

Gila Monsters Meet You at the Airport

Written by Marjorie Weinman Sharmat
Aladdin Paperbacks, 1980 ISBN 0-689-71383-5

Literature

A City Grows

Written by Susan Ring
Newbridge Educational Publishing, 2001 ISBN 1-58273-564-6

Informational

**Reading
Wings** 4th
Edition

TARGETED Treasure Hunt

**Listening Comprehension Text for
*Gila Monsters Meet You at the Airport***

Home Sweet Home

Written by Susan Davis
Success for All Foundation, 2014
ISBN 978-1-941010-17-4

**Listening Comprehension Text for
*A City Grows***

Communities

Written by Judy Nayer
Newbridge Educational Publishing, 2001
ISBN 1-58273-586-7

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:
Gila Monsters Meet You at the Airport and
A City Grows***

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LITERATURE (6 DAY)

Gila Monsters Meet You at the Airport

Written by Marjorie Weinman Sharmat

Listening Comprehension Text

Home Sweet Home

Written by Susan Davis

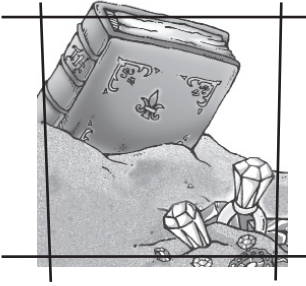
Summary

A young boy lives in New York City. He is upset to learn that his family is moving out West. He just knows how awful it will be—cacti and cowboys everywhere, hot deserts with buzzards flying overhead. He’s even heard that Gila monsters and horned toads meet you at the airport. During his travels, the boy meets another young boy who is moving East. He thinks the boy he calls Tex is very lucky, but Tex has other ideas. He just knows it will be awful back East. He’s heard there are gangsters, cold, snowy winters, and alligators that meet you at the airport. After his move, the boy moving West realizes that things are not always what they seem.

Instructional Objectives

	Reading	Word Power	Writing
CYCLE 1	Setting (ST)	Homographs	Write an advertisement.
	Students will describe the setting in the story.	Students will recognize homographs and identify their meanings based on context.	Students will write advertisements for the newspaper telling readers why they should visit their town. Their advertisements will make exaggerated claims about their town.

Teacher’s Note: The student text does not have page numbers. For the purposes of this Targeted Treasure Hunt, the first page of text for *Gila Monsters Meet You at the Airport* is page 3.

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

Set the Stage

- Introduce the story, author, and reading objective.

This cycle we will read *Gila Monsters Meet You at the Airport* by Marjorie Weinman Sharmat. As we read, we'll discuss and answer questions about the story's setting, or the place where the story happens. Good readers think about the setting because it is important to the story.

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



- Point out that the story is literature, or have students explore the story to figure out that it is literature. Review how literature differs from informational text.
- Use the items below to build or activate background knowledge about the story.
 - Tell students that this story takes place in two separate places: New York City and Texas. Point to both places on a map, and show photographs of both places. Use **Think-Pair-Share** to have students tell how the two places are different. Randomly select a few students to share.
 - Explain to students that Gila monsters aren't really monsters at all. Explain that they are lizards that live in the dry climates of the American Southwest. Show photographs of Gila monsters. Use **Think-Pair-Share** to have students describe Gila monsters. Randomly select a few students to share.

Vocabulary TP



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



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

Word and Page Number	Identification Strategy	Definition	Sentence
chasing page 6	base word + ending: chas(e) + ing	running after	The dog was <i>chasing</i> the ball.
silly page 9	chunk: sil-ly	funny	The clown looked <i>silly</i> with his red nose and big shoes.
probably page 11	chunk: prob-ab-ly	most likely	The dark clouds meant that it would <i>probably</i> rain.
collapse page 13	chunk: col-lapse	suddenly fall	Jamal thought he would <i>collapse</i> after running in the race.

Word and Page Number	Identification Strategy	Definition	Sentence
rescues page 13	base word + ending: rescue + s	saves	The firefighter <i>rescues</i> people from burning buildings.
zoom page 18	blend	move quickly	You can hardly see the cars as they <i>zoom</i> by during the race.
duck page 20	blend	bend down	Sue was so tall that she had to <i>duck</i> when she walked through the door.
crowded page 21	base word + ending: crowd + ed	packed, full	The parking lot was <i>crowded</i> with cars, so it was hard to find a parking space.

Using the Targeted Skill (Introduction and Definition)

- Introduce the skill, identifying the setting, by explaining to students that the setting of the story is the time and place in which the story takes place. Have students imagine that they are characters in a story. Use the appropriate date and place to explain the setting to students. An example follows.

When we talk about the setting of a story, we talk about when and where a story takes place. Imagine that we are characters in a story. Right now we are sitting in a classroom in Pennsylvania. The year is 2014. That is when and where our story is taking place, so that is our setting.

- Display the following sentences.

Blackline master provided.

1. Amelia played in the sand as the waves crashed on the beach.
2. Luke and Jill played catch in the park.
3. The camel walked across the hot desert looking for water.
4. Lucky Bill was a sheriff in the Old West.
5. The teacher wrote the math problem on the blackboard.



- Tell students that these sentences could all be first sentences from stories. Read the first sentence aloud. Use a **Think Aloud** to model identifying the setting of this sentence. Remind students that the setting is where something takes place.

I just read that Amelia played on the beach. So I know where this story takes place. It takes place on the beach. The beach is the setting. As you look at the following sentences, remember that the setting is where something takes place.

- Read the second sentence aloud. Use a **Think Aloud** to model identifying the setting and a detail about the setting.

This story takes place in the park. That's where the story takes place, so that's the setting.

- Read the remaining three sentences aloud. Use **Think-Pair-Share** to have students identify the setting of each of the remaining sentences. Point out that sentence #5 does not specifically state what the setting is, but the sentence gives clues.

Think about the setting of sentence #3. Where was the camel looking for water? Wait for students' responses. Right. The camel was in the desert, so the desert is the setting. Let's look at the rest of the sentences. Continue prompting students to identify the settings of the remaining sentences. Let's go back and look at #5 again. How do you know that the setting of this sentence is a classroom? Wait for students' responses. That's right. You have to use clues from the sentence to find out the setting. It doesn't say that the setting is a classroom, but we can tell from the clues in the sentence.

- Tell students that this cycle you will read them a story about elves looking for a new home. Let students know that they will read a story about a boy moving out West.

Listening Comprehension

- Tell students that you will read *Home Sweet Home* for listening comprehension. Point out that students should keep in mind that this story's setting is different from the story they will read.
- Use a **Think Aloud** to model how the title gives you a clue about the setting.

The title of the book is *Home Sweet Home*. That gives me a clue that the setting in the story will be someone's home. As I read, I will look for information that tells me where the characters live.

- Read pages 1–5 aloud. Use a **Think Aloud** to model how to identify specific examples of the setting in the story.

I just learned a lot about the setting from what I read. The family of elves lives in a hole under the shade of a rosebush. During the summer, the family likes where they live because they can go swimming in a puddle. They feel differently about where they live in the winter. The wind blows through cracks in their door, so they get very cold. Hmm. I wonder what the elves will do about this. Let me read on.

- Read pages 6 and 7 (paragraph 1) aloud. Use a **Think Aloud** to model how to identify that the setting will change.

When I read earlier, I wondered what the elves would do about the cold winters. Mama Elf tells Papa that it is too cold in their home, so he looks for a new place to live. He has found a new home that he thinks is perfect, but it is a surprise. When I read next time, we will see where their new home is and what it is like.

- Tell students that they will read a story with a different setting called *Gila Monsters Meet You at the Airport*. Ask students to think about how the setting of this story is different from the setting in the listening comprehension story.

Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

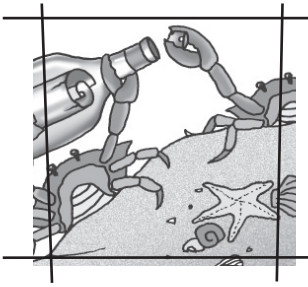
Student Edition, page 2

Team Talk

1. Why does the boy have to move? |CE|
 - a. His parents are moving. He has to move with them.
 - b. His parents are sending him away to school.
 - c. His parents are sending him to play baseball.
 - d. His parents are moving. He has to live with his friend.
2. Does the boy like New York City? How can you tell? |DC|
3. How does the boy picture the West? |ST|
 - a. full of baseball players
 - b. full of cactus plants
 - c. full of suitcases
 - d. full of cowboy hats

What else does the boy think about the West? (Write-On)
4. What does the word *howdy* on page 8 mean? How do you know? |CL|

- Randomly assign team leaders.



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**
pages 3–5 aloud with partners.
pages 6–8 silently.
- If some partners finish reading ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion **TP**

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

Team Talk

1. Why does the boy have to move? |CE|
 - a. *His parents are moving. He has to move with them.*
 - b. *His parents are sending him away to school.*
 - c. *His parents are sending him to play baseball.*
 - d. *His parents are moving. He has to live with his friend.*
2. Does the boy like New York City? How can you tell? |DC|

(Accept supported answers.) 100 points = Yes. The boy likes New York City. I can tell because he does not want to move. 90 points = Yes. The boy likes New York City and doesn't want to move. 80 points = Yes. He doesn't want to move.

Team Talk *continued*

3. How does the boy picture the West? |ST|
- a. full of baseball players
 - b. *full of cactus plants*
 - c. full of suitcases
 - d. full of cowboy hats

What else does the boy think about the West? (Write-On)

(Answers may vary.) **100 points** = *The boy thinks that people chase buffaloes in the West. He also thinks people there speak very slowly.*

90 points = *The boy thinks that people chase buffaloes and speak slowly in the West.* **80 points** = *People chase buffaloes and speak slowly.*

4. What does the word *howdy* on page 8 mean? How do you know? |CL|

100 points = *Howdy means hello. I know because the boy says that is how people out West say hello.* **90 points** = *Howdy means hello.*

80 points = *Hello.*

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

Class Discussion **TP**

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

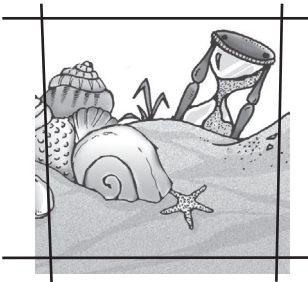


Strategy-Use Discussion	<ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team’s strategy use with the class. – Award team celebration points.
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Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions. 	
	<table border="1" style="width: 100%;"> <tr> <td style="background-color: #cccccc; padding: 5px;">Team Talk Extenders</td> <td style="padding: 5px;"> Why is it hard for people to move away from home? If you had to move away to a new place, what would you miss the most? </td> </tr> </table> <ul style="list-style-type: none"> – Award team celebration points. 	Team Talk Extenders
Team Talk Extenders	Why is it hard for people to move away from home? If you had to move away to a new place, what would you miss the most?	

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 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.

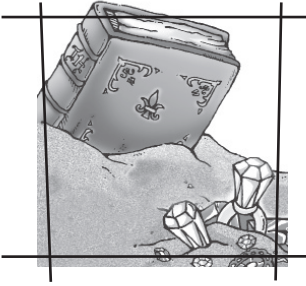
Pages 3–7

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

Team Celebration Points

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

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



DAY 2

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

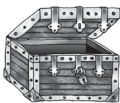
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

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

Vocabulary **TP**

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



Listening Comprehension

- Use **Think-Pair-Share** to have students review what has happened so far in the story *Home Sweet Home*, and randomly select a few students to share.



Who are the main characters in this story? Wait for students' responses.

Right. A family of elves. What is the setting? Wait for students' responses.

Good. A hole under the shade of a rosebush. What is the problem? Wait for students' responses. **It is too cold for the family to stay in their home, so they need to find another place to live.**



- Read pages 7 (paragraph 2)–13 (paragraph 1) aloud, and use a **Think Aloud** to model identifying details about the setting.

I see that the story’s setting has changed. The family of elves packs up their belongings and travels to their new home. The children smell cookies and cake. Their new home is in a shop called Victoria’s Chocolates. The children are very excited to live in a candy store. Papa helps Mama and the children climb through the crack in the wall onto a table. They slide down the leg onto the floor. So the setting has changed from outdoors to indoors. The family lives in a candy store now.

- Remind students to think about the setting as they read *Gila Monsters Meet You at the Airport*.

Strategic Review

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

How does the boy picture the West?

Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #4, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students’ reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page 2

Team Talk

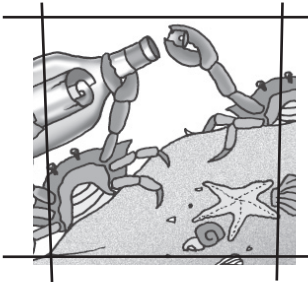
1. Why does the boy think he will look silly? |CE|
2. What does the boy think will happen **after** he grows up? |SQ|

Team Talk *continued*

3. Which of the following foods does the narrator prefer? |CC|
 - a. salami
 - b. chili
 - c. beans
 - d. pancakes

4. The boy thinks the setting of the West is different from New York because— |ST|
 - a. there are subway drivers.
 - b. he can eat salami sandwiches.
 - c. he can ride more airplanes.
 - d. there are hot deserts.

What else does the boy think about the West? (Write-On)



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**
pages 9 and 10 aloud with partners.
pages 11–13 silently.
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

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

Team Talk

1. Why does the boy think he will look silly? |CE|

100 points = *The boy thinks he will look silly because he will look like a cowboy. He also thinks he'll have to ride a horse, and he does not know how to ride one.* **90 points** = *The boy thinks he will look silly because he will look like a cowboy.* **80 points** = *He will look like a cowboy.*

2. What does the boy think will happen **after** he grows up? |SQ|

100 points = *The boy thinks he will become a sheriff after he grows up.*
90 points = *The boy thinks he will become a sheriff.* **80 points** = *He'll become a sheriff.*

3. Which of the following foods does the narrator prefer? |CC|

- a. salami
- b. chili
- c. beans
- d. pancakes

4. The boy thinks the setting of the West is different from New York because— |ST|

- a. there are subway drivers.
- b. he can eat salami sandwiches.
- c. he can ride more airplanes.
- d. there are hot deserts.

What else does the boy think about the West? (Write-On)

(Answers may vary.) **100 points** = *The boy thinks that people ride horses to school every day in the West. He also thinks that everyone grows up to be a sheriff and has to eat chili and beans for all of their meals.* **90 points** = *The boy thinks that people ride horses to school in the West. He also thinks everyone grows up to be a sheriff.* **80 points** = *People ride horses to school and become sheriffs.*

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

Class Discussion **TP**

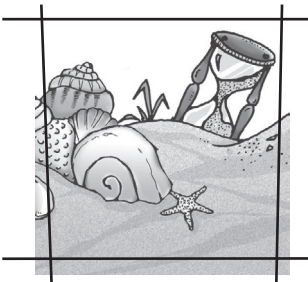


Strategy-Use Discussion

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

Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions. 	
	Team Talk Extenders	<p>Do you think the boy should try to learn more facts about the West? Why or why not?</p> <p>The boy seems to be someone who always expects the worst and never hopes for the best. Are you like the boy? Why or why not?</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 class. If desired, display student answers on the board. – Award team celebration points. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.
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FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes

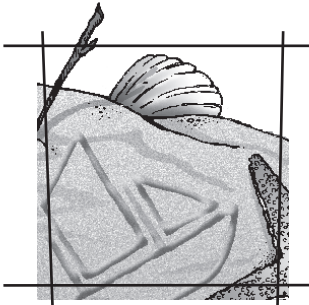
- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write or display these on the board.

