

# The Boy Who Didn't Believe in Spring

Written by Lucille Clifton

Puffin Unicorn, 1973 ISBN 0-14-054739-8

**Literature**

# Who Has Time?

Written by Miranda Spekes

Sundance Publishing, 2003 ISBN 0-7608-6680-5

**Literature**

**Reading  
Wings** 4th  
Edition

# TARGETED Treasure Hunt

**Listening Comprehension Text for  
*Who Has Time?***

## **Running for the Gold**

Written by Marsha Swanwick

Sundance Publishing, 2003

ISBN 0-7608-6681-3

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:  
The Boy Who Didn't Believe in Spring and  
Who Has Time?***

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**LITERATURE** (6 DAY)

# The Boy Who Didn't Believe in Spring

Written by Lucille Clifton

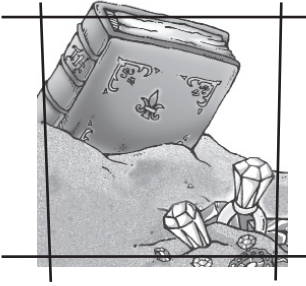
## Summary

Spring is in the air, but King Shabazz doesn't believe it. He thinks that Spring doesn't exist because he does not see the blue birds and growing crops that his mother and teacher talk about. King and his friend Tony Polito set off to find their own signs of Spring. They soon realize that Spring really is just around the corner.

## Instructional Objectives

	Reading	Word Power	Writing
	<b>Problem and solution (PS)</b>	<b>Contractions</b>	<b>Write a short story.</b>
<b>CYCLE 1</b>	Students will identify the main problem in the story and how it is solved.	Students will break contractions into their separate words to help them read the words.	Students will write short stories about something unusual the main character does not believe in. Students will write stories that have a setting, characters, plot events, and a problem and solution.



**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 **help and encourage others**, 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 *The Boy Who Didn't Believe in Spring* by Lucille Clifton. As we read, we'll identify the main problem in the story and how it is solved. Good readers use the problem and its solution to better understand the author's purpose for writing the story.**

- 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 **Think-Pair-Share** to have students discuss which is their favorite season and why. Randomly select a few students to share.
  - Explain that this story is about a boy who doesn't believe in spring because he can't see it. Use **Think-Pair-Share** to have students name things that they know exist, even though they can't be seen. Randomly select a few students to share. Use **Think-Pair-Share** to have students prove that each of these things do exist. 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
<b>decided</b> page 7	base word + ending: decid(e) + ed	chose	Yasmin <i>decided</i> to stay inside when she saw the rain.
<b>backwards</b> page 7	chunk: back-wards	turned around, in reverse	The car moved <i>backwards</i> down the driveway until it reached the street.
<b>believe</b> page 13	chunk: be-lieve	to accept as true	Taavon didn't <i>believe</i> in ghosts, but he was still scared in the empty house.
<b>grinned</b> page 13	base word + ending: grin(n) + ed	smiled	Marlena <i>grinned</i> when she saw her baby brother for the first time.

Word and Page Number	Identification Strategy	Definition	Sentence
<b>vacant</b> page 18	chunk: va-cant	empty	Waseem and Terrell were told to stay away from the dangerous <i>vacant</i> lot.
<b>beautiful</b> page 18	chunk: beau-ti-ful	pretty, lovely	<i>Beautiful</i> flowers filled the garden with color.
<b>waving</b> page 23	base word + ending: wav(e) + ing	swinging, swaying	The state flag was <i>waving</i> in the gentle breeze.
<b>almost</b> page 23	chunk: al-most	nearly	Malone <i>almost</i> fell on the ice, but her brother caught her just in time.

### Using the Targeted Skill (Prompt and Reinforce)

- Introduce the skill, identifying the problem and its solution, by reminding students that all stories have problems that characters face.
- Use **Team Huddle** and **Random Reporter** to have students identify the main problem and solution from a familiar story.



**Let's think about the main problem in a popular story. What is the main problem that the three pigs face in the story "The Three Little Pigs"?** Give students time to discuss. Use **Random Reporter** to select students to share. **That's right. The main problem that the pigs face is that the wolf wants to eat them. How is this problem solved in the story?** Give students time to discuss. Use **Random Reporter** to select students to share. **That's right. The problem is solved when the pigs make it safely to the third pig's brick house, which the wolf can't blow down. We just identified the main problem in the story and how the problem is solved.**

- Remind students to think about problem and solution as they read *The Boy Who Didn't Believe in Spring*.

### Listening Comprehension



- Read pages 3–5 of *The Boy Who Didn't Believe in Spring* aloud. Use a **Think Aloud** to model identifying the main problem in the story.

**I just read about King Shabazz, the main character, and about how upset he gets that he doesn't believe in Spring. This is the main problem in the story. King Shabazz doesn't believe in Spring. I wonder what he'll do to solve this problem. Will he stop worrying about Spring? Will he try to prove that Spring exists? I'll read on to find out.**

- Fill in the "Problem" section of a story map with this information as necessary.
- Remind students to think about the main problem in the story as they read.

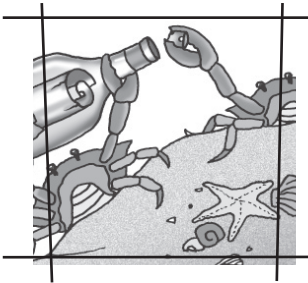
### Preview Team Talk

- 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. Tell when and where this story takes place.  ST
2. How does King Shabazz's teacher describe Spring?  DC
3. In today's reading, how does King Shabazz try to solve the main problem in the story? (Write-On)  PS
4. How does the author show that Tony Polito is a good friend to King Shabazz?  CH

- 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 7 (paragraphs 1–4) aloud with partners.  
 page 7 (paragraphs 5–8) 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. Tell when and where this story takes place. |ST|

**100 points** = *This story is set in a city neighborhood. It's late winter. The season is starting to change to Spring.* **90 points** = *This story is set in a city neighborhood. It is changing to Spring.* **80 points** = *A city in the Spring.*

2. How does King Shabazz's teacher describe Spring? |DC|

**100 points** = *King Shabazz's teacher describes Spring as a time when birds are blue.* **90 points** = *She describes Spring as a time when there are birds.* **80 points** = *A time when there are birds.*

3. In today's reading, how does King Shabazz try to solve the main problem in the story? (Write-On) |PS|

**100 points** = *In today's reading, King Shabazz tries to solve the main problem in the story by planning to go look for Spring. He wants to find Spring close to where he lives. He asks his friend to help him.* **90 points** = *In today's reading, King Shabazz tries to solve the main problem in the story by planning to go look for Spring. He wants to find Spring close to where he lives.* **80 points** = *He plans to go look for Spring.*

4. How does the author show that Tony Polito is a good friend to King Shabazz? |CH|

**100 points** = *The author shows that Tony Polito is a good friend to King Shabazz by describing how Tony is willing to follow King Shabazz on the search for Spring. Tony wants to help his friend find Spring and solve his problem. He sticks by his friend's side.* **90 points** = *The author shows that Tony Polito is a good friend to King Shabazz by describing how Tony Polito is willing to follow King Shabazz on the search for Spring. He wants to help his friend.* **80 points** = *By describing how Tony Polito is willing to follow King Shabazz.*

- 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**

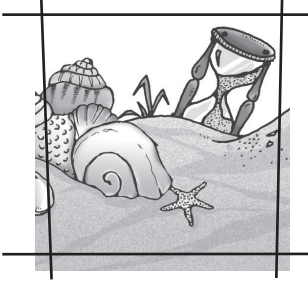
- Ensure participation by calling on teams to share responses to all discussions.
- Remember to add individual scores to the teacher cycle record form.



Strategy-Use Discussion	<ul style="list-style-type: none"> <li>– Use <b>Random Reporter</b> to select two or three students to describe their team’s strategy use with the class.</li> <li>– Award team celebration points.</li> </ul>
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Think-and-Connect Discussion	<ul style="list-style-type: none"> <li>– 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.</li> <li>– Allow students time to discuss your questions.</li> <li>– Use <b>Random Reporter</b> to select students to respond to your questions.</li> </ul>	
	<table border="1" style="width: 100%;"> <tr> <td style="background-color: #cccccc; vertical-align: top; padding: 5px;">Team Talk Extenders</td> <td style="padding: 5px;"> <p>King Shabazz is angry about Spring. Do you think Spring is a silly thing to be angry about? Why or why not?</p> <p>Think about how King Shabazz’s teacher described Spring. How would you describe Spring in two or three sentences?</p> </td> </tr> </table>	Team Talk Extenders
Team Talk Extenders	<p>King Shabazz is angry about Spring. Do you think Spring is a silly thing to be angry about? Why or why not?</p> <p>Think about how King Shabazz’s teacher described Spring. How would you describe Spring in two or three sentences?</p>	
<ul style="list-style-type: none"> <li>– Award team celebration points.</li> </ul>		

Write-On Discussion	<ul style="list-style-type: none"> <li>– Use <b>Random Reporter</b> to ask one or two students to read their written answers to the class. If desired, display student answers on the board.</li> <li>– Award team celebration points.</li> <li>– 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.</li> </ul>
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# 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.

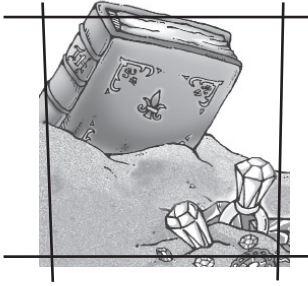
## Page 7 (paragraphs 1 and 2)

- 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

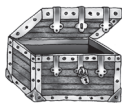
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

## 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.

## 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 Tony Polito help King Shabazz with his problem?

### Listening Comprehension



- Read pages 8 and 9 aloud. Use a **Think Aloud** to model identifying how King Shabazz tries to solve the main problem in the story.

**I know that the main problem in the story is that King Shabazz doesn't believe in Spring. I can also tell from this passage that he's trying to solve the problem. He and Tony Polito are looking for Spring. They look for it at the school and at the playground. They haven't found Spring, so the main problem hasn't been solved yet.**

- Read pages 10 and 11 aloud, pausing to make points, ask questions, or focus students' attention as necessary.
- Remind students to think about the main problem in the story as they read.

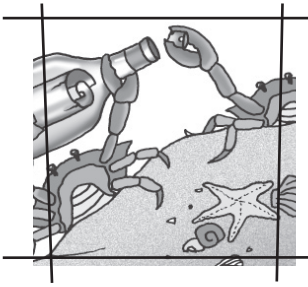
### Preview Team Talk

- 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. According to the boys, what smells so good? |CE|
  - a. the bakery
  - b. the deli
  - c. the pizzeria
  - d. the coffee shop
2. In today's reading, how does King Shabazz try to solve the main problem in the story? (Write-On) |PS|
3. Why do the boys walk fast past the apartments? |CE|
4. Do you think either boy would cross the street without the other? Support your answer. |DC|



# 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 13 (paragraphs 1–3) aloud with partners.**  
**page 13 (paragraphs 4 and 5) 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. According to the boys, what smells so good? |CE|
  - a. the bakery
  - b. the deli
  - c. the pizzeria
  - d. the coffee shop
2. In today's reading, how does King Shabazz try to solve the main problem in the story? (Write-On) |PS|

**100 points** = *In today's reading, King Shabazz tries to solve the main problem in the story by going past the streetlight to look for Spring. King Shabazz and Tony Polito have never gone this far before. They are not giving up on their problem. They are willing to try new things to solve their problem.* **90 points** = *In today's reading, King Shabazz tries to solve the main problem in the story by going past the streetlight to look for Spring. He and Tony have never gone this far, which shows that they are not giving up on their problem.* **80 points** = *King Shabazz goes past the streetlight to look for Spring.*

Team Talk *continued*

3. Why do the boys walk fast past the apartments? |CE|

**100 points** = *The boys walk fast past the apartments because Junior Williams lives there. Junior Williams said he was going to beat them up.* **90 points** = *The boys walk fast past the apartments because Junior Williams lives there.* **80 points** = *Because Junior Williams lives there.*

4. Do you think either boy would cross the street without the other? Support your answer. |DC|

**100 points** = *No. I don't think either boy would cross the street without the other. When they reach the streetlight, they both stop to see what the other boy is going to do. The light changes twice before they decide to cross the street.* **90 points** = *No. I don't think either boy would cross the street without the other. They both stop to see what the other boy is going to do at the streetlight.* **80 points** = *No. They both stop to see what the other boy is going to do.*

- 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.

