
- Ask students to underline key words or phrases in question #6.
- Make sure that students understand that the test is independent work and that they should continue to use their strategies with sticky notes as they read without their partners' assistance.
- Tell students to add any relevant events from this reading to their story maps and to do so without assistance.
- Remind students that they have 20 minutes for the test.



TEST

Timing Goal: 20 minutes

- Allow students to begin.
- Help students monitor their timing by indicating once or twice how much time remains.
- When students are finished, collect pencils or pens, but have students retain the test.



TEAMWORK

Timing Goal: 30 minutes

Teacher procedures for Teamwork vary with strategy instruction.

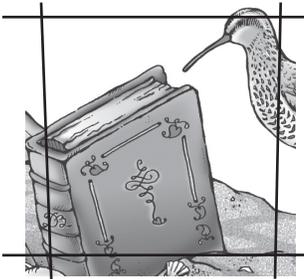
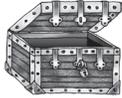
Team Discussion **TP**

- Modify the procedures for Team Discussion to have students discuss independent strategy use and answers to the test. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use during Class Discussion.
- Pass out a colored pen (e.g., red or green ink) to each student.
- Point to the skill question. Ask students to specifically discuss the skill question.
- Ask students to state the question in their own words and tell what key words or phrases they underlined.
- Have students read their answers to the question. Ask the teams to think about what they like about their answers and what they wish they had said differently. Tell them to use their colored pens to add comments to their answers.
- Circulate during Team Discussion, and listen to discussions about test answers.
- Use **Random Reporter** to have students share additions they made to the targeted skill question.
- Award team celebration points.
- Have students share the information that they added to their story maps.



Class Discussion TP

- Ask the class to share the comments that they wrote on their test answers. Ask them why these comments made their answers better or more complete.
- Collect the test answers.
- Use **Random Reporter** to have students discuss their strategy use.
- Award team celebration points.
- Use **Random Reporter** to review and celebrate the team discussions, including new information added to test answers and additions to story maps.
- Award team celebration points.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.
- Use information from student tests to plan modeling and/or Think Alouds for the next lesson that will build upon the skills students need. If necessary, add or modify questions on the next student test to address a particular skill, quality of expression, or question format.

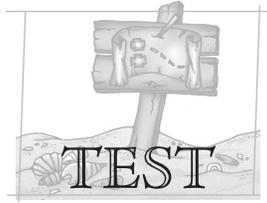


BOOK CLUB

Timing Goal: 20 minutes

- Have students share their reading selections through activities of their choosing.
- Celebrate each student's selection and activity.
- Record student completion on the teacher cycle record form.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	<ul style="list-style-type: none"> - How many points did you earn today? - How well did you use the team cooperation goal and behavior? - How can you earn more points?



Comprehension Questions

Read pages 26–30 of *Arthur's New Puppy*, and answer the following questions. The total score for comprehension questions equals 100 points.

20 points

1. Tell the main problem in this story. |PS|

20 points = *The main problem in this story is that Arthur is afraid he won't be able to keep Pal. Pal needs to be trained. He is a naughty puppy. He makes big messes in the house, and he doesn't listen to Arthur.* **15 points** = *The main problem in this story is that Arthur is afraid he won't be able to keep Pal. Pal makes big messes in the house.* **10 points** = *Arthur is afraid he can't keep Pal.*

10 points

2. Which character thinks Pal is naughty? |CC|

- Arthur
- D. W.
- Francine
- Buster

20 points

3. How do Arthur's friends make him worry? |CE|

20 points = *Arthur's friends make him worry by saying that some people get rid of puppies that can't be trained. He is afraid that his parents will get rid of Pal if the puppy isn't trained. Arthur knows that Pal is a naughty puppy, and he worries that he will lose him.* **15 points** = *They make him worry by saying that some people get rid of puppies that can't be trained. He knows that Pal is a naughty puppy, and he doesn't want to get rid of Pal.* **10 points** = *By saying that some people get rid of puppies that can't be trained.*

20 points

4. In one sentence, summarize the commands and tricks that Pal knows. |SU|

(Answers may vary.) **20 points** = *Pal knows how to come, sit, lie down, and stand up.* **15 points** = *He knows to come, sit, lie down, and stand up.* **10 points** = *Come, sit, lie down, and stand up.*

10 points

5. Pal had hidden the garage key and the leash— |CC|

- behind the rosebush.
- down in the basement.
- in the neighbor's yard.
- over at Arthur's school.

20 points

6. Has Arthur solved the main problem in the story by the end? Support your answer. [PS]

20 points = Yes. Arthur has solved the main problem in the story by the end. He has trained Pal. Pal has learned many new tricks and is no longer a naughty puppy. Arthur shows his family that Pal is trained and that he isn't a naughty puppy anymore. Arthur won't lose Pal.

15 points = Yes. Arthur has. He has trained Pal. Arthur shows his family that Pal is trained. Pal can stay. **10 points** = Yes. He has trained Pal and shows his family.

Word Power

Number your paper from 1–12. Write your answers next to the matching numbers on your paper. The total possible score for Word Power questions equals 100 points.

Skill Questions

Write each word. Then draw a buoy (triangle) above the diphthong in the word.

5 points 1. however *however*

5 points 2. Troy *Troy*

5 points 3. brown *brown*

5 points 4. employ *employ*

Building Meaning

naughty	lonesome	cozy	howled
disappeared	ordered	amaze	destroyed

10 points 5. Write a meaningful sentence for the word *lonesome*.

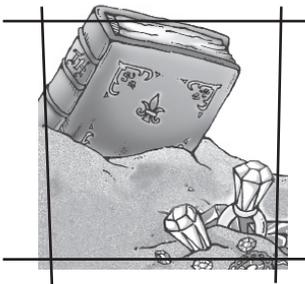
10 points = The little puppy felt cold and lonesome after all of his brothers and sisters were given away to new homes. **5 points** = The little puppy felt lonesome when the other puppies were given away. **1 point** = The puppy felt lonesome.

