

Abuela

Written by Arthur Duroso

Puffin Books, 1991 ISBN 0-14-056225-7

**Reading
Wings** 4th
Edition

T A R G E T E D

Treasure Hunt

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:

Abuela

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LITERATURE (6 DAY)

Abuela

Written by Arthur Duroos

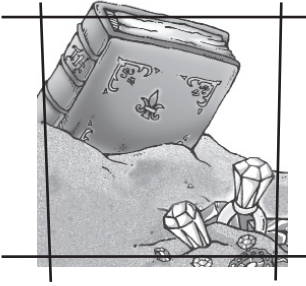
Summary

Rosalba and her grandmother, whom Rosalba calls Abuela, begin a wonderful journey in the park. Rosalba wonders what the city would look like if she could fly above it like a bird. Rosalba and Abuela fly high above the city, looking at all of the fantastic sights.

Instructional Objectives

	Reading	Word Power	Writing
CYCLE 1	Setting (ST) Students will describe different settings in the story.	Word families Students will identify the word families <i>ock</i> and <i>est</i> to help them read words.	Write a paragraph. Students will write descriptive paragraphs about the things they would see if they were able to fly over their city or town.

Teacher's Note: The Puffin Books edition of *Abuela* does not have page numbers. For the purposes of this Targeted Treasure Hunt, the first page of text is page 1.

**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 **practice active listening**, 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 *Abuela* by Arthur Dorros. As we read, we'll describe different settings in the story. Good readers identify and describe settings to better understand where the story takes place.

- 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.
 - Tell students that *abuela* is the Spanish word for grandmother. Use **Team Huddle** and **Random Reporter** to have students share other Spanish words they may know. Write these words on the board. Tell students the Spanish words for *grandfather* (*abuelo*), *father* (*padre*), *mother* (*madre*), *aunt* (*tía*), *uncle* (*tío*), *brother* (*hermano*), and *sister* (*hermana*).
 - Use **Think-Pair-Share** to have students describe relatives who are important to them. 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, 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
flock page 5	blend	a group of animals	Carlos saw a <i>flock</i> of birds fly over the lake.
surrounds page 5	ur = /ir/ chunk: sur-rounds	encircles, closes around	A fence <i>surrounds</i> my yard so my dog cannot run away.
glide page 14	blend	to move slowly	The skater seemed to <i>glide</i> across the ice.
harbor page 18	chunk: har-bor	a place where ships dock	The ship sat in the <i>harbor</i> as people walked aboard.

Word and Page Number	Identification Strategy	Definition	Sentence
remind page 18	chunk: re-mind	cause to remember	Jessie wrote a note to <i>remind</i> herself to pick up milk on her way home.
careful page 20	base word + ending: care + ful	watchful	Sean was <i>careful</i> not to track mud on the clean floor.
offer page 22	chunk: off-er	try to give	I always take candy from my grandparents when they <i>offer</i> it to me.
downtown page 26	compound word: down + town	the commercial center of a city	Marcy always goes shopping <i>downtown</i> .

Using the Targeted Skill (Prompt and Reinforce)

- Introduce the skill, setting, by displaying a picture that has outdoor scenery. (Suggestions: use a picture book, encyclopedia, magazine, or poster.) After students view the picture, use **Think-Pair-Share** to have students turn to their partners and share what they saw. Randomly select a few students to share.
- Tell students that they just described a setting and that a setting is a place. Explain that when we describe a setting, we discuss things that tell about a certain place.
- Point out that every story has a setting. Explain that sometimes the setting of a story changes.
- Use a **Think Aloud** to model describing the setting of one of the locations you wrote. Create a list of the descriptions on the board.

I want to think about words that describe Antarctica. I've never been to Antarctica, but I know it's very cold there. I will write "cold" under "Antarctica." Let me think about what else I know about Antarctica. I know it's cold because there's a lot of snow. I also know that there are penguins, ice, and very few people. I'll write these words down. Write "snow," "ice," "penguins," and "few people." These are all details about the setting.

- Use **Team Huddle** and **Random Reporter** to have students describe one of the other settings on the chart.

Preparation: On an overhead transparency, chart paper, or blackboard, write down two locations with which your students will be familiar. Some suggestions are "Antarctica," "desert," "city," or "country."



In your teams, discuss what the desert is like. Think about the weather, what is on the ground, what animals live there, and what plants you might find. What words might you use to describe the desert? Give students time to discuss. Use **Random Reporter** to select students to share. Possible answers might include *sand, hot days, cold nights, lizards, snakes, and cactus*. **Those are all good words. Let's write these down.**

- Tell students that they will look for details about different settings as they read *Abuela* this cycle.
- Point out to students that they can also look at the pictures as they read to help describe the setting.

