

Bugs! Bugs! Bugs!

Written by Jennifer Dussling
Dorling Kindersley, 1998 ISBN 0-7894-3438-5

**Reading
Wings** 4th
Edition

TARGETED Treasure Hunt

Listening Comprehension Text

The Secret Life of Trees

Written by Chiara Chevallier
Dorling Kindersley, 1999
ISBN 0-7894-4760-6

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: Bugs! Bugs! Bugs!

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Produced by the Reading Wings 4th Edition Team

President:	Nancy Madden
Director of Development:	Kate Conway
Project Manager:	Wendy Fitchett
Developers:	Kathleen Collins, Victoria Crenson, Richard Gifford, Samantha Gussow, Angie Hale, Allison Hoge, Susan Magri, Terri Morrison, Kimberly Sargeant
Field Advisory Team:	Terri Faulkner, Cathy Pascone
Interactive Whiteboard Developers:	Sarah Eitel, Patricia Johnson, Austin Jones, Becca Slavin
Editors:	Marti Gastineau, Pam Gray, Jodie Littleton, Janet Wisner
Project Coordinator:	Marguerite Collins
Designers:	Devon Bouldin, Debra Branner, Barbra Colquitt, Michael Hummel, Susan Perkins
Illustrator:	James Bravo
Media Team:	Jeffrey Goddard, Tonia Hawkins, Russell Jozwiak, Jane Strausbaugh
Production Artists:	Irene Baranyk, Kathy Brune, Wanda Jackson, Irina Mukhutdinova, Michele Patterson, Karen Poe, Laurie Warner, Tina Widzbor
Proofreaders:	Meghan Fay, Michelle Zahler
Online Tools:	Terri Morrison (chair), Michael Knauer, Victor Matusak, Christian Strama, Mary Conway Vaughan
Rollout Team:	Kate Conway (chair), Marguerite Collins, Wendy Fitchett, Nancy Hutchison, Claire Krotiuk, Terri Morrison, Kenly Novotny, Mary Conway Vaughan

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A Nonprofit Education Reform Organization

300 E. Joppa Road, Suite 500, Baltimore, MD 21286

PHONE: (800) 548-4998; FAX: (410) 324-4444

E-MAIL: sfainfo@successforall.org

WEBSITE: www.successforall.org

INFORMATIONAL (6 DAY)

Bugs! Bugs! Bugs!

Written by Jennifer Dussling

Listening Comprehension Text**The Secret Life of Trees**

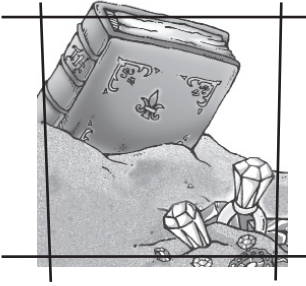
Written by Chiara Chevallier

Summary

Insects may be scary to some people, but most of them are not harmful to humans. Learn all about how insects live, hide, eat, and protect themselves from really harmful creatures.

Instructional Objectives

	Reading	Word Power	Writing
CYCLE 1	Text features (TF)	Base word and ending	Write an opinion paragraph.
	Students will use text features to learn more information about the subject of an informational text.	Students will break words into base words and endings and use the endings <i>-ly</i> , <i>-es</i> , and <i>-s</i> to help them read difficult words.	Students will write paragraphs to share their opinions about bugs with their classmates. They will have to give three reasons why they do or do not like bugs.

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

Timing Goal: 40 minutes

Rate New Vocabulary Words

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

Success Review and Keeping Score **TP**

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

Team Cooperation Goal

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

Set the Stage

- Introduce the text, author, and reading objective.

This cycle we will read *Bugs! Bugs! Bugs!* by Jennifer Dussling. As we read, we'll look at text features like photographs and fact boxes. Good readers do this to learn more information about the subjects of their books.

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

- Point out that the text is informational, or have students explore the text to figure out that it is informational. Review how informational texts differ from literature.
- Tell students they will use the TIGRRS process as they read, or ask them what process they use when they read informational text. Review the steps of the TIGRRS process: topic, intent of author, graphic organizer, read, reread, summarize.
- Prompt students to identify the topic for the first step of TIGRRS by paging through the text. Use **Think-Pair-Share** to have them point to various text features and identify the text structure. Randomly select a few students to share.



When we read informational texts, we use TIGRRS to help us make sure we understand all the important information an author has to share.

What is the first step of TIGRRS? Wait for students' responses. **Right! The first step of TIGRRS is to tell the topic of the book. How can we identify the topic of a book?** Wait for students' responses. **Yes. Let's do those things to identify the topic.** Allow students 1–2 minutes to survey the book. **What is the topic of this book?** *Bugs.* **That's right. What helped you figure out the topic?** Wait for students' responses.



- Use the items below to build or activate background knowledge about the topic.
 - Use **Team Huddle** to have students identify the names of the bugs that they already know. Use **Random Reporter** to have students share, and list the bugs on the board.
 - Use **Team Huddle** to ask students what types of bugs they might find inside a house. Then ask students what types of bugs they might find outside. Use **Random Reporter** to share.
 - Share a few important or interesting things about bugs. For example, certain kinds of grasshoppers have ears on their front legs, and lightning bugs and fireflies make their own light and flash at night!
- Prompt students to identify the next step of TIGRRS. Use **Think-Pair-Share** to have them identify the author's intent. Randomly select a few students to share.



The first step of TIGRRS was to identify the topic of the text. What is the next step? Wait for students' responses. **Right! We need to figure out the author's intent. What do we mean when we say "the author's intent"?** Wait for students' responses. **That's right. The intent is the reason why the author wrote the book. That means we should find out what the author wants us to learn from reading her book. Why do you think the author wrote *Bugs! Bugs! Bugs!?*** Wait for students' responses. **Good idea! When we read, we should look for information that describes different bugs.**

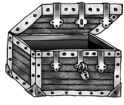
- Refer to the next step in TIGRRS. Use **Think-Pair-Share** to have students identify the graphic organizer they will use to record information from the text. Randomly select a few students to share. Display an idea tree. Use **Think-Pair-Share** to have students tell what will be written in each part, and randomly select a few students to share.

We use different kinds of graphic organizers as we read. Sometimes we use Venn diagrams or T-charts. Other times, we use idea trees to help us organize the ideas that we find in the text. The third step of TIGRRS is to decide which organizer to use to record the important ideas that we find in the text. Let’s page through the text to see if we can find any clues to lead us to the right graphic organizer. On pages 6 and 7, I see a lot of information about a big green bug. On pages 8 and 9, I see a lot of information about a wasp, but it doesn’t look like we will be comparing the two bugs. With your partners, look through the text to see if you can find other clues. Allow students 1–2 minutes to preview the text. Randomly select a few students to share. **Right. The book shares a lot of information about bugs. Some pages tell a lot of information about just one bug and have small boxes that give more details about the bug. We should use an idea tree to record these ideas and details. Let’s review how to use an idea tree. Talk to your partners. What should we write in the section called “Topic”? What do we write in the circles at the end of the long branches? Where do our supporting details go?** *We will write “bugs” or the topic of the text in the “Topic” section. We will write main ideas in the circles at the end of the longer branches. We will write supporting details next to the lines coming out of the circles.*

- Establish the purpose for reading by telling students that they will learn more about the topic as they read.

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.



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

- Review the procedures for students finding words in their daily reading and for adding words to the **Vocabulary Vault**.

Word and Page Number	Identification Strategy	Definition	Sentence
perfectly page 6	base word + ending: perfect + ly	in the best way, completely	Some of the shirts were too big, some were too small, but one fit <i>perfectly</i> .
injects page 15	chunk: in-jects	puts in	The baker <i>injects</i> fruit filling into the center of his doughnuts.
scurries page 17	base word + ending: scurr(y) + i + es	runs quickly	The mouse <i>scurries</i> away from the pouncing cat.
ooze page 20	blend	flow or leak slowly	Jo and I watched the slow-moving lava <i>ooze</i> down the mountainside.
shield page 21	blend	cover, protect	You can <i>shield</i> your eyes from the sun by simply covering them with your hand.
capture page 22	chunk: cap-ture	catch	Officer Davis was sure the police would <i>capture</i> the thief soon.
huddle page 24	chunk: hud-dle	sit close together, in a group	Sled dogs will <i>huddle</i> together to keep warm on cold winter nights.
deadly page 25	base word + ending: dead + ly	able to kill	Although many snakes are harmless, there are a few that are <i>deadly</i> .

Using the Targeted Skill (Prompt and Reinforce)

- Introduce the skill and its importance in informational text.

Our skill for this cycle is using text features. It is important to use text features when reading informational text because text features tell more about the topic than just the text alone.

- Tell students that when they read books, reading the text is not the only way to get information. Text features, such as photographs and fact boxes, also provide information about the subject of a book.

Text features are very useful. They can show us different things about the subjects we learn. Photographs are one kind of text feature. They let us see what things look like. If you have never seen something in real life,

a photograph can be helpful. Another text feature is a map. Maps show us where things are located. Maps might show where cities, mountains, or rivers are located. Some authors might use fact boxes to help us learn more about the topic. Fact boxes are separate from the rest of the text. They usually contain an interesting fact about something on the page, adding to the information in the text. It is important to understand how these text features can help us while we read.