10 points 6. The water destroyed the sand castle when the tide came in.

10 points 7. Kyla wanted to amaze her class with a magic trick. *Amaze* means—

- beautify.
- bother.
- squash.
- surprise.

- 10 points** 8. Claire's mom ordered her to take out the trash.
- 10 points** 9. Richard dropped his keys in the pond, and they disappeared. *Disappeared* means—
- went home.
 - went away*.
 - became wet.
 - floated on top.
- 10 points** 10. The cat and her kittens looked very cozy sleeping in the box together.
- 10 points** 11. The wolves howled all night and scared the campers. *Howled* means—
- cried softly.
 - ate hungrily.
 - cried loudly*.
 - rolled around.
- 10 points** 12. The naughty dogs chewed up the pillows and stuffed toys.



DAY 6

ACTIVE INSTRUCTION

Timing Goal: 25 minutes

Set the Stage

- Introduce the writing goal.

Today you will pretend you are Arthur and will write a friendly letter to your grandmother. In your letter, you will tell your grandmother what it's like to have a new puppy. You'll use the information from the story to tell her two problems you had with Pal and how you solved them. Then you'll tell her what Pal can do now.

Team Cooperation Goal

- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Build Background

- Introduce the parts and correct format for a friendly letter by displaying a sample on the overhead.
- Ask students to read along with you as you describe the parts of the letter.

Blackline master provided.

January 1, 2011 _____	Date
Dear Grandma, _____	Greeting
How have you been? I've been busy with school and sports. I'm playing baseball and it's a lot of fun. I also learned how to rollerblade last week!	Body
I'd like to come visit you soon. I miss you!	
Love, _____	Closing
Joe Anybody _____	Signature

This page shows the parts of a friendly letter. A friendly letter has five parts.

First is the date. The date is included so the reader knows when the letter was written.

The second element is a greeting, such as “Dear Grandma.”

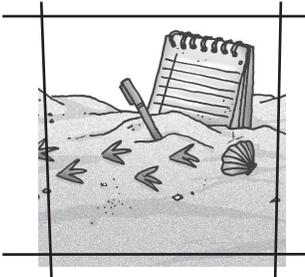
After the greeting is the body of the letter, which is the information that you want to include in your letter. Note that the third paragraph provides a final statement; in this example, the writer tells his grandmother that he misses her and would like to visit her soon.

Next, the writer uses a closing. Since this is a letter to his grandmother, this writer used “Love” as his closing. (Ask students for some other suggestions.)

Finally, the writer signs his name after the closing. These are five essential parts of a friendly letter.



- Ask students to think about any notes they have written. This may include notes to a friend, a thank-you note to a relative, or an e-mail. Use **Think-Pair-Share** to have students compare the parts of a friendly letter with a note they have written. Randomly select a few students to share.
- Tell students that they will now begin planning their letter.



ADVENTURES IN WRITING

Timing Goal: 65 minutes

Planning

- Introduce the activity.

Remember that today you will pretend that you are Arthur, and you will write a letter to your grandmother telling her about your new puppy, Pal. You'll use information from the story to tell her about the problems you had with your new puppy and how you solved them. You'll also tell her about something your puppy has learned to do.



Student Edition,
pages 5 and 6

- Introduce the prompt and scoring guide. Use **Think-Pair-Share** to have students clarify the prompt by identifying the topic, audience, purpose, and format. Randomly select a few students to share.

Writing Prompt

Pretend that you are Arthur. Write a friendly letter to your grandmother telling her about your new puppy, Pal. Tell her at least two problems you had in your first days with Pal and how you solved them. Then tell her two new things Pal learned to do. End your letter by telling her how you feel about your new puppy. Make sure you include the parts of a friendly letter (the date, greeting, body, closing, and signature).

Scoring Guide	
The letter includes the parts of a friendly letter in correct format (the date, greeting, body, closing, and signature).	10 points
The body includes two problems with Pal and how you solved them.	15 points each (30 points maximum)
The body includes two things that Pal can do.	15 points each (30 points maximum)
The letter tells how you feel about your new puppy.	20 points
The letter is written in complete sentences, and each sentence starts with a capital letter and ends with a period.	10 points

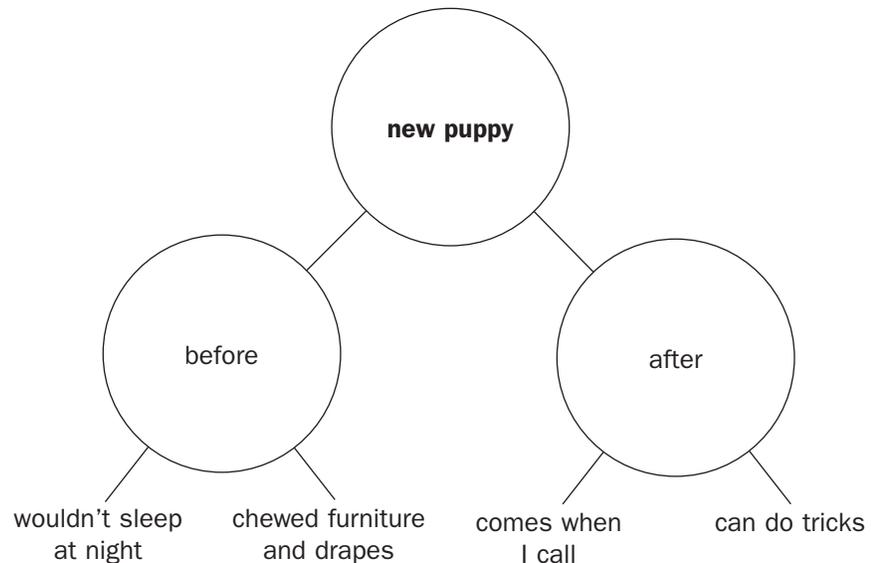
- Remind students of the importance of planning their writing before they actually begin to write. Introduce the graphic organizer—the type of organizer and how it is used.