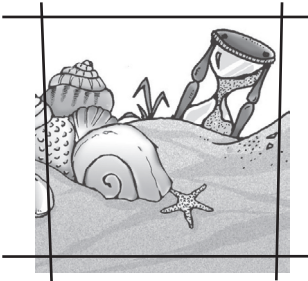
Team Talk Extenders

If you were Tony Polito, would you follow King Shabazz? Why or why not?  
 What do you think about King Shabazz's search? 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**

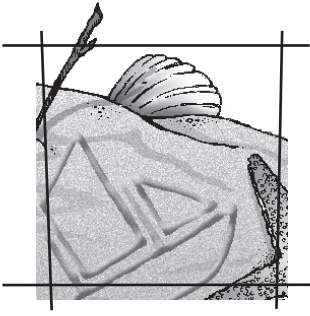
Timing Goal: 5 minutes

- 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 or display these on the board.

Student Edition, page 1

### Page 13 (paragraphs 4 and 5)

- 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.

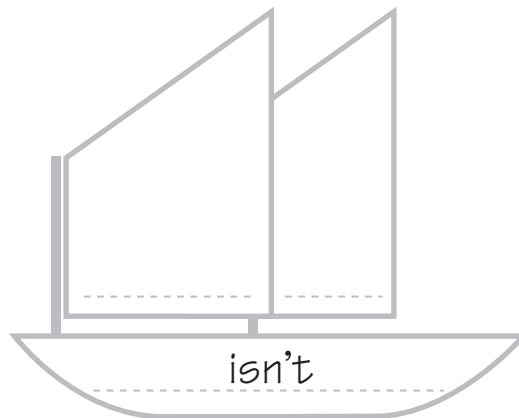


## WORD POWER **TP**

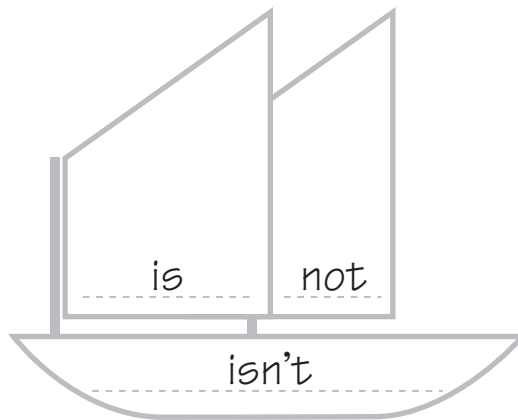
Timing Goal: 10 minutes

- Pretend to take a message from Captain Read More out of the bottle. Use the message to introduce the Word Power skill (contractions) and the Word Treasure clue for reading them.
- Explain that contractions are words made from two words—a base word and a second word. When the words are put together, the base word stays the same and the second word is pushed onto it. When the words are pushed together, one or more letters gets squeezed out of the second word and replaced with an apostrophe.
- Display a sailboat with two overlapping sails, and write “isn’t” on the boat.

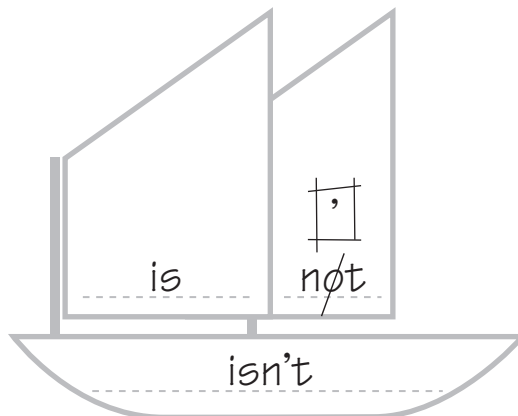
Blackline master provided.



- Use **Think-Pair-Share** to have students discuss what is different about the sails on this boat. Randomly select a few students to share. *They overlap.*
- Explain that the two main sails overlap because they have been pushed together, just like contractions are two words that have been pushed together.
- Point out the apostrophe, and explain that it stands for one or more missing letters from one of the words.
- Model and prompt students to figure out how the clues can help them read the word and what should go on the sails. Write the word parts on the sails. If necessary, write “n\_t” on the second sail to help students visualize *not*.



- Ask students to read just the sail parts and to compare those with the boat to see if they are the same. Explain that because the *o* is missing when you put the parts together, the word on the boat sounds different. Ask students to blend the sounds on the boat, omitting the *o* sound until they pronounce *isn't* correctly. Model if necessary.
- Explain to students that Captain Read More uses the scrubber to clean off the *o* and uses a patch to add the apostrophe.
- Model the changes on the sails.



- Repeat the activity with *can't*.
- 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

When *not* is added to another word, the /*o*/ sound is left out, and an apostrophe is put in its place.

If you're having trouble reading these words, try to read the parts of the word first, and then read the whole word.

- Tell students to be on the lookout for a contraction in this cycle's story.
- 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 each word in your journal. Write the two words, draw a line through the extra letter, and then draw a patch to add the apostrophe. Draw a sailboat if you need help.

1. aren't    are + ~~n~~o~~t~~ □ '
2. can't    can + ~~p~~o~~t~~ □ '
3. wouldn't    would + ~~n~~o~~t~~ □ '
4. shouldn't    should + ~~n~~o~~t~~ □ '

Building Meaning

decided	backwards	believe	grinned
vacant	beautiful	waving	almost

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. Draw a picture to show your understanding of the word *waving*.

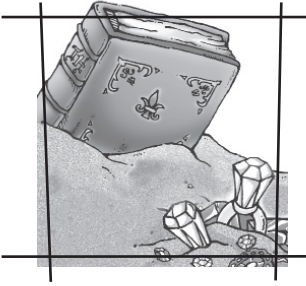
(Answers may vary.) The picture and explanation of the picture should support a clear understanding of the word.



- 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"><li>- How many points did you earn today?</li><li>- How well did you use the team cooperation goal and behavior?</li><li>- How can you earn more points?</li></ul>



## DAY 3

## ACTIVE INSTRUCTION

Timing Goal: 30 minutes

## Team Cooperation Goal

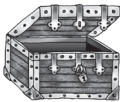
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

## 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.

How does King Shabazz try to solve the main problem?

### Listening Comprehension



- Read pages 14–16 aloud. Use a **Think Aloud** to model identifying how Tony Polito and King Shabazz try to solve the main problem in the story.

**King Shabazz and Tony Polito are still looking for Spring. They look by the church and by the bar-b-q restaurant. As they search for Spring, I can see that they are trying to solve the main problem in the story.**



- Use **Team Huddle** to have students discuss whether the main problem in the story has been solved. Use **Random Reporter** to select students to share.

**We know what the main problem in the story is and how King Shabazz and Tony Polito are trying to solve the main problem by searching for Spring. Has the main problem been solved? Give students time to discuss. Use Random Reporter to select students to share. That's right. It has not. The boys have not found Spring.**

- Remind students to think about the main problem in the story as they read.

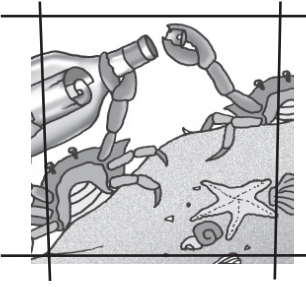
### Preview Team Talk

- 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. In today's reading, does King Shabazz solve the main problem in the story? Support your answer. (Write-On) |PS|
2. Where do the boys go **after** they pass the apartments? |SQ|
  - a. the bakery
  - b. the bar-b-q place
  - c. the vacant lot
  - d. the restaurant
3. How do the boys feel when they see the car? Support your answer. |DC|
4. Describe the vacant lot. |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**  
**page 17 aloud with partners.**  
**page 18 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. In today's reading, does King Shabazz solve the main problem in the story? Support your answer. (Write-On) |PS|

**100 points** = No. In today's reading, King Shabazz does not solve the main problem in the story. He has not found Spring, so he still doesn't believe in it. He keeps searching, but he can't find a solution to his problem.

**90 points** = No. King Shabazz does not solve the main problem in the story. He has not found Spring. **80 points** = No. He has not found Spring.

2. Where do the boys go **after** they pass the apartments? |SQ|
  - a. the bakery
  - b. the bar-b-q place
  - c. the vacant lot
  - d. the restaurant

Team Talk *continued*

3. How do the boys feel when they see the car? Support your answer. |DC|

**100 points** = *The boys are excited when they see the car. They think it is beautiful. They both whisper, "Oh man."* **90 points** = *The boys are excited when they see the car. They think it is beautiful.* **80 points** = *They are excited.*

4. Describe the vacant lot. |ST|

**100 points** = *The vacant lot is small and empty, except for the car. The car is sitting on top of a mound in the middle of the lot. They think the car is beautiful. The vacant lot has three high walls.* **90 points** = *The vacant lot is small and empty, except for the car. The car is in the middle of it.* **80 points** = *It is small and empty with three walls.*

- 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.

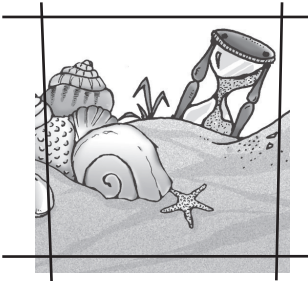
Team Talk Extenders

Do you think the boys would be more likely to believe in spring if they lived in the country? Why or why not?  
Describe what spring is like where you live.

- 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**

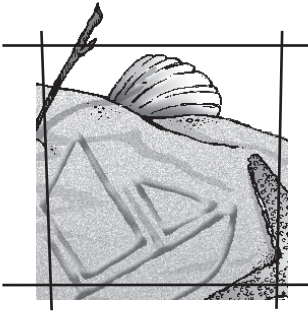
Timing Goal: 5 minutes

- 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

**Page 13 (paragraphs 4 and 5) or 18 (paragraphs 1 and 2)**

- 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.

