

Jamaica's Find

Written by Juanita Havill

Houghton Mifflin, 1986 ISBN 0-395-45357-7

**Reading
Wings** 4th
Edition

TARGETED Treasure Hunt

Listening Comprehension Text

Jamaica and Brianna

Written by Juanita Havill

Houghton Mifflin, 1993

ISBN 0-395-77939-1

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: Jamaica's Find

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LITERATURE (6 DAY)

Jamaica's Find

Written by Juanita Havill

Listening Comprehension Text**Jamaica and Brianna**

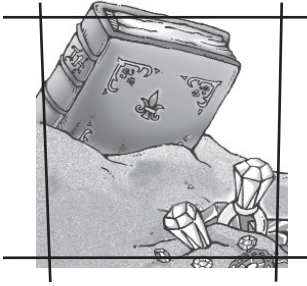
Written by Juanita Havill

Summary

Jamaica finds an old stuffed dog in the park. Should she keep it? Should she turn it in to the lost and found? This is the problem Jamaica faces. Jamaica learns that making the right decision can be difficult but rewarding.

Instructional Objectives

	Reading	Word Power	Writing
CYCLE 1	Drawing conclusions (DC)	Base word and ending, blends	Write a thank-you note.
	Students will draw conclusions about the story and give evidence to support their conclusions.	Students will identify common blends and break words into base words and endings to help them read difficult words.	Students will pretend they are Kristin in the story <i>Jamaica's Find</i> . They will write a thank-you note to Jamaica for returning Edgar the dog.

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

Timing Goal: 40 minutes

Rate New Vocabulary Words

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

Success Review and Keeping Score **TP**

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

Team Cooperation Goal

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

Set the Stage

- Introduce the story, author, and reading objective.

This cycle we will read *Jamaica's Find* by Juanita Havill. As we read, we'll draw conclusions about the story. Good readers use evidence from the story to draw conclusions.

- Point out the strategy target on the team score sheet.
- Point out that the story is literature, or have students explore the story to figure out that it is literature. Review how literature differs from informational text.

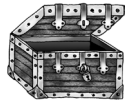


- Use the items below to build or activate background knowledge about the story.
 - Use a **Think Aloud** to model comparing and contrasting an object that is new and an object that has been used. Tell students that both stories this cycle include new and used objects.
 - Brainstorm a list of stories in which two friends have a disagreement. Use **Think-Pair-Share** to have students identify the problems in the stories they listed. Tell them to also think about how the friends solved their problems. Randomly select a few students to share.

Vocabulary TP



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



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

Word and Page Number	Identification Strategy	Definition	Sentence
climbed page 8	base word + ending: climb + ed	went up	Juan <i>climbed</i> the stairs to get to the second floor.
worn page 8	blend	well used	Sally takes her old, <i>worn</i> teddy bear everywhere.
returned page 15	base word + ending: return + ed	brought back	Josef <i>returned</i> the shirt to the store because it was the wrong size.
quietly page 18	base word + ending: quiet + ly	with little or no noise	Harry sat <i>quietly</i> at his desk and read a book.
tossed page 18	base word + ending: toss + ed	threw	Ming <i>tossed</i> the broken toy in the trash can.
forgotten page 21	chunk: for-got-ten	not remembered	Winnie had <i>forgotten</i> to do her homework.

Word and Page Number	Identification Strategy	Definition	Sentence
squeezed page 23	base word + ending: squeez(e) + ed	held tight, hugged	The scared little boy <i>squeezed</i> his mother's hand.
stayed page 24	base word + ending: stay + ed	waited behind, did not leave	I <i>stayed</i> after class to help clean the classroom.

Using the Targeted Skill (Introduction and Definition)

- Introduce the skill and its importance in literature text.

Our skill for this cycle is drawing conclusions. It's important to draw conclusions when you read. Drawing conclusions can help you to know more about the characters and the story.

- Tell students that you will act out a certain feeling, but you will not tell them what the feeling is. Model a feeling such as anger or sadness. Use **Think-Pair-Share** to have students identify the feeling. Randomly select a few students to share.
- Use a **Think Aloud** to model identifying what it means to draw conclusions.

You just drew conclusions about my feelings. I did not tell you how I felt, but you used clues to figure it out. Point out the clues students used. **We also use clues to draw conclusions as we read. I know that authors don't always tell me everything about a story. I also know that authors give me clues about characters and events in the story. I can use these clues, along with what I might already know, to guess what the author is trying to tell me.**

- Tell students that they will draw conclusions about the story as they read *Jamaica's Find*.