Listening Comprehension

- Tell students that this text uses words in both English and Spanish. Point out the Spanish glossary on page 36. Explain to students that they can use this glossary to learn what some Spanish words mean. Tell students that they can also learn to say Spanish words and phrases by using the pronunciation guide.
- Read pages 1 and 2 of the story aloud. Pause after reading the italicized word *Abuela* on page 2. Model using the Spanish glossary on page 36 to pronounce this word and look up its meaning. Tell students to use this guide as they read this cycle.

The word *Abuela* is different from the other words on the page. It is printed in a different way. This is called italics. Let me look to see if it is in the Spanish glossary on page 36. Turn to page 36. Yes. Here it is. This glossary helps me sound out the word. Use the pronunciation guide to sound out *Abuela*. **I also see here that the English meaning for this word is *Grandmother*. Now I know how to say this word, and I know what it means. Remember to look at this glossary when you come across Spanish words as you read.**

- Finish reading page 2 aloud. Use a **Think Aloud** to model finding details about the setting at this point in the story. Use the text and the illustrations.

Let's think about the setting of this story so far. Where are Abuela and Rosalba? They are on a bus in the city. Let me look at the pictures to see what else I can find out about the setting. On page 1, I see a person riding a bike. There's also a person in a car. The picture on page 3 shows other people on the bus. It must be crowded in the city. These are all things that tell me about the setting.

- Tell students to look for clues in the text and the pictures that tell them more about the setting as they read.

Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #4, must be written individually, after students discuss it in their teams.

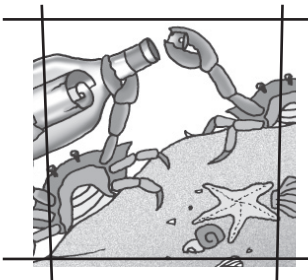
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page 2

Team Talk

1. Do Rosalba and Abuela like the park? How can you tell? |DC|
2. Why do Abuela and Rosalba bring bread to the park? |CE|
 - a. to make sandwiches
 - b. to feed the birds
 - c. to have a picnic
 - d. to have a party
3. Why does Rosalba want to be like a bird? |CE|
 - a. so she can fly in the sky
 - b. because she likes birds
 - c. because Abuela likes birds
 - d. so she can leave the park
4. Tell about the setting of pages 4–7. Use the text and the pictures to help you. (Write-On) |ST|

- 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**
page 4 aloud with partners.
pages 5–7 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
<p>1. Do Rosalba and Abuela like the park? How can you tell? DC </p> <p style="padding-left: 20px;"><i>(Accept supported answers.) 100 points = Yes. Rosalba and Abuela like the park. Abuela says the park is beautiful. Rosalba agrees with Abuela. 90 points = Yes. Rosalba and Abuela like the park. They think it is beautiful. 80 points = Yes. They think it's beautiful.</i></p>
<p>2. Why do Abuela and Rosalba bring bread to the park? CE </p> <ul style="list-style-type: none"> a. to make sandwiches b. to feed the birds c. to have a picnic d. to have a party
<p>3. Why does Rosalba want to be like a bird? CE </p> <ul style="list-style-type: none"> a. so she can fly in the sky b. because she likes birds c. because Abuela likes birds d. so she can leave the park
<p>4. Tell about the setting of pages 4–7. Use the text and the pictures to help you. (Write-On) ST </p> <p style="padding-left: 20px;"><i>(Accept supported answers.) 100 points = The setting on pages 4–7 is the park. There are birds and flowers. The park is beautiful. The pictures show that people are riding bikes. Other people are walking. 90 points = The setting on pages 4–7 is the park. There are birds and flowers. It is beautiful. 80 points = The park. It has birds and flowers.</i></p>

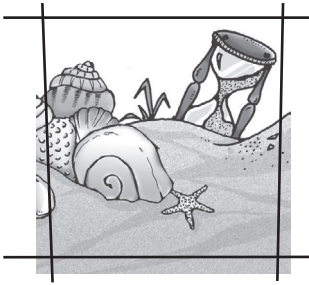
- If some teams finish ahead of others, have them work on their story maps.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson’s team cooperation goal.

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%;"> <tr> <td style="background-color: #cccccc; vertical-align: top;">Team Talk Extenders</td> <td> <p>Do you like visiting parks? What do you think the best part of going to the park is? Why?</p> <p>Would you rather live in the city or the country? Why?</p> </td> </tr> </table>	Team Talk Extenders
Team Talk Extenders	<p>Do you like visiting parks? What do you think the best part of going to the park is? Why?</p> <p>Would you rather live in the city or the country? Why?</p>	
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. 	



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.

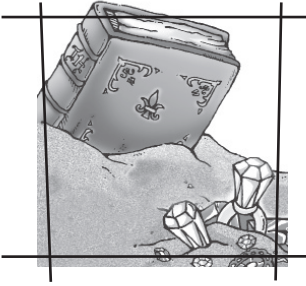
Pages 4–7

- 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 more 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

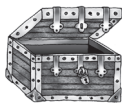
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

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.



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 do you know that Abuela and Rosalba like the park?