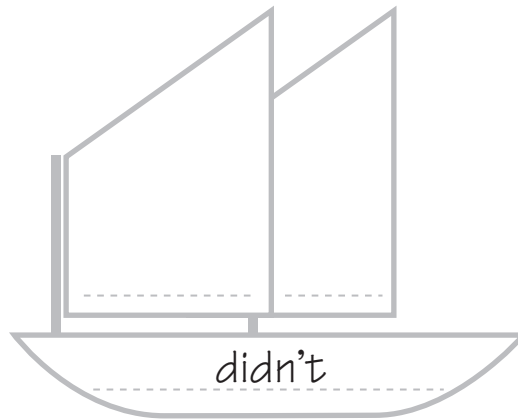


# WORD POWER **TP**

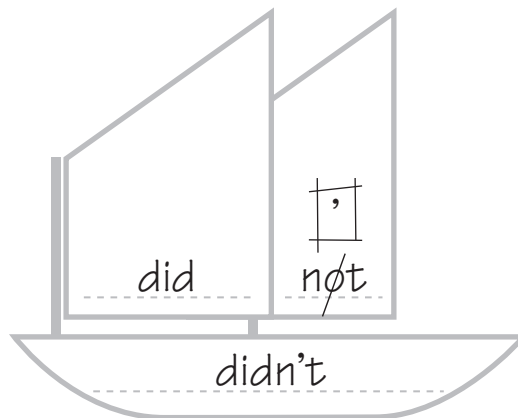
Timing Goal: 10 minutes



- Pretend to take a message from Captain Read More out of the bottle. Use the message to remind students of the skill they are working on (contractions).
- Use **Think-Pair-Share** to have students discuss whether they found a contraction in the title of this cycle's story. Randomly select a few students to share. *Didn't*.
- Display a sailboat with two overlapping sails, and write "didn't" on the boat.



- Use **Think-Pair-Share** to have students identify which words should go on the sails [*did and not*] and how to use the tools to change the words [*scrub out the o, and patch in an apostrophe*]. Randomly select a few students to share.



- Make changes on the sails after students respond.

- 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 each word in your journal. Write the two words, draw a line through the extra letter, and then draw a patch to add the apostrophe. Draw a sailboat if you need help.

1. don't    *do + n~~o~~t*    '
2. haven't    *have + n~~o~~t*    '
3. wouldn't    *would + n~~o~~t*    '
4. wasn't    *was + n~~o~~t*    '

### Building Meaning

decided	backwards	believe	grinned
vacant	beautiful	waving	almost

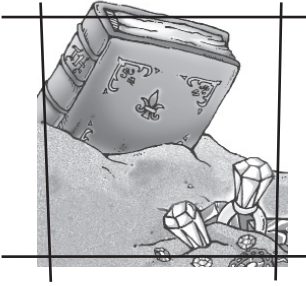
5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.  
**100 points** = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.* **80 points** = *The sentence uses the word correctly.*
6. Consuela was almost done with her homework when it was time for dinner.  
*Almost* means—
  - a. nearly.
  - b. neatly.
  - c. newest.
  - d. prepare.

Practice Lists			
Group 1			
is	not	isn't	
was	not	wasn't	
could	not	couldn't	
Group 2			
these	shouldn't	won't	
isn't	their	haven't	
every	can't	didn't	



- 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"> <li>- How many points did you earn today?</li> <li>- How well did you use the team cooperation goal and behavior?</li> <li>- How can you earn more points?</li> </ul>



## DAY 4

## ACTIVE INSTRUCTION

Timing Goal: 30 minutes

## Team Cooperation Goal

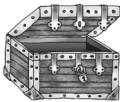
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

## 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.

What do King and Tony find? How do they feel about it?

### Listening Comprehension



- Read pages 20 and 21 aloud. Use **Team Huddle** and **Random Reporter** to have students tell whether the main problem in the story has been solved.

**King Shabazz and Tony Polito find crops coming up. This is important because it could be that crops are proof of Spring. Does this mean the main problem has been solved? Ask yourselves, “Does King Shabazz believe in Spring?”** Give students time to discuss. Use **Random Reporter** to select students to share. **That’s right. The main problem hasn’t quite been solved. Even though the boys have found crops, we don’t know for sure if this means that King Shabazz believes in Spring. We’ll have to read on to find out for sure.**

- Remind students to think about the main problem in the story 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.

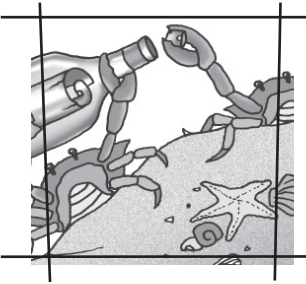
Student Edition, page 5

Team Talk

- The noise the boys heard coming from the car is actually made by— |CE|
  - chipmunks.
  - rats.
  - squirrels.
  - birds.
- Why are these animals using the car? |CE|

Team Talk *continued*

3. Which of the following describes how the boys feel when they find the eggs? |DC|
  - a. happy
  - b. afraid
  - c. angry
  - d. sad
  
4. In today's reading, does King Shabazz solve the main problem in the story? Support your answer. (Write-On) |PS|



## 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 22 and 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. The noise the boys heard coming from the car is actually made by— |CE|
  - a. chipmunks.
  - b. rats.
  - c. squirrels.
  - d. birds.

2. Why are these animals using the car? |CE|

**100 points** = *The animals are using the car as a place to make a nest for the eggs. It is a safe place for the animals to put their eggs. Not many people go near the car.* **90 points** = *They are using the car as a place to make a nest for the eggs. It was a safe place.* **80 points** = *As a place to make a nest for the eggs.*

3. Which of the following describes how the boys feel when they find the eggs? |DC|
  - a. happy
  - b. afraid
  - c. angry
  - d. sad

4. In today's reading, does King Shabazz solve the main problem in the story? Support your answer. (Write-On) |PS|

**100 points** = *Yes. In today's reading, King Shabazz solves the main problem in the story. He says, "Man, it's Spring." This means that he must believe in Spring now.* **90 points** = *Yes. King Shabazz solves the main problem. He says, "Man, it's Spring."* **80 points** = *Yes. He says, "Man, it's Spring."*

- 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.

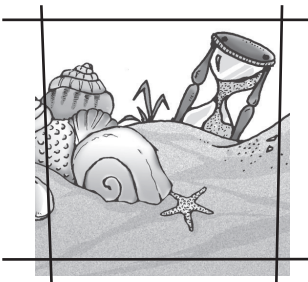
Team Talk Extenders

What do you think the boys should do with the eggs they have found? Why?  
 In a few months, will King Shabazz need proof that Summer has arrived? What about Autumn? What about Winter? Explain.

- 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

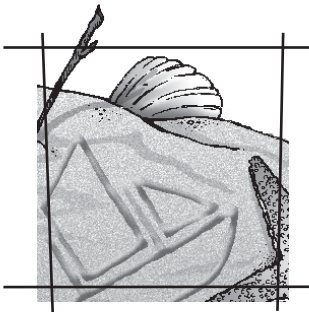
Student Edition, page 1

**Page 13 (paragraphs 4 and 5), 18 (paragraphs 1 and 2), or 25**

- 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.

- 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 (contractions) and the Word Treasure clue and tools that Captain Read More uses for contractions (sailboat, scrubber, and patch).
- 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

Jeremy isn't coming to the party.

Troy couldn't get his dog to fetch the ball.



- Use **Random Reporter** to choose a student to read each sentence aloud.  

'

'

*is + n~~o~~t; could + n~~o~~t*
- 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,  
pages 5 and 6

Skill Practice

Write each word in your journal. Write the two words, draw a line through the extra letter, and then draw a patch to add the apostrophe. Draw a sailboat if you need help.

- 1. hasn't *has + not*
- 2. wasn't *was + not*
- 3. aren't *are + not*
- 4. hadn't *had + not*

Building Meaning

decided	backwards	believe	grinned
vacant	beautiful	waving	almost

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 the word that best fits in the blank.  
We decided to paint the room a different color.

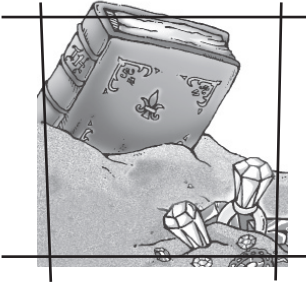
On My Own

every	isn't	these
don't	could	couldn't
their	can't	haven't

- 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"><li>- How many points did you earn today?</li><li>- How well did you use the team cooperation goal and behavior?</li><li>- How can you earn more points?</li></ul>



## 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.



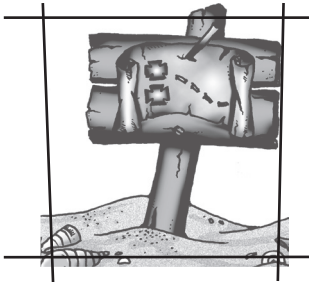
**In yesterday's reading, King and Tony found a bird's nest filled with eggs. Today we will find out if King Shabazz believes in Spring.**

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

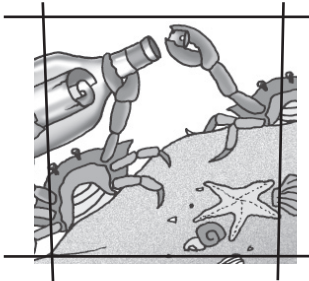
- Distribute the test, and preview it with students without providing information about the answers. Point out that questions #1 and #5 ask about problem and solution.
- Ask students to underline key words or phrases in question #5.
- Make sure that students understand that the test is independent work 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.

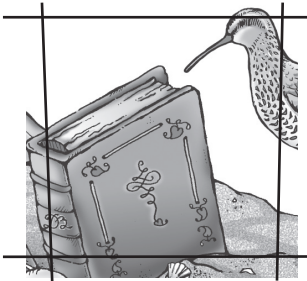
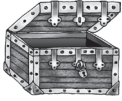
### Team Discussion **TP**

- 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 that students need. If necessary, add or modify questions on the next student test to address a particular skill, quality of expression, or question format.

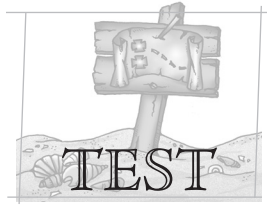


**BOOK CLUB**

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"> <li>- How many points did you earn today?</li> <li>- How well did you use the team cooperation goal and behavior?</li> <li>- How can you earn more points?</li> </ul>



## Comprehension Questions

Read page 26 of *The Boy Who Didn't Believe in Spring*, and answer the following questions. The total score for comprehension questions equals 100 points.

**20 points**

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

**20 points** = *The main problem in the story is that King Shabazz doesn't believe in Spring.* **15 points** = *The main problem is that King Shabazz doesn't believe in Spring.* **10 points** = *King Shabazz doesn't believe in Spring.*

**10 points**

2. This story is set— |ST|

- in the city.*
- in the country.*
- in a village.*
- in a farmhouse.*

**20 points**

3. How does the author show that King Shabazz and Tony Polito are determined? |CH|

**20 points** = *The author shows that King Shabazz and Tony Polito are determined by describing how hard they look for Spring. Even though they don't find it in most places, they keep looking.* **15 points** = *The author shows that they are determined by describing how hard they look for Spring.* **10 points** = *They keep looking and looking for Spring.*

**10 points**

4. In today's reading, why is Tony Polito's brother mad? |CE|

- because he trampled on the plants in the lot*
- because he is hanging out with King Shabazz*
- because he and King Shabazz went too far away*
- because he has not done any of his chores yet*

**20 points**

5. In today's reading, how can you tell for sure that the main problem in the story has been solved? |PS|

**20 points** = *In today's reading, I can tell for sure that the main problem in the story has been solved because King Shabazz whispers, "Spring is here," to Tony Polito. This means that King Shabazz definitely believes in Spring.* **15 points** = *The main problem has been solved because King Shabazz whispers, "Spring is here," to Tony Polito.* **10 points** = *King Shabazz whispers, "Spring is here," to Tony Polito.*

20 points

6. Do you think King Shabazz will be upset when Spring comes around next year? Support your answer. |DC|

*(Answers may vary.) 20 points = No. I do not think King Shabazz will be upset when Spring comes around next year. Now that he believes in Spring, he'll have nothing to be upset about when people talk about Spring. 15 points = No. I do not think King Shabazz will be upset. He believes in Spring now. 10 points = No. He believes in Spring now.*

## 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 each word. Write the two words, draw a line through the extra letter, and draw a patch to add the apostrophe. Draw a sailboat if you need help.