Before we begin writing, it's very important that we plan what we are going to write. That way, our thoughts and ideas will be organized when we write them down. The best way to plan for writing is to use a graphic organizer. Today we will use a before-and-after organizer. This will help us put our thoughts in the right order as we write our letter.

- Demonstrate how to draw the graphic organizer, modeling to the extent necessary.
- Use **Think-Pair-Share** to have students discuss what they will include in their writing. Randomly select a few students to share. Then have students draw their organizers and fill them in with these ideas.
- Monitor students as they complete their plans. Give specific feedback to reinforce good planning, and assist students as needed.

- Ask one or two students who have examples of good planning to share their ideas with the class.

Sample Graphic Organizer



Drafting

- Tell students that they will use their plans to write a first draft.
- Explain how students will use the ideas in their graphic organizers to write their drafts. Remind them to include all of their ideas, writing in sentences and skipping lines to make room for revisions. Also, suggest that they include new thoughts as they occur.
- While they have their plans in front of them, have students review their ideas with partners and begin to write.
- Remind students to periodically check their writing against the prompt and scoring guide to make sure they are meeting the goal for the activity.
- Monitor students as they begin working. Give specific feedback to reinforce good drafting, and assist students as needed.
- As students complete their drafts, have them read their writing aloud to a partner to see that it includes the intended ideas and makes sense.
- Ask one or two students to share their first drafts with the class to celebrate.
- Display a copy of the same letter template that was used in Build Background on the overhead. Encourage students to refer to this template as they write the first draft of their letter.
- Provide the following letter starter for your students on the board or on chart paper if needed: “Dear Grandma, I have a new puppy! His name is Pal.”
- Show students how they might conclude their letter. Remind them to include how Arthur feels about the new puppy in their letter. Point to the last paragraph in the sample letter on the overhead. Tell students they could say something similar, such as “Puppies are a lot of fun. I hope you’ll come to visit soon so you can meet Pal.”

Sharing, Responding, and Revising

- Tell students that they will work with partners to improve their writing. They will share and respond to provide feedback for each other's drafts.
- Using the chart in the student routines, explain and model, or review if necessary, how to share and respond with partners. **SR**
- Ask students to share and respond with their partners.
- Using the chart in the student routines, review how to make revisions. **SR**
- Ask one or two students to share how they might revise their own work based on their partners' feedback. Then tell the class to make changes as suggested to their own drafts. Monitor students as they work, giving specific feedback to reinforce and assist as needed.

Editing

- Tell students that they will edit their work to get it ready for rewriting.
- Develop a checklist with students by asking them what kinds of errors they should look for when they edit. Add to, or modify, students' suggestions with your own list of capitalization, punctuation, grammar, and spelling skills. If necessary, go over a few examples of each kind of error.
- If helpful, have students copy the checklist in their journals as a reference.
- Have students reread their first drafts, looking for the types of errors listed and correcting these on their drafts. If your students are familiar with proofreading marks, encourage students to use them.
- Ask students to read their partners' drafts to check them against the editing list a second time. If they find additional errors, ask them to mark the errors on their partners' papers.
- Have students share their edits with their partners.

Rewriting

- Tell students that they will rewrite their drafts to include their revisions and edits.
- Instruct students to copy their final version onto lined paper.
- Ask students to begin rewriting, and assist them as needed.
- When they are finished, have students read over their writing and then read it aloud to their partners as a final check.
- Celebrate by asking one or two volunteers to share their work with the class.
- Collect and score the completed writing activities.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Help students see their team celebration score by using the overlay.	<ul style="list-style-type: none"> - What is your team celebration score? - How well did you use the team cooperation goal and behavior? - How can you earn more points?

Joe played soccer. Joe invited his soccer team over for a cookout after the team won the soccer tournament. His dad was going to grill burgers and hotdogs, but then it started raining. Joe and his dad thought about what to do. They knew it was no good to grill in the rain. They decided to move the grill under the covered patio. Joe's dad was able to grill for the whole team. The team had fun playing in the rain and eating the grilled food.



January 1, 2011 _____ | **Date**

Dear Grandma, _____ | **Greeting**

How have you been? I've been busy with school and sports. I'm playing baseball and it's a lot of fun. I also learned how to rollerblade last week! | **Body**

I'd like to come visit you soon. I miss you!

Love, _____ | **Closing**

Joe Anybody _____ | **Signature**

Story Map



Title: Arthur's New Puppy

Characters:

Arthur
D. W.
Pal, Arthur's puppy
Arthur's parents
Francine
Buster

Setting:

Where: Arthur's house

When:

Problem:

Arthur's new puppy needs to be trained. Arthur's new puppy is naughty. It runs away from him, and it goes to the bathroom on the floor.

Event: Arthur gets a new puppy named Pal. Pal does not like the garage, so Arthur lets him stay in the house.

Event: Arthur forgets to close Pal's gate, and Pal makes a mess all over the house.

Event: Arthur learns that some people give away the puppies that they cannot train.

Event: Arthur works hard and trains Pal.

Event:

Solution:

Pal is able to do tricks and is no longer a naughty puppy.

Story Map



Title: The Wufflebird

Characters:

the wufflebird
Mrs. Potsinpans
Mr. Potsinpans

Setting:

Where: Mr. and Mrs. Potsinpans' house

When: winter

Problem:

There is so much snow after a snowstorm that Mrs. Potsinpans cannot leave her house. She finds that she and Mr. Potsinpans are out of waffles.

Event: Mr. Potsinpans makes pancakes and uses syrup to make stripes on them so they are disguised as waffles.