- Tell students that many informational texts, such as *Bugs! Bugs! Bugs!*, often have text features that help readers learn more about the subject.
- Preview pages 4 and 5 of *Bugs! Bugs! Bugs!* with students. Point out the different pictures and their captions. Explain that these pictures and captions are text features that tell the reader more information about different kinds of bugs.
- Use **Think-Pair-Share** to have students tell what extra information the text features on these pages provide. Randomly select a few students to share.

Let’s look at the pictures on pages 4 and 5. What do these pictures tell you about bugs? Wait for students’ responses. **Right. The pictures tell us what different kinds of bugs look like. We can see that bugs can look very different from one another. Some have claws, and some have wings. Let’s look at another text feature—captions. What extra information do the captions on these pages give you?** Wait for students’ responses. **Right. The captions tell us the names of these bugs. If the captions were not there, we might not know what kinds of bugs we are looking at. These text features gave us a lot of additional information about bugs.**

- Tell students that a fact box is another type of text feature that they will see during this cycle.
- Point out the fact box on page 9 of *Bugs! Bugs! Bugs!*, and tell students that fact boxes are usually a combination of pictures and text. These fact boxes give even more additional information about the topic of the text.
- Tell students that they will use text features to help them learn more about bugs as they read the text.

Listening Comprehension

- Introduce the text, and tell students that it is informational. Remind them you will use the TIGRRS process as you read.
- Model identifying the topic, intent of the author, and the graphic organizer.
- Tell students that you will start reading the text and applying the skill. Tell them that you will also record the important ideas on the graphic organizer.
- Create interest in the Listening Comprehension text, *The Secret Life of Trees* by Chiara Chevallier, by telling students that they will read interesting information about trees. Ask students to name the trees they are familiar with (e.g., oak, pine, apple, weeping willow).



- Tell students that they will see two types of text features: photographs and fact boxes as they read during this cycle. Preview pages 6 and 8 of *The Secret Life of Trees* with students, and point out the fact boxes.
- Read pages 4–7 aloud. Remember to show students each page of the text as you read aloud. Use a **Think Aloud** to model identifying text features in the text.

What text features can I identify so far in the text? The photographs show me the differences in tree bark. The text says the bark at the bottom of trees is rough and cracked. There is a small picture of a rough piece of bark. There is also a picture at the top of a tree where the bark is young and smooth. These photographs help me understand the text better. There is also a fact box. The fact box tells me that the tallest tree alive is more than 360 feet tall. That is an interesting fact. It tells me something extra about the height of trees.

- Continue reading through page 9 aloud, stopping to ask questions, make points, or focus students’ attention as needed. Remember to show students each page of text as you read aloud.
- Summarize the main ideas from your reading, and write these on your idea tree.
- Remind students that they will identify text features as they read *Bugs! Bugs! Bugs!* this cycle.

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.

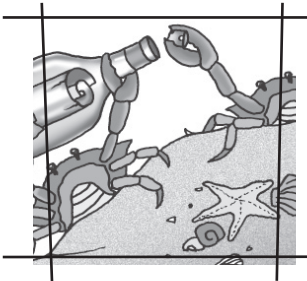
Student Edition, page 2

Team Talk
<p>1. Why does the hunting wasp hunt beetles? CE </p> <ul style="list-style-type: none"> a. to feed itself b. to scare them away c. to have fun d. to feed its babies <p>2. What extra information does the fact box on page 13 give about dragonflies? (Write-On) TF </p> <p>3. What happens after an assassin bug bites another bug? SQ </p>

Team Talk *continued*

4. Why are some assassin bugs called kissing bugs? |CE|
 - a. They have big lips.
 - b. They bite people on the face.
 - c. They kiss other assassin bugs.
 - d. They make kissing noises.

- 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 and TIGRRS before having students read and restate: **SR**
pages 4–17 aloud with partners.
- If some partners finish reading and filling out their graphic organizers 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. Why does the hunting wasp hunt beetles? |CE|
 - a. to feed itself
 - b. to scare them away
 - c. to have fun
 - d. *to feed its babies*

Team Talk *continued*

2. What extra information does the fact box on page 13 give about dragonflies? (Write-On) |TF|

(Accept supported answers.) 100 points = The fact box on page 13 tells me that dragonflies are older than dinosaurs. It shows me a picture of a dragonfly fossil from millions of years ago. 90 points = The fact box on page 13 tells me that dragonflies are older than dinosaurs. 80 points = They are older than dinosaurs.

3. What happens **after** an assassin bug bites another bug? |SQ|

100 points = *After an assassin bug bites another bug, the bug's insides turn to soup. Then the assassin bug eats the other bug's insides.*

90 points = *After an assassin bug bites another bug, it eats the bug's insides. 80 points = It eats the bug's insides.*

4. Why are some assassin bugs called kissing bugs? |CE|

- a. They have big lips.
- b. They bite people on the face.
- c. They kiss other assassin bugs.
- d. They make kissing noises.

- If some teams finish ahead of others, have them work on their graphic organizers.
- 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.

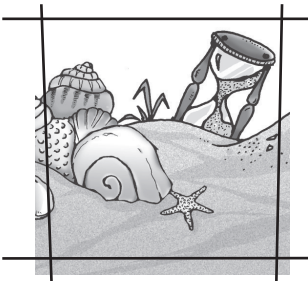


Strategy-Use Discussion

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

Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions.
	<p style="text-align: center;">Team Talk Extenders</p> <p>Are you more afraid of wasps or spiders? Why? If you aren't afraid of either, tell why.</p> <p>Imagine that you are a bug. What features would you want to have to protect you from other bugs? Why?</p> <p>Are bugs more helpful or harmful to people? Why?</p>
<ul style="list-style-type: none"> – Award team celebration points. 	

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

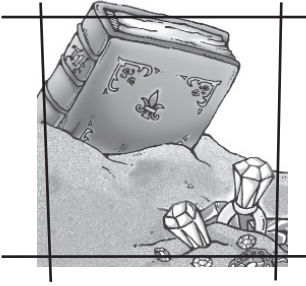
Timing Goal: 5 minutes

- Explain 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 6 and 7

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

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



DAY 2

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

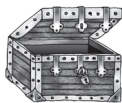
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

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 text, 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

- Review the topic and the author's intent with students.
- Remind them of the graphic organizer you are using to help you remember the text.

- Review the important ideas from yesterday’s reading.

Yesterday we began to read about trees. We learned about parts of a tree such as its bark and its roots. We read about the kinds of creatures that call a tree home. We learned that there are two main types of trees: broad-leaved trees and conifers. And we saw how trees change from season to season.

- Tell students that you will continue to record important ideas on the graphic organizer.
- Read pages 20 and 21 of *The Secret Life of Trees* aloud. Remember to show students each page of text as you read aloud.
- Identify the text features on these pages. Then use **Think-Pair-Share** to ask students what they can learn from the photographs and fact box. Randomly select a few students to share.



When we look at these pages, we see several text features. There are a few photographs to help us learn more about trees in this section, and there is also a text box. The text talks about how new trees grow from seeds in the ground. How do the photographs on page 20 help you to understand this idea? Listen to students’ responses. Right, the photographs show a tree growing from a seed. Part of the tree grows up and out of the ground. The other part grows down and makes roots. These photographs help us know what a tree looks like when it grows. Now let’s look at the fact box on page 21. What does it tell us about trees? Listen to students’ responses. Yes. The fact box tells us that a fully grown oak tree can make 50,000 acorns in one summer. The text features on these pages help us to learn more information about trees than the text alone.

- Continue reading through page 32 aloud. Summarize the main ideas from your reading, and write these on your idea tree.
- Remind students that they will use text features as they read *Bugs! Bugs! Bugs!* this cycle.

Strategic Review

- Ask teammates to summarize the ideas recorded on their graphic organizers from the passage they read/reread the previous day. Use **Random Reporter** to have students share these items with the class.
- If appropriate, have students survey the section of text that they will read today and predict the topic of this section. Model this if necessary. Use **Random Reporter** to share the predictions with the class.
- Ask students if they can think of a good question to ask about the text at this point in their reading. Allow volunteers to pose their questions to the class. Model these questions if necessary; an example follows.

How does the hunting wasp feed its babies?
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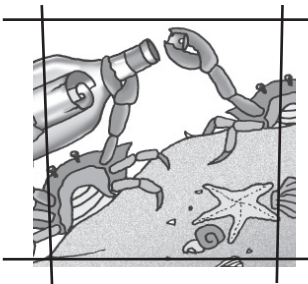
Preview Team Talk

- 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. What happens if you bother a stinkbug? |CE|
 - a. It bites you.
 - b. It runs away.
 - c. It lets out a bad smell.
 - d. It tries to fight with you.
2. What extra information does the fact box on page 23 give about caterpillars? (Write-On) |TF|
3. Which of the following is an opinion? |FO|
 - a. Thorn bugs are smart.
 - b. Stinkbugs help their young hide from hungry birds.
 - c. Caterpillars sometimes huddle together.
 - d. Click bugs jump to escape.
4. How are the hoverfly and the hornet similar? How are they different? |TF • CC|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students read and restate: **SR**
pages 18–32 aloud with partners.
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

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

Team Talk

1. What happens if you bother a stinkbug? |CE|
 - a. It bites you.
 - b. It runs away.
 - c. *It lets out a bad smell.*
 - d. It tries to fight with you.