5 points      1. shouldn't    *should + not* '

5 points      2. haven't    *have + not* '

5 points      3. didn't    *did + not* '

5 points      4. wouldn't    *would + not* '

### Building Meaning

decided	backwards	believe	grinned
vacant	beautiful	waving	almost

10 points

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

**10 points =** *Keyana walked by herself almost all the way to school before she remembered that she had forgotten her homework. 5 points =* *Keyana was almost at school when she remembered that she had forgotten her homework. 1 point =* *Keyana almost forgot her homework.*

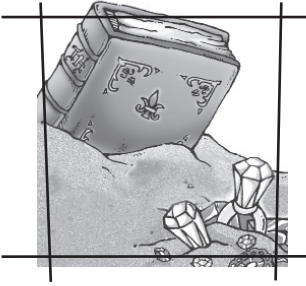
10 points

6. Anwar and Montel were not allowed to play in the vacant lot because it was dangerous.

10 points

7. Dontae was waving his arms to get his brother's attention. *Waving* means—
- running slowly.
  - sweating, tired.
  - sweeping, cleaning.
  - swinging, swaying.

- 10 points**            8. The summer sky was bright with *beautiful* shining stars.
- 10 points**            9. Bria decided to buy a candy bar instead of an apple for a snack. *Decided* means—
- a. close.
  - b. chase.
  - c. *chose*.
  - d. snake.
- 10 points**            10. The happy clown grinned during the entire party. *Grinned* means—
- a. smelled.
  - b. *smiled*.
  - c. prepared.
  - d. yelled.
- 10 points**            11. Taavon didn't believe his eyes when he saw the shooting star. *Believe* means—
- a. *to accept as true*.
  - b. to nod and smile.
  - c. to leave in a hurry.
  - d. to look at closely.
- 10 points**            12. Sonia showed that she was a good skater by moving *backwards* on the ice.

**DAY 6****ACTIVE INSTRUCTION**

Timing Goal: 25 minutes

**Set the Stage**

- Introduce the writing goal.

**Today you will write a short story for your class with a character who does not believe in something. In *The Boy Who Didn't Believe in Spring*, King Shabazz does not think Spring really exists.**

**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 activity, writing a short story, by telling students that stories all have certain elements in them.

**All stories have certain elements to them. Stories have a setting, which is where the story takes place. They have characters. Stories have events that happen to the characters. Most stories also have a problem and solution. Think of the elements on the story map as you think about today's activity.**

- Display the following story.

Blackline master provided.

**The Lost Hamster**

Derek was sitting on his bed in his room, thinking very hard. His mother had called for him to hurry up and come down to breakfast. Derek knew that he could be late for school if he did not hurry up, but he had a problem. Derek's pet hamster had escaped from its cage!

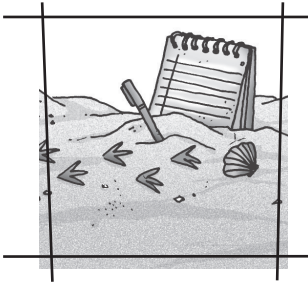
"Where is my hamster?" Derek asked. He knew he had to find it before he left for school. He looked under clothes and toys on his floor. He heard his mom call again. This time she sounded angry! Derek took a moment to think about where he would hide if he were a hamster.

Suddenly, he heard a familiar nibbling sound! Derek followed the noise to his desk. There was his hamster! His pet was happily nibbling on a pencil on Derek's desk. Derek scooped him up and into his cage, making sure he shut it tightly. Then he ran downstairs to eat and rush to school.



- Use **Random Reporter** to ask students about the elements of story structure.

**Let's see what elements of story structure we can identify in this story. Who is the main character? Derek. Right. He is the person who does most of the action in the story. Where does the story take place? Derek's bedroom in the morning. Good! We know he is sitting on his bed, and it is morning because Derek could be late for school. What problem does Derek have? His hamster is missing and he needs to find it. Good work. What events take place that lead to the solution? Derek looks around his room. Derek hears a nibbling sound and finds his hamster on his desk. Right! How does the story end? Derek puts his hamster in its cage and makes sure it is shut tightly before he leaves. Good. You have just identified this story's structure.**
- Tell students that they will keep the elements of story structure in mind as they write their short stories about a character who does not believe in something.



## ADVENTURES IN WRITING

Timing Goal: 65 minutes

### Planning

- Introduce the activity.

**Remember that today you are writing a short story with a character who does not believe in something.**



- 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

In *The Boy Who Didn't Believe in Spring*, King Shabazz does not believe Spring really exists. Today, you will write a short story with a character who does not believe in something, just like King Shabazz does not believe in Spring. For your story, think of something that would be silly or unusual not to believe in. Your story should tell how the character tries to prove that the thing he or she does not believe in exists. Remember that your story should have a setting, a main character, events, a problem, and a solution. Remember to give your story a title and to write in complete sentences.

Scoring Guide	
The short story is about a character who does not believe in something.	<b>20 points</b>
The thing your character does not believe in is silly or unusual.	<b>15 points</b>
The short story has a setting, a main character, events, a problem, and a solution.	<b>10 points each (50 points maximum)</b>
Your short story is written for your classmates.	<b>10 points</b>
The short story has a title and is written in complete sentences.	<b>5 points</b>

- 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 story map. This will help us organize our thoughts and make sure we have all the story elements as we write our short stories.**

- 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**

# Story Map



**Title:** There is No Such Thing as Snow

**Characters:**  
Herbie and Alana

**Setting:**  
  
Where: Sunnyvale  
  
When:

**Problem:**  
Herbie and Alana do not believe in snow.

Event: Herbie and Alana go to the library to read about snow.  
\_\_\_\_\_  
Event: \_\_\_\_\_  
Event: \_\_\_\_\_  
Event: \_\_\_\_\_  
Event: \_\_\_\_\_

**Solution:**  
Herbie and Alana see snow when it suddenly becomes very cold outside.

### 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 that their short stories should be about a character who does not believe in something.

**Let's discuss your ideas. Your story should be about a character who does not believe in something. You read a story about a boy who does not believe in Spring. Do you believe in spring? Spring happens every year! It follows winter. We know it is spring when the weather gets warmer and plants grow. It is easy to believe in spring, but the main characters of this cycle's story did not. You should think of something like not believing in spring for your short story.**

- Ask students to suggest some common things that people might not believe in. Tell students to think of common things they have seen or things that happen each year. *Dogs, horses, sharks, trees, rain, the ocean, the Fourth of July, candy, dentists, etc.*
- Display your story based on the graphic organizer. Read the story aloud.

Blackline master provided.

### **There is No Such Thing as Snow**

Herbie and Alana lived in Sunnyvale. It was always warm and sunny in their town. Herbie and Alana could remember seeing rain once. They did not like it. It was wet and cold.

One day Herbie was reading a book. The book talked about a strange thing called snow. He asked Alana what snow was, but she did not know. They asked their mother. She said snow was frozen rain.

Herbie and Alana laughed. "That's impossible. There is no such thing as snow," they said together. Their mother told them to read about snow at the library.

The children ran to the library to learn if snow was real. They found many books that showed pictures of snow. It looked like icy lace.

"I still don't believe it," Herbie said. "They drew these pictures. They made snow up!" he shouted. Alana agreed.

A librarian called everyone to her desk. She had a radio turned on. The weather announcer was very excited. He said that it had suddenly turned cold and cloudy. He described icy flakes of lace falling from the sky.

Herbie and Alana ran outside. It was snowing! They held out their hands to touch the snow. It was cold and wet, but Herbie and Alana liked it better than rain. They thought it was beautiful.

"We believe in snow!" Herbie and Alana cried.

- After reading your story, use **Think-Pair-Share** to ask students what Herbie and Alana do not believe in. *They do not believe in snow.*



- Ask students if they think this is a silly thing for someone to not believe in. Use **Random Reporter** to share responses. *Yes. It is silly because it snows in a lot of places. It snows on mountains. It snows at the North Pole.*
- Remind students that when they think about the silly thing that people do not believe in for their story, they should think about why it is silly not to believe in it.
- 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.

### 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.

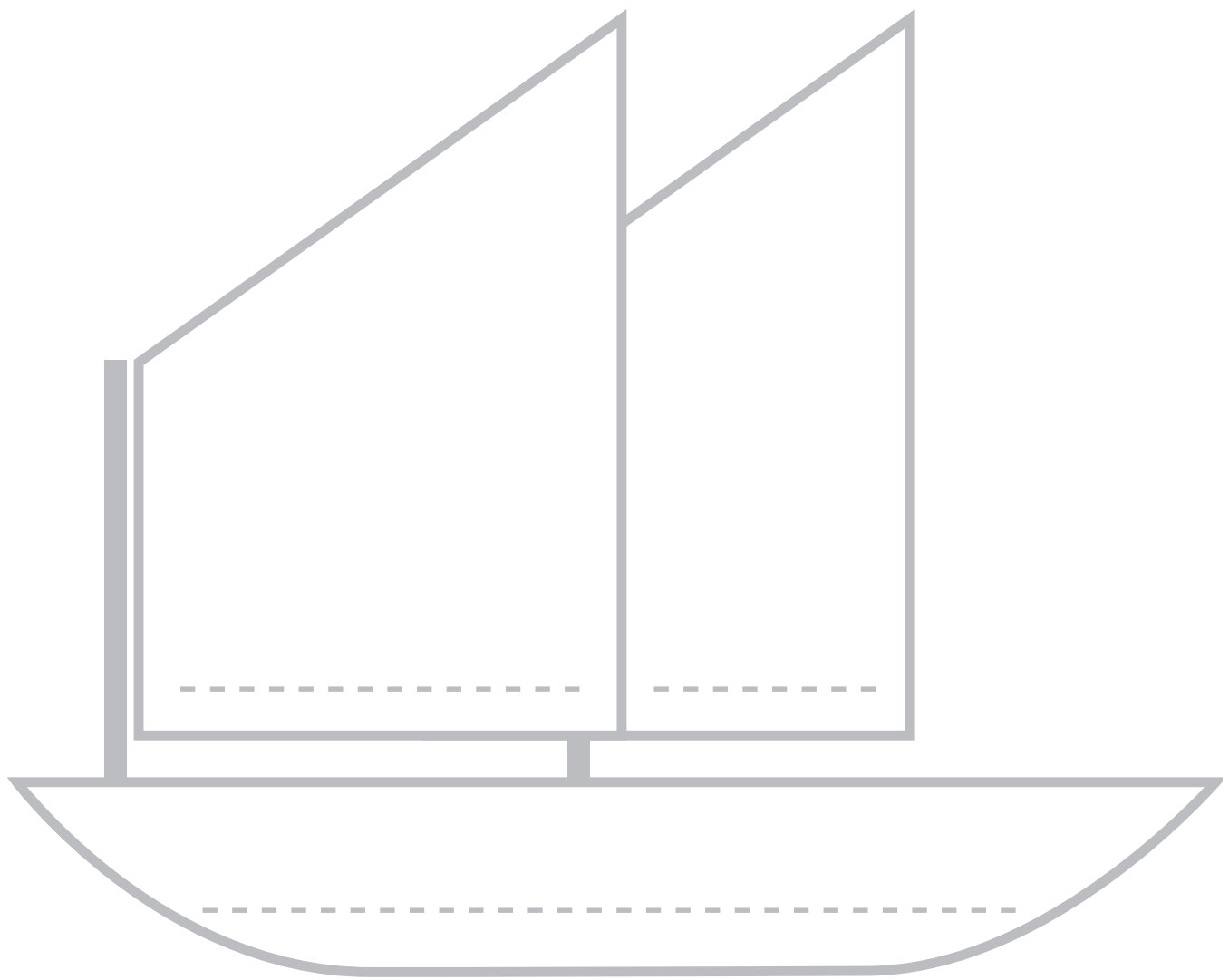
### Editing

- 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.
- 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"> <li>- What is your team celebration score?</li> <li>- How well did you use the team cooperation goal and behavior?</li> <li>- How can you earn more points?</li> </ul>



## **The Lost Hamster**

Derek was sitting on his bed in his room, thinking very hard. His mother had called for him to hurry up and come down to breakfast. Derek knew that he could be late for school if he did not hurry up, but he had a problem. Derek's pet hamster had escaped from its cage!