Student Edition, page 1

Pages 10 and 11

- Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.

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



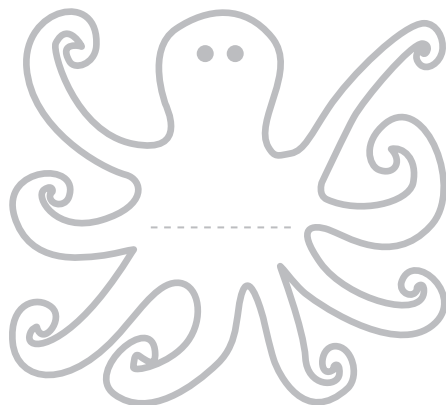
WORD POWER **TP**

Timing Goal: 10 minutes

tps

- Write the word “ball.”
- Point out the word *ball*. Use **Think-Pair-Share** to ask students if they can tell you what this word means.
- Randomly select a few students to share the definition for *ball*. List the definitions on the board or chart paper. *A round object; a fancy dance.*
- Remind students that some words have more than one meaning. We call these words homographs, or multiple-meaning words. Point out that these words may or may not sound the same.
- Use **Think-Pair-Share** to prompt the Word Treasure clue that Captain Read More uses for homographs. Randomly select a few students to share. Display the Word Treasure clue for homographs (an octopus). Point out that the octopus has many legs and that we can write the word’s multiple meanings on them.

Blackline master provided.



- Write “pool” in the middle of the octopus. Use **Think-Pair-Share** to have students identify the meanings of the word. Randomly select a few students to share, and write each definition on a leg of the octopus. *Tank with water; game played with balls on a table.*
- 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>Some words may look the same, but they have more than one meaning.</p> <p>If you come across a word that you know has more than one meaning, stop and consider the word and how it is used.</p>
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- Tell students that Captain Read More has found a word from this cycle’s vocabulary words that is a homograph. Tell students to be on the lookout for this word the next time they review their vocabulary words.
- 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

<h3>Skill Practice</h3>
<ol style="list-style-type: none"> 1. Read the following sentence. Kendra filled the <u>pitcher</u> with water. Which of the following sentences uses <i>pitcher</i> the same way? <ol style="list-style-type: none"> a. The pitcher threw a fast ball. b. Nina wanted to be a pitcher on her baseball team. c. The shortstop threw the ball over the pitcher’s head. d. <i>His mom made them a pitcher of lemonade.</i> 2. Read the following sentence. Cress turned off her <u>light</u> and went to sleep. Which of the following sentences uses <i>light</i> the same way? <ol style="list-style-type: none"> a. Kirk tried to light the fire with a match. b. <i>The light in the bathroom was very bright.</i> c. Joanie picked up the little box because it was light. d. The bag was light after he took out all the rocks.

Building Meaning			
chasing	silly	probably	collapse
rescues	zoom	duck	crowded

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

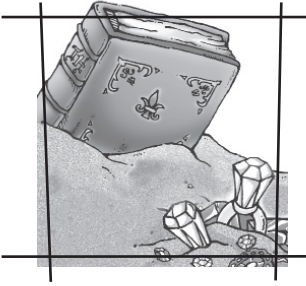
100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.* **80 points** = *The sentence uses the word correctly.*

4. Which of the following would be silly to see?

- a boy riding his bicycle
- an apple tree blowing in the wind
- a monkey wearing a pink hat*
- a man weeding a garden

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

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



DAY 3

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

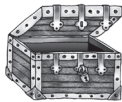
Team Cooperation Goal

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

Set the Stage



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

Vocabulary **TP**

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

Listening Comprehension



- Use **Think-Pair-Share** to have students review what has happened so far in the story *Home Sweet Home*, and randomly select a few students to share.

What did we learn about the setting in yesterday's reading? Wait for students' responses. **Correct. The family has moved to a candy store. They will no longer have to worry about the cold. The children are very excited about living in a candy box in a candy store.**

- Read pages 13 (paragraph 2)–15 aloud. Point out that the illustration on page 14 helps the reader picture the candy box where the elf family will live.
- Read pages 16–19 aloud. Use **Think-Pair-Share** to have students identify more details about the setting, and randomly select a few students to share.

What are more details about the candy store? Wait for students' responses. **Great. The family looks for items to use as furniture in their new home. Mama finds mittens they can use for sleeping bags. They use spools for chairs and dishes made from checkers.**

- Point out that Polly is missing, so the setting may change when Papa goes looking for her.
- Remind students to think about the setting as they read *Gila Monsters Meet You at the Airport*.

Strategic Review

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

Why does the boy think he will look silly out West?

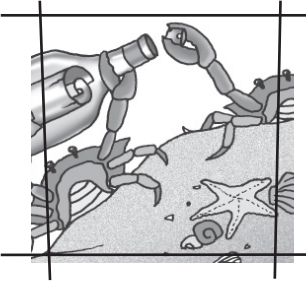
Preview Team Talk

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

Team Talk

1. How is the setting of the West different from what the boy thought it would be? |ST • CC|
 - a. There are no Gila monsters at the airport.
 - b. There are horned toads at the airport.
 - c. There are no cowboys.
 - d. There is no desert.

What else does the boy think about the West? How does he know? (Write-On)
2. Why does the boy think it is great that Tex is moving east? |DC|
3. Do you think Tex is like the boy in the story? Tell why or why not. |DC • CC|
4. What does Tex think about people in the East? |ST|
 - a. People in the East look the same.
 - b. People in the East are good drivers.
 - c. People in the East are very nice.
 - d. People in the East are not honest.



TEAMWORK

Timing Goal: 45 minutes

Partner Reading TP

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**
pages 14 and 15 aloud with partners.
pages 16–18 silently.
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion TP

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

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

Team Talk

1. How is the setting of the West different from what the boy thought it would be? |ST • CC|

- a. *There are no Gila monsters at the airport.*
- b. *There are horned toads at the airport.*
- c. *There are no cowboys.*
- d. *There is no desert.*

What else does the boy think about the West? How does he know? (Write-On)

(Answers may vary.) 100 points = The boy thinks that there are Gila monsters and horned toads out West. He thinks they are there because he read about them in a book. 90 points = The boy thinks that there are Gila monsters and horned toads out West because he read about them in a book. 80 points = There are Gila monsters and horned toads there. He read about them.

2. Why does the boy think it is great that Tex is moving east? |DC|

100 points = *The boy thinks it is great that Tex is moving east because the boy loved living in the East. He thinks Tex will love the East too.*

90 points = *The boy thinks it is great that Tex is moving east because the boy loved living in the East. 80 points = The boy loved living in the East.*

3. Do you think Tex is like the boy in the story? Tell why or why not. |DC • CC|

100 points = *Yes. I think Tex is like the boy in the story. He does not want to move east just like the boy does not want to move west. 90 points = Yes. Tex is like the boy in the story because he does not want to move.*

80 points = *Yes. He doesn't want to move.*

4. What does Tex think about people in the East? |ST|

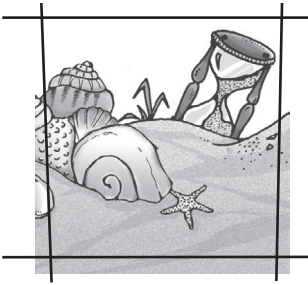
- a. *People in the East look the same.*
- b. *People in the East are good drivers.*
- c. *People in the East are very nice.*
- d. *People in the East are not honest.*

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

Class Discussion TP



<p>Strategy-Use Discussion</p>	<ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team’s strategy use with the class. – Award team celebration points. 	
<p>Think-and-Connect Discussion</p>	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions. 	
	<table border="1"> <tr> <td data-bbox="794 705 943 869"> <p>Team Talk Extenders</p> </td> <td data-bbox="943 705 1479 869"> <p>How could Tex and the boy help each other learn about their new homes?</p> <p>Based on what you read, would you rather live in Texas or in New York City? Why?</p> </td> </tr> </table> <ul style="list-style-type: none"> – Award team celebration points. 	<p>Team Talk Extenders</p>
<p>Team Talk Extenders</p>	<p>How could Tex and the boy help each other learn about their new homes?</p> <p>Based on what you read, would you rather live in Texas or in New York City? Why?</p>	
<p>Write-On Discussion</p>	<ul style="list-style-type: none"> – Use Random Reporter to ask one or two students to read their written answers to the class. If desired, display student answers on the board. – Award team celebration points. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it. 	



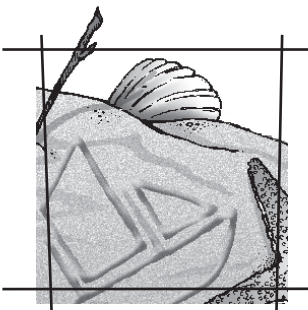
FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes

- Explain, 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.

Pages 10 and 11 or 17 and 18

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



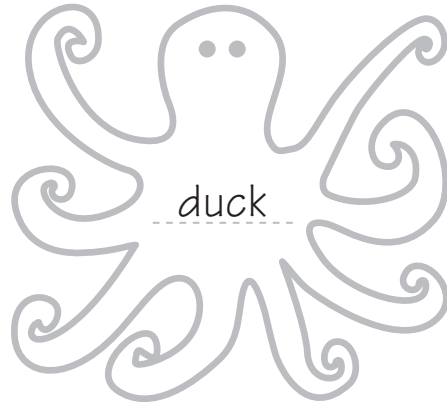
WORD POWER **TP**

Timing Goal: 10 minutes

- Pretend to take a message from Captain Read More out of the bottle. Use the message to remind students of the Word Power skill (homographs, or multiple-meaning words) and the Word Treasure clue that Captain Read More uses for homographs (the octopus).



- Use **Think-Pair-Share** to ask students if they were able to find the homograph from their vocabulary list. Randomly select a few students to share. *Duck.*



- Display the graphic of the octopus. Write the word “duck” in the middle of the octopus. Use **Think-Pair-Share** to have students discuss the meanings of the word. Randomly select a few students to share, and list each definition on a different leg of the octopus. *Type of water bird; lower suddenly.*
- Display the graphic of the octopus. Write the word “scale” in the middle of the octopus. Use **Think-Pair-Share** to have students identify the meanings of the word. Randomly select a few students to share, and list each definition on a different leg of the octopus. *A device for measuring weight; outer layer of fish.*
- 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 they will also practice reading the word lists with their teams.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition,
pages 4 and 5

Skill Practice

1. Read the following sentence.
Reggie’s shirt did not match his pants.
Which of the following sentences uses *match* the same way?
 - a. She used a match to light the camp fire.
 - b. Barry went to a soccer match on Sunday.
 - c. Colleen got pillows to match the paint in her bedroom.
 - d. The match would not light because it was wet.

2. Read the following sentence.
Eve’s mom told her not to punch her little brother.
Which of the following sentences uses *punch* the same way?
 - a. Dan was learning how to punch in boxing class.
 - b. The class had fruit punch with their crackers.
 - c. His mom made punch for their picnic.
 - d. Jenn poured the red punch into the glass

Building Meaning

chasing	silly	probably	collapse
rescues	zoom	duck	crowded

3. 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.

4. Choose the word that best fits in the blank.
Daryl doesn’t like it when the balls zoom by in baseball practice.

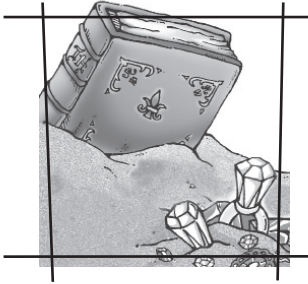
Practice Lists

Group 1		
thread	bread	read
bear	wear	tear
word	heavy	health
Group 2		
bread	cactus	dig
tear	heavy	forks
end	thread	bear



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

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



DAY 4

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

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

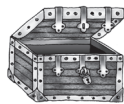
Set the Stage



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

Vocabulary **TP**

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



Listening Comprehension



- Use **Think-Pair-Share** to have students review what has happened so far in the story *Home Sweet Home*, and randomly select a few students to share.

What did we learn about the setting in yesterday’s reading? Wait for students’ responses. **That’s right. The elf family sets up their new home in the candy box. They sit on spools at the table. They sleep in mittens.**

- Remind students that when you left off yesterday, Mama noticed that Polly is missing.
- Read pages 20–26 aloud. Use **Think-Pair-Share** to have students identify more details about the setting of the story, and randomly select a few students to share.

What else have we learned about the setting? Wait for students' responses. **I agree. The elf family is very happy living in the candy box. Polly says she loves living in a candy store, even though she was scared when she got stuck on a shelf. Papa helped her get down from the shelf safely.**

- Remind students to think about the setting as they read *Gila Monsters Meet You at the Airport*.

Strategic Review

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

<p>What happens when the boy gets off the airplane?</p>

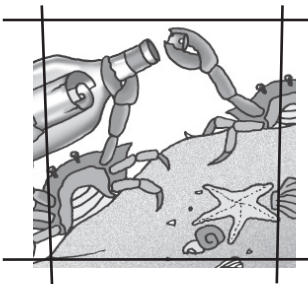
Preview Team Talk

- 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.

Team Talk

1. Why does Tex think there are alligators all over the East? |CE|
2. What does Tex think the East is like? |ST|
 - a. It is very sunny.
 - b. It is always summer.
 - c. It is always winter.
 - d. It is very rainy.

What else does Tex think about the East? (Write-On)
3. What happens **after** the boy leaves the airport? |SQ|
4. How is the West different from how the boy thought it would be? |ST • CC|
 - a. The weather is cold and windy.
 - b. There are horses everywhere.
 - c. There are a lot of buffalo stampedes.
 - d. There are no buffalo stampedes.



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**
pages 19–21 aloud with partners.
pages 22–25 silently.
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

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

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

Team Talk	
<p>1. Why does Tex think there are alligators all over the East? CE </p> <p>100 points = <i>Tex thinks there are alligators all over the East because he read about them in a book.</i> 90 points = <i>Tex thinks there are alligators all over the East because he read about them.</i> 80 points = <i>He read about them.</i></p> <p>2. What does Tex think the East is like? ST </p> <p>a. It is very sunny.</p> <p>b. It is always summer.</p> <p>c. <i>It is always winter.</i></p> <p>d. It is very rainy.</p> <p>What else does Tex think about the East? (Write-On)</p> <p><i>(Answers may vary.)</i> 100 points = <i>Tex thinks that you have to live up high in the East and that airplanes fly through your bedroom. He also thinks that the East is too crowded and there is no more space.</i> 90 points = <i>Tex thinks that airplanes fly through your bedroom and that there is no more space.</i> 80 points = <i>Airplanes fly through your bedroom.</i></p> <p>3. What happens after the boy leaves the airport? SQ </p> <p>100 points = <i>The boy rides in a taxi to his new house after he leaves the airport.</i> 90 points = <i>The boy rides in a taxi to his new house.</i> 80 points = <i>He rides in a taxi.</i></p> <p>4. How is the West different from how the boy thought it would be? ST • CC </p> <p>a. The weather is cold and windy.</p> <p>b. There are horses everywhere.</p> <p>c. There are a lot of buffalo stampedes.</p> <p>d. <i>There are no buffalo stampedes.</i></p>	

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

Class Discussion TP



<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.
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Think-and-Connect Discussion

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

Team Talk Extenders

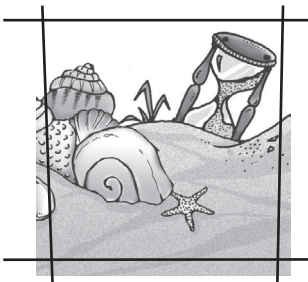
Do you believe that Tex read what he says he read about alligators? Why or why not?