Listening Comprehension

- Read pages 1–5 of *Jamaica and Brianna* aloud, stopping to ask questions, make points, or focus students' attention as needed. Use a **Think Aloud** to model drawing the conclusion that Jamaica does not like her boots.

Let me look for clues that help me tell how Jamaica feels about her boots. Jamaica has to wear an old pair of boots. She tells her mother that they are boy boots. She also says that they are too tight. Jamaica hopes the hole in her boots will get bigger so she can get new boots. From these clues, I can draw the conclusion that Jamaica does not want to wear the old gray boots. The author does not tell us that Jamaica does not like her boots, but she gives us clues so we can figure it out.

- Remind students that they will continue to draw conclusions about the story as they read *Jamaica's Find*.

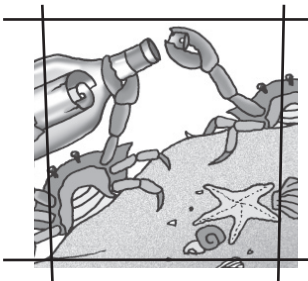
Preview Team Talk

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

Student Edition, page 2

Team Talk
<p>1. Where was Jamaica when she found the stuffed dog and red hat? ST </p> <p>2. On page 8, you can tell that the stuffed dog is— DC </p> <p style="padding-left: 20px;">a. old.</p> <p style="padding-left: 20px;">b. new.</p> <p style="padding-left: 20px;">c. purple.</p> <p style="padding-left: 20px;">d. scratchy.</p> <p style="padding-left: 20px;">How do you know? (Write-On)</p> <p>3. Why did Jamaica like swinging more this time? CE </p> <p>4. How did Jamaica find the stuffed dog? CL </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 before having students read and restate: **SR**

pages 5–7 aloud with partners.

page 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. Where was Jamaica when she found the stuffed dog and red hat? |ST|

100 points = *Jamaica was on the slide at the park when she found the stuffed dog and red hat. 90 points* = *Jamaica was on the slide at the park. 80 points* = *She was at the park.*

2. On page 8, you can tell that the stuffed dog is— |DC|

- a. old.
- b. new.
- c. purple.
- d. scratchy.

How do you know? (Write-On)

100 points = *I know that the stuffed dog is old because it has stains on it. The fur is worn from hugging, and the nose has fallen off its face.*

90 points = *It is stained, and the fur is worn from hugging. Its nose is missing too. 80 points* = *Dirty, worn, and missing its nose.*

3. Why did Jamaica like swinging more this time? |CE|

100 points = *Jamaica found swinging to be more fun because there were no little children running in front of her when she was swinging. She did not have to watch out for them. 90 points* = *Jamaica did not have to look for little children when she was on the swings. 80 points* = *There were no little children.*

4. How did Jamaica find the stuffed dog? |CL|

100 points = *Jamaica found the stuffed dog after she slid down the slide. She rolled over to get up, and the stuffed dog was on the ground next to her.*

90 points = *The stuffed dog was on the ground next to her. 80 points* = *It was on the ground.*

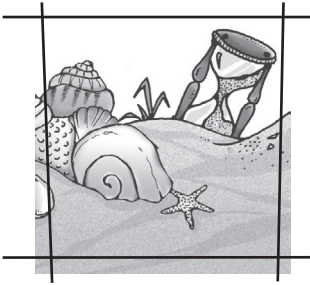
- If some teams finish ahead of others, have them work on their story maps.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

Class Discussion TP

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



Strategy-Use Discussion	<ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team’s strategy use with the class. – Award team celebration points. 	
Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions. 	
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #cccccc; padding: 5px;">Team Talk Extenders</td> <td style="padding: 5px;"> <p>Have you ever found something that did not belong to you? Did you keep the object or try to find the owner?</p> <p>What do you think Jamaica will do with the stuffed dog? Will she take it home or try to find its owner?</p> </td> </tr> </table>	Team Talk Extenders
Team Talk Extenders	<p>Have you ever found something that did not belong to you? Did you keep the object or try to find the owner?</p> <p>What do you think Jamaica will do with the stuffed dog? Will she take it home or try to find its owner?</p>	
Write-On Discussion	<ul style="list-style-type: none"> – Award team celebration points. – Use Random Reporter to ask one or two students to read their written answers to the class. If desired, display student answers on the board. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it. 	



FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes

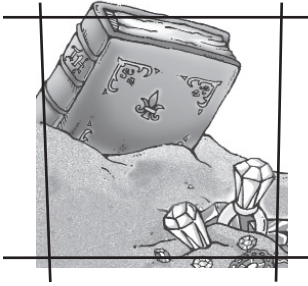


- Explain to students that when they read correctly, smoothly, and with expression, it shows that they understand what they are reading.
- Tell students to look at the Fluency rubric as you model fluent reading.
- Explain and model reading fluently. Read a passage from the student text. Then reread it,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

Page 8 (ending with "...and grass stains.")

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

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



DAY 2

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

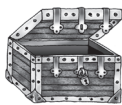
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

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

Vocabulary **TP**

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



Listening Comprehension

- Read pages 6–13 aloud, stopping to ask questions, make points, or focus students' attention as needed. Use a **Think Aloud** to model drawing the conclusion that Jamaica liked her new boots.



What can I learn from the text? The author did not tell us that Jamaica liked her new boots. However, I know that Jamaica liked her new boots by the way she acted. What clues did the author give me to show that Jamaica liked her new boots? Jamaica thought that the boots were

beautiful, soft, and warm. They were nothing like Ossie's old gray boots. She wore her new boots home. The author told me that Jamaica ran to the bus stop the next day. She was excited to get to school and show off her new boots. These are all clues that Jamaica liked her new boots. I used the author's clues to figure out how Jamaica felt.

- Remind students that they will continue to draw conclusions about the story as they read *Jamaica's Find*.

Strategic Review

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



What did Jamaica find at the park? How did she feel about what she found?

Preview Team Talk

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

Student Edition, page 2

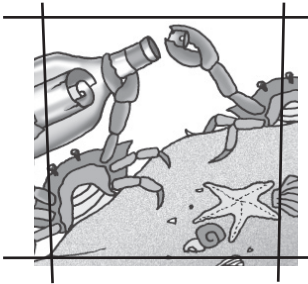
Team Talk

1. Jamaica put the stuffed dog in— |CL|
 - a. her book bag.
 - b. her pocket.
 - c. the Lost and Found.
 - d. her bicycle basket.

Team Talk *continued*

2. How did Jamaica feel about the stuffed dog? |DC|
 - a. Jamaica liked the red hat more.
 - b. Jamaica liked the stuffed dog.
 - c. Jamaica thought the dog was dirty.
 - d. Jamaica hated the stuffed dog.

How do you know? (Write-On)
3. Why did Jamaica take the red hat to the Lost and Found? |CE|
4. Did Jamaica's mother think Jamaica should keep the stuffed dog? Support your answer. |DC|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**
pages 11–13 aloud with partners.
pages 14 and 15 silently.
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

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

Team Talk

1. Jamaica put the stuffed dog in— |CL|
 - a. her book bag.
 - b. her pocket.
 - c. the Lost and Found.
 - d. *her bicycle basket.*
2. How did Jamaica feel about the stuffed dog? |DC|
 - a. Jamaica liked the red hat more.
 - b. *Jamaica liked the stuffed dog.*
 - c. Jamaica thought the dog was dirty.
 - d. Jamaica hated the stuffed dog.

How do you know? (Write-On)

100 points = *I know that Jamaica liked the stuffed dog more than the red hat because she put the stuffed dog into her bicycle basket. She gave the young man at the park house the red hat, but she kept the stuffed dog.*

90 points = *Jamaica gave the young man the red hat that she found, but she put the stuffed dog in her bicycle basket. 80 points* = *Jamaica gave the red hat away but kept the stuffed dog.*

3. Why did Jamaica take the red hat to the Lost and Found? |CE|

100 points = *Jamaica took the red hat to the Lost and Found because it did not fit her. She couldn't use the red hat, so she gave it away. 90 points* = *The hat did not fit her. 80 points* = *It didn't fit her.*
4. Did Jamaica's mother think Jamaica should keep the stuffed dog? Support your answer. |DC|

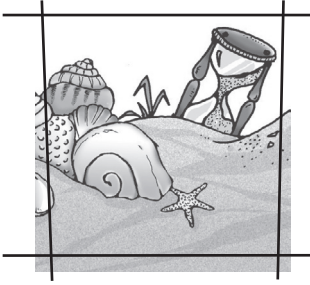
100 points = *No. Jamaica's mother thinks that Jamaica should return the dog to the Lost and Found. She tells Jamaica that she should have returned the dog just as she had returned the hat. 90 points* = *No. Jamaica's mother tells Jamaica that she should return the stuffed dog. 80 points* = *No. She thinks she should return it.*

- 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.
<p>Team Talk Extenders</p>	<p>If you were Jamaica, would you return the stuffed dog to the Lost and Found? Why or why not?</p> <p>What does it show about Jamaica that she returned the red hat, yet kept the stuffed dog?</p>
<p>Write-On Discussion</p>	<ul style="list-style-type: none"> - Award team celebration points. - Use Random Reporter to ask one or two students to read their written answers to the class. If desired, display student answers on the board. - Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.