2. What extra information does the fact box on page 23 give about caterpillars? (Write-On) |TF|

100 points = *The fact box on page 23 tells me that caterpillars change into butterflies. They change inside a chrysalis. The picture shows me what a chrysalis looks like.* **90 points** = *The fact box on page 23 tells me that caterpillars change into butterflies.* **80 points** = *Caterpillars change into butterflies.*

3. Which of the following is an opinion? |FO|
 - a. *Thorn bugs are smart.*
 - b. Stinkbugs help their young hide from hungry birds.
 - c. Caterpillars sometimes huddle together.
 - d. Click bugs jump to escape.

4. How are the hoverfly and the hornet similar? How are they different? |CC • TF|

(Accept supported answers.) **100 points** = *The hoverfly and the hornet are similar because they are both yellow and have black stripes. They are different because the hoverfly is harmless and the hornet can sting.* **90 points** = *They are similar because they are both yellow with black stripes. They are different because the hoverfly is harmless and the hornet can sting.* **80 points** = *They are both yellow and black. The hoverfly is harmless. The hornet can sting.*

- If some teams finish ahead of others, have them work on their graphic organizers.
- 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

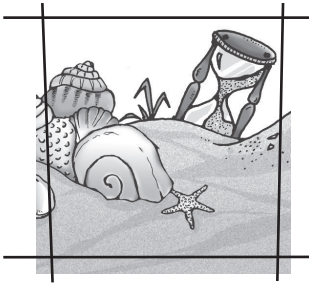
When a creature blends in with nature, we say it is camouflaged. What other animals use camouflage?

Some bugs use bright colors as a warning to other creatures that want to eat them. What other animals use their colors to send messages?

- Award team celebration points.

Write-On Discussion

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



FLUENCY IN FIVE **TP**

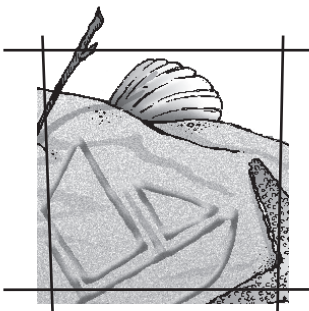
Timing Goal: 5 minutes

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

Student Edition, page 1

Pages 24 and 25

- 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.



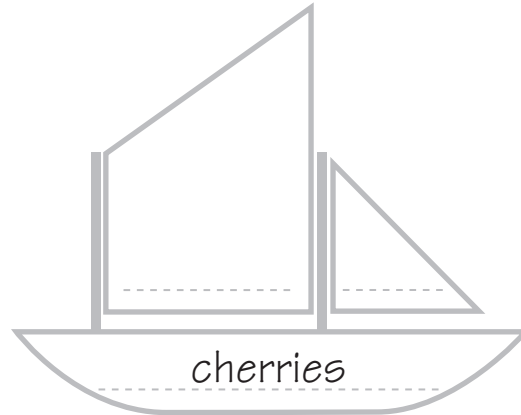
WORD POWER **TP**

Timing Goal: 10 minutes

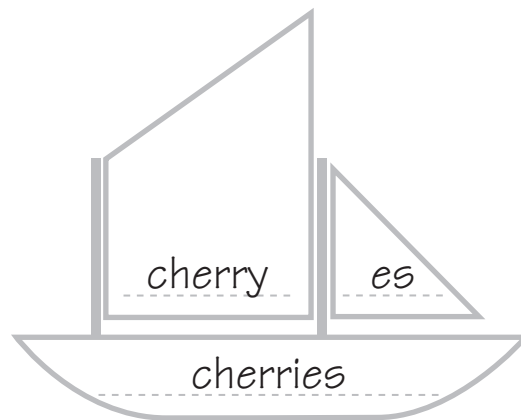
- Pretend to take a message from Captain Read More out of the bottle. Use the message to review the Word Power skill: reading base words and endings. Link the skill to Captain Read More's Word Treasure clue for reading base words and endings.

- Display a sailboat with one main sail and one small sail. Write “cherries” on the bottom of the boat.

Blackline master provided.

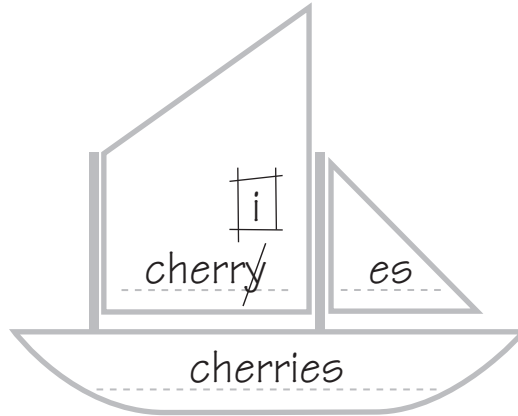


- Use **Think-Pair-Share** to ask students if they can figure out what the clues mean—how the sails can help them read the word—and what word parts should go on the sails.



- Randomly select a few students to share. Write the word parts on the sails.
- Use **Think-Pair-Share** to ask students to read the sail parts with you, read the word, and compare the sail parts to the boat to see if they are the same.
- Randomly select a few students to share. Confirm or explain that there is an *i* in *cherries* on the boat, but there is a *y* on the end of *cherry*.
- Explain that sometimes when base words end with a *y*, the *y* changes to an *i* when endings are added.
- Explain that Captain Read More uses a needle and thread to show this change. He makes a stitch across the *y* to cross it out and he adds the *i* above it.

- Strike out the *y* in *cherry* on the main sail, and add an *i* above it. Put a box around the *i*.



- 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.

<h2 style="margin: 0;">Word Treasure</h2>	<p>Sometimes when a base word ends with <i>y</i> and an ending is added, the <i>y</i> changes to an <i>i</i>.</p> <p>If you’re having trouble reading a word like this, read the base word and ending first, and then read the whole word.</p>
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- Tell students to be on the lookout for a word from this cycle’s vocabulary list that has a base word that ends with *y* where the *y* changes to an *i* when an ending is added.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition, page 3

Skill Practice	
<p>Write the word in your journal. Then write the base word and ending. If a letter changes when the ending is added, cross it out. If a new letter is added, write it above the crossed out letter and draw a box around it. Draw a sailboat if you need help.</p>	
1. supplies	<div style="text-align: center; margin-bottom: 5px;"> i </div> $supply + es$
2. berries	<div style="text-align: center; margin-bottom: 5px;"> i </div> $berry + es$
3. applies	<div style="text-align: center; margin-bottom: 5px;"> i </div> $apply + es$
4. countries	<div style="text-align: center; margin-bottom: 5px;"> i </div> $country + es$

Building Meaning			
perfectly	injects	scurries	ooze
shield	capture	huddle	deadly

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

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

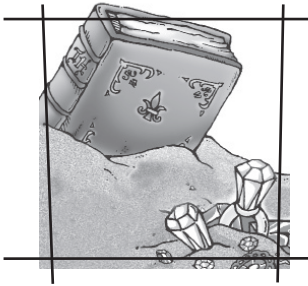
6. Which of the following things would shield you from the rain?

- a. a wooden spoon
- b. a piece of paper
- c. a beautiful flower
- d. a covered porch



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

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



DAY 3

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

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

Set the Stage



- Display and have students complete the Two-Minute Edit to start the class. **TP**
- Use **Random Reporter** to check corrections.
- Award team celebration points.
- Remind students of the text, 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

- Review the topic and the author’s intent with students.
- Remind them of the graphic organizer you are using to help you remember the text.
- Review the important ideas from yesterday’s reading.

Yesterday we read about conifer trees and the way they protect themselves from the cold. We learned about trees that grow in warm,

tropical areas and the kinds of fruit and nuts they grow. We also read about things that are made from trees.

- Tell students that as you reread you will look for details about the important ideas and add them to the graphic organizer. Tell students that you will also add any important information you missed the first time you read.
- Reread pages 4–13 of *The Secret Life of Trees* aloud, and model adding supporting details to your idea tree. Remember to show students each page of the text as you read aloud.
- Read pages 14 and 15 aloud. Use **Team Huddle** to ask students about the text features on these pages. Use **Random Reporter** to select students to share their responses.

th

There are many photographs to help us learn more about trees in this section. The text talks about the two main types of trees. How do the photographs on page 14 help you learn about these different types of trees? The photographs show me what broad-leaved trees and conifers look like. The text also talks about how trees change with the seasons. What do the photographs on page 15 tell you about broad-leaved trees? The photographs show me what broad-leaved trees look like in different seasons. I can see how the leaves on the tree change from spring to summer to fall and then winter.

- Continue reading through page 19 aloud. Add supporting details to your idea tree as necessary.

Strategic Review

- Ask teammates to summarize the ideas recorded on their graphic organizers from the passage they read/reread the previous day. Use **Random Reporter** to have students share these items with the class.
- If appropriate, have students survey the section of text that they will reread today and predict that ideas will become more clear. Model this if necessary. Use **Random Reporter** to share the predictions with the class.
- Ask students if they can think of a good question to ask about the text at this point in their reading. Allow volunteers to pose their questions to the class. Model these questions if necessary; an example follows.