Do you think the boy will be happy in the West now? Why or why not?

- Award team celebration points.

Write-On Discussion

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



FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes

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

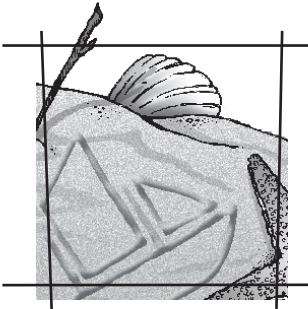
Student Edition, page 1

Pages 10 and 11, 17 and 18, or 21–23

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

Also have partners share their feedback using the Fluency rubric. Have partners switch roles, and repeat the process.

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



WORD POWER **TP**

Timing Goal: 10 minutes



Preparation: Display the Word Power Challenge.

- Remind students of the Word Power skill (homographs/multiple-meaning words) and the Word Treasure clue that Captain Read More uses for homographs.
- Use **Think-Pair-Share** to prompt students about why Captain Read More wants them to learn homographs. Randomly select a few students to share. *Learning about homographs helps us stop and think about the meaning of the word.*
- Direct students' attention to the Word Power Challenge. Tell students that they will work in teams to identify the word that goes on both blank lines. Point out that the words are homographs, so the same word will be used for each blank.

Word Power Challenge

His little brother got the toy _____ off of the _____ shelf and began to spin it across the floor.



- Use **Random Reporter** to check responses. *Top.*
- 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 6 and 7

Skill Practice

1. Read the following sentence.

Dale asked his dad for a buck so he could buy some chips.
Which of the following sentences uses *buck* the same way?

- a. The buck ran through the woods.
- b. The bull tried to buck Tom off its back.
- c. Sheila saw a buck jump the fence into her backyard.
- d. *The soda cost a little more than a buck.*

2. Read the following sentence.

Mrs. Chase told them to clip the ribbon short and paste it on the poster.
Which of the following sentences uses *clip* the same way?

- a. The police officer had to clip the radio to his belt.
- b. *Stan asked his mom to clip the hair that was hanging in his eyes.*
- c. I used a clipboard to hold paper while I wrote on it.
- d. Please clip your name tag to your shirt.

Building Meaning

chasing	silly	probably	collapse
rescues	zoom	duck	crowded

3. 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.*

4. Which of the following would not be silly to see?

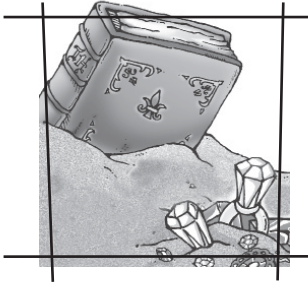
- a. a talking banana
- b. *a girl reading a book*
- c. a dog wearing a dress
- d. a clown with big feet

On My Own

heavy	use	end
steady	thread	sweaty
dead	put	digs

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

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



DAY 5

ACTIVE INSTRUCTION

Timing Goal: 20 minutes

Team Cooperation Goal

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

Set the Stage

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



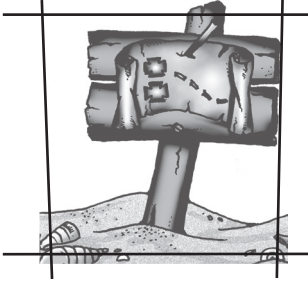
In yesterday's reading, we read about the boy's drive to his new home out West. Today we will find out if the West is as bad as he thinks it is.

Vocabulary **TP**

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

Prepare Students for the Test

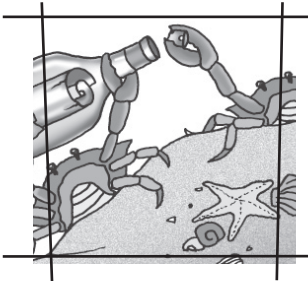
- Distribute the test, and preview it with students without providing information about the answers. Point out that questions #1 and #3 ask about the setting.
- Ask students to underline key words or phrases in question #3.
- Make sure that students understand that the test is independent work and that they should continue to use their strategies with sticky notes as they read without their partners' assistance.
- Tell students to add any relevant events from this reading to their story maps and to do so without assistance.
- Remind students that they have 20 minutes for the test.



TEST

Timing Goal: 20 minutes

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



TEAMWORK

Timing Goal: 30 minutes

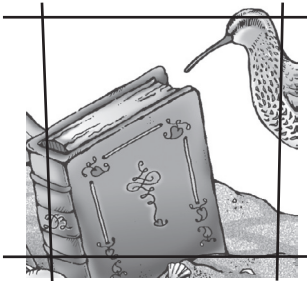
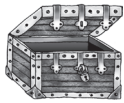
Teacher procedures for Teamwork vary with strategy instruction.

Team Discussion **TP**

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

Class Discussion TP

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

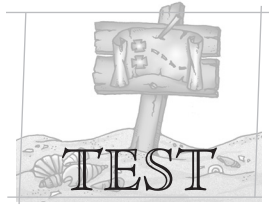


BOOK CLUB

Timing Goal: 20 minutes

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

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



Comprehension Questions

Read pages 26–30 of *Gila Monsters Meet You at the Airport*, and answer the following questions. The total score for comprehension questions equals 100 points.

30 points

1. The boy doesn't want to move out West because— |ST|
- he will have to ride a horse to school.
 - he will have to play baseball.
 - he will have to become a subway driver.
 - he will have to eat salami sandwiches.

Why else doesn't the boy want to move west?

(Answers may vary.) 20 points = The boy doesn't want to move west because there is cactus everywhere. He also doesn't want to move west because he will have to become a sheriff when he grows up. 15 points = The boy doesn't want to move west because there is cactus everywhere and he will have to become a sheriff. 10 points = There is cactus everywhere.

20 points

2. How are Tex and the boy alike? |CC|

20 points = Tex and the boy are alike in a few ways. They both love where they live. They both have to move, and neither one wants to move. 15 points = Tex and the boy are alike because they don't want to move. 10 points = They don't want to move.

30 points

3. The setting of the West and East are alike because— |ST|
- they both have Gila monsters.
 - they both have a lot of buffaloes.
 - they both have boys named Slim.
 - they both have restaurants.

How else are the West and East alike?

(Answers may vary.) 20 points = The West and East are alike because they both have kids playing baseball. 15 points = The West and East both have kids playing baseball. 10 points = Kids play baseball.

20 points

4. Do you think the boy likes living out West at the end of the story? How can you tell? |DC|

20 points = Yes. The boy likes living out West at the end of the story. I can tell because he is wearing a cowboy hat. He also calls himself a westerner. 15 points = Yes. The boy likes living out West. I can tell because he is wearing a cowboy hat and says he is a westerner. 10 points = Yes. He is wearing a cowboy hat. He says he is a westerner.

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

5 points

1. Read the following sentence.

He put the case of soda on the shelf.

Which of the following sentences uses *case* the same way?

- The police were trying to solve the case of the stolen painting.
- Mom told me to buy a case of chips for the big party.
- Dr. Miller had never seen such a bad case of chicken pox.
- She read about the spy case in the newspaper.

5 points

2. Read the following sentence.

I put butter on my ear of corn before I ate it.

Which of the following sentences uses *ear* the same way?

- His mom used a wash cloth to clean the baby's ear.
- Tammy's ear hurt after she got hit in the head with a ball.
- Carl put his ear to the door to see if he could hear someone inside.
- The farmer picked an ear of corn to see if it was ripe.

5 points

3. Read the following sentence.

Mom only uses the fine china for holiday dinners.

Which of the following sentences uses *fine* the same way?

- The fine ring cost a lot more than the cheap one.
- Doug's sister got a ticket and had to pay a fine.
- There was a ten-dollar fine for littering.
- Trina had to pay her parent's a fine if she didn't keep her room clean.

5 points

4. Read the following sentence.

The bike was too big to fit in the trunk of the car.

Which of the following sentences uses *fit* the same way?

- Her little brother threw a fit when he had to go to bed.
- You need to eat healthy foods to stay fit.
- All of his books fit into the backpack, but it was heavy.
- The baby had a fit when his mother left for work.

Building Meaning

chasing	silly	probably	collapse
rescues	zoom	duck	crowded

10 points

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

10 points = *The busy theater was so crowded with people that Erica couldn't see the stage.* **5 points** = *The theater was very busy and crowded with people.*

1 point = *The theater was crowded with people.*

10 points

6. As soon as the mouse ran, the cat started *chasing* it.

10 points

7. Vern knew he probably would get a good grade because he studied for the test. *Probably* means—

- try to.
- might not.
- would not.
- most likely.*

10 points

8. Vinny rescues hurt animals for a living. *Rescues* means—

- leaves.
- tells.
- saves.*
- finds.

10 points

9. Craig is *silly*, and he always makes people laugh.

10 points

10. Troy had to duck so the ball wouldn't hit him. *Duck* means—

- fall down.
- stand up.
- walk away.
- bend over.*

10 points

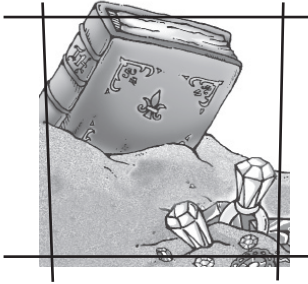
11. Frank couldn't wait to collapse on the couch after being busy all day.

Collapse means—

- move slowly.
- suddenly fall.*
- go to sleep.
- slowly stop.

10 points

12. We watched the roller coaster zoom by after coming down a big hill.



DAY 6

ACTIVE INSTRUCTION

Timing Goal: 25 minutes

Set the Stage

- Introduce the writing goal.

Today you will write a newspaper advertisement for your hometown that is full of exaggerations about what life is like in your town. In *Gila Monsters Meet You at the Airport*, the narrator and Tex both believe their new homes are full of amazing things.

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 advertisement, by telling students that they probably see advertisements every day.

You probably see advertisements every day. They are on television, in newspapers, and even inside busses. An advertisement is something that is supposed to attract your attention. It is supposed to make you want what is in the advertisement. Have you ever seen a commercial for a toy and then wanted to buy it?

- Tell students that people often write advertisements for their homes or towns. Point out that these advertisements try to get you to buy a home or visit a town.
- Display the following advertisement. Read it aloud to students.

Blackline master provided.

Best Apartments in Town!

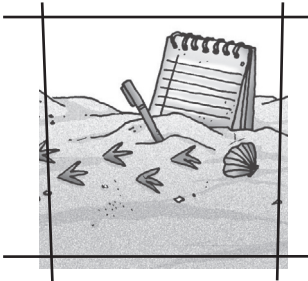
Do you want to see the best apartments in town? Stop by and check them out! These apartments have everything you want. The two bedrooms are large and bright. Each apartment has a large living room perfect for games and parties. This apartment complex has a huge yard to play in! There is even a jungle gym in the yard. Kids can play as soon as they move in! The yard also has a fence. This makes it perfect for families with dogs! Call 555-5555 for more information.

- Tell students that advertisements try to persuade, or convince, you to do something. Point out that advertisements use certain words to make you want things.

When you want to convince a person to do something, you want to make it seem like the best thing to do. Let's look at the advertisement. At the top, it says "Best Apartments in Town!" Right at the start, it tells me that the apartments in the ad are the best. As I read more, it says it has everything I want. It says it is perfect. It tells me other things I might like about the apartments. It is certainly trying to make me think this is the best apartment complex I can move to. You can use certain words, like *better*, *best*, and *perfect*, to make people want what you are advertising.



- Use **Random Reporter** to ask students what the advertisement says that might make children want to live in the apartment. *The apartment has big bedrooms. It has a big living room for parties and games. It has a huge yard and jungle gym.*
- Tell students that they will use persuasive words to write a newspaper advertisement for their town.



ADVENTURES IN WRITING

Timing Goal: 65 minutes

Planning

- Introduce the activity.

Remember that today you will write an advertisement for the newspaper about your town. You will think about the claims the narrator and Tex make about their new homes as you think of amazing details about your hometown. The word *amazing* means unbelievable or wonderful.



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

Writing Prompt

The narrator and Tex think their new homes are full of amazing things. Today you will write an advertisement for the newspaper about your hometown. Imagine some amazing things about your hometown, such as how everyone speaks, what everyone eats, or what kinds of clothes people wear. Describe at least three amazing things about your town. Remember to use persuasive words, like better, best, and perfect. Give your advertisement a title. Make sure you write your advertisement in complete sentences.

Scoring Guide

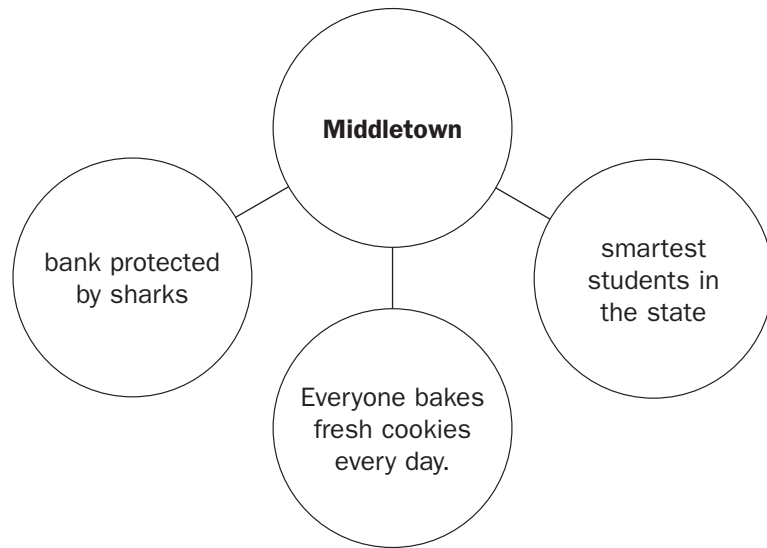
Your newspaper advertisement is about your hometown.	20 points
Your advertisement describes three amazing things about your hometown.	20 points each (60 points maximum)
You use persuasive words like better, best, and perfect to make your audience want to live in your town.	10 points
Your advertisement has a title.	5 points
The advertisement is written in complete sentences.	5 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 want to include in our advertisements.

- 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. Then have students draw their organizers and fill them in with these ideas.
- Monitor students as they complete their plans. Give specific feedback to reinforce good planning, and assist students as needed.
- Ask one or two students who have examples of good planning to share their ideas with the class.

Sample Graphic Organizer



Drafting

- Tell students that they will use their plans to write a first draft.
- Explain how students will use the ideas in their graphic organizers to write their drafts. Remind them to include all of their ideas, writing in sentences and skipping lines to make room for revisions. Also, suggest that they include new thoughts as they occur.
- While they have their plans in front of them, have students review their ideas with partners and begin to write.
- Remind students to periodically check their writing against the prompt and scoring guide to make sure they are meeting the goal for the activity.
- Monitor students as they begin working. Give specific feedback to reinforce good drafting, and assist students as needed.
- As students complete their drafts, have them read their writing aloud to a partner to see that it includes the intended ideas and makes sense.
- Ask one or two students to share their first drafts with the class to celebrate.