Listening Comprehension



- Read pages 8–11 of the story aloud. Have students use **Team Huddle** to find details about the setting of the story. Have students use the text and the illustrations. Use **Random Reporter** to select students to share their responses.

Abuela and Rosalba are flying over the city. They are in the city, so that must be the setting of this part of the story. From the text and the pictures, what can we learn about the city? Give students time to discuss. Use **Random Reporter** to select students to share. **That's right. The city has crowded streets. They are filled with dogs and people. There are also cars and shops. We can also see people flying kites and people hanging their laundry on the rooftops. We learned a lot about the setting by reading and looking at the pictures.**

- Remind students to use the Spanish glossary on page 36 if they need help sounding out the Spanish terms, which are italicized, or if they need to look up the meanings of the Spanish phrases.
- Remind students to think about the setting as they read.

Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, 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.

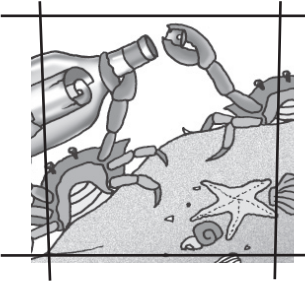
Student Edition, page 2

Team Talk

1. Use the Spanish glossary to look up *cerca del mar*. In English, this means— |CL|
 - a. be careful.
 - b. good day.
 - c. close to the sea.
 - d. grandmother.
2. How can you tell that Abuela and Rosalba are friendly? |DC • CH|

Team Talk *continued*

3. Tell about the setting of pages 12–15. Use the text and the pictures to help you. (Write-On) |ST|
4. How is Abuela like a sailboat? |CC|



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 12 and 13 aloud with partners.
pages 14 and 15 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. Use the Spanish glossary to look up *cerca del mar*. In English, this means— |CL|
 - a. be careful.
 - b. good day.
 - c. *close to the sea*.
 - d. grandmother.

Team Talk *continued*

2. How can you tell that Abuela and Rosalba are friendly? |DC • CH|

100 points = *I can tell that Abuela and Rosalba are friendly because they wave to strangers and say, “Good morning.”* **90 points** = *I can tell they are friendly because they say, “Good morning,” to strangers.* **80 points** = *They say, “Good morning,” to strangers.*

3. Tell about the setting of pages 12–15. Use the text and the pictures to help you. (Write-On) |ST|

(Answers may vary.) **100 points** = *The setting of pages 12–15 is the city. There are buses with people waiting in line to ride. There are factories and trains. The city is by the sea. There are sailboats and waves.* **90 points** = *The setting of pages 12–15 is the city. There are buses, factories, and trains in the city. The city is by the sea.* **80 points** = *The city. It has factories, buses, and trains.*

4. How is Abuela like a sailboat? |CC|

100 points = *Abuela is like a sailboat because her skirt is like a sail. She can go fast and race like a sailboat.* **90 points** = *Abuela is like a sailboat because her skirt is like a sail.* **80 points** = *Her skirt is like a sail.*

- 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.

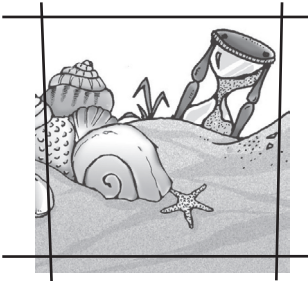
Team Talk Extenders

Would you like to go flying with Abuela and Rosalba? Why or why not?
Do you think all cities look like the one Rosalba and Abuela live in? Why or why not?

- 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**

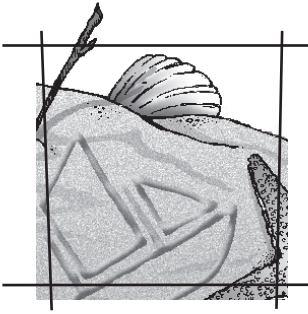
Timing Goal: 5 minutes

- 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 or display these on the board.

Student Edition, page 1

Pages 12–15

- 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.

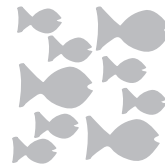


WORD POWER **TP**

Timing Goal: 10 minutes

- Pretend to take a message from Captain Read More out of the bottle. Use the message to introduce the Word Treasure clue for word families.
- Display a school of fish, and write “block,” “clock,” and “pocket” below the fish.

Blackline master provided.



block clock pocket



- Point out that the clue is a school of fish and the three words. Use **Think-Pair-Share** to have students identify what is the same about all three words. Randomly select a few students to share. *ock*.
- Explain that *ock* makes the /ock/ sound and is a group of letters that often appear together. When a group of letters appear together a lot, it is called a word family.
- Tell students that Captain Read More’s clue for word families is a school of fish because they live together just like a family does.
- Draw a fish above *ock* in *block*, *clock*, and *pocket*. Explain that its purpose is to help students identify and remember the word family *ock*. Tell students that identifying and reading the word family can help them read difficult words.

block clock pocket

- Model reading the *ock* in each word and then the whole word. Point out that the word family doesn’t always come at the end of a word.
- Share the Word Treasure by reading Captain Read More’s treasure note.