"Where is my hamster?" Derek asked. He knew he had to find it before he left for school. He looked under clothes and toys on his floor. He heard his mom call again. This time she sounded angry! Derek took a moment to think about where he would hide if he were a hamster.

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Herbie and Alana ran outside. It was snowing! They held out their hands to touch the snow. It was cold and wet, but Herbie and Alana liked it better than rain. They thought it was beautiful.

“We believe in snow!” Herbie and Alana cried.

# Story Map



**Title:** The Boy Who Didn't Believe in Spring

**Characters:**

King Shabazz  
Tony Polito  
King's Mama  
Tony's brother Sam

**Setting:**

**Where:** King's neighborhood

**When:** During the day

**Problem:**

King Shabazz doesn't believe in Spring.

**Event:** King decides to go looking for Spring with Tony.

**Event:** They stop to smell the buns at Weissman's, but can't find Spring.

**Event:** They go past the streetlight together to keep looking for Spring.

**Event:** Tony trips on some crops that are growing in a vacant lot.

**Event:** King sees birds fly out of the car and runs over to find a bird's nest with three eggs inside.

**Solution:**

As Tony's brother calls for him, King tells Tony that Spring is here.

## 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.

<i>LEVEL 2 / The Boy Who Didn't Believe in Spring</i>
<p><b>English Language Arts Standards: <i>Reading: Literature</i></b></p> <p><b>Craft and Structure</b></p> <p>RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p>
<p><b>English Language Arts Standards: <i>Language</i></b></p> <p><b>Conventions of Standard English</b></p> <p>L.2.2c Use an apostrophe to form contractions and frequently occurring possessives.</p>
<p><b>English Language Arts Standards: <i>Writing</i></b></p> <p><b>Text Types and Purposes</b></p> <p>W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>



**LITERATURE** (6 DAY)

# Who Has Time?

Written by Miranda Spekes

**Listening Comprehension Text**

**Running for the Gold**

Written by Marsha Swanwick

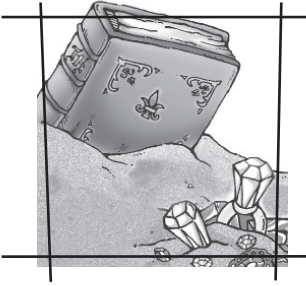
## Summary

Diane never seems to have enough time. Diane is too busy with schoolwork, running track, and band lessons to excel in any one area. Her grades soon begin to slip, she loses track meets, and she blows sour notes in band rehearsal. How will Diane ever learn to make time for what’s important?

## Instructional Objectives

	Reading	Word Power	Writing
<b>CYCLE 1</b>	<b>Problem and solution (PS)</b>	<b>Digraphs</b>	<b>Write a letter.</b>
	Students will identify the main problem in the story and how it is solved.	Students will identify the digraphs <i>ch</i> and <i>sh</i> to help them read words.	Students will write letters to friends who asked them for advice. Students will write letters that include the parts of a letter and two solutions to the problem.



**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.

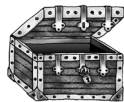
**This cycle we will read *Who Has Time?* by Miranda Spekes. As we read, we'll identify the main problem and how the problem is solved. Good readers use the problem and solution to help them better understand the story and its characters.**

- 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 differ sfrom informational text.
- Use the items below to build or activate background knowledge about the story.
  - Use **Team Huddle** to talk about being busy. Ask students to share what they think a busy day would be like. Use **Random Reporter** to share responses.
  - Explain that the main character in this story is a runner. Use **Team Huddle** and **Random Reporter** to have students tell why people run and why it is healthy. Ask students to tell what other types of exercise they enjoy.



**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 7  
 Student Edition chart does not contain page numbers or identification examples.

Word and Page Number	Identification Strategy	Definition	Sentence
<b>worse</b> page 4	blend	bad, not as good as something else	Having the flu is <i>worse</i> than having a cold.
<b>studying</b> page 4	base word + ending: study + ing	learning	Karen has been busy <i>studying</i> her word list for the spelling bee.
<b>enough</b> page 4	ough = /uff/ chunk: e-nough	the right amount	There was just <i>enough</i> milk for one bowl of cereal.
<b>struck</b> page 6	blend	hit	The lights went out just as the lightning <i>struck</i> .

Word and Page Number	Identification Strategy	Definition	Sentence
<b>passed</b> page 7	base word + ending: pass + ed	went by	The ball <i>passed</i> Brian before he could catch it.
<b>mattered</b> page 12	base word + ending: matter + ed	was important	It really <i>mattered</i> to Shante that her best friend came to her party.
<b>choose</b> page 13	blend	pick	It is hard to <i>choose</i> only one of my two favorite cookies.
<b>replied</b> page 13	base word + ending: repl(y) + ied	answered	“Yes. I will go,” <i>replied</i> Shannon.

### Using the Targeted Skill (Prompt and Reinforce)



- Introduce the skill, identifying the problem and solution, by using **Think-Pair-Share** to have students say what they would do if they broke their best friend’s favorite toy. Randomly select a few students to share.
- Point out that students just identified how they would solve a problem.
- Remind students that all stories have problems that the characters in them must face.
- Tell a simple story with a simple problem. An example is provided.

**Sandy and Trudy were best friends. One day Sandy stopped talking to Trudy. Trudy knew that her best friend must be mad at her. Trudy was sad because she did not know why Sandy was nade at her.**

- Use **Think-Pair-Share** to have students identify the main problem in this story.

**All stories have main problems that the characters in them must face. What is the main problem in this story?** Randomly select a few students to share. **That’s right. Trudy is very sad because her friend is mad at her and she doesn’t know why. This is the main problem in this story.**

- Continue telling the story.

**Trudy asked Sandy what was wrong. Sandy told Trudy that she was upset because Trudy didn’t invite her to Trudy’s sleepover.**

- Use **Think-Pair-Share** to have students identify how Trudy tries to solve the main problem in the story.

**Let's think about what we read. How does Trudy try to solve the main problem in the story?** Randomly select a few students to share. **Good. Trudy approaches Sandy to ask what is wrong. Why does she do this?** Randomly select a few students to share. **Yes. She does this because she wants to know why Sandy is upset. Trudy is trying to solve the main problem in the story by talking to Sandy. If Trudy knows why Sandy is upset, she might be able to fix it.**

- Finish telling the story aloud.

**Trudy told Sandy that she had sent an invitation, but it must have been lost in the mail. Sandy said she was sorry for how she had treated Trudy. Trudy said she was sorry for the mix-up. Trudy and Sandy were best friends again.**

- Use **Team Huddle** and **Random Reporter** to have students discuss whether the main problem has been solved and how they can tell.

**We know what the main problem in this story is. Trudy is upset that Sandy is mad at her, and she doesn't know why. Has this problem been solved by the end of the story, and if so, how can you tell?** Randomly select a few students to share. **That's right. It has been solved. Nobody is upset anymore. The girls are friends again.**

- Remind students to think about the main problem in the story as they read *Who Has Time?*

### Listening Comprehension

- Preview the Listening Comprehension text, *Running for the Gold*, with students, questioning them about the title and the photographs throughout.
- Read pages 2–4 of *Running for the Gold* aloud. Use a **Think Aloud** to model identifying the main problem in the story.



**I just read about the hard life that Wilma Rudolph had. Since I know that all stories have problems that the characters must face, I can tell what the main problem in this story is. The main problem is that Wilma Rudolph wants to be as active as other children, but she has polio.**

- Remind students to think about the main problem in the story as they read *Who Has Time?*

## Preview Team Talk

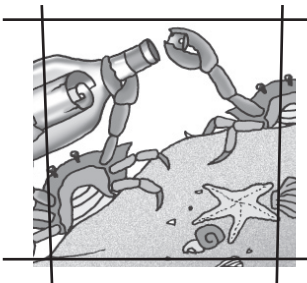
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #1, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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 8

### Team Talk

1. What is the main problem in this story? (Write-On) |PS|
2. How have Diane's grades changed? |CC|
3. Diane blames her struggles on a lack of— |CE|
  - a. friends.
  - b. teachers.
  - c. time.
  - d. money.
4. Whose problem is worse, Diane's or King Shabazz's from *The Boy Who Didn't Believe in Spring*? Support your answer. |PS • CC|

- 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 3 aloud with partners.**  
**pages 4 and 5 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. What is the main problem in this story? (Write-On)  PS </p> <p><b>100 points</b> = <i>The main problem in this story is that things are going badly in Diane’s life.</i> <b>90 points</b> = <i>The main problem is that things are going badly in Diane’s life.</i> <b>80 points</b> = <i>Things are going badly in Diane’s life.</i></p> <p>2. How have Diane’s grades changed?  CCI </p> <p><b>100 points</b> = <i>Diane used to get straight As. Now she gets lower grades.</i>  <b>90 points</b> = <i>She used to get straight As. Now she doesn’t.</i> <b>80 points</b> = <i>She used to get straight As.</i></p> <p>3. Diane blames her struggles on a lack of—  CE </p> <ol style="list-style-type: none"> <li>a. friends.</li> <li>b. teachers.</li> <li>c. time.</li> <li>d. money.</li> </ol> <p>4. Whose problem is worse, Diane’s or King Shabazz’s from <i>The Boy Who Didn’t Believe in Spring</i>? Support your answer.  PS • CC </p> <p><b>100 points</b> = <i>Diane’s problem is worse. She’s doing poorly and getting bad grades. King Shabazz only refuses to believe in Spring. It is his choice not to believe in Spring while Diane doesn’t choose to get bad grades.</i>  <b>90 points</b> = <i>Diane’s problem is worse. She’s getting bad grades. King Shabazz just refuses to believe in Spring.</i> <b>80 points</b> = <i>Diane’s problem is worse.</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**

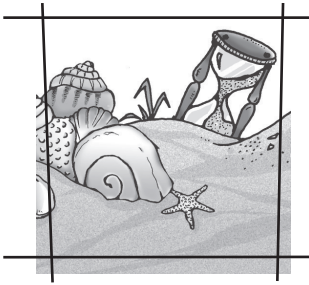
- Ensure participation by calling on teams to share responses to all discussions.
- Remember to add individual scores to the teacher cycle record form.