Sharing, Responding, and Revising

- Tell students that they will work with partners to improve their writing. They will share and respond to provide feedback for each other's drafts.
- Using the chart in the Student Routines, explain and model, or review if necessary, how to share and respond with partners. **SR**
- Ask students to share and respond with their partners.
- Using the chart in the Student Routines, review how to make revisions. **SR**

- Remind students that as they share and respond with their partners, they should see how they can help their partners make their writing better.

As you read your partner’s advertisement, you should tell what he or she can do to make the writing better. Does your partner’s writing follow the prompt well? Does it use persuasive words like *better*, *best*, and *perfect*?

- Discuss persuasive language with students. Tell students that persuasive language is often adjectives or words that describe things. Give examples of adjectives.

When you describe how something looks, sounds, feels, or tastes, you are using adjectives. Adjectives can be words like *beautiful*, *soft*, or *delicious*. You could say something like, “Erika has hair,” but it would be boring. That sentence does not tell us anything about Erika’s hair. If you say “Erika has beautiful hair,” it shows that Erika’s hair is pretty and looks good. Adjectives can also persuade, or convince, us to want certain things. Imagine you want to buy a new blanket. One advertisement says, “Buy our blanket.” Another advertisement says, “Buy the softest blanket you will ever touch.” Which blanket do you want more? I know I want the softest blanket I will ever touch!

- Display the following advertisement based on the graphic organizer. Read the advertisement, and ask students to listen for persuasive language.

Blackline master provided.

Home Sweet Home

Come live in Middletown! It is like a dream. Kids go to good schools. Middletown has smart students. Your money will be safest in Middletown’s bank. The bank is guarded by a pool of sharks. No robbers can get past them! Do you like cookies? Middletown loves cookies. Everyone in Middletown bakes fresh cookies every day. Middletown is the best city in the world!



- Use **Random Reporter** to ask students if the advertisement contains persuasive language. *Yes. It says Middletown is the best city in the world.* Ask students which words are persuasive, and underline those words.
- Ask students if the advertisement could contain more persuasive language. Use **Random Reporter** to share responses.

I say that Middletown is the best city in the world. Can I say anything else to describe it? Can I say anything more about the schools? *Yes. It says the kids go to good schools. You can say they go to the best schools. You are right!* I can add more persuasive language and say the schools are the best. Can I add anything else? How about the students? *Yes. You say the students are smart. You can say they are the smartest. Excellent! I can say they are the smartest. That is the same as saying they are the best. I can add these changes to help my writing.*

- 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.

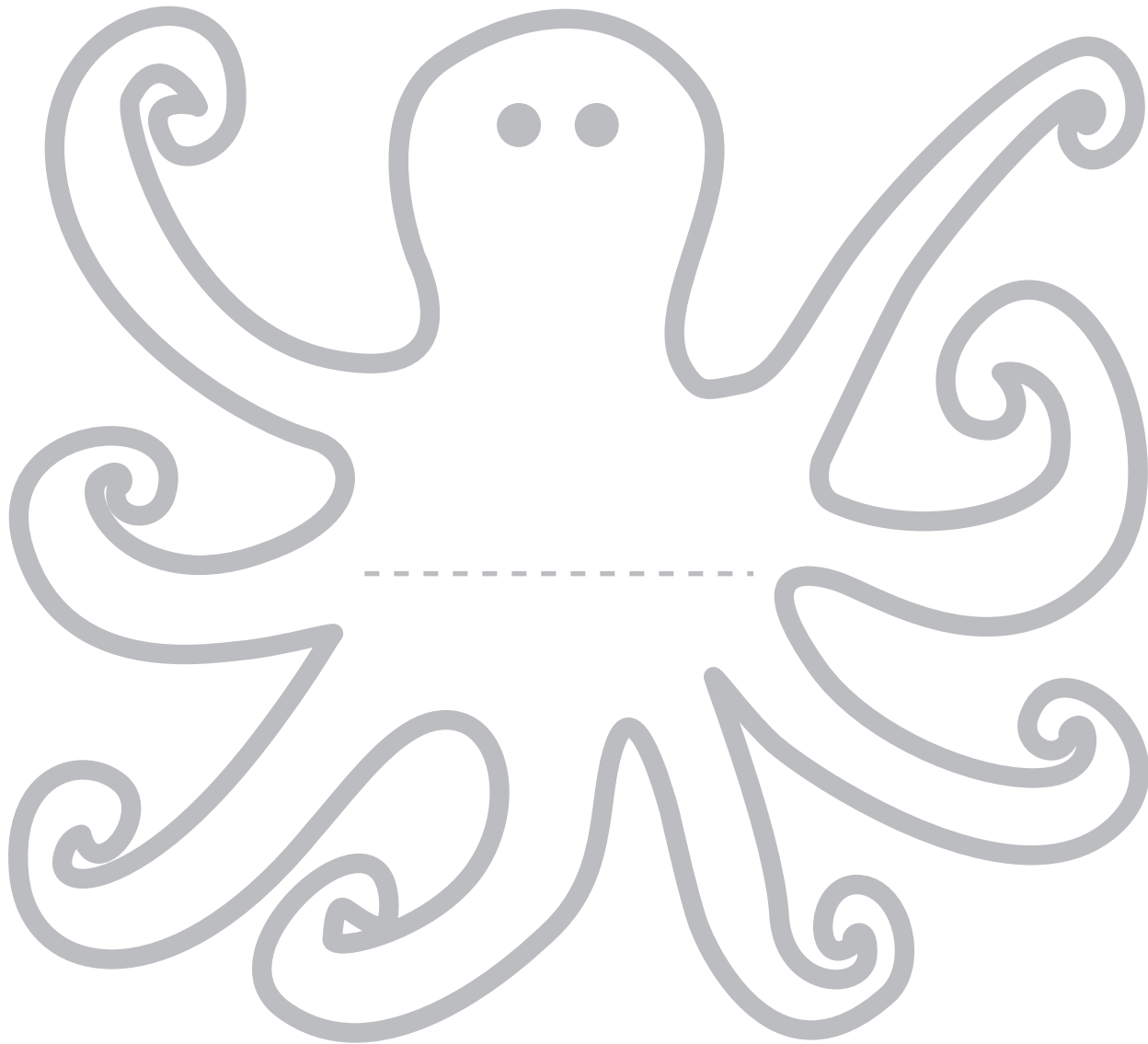
Editing

- 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?



1. Amelia played in the sand as the waves crashed on the beach.
2. Luke and Jill played catch in the park.
3. The camel walked across the hot desert looking for water.
4. Lucky Bill was a sheriff in the Old West.
5. The teacher wrote the math problem on the blackboard.

Best Apartments in Town!

Do you want to see the best apartments in town? Stop by and check them out! These apartments have everything you want. The two bedrooms are large and bright. Each apartment has a large living room perfect for games and parties. This apartment complex has a huge yard to play in! There is even a jungle gym in the yard. Kids can play as soon as they move in! The yard also has a fence. This makes it perfect for families with dogs! Call 555-5555 for more information.

Home Sweet Home

Come live in Middletown! It is like a dream. Kids go to good schools. Middletown has smart students. Your money will be safest in Middletown's bank. The bank is guarded by a pool of sharks. No robbers can get past them! Do you like cookies? Middletown loves cookies. Everyone in Middletown bakes fresh cookies every day. Middletown is the best city in the world!

Story Map



Title: Gila Monsters Meet You at the Airport

Characters:

The boy
The boy's parents
Seymour
Tex

Setting:

Where: The East, the West

When:

Problem:

The boy doesn't understand what the West is really like, and he hates that he has to move there from the East.

Event: The boy's parents tell him that he has to move to the West.

Event: The boy doesn't see any buzzards from the plane or Gila monsters at the airport.

Event: Tex tells the boy things that aren't true about the East and that Tex doesn't want to move to the East.

Event: The boy sees things in the West aren't the way he thought they would be.

Event: The boy sees things that he liked in the East that are also in the West and new things he likes as well.

Solution:

The boy understands what the West is like, and he is happy that he moved there.

Story Map



Title: Home Sweet Home

Characters:

Papa Elf
 Mama Elf
 Seven little elf children (Pete, Pam, Polly)

Setting:

Where: a hole under the shade of a rosebush
 a golden candy box in a candy store

When:

Problem:

The elf family must find a new home because it is too cold to stay in theirs during the winter.

Event: Mama Elf tells Papa that they need to move someplace warmer before it snows and gets even colder.

Event: Papa finds a new home, but he says it is a surprise. Everyone packs up to move.

Event: The family sets up the candy box where they will live in a candy store. They use different items to make furniture.

Event: Mama notices that Polly is missing, so Papa goes to look for her.

Event: Polly is stuck on the highest shelf behind the candy counter, so Papa throws a ribbon to her that she must slide down.

Solution:

Polly falls to the floor safely and says that even though she was scared, she loves living in the candy box. The family lives there happily.

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>Gila Monsters Meet You at the Airport</i>
<p>English Language Arts Standards: <i>Reading: Literature</i></p> <p>Integration of Knowledge and Ideas</p> <p>RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>
<p>English Language Arts Standards: <i>Language</i></p> <p>Vocabulary Acquisition and Use</p> <p>L.2.4a Use sentence-level context as a clue to the meaning of a word or phrase.</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>

INFORMATIONAL (9 DAY)

A City Grows

Written by Susan Ring

Listening Comprehension Text**Communities**

Written by Judy Nayer

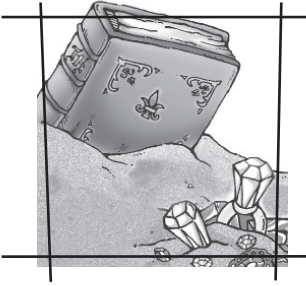
Summary

Chicago didn't start out as the huge city it is today. It began as a group of buildings around Fort Dearborn. Thirty-four years later, Chicago had grown big enough for people to call it a city. This book chronicles the growth of the city of Chicago and tells how a small group of buildings became one of the largest cities in the United States.

Instructional Objectives

	Reading	Word Power	Writing
	Cause and effect (CE)	Chunking	Write an answer to a research question.
CYCLE 1	Students will identify causes and effects in an informational text. Students will also compare the presentations of cities in literature and informational text by making connections between <i>A City Grows</i> and <i>Gila Monsters Meet You at the Airport</i> .	Students will learn to read words by chunking words into parts (syllables).	Students will write at least one paragraph with the answer to their research question about communities.

Teacher's Note: For the purpose of introducing the cause-and-effect skill, students will only be expected to focus on the cause portion of each relationship in this lesson. The teacher will use effects to prompt students for the appropriate causes.

**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 *A City Grows* by Susan Ring. As we read, we'll find causes, or reasons why certain things happen. Good readers find causes to help them understand why events occur. You will also make connections between information you learn in *A City Grows* and what you read in *Gila Monsters Meet You at the Airport*.

- 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 that 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.
- 
 - Use a **Think Aloud** to model identifying the topic for the first step of TIGRRS by paging through the text. Point to various text features and note the text structure.
- 
 - 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.
- 

 - Use **Team Huddle** to ask students to identify the topic for the first step of TIGRRS. Ask them to support their topic choice. Use **Random Reporter** to select students to share.

When I read informational texts, I use the TIGRRS process to help me find all the important facts. The first step of TIGRRS tells us we need to find the topic of the book. I can do a few things to figure out the topic of a book. First I can read the title. *A City Grows*. It sounds like the book will be about a city. Grow could mean a lot of things, though, so I'm not exactly sure what the title means. To figure it out, I will flip through the pages of the book and see if I find any more clues about the topic. Page through the book and direct students' attention to the illustration on page 3 and the photograph on pages 14 and 15. I see lots of pictures of a city. This first picture shows a lot of land that is mostly empty. The photograph on pages 14 and 15 shows a big city. Both of them are near the water, so I think the book will tell how a city was built on the land in the first picture. I think the topic of the book is how a place changed from land to a big city.

- Use the items below to build or activate background knowledge about the topic.
 - Write “City” and “Country” on the board. Have students **Team Huddle** to think of words that describe each place. Use **Random Reporter** to share responses. List students' responses on the board accordingly.
 - Show pictures of several cities to students. Use **Think-Pair-Share** to have students identify the characteristics of the cities in the pictures. Randomly select a few students to share.
 - Share a few interesting or important facts about cities. For example, New York City is the biggest city in the United States. More than eight million people live in New York City.

- Tell students the next step of TIGRRS. Use a **Think Aloud** to model identifying the intent of the author.

Now that we know the topic of this book, we can move on to the second step of TIGRRS. The step tells us that we need to find the intent of the author. That means we should figure out why the author wrote the book, or what she wants us to learn from reading the book. When I looked through the pages of *A City Grows*, I saw a lot of pictures of a city. The pictures showed the city at different times in history. I think the author's intent is to explain how a city grew. When we read, we should look for information that tells us how the city changed over the years.

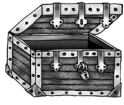
- Tell students the next step of TIGRRS. Use a **Think Aloud** to model identifying the graphic organizer they will use to record information from the text. Introduce and display a T-chart. Explain the different parts of the graphic organizer and what will be written in each part.

When we read informational texts, we use graphic organizers to help us sort important information. The next step in TIGRRS is identifying which organizer we will use as we read. Let me take a look at the text. I don't see any words telling me to compare or contrast. It doesn't seem like there are a lot of problems either. Maybe I should read the back cover to get some more information. Read the first paragraph on the back cover aloud. **I just read about something that happens because of something else. Chicago grew because people worked hard to build—and rebuild—the city. I know I can use a T-chart to organize sets of ideas that are related.** Display a T-chart. **You can see it is called a T-chart because it is shaped like the letter T. T-charts have two columns. In one column, we can record the first part of the relationship. In the other column, we record the second part of the relationship. When both parts are recorded, the T-chart will tell us what happened in the text and why.**

- 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 9
 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
built page 4	/u/ = silent blend	made, put together	The castle was <i>built</i> with heavy stone.
along page 4	chunk: a-long	next to, beside	We saw the deer sip water <i>along</i> the pond's edge.
group page 4	blend	bunch	A big <i>group</i> of people gathered to watch the band.
become page 6	chunk: be-come	grow to be	After time, a caterpillar will <i>become</i> a butterfly.
quickly page 8	base word + ending: quick + ly	speedily	The scared boy <i>quickly</i> ran away when he saw us.
needed page 8	base word + ending: need + ed	had to have	After hours in the hot sun, Sung <i>needed</i> a glass of water.
huge page 10	/g/ = /j/ blend	very big	The kids looked up to see the <i>huge</i> elephant.
lantern page 10	chunk: lan-tern	lamp	Joy used a <i>lantern</i> to see her way through the dark forest.

Using the Targeted Skill (Introduction and Definition)

- Introduce the skill and its importance in informational text.

Today we will learn about causes. A cause is the reason why something happens.

- Tell students that an example of a cause is being hungry. Use a **Think Aloud** to explain to students why being hungry is a cause.

An example of a cause is being hungry. What do I do when I am hungry? I eat. So being hungry is why I eat. That is the reason why I eat, so it must be a cause.

- Share the following example with students. Have students use **Team Huddle** to identify why being tired is a cause. Use **Random Reporter** to select students to share their responses.