Word Treasure

Some words contain word families. If you’re having trouble reading these words, first read the word family, 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 word family 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, page 3

Skill Practice

Write the words in your journal. Then draw a fish above the word families, and read each word.

1. sock *sock*
2. knock *knock*
3. shocked *shocked*
4. rock *rock*

Building Meaning

flock	surrounds	glide	harbor
remind	careful	offer	downtown

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.

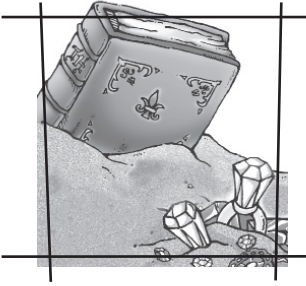
6. Choose a word that best fits in the blank.
The flock of birds landed in the tree.



- 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

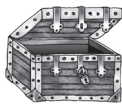
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

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.



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 Rosalba's city like?

Listening Comprehension



- Read page 16 aloud. Identify the setting of this page as a harbor, and then have students use **Team Huddle** to identify different details about it. Use **Random Reporter** to select students to share their ideas with the class. *The city has a busy harbor with dockworkers, like Daniel, who work hard.*

Rosalba and Abuela are now in a harbor. A harbor is an area of water that is close to the land, but still deep enough for ships to move. Many big cities have harbors. What can we learn about the harbor in Rosalba's city from reading the text and looking at the picture? Possible answers include: there are boats, cranes, crates of fruit, and people loading and unloading boxes.

- Remind students to use the Spanish glossary on page 36 if they need help sounding out the Spanish terms, which are italicized, or if they need to look up the meanings of the Spanish phrases.
- Remind students to think about the different settings they read about as they continue to follow Rosalba.

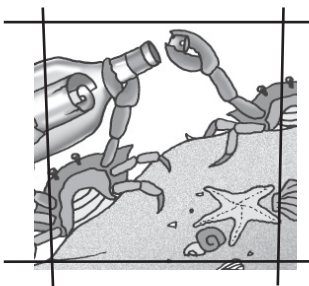
Preview Team Talk

- 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 3

Team Talk

1. Which question is answered on page 18? |QU|
 - a. What things are unloaded from ships?
 - b. Why does Abuela like the airport?
 - c. Where does Rosalba go after going to the store?
 - d. What do Rosalba and Abuela see in the harbor?
2. Tell about the setting of pages 20 and 21. Use the text and the pictures to help you. (Write-On) |ST|
3. Why do Rosalba and Abuela have to be careful at the airport? |CE|
4. What does *tío* mean in English? How can you tell? |CL|



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 18 and 19 aloud with partners.
pages 20–22 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. Which question is answered on page 18? |QU|
 - a. What things are unloaded from ships?
 - b. Why does Abuela like the airport?
 - c. Where does Rosalba go after going to the store?
 - d. *What do Rosalba and Abuela see in the harbor?*
2. Tell about the setting of pages 20 and 21. Use the text and the pictures to help you. (Write-On) |ST|

(Answers may vary.) **100 points** = *The setting on pages 20 and 21 is an airport. I can tell from the pictures that there are a lot of planes at the airport. Some planes are flying. Some planes are on the ground. There are also a lot of cars parked at the airport.* **90 points** = *The setting on pages 20 and 21 is an airport. There are a lot of planes at the airport. Some planes are flying, and some are on the ground.* **80 points** = *The airport. There are a lot of planes there.*

Team Talk *continued*

3. Why do Rosalba and Abuela have to be careful at the airport? |CE|

100 points = *Rosalba and Abuela have to be careful at the airport because they are flying around with planes. They don't want to get hit. They have to watch where they are flying.* **90 points** = *Rosalba and Abuela have to be careful at the airport because they are flying around with planes. They have to watch where they are flying.* **80 points** = *They are flying around with planes.*

4. What does *tío* mean in English? How can you tell? |CL|

100 points = *Tío means uncle in English. I can tell because Rosalba says "Pablo is my uncle, my tío."* **90 points** = *Tío means uncle. I can tell because Rosalba explains it.* **80 points** = *It means uncle.*

- 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

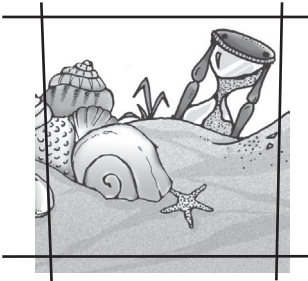
How do you think a pilot flying an airplane would feel if he saw Rosalba and Abuela flying by?

If you could change one thing about the city or town where you live, what would it be, and why?

- 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**

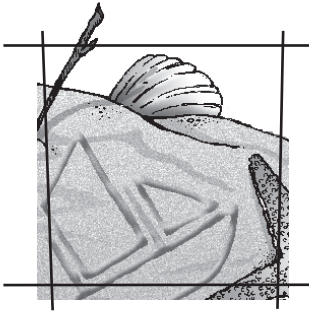
Timing Goal: 5 minutes

- 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 12–15 or 18–20 (ending with “...brought her landed.”)