Strategy-Use Discussion	<ul style="list-style-type: none"> <li>– Use <b>Random Reporter</b> to select two or three students to describe their team’s strategy use with the class.</li> <li>– Award team celebration points.</li> </ul>
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Think-and-Connect Discussion	<ul style="list-style-type: none"> <li>– 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.</li> <li>– Allow students time to discuss your questions.</li> <li>– Use <b>Random Reporter</b> to select students to respond to your questions.)</li> </ul>	
	<table border="1" style="width: 100%;"> <tr> <td style="background-color: #cccccc; vertical-align: top; padding: 5px;">Team Talk Extenders</td> <td style="padding: 5px;"> <p>Does Diane have anybody but herself to blame for her struggles? If so, why?</p> <p>Would you rather be too busy or have too much time on your hands? Why?</p> </td> </tr> </table> <ul style="list-style-type: none"> <li>– Award team celebration points.</li> </ul>	Team Talk Extenders
Team Talk Extenders	<p>Does Diane have anybody but herself to blame for her struggles? If so, why?</p> <p>Would you rather be too busy or have too much time on your hands? Why?</p>	

Write-On Discussion	<ul style="list-style-type: none"> <li>– Use <b>Random Reporter</b> to ask one or two students to read their written answers to the class. If desired, display student answers on the board.</li> <li>– Award team celebration points.</li> <li>– 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.</li> </ul>
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## 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.

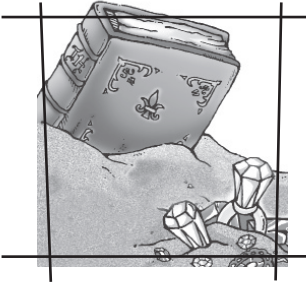
### Pages 4 and 5

- 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

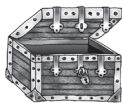
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

## 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 5–7 of *Running for the Gold* aloud. Use **Team Huddle** and **Random Reporter** to have students identify how Wilma worked to solve the main problem in the story.



**I know that the main problem in this story is that Wilma is sick all the time and that she can't run, jump, or play as a result. In today's reading, what does Wilma do to try to solve this main problem? Give students time to respond. Use **Random Reporter** to select students to share. **That's right. Wilma does her exercises, works hard, and wears a metal brace. She does****

**these things so she can walk again. This is an example of Wilma working to solve the main problem in the story.**

- Remind students to think about the main problem in the story as they read *Who Has Time?*

**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?

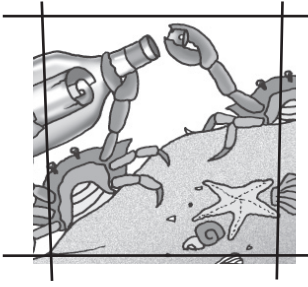
**Preview Team Talk**

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #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 8

**Team Talk**

1. How does Coach Kay try to help Diane solve the main problem in the story? (Write-On) |PS|
2. Diane often disagrees with her teachers. Compare or contrast this with how King Shabazz feels about his teacher. |CC|
3. Why does Diane tell us that Adam Douglas hasn’t won a race in years? |DC • CE|
4. On page 8, Diane blows a “sour note” during band rehearsal. What is a sour note? |CL|
  - a. a strong note
  - b. a wrong note
  - c. a clear note
  - d. a soft note



# 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 6 and 7 aloud with partners.**  
**pages 8 and 9 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 Coach Kay try to help Diane solve the main problem in the story? (Write-On) |PS|

**100 points** = *Coach Kay tries to help Diane solve the main problem in the story by suggesting that Diane train harder so she'll do better. Coach Kay knows that Diane will do better if she practices. 90 points* = *Coach Kay tries to help by suggesting that Diane train harder. 80 points* = *She told her to train harder.*

2. Diane often disagrees with her teachers. Compare or contrast this with how King Shabazz feels about his teacher. |CC|

**100 points** = *Like Diane, King Shabazz also often disagrees with his teacher. He doesn't believe her when she says Spring has come. Diane doesn't think that she will have the time that her teacher tells her she needs. 90 points* = *King Shabazz also often disagrees with his teachers. Diane disagrees that she has time. 80 points* = *He also disagrees.*

Team Talk *continued*

3. Why does Diane tell us that Adam Douglas hasn't won a race in years? |DC • CE|

**100 points** = Diane tells us that Adam Douglas hasn't won a race in years to describe how slow he is. The author also wants to describe how surprised Diane is when he beats her. He was not supposed to beat her.

**90 points** = The author tells us that to describe how slow he is. He was not supposed to beat Diane. **80 points** = To describe how surprised she is when he beats her.

4. On page 8, Diane blows a "sour note" during band rehearsal. What is a sour note? |CL|

- a. a strong note
- b. a wrong note
- c. a clear note
- d. a soft note

- 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.

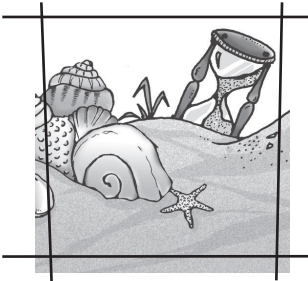
Team Talk Extenders

Do you have any advice for Diane?  
If so, what is it?  
  
Should Diane stay on the track team?  
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**

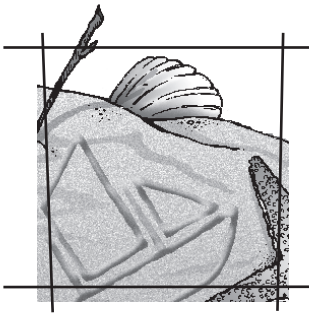
Timing Goal: 5 minutes

- 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 7

### Pages 7 and 8 (paragraph 1)

- 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

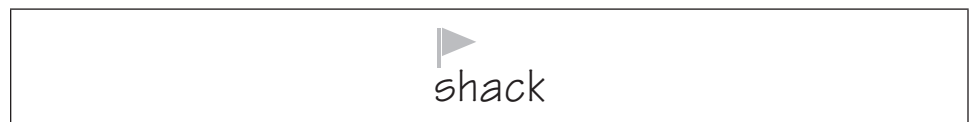
- Pretend to take a message from Captain Read More out of the bottle. Use the message to introduce the Word Treasure clue for digraphs. Write “chop” and “chess” on the board, and draw or place a pennant above the *ch*.

Blackline master provided.



- Point out that the clue is a pennant. Explain that sailors use pennants to send messages or signal one another out at sea. Tell students that Captain Read More uses the pennant to signal when there is a digraph in a word. Explain that digraphs are two letters that make one sound.
- Point to the pennant above the *ch* in *chop*, and explain that the pennant signals that the two letters *ch* make one sound, /ch/. Model reading the *ch* in *chop* and then the whole word.
- Use **Think-Pair-Share** to have students read the word *chess*. Randomly select students to share.
- Tell students that Captain Read More wants them to draw pennants above the digraphs in words to signal when they’ve found them and to help them remember when digraphs appear in other words.
- Write “shack” on the board.
- Explain that *sh* is also a digraph and that the two letters make one sound, /sh/. Draw or place a pennant above the *sh* in *shack*.

tps



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

### Word Treasure

Digraphs are two letters that make one sound.





If you’re having trouble reading a word with a digraph, first read the digraph, 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 digraph 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 9

**Skill Practice**

Write the word in your journal. Then draw a pennant above the digraph in the word.

1. shore  shore
2. check  check
3. chat  chat
4. shout  shout

**Building Meaning**

worse	studying	enough	struck
passed	mattered	choose	replied

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.

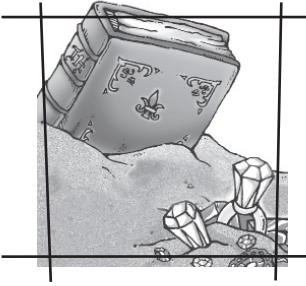
Tony thought the tacos at school tasted worse than his mom’s tacos.



- 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"><li>- How many points did you earn today?</li><li>- How well did you use the team cooperation goal and behavior?</li><li>- How can you earn more points?</li></ul>



## 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.

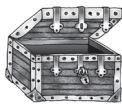
## Set the Stage



- 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 8 and 9 of *Running for the Gold* aloud. Use **Team Huddle** and **Random Reporter** to have students discuss how Wilma works to solve the main problem in the story.

**We know that the main problem in the story is that Wilma is often sick, and she couldn't run, jump, or play. We also know that she works hard to solve this problem by wearing a brace and doing her exercises, which help her to walk. In today's passage, what does she do to further help**

**solve the main problem in the story?** Give students time to discuss. Use **Random Reporter** to select students to share. **Right. She practices stretches until she can walk without a brace. Because of her work, she has gone from not being able to walk, to walking with a brace, and then to walking without a brace. We can see how Wilma is working to solve the main problem in the story.**

- Read pages 10–12 aloud, pausing to make points, ask questions, or focus students’ attention as necessary.
- Remind students to think about the main problem in the story as they read *Who Has Time?*

**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 Coach Kay try to help Diane solve her problem?

**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.

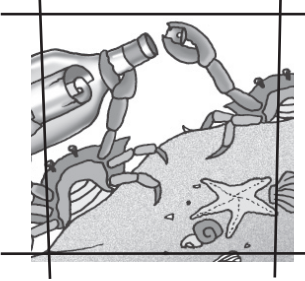
Student Edition, page 9

Team Talk

1. Why doesn’t Diane talk to Martha or Samuel about her troubles? |CE|
2. Who has better friends, Diane or King Shabazz? Support your answer. |CC|
3. In today’s reading, how does Diane try to solve the main problem in the story? (Write-On) |PS|

Team Talk *continued*

4. Diane is not jealous of Mary because— |DC|
- they are sisters.
  - they are best friends.
  - Diane gets better grades.
  - Mary gets better grades.



## 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 10 aloud with partners.**  
**page 11 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. Why doesn't Diane talk to Martha or Samuel about her troubles? |CE|

**100 points** = Diane doesn't talk to Martha or Samuel about her troubles because they are too busy doing other things. **90 points** = She doesn't talk to them because they are too busy doing other things. **80 points** = Because they are too busy doing other things.

Team Talk *continued*

2. Who has better friends, Diane or King Shabazz? Support your answer. |CC|  
*(Accept supported answers.) 100 points = King Shabazz has better friends than Diane. Tony Polito, King Shabazz’s friend, is there to help King Shabazz. Diane’s friends are not. 90 points = King Shabazz has better friends. Tony Polito is there to help him. 80 points = King Shabazz does. Tony Polito helps him.*
  
3. In today’s reading, how does Diane try to solve the main problem in the story? (Write-On) |PS|  
*100 points = In today’s reading, Diane tries to solve the main problem in the story by turning to her sister, Mary, for help. Diane knows that she cannot solve her problem by herself. She needs help, so she asks her sister. She hopes her sister will help her solve her problem. 90 points = In today’s reading, Diane tries to solve the main problem in the story by turning to her sister, Mary, for help. Diane knows that she needs help to solve her problem. 80 points = By turning to her sister for help.*
  
4. Diane is not jealous of Mary because— |DC|
  - a. *they are sisters.*
  - b. *they are best friends.*
  - c. *Diane gets better grades.*
  - d. *Mary gets better grades.*

- 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.

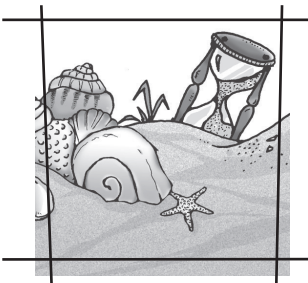
Team Talk Extenders

Do you feel comfortable turning to your friends for help? Whom do you turn to the most?  
Are good friends responsible for helping one another? 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

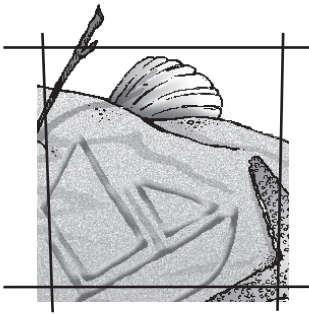
- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

Student Edition, page 7

Pages 7 and 8 (paragraph 1) or page 11

- 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 that students are working on (digraphs).
- Point out that there is a word from this cycle's vocabulary list that has a digraph. Write the word "choose" 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 digraph, and draw or place a pennant above the *ch* after students respond.

tps







- 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 9 and 10

### Skill Practice

Write the word in your journal. Then draw a pennant above the digraph in the word.