How did the stinkbug get its name?

Preview Team Talk

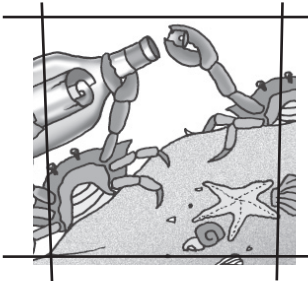
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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 3

Team Talk

1. Is it a fact or opinion that bugs look scary close up? Tell why. |FO|
2. Sometimes a dead insect is too big for wood ants to carry. How do they solve this problem? |PS|
 - a. They leave it and find a smaller meal.
 - b. They eat it where it is and don't move it.
 - c. They wait for a bigger bug to carry it for them.
 - d. They tear the bug to pieces and then move it.
3. What extra information does the fact box on page 15 give about assassin bugs? (Write-On) |TF|
4. How are female stag beetles different from male stag beetles? |CC|
 - a. Female stag beetles have bigger jaws.
 - b. Female stag beetles do not bite as hard.
 - c. Female stag beetles have smaller jaws.
 - d. Female stag beetles are a different color.



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students reread and restate: **SR**
pages 4–17 aloud with partners.
- If some partners finish reading and filling out their graphic organizers 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

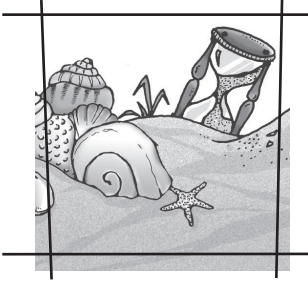
1. Is it a fact or opinion that bugs look scary close up? Tell why. |FO|
(Accept supported answers.) 100 points = It is an opinion that bugs look scary close up. Some people might think that bugs look scary. Other people might think that bugs look interesting. You cannot prove they look scary. 90 points = It is an opinion. Some people might think that bugs look interesting and not scary. It cannot be proven. 80 points = It is an opinion. It can't be proven.
2. Sometimes a dead insect is too big for wood ants to carry. How do they solve this problem? |PS|
 - a. They leave it and find a smaller meal.
 - b. They eat it where it is and don't move it.
 - c. They wait for a bigger bug to carry it for them.
 - d. They tear the bug to pieces and then move it.
3. What extra information does the fact box on page 15 give about assassin bugs? (Write-On) |TF|
100 points = The fact box on page 15 tells me that some assassin bugs are called kissing bugs. These bugs bite people on the face. 90 points = The fact box on page 15 tells me that kissing bugs bite people on the face. 80 points = Kissing bugs bite people on the face.
4. How are female stag beetles different from male stag beetles? |CC|
 - a. Female stag beetles have bigger jaws.
 - b. Female stag beetles do not bite as hard.
 - c. Female stag beetles have smaller jaws.
 - d. Female stag beetles are a different color.

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

Class Discussion TP



<p>Strategy-Use Discussion</p>	<ul style="list-style-type: none"> - Use Random Reporter to select two or three students to describe their team’s strategy use with the class. - Award team celebration points. 	
<p>Think-and-Connect Discussion</p>	<ul style="list-style-type: none"> - Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. - Allow students time to discuss your questions. - Use Random Reporter to select students to respond to your questions. 	
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #cccccc; vertical-align: top; padding: 5px;"> <p>Team Talk Extenders</p> </td> <td style="padding: 5px;"> <p>What kinds of bugs are dangerous to people? Tell what you know about them.</p> <p>What other animal protects itself like a stinkbug? How are they different?</p> <p>Different bugs protect themselves different ways. How do you protect yourself from getting hurt?</p> </td> </tr> </table>	<p>Team Talk Extenders</p>
<p>Team Talk Extenders</p>	<p>What kinds of bugs are dangerous to people? Tell what you know about them.</p> <p>What other animal protects itself like a stinkbug? How are they different?</p> <p>Different bugs protect themselves different ways. How do you protect yourself from getting hurt?</p>	
<p>Write-On Discussion</p>	<ul style="list-style-type: none"> - Award team celebration points. - Use Random Reporter to ask one or two students to read their written answers to the class. If desired, display student answers on the board. - Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it. 	



FLUENCY IN FIVE **TP**

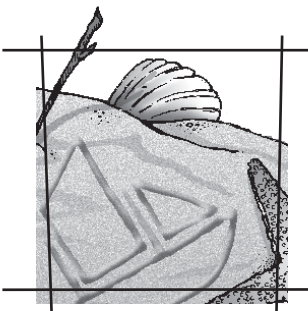
Timing Goal: 5 minutes

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

Student Edition, page 1

Pages 24 and 25 or 12 and 13

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

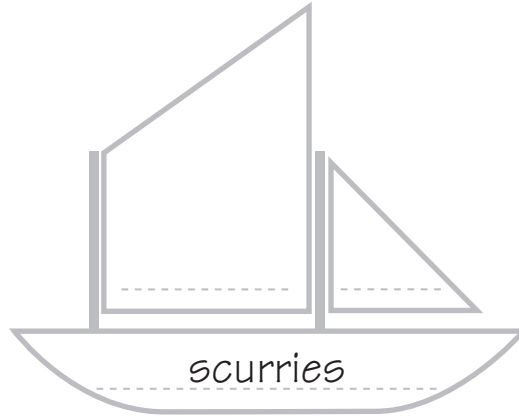


WORD POWER **TP**

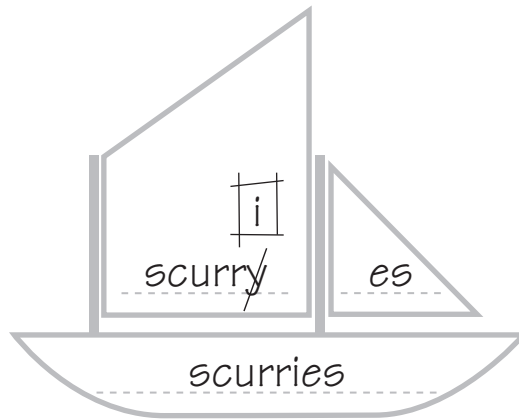
Timing Goal: 10 minutes

- Pretend to take a message from Captain Read More out of the bottle. Use the message to review the Word Power skill. Use the message to remind students of the skill that they are working on (changing *y* to *i* in a base word when adding an ending) and the tool Captain Read More uses to make this change (needle and thread).

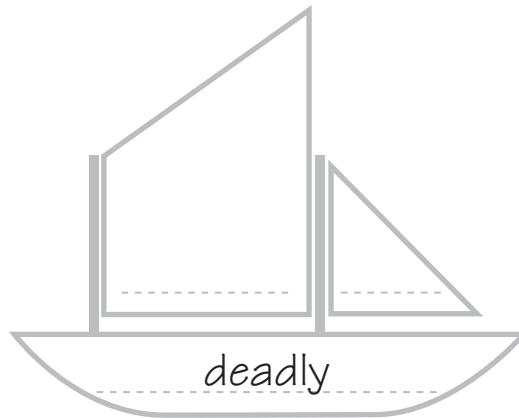
- Point out that there is a word from this cycle’s vocabulary list that contains a base word with a *y* on the end. Draw or display another blank sailboat. Write the word “scurries” on the bottom of the boat.



- Use **Think-Pair-Share** to have students identify which word should go on the big sail [*scurry*] and what should be written on the smaller sail [*es*] and what letter should be crossed out [*y*] and what letter should be added [*i*].
- Select students to share using **Random Reporter**.



- Point out that there is another word from this cycle’s vocabulary list that contains a base word with an ending. Draw or display another blank sailboat. Write the word “deadly” on the bottom of the boat.



- Use **Think-Pair-Share** to have students identify which word should go on the big sail /dead/ and what should be written on the smaller sail /ly/. Select students to share using **Random Reporter**.
- Tell students that the base word is *dead*. Explain that the *-ly* on the end of *dead* changes the word to mean able or likely to cause death. Tell students that usually when *-ly* appears at the end of a word, it changes the word so it describes something.
- Repeat the activity with *injects*.
- 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, page 4

Skill Practice

Write the word in your journal. Then write the base word and ending. If a letter changes when the ending is added, cross it out. If a new letter is added, write it above the crossed out letter and draw a box around it. Draw a sailboat if you need help.

1. flies $\overset{\boxed{i}}{f\cancel{ly}} + es$
2. yearly $year + ly$
3. fists $fist + s$
4. plainly $plain + ly$

Building Meaning			
perfectly	injects	scurries	ooze
shield	capture	huddle	deadly

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

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

6. Which of the following things would not shield you from the rain?

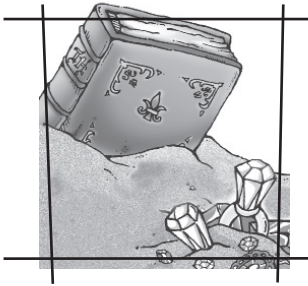
- a. a rain coat
- b. a roof
- c. a pair of glasses
- d. an umbrella

Practice Lists		
Group 1		
ladies	barely	dries
armies	cries	fries
buries	cheaply	duties
Group 2		
barely	kind	fries
hand	picture	cheaply
armies	dries	again

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

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

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



DAY 4

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

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

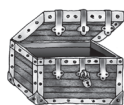
Set the Stage



- Display and have students complete the Two-Minute Edit to start the class. **TP**
- Use **Random Reporter** to check corrections.
- Award team celebration points.
- Remind students of the text, 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

- Review the topic and the author’s intent with students.
- Remind them of the graphic organizer you are using to help you remember the text.
- Review the information you added to your graphic organizer from yesterday’s reading.