- 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 and to remind students of the skill they are working on (word families).
- Point out that there is a word from this cycle's vocabulary list that has a word family in it. Write "flock" on the board.

flock



- 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 word family, and draw, or place, a fish above the *ock* after students respond. Randomly select a few students to share.


flock

- Write "best," "nest," and "pest" on the board.
- Use **Think-Pair-Share** to have students identify the word family *est*, and draw, or place, a fish above the *est* in each word after students respond. Randomly select a few students to share.

 best  nest  pest

- Use **Think-Pair-Share** to have students read the words. Randomly select a few students to share.
- 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 words in your journal. Then draw a fish above the word families, and read each word.

1. hockey *hockey*
2. rest *rest*
3. jock *jock*
4. western *western*

Building Meaning

flock	surrounds	glide	harbor
remind	careful	offer	downtown

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.*

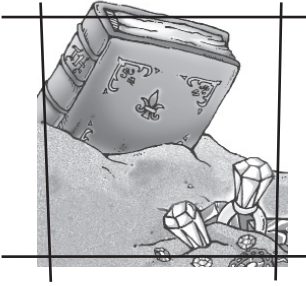
6. Water surrounds the small island. *Surrounds* means—
 - a. without cover.
 - b. closes around.
 - c. laughs loudly.
 - d. hangs above.

Practice Lists		
Group 1		
locker	pocket	stock
mock	socket	west
tested	chest	vest
Group 2		
other	stock	tested
pocket	many	then
chest	make	locker



- 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 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

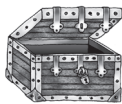
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

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.



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.

Why do Rosalba and Abuela have to be careful in the sky?

Listening Comprehension



- Read page 24 aloud. Use **Team Huddle** to have students identify the setting in this part of the story. *The sky*. Then have students turn back to their teams to identify different details about the setting. Use **Random Reporter** to select students to share their ideas with the class. *Possible answers include: The city has blue skies and clouds shaped like a bear, cat, and chair.*
- Remind students to use the Spanish glossary on page 36 if they need help sounding out the Spanish terms, which are italicized, or if they need to look up the meanings of the Spanish phrases.
- Remind students to think about the setting as they read.

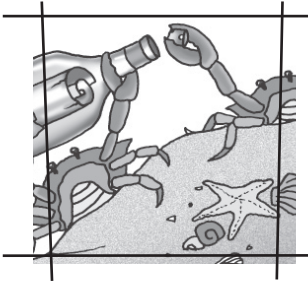
Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #4, 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 5

Team Talk

1. What things does Rosalba think she is like when she is flying? Why? |CC|
2. What does *hola* mean in English? |DC|
 - a. breakfast
 - b. hello
 - c. goodbye
 - d. dinner
3. Why does Rosalba want to fly downtown? |CE|
4. Tell about the setting of pages 26–29. Use the text and the pictures to help you. (Write-On) |ST|



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 26 and 27 aloud with partners.
pages 28 and 29 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 things does Rosalba think she is like when she is flying? Why? |CC|

100 points = Rosalba thinks she is like airplanes, balloons, and birds when she is flying. She thinks she is like these things because she is high in the air. **90 points** = Rosalba thinks she is like airplanes, balloons, and birds when she is flying because she is high in the air. **80 points** = Airplanes, balloons, and birds. She is high in the air.

2. What does *hola* mean in English? |DC|

- a. breakfast
- b. hello
- c. goodbye
- d. dinner

3. Why does Rosalba want to fly downtown? |CE|

100 points = Rosalba wants to fly downtown to see where her father works. Her father works downtown. **90 points** = Rosalba wants to fly downtown to see where her father works. **80 points** = To see where her father works.

Team Talk *continued*

4. Tell about the setting of pages 26–29. Use the text and the pictures to help you. (Write-On) |ST|

(Answers may vary.) 100 points = The setting of pages 26–29 is downtown. There are tall buildings. There are many buildings with windows. 90 points = The setting of pages 26–29 is downtown. There are tall buildings downtown. 80 points = Downtown. There are many tall buildings.

- 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.

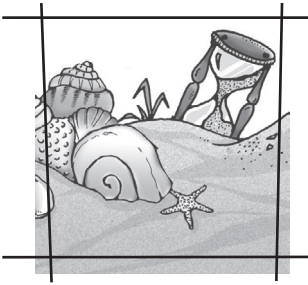
Team Talk Extenders

What is your favorite part about the town or city where you live?
Do you think you would like the crowded downtown or the city park better?

- 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**

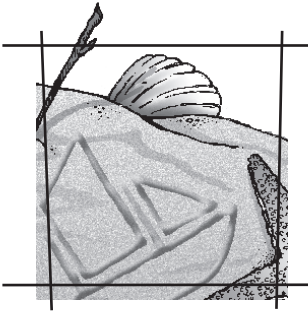
Timing Goal: 5 minutes

- 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 12–15, 18–20 (ending with “...brought her landed.”), or 26–29

- 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 (word families) and the Word Treasure clue that Captain Read More uses for word families.
- 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

It's easy to get lost in the forest.