1. shining  *shining*
2. chin  *chin*
3. shells  *shells*
4. chair  *chair*

### Building Meaning

worse	studying	enough	struck
passed	mattered	choose	replied

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. Draw a picture to show your understanding of the word *studying*.  
(Answers may vary.) The picture and explanation of the picture should support a clear understanding of the word.

### Practice Lists

#### Group 1

short	shine	ship
chat	check	chew
shade	shark	shape

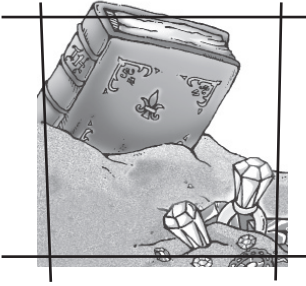
#### Group 2

shine	farm	check
feel	shark	black
chest	chat	wait



- 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"> <li>- How many points did you earn today?</li> <li>- How well did you use the team cooperation goal and behavior?</li> <li>- How can you earn more points?</li> </ul>



## 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.

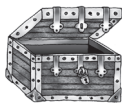
## Set the Stage



- 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



- Read pages 13–16 of *Running for the Gold* aloud. Use **Think-Pair-Share** to have students discuss whether the main problem in the story has been solved and, if so, how students can tell. *It has been solved. Wilma works through her sickness and wins three gold medals at the Olympics.*
- Remind students to think about the main problem in the story as they read *Who Has Time?*

### 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.

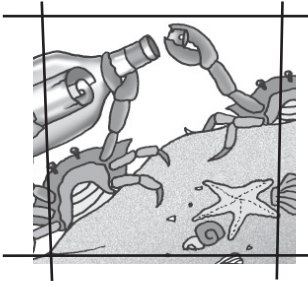
Whom does Diane ask for help with solving her problem?

### 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 10

Team Talk
1. How can you tell that Mary is familiar with Diane's problem?  DC
2. Why did Mary choose basketball over ballet?  CE
3. Which of the following best describes Mary?  CH
a. kind
b. funny
c. afraid
d. weird
4. In today's reading, how does Mary help solve the main problem in the story? (Write-On)  PS



# 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 12 aloud with partners.**  
**page 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. How can you tell that Mary is familiar with Diane's problem? |DC|

**100 points** = *I can tell that Mary is familiar with Diane's problem because Mary says that she had the same problem when she was Diane's age. She is calm and tries to make Diane feel better. She wants Diane to know that she went through the same thing.* **90 points** = *I can tell that Mary is familiar with Diane's problem because Mary says that she had the same problem when she was Diane's age. She tries to make Diane feel better.* **80 points** = *Because Mary says that she once had the same problem.*

2. Why did Mary choose basketball over ballet? |CE|

**100 points** = *Mary chose basketball over ballet because she couldn't imagine not playing basketball.* **90 points** = *She chose basketball because she couldn't imagine not playing basketball.* **80 points** = *She couldn't imagine not playing basketball.*

Team Talk *continued*

3. Which of the following best describes Mary? |CH|

- a. kind
- b. funny
- c. afraid
- d. weird

4. In today’s reading, how does Mary help solve the main problem in the story? (Write-On) |PS|

**100 points** = *In today’s reading, Mary helps solve the main problem in the story by suggesting that Diane stop trying to do so many things at the same time. Mary helps Diane by making things easier for her. Mary knows that it is hard to do many things at the same time. She tells Diane that she should only think about one thing at a time.* **90 points** = *In today’s reading, Mary helps solve the main problem in the story by suggesting that Diane stop trying to do so many things at the same time. She tells Diane to do one thing at a time.* **80 points** = *By suggesting that Diane stop trying to do so many things.*

- 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.

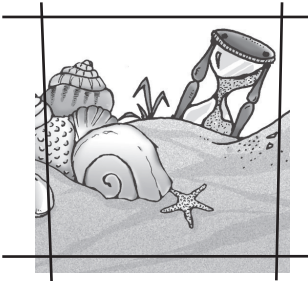
Team Talk Extenders

Do you think Mary’s advice is good? Why or why not?  
 Will Diane enjoy running as much if she doesn’t do it competitively? 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**

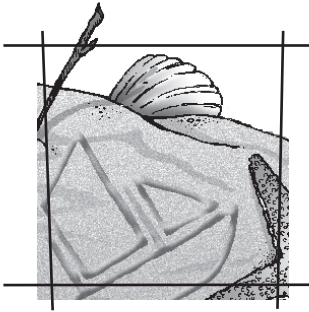
Timing Goal: 5 minutes

- 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 these on the board.

Student Edition, page 7

### Pages 7 and 8 (paragraph 1), page 11, or 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

**Preparation:** Display the Word Power Challenge.

- Remind students of the Word Power skill (digraphs) and the Word Treasure clue that Captain Read More uses for digraphs (pennants).
- 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

Gail's dog would not chase after the ball.

The girl got a shock when she touched the bare wire.



- Use **Random Reporter** to choose a student to read each sentence orally.  
 ▷      ▷  
*chase; shock*
- 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 11

## Skill Practice

Write the word in your journal. Then draw a pennant above the digraph in the word.

1. shade      ▷  
                  *shade*
2. chick      ▷  
                  *chick*
3. shut      ▷  
                  *shut*
4. chest      ▷  
                  *chest*

**Building Meaning**

worse	studying	enough	struck
passed	mattered	choose	replied

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.*

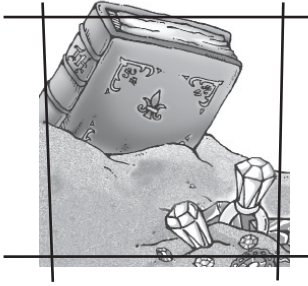
6. Kate passed her old house on the way to the store. *Passed* means—
- a. happened.
  - b. went under.
  - c. went over.
  - d. *went by.*

**On My Own**

farm	short	feel
check	fact	shine
wait	black	shark

- 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"> <li>- How many points did you earn today?</li> <li>- How well did you use the team cooperation goal and behavior?</li> <li>- How can you earn more points?</li> </ul>



## 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, Mary helps Diane solve her problem. Today we will find out if Diane is able to find a solution to the main problem in the story.**

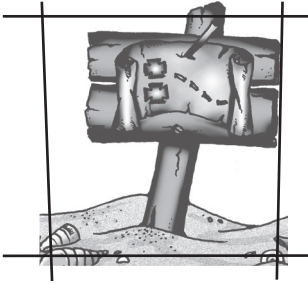
**Vocabulary TP**

- 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 #5 ask about problem and solution.
- Ask students to underline key words or phrases in question #5.
- 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.

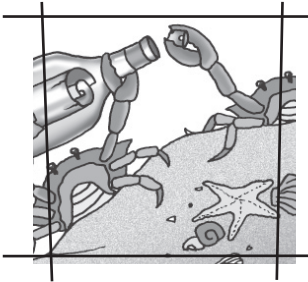
- Tell students to add any relevant events from this reading to their story maps and to do so without assistance.
- Remind students that they have 20 minutes for the test.



## 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**

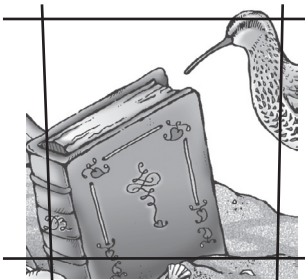
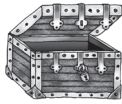
- Modify the procedures for Team Discussion to have students discuss independent strategy use and answers to the test. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use during Class Discussion.
- Pass out a colored pen (e.g., red or green ink) 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 that students need. If necessary, add or modify questions on the next student test to address a particular skill, quality of expression, or question format.

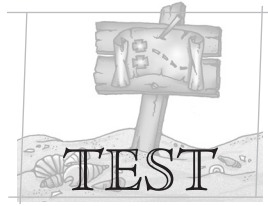


# BOOK CLUB

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"> <li>- How many points did you earn today?</li> <li>- How well did you use the team cooperation goal and behavior?</li> <li>- How can you earn more points?</li> </ul>



## Comprehension Questions

Read pages 14–16 of *Who Has Time?*, and answer the following questions. The total score for comprehension questions equals 100 points.

**20 points**

1. What is the main problem in the story that the main character faces? |PS|

**20 points** = *The main problem in the story that the main character faces is that she doesn't have enough time to do everything, so she does everything poorly.* **15 points** = *The main problem in the story is that Diane doesn't have enough time to do everything.* **10 points** = *Diane doesn't have enough time to do everything.*

**20 points**

2. Coach Kay and Ms. Murphy have similar advice for Diane. What is their advice? |CC|

**20 points** = *Coach Kay and Ms. Murphy's advice for Diane is that she try harder.* **15 points** = *Their advice is that she try harder.* **10 points** = *Try harder.*

**10 points**

3. Who is most helpful to Diane?

- Mary
- Coach Kay
- Ms. Murphy
- Samuel

**20 points**

4. Why does Diane choose not to give up studying? |CE|

**20 points** = *Diane chooses not to give up studying because she wants to go to college one day.* **15 points** = *She chooses that because she wants to go to college one day.* **10 points** = *Because she wants to go to college one day.*

**20 points**

5. Has the main problem in the story been solved by the end? Support your answer. |PS|

**20 points** = *Yes. The main problem in the story has been solved by the end. By giving up track, Diane is now able to do well in all the other things she does.* **15 points** = *Yes. It has been solved. Diane is now able to do well in all the other things she does.* **10 points** = *Yes. Diane is now able to do well in all the things she does.*

**10 points**

6. Now when Diane runs, she runs— |CE|

- to win.
- for exercise.
- for fun.
- to stay healthy.

## 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 word. Then draw a pennant above the digraph in the word.

5 points            1. cheek  *cheek*

5 points            2. shine  *shine*

5 points            3. sharp  *sharp*

5 points            4. chuck  *chuck*

### Building Meaning

worse	studying	enough	struck
passed	mattered	choose	replied

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

**10 points** = *It really mattered to Jay whether he made the baseball team because all of his friends were playing on it.* **5 points** = *It really mattered to Jay whether he made the team with all of his friends.* **1 point** = *It really mattered to Jay whether he made the team.*

10 points            6. Shelly struck the drums with her hands.

10 points            7. Craig has been studying his math book so he'll do well on the test. *Studying* means—

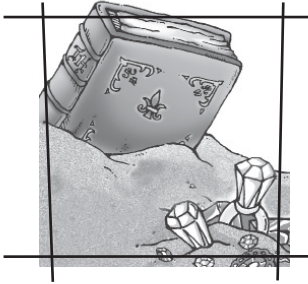
- a. writing.
- b. listening.
- c. *learning*.
- d. closing.

10 points            8. The van sped up and passed the car.

10 points            9. Ina cut the cake so there was enough for everyone to share. *Enough* means—

- a. a small amount.
- b. the exact same.
- c. almost too much.
- d. *the right amount*.

- 10 points**      10. Peter got to choose which show to watch after dinner. *Choose* means—
- a. make.
  - b. leave.
  - c. stick.
  - d. *pick*.
- 10 points**      11. Cody never replied to the e-mail that Risa sent him. *Replied* means—
- a. shouted.
  - b. *answered*.
  - c. called.
  - d. whispered.
- 10 points**      12. Theo thought cleaning his room was worse than washing the dishes.