Yesterday we reread the first half of *The Secret Life of Trees* to better understand how trees grow and to learn about the main types of trees. We looked at pictures, photographs, and text boxes to learn more about trees and how they grow.

- Tell students that as you reread you will look for details about the important ideas and add them to the graphic organizer. Tell students that you will also add any important information you missed the first time you read.
- Tell students that they will reread the second half of the text to better understand the ideas that they heard on day 2.
- Reread pages 20–22 of *The Secret Life of Trees* aloud. Remember to show students each page of the text as you read. Use **Think-Pair-Share** to ask students about the text features of pages 22 and 23. Randomly select students to share.



Look at pages 22 and 23. The text on page 22 tells us about conifers. It also tells us that conifers can live in cold places. What text features do you see on these pages? An up-close photograph of the needles of a conifer and a fact box with a picture of a tree in the snow. How does the big photograph help you learn about conifer trees? It shows me what the needles and cones look like on a conifer tree. What did we learn from the fact box? A conifer tree's branches are bouncy, so they can hold a lot of snow. The picture shows a tree with a lot of snow on its branches.

- Continue reading through page 32 aloud. Summarize the supporting details from your reading, and write these on your idea tree.

Strategic Review

- Ask teammates to summarize the ideas recorded on their graphic organizers from the passage they read/reread the previous day. Use **Random Reporter** to have students share these items with the class.
- If appropriate, have students survey the section of text that they will reread today and predict that ideas will become more clear. Model this if necessary. Use **Random Reporter** to share the predictions with the class.
- Ask students if they can think of a good question to ask about the text at this point in their reading. Allow volunteers to pose their questions to the class. Model these questions if necessary; an example follows.

Why are some bugs called kissing bugs?

Preview Team Talk

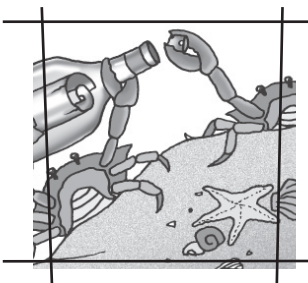
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #2, must be written individually, after students discuss it in their teams.

- 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.
- Point out that question #4 asks them to summarize the text using their graphic organizers. Tell them that this will complete the TIGRRS process.

Student Edition, page 5

Team Talk

1. What happens if something tries to eat the tropical moth caterpillar? |CE|
 - a. It will get a mouthful of long hair.
 - b. It will get poked by the moth's spikes.
 - c. It will get poisoned by the moth's skin.
 - d. It will get a bad taste in its mouth.
2. What extra information does the fact box on page 29 give about click beetles? (Write-On) |TF|
3. What does a click beetle do **after** it lands on its back? |SQ|
 - a. It rolls around helplessly.
 - b. It sends out light signals for mates.
 - c. It plays dead to trick its enemies.
 - d. It flips itself back into the air.
4. Tell two or three important ideas from *Bugs! Bugs! Bugs!* Use your idea tree to help you. |SU|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students reread and restate: **SR** pages 18–32 aloud with partners.
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion TP

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

Team Talk

1. What happens if something tries to eat the tropical moth caterpillar? |CE|
 - a. It will get a mouthful of long hair.
 - b. It will get poked by the moth's spikes.
 - c. It will get poisoned by the moth's skin.
 - d. It will get a bad taste in its mouth.
2. What extra information does the fact box on page 29 give about click beetles? (Write-On) |TF|

100 points = *The fact box on page 29 tells me that some click beetles have flashing lights. They use these lights to find a mate.* **90 points** = *The fact box on page 29 tells me that some click beetles use flashing lights to find a mate.* **80 points** = *Some click beetles use flashing lights to find a mate.*
3. What does a click beetle do **after** it lands on its back? |SQ|
 - a. It rolls around helplessly.
 - b. It sends out light signals for mates.
 - c. It plays dead to trick its enemies.
 - d. It flips itself back into the air.
4. Tell two or three important ideas from *Bugs! Bugs! Bugs!* Use your idea tree to help you. |SU|

100 points = *Most bugs are only a danger to other bugs, and not to people. One reason is because they hunt other bugs to eat. Some bugs protect themselves by tricking their enemies. They have special shapes and colors.* **90 points** = *Most bugs are only a danger to other bugs, and not to people. They eat other bugs. They protect themselves from other bugs by tricking them.* **80 points** = *Bugs are dangers to other bugs because they eat them. Some bugs trick their enemies.*

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

Class Discussion TP



Strategy-Use Discussion

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

Think-and-Connect Discussion

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

Team Talk Extenders

How did reading the book a second time help you better understand bugs?

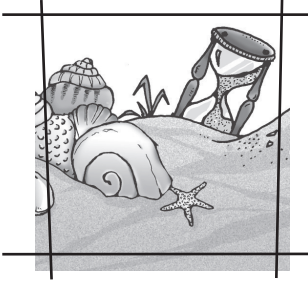
Do you think there is any place in the world bugs could not live? Where is it and why?

Have you ever seen any of the insects from *Bugs! Bugs! Bugs!?* Tell about them.

- Award team celebration points.
- Allow students time to discuss their summaries.
- Use **Random Reporter** to select students to share their summaries.

Write-On Discussion

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



FLUENCY IN FIVE **TP**

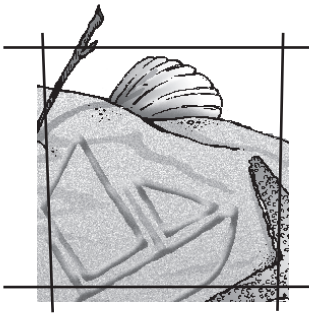
Timing Goal: 5 minutes

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

Student Edition, page 1

Pages 24 and 25, 12 and 13, or page 32

- 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 skills (changing *y* to *i* in a base word when adding an ending, *-ly*, *-es*, and *-s* endings) and the tool Captain Read More uses to make the *y* to *i* change (needle and thread).
- 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

Her mom spread the peanut butter evenly on the bread.

Their uncle always told them ghost stories when they went camping.



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

i
even + *ly*, *story* + *es*

- 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 the word in your journal. Then write the base word and ending. If a letter changes when the ending is added, cross it out. If a new letter is added, write it above the crossed out letter and draw a box around it. Draw a sailboat if you need help.

i
 1. babies *bab*~~y~~ + *es*

2. lightly *light* + *ly*

i
 3. bodies *bod*~~y~~ + *es*

i
 4. spies *sp*~~y~~ + *es*

Building Meaning			
perfectly	injects	scurries	ooze
shield	capture	huddle	deadly

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.*

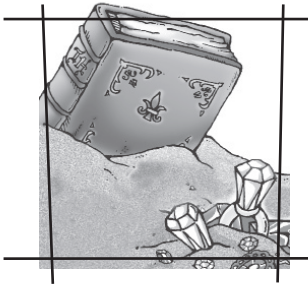
6. Choose the word that best fits in the blank.

Gina’s pet lizard usually scurries under the sink when it gets out of its cage.

On My Own		
dries	ladies	fries
kind	picture	cheaply
armies	hand	again

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

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



DAY 5

ACTIVE INSTRUCTION

Timing Goal: 20 minutes

Team Cooperation Goal

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

Set the Stage

- Tell students that their reading test today includes comprehension questions and Word Power items.
- Remind students that their scores on this test will contribute to their team scores.
- Introduce the text students will read for their test. Relate it to their cycle text by telling what it is about, but do not give additional information or details.

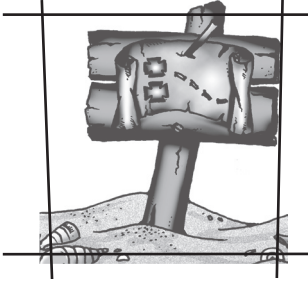
Today you will read about a special kind of tree.

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

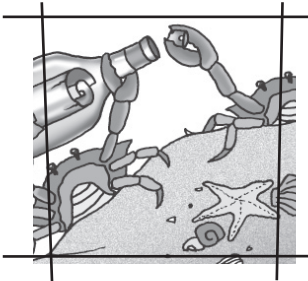
- Distribute the test, and preview it with students without providing information about the answers. Point out that question #3 asks about text features.
- Ask students to underline key words or phrases in question #3.
- Make sure that students understand that the test is independent work and that they should continue to use their strategies with sticky notes as they read without their partners' assistance.
- Tell students to add any relevant ideas from this reading to their graphic organizers and to do so without assistance.
- Remind students that they have 35 minutes for the test.



TEST

Timing Goal: 35 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 and graphic organizers.



TEAMWORK

Timing Goal: 35 minutes

Teacher procedures for Teamwork vary with strategy instruction.

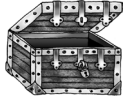
Team Discussion **TP**

- 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 put on their graphic organizers.