Tim knocked loudly on the door.



- Use **Random Reporter** to choose a student to read each sentence orally and identify the word family. Draw a fish above the word families.

forest; knocked

- 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 words in your journal. Then draw a fish above the word families, and read each word.

1. chestnut *chestnut*

2. blocking *blocking*

3. cleanest *cleanest*

4. clocks *clocks*

Building Meaning			
flock	surrounds	glide	harbor
remind	careful	offer	downtown

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

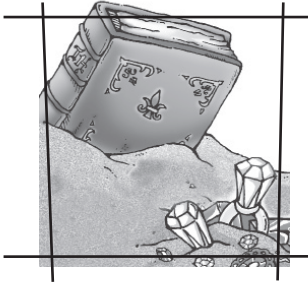
100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.* **80 points** = *The sentence uses the word correctly.*

6. Choose a word that best fits in the blank.
Jeff was very careful when he was holding the baby.

On My Own		
make	locker	pocket
many	chest	pencil
other	west	then

- 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?



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 students will read for their test. Tell what it is about, but do not give additional information or details.



In yesterday's reading, we saw more places that Rosalba and Abuela flew to. Today, we will find out what happens when Rosalba and Abuela return to the park.

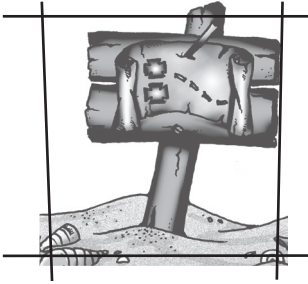
Vocabulary TP

- Remind students that their knowledge of 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 #4 ask about setting.
- Ask students to underline key words or phrases in question #4.
- 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.

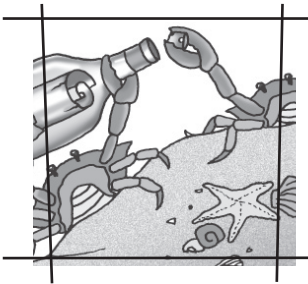
- Tell students to add any relevant events from this reading to their story maps and to do so without assistance.
- Remind students that they have 20 minutes for the test.



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**

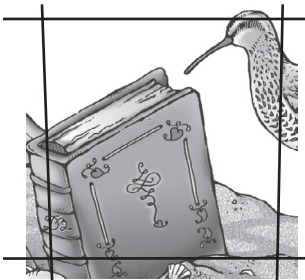
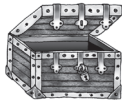
- Modify the procedures for Team Discussion to have students discuss independent strategy use and answers to the test. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use during Class Discussion.
- Pass out a colored pen (e.g., red or green ink) 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.

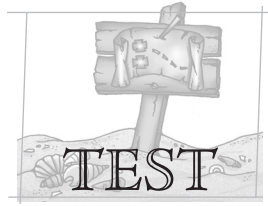


BOOK CLUB

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 30–34 of *Abuela*, and answer the following questions. The total score for comprehension questions equals 100 points.

20 points

1. The city was one of the settings in *Abuela*. Tell about this setting. |ST|

(Answers may vary.) 20 points = The city is a busy place. It has buses, factories, and trains. The city has a lot of tall buildings. It is near the ocean.

15 points = *The city has buses, factories, and trains. It also has a lot of tall buildings. 10 points = It has buses, factories, and trains.*

20 points

2. Why does Rosalba describe herself as things like a bird or balloon? |CCI

20 points = *Rosalba describes herself as things like a bird or balloon because she is flying like they do. She is flying high in the sky. 15 points = She*

describes herself as things like a bird or a balloon because she is flying like they do. 10 points = She is flying like they do.

10 points

3. Rosalba and Abuela visit all the following on their journey except— |PL • CCI

- the airport.
- the harbor.
- the park.
- the school.

20 points

4. Tell about the setting of pages 30–34. Use the text and the pictures to help you. |ST|

(Answers may vary.) 20 points = The setting of pages 30–34 is the park.

I can see from the pictures that the park is inside the city. The park has trees and a lake. There are a lot of people in the park. Some people are riding bikes, and some people are eating ice cream. 15 points = The setting of pages 30–34 is the park. The park is inside the city. It has trees and a lake. 10 points = The park. It has trees and a lake.

20 points

5. What does Abuela want to do **after** they return to the park? |SQ|

20 points = *Abuela wants to go for a boat ride after they return to the park.*

She wants to go on another adventure. 15 points = Abuela wants to go on another adventure after they return to the park. 10 points = She wants to go on another adventure.

10 points

6. What does Rosalba love about Abuela? |CHI|
- Abuela likes adventures.
 - Abuela knows how to fly.
 - Abuela can swim.
 - Abuela likes boats.