Event: The wufflebird stops crying when he smells the breakfast.

Event: Mr. Potsinpans gives the wufflebird fancy foods to cheer him up after he realizes that his breakfast is not really waffles.

Event: The wufflebird can't wait for a waffle, so he flies out the window.

Event: The wufflebird takes waffles from the grocery store, and he flies back home.

Solution:

The grocery store manager says the wufflebird can have all the waffles he likes, so he never runs out of waffles again.

Common Core State Standards

The following Common Core State Standards are addressed in this unit. Full program alignments can be found in the Reading Wings section of the SFAF Online Resources. Contact your SFAF coach for more information.

LEVEL 2 / <i>Arthur's New Puppy</i>
English Language Arts Standards: <i>Reading: Literature</i>
Key Ideas and Details RL.2.3 Describe how characters in a story respond to major events and challenges.
English Language Arts Standards: <i>Reading: Foundational Skills</i>
Phonics and Word Recognition RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.
English Language Arts Standards: <i>Writing</i>
Text Types and Purposes W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

DRAMA (1 DAY)

Washes for Waggers

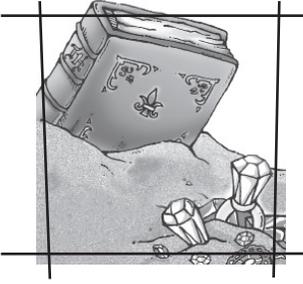
Written by Kunal Kalluri
 Linked to *Arthur's New Puppy*

Summary

The Bandits basketball team decides to hold a dog wash to raise money for new uniforms. A surprising event at the dog wash makes the kids change some of their plans.

Instructional Objectives

Reading	Word Power
Cause and effect (CE)	Base word and ending
Students will identify why events happen in a play.	Students will review breaking words into base words and endings and use the ending <i>-ing</i> to help them read difficult words.



ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Rate New Vocabulary Words

- Display the vocabulary words.
- Have students copy the words into their journals and rate their knowledge of each as they arrive for class.

Success Review and Keeping Score **TP**

- Hand out team score sheets and team certificates to each team.
- Point to the Team Celebration Points poster, and celebrate super teams from the previous lesson.
- Remind students how to earn team celebration points. Remind them that team celebration points help them to become super teams.

Teacher's Note: For this lesson, have students set goals related to challenge scores, team celebration points, or team cooperation.

- Guide teams to set new goals for this lesson.
- Have one student from each team write the team improvement goal on the team score sheet. Note each team's improvement goal on the teacher cycle record form.
- Explain the challenge scores using the rubrics on the team folders. Tell students that they will earn challenge scores in addition to team celebration points.

Team Cooperation Goal

- Point out that this lesson's team cooperation goal is **everyone participates**, or choose one based on your class's needs. Point out the related behavior on the team score sheet. Explain, or model, as necessary.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Introduce the text, author, and reading objective.

Today we will read *Washes for Waggers*, a play by Kunal Kalluri. As we read, we'll talk about why things happen in the play. Good readers find out why things happen to better understand the play.

- Point out the strategy target on the team score sheet.

- Point out that the text is a drama, or have students explore the text to figure out that it is drama. Review how drama differs from literary text.
- Use the items below to build or activate background knowledge about the text.
 - Tell students that this play has a narrator. Use **Team Huddle** to have students discuss what a narrator is in regular fiction. How do students think the narrator will be different in a play? Use **Random Reporter** to select students to share.
 - Use **Think-Pair-Share** to have students discuss a time when they helped raise money for a cause. If necessary, provide examples, such as a school fundraiser, selling items for a scout troop, or raising money for charity. Tell students to think about how it made them feel to raise money to help a group. Randomly select a few students to share.



Vocabulary TP

- Ask teams to have teammates make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Introduce the vocabulary words.
- Review the routine for partner study of the vocabulary words. Tell students to review all four words before their partners take a turn and to take as many turns as needed to learn all the words. **SR**
- Use **Random Reporter** to follow up the team review. Model the use of strategies, and correct pronunciations when necessary.
- Award team celebration points.
- Review the procedures for students finding words in their daily reading.

Student Edition, page 11
 Student Edition chart does not contain page numbers or identification examples.

Word and Page Number	Identification Strategy	Definition	Sentence
scrubbing page 8	base word + ending: scrub + b + ing	cleaning roughly	Joni was really <i>scrubbing</i> her face to remove the makeup that she had worn for her costume.
donate page 8	chunk: do-nate	to give as a gift	“Our students would like to <i>donate</i> three hundred books to the new library,” Principal Smith announced.
invisible page 9	chunk: in-vis-i-ble	hidden	The hawk was <i>invisible</i> to the smaller animals once it was sitting in the tree.

Word and Page Number	Identification Strategy	Definition	Sentence
yapping page 10	base word + ending: yap + p + ing	talking	“Stop <i>yapping</i> so I can watch the game in quiet!” Davon exclaimed.

Using the Targeted Skill (Introduction and Definition)

- Introduce the skill and its importance in drama.

Today you will identify causes and effects in a play. A play is a story that is acted out. It is important to understand the effects of the characters’ actions when you read and act out a play.

- Introduce students to drama by explaining how a play is different from a story in a book.

Today you’ll be reading a play. Plays have existed for a long time. People used to go see plays a lot, just like you go to the movies today. Plays tell a story, but they tell it by acting the story out. You learn about the story through what the actors say and do in front of you. When you are acting in a play, you read a script. The script tells each character what to say and when to say it. The script also tells characters what to do to act out the story.

- Display the following script.

Blackline master provided.

Mona is sitting at a desk making a bracelet. Vivian walks over to talk to her from offstage.

VIVIAN: Hi, Mona. What are you doing?

MONA: *(Looks up.)* Hi, Vivian! I’m braiding a friendship bracelet.