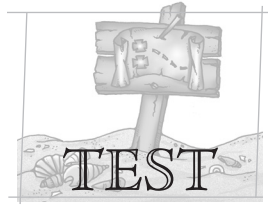


Class Discussion TP

- 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 graphic organizers.
- 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.



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



Test Passage

Read the test passage, and complete a graphic organizer. Then reread the passage, and add more ideas to your organizer.

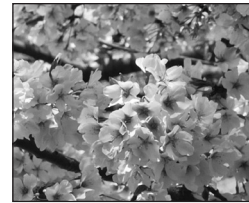
Something special happens in the spring. Thousands of trees bloom at the same time. They are cherry blossom trees.

The flowers stay on the trees for about two weeks. There are many of these trees in Washington, D.C. People come from all over the world to see them.

Japan gave the trees to the United States many years ago. The trees are a sign of friendship.

More about Cherry Blossoms

These trees have pink and white flowers. They are called cherry blossoms because of their color. No cherries grow on these trees.



Comprehension Questions

Use your graphic organizer to answer the following questions. The score for comprehension questions equals 90 points. The graphic organizer is worth 10 points. The total possible score equals 100 points.

20 points

1. What is the topic of this text? How do you know? |MI|

20 points = *The topic of this text is cherry blossom trees. I know this is the topic because the text tells about when the trees bloom. The text feature shows what the blooms look like.* **15 points** = *The topic of this text is cherry blossom trees. The text tells about the trees, and the picture shows the blooms.* **10 points** = *Cherry blossom trees. The text tells about them. There is a picture.*

30 points

2. What is the intent of the author? |AP|
 - a. to tell how cherry blossoms got their name
 - b. to tell when you can see the trees bloom
 - c. to give facts about cherry blossom trees
 - d. to tell where you can find the trees

How do you know?

20 points = I know this is the intent of the author because the text tells many facts about cherry blossom trees. It tells when and where they bloom. It tells what they look like. **15 points** = I know this is the intent of the author because the text tells many facts about the trees. It tells about how they bloom. **10 points** = It tells facts about the trees.

20 points

3. What extra information does the text box give about cherry blossoms? [TF]

20 points = The text box tells what the cherry blossoms look like. It also tells me that cherries do not grow on these trees. The photograph shows me what the flowers look like. **15 points** = The text box tells what the cherry blossoms look like, and the photograph shows me. **10 points** = It tells what cherry blossoms look like.

20 points

4. Tell two or three important ideas from the passage. Use your idea tree to help you. [SU]

20 points = Cherry blossoms bloom at the same time every year. People go to see them in Washington, D.C., because many trees are planted there. The trees were a gift from Japan. **15 points** = The cherry blossom trees in Washington, D.C., bloom at the same time every year. The trees were a gift from Japan. **10 points** = The trees bloom in Washington, D.C., at the same time. They are from Japan.

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 on your paper. Then write the base word and ending. If a letter changes when the ending is added, cross it out. If a new letter is added, write it above the crossed out letter and draw a box around it. Draw a sailboat if you need help.

5 points 1. fairies $\overset{\boxed{i}}{\text{fair}} + \text{es}$

5 points 2. copies $\overset{\boxed{i}}{\text{cop}} + \text{ies}$

5 points 3. fruits $\text{fruit} + \text{s}$

5 points 4. loudly $\text{loud} + \text{ly}$

Building Meaning

perfectly	injects	scurries	ooze
shield	capture	huddle	deadly

10 points

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

10 points = *After a lot of practice, I learned how to throw the football perfectly each and every time.* **5 points** = *I practiced and learned how to throw the football perfectly.* **1 point** = *I can throw the football perfectly.*

10 points

6. The chef *injects* tasty fillings into her fruit pies.

10 points

7. Spiders use their webs to capture their prey. *Capture* means—
- heal.
 - match.
 - catch.
 - color.

10 points

8. “Let’s all *huddle* together and discuss the plan,” the coach shouted.

10 points

9. The chocolate syrup will ooze out of the jar if you warm it up first. *Ooze* means—
- flow.
 - flop.
 - slow.
 - stick.

10 points

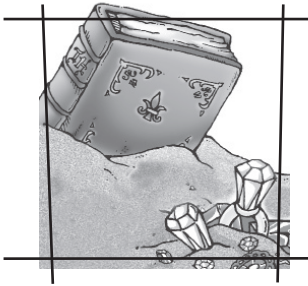
10. Suntan lotion will help shield your skin from the sun’s harmful rays. *Shield* means—
- slide.
 - cover.
 - color.
 - sweat.

10 points

11. The black widow spider’s bite is only *deadly* if you don’t get to a doctor quickly.

10 points

12. My cat *scurries* away and climbs a tree whenever she gets outside. *Scurries* means—
- runs quickly.
 - runs slowly.
 - twirls away.
 - comes back.



DAY 6

ACTIVE INSTRUCTION

Timing Goal: 25 minutes

Set the Stage

- Introduce the writing goal.

Today you will write a paragraph to share your opinion about bugs with your classmates. You just read a whole book about different kinds of bugs. What do you think about them?

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 an opinion paragraph, by telling students why people share opinions.

Everyone has an opinion about something! You have opinions about the best colors, the best games, and the best flavors of ice cream. Sometimes people cannot agree with other people's opinions. We share opinions so we can let others know what we like and what we don't like.

- Ask students to share their opinion about ice cream. Ask students whether they like it, and what is the best flavor of ice cream. Point out to students instances where they have different opinions about ice cream.
- Display the following paragraph. Read the paragraph aloud to students.

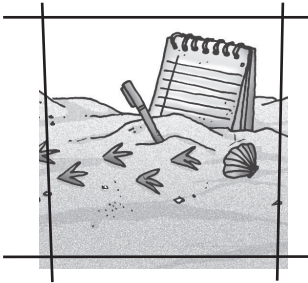
Blackline master provided.

I do not like dogs. I think they are too big and rough to be good pets. My friends' dogs all jump on me and knock me down. They also bark too loudly and hurt my ears. Dogs smell. They get into trash and roll around in the dirt. Then you have to give the dog a bath, which is hard to do. Dogs are also messy. You have to clean up after dogs. They drool on you. They might get mud on your shirt. I would not want to own a dog for a pet.



- Ask students what opinion the author of the paragraph is sharing. Have students use **Think-Pair-Share** to hear responses. *The author is sharing his or her opinion about dogs. The author does not like dogs.*

- Point out to students that the author provides a lot of reasons why he or she does not like dogs. Explain that students will have to provide reasons why they do or do not like bugs when they write their opinion paragraphs.



ADVENTURES IN WRITING

Timing Goal: 65 minutes

Planning

- Introduce the activity.

Remember that today you will write a paragraph to share your opinion about bugs with your classmates.



- 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

Write a paragraph that shares your opinion about bugs with your classmates. You read about a lot of bugs in *Bugs! Bugs! Bugs!* What do you think about them? Do you think bugs are interesting or exciting? Do you think they are disgusting? Do you like some bugs more than others? Think about your opinion of bugs. The first sentence of your paragraph should state your opinion of them. Give three reasons to support your opinion about bugs. Remember to write your ideas in complete sentences.

Scoring Guide

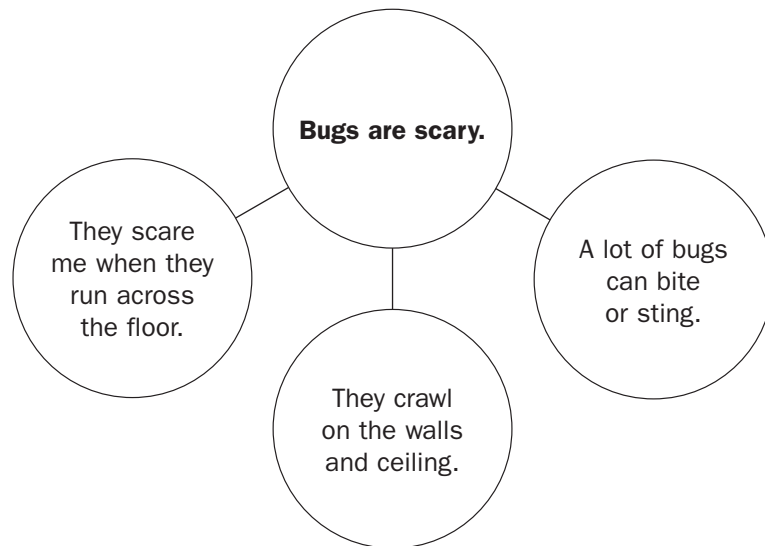
You wrote a paragraph to share your opinion about bugs with your classmates.	20 points
Your introductory sentence states your opinion about bugs.	20 points
You provide three reasons to support your opinion.	15 points each (45 points maximum)
The paragraph is written in complete sentences.	15 points

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

Before we begin writing, it's very important that we plan what we are going to write. That way, our thoughts and ideas will be organized when we write them down. The best way to plan for writing is to use a graphic organizer. Today we will use a web. This will help us make sure we have all the information we need to write our opinions about bugs.

- 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.
- Tell students that it is important to support their opinions with reasons as they write their paragraphs.