Word Power

Number your paper from 1 to 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 the words. Then draw a fish above the word families.

5 points 1. mocking *mocking*

5 points 2. dullest *dullest*

5 points 3. rocky *rocky*

5 points 4. harvest *harvest*

Building Meaning

flock	surrounds	glide	harbor
remind	careful	offer	downtown

10 points

5. Write a meaningful sentence for the word *careful*.

10 points = *Mindy was very careful not to spill the grape soda on her mom's new couch.* **5 points** = *Mindy was careful not to spill the soda on the couch.*

1 point = *Mindy was careful not to spill the soda.*

10 points

6. Greg's mom worked downtown in a big building.

10 points

7. Betty wanted to offer her old bike to her little brother. *Offer* means—
- take away.
 - try to hide.
 - try to give.*
 - to let sing.

10 points

8. Jesse always had to remind her best friend not to forget her books.

10 points

9. The sailboat began to glide across the water when the wind blew. *Glide* means—
- to move slowly.*
 - to move quickly.*
 - to slide around.*
 - to slide under.*

10 points

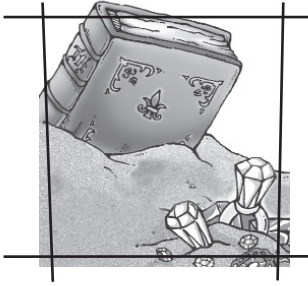
10. A ring of tall trees surrounds the camp site.

10 points

11. The ship slowed down as it pulled into the harbor. *Harbor* means—
- a place where ships dock.*
 - a place where planes land.*
 - a place where trucks park.*
 - a place where pets live.*

10 points

12. The girl threw some bread crumbs toward a flock of ducks.



DAY 6

ACTIVE INSTRUCTION

Timing Goal: 25 minutes

Set the Stage

- Introduce the writing goal.

Today you will write a descriptive paragraph about the things you would see if you were able to fly over your city or town. Remember that in the story *Abuela*, Rosalba and her grandmother flew over their city and saw many exciting things. You'll share your paragraphs with your classmates.

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 of a paragraph. Explain that a paragraph begins with a topic sentence.

A paragraph needs to begin with an opening sentence so our audience, which in this case will be classmates, knows what our paragraph is about. Let's look at an example of a descriptive paragraph.

- Display the blackline master below on the overhead.

Blackline master provided.

If I could go on a vacation anywhere, I would go to the beach. At the beach I would watch the waves crash onto the sand. The waves are big and noisy, and they leave white foam on the sand. I would also build large sand castles with deep moats around them to keep the water from knocking them down. Another thing I love to do is to collect sea shells. The shells are fragile and colorful, and I like to take them home and put them in a jar or make decorations with them. These are just a few fun things to do at the beach.

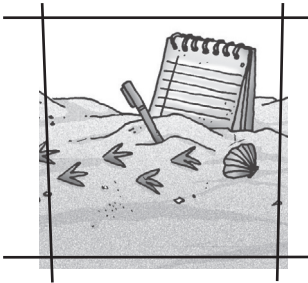
- Read the paragraph aloud. Point out that the topic sentence tells what the paragraph is about, where the writer would choose to go on vacation.

- Explain that when you are writing to inform, your paragraph should include details.

A good informative or descriptive paragraph includes details and examples that relate to the topic sentence. The details should include information that is interesting to the audience.



- Use **Random Reporter** to ask students to find one thing that the writer will do at the beach.
- Explain that a descriptive paragraph also includes descriptive words that tell more about the details in the paragraph. Point out that the descriptive words help to create a picture in the reader's mind.
- Use **Random Reporter** to ask students to find three descriptive words in the paragraph. Circle these words on the overhead as students identify them.
- Tell students that they will now begin to plan their descriptive paragraphs.



ADVENTURES IN WRITING

Timing Goal: 65 minutes

Planning

- Introduce the activity.

Remember that today we will write a descriptive paragraph about things you would see if you could fly over your city or town.



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

Student Edition, page 6

Writing Prompt

Imagine that you could fly over your city or town, just like Rosalba and Abuela do in the story *Abuela*. Write a descriptive paragraph to tell your classmates about the things you would see. Begin your paragraph with a topic sentence that tells what the paragraph will be about. Describe at least four things you would see on your adventure. Use descriptive words to tell your audience about each of the things you see. End your paragraph with a closing sentence.