VIVIAN: *(Bends over to look at Mona’s work.)* Wow, that’s really neat. I’d like to learn how to do that.

MONA: *(Giving Vivian some thread.)* It’s easy. I’ll teach you how to make one!

VIVIAN: Great! Thanks, Mona!

- Discuss the format of a play with students. Point out different parts of the format as you discuss them.

Let’s take a look at the short play that I’ve displayed. Plays all have the same basic format. The characters’ names are on the left side of the page. Point out the characters. They are written in all capital letters and in bold type. This makes them easier for the actors to see. Then there are stage directions in italic type. Point to the stage directions. These tell the actors what to do. The first stage directions in this script set up the scene.

They tell the actors where they should be on the stage. Mona should be sitting at a desk. Vivian should walk onto the stage to talk to Mona. The stage directions in front of the actors' lines tell them how to act at that moment.



- Use a **Think Aloud** to model how to identify a cause and effect in the play.

Because a play is a story, it will still have causes and effects, just like a regular story that you read does. When you read a play, you might have to think about the stage directions when you identify causes and effects because the stage directions tell the actors how to act in the play. I can identify what happens when Vivian says hi to Mona. Mona looks up from her work and says hi back to Vivian. The stage directions tell me that Mona looks up, and Mona's lines tell me what she says. The cause is Vivian saying hi, and the effect is Mona looking up and saying hi back.

- Tell students that they will identify causes and effects as they read *Washes for Waggers*.

Preview Team Talk

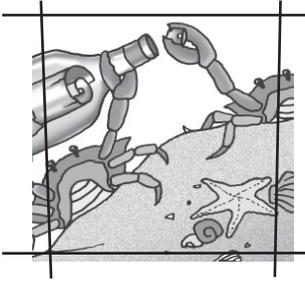
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #2, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

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Team Talk

1. In this play, the narrator explains—
 - a. how to set up a fundraiser.
 - b. how cranberry juice can dye hair.
 - c. the problem that the characters have.
 - d. the correct way to wash a dog.
2. According to the stage directions in scene 2, what is the effect of Snowy trying to jump out of the washtub? (Write-On) |CE|
3. Do you think Mrs. Dotson is angry about what happened to Snowy? How can you tell? |DC • CH|
4. Why do the Bandits buy pink uniforms? |CE|

- Randomly assign team leaders.



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate. **SR**
- Have students take turns reading:
pages 7–10 aloud with partners.
- When partners finish reading, have them restate the story elements of the drama and complete the story map.
- If some partners finish reading ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion **TP**

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**
- Remind students that they will need to prepare each team member to discuss the team’s strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion. Tell them that they will also discuss the story elements of the drama that are listed on the story map and be prepared to share them with the class.

Team Talk

1. In this play, the narrator explains—
 - a. how to set up a fundraiser.
 - b. how cranberry juice can dye hair.
 - c. *the problem that the characters have.*
 - d. the correct way to wash a dog.

Team Talk *continued*

2. According to the stage directions in scene 2, what is the effect of Snowy trying to jump out of the washtub? (Write-On) |CE|

100 points = *According to the stage directions in scene 2, the effect of Snowy trying to jump out of the washtub is that Brianna bumps into the table. She knocks the bottle of shampoo and a bottle of cranberry juice into the tub. The tub fills up with suds.*

90 points = *According to the stage directions in scene 2, the effect of Snowy trying to jump out of the washtub is that Brianna bumps into the table and knocks the shampoo and cranberry juice into the tub.*

80 points = *It makes Brianna knock shampoo and juice into the tub.*

3. Do you think Mrs. Dotson is angry about what happened to Snowy? How can you tell? |DC • CH|

100 points = *No. I don't think Mrs. Dotson is angry about what happened to Snowy because the stage directions tell the actress to laugh when she sees Snowy. If Mrs. Dotson's character was supposed to be angry, the stage directions would tell her to look mad. Mrs. Dotson also lets Snowy be the team's new mascot.*

90 points = *No. I don't think Mrs. Dotson is angry about what happened to Snowy because the stage directions tell the actress to laugh when she sees Snowy. Mrs. Dotson also lets Snowy be the team's new mascot.*

80 points = *No. The actress is supposed to laugh when she sees Snowy.*

4. Why do the Bandits buy pink uniforms? |CE|

100 points = *The Bandits buy pink uniforms because they accidentally dyed Snowy the poodle pink when they washed her. Now Snowy is their mascot.*

90 points = *The Bandits buy pink uniforms because they accidentally dyed Snowy pink.*

80 points = *They dyed Snowy pink.*

- If some teams finish ahead of others, have them begin practicing their fluency pages.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

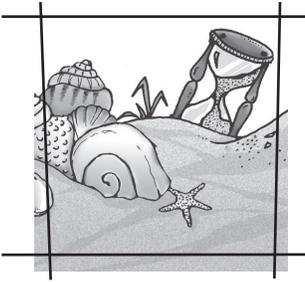
Class Discussion TP

- Ensure participation by calling on teams to share responses to all discussions.
- Remember to add individual scores to the teacher cycle record form.



Strategy-Use Discussion	<ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team’s strategy use with the class. – Award team celebration points. 	
Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions. 	
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #cccccc; vertical-align: top; padding: 5px;">Team Talk Extenders</td> <td style="padding: 5px;"> <p>In a play, not all the characters talk at the same time. What do you think they should be doing when they are not speaking? How does the text show this?</p> <p>How do you think this play would be different without the stage directions?</p> <p>In the story <i>Arthur’s New Puppy</i>, Arthur had to show that he was responsible enough to take care of his puppy. Do you think the kids in this play showed that they are responsible? Why or why not?</p> </td> </tr> </table>	Team Talk Extenders
Team Talk Extenders	<p>In a play, not all the characters talk at the same time. What do you think they should be doing when they are not speaking? How does the text show this?</p> <p>How do you think this play would be different without the stage directions?</p> <p>In the story <i>Arthur’s New Puppy</i>, Arthur had to show that he was responsible enough to take care of his puppy. Do you think the kids in this play showed that they are responsible? Why or why not?</p>	
Write-On Discussion	<ul style="list-style-type: none"> – Award team celebration points. – Use Random Reporter to ask one or two students to read their written answers to the class. If desired, display student answers on the board. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it. 	