The writing prompt and scoring guide both tell you to support your opinions with reasons. It is important to tell others why you like or don't like something. It gives them more information about you. For example, if you tell a friend why you are afraid of his or her big dog, your friend will better understand your fear. Your friend might help you by keeping the dog away from you or showing you why you do not need to be afraid.

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

Blackline master provided.

I think bugs are very scary. First, I do not like the way bugs crawl on the walls and ceiling. I do not like seeing bugs on the ceiling above me. I am afraid they might fall down on my head. They might also jump off the wall onto me. I also do not like how bugs run across the floor out of hiding spaces. They move so quickly! It always makes me scream. Finally, I think bugs are scary because some bite and others sting. Once I was bitten by a big ant. It had a small mouth, but it hurt! I am always afraid of bees because they might sting me. They sound angry when they buzz around me. This is why I do not like bugs.



- Use **Random Reporter** to ask students what opinion the author has and the reasons the author provides to support his or her opinion.

What is the author's opinion about bugs? *The author thinks bugs are scary. Good! You know that right away because the author's introductory sentence says that. What is one reason the author thinks bugs are scary?* *The author does not like how they can crawl on walls or the ceiling. He or she is afraid of them falling or jumping. What is the next reason the author provides?* *The author does not like how bugs run out of hiding spaces so quickly. Excellent. What is the third reason the author is afraid of bugs?* *The author thinks bugs are scary because they can bite or sting. An ant bit him or her once. The author also does not like bees and their stingers. Great! The author of this paragraph supported his or her opinion with three reasons. This helps us learn more about the author and his or her fears.*

- Tell students to make sure they follow the writing prompt and scoring guide and remember to include three reasons that support their opinion.

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.

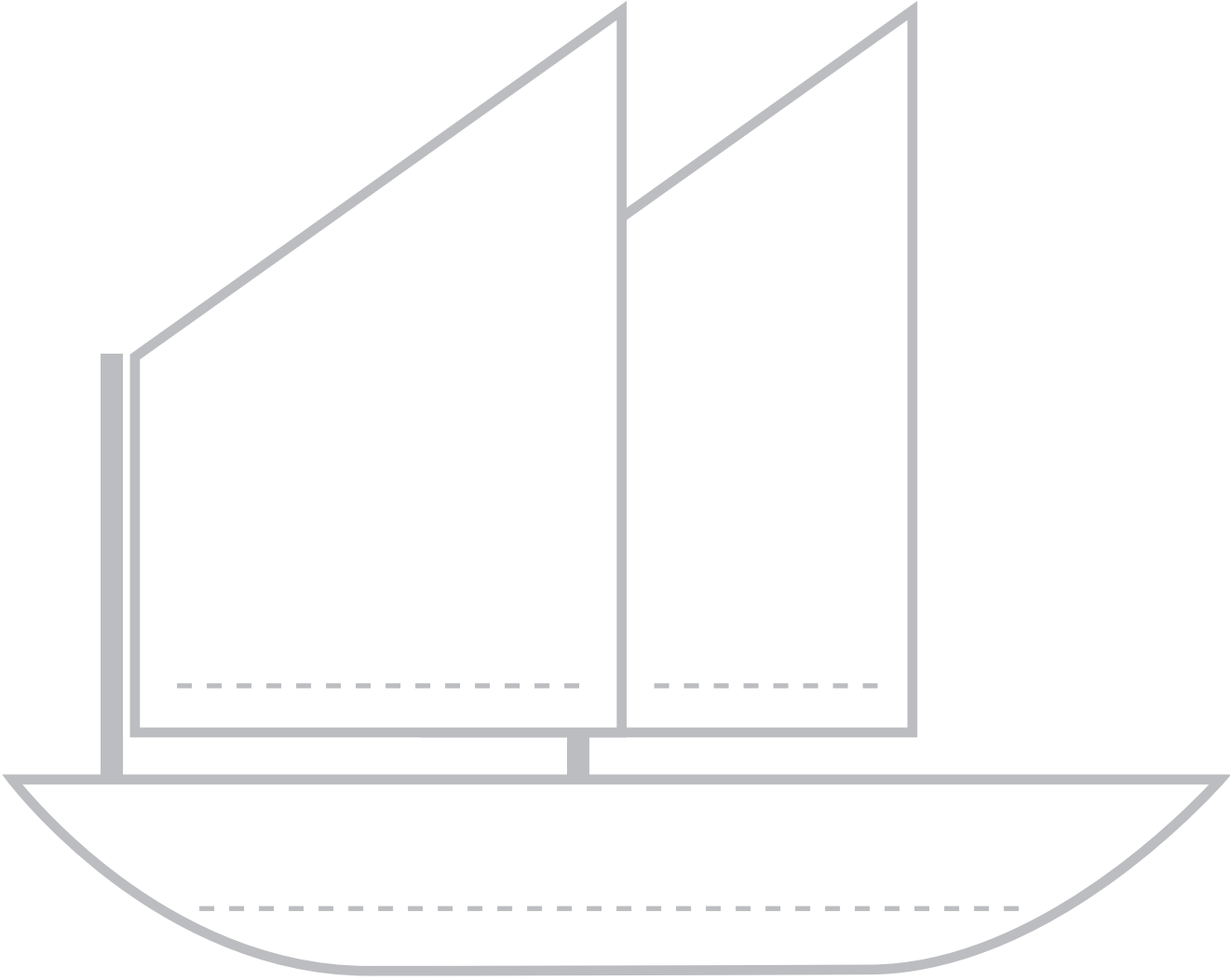
Editing

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



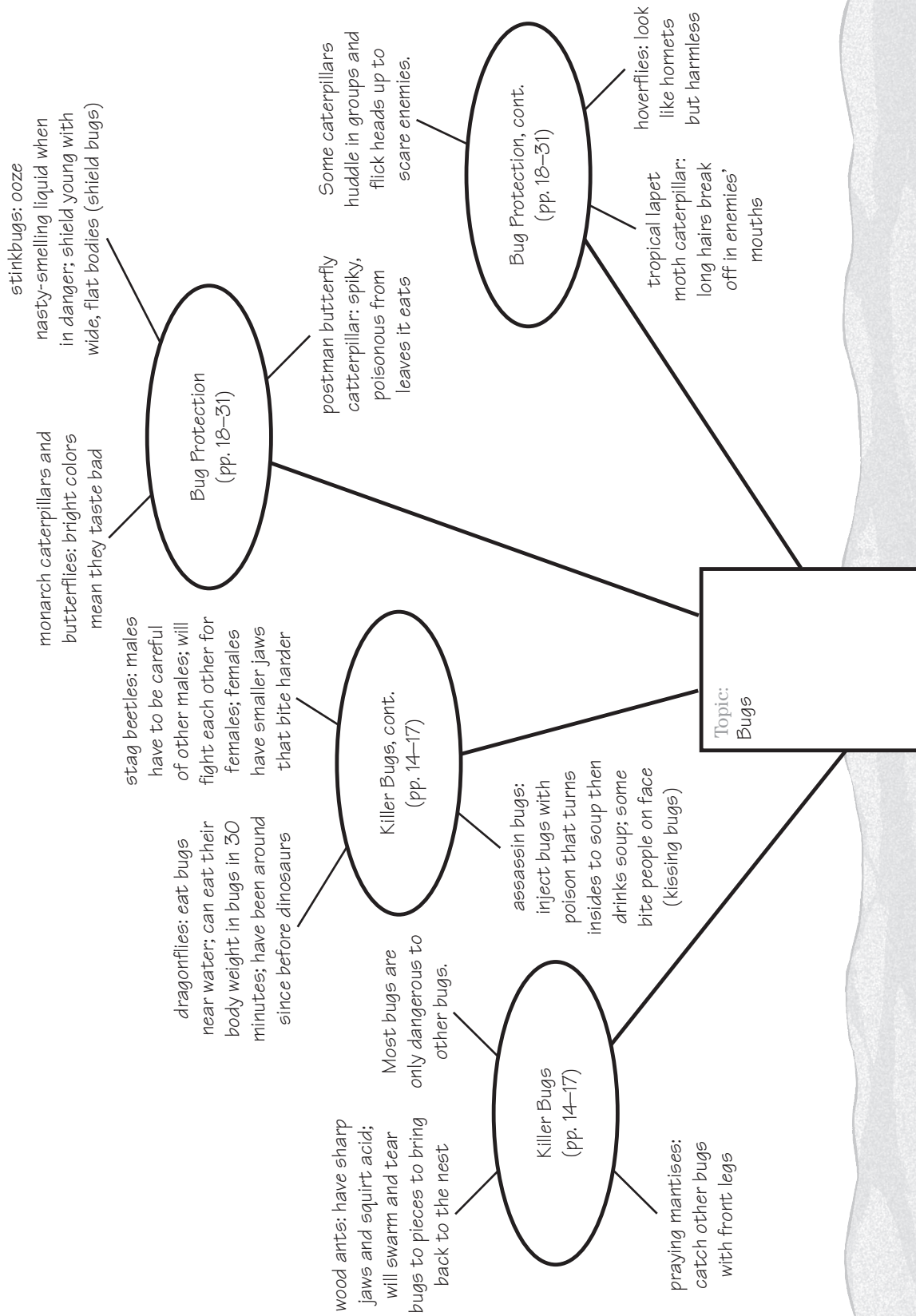
I do not like dogs. I think they are too big and rough to be good pets. My friends' dogs all jump on me and knock me down. They also bark too loudly and hurt my ears. Dogs smell. They get into trash and roll around in the dirt. Then you have to give the dog a bath, which is hard to do. Dogs are also messy. You have to clean up after dogs. They drool on you. They might get mud on your shirt. I would not want to own a dog for a pet.