Let's try another example. When I am tired, I go to bed. Why do I go to bed? Wait for students' responses. Right. I go to bed because I am tired. Being tired is another example of a cause.

- Explain to students that as they read this cycle, they will tell the causes of, or reasons why, things happen in the text.
- Display the T-chart and relate the graphic organizer to the skill.

We can use T-charts to record causes and effects that tell us about why events happen in a text. We will learn more about effects and how they are related to causes later. We can prepare ourselves to learn about cause-and-effect relationships by practicing using just the cause side of the T-chart as we read this cycle. We just said that being tired is a cause. We could add that to the cause side of the T-chart. As we read this cycle, we will add causes, or reasons why things happen, to a T-chart.

- Remind students that as they read *A City Grows*, they will connect the information they learn from it to the text *Gila Monsters Meet You at the Airport*.
- Tell students that they will find causes as they read the text.

Listening Comprehension

- Introduce the text, and tell students that it is informational. Remind them that 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.
- Introduce the Listening Comprehension text, *Communities* by Judy Nayer. Relate *Communities* to the student text, *A City Grows*, by explaining that both books tell about life in cities and communities.
- Share the topic (different communities) and the author's intent (to explain three different kinds of communities) with students.
- Remind students to listen for causes in the text.
- Read pages 2–4 aloud. Write “Students in rural communities have a long bus ride to school” in the Effect column of your T-chart.
- Use a **Think Aloud** to model identifying the reason the children's ride to school in a rural community may take a long time. Model adding the cause to your T-chart.

Why does the bus ride to school take a long time in rural communities? Well, I just read that in a rural community, many children live far apart. Their bus ride to and from school may take a long time because they live so far apart. I just found the cause, or the reason why something happens. The bus ride takes a long time because the children live far apart. I will add this cause to the T-chart.

- Continue reading through page 9 aloud, pausing to make points, ask questions, or focus students' attention as necessary.

- Continue adding important ideas to the cause-and-effect T-chart.
- Tell students that as they read *A City Grows*, they should look for reasons why Chicago grew into a large city and record them on their T-charts.

As we read *A City Grows*, we will learn about the city of Chicago. We will see the area change from an open space of land to one of the biggest cities in the United States. While we read, we should look for reasons that explain how the city grew. These will be causes. When we find information that tells us how or why Chicago grew, we should add it to our T-charts.

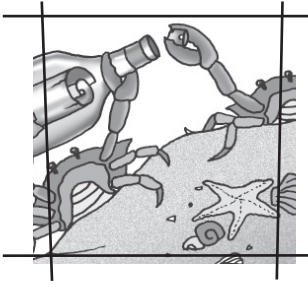
Preview Team Talk

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

Student Edition, page 10

Team Talk
<p>1. Chicago could be called a city because— CE </p> <ul style="list-style-type: none"> a. enough homes and buildings were built. b. there were no farms or ranches nearby. c. it had a fort for protection. d. it was on a riverbank. <p>What does this tell you about how Chicago grew? (Write-On)</p> <p>2. Does the early Chicago settlement match Tex's idea of a city from <i>Gila Monsters Meet You at the Airport</i>? Tell why or why not. CC </p> <p>3. Which question is answered on page 7? QU </p> <ul style="list-style-type: none"> a. What is the easiest way to travel to Chicago? b. Why did people move to Chicago? c. How many people lived in Chicago? d. How many railroad lines did Chicago have? <p>4. Look at the picture on pages 8 and 9. Do you think many people traveled by water to Chicago? Support your answer. TF </p>

- 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 2–9 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. Chicago could be called a city because— |CE|
 - a. enough homes and buildings were built.
 - b. there were no farms or ranches nearby.
 - c. it had a fort for protection.
 - d. it was on a riverbank.

What does this tell you about how Chicago grew? (Write-On)

(Accept supported answers.) **100 points** = This tells me about how Chicago began. It started from one fort and grew bigger with more buildings.

90 points = This tells me how Chicago grew from a fort to a city.

80 points = It tells how Chicago began.

2. Does the early Chicago settlement match Tex’s idea of a city from *Gila Monsters Meet You at the Airport*? Tell why or why not. |CC|

100 points = The early Chicago settlement does not match Tex’s idea of a city. He thinks they are big and full of people. Chicago was small at first.

90 points = No it does not. Chicago was small, and Tex thinks cities are big. **80 points** = No. Chicago was small.

Team Talk *continued*

3. Which question is answered on page 7? |QU|
 - a. What is the easiest way to travel to Chicago?
 - b. Why did people move to Chicago?
 - c. How many people lived in Chicago?
 - d. *How many railroad lines did Chicago have?*
4. Look at the picture on pages 8 and 9. Do you think many people traveled by water to Chicago? Support your answer. |TF|

(Accept supported answers.) 100 points = Yes, I think many people traveled by water to Chicago. The picture on pages 8 and 9 shows a lot of boats in the river. 90 points = Yes, I think many people traveled by water to Chicago. There are a lot of boats in the water. 80 points = Yes. There are a lot of boats.

- 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

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

Team Talk Extenders

Do you think your town started the same way as Chicago? Why or why not?

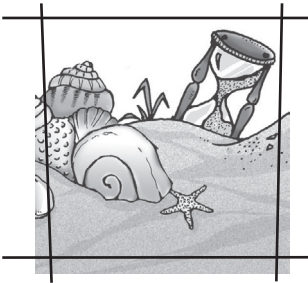
What would you think if you saw a herd of cattle in a big city today?

What are buildings made of in your neighborhood? Are they made of wood like the homes in Chicago?

- Award team celebration points.

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 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 choppy, and finally without expression to show a lack of fluency skills.

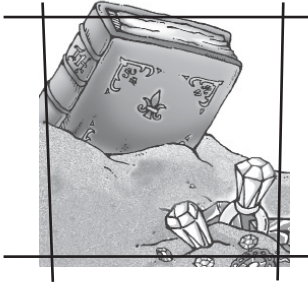
Pages 2–4

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

Team Celebration Points

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

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



DAY 2

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

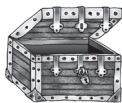
Team Cooperation Goal

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

Set the Stage



- Display and have students complete the Two-Minute Edit to start the class. **TP**
- Use **Random Reporter** to check corrections.
- Remind students of the 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 different kinds of communities. We read about life in rural communities and in suburban communities. We learned that rural communities are in the country, and are often surrounded by fields and farms. We also learned that suburban communities are closer

to big cities than rural communities are. Houses in suburban communities are closer together.



- Tell students that you will continue to record important ideas on the graphic organizer.
- Remind students to listen for the reasons why things happen.
- Read pages 10–12 aloud. Write “Students in urban communities can walk, take a bus, or take a car to school” in the Effect column of your T-chart. Use a **Think Aloud** to model identifying a cause. Record the cause on your T-chart.

Yesterday I read that some children in rural communities have long bus rides because of how far away they live from their schools. I wonder how children in urban communities like cities get to schools. Let me reread the text and see. Model rereading the text. OK, now I see that these children can walk, take a bus, or take a car to get to school. Add the effect to the T-chart. This is possible because they have schools in their own neighborhoods, or in neighborhoods nearby. I just found another reason why something happens. I found a cause. Add the cause to the T-chart.

- Continue reading page 13 aloud and adding information to your T-chart.
- Connect the Listening Comprehension text to the student reading. Tell students to continue looking for the reasons why things happen as they read *A City Grows*, and to add them to their T-charts.

We just read about life in different-sized communities. As we continue to read *A City Grows*, we will see how things change in Chicago. Remember that we are reading to find out reasons, or causes, why Chicago grew, and we should add them to our T-charts as we read.

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 did Chicago get its name?

Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #1, must be written individually, after students discuss it in their teams.

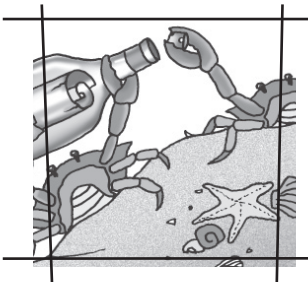
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page 11

Team Talk

1. Most of Chicago was destroyed because— |CE|
 - a. a huge storm hit the city.
 - b. a huge fire spread through the city.
 - c. too many houses were built.
 - d. a lightning bolt started a fire in the city.

What does this tell you about how Chicago grew? (Write-On)
2. The first skyscraper was— |FO|
 - a. built in Chicago.
 - b. built in 1803.
 - c. nineteen stories tall.
 - d. made from lumber.
3. Why was 1885 an important year for Chicago? |DC|
4. Chicago has some tall buildings. What does Tex from *Gila Monsters Meet You at the Airport* think about living in tall buildings? |CE|



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 10–16 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. Most of Chicago was destroyed because— |CE|

- a huge storm hit the city.
- a huge fire spread through the city.*
- too many houses were built.
- a lightning bolt started a fire in the city.

What does this tell you about how Chicago grew? (Write-On)

(Accept supported answers.) 100 points = This tells me how Chicago was ruined. The city grew smaller before it could grow larger again.

90 points = This tells me that Chicago grew smaller before it could grow larger again. 80 points = Chicago grew smaller for a while.

2. The first skyscraper was— |FO|

- built in Chicago.*
- built in 1803.
- nineteen stories tall.
- made from lumber.

3. Why was 1885 an important year for Chicago? |DC|

100 points = The year 1885 was an important year for Chicago because the world's first skyscraper was built there. 90 points = The year 1885 was an important year because the world's first skyscraper was built.

80 points = The first skyscraper was built.

4. Chicago has some tall buildings. What does Tex from *Gila Monsters Meet You at the Airport* think about living in tall buildings? |CE|

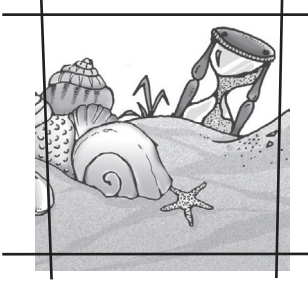
100 points = Tex thinks that if you live in tall buildings, you have to duck because airplanes fly through your bedroom. 90 points = Tex thinks airplanes fly through bedrooms and you have to duck. 80 points = He thinks planes fly through buildings.

- 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	<ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team’s strategy use with the class. – Award team celebration points. 		
Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions. <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #cccccc; vertical-align: top; padding: 5px;">Team Talk Extenders</td> <td style="padding: 5px;"> <p>Do you think cities today are built from as much wood as Chicago was in the 1800s? Why or why not?</p> <p>What do you think the tallest building in the world looks like?</p> <p>Have you ever been in a very tall building? What was it like?</p> </td> </tr> </table>	Team Talk Extenders	<p>Do you think cities today are built from as much wood as Chicago was in the 1800s? Why or why not?</p> <p>What do you think the tallest building in the world looks like?</p> <p>Have you ever been in a very tall building? What was it like?</p>
Team Talk Extenders	<p>Do you think cities today are built from as much wood as Chicago was in the 1800s? Why or why not?</p> <p>What do you think the tallest building in the world looks like?</p> <p>Have you ever been in a very tall building? What was it like?</p>		
Write-On Discussion	<ul style="list-style-type: none"> – Use Random Reporter to ask one or two students to read their written answers to the class. If desired, display student answers on the board. – Award team celebration points. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it. 		



FLUENCY IN FIVE **TP**

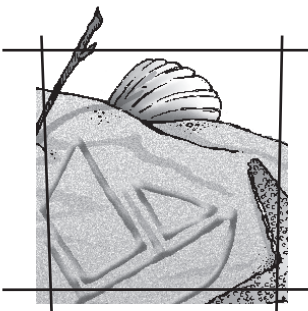
Timing Goal: 5 minutes

- Explain, 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 9

Pages 10 and 11

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

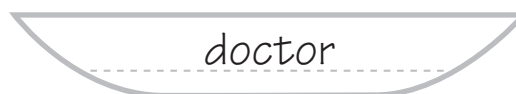


WORD POWER **TP**

Timing Goal: 10 minutes

- Pretend to take a message from Captain Read More out of the bottle. Use the message to introduce the Word Treasure clues for chunking.
- Display a boat without sails, and write “doctor” on the bottom of the boat.

Blackline master provided.





- Use **Think-Pair-Share** to ask students what is different about the boat. Randomly select a few students to share. *It doesn't have sails.*
- Explain that the boat doesn't have sails because it doesn't have a base word and an ending. When words are too long to blend and don't have a base word and an ending, Captain Read More uses paddles to chunk the words into smaller parts, or syllables. It helps to read the smaller parts first and then the whole word.
- Explain that there are many ways to chunk a word, but there are some patterns that appear in a lot of words. Chunk *doctor* after the *o*, and try to read the word parts and then the whole word. Point out that chunking the word this way is awkward.



- Model chunking *doctor* between the *c* and the *t*. Read the word parts and then the whole word. Point out that it was easy to recognize the word when you chunked it this way.



- Repeat this with *lumber*.



- Use **Think-Pair-Share** to ask students what they notice about where you put the paddles when chunking the words. Randomly select a few students to share. *You divided two consonants in the middle of the word.*
- Confirm, or explain, that dividing two consonants in the middle of the word is often a good way to chunk it. This splits the word into two word parts, or syllables. It makes the word easy to read when you read the word parts and then the whole word.
- Use **Think-Pair-Share** to have students identify the treasure (skill). Randomly select a few students to share.
- Confirm, or model, by reading Captain Read More's treasure note.

Word Treasure

When we come to a word that we can't read, we can break it into smaller chunks, read the small chunks, and then read the whole word.

- Tell students to be on the lookout for a word from this cycle’s vocabulary list that they can chunk by splitting it between two consonants in the middle of the word.
- 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 11

Skill Practice

Write the words in your journal. Then chunk the words by drawing a paddle between the word parts.
Teacher’s Note: Accept reasonable alternate answers as correct.

1. after *af/ter*
2. basket *bas/ket*
3. children *chil/dren*
4. bottom *bot/tom*

Building Meaning

built	along	group	become
quickly	needed	huge	lantern

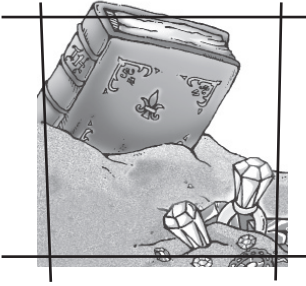
5. Choose a word from the vocabulary list, and write a meaningful sentence for that word.
100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points =** *The sentence uses the word correctly and includes one detail.* **80 points =** *The sentence uses the word correctly.*
6. Choose the word that best completes the sentence.
 We built a house out of cardboard.



- 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.

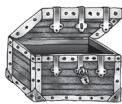
Set the Stage



- 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 urban communities. Urban communities are in big cities. People in urban communities live very close to stores, schools, and other homes.

- 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.
- Read pages 2–4 aloud. Remind students of the cause you identified on day 1, and prepare them to find a similar cause for students who live in suburban communities.

We remember from the first time we read these passages that students in rural communities have a long bus ride because they live far away from their schools. Living far away is what causes the bus ride to be long. As we continue to read, listen for information about bus rides in suburban communities.



- Read pages 5–8 aloud. Write “Students in suburban communities have shorter bus rides” in the Effect column of the T-chart. Have students use **Team Huddle** to identify the cause. Use **Random Reporter** to check responses. Add the cause to the T-chart.