Scoring Guide	
Your paragraph begins with a topic sentence and ends with a closing sentence.	10 points
Your paragraph includes information about four things you see.	15 points each (60 points maximum)
You use at least one adjective to describe each of the four things you see.	5 points each (20 points maximum)
The paragraph is written in complete sentences, and each sentence starts with a capital letter and ends with a period.	10 points

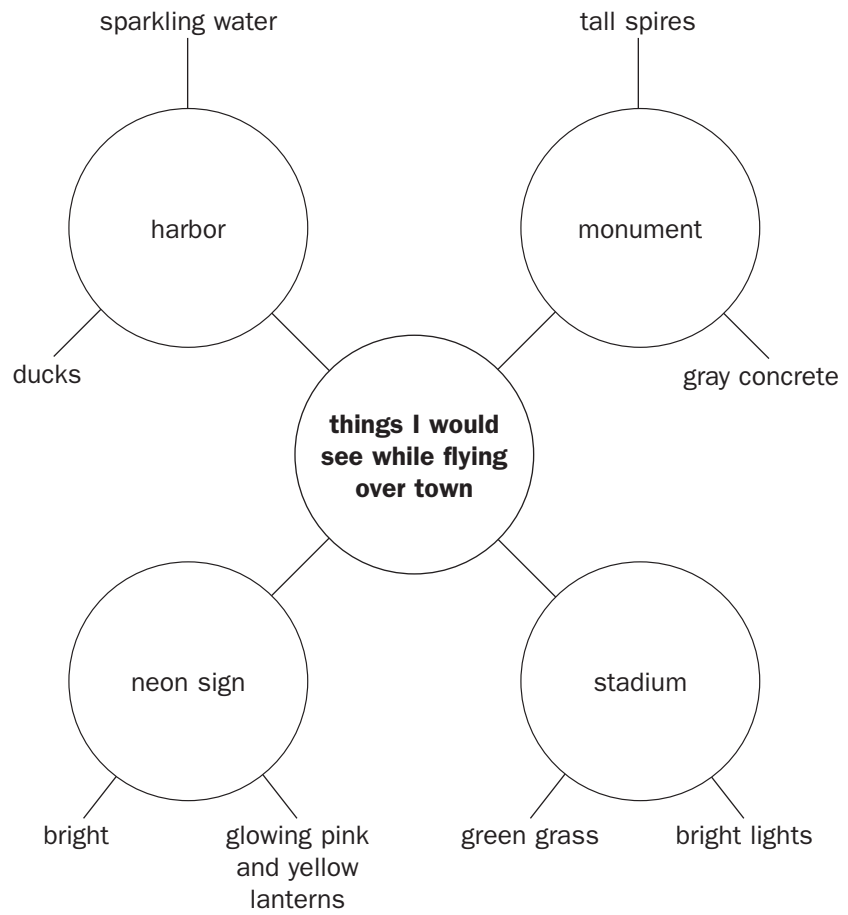
- Remind students of the importance of planning their writing before they actually begin to write. Introduce the graphic organizer—the type of organizer and how it is used.

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 web. This will help us put our thoughts in the right order as we write our descriptive paragraphs.

- 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.
- Remind students that they should begin their paragraphs with a topic sentence.
- Suggest the following topic sentence and write it on the overhead, chart paper, or board for students to copy: “If I could fly over my town, I would see many things.”
- Ask students if they have ideas for good topic sentences. Write their suggestions under your example.

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**
- Tell students to be sure to check that they and their partners have used describing words to talk about what they see as they fly over the town.
- 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.

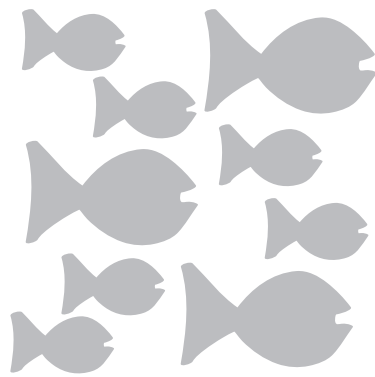
Editing

- 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 paragraphs 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?



If I could go on a vacation anywhere, I would go to the beach. At the beach I would watch the waves crash onto the sand. The waves are big and noisy, and they leave white foam on the sand. I would also build large sand castles with deep moats around them to keep the water from knocking them down. Another thing I love to do is to collect sea shells. The shells are fragile and colorful, and I like to take them home and put them in a jar or make decorations with them. These are just a few fun things to do at the beach.

Story Map



Title: Abuela

Characters:

Rosalba
Abuela
Daniel
Pablo
Elisa
Papá

Setting

Where: New York City

When: During the day

Problem:

Rosalba and Abuela want to *see* all of New York City.

Event: Rosalba and Abuela travel around New York City on a bus.

Event: Rosalba and Abuela go to the park and feed the birds.

Event: Rosalba and Abuela choose to fly around the city and then out to sea.

Event: Rosalba and Abuela visit their family around the city.

Event: Rosalba and Abuela go on a boat ride in the lake.

Solution:

Rosalba and Abuela choose to fly, so they can go wherever they want around the city.

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>Abuela</i>
<p>English Language Arts Standards: <i>Reading: Literature</i></p> <p>Integration of Knowledge and Ideas</p> <p>RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>
<p>English Language Arts Standards: <i>Reading: Foundational Skills</i></p> <p>Phonics and Word Recognition</p> <p>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>
<p>English Language Arts Standards: <i>Writing</i></p> <p>Text Types and Purposes</p> <p>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.</p>