I think bugs are very scary. First, I do not like the way bugs crawl on the walls and ceiling. I do not like seeing bugs on the ceiling above me. I am afraid they might fall down on my head. They might also jump off the wall onto me. I also do not like how bugs run across the floor out of hiding spaces. They move so quickly! It always makes me scream. Finally, I think bugs are scary because some bite and others sting. Once I was bitten by a big ant. It had a small mouth, but it hurt! I am always afraid of bees because they might sting me. They sound angry when they buzz around me. This is why I do not like bugs.



Title: Bugs! Bugs! Bugs!

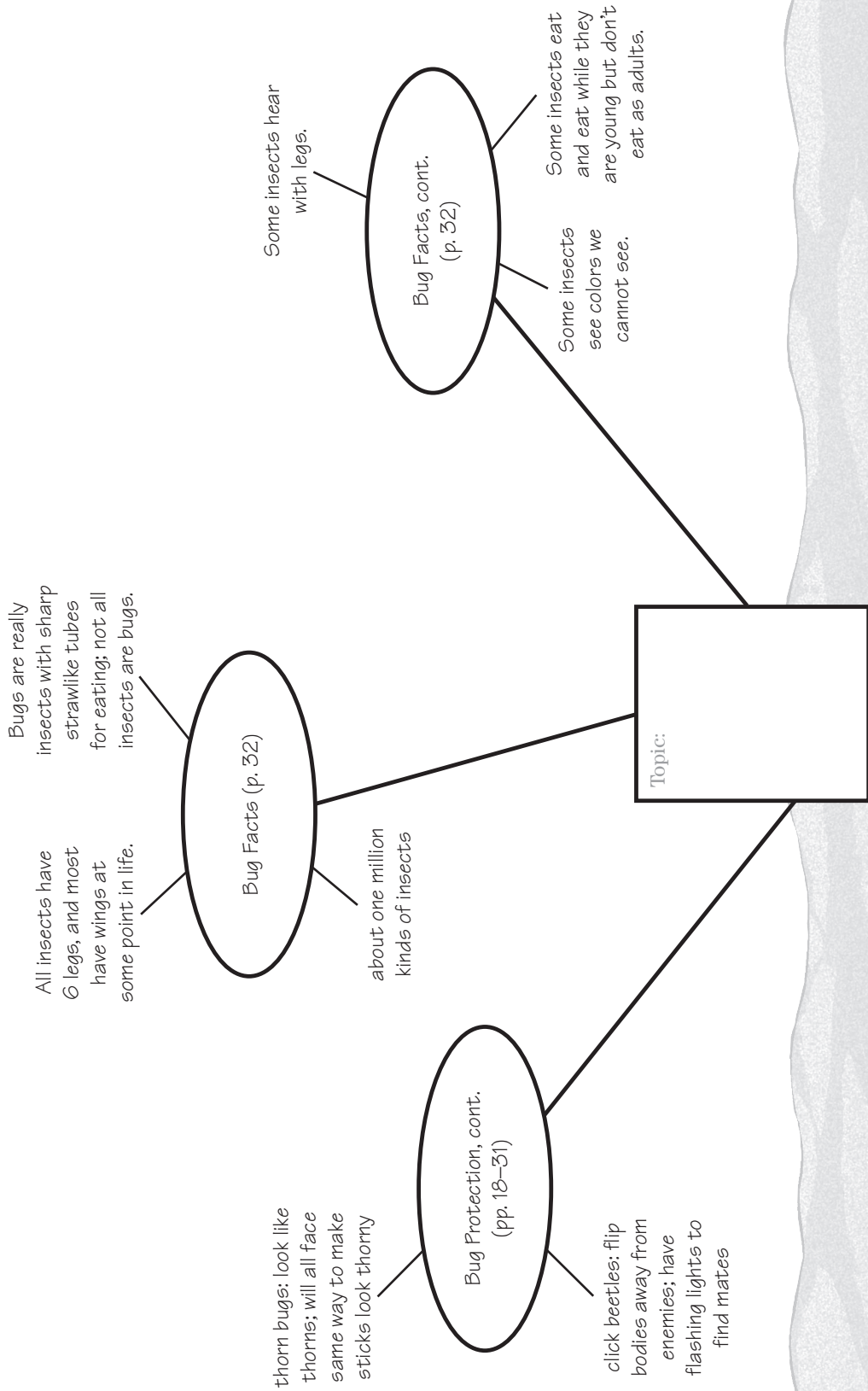
Idea Tree



Idea Tree



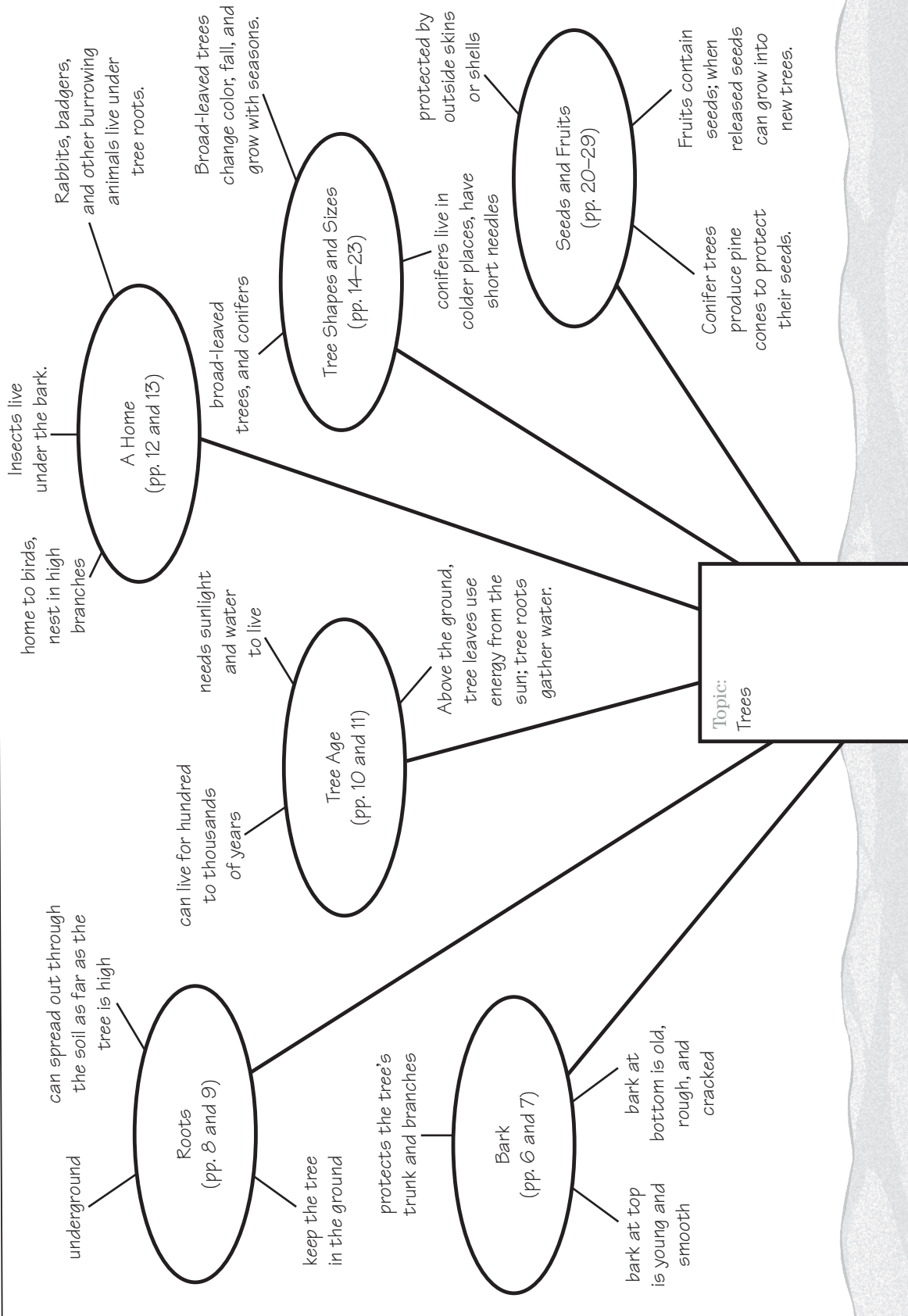
Title: Bugs! Bugs! Bugs!, cont.





Idea Tree

Title: The Secret Life of Trees



Common Core State Standards

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

LEVEL 2 / <i>Bugs! Bugs! Bugs!</i>
<p>English Language Arts Standards: <i>Reading: Informational Text</i></p> <p>Craft and Structure</p> <p>RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p>
<p>English Language Arts Standards: <i>Reading: Foundational Skills</i></p> <p>Phonics and Word Recognition</p> <p>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>
<p>English Language Arts Standards: <i>Writing</i></p> <p>Text Types and Purposes</p> <p>W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p>