We just read that students in suburban communities ride buses to school, just like students in rural communities. Students in suburban communities have shorter bus rides, though. Why do they have shorter bus rides? Work with your team to find what causes their bus rides to be short. Pause while students discuss with their partners. Why do students in suburban communities have short bus rides? Listen to students’ responses. Right. These students live close to their schools, so their bus ride is short. Living near schools is the reason why, so it is another cause.

- Continue reading page 9 aloud.
- Add important ideas not already listed to the T-chart.
- Tell students that today they will reread the first half of *A City Grows*. Remind students to look for information about what caused the city to grow.

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.

<p>What did some people in Chicago think caused the big fire?</p>

Preview Team Talk

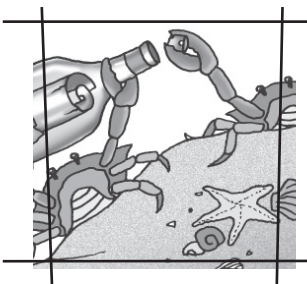
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #2, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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 12

Team Talk

1. Read pages 2 and 3, and look at the pictures. How has Chicago changed since Native Americans settled there? |CC|
2. By the 1860s, it was easy for people to get to Chicago because it had a lot of— |CE|
 - a. airports.
 - b. railroad lines.
 - c. highways.
 - d. taxi cabs.

What does this tell you about how Chicago grew? (Write-On)
3. Why did people use wood to build homes in Chicago? |CE|
 - a. They liked the way it looked.
 - b. The law said they had to.
 - c. The city had no bricks or stones.
 - d. The city had a lot of lumber.
4. In *Gila Monsters Meet You at the Airport*, you saw pictures of Tex's idea of a big city. What are buildings made of in Tex's big city? |CL|



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 2–9 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. Read pages 2 and 3, and look at the pictures. How has Chicago changed since Native Americans settled there? |CC|

100 points = *When Native Americans settled in Chicago, not many people lived there. Now millions of people live in Chicago. There weren’t any large buildings when Native Americans lived there. Today Chicago has many large buildings.* **90 points** = *Chicago has changed since Native Americans settled there because millions of people now live in Chicago, and there are many large buildings.* **80 points** = *Millions of people live there now, and there are large buildings.*

2. By the 1860s, it was easy for people to get to Chicago because it had a lot of— |CE|
 - a. airports.
 - b. railroad lines.
 - c. highways.
 - d. taxi cabs.

What does this tell you about how Chicago grew? (Write-On)

100 points = *This tells me how people came to Chicago. More people could live in Chicago because they could travel there easier. It also tells me that Chicago must have been big because it needed so many railroad lines.*

90 points = *This tells me that more people could come live in Chicago because they could travel there easier.* **80 points** = *More people could travel to Chicago.*

3. Why did people use wood to build homes in Chicago? |CE|
 - a. They liked the way it looked.
 - b. The law said they had to.
 - c. The city had no bricks or stones.
 - d. *The city had a lot of lumber.*

Team Talk *continued*

4. In *Gila Monsters Meet You at the Airport*, you saw pictures of Tex’s idea of a big city. What are buildings made of in Tex’s big city? |CL|

100 points = *In Tex’s big city, the buildings are all made of bricks.*

90 points = *The buildings are all made of bricks.* **80 points** = *They are made of bricks.*

- 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

What other animals do you think were brought to the stockyards to sell?

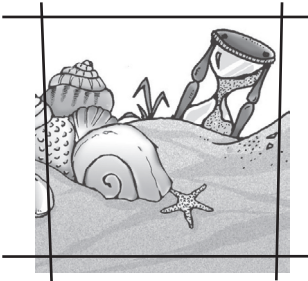
Many people traveled by ships and trains to Chicago in the late 1800s. How do you think most people travel to Chicago today?

Do you think Tex from *Gila Monsters Meet You at the Airport* would rather live in the city or in the country? Why?

- Award team celebration points.

Write-On Discussion

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



FLUENCY IN FIVE **TP**

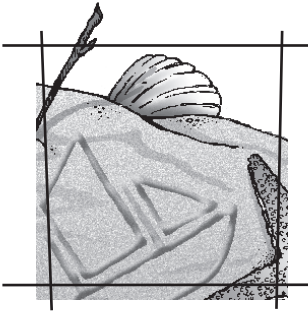
Timing Goal: 5 minutes

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

Student Edition, page 9

Pages 10 and 11 or 6 and 7

- 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

tps

- Pretend to take a message from Captain Read More out of the bottle. Use the message to remind students of the skill they are working on (chunking).
- Point out that there is a word from this cycle's vocabulary list that they can chunk by splitting it between two consonants in the middle of the word. Display a boat without sails, and write "lantern" on the bottom of the boat.
- Use **Think-Pair-Share** to ask students where you should place the paddle to chunk *lantern*. Randomly select a few students to share.



- Confirm or model by chunking *lantern* between the *n* and the *t*. Use **Think-Pair-Share** to have students read the word parts and then the whole word. Randomly select a few students to share. Point out that it was easy to recognize the word when you chunked it between two consonants in the middle of the word.
- Use **Think-Pair-Share** to ask students if anyone chunked the word differently, and if so to explain their thinking. Randomly select a few students to share, and write responses on the board.
- Tell students that a way to practice their new Word Power skill is to read words correctly and quickly.
- Display the practice word lists.
- Present group 1 and group 2 words. Tell students that group 1 contains words that will help them to practice the Word Power skill. Explain that group 2 contains a mixture of skill words and other words that they should know.
- Practice reading the words, one group at a time with students. Read the words at different speeds. Repeat two or three times.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Tell students that they will also practice reading the word lists with their teams.

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

Student Edition,
pages 12 and 13

Skill Practice

Write the words in your journal. Then chunk the words by drawing a paddle between the word parts.

Teacher’s Note: Accept reasonable alternate answers as correct.

1. garden *gar/den*
2. kitten *kit/ten*
3. circus *cir/cus*
4. picnic *pic/nic*

Building Meaning

built	along	group	become
quickly	needed	huge	lantern

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. List two things that are huge.
(Answers will vary.) A truck, a whale.

Practice Lists

Group 1

perhaps	corner	finger
compound	quarter	person
sister	subject	sudden

Group 2

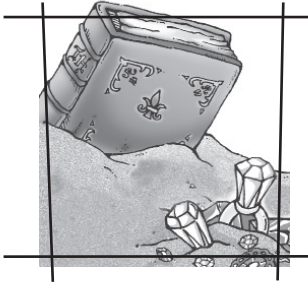
sudden	mother	found
perhaps	world	compound
person	corner	sister



- 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.

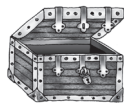
Set the Stage



- 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 that you added to your graphic organizer from yesterday's reading.

Yesterday we reread the first half of *Communities*. We continued to find reasons why students in different communities have different ways of getting to school.



- 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 10–12 aloud. Write “Students in an urban community can walk to school” in the Effect column of the T-chart. Use **Think-Pair-Share** to have students discuss why children in an urban community might walk to school, rather than take a bus. Randomly select a few students to share. Add the cause to the T-chart.

We know that children in urban communities have many more ways to get to school than children in rural or suburban communities. Children in urban communities can walk, take a bus, or take a car to get to school. With your partners, talk about why a child in an urban community might walk to school instead of taking a bus. Use **Random Reporter to select students to share their responses. **Right. A student in an urban community could walk to school if there was a school in her or her neighborhood. You just told another cause.****

- Finish reading page 13 aloud. Add any important ideas not already listed to your T-chart.
- Tell students that today they will reread the second half of *A City Grows*. Remind students that as they reread, they should continue to look for information that explains why the city of Chicago grew, and add it to their T-charts.

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 most people travel to Chicago in the 1860s?

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 13

Team Talk

1. What is true about the 1871 fire in Chicago? |FO|
 - a. No one knows for sure how the fire was started.
 - b. Some people think the fire was started by a horse.
 - c. The fire lasted for days.
 - d. Firemen put out the fire quickly.

2. Chicago became a very big city after the fire because— |CE|
 - a. people worked hard to build a huge airport.
 - b. people worked hard to put out the flames.
 - c. people worked hard to build a big skyscraper.
 - d. people worked hard to rebuild homes and stores.

What does this tell you about how Chicago grew? (Write-On)

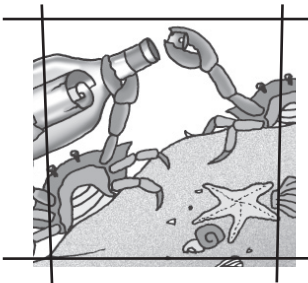
3. Tex from *Gila Monsters Meet You at the Airport* thinks alligators climb out of city sewers and meet people at the airport. Do you think this happens at Chicago’s airport? Tell why or why not. |CE • CC|

4. Use the important ideas from this list to tell how Chicago grew. |SU|

Buildings were built around a fort.

Railroad lines were built.

The people of Chicago worked hard.



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 10–16 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 is true about the 1871 fire in Chicago? |FO|
 - a. *No one knows for sure how the fire was started.*
 - b. *Some people think the fire was started by a horse.*
 - c. *The fire lasted for days.*
 - d. *Firemen put out the fire quickly.*
2. Chicago became a very big city after the fire because— |CE|
 - a. *people worked hard to build a huge airport.*
 - b. *people worked hard to put out the flames.*
 - c. *people worked hard to build a big skyscraper.*
 - d. *people worked hard to rebuild homes and stores.*

What does this tell you about how Chicago grew? (Write-On)

100 points = *This tells me that Chicago grew very quickly after the fire. People rebuilt the stores and homes that were burned, and then they built more new buildings as well.* **90 points** = *This tells me that Chicago grew very quickly after the fire. People rebuilt the burned buildings and built more.* **80 points** = *People made the city bigger after the fire.*

3. Tex from *Gila Monsters Meet You at the Airport* thinks alligators climb out of city sewers and meet people at the airport. Do you think this happens at Chicago’s airport? Tell why or why not. |CE • CC|

(Accept supported answers.) **100 points** = *No. I do not think alligators can meet you at the airport in Chicago. Gila Monsters Meet You at the Airport is just a story. Some things cannot happen in real life.* **90 points** = *No. I don’t think alligators can meet you there. Some things cannot happen in real life.* **80 points** = *No. Some things can’t happen in real life.*

Team Talk *continued*

4. Use the important ideas from this list to tell how Chicago grew. [SU]

Buildings were built around a fort.

Railroad lines were built.

The people of Chicago worked hard.

100 points = *Chicago started when buildings were built around a fort. The city grew and railroad lines were built. The city burned down, but people worked hard to build Chicago back into an even bigger city.*

90 points = *Chicago started when buildings were built around a fort. Railroad lines were built in the city. There was a fire, but people rebuilt an even bigger city.* **80 points** = *Chicago was built around a fort. Railroad lines were built. The city burned down. People rebuilt it.*

- 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

Do you think a fire could burn down a city today like one did in Chicago in 1871? Why or why not?

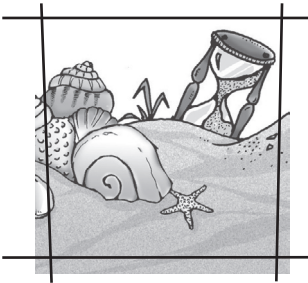
What do you think makes a city an important city?

What could you find in a big city that you probably could not find in a small town?

- 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**

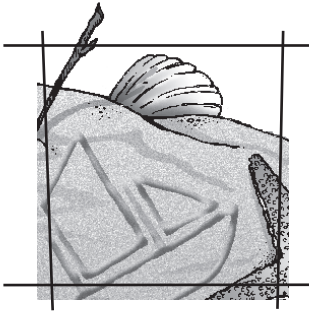
Timing Goal: 5 minutes

- 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 9

Pages 10 and 11, 6 and 7, or 12–14

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



WORD POWER **TP**

Timing Goal: 10 minutes

Preparation: Display the Word Power Challenge.

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

Word Power Challenge

The princess rode in her gold carriage.

The walrus swims in the sea..



- Use **Random Reporter** to choose a student to read each word aloud, emphasizing the chunking. *Prin/cess; wal/rus.*
- Point out that sometimes there can be two places in a word where two consonants are together, and you can chunk between each place.
- 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**

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Skill Practice

Write the words in your journal. Then chunk the words by drawing a paddle between the word parts.

Teacher's Note: Accept reasonable alternate answers as correct.

1. command *com/mand*
2. window *win/dow*
3. summer *sum/mer*
4. system *sys/tem*

Building Meaning			
built	along	group	become
quickly	needed	huge	lantern

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

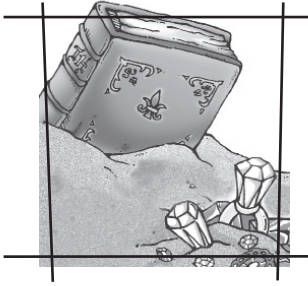
100 points = The sentence uses the word correctly and includes details to create a mind movie. **90 points** = The sentence uses the word correctly and includes one detail. **80 points** = The sentence uses the word correctly.

6. List two things that are not huge.
(Answers will vary.) A cup, a pencil.

On My Own		
compound	world	sister
perhaps	corner	sudden
mother	found	larger

- 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.

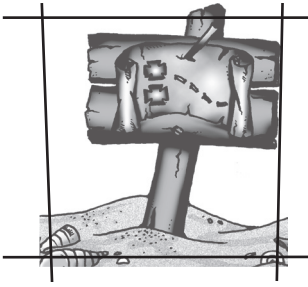
Today you will read about traveling in big cities.

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

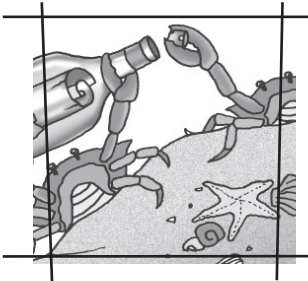
- Distribute the test, and preview it with students without providing information about the answers. Point out that question #3 asks about causes.
- Ask students to underline key words or phrases in question #3.
- Make sure that students understand that the test is independent work and that they should 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.

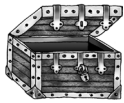
Team Discussion **TP**

- 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.

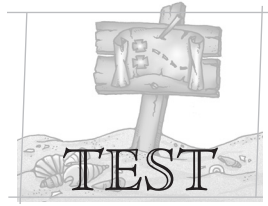


Class Discussion TP

- 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.

Some people who live in cities have cars. Some do not. It is easy for these people to walk to school or work. They do not need cars. If they do need to go somewhere far away, they can take a bus. They can also take a taxi. Cities have many taxis. Buses and taxis take people where they need to go.

Some cities also have subways or metros. These are underground trains. These trains drive below the roads and buildings of a city. They make it easy for people to travel.

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 how people in cities travel. I know because it tells about buses, taxis, and subways.* **15 points** = *The topic of this text is how people in cities travel. It tells about buses, taxis, and subways.* **10 points** = *How people in cities travel. It tells about buses.*

30 points

2. What is the intent of the author? |AP|
- to tell why subways are better than taxis
 - to tell how people in cities travel
 - to tell why everyone should have a car
 - to tell why it is easy to live in a city

How do you know?