- Complete the story map as students discuss their responses. Model your own thoughts as necessary. An example is provided.
- Award team celebration points.



FLUENCY IN FIVE **TP**

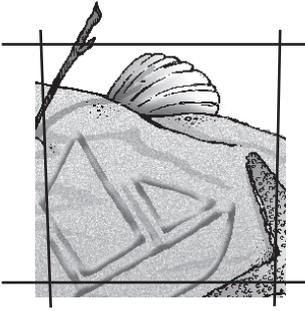
Timing Goal: 5 minutes

- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write or display these on the board.

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Page 7 (through first stage direction)

- Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.
- Tell the reading students when they should begin reading, and then time them for one minute. Have the listening students identify where the readers stopped, how many words they missed, and if they met their reading goal. Also have partners share their feedback using the Fluency rubric. Have partners switch roles, and repeat the process.
- Assign individual fluency goals as needed, monitor practice, and assign scores.
- Select two or three students to read the fluency section that they practiced for a score.
- Award team celebration points. Remember to add individual scores to the teacher cycle record form.

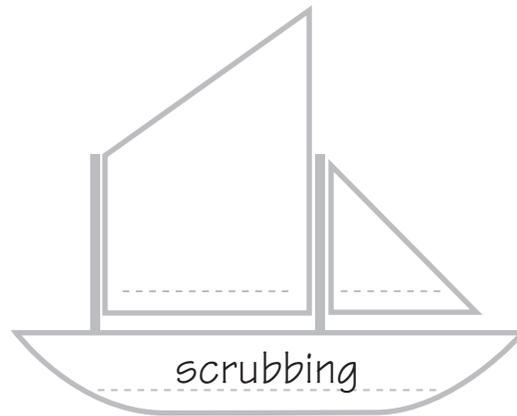


WORD POWER **TP**

Timing Goal: 10 minutes

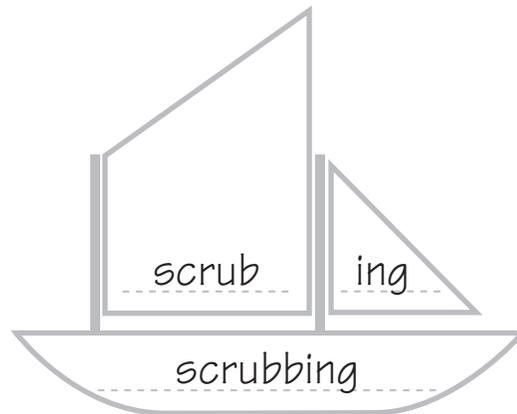
- Tell students that Captain Read More wants to check their memories on a Word Power skill that they have learned.
- Draw or display a sailboat with one main sail and one small sail, and write “scrubbing” on the boat. Point out that this is a word from this lesson’s vocabulary list.

Blackline master provided.



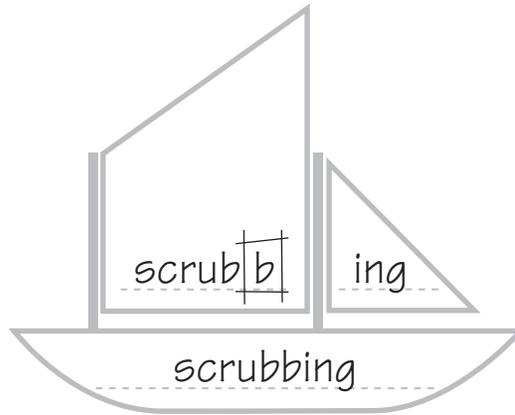
tps

- Point out that there is one main sail and one small sail. Use **Think-Pair-Share** to have students tell what the clues mean—how the sails can help them read the word—and which word parts should go on the sails. Randomly select a few students to share. Write these word parts on the sails.

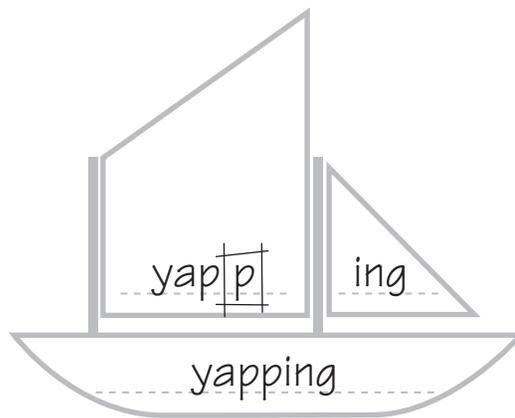


- Use **Think-Pair-Share** to have students read the word parts on the sails with you, read the word, and then compare the word parts on the sails with the word on the boat to see whether they are the same. Randomly select a few students to share.

- After students respond, confirm that the word on the boat and the word parts on the sails are not the same.
- Confirm, or explain, that there are two *bs* in *scrubbing* on the boat, but there is only one *b* on the sails.
- Introduce the patch as a tool that Captain Read More uses to make the sails match the word on the boat. Draw a box at the end of *scrub*, and write “b” in the box to illustrate the patch.



- Point out that sometimes when an ending is added to a base word, the last letter of the base word is doubled. The patch is used to add the extra letter to the big sail.
- Repeat the activity with the vocabulary word *yapping*.



- Review the Word Treasure (skill).

Word Treasure

Sometimes words have endings on them.

If you're having trouble reading a word like this, read the base word and ending first, and then read the whole word.

- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Skill Practice

Write the words in your journal. Then write the base word and ending of each word. Draw a box at the end of the base word, and write the extra letter in the box. Draw a sailboat if you need help.

1. hopping hop

p

 + ing
2. bobbing bob

b

 + ing
3. running run

n

 + ing
4. padding pad

d

 + ing

Building Meaning

scrubbing

donate

invisible

yapping

5. Choose a word from the vocabulary list, and write a meaningful sentence for that word.

100 points = The sentence uses the word correctly and includes details to create a mind movie. **90 points** = The sentence uses the word correctly and includes one detail. **80 points** = The sentence uses the word correctly.

6. Choose the word that best fits in the blank.

“Because my winter coat is too small for me, I want to donate it to someone who needs a coat,” Faye explained.



- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration points.
- Remember to add individual scores to the teacher cycle record form.
- Use **Random Reporter** to check responses on the remaining item for building meaning.
- Award team celebration points.
- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

Team Celebration Points

Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Help students see their team celebration score by using the overlay.

- What is your team celebration score?
- How well did you use the team cooperation goal and behavior?
- How can you earn more points?

Mona is sitting at a desk making a bracelet.

Vivian walks over to talk to her from offstage.

VIVIAN: Hi, Mona. What are you doing?

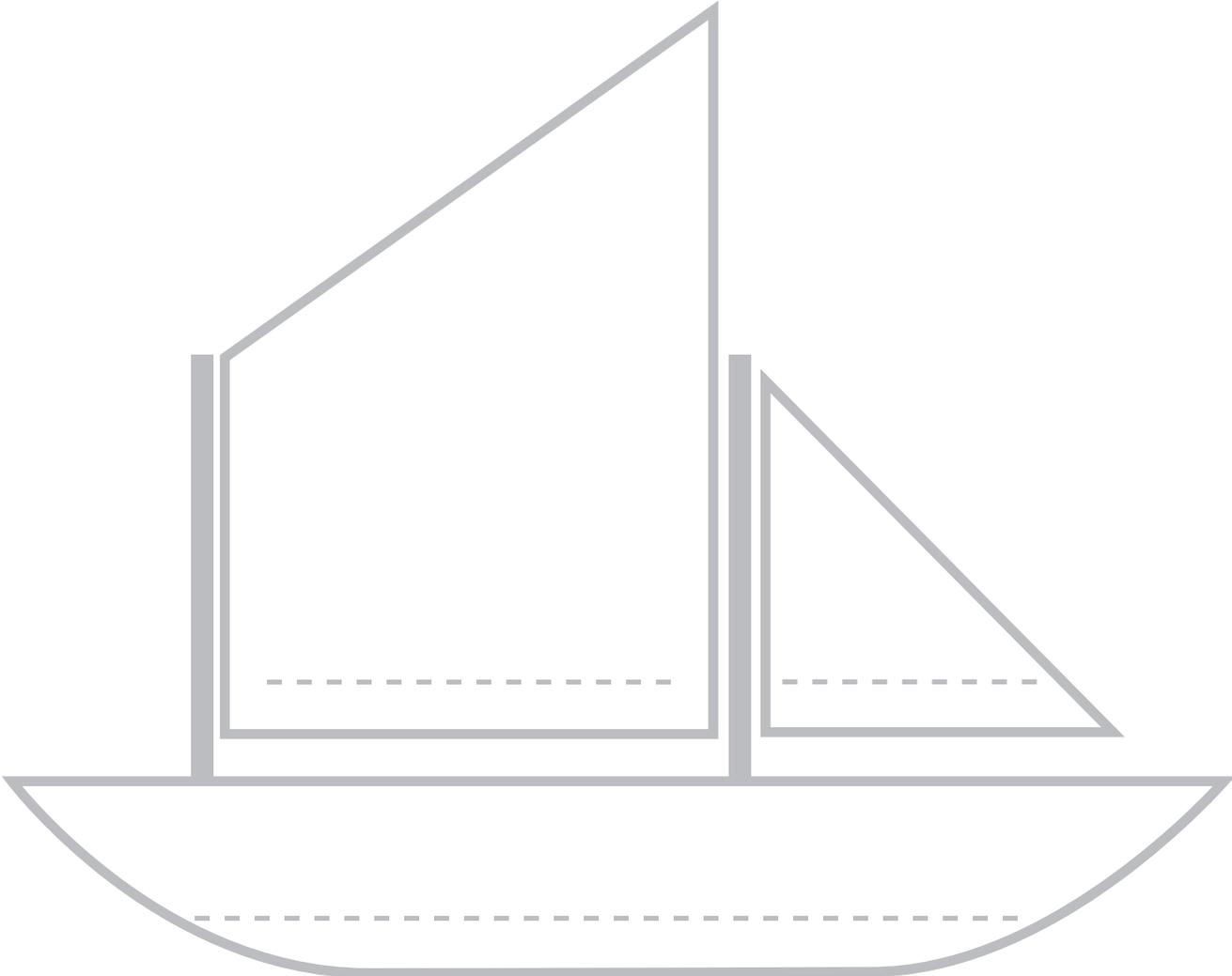
MONA: *(Looks up.)* Hi, Vivian! I'm braiding a friendship bracelet.

VIVIAN: *(Bends over to look at Mona's work.)*

Wow, that's really neat. I'd like to learn how to do that.

MONA: *(Giving Vivian some thread.)* It's easy. I'll teach you how to make one!

VIVIAN: Great! Thanks, Mona!



Story Map



Title: *Washes for Waggers*

Characters:

Narrator
Joni
Ray
Jameel
Brianna
Evan
Snowy
Mrs. Dotson
neighborhood dog owners and their pets

Setting:

Where: *Joni's bedroom*
a front yard
the basketball court

When:

Problem:

The Bandits basketball team needs to raise money for new uniforms.