## DAY 6

# ACTIVE INSTRUCTION

Timing Goal: 25 minutes

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### Set the Stage

- Introduce the writing goal.

**Today you will write a letter to a friend to help him or her solve a problem. Your friend asked you for help, just like Diane asks her sister for help in the text *Who Has Time?***

### 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 activity, writing a friendly letter to help a friend, by telling students that sometimes people ask other people for help with hard problems.

**Have you ever had a hard problem you needed to solve? I have! Sometimes you cannot come up with a solution on your own. That's when you ask others for help. Sometimes it is as easy as asking someone to reach something that is too high for you. Other times, you need advice about the best way to do something. Other people have different ideas that can be helpful when solving problems.**

- Display the following letter to students. Read the letter aloud.

Blackline master provided.

June 30, 2011

Dear Pat,

I think I can help you learn to clean your room. I learned how to keep my room clean. It was hard at first, but I am happier with a clean room.

First, you should pick up your clothes. Put your clean clothes away. Your dirty clothes should go in a laundry basket. I bet your room will look cleaner after you do this!

Next, put away your toys and games. I keep all of my toys in a box. This keeps me from stepping on them and breaking them. I put all of my games back in their boxes. That way I don't lose any pieces.

Finally, throw away garbage! I had a lot of garbage in my room. If you see broken toys, paper, or other trash, put it in a garbage can! These tips help me keep my room clean. My parents are happy with my room too!

Good luck,

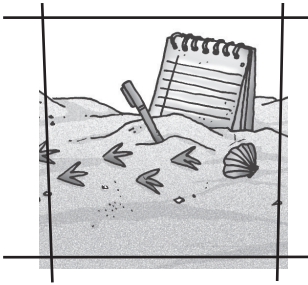
Sammy



- Review the parts of a letter with students. Use **Think-Pair-Share** to ask students to identify information from the letter.

**When you write a letter, you should always include certain pieces of information. You should always write a date on the letter. This tells your friend when you wrote the letter. When did Sammy write his letter? June 30, 2011. Good work. Next, you need to say hello to your friend. This is called a greeting. How did Sammy say hello? He wrote "Dear Pat." Right! This is the most common way to say hello in a letter. Then you write the body of the letter. The body is where you put the information you are writing. What kind of information did Sammy write to Pat? He is helping Pat learn how to clean his room. Good! Pat must have asked Sammy for some help. Sammy wrote a letter back with some advice about keeping his room clean. When you finish writing your letter, you should say good-bye to your friend. This is called a closing. How did Sammy say good-bye to Pat? He said "Good luck." Correct! Sammy wanted to wish Pat good luck with cleaning his room. Finally, you should always write your name. You want your friend to know who wrote the letter!**

- Point out that Sammy suggested three things that Pat could do to keep his room clean. Explain that sometimes there are many ways to solve a problem, or many things can work together to solve a problem.
- Remind students that they will be writing letters to friends to help them solve a problem.



# ADVENTURES IN WRITING

Timing Goal: 65 minutes

## Planning

- Introduce the activity.

**Remember that today you will write a letter to a friend to help him or her solve a problem.**



- 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 12

### Writing Prompt

Imagine that your friend has written to you, and he or she has a problem! You need to write a letter back to your friend to help him or her solve a problem. In your letter, you should describe your friend's problem. Give your friend at least two ways to solve his or her problem. Remember to include all the parts of a letter and write your letter in complete sentences.

### Scoring Guide

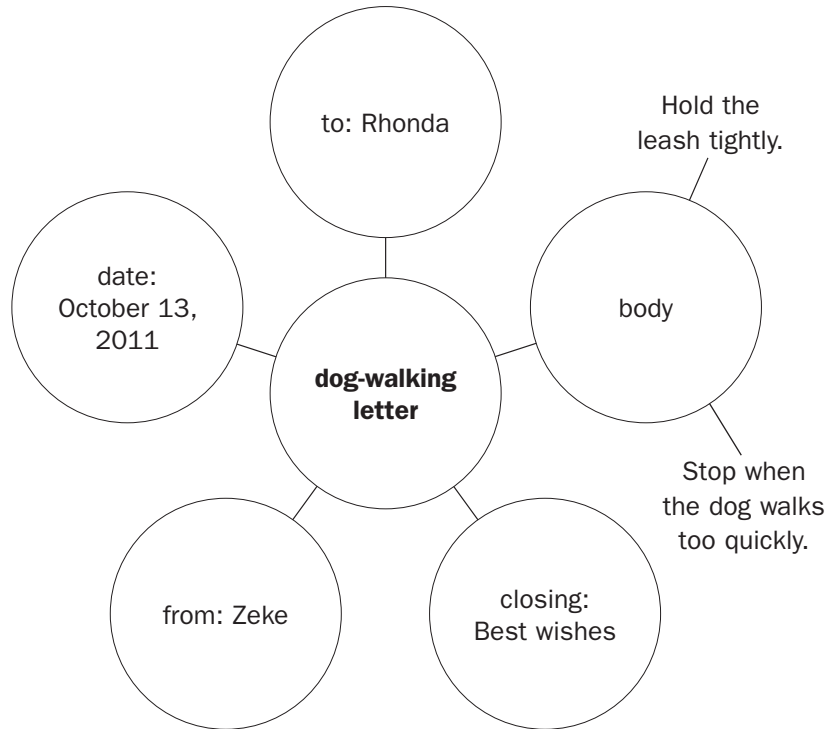
The letter describes a problem.	<b>25 points</b>
The letter is to a friend who needs help.	<b>15 points</b>
The letter includes at least two solutions to the problem.	<b>20 points each (40 points maximum)</b>
The letter has a date, greeting, body, closing, and your name.	<b>3 points each (15 points maximum)</b>
The letter is written in complete sentences.	<b>5 points</b>

- 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 make sure we have all the information we need as we write our letters.

- 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.

## 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.
- Tell students that when they write letters, they should use commas in certain places.

**Using commas correctly is always important. When you write a letter, commas go in some unusual places. A comma should go after the day in the date of the letter. A comma should follow the greeting in your letter. A comma should also follow the closing in your letter.**

- Display the following letter based on the graphic organizer.

Blackline master provided.

October 13 2011

Dear Rhonda,

Thank you for writing to me. I would love to help you solve your problem. It must be hard to walk your dog! Rex is very big and strong!

The first thing you need to do is hold Rex's leash tightly. If you don't, Rex will run away. You don't want to chase him during your walk! I wrap my dog's leash around my hand. That makes it harder to pull out of my fingers.

I bet Rex pulls on the leash a lot. My dog did that too. He pulled me up and down the street! When Rex pulls, you should stop walking. Tell Rex to sit. Give him a treat if he listens. Start walking again when he is calm. This will make it harder to pull you down the street.

If you follow my tips, I think you will have more fun walking Rex from now on. Let me know if I helped!

Best wishes  
Zeke



- Have students look over the letter in their groups. Use **Random Reporter** to ask students if you have used commas correctly.

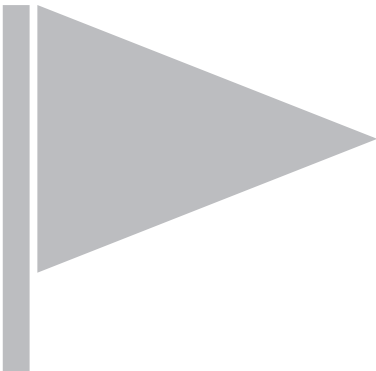
**Let's look at the letter. Did the writer use commas correctly in the date?** *No. There is no comma after the day. You are correct! There should be a comma between the day and the year. Let's keep looking through the letter. Is there a comma after the greeting?* *Yes. Good. The next place it is important to put a comma is after the closing. Is that done correctly?* *No. There is no comma after the closing. Good catch! I will have to remember to put those commas in when I edit my letter.*

- Remind students to look over their letters to make sure they used commas correctly in the date, greeting, and closing of their letters.
- 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.
- 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"><li>- What is your team celebration score?</li><li>- How well did you use the team cooperation goal and behavior?</li><li>- How can you earn more points?</li></ul>



June 30, 2011

Dear Pat,

I think I can help you learn to clean your room. I learned how to keep my room clean. It was hard at first, but I am happier with a clean room.

First, you should pick up your clothes. Put your clean clothes away. Your dirty clothes should go in a laundry basket. I bet your room will look cleaner after you do this!

Next, put away your toys and games. I keep all of my toys in a box. This keeps me from stepping on them and breaking them. I put all of my games back in their boxes. That way I don't lose any pieces.

Finally, throw away garbage! I had a lot of garbage in my room. If you see broken toys, paper, or other trash, put it in a garbage can! These tips help me keep my room clean. My parents are happy with my room too!

Good luck,

Sammy

October 13 2011

Dear Rhonda,

Thank you for writing to me. I would love to help you solve your problem. It must be hard to walk your dog! Rex is very big and strong!

The first thing you need to do is hold Rex's leash tightly. If you don't, Rex will run away. You don't want to chase him during your walk! I wrap my dog's leash around my hand. That makes it harder to pull out of my fingers.

I bet Rex pulls on the leash a lot. My dog did that too. He pulled me up and down the street! When Rex pulls, you should stop walking. Tell Rex to sit. Give him a treat if he listens. Start walking again when he is calm. This will make it harder to pull you down the street.

If you follow my tips, I think you will have more fun walking Rex from now on. Let me know if I helped!

Best wishes

Zeke

# Story Map



**Title:** Who Has Time?

**Characters:**

Diane Cruz  
Mr. Greene  
Coach Kay  
Adam Douglas  
Ms. Murphy  
Martha  
Samuel  
Mary

**Setting:**

**Where:** School and home

**When:** Diane's fourth-grade year

**Problem:**

Diane is not doing well in school, track, or band practice. She does not have time for everything.

**Event:** Diane gets a B-minus and then a C-minus on her math tests.

**Event:** Diane doesn't win a single race at track. Adam Douglas passes her.

**Event:** Diane blows five sour notes at band practice.

**Event:** Diane talks to her sister Mary about her problems.

**Event:** Diane takes her sister's advice, and her bad luck disappears.

**Solution:**

Diane decides what is most important to her. She then focuses her time on the most important things so she can succeed.

# Story Map



**Title:** Running for the Gold

**Characters:**

Wilma Rudolph  
Mrs. Rudolph

**Setting:**

**Where:** Wilma's house  
Wilma's school  
The Olympics  
**When:** Wilma's childhood  
The 1960 Olympics

**Problem:**

Wilma wants to be as active as other children, but she has polio.

**Event:** Wilma is told that she has polio and will never walk again.

**Event:** Wilma and Mrs. Rudolph travel twice a week.

**Event:** Wilma exercises at home until she can walk without a brace and run.

**Event:** Wilma is invited to the Olympics for the first time in 1956.

**Event:** Wilma trains harder after losing.

**Solution:**

Wilma works through her sickness and wins three gold medals in the Olympics.

## 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.

<b>LEVEL 2 / <i>Who Has Time?</i></b>
<p><b>English Language Arts Standards: <i>Reading: Literature</i></b></p> <p><b>Key Ideas and Details</b></p> <p>RL.2.3 Describe how characters in a story respond to major events and challenges.</p>
<p><b>English Language Arts Standards: <i>Reading: Foundational Skills</i></b></p> <p><b>Phonics and Word Recognition</b></p> <p>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>
<p><b>English Language Arts Standards: <i>Writing</i></b></p> <p><b>Text Types and Purposes</b></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>