20 points = *I know the intent of the author because the text tells about five different ways people travel. It tells about cars, walking, taxis, buses, and subways.* **15 points** = *I know the intent of the author because the text tells about five ways people travel.* **10 points** = *It tells ways people travel.*

20 points

3. Why don't some people have cars? |CE|

20 points = *Some people do not have cars because they live in the city. They don't need cars. They live close to the places they need to go.* **15 points** = *Some people do not have cars because they live close to the places they need to go.* **10 points** = *They live close to places.*

20 points

4. Use the important ideas from this list to tell why it is easy for people to travel in a city. |SU|

Cities have subways or metros.

Cities have good bus systems.

Cities have a lot of taxi cabs.

20 points = *It is easy for people to travel in a city because they have a lot of different ways to travel. They can take a taxi cab if they need to go far. They can also ride the bus or take the subway to where they need to go.*

15 points = *It is easy for people to travel in a city because there are a lot of ways to travel. They can take a taxi, the bus, or the subway to get where they need to go. 10 points* = *People can travel by subway, bus, or taxi in a city.*

Word Power

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

Skill Questions

Write the word. Then chunk the words by drawing a paddle between the word parts. Draw a sailboat if you need help.

Teacher's Note: Accept reasonable alternate answers as correct.

5 points

1. under *un/der*

5 points

2. tractor *trac/tor*

5 points

3. number *num/ber*

5 points

4. winter *win/ter*

Building Meaning

built	along	group	become
quickly	needed	huge	lantern

10 points

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

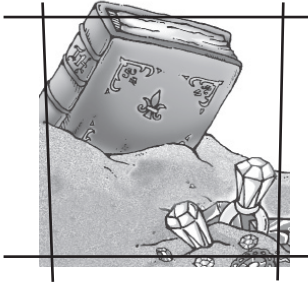
10 points = *I ran quickly to the lunch room because I was very hungry.*

5 points = *I ran quickly to the lunch room. 1 point* = *I ran quickly.*

10 points

6. We used a lantern for light in our tent.

- 10 points** 7. I needed a haircut, so mom took me to the barber. *Needed* means—
- a. helped out.
 - b. went to sleep.
 - c. did not want.
 - d. *had to have*.
- 10 points** 8. I want to become a policeman when I grow up.
- 10 points** 9. Dad drives a huge truck at work to carry big machines. *Huge* means—
- a. very small.
 - b. *very big*.
 - c. very tiny.
 - d. very short.
- 10 points** 10. Come along with me to the store.
- 10 points** 11. Dad and I built a tree house in the tree in my backyard. *Built* means—
- a. found.
 - b. *made*.
 - c. asked.
 - d. gave.
- 10 points** 12. Terry joined the group of students cleaning the blackboard.



DAY 6

ACTIVE INSTRUCTION

Set the Stage TP (5 minutes)

- Introduce the main topic of study for this research project.

The main topic of study for our research project is communities.

- Use **Team Huddle** to have students identify one fact about the topic and one thing that they want to learn about the topic. Use **Random Reporter** to share student responses, and record them on chart paper.
- Introduce the research purpose.



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Research Purpose

In this unit, you will ask questions, find information, and present your findings to others.

Team Cooperation Goal TP (5 minutes)

- 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.

Get Organized TP (10 minutes)

- Present the research focus and product.

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Research Focus

The community where you live

Research Product

You will write at least one paragraph with the answers to your research question. You will prepare a presentation of your findings and deliver it to your team.

- Display the routine for asking research questions. Review each step. **SR**

Asking Research Questions	
FIRST	Ask as many questions as you can.
NEXT	Write down every question. Turn statements into questions.
NEXT	Make sure that every teammate is ready to share one or two questions with the class.

- Have teams use the routine to ask as many questions about the research focus as possible in five to six minutes.
- Use **Random Reporter** to select a student from each team to share a question or two with the class.
- Explain that the type of question that they ask can affect their research and the amount of information that they find.

Research is supposed to help you explore a topic in more detail. How you ask a question can impact the amount of information that you find when you research. There are two types of questions: close-ended and open-ended. Close-ended questions have one-word answers, such as “yes” or “no,” or require very little detail. For example, “Do you like reading class?” Close-ended questions are a lot like our Right There questions. You don’t have to search very far for the answer.

Open-ended questions have longer, more descriptive answers. For example, “What do you learn in reading class?” Open-ended questions are a lot like our Think questions. You have to search in more than one place for the answer.

When you read, Both types of questions are important, but open-ended questions are best for research because they require you to find more information and give you more to write about your topic.

Get Ready to Research TP (10 minutes)

- Refer students to the routine for choosing a research question and the Research Question Checklist. **SR**

Choose a research question.	
FIRST	Choose or write up to three open-ended questions about the topic.
NEXT	Take turns reading your questions to your teammates. Use the Research Question Checklist to discuss which question the team should research.
NEXT	Each team chooses one question to research.

Research Question Checklist
<input type="checkbox"/> Is the question open-ended?
<input type="checkbox"/> Will the question help me learn something new about the topic?
<input type="checkbox"/> Can the question be answered with the materials that I have?
<input type="checkbox"/> Can I answer the question in a paragraph or page?

- Tell students that they will use resources for their research. Distribute the materials that students may use.
 - Have students follow the routine for choosing a research question for their team. When students finish, check to make sure that each team has chosen one research question.
 - Tell students that one step in getting ready to research is to search for information about the topic in the glossary, index, and table of contents of the student text and resource materials and to use search engines to find information on the Internet.
- tps**
- Use **Think-Pair-Share** to ask students what key words they might look for during their search.
 - Use **Random Reporter** to have students share their ideas. List any suggested key words on chart paper (optional).

Writing to State an Opinion	
The research product states an opinion.	15 points
Reasons that support the opinion are stated.	45 points
Linking words and phrases are used to connect ideas.	20 points
A concluding statement is included.	15 points
Correct punctuation, capitalization, spelling, and grammar are used.	5 points

Writing to Inform or Explain	
The research product introduces the topic.	15 points
Facts and details support the topic.	45 points
Linking words and phrases are used to connect ideas.	20 points
A concluding statement is included.	15 points
Correct punctuation, capitalization, spelling, and grammar are used.	5 points

- Refer students to the scoring guides for writing to inform or explain and writing to state an opinion. Explain that they need to choose the appropriate guide based on their question. Post the sample research questions, and model identifying which guide to use. **SR**

Display the sample sentences.

1. What would you like to have built in your community?
2. What are some activities to do in your community?

Read the first question. **This question asks what you would like to have built in your community. When I answer it, I will have to state an opinion because not everyone will have the same idea about what should be built in my community. I will have to include good reasons that support my opinion, so I will use the Writing to State an Opinion scoring guide to help me research this topic and answer my question.**

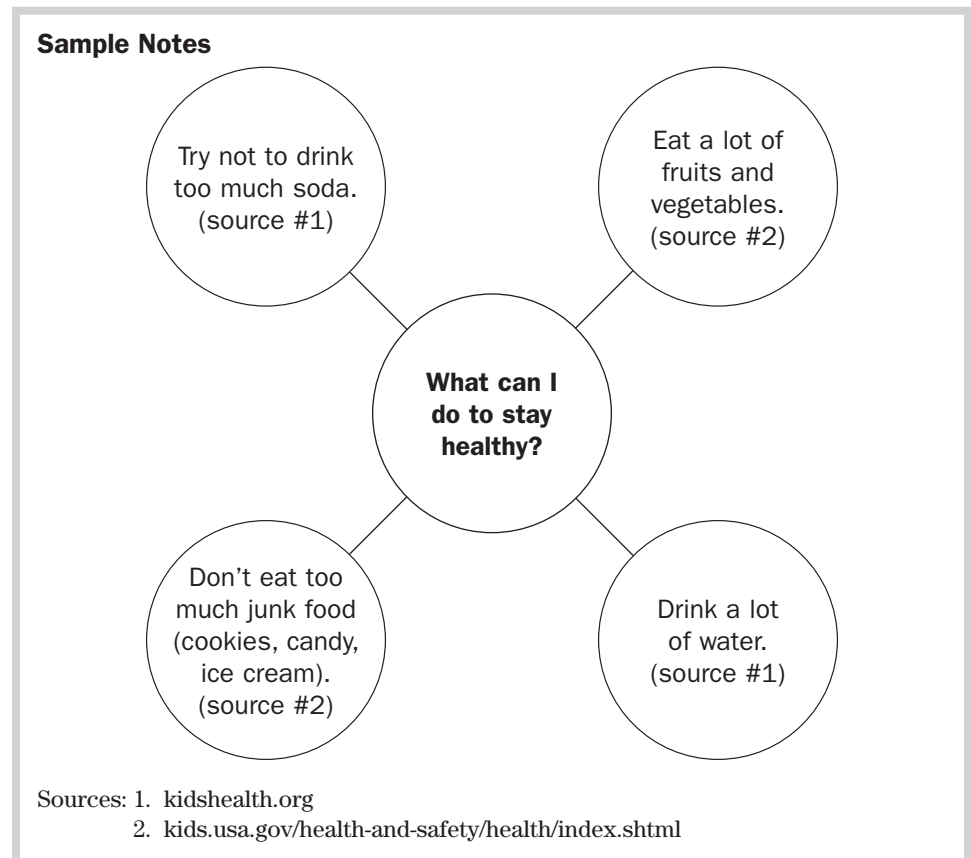
Read the second question. **This question asks what there is to do in my community. When I answer this question, I will need to identify different activities. I don't need to give an opinion. I need to provide facts. For this question, I will use the Writing to Inform or Explain scoring guide to help me research this topic and answer my question.**

- Use **Team Huddle** to have students identify which scoring guide they should use and why. Use **Random Reporter** to have students share.
- Award team celebration points.

Interactive Skill Instruction **TP** (25 minutes)

- Present the mini-lesson on note-taking strategies and citing sources.
- Remind students about the graphic organizers that they use to record ideas as they read. Explain that taking notes for a research project is similar, except they must also be sure to write down exactly where the information was found.
- Display the graphic organizer. Tell students that this is a sample organizer for a project in which the student will write to inform or explain.

Blackline master provided.



- Point out that the question appears in the middle of the web. Explain that the information branching from the question is the facts or details.

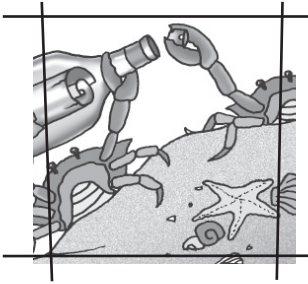
Notice that the question is written in the middle of the organizer. This is the topic of the research product. The facts and details are listed around the question. The source for each fact is listed. I also listed all the sources at the bottom of the page.

- Explain how the organizer can also be used when writing to state an opinion. Point out that the question goes in the middle and the reasons that support the opinion go around it.
- Remind students that taking notes and citing sources will help them write their research product.

Start Searching  (35 minutes)

- Have students use the research materials to search for information, and have them use a graphic organizer or notecards to make notes and record source information.
- Ask students to write the research question on their graphic organizer page or on the first notecard.

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?

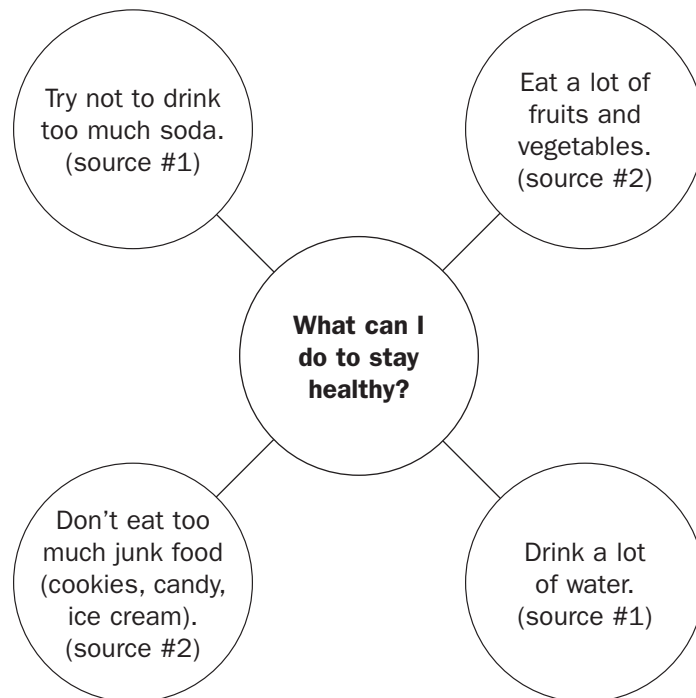


DAY 7

TEAMWORK

Interactive Skill Instruction TP (15 minutes)

- Review the research purpose, team goal, and team cooperation goal.
- Have students refer to the scoring guide for their research project. Remind students about their topics and how they will record the information they find and the sources on their organizers.
- Display the sample graphic organizer from day 6 again.

Sample Notes

Sources: 1. kidshealth.org
 2. kids.usa.gov/health-and-safety/health/index.shtml



- Point out that all the facts that you included are about what a person should eat or drink to stay healthy. Use a **Think Aloud** to identify other information to add to your graphic organizer.

Remember that I am researching the question “What can I do to stay healthy?” Let me take a look at the information I have included in my web. I included facts about what I should eat and what I should not eat. I included a fact about something I should drink and another fact about

something I should not drink. Hmmm. It is important to eat good foods to stay healthy and not drink too much soda, but there are probably other things I can do to stay healthy. Today I will research things other than what to eat or drink that I can do to stay healthy.



- Use **Think-Pair-Share** to have students review the graphic organizers that they have created to determine what information they will look for today as they research. Randomly select a few students to share.

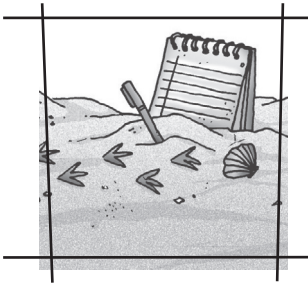
Keep Searching TP (70 minutes)

- Have students use the research materials to continue their search for information, and have them use their graphic organizers or notecards to record relevant information.
- Circulate to check each student’s progress.
- Ask partners to share what they have found with each other and prepare to share an important piece of information and its source with the class.

Class Discussion TP (5 minutes)

- Use **Random Reporter** to have students share an important piece of information, its source, and why they think the information is important.

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?



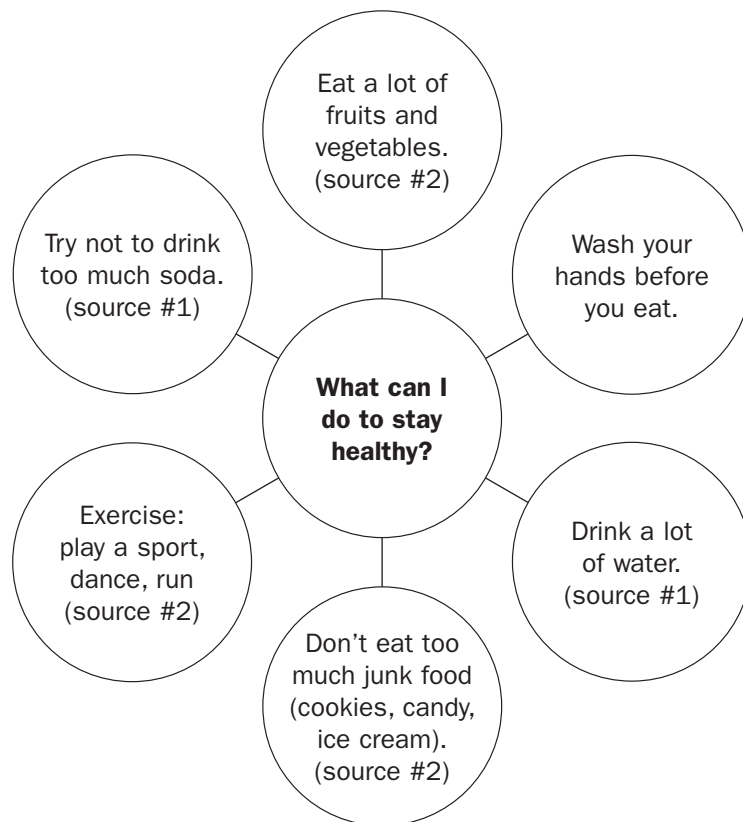
DAY 8

ADVENTURES IN WRITING

Drafting **TP** (45 minutes)

- Tell students that they will use their plans to write a first draft.
- Review the scoring guides for each research purpose. Tell students that they need to check their writing against the scoring guide to make sure that they include all parts of the research product.
- Display the following web with new details added.
- Tell students that you added information about other ways to stay healthy. Explain that you located information about different types of exercise and when to wash your hands.