Event: *The Bandits decide to hold a dog wash to raise money for new uniforms.*

Event: *Everything goes well at the dog wash, and they have many customers.*

Event: *When Mrs. Dotson's dog jumps, it makes Brianna knock bottles of shampoo and cranberry juice into the tub.*

Event: *When the kids finish washing Snowy, they realize that she is pink.*

Event:

Solution:

The Bandits buy pink uniforms and make Snowy their mascot.

Washes for Waggers

Cast of Characters	NARRATOR	JAMEEL	SNOWY
	JONI	BRIANNA	MRS. DOTSON
	RAY	EVAN	NEIGHBORHOOD DOG OWNERS AND THEIR PETS

Scene 1: Joni's bedroom

NARRATOR: The Bandits basketball team needs help. The players need new uniforms. The players also need the money to buy them. The team is having trouble finding a way to raise the money.

Joni, Ray, Jameel, Brianna, and Evan are sitting around Joni's bedroom. They are trying to think of ideas. Some are slumped over chairs, and others are lying on the floor and fiddling with toys. The kids seem upset.

JONI: *(Shaking her head.)* No. The baseball team just did a car wash. No one will want their car washed again already.

RAY: *(Looking around at his friends.)* Can we have a bake sale?

JAMEEL: *(Looks at Ray.)* Who's going to bake everything? We'd need to sell a lot of cookies!

RAY: *(Shrugs.)* Our moms?

BRIANNA: *(Laughs.)* My mom can't bake at all! This should be something that we can do ourselves.

EVAN: *(Sits up straight.)* I've got it! What if we did a dog wash?

Everyone sits up straight or looks up.

JONI: That's a great idea! We can wash the neighborhood dogs.

RAY: Yeah! I have a big washtub and dog shampoo. That's how we wash Bruno!

JAMEEL: I have a lot of old towels. We can use them to dry off the dogs!

BRIANNA: *(Counting items off on her fingers.)* I have poster board, markers, and paints. We can make posters!

EVAN: We can call it “Washes for Waggers”!

JONI: Good work, everyone! Let’s plan our dog wash!

Close curtain.

Scene 2: A lawn in a neighborhood

It’s a sunny, warm day outside. The kids are working hard at cleaning the dogs, and a line of owners is awaiting their turns. There is a large washtub with a small table sitting next to it. A bottle of dog shampoo and cranberry juice are on the table.

NARRATOR: It’s the day of the dog wash. Everything is going perfectly. Owners and their pets are lined up around the block. Things are looking good for the Bandits!

JONI: *(Scrubbing a dog in the tub.)* This is great, guys! We couldn’t have asked for a better day!

RAY: *(Drying a dog with a towel.)* You’re right! We still have people waiting!

JAMEEL: *(Brushing a dog.)* We will raise more money than we need!

JONI: *(Rinsing soap off the dog.)* Rexi is finished. Next!

BRIANNA: *(Bringing Snowy the white poodle over to the tub.)* OK, Snowy. Jump in the tub!

EVAN: *(To Mrs. Dotson.)* We don’t have a price. You can pay whatever you’d like to donate so our team can get new uniforms.

MRS. DOTSON: *(Searching through her purse.)* I’ll give you five dollars. Then I’ll see how good she looks after her bath.

Snowy tries to jump out of the tub. Brianna bumps the table next to the washtub and knocks the bottle of dog shampoo and cranberry juice into the tub. No one sees the cranberry juice because there are too many suds in the tub.

JONI: Oops! That's a lot of suds.

RAY: That just means Snowy will be extra clean!

Joni scrubs Snowy, who is almost invisible under all the suds.

JONI: OK, Snowy. Time to rinse off! *(Picks up the hose and turns it on.)*

Joni rinses off the soap. The kids see that Snowy is no longer white.

JAMEEL: Uh-oh...

BRIANNA: Gosh, I'm so sorry, Mrs. Dotson! You have a pink poodle now!

EVAN: *(Turning to Mrs. Dotson.)* We're sooo sorry! Do you want your money back?

MRS. DOTSON: *(Laughing.)* Keep it! But I do have an idea...

Close curtain.

Scene 3: A basketball court

The Bandits are out on the basketball court, warming up for the game. They are passing the ball and shooting baskets.

NARRATOR: The dog wash was a hit! Turning Snowy pink was the kids' only mistake. The team made enough money to buy new uniforms and some special items too.

JONI: Our dog wash really paid off! *(Passes the ball to Ray.)*

RAY: *(Catches the ball.)* Yeah! Our new uniforms look great! *(Takes a shot and makes a basket.)*

JAMEEL: *(Gets the basketball.)* I'm happy that we went with pink uniforms. They look better than the old black ones. *(Passes the ball to Brianna.)*

BRIANNA: *(Jumps to catch the ball and takes a shot.)* We have Mrs. Dotson to thank for that!

EVAN: *(Blocks Brianna's shot.)* Right! And she gave us a new mascot!

The kids all turn to their bench and wave to Mrs. Dotson. She is holding the pink Snowy by the leash.

MRS. DOTSON: You look good, team!

SNOWY: (*Wagging her tail.*) Woof!

THE KIDS: (*All together.*) Thanks, Mrs. Dotson!

RAY: It's a good thing that we raised so much extra money!

JAMEEL: Yeah! We could buy that special dog uniform for Snowy.

BRIANNA: And treats to give her when we win!

EVAN: Well, let's quit yapping! We need to practice so she gets plenty of snacks!

JONI: Come on, Bandits! Let's win for Snowy!

The kids keep practicing their passing as the curtain falls.

• **THE END** •

Common Core State Standards

The following Common Core State Standards are addressed in this unit. Full program alignments can be found in the Reading Wings section of the SFAF Online Resources. Contact your SFAF coach for more information.

LEVEL 2 / *Washes for Waggers*

English Language Arts Standards: *Reading: Foundational Skills*

Phonics and Word Recognition

RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.