Blackline master provided.

Sample Notes

Sources: 1. kidshealth.org
 2. kids.usa.gov/health-and-safety/health/index.shtml

- Point out to students that by researching more information, you will have a more complete answer to your question.
- Model making a plan to convert your notes into the final product. Display your graphic organizer as you think aloud.

According to the scoring guide, I need to introduce the topic. I will do that first. That's called a topic sentence. My topic is what I can do to stay healthy. I will write "There are a lot of things I can do to stay healthy." Looking at my notes, I see that I have information about what to eat, what not to eat, what to drink, what not to drink, when to wash my hands, and what to do for exercise. These are all ways that I can stay healthy. After my topic sentence, I will write "One way to stay healthy is to eat a lot of fruits and vegetables. This will help me to stay healthy more than eating junk food, such as candy, will." Remember that we should put ideas in our own words. I did not copy exactly what I had in my notes, but I used my notes to guide me in writing my answer. Model adding other ideas based on your sample notes. Now I will write "Another way to stay healthy is to drink a lot of water. Water is better for me than soda." I will talk about hand washing and exercise now. I will write "Also, I can make sure that I wash my hands before I eat. To stay healthy, I can also do exercise such as playing a sport or dancing." I am almost finished with my paragraph. Model writing a concluding statement. In the scoring guide, a guideline is to include a concluding statement. I will write, "Eating good foods, drinking water, washing my hands, and exercising are all ways that I can stay healthy." This ties my ideas together.

- Remind students to include all of their ideas, writing in complete sentences and skipping lines to make room for revisions. Also, suggest that they include new thoughts as they occur.
- While they have their notes in front of them, have students review their ideas with partners and begin to write.
- Remind students to periodically check their writing against the 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 each student read his or her writing aloud to a partner to see if it includes the intended ideas and makes sense.
- Ask one or two students to share their first drafts with the class to celebrate.

Sharing, Responding, and Revising TP (10 minutes)

- 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.

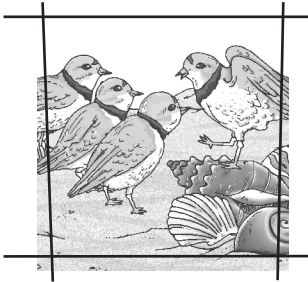
Editing **TP** (10 minutes)

- 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 possible capitalization, punctuation, grammar, and spelling errors. 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 **TP** (25 minutes)

- 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.

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 9

PRESENT AND EVALUATE



Interactive Skill Instruction **TP** (15 minutes)

- Review the research purpose, team goal, and team cooperation goal.
- Present a mini-lesson on presentation skills. Tell students that good presenters have certain skills. Explain that good presenters make good eye contact, speak clearly, and can be heard by all members of the audience.
- Model a lack of presentation skills by reading your research product while omitting one or more of the presentation skills. Use **Think-Pair-Share** to have students give you feedback on which skills they observed and which skills you lacked.
- Repeat the activity, this time modeling all three criteria for good presentation skills.
- Explain that these criteria are part of the research evaluation form.
- Display the evaluation criteria for a presentation. Explain that team members will give feedback to each presenter by writing on the form. Tell students that you will collect the evaluation forms.
- Distribute the evaluation forms.

Present **TP** (45 minutes)

- Tell students that they will present their research to their team. Explain that each team member will have a turn.
- Have students begin their presentations. Students have approximately eight to ten minutes for each presentation.
- Make sure that each student presents and receives evaluations after the presentation.

Team Discussion **TP** (20 minutes)

- When all presentations are finished, have students review the feedback that they received.
- Ask team members to share their strengths and suggestions in each category.

Step Up to Research Evaluation	
Presenter _____	Evaluator _____ Date _____
Writing Purpose (circle one): To state an opinion To inform or explain	
Writing to State an Opinion (Note one area of strength.)	
The research product states an opinion.	
Reasons that support the opinion are stated.	
Linking words and phrases are used to connect ideas.	
A concluding statement is included.	
Correct punctuation, capitalization, spelling, and grammar are used.	
Make a suggestion for improvement:	
Writing to Inform or Explain (Note one area of strength.)	
The research product introduces the topic.	
Facts and details support the topic.	
Linking words and phrases are used to connect ideas.	
A concluding statement is included.	
Correct punctuation, capitalization, spelling, and grammar are used.	
Make a suggestion for improvement:	
Research Skills (Note one or two strengths.)	Presentation Skills (Note one or two strengths.)
Takes clear notes	Has good eye contact
Cites trustworthy sources	Speaks clearly
Puts information in own words	Is heard by all members of the audience

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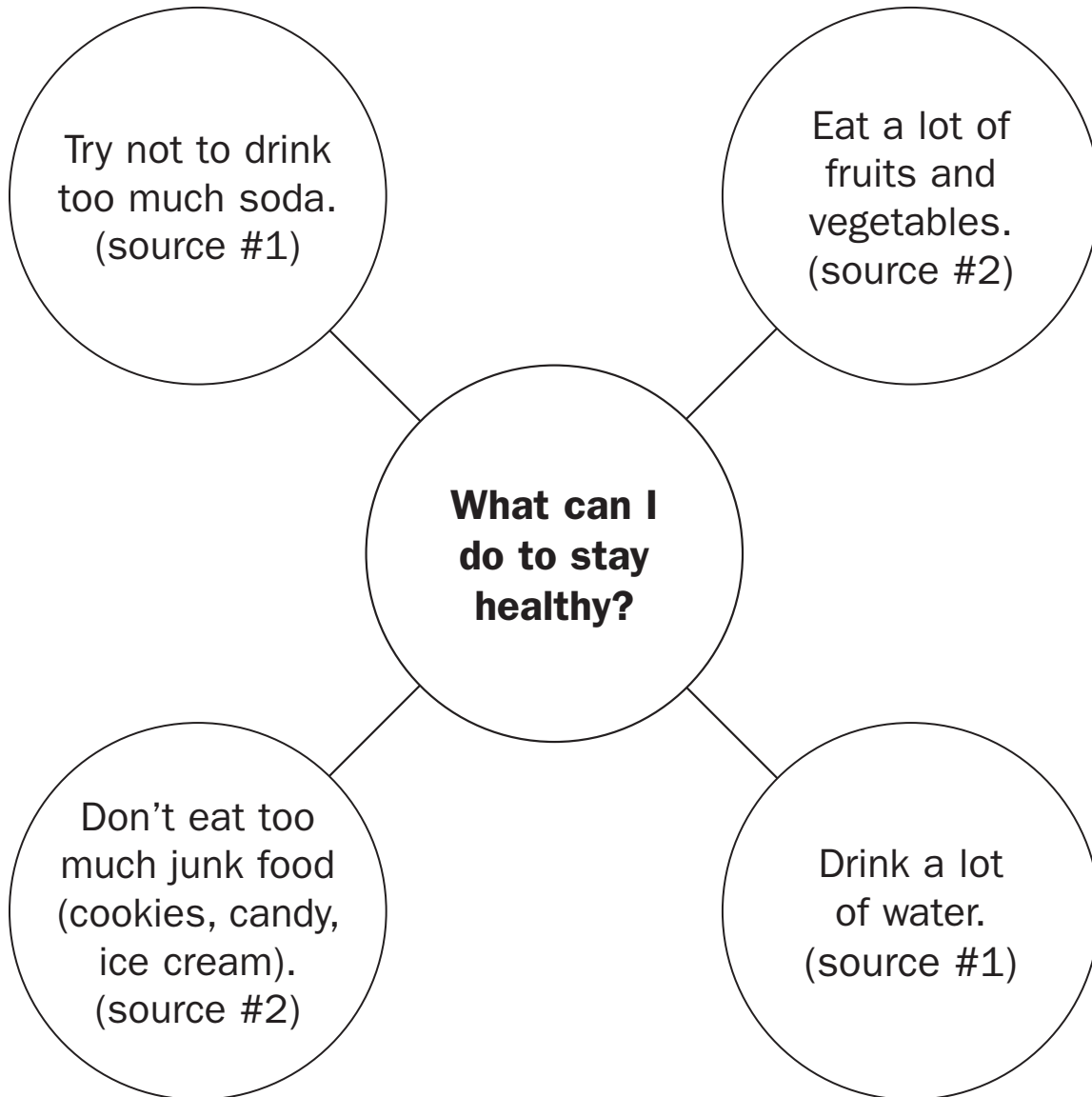
Class Discussion TP (10 minutes)

- Use **Random Reporter** to have students share their strengths and areas in need of improvement. Award team celebration points.
- Collect the written materials, including the plans, drafts, and evaluations. Plan to score and return the research products by the end of the next cycle.

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?

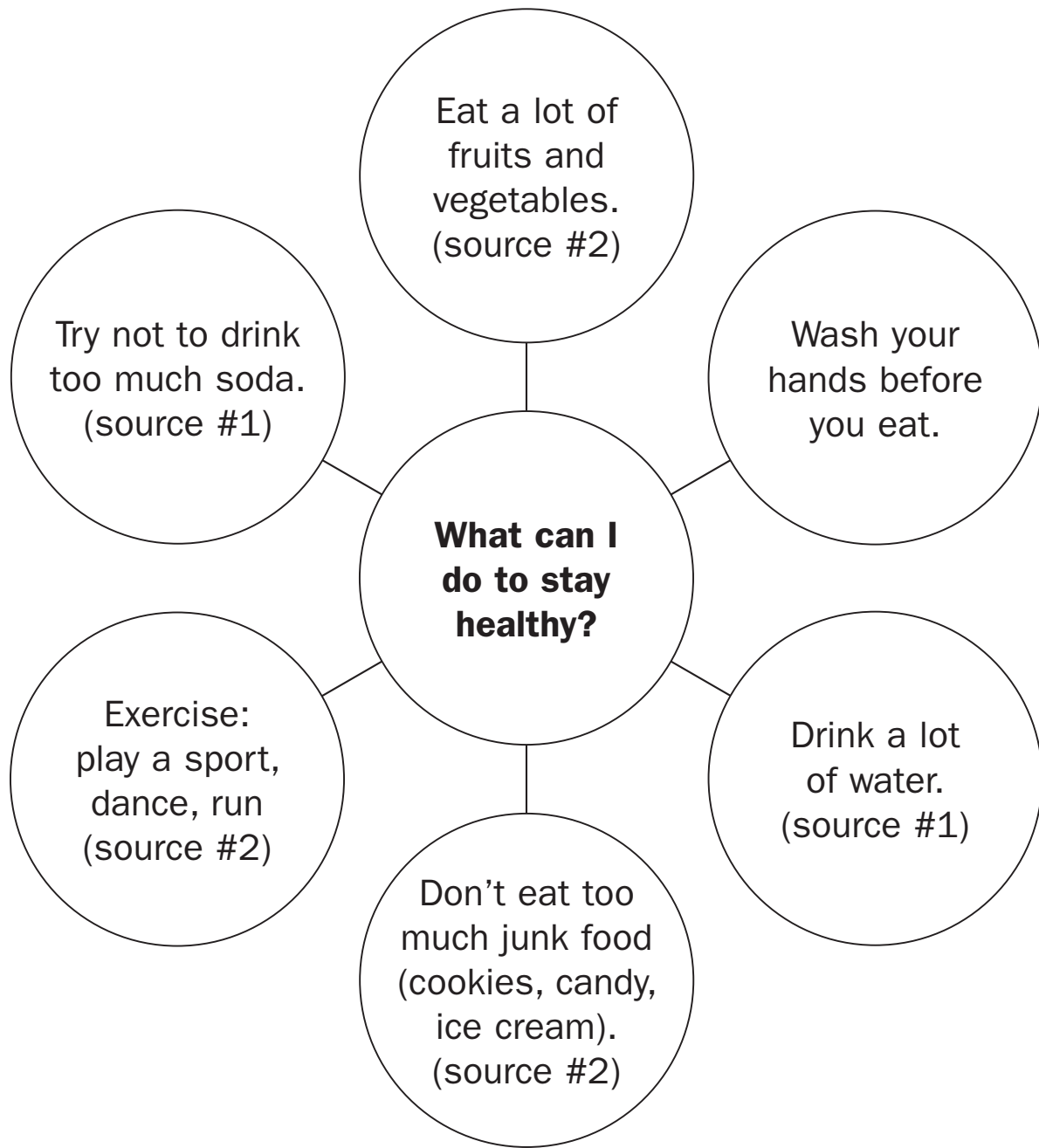


Sample Notes



Sources: 1. kidshealth.org
2. kids.usa.gov/health-and-safety/health/index.shtml

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Step Up to Research Evaluation

Presenter _____ Evaluator _____ Date _____

Writing Purpose (circle one): To state an opinion To inform or explain

Writing to State an Opinion (Note one area of strength.)	
The research product states an opinion.	
Reasons that support the opinion are stated.	
Linking words and phrases are used to connect ideas.	
A concluding statement is included.	
Correct punctuation, capitalization, spelling, and grammar are used.	
Make a suggestion for improvement:	

Writing to Inform or Explain (Note one area of strength.)	
The research product introduces the topic.	
Facts and details support the topic.	
Linking words and phrases are used to connect ideas.	
A concluding statement is included.	
Correct punctuation, capitalization, spelling, and grammar are used.	
Make a suggestion for improvement:	

Research Skills (Note one or two strengths.)	
Takes clear notes	
Cites trustworthy sources	
Puts information in own words	

Presentation Skills (Note one or two strengths.)	
Has good eye contact	
Speaks clearly	
Is heard by all members of the audience	

Step Up to Research Evaluation

Presenter _____ Evaluator _____ Date _____

Writing Purpose (circle one): To state an opinion To inform or explain

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Research Skills (Note one or two strengths.)	
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Cites trustworthy sources	
Puts information in own words	

Presentation Skills (Note one or two strengths.)	
Has good eye contact	
Speaks clearly	
Is heard by all members of the audience	

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 / A City Grows
<p>English Language Arts Standards: <i>Reading: Informational Text</i></p> <p>Key Ideas and Details</p> <p>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</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>Research to Build and Present Knowledge</p> <p>W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p>
<p>English Language Arts Standards: <i>Speaking and Listening</i></p> <p>Presentation of Knowledge and Ideas</p> <p>SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>