FLUENCY IN FIVE **TP**

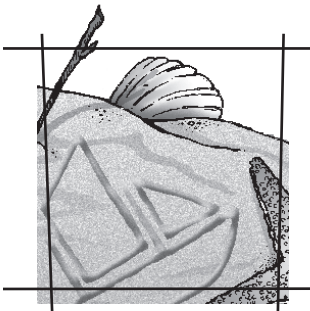
Timing Goal: 5 minutes

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

Student Edition, page 1

Page 15 (paragraphs 1–3)

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



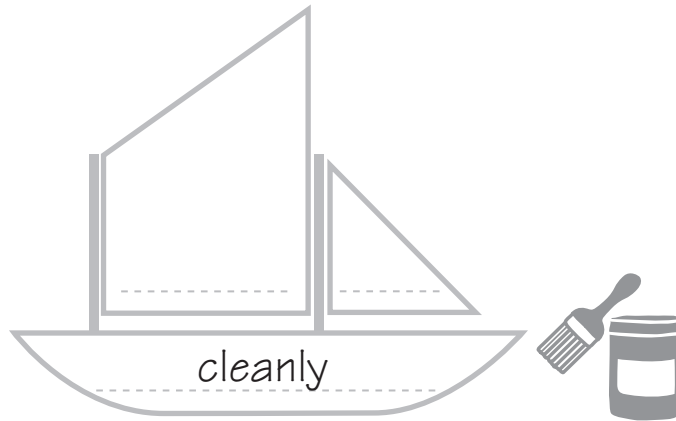
WORD POWER **TP**

Timing Goal: 10 minutes

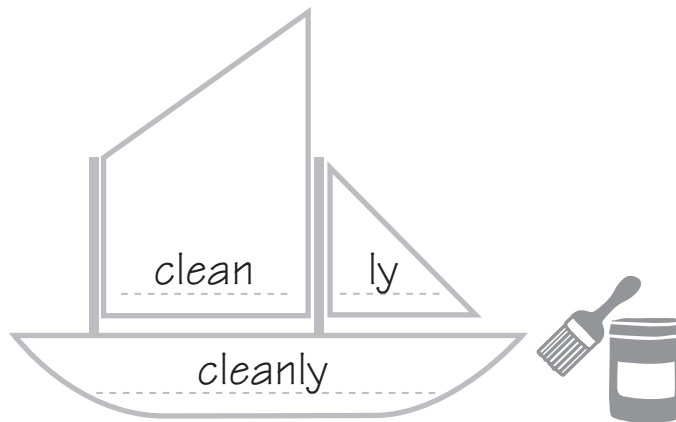
- Pretend to take a message from Captain Read More out of the bottle. Use the message to review the Word Power skills. Link the skills to Captain Read More's Word Treasure clues for reading base words with endings and consonant blends.

Blackline master provided.

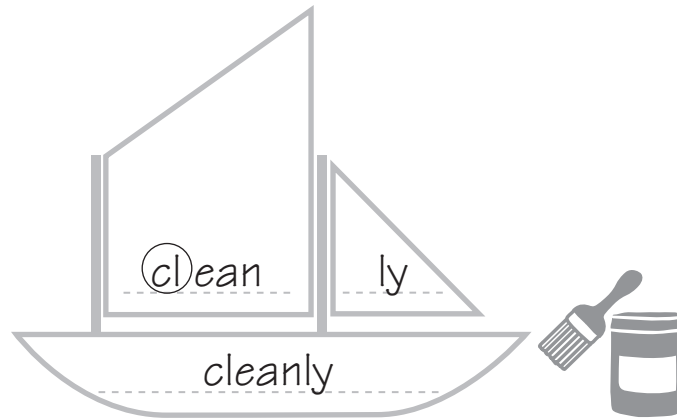
- Display a sailboat with one main sail and one small sail and a glue brush. Write the word “cleanly” on the bottom of the boat.



- Point out that there is one main sail and one small sail. Use **Think-Pair-Share** to ask students if they can figure out what the clues mean—how the sails can help them read the word—and what word parts should go on the sails.



- Randomly select a few students to share. Write the word parts on the sails.
- Have students read the sail parts with you, read the word, and compare the sail parts to the boat to see if they are the same.
- Remind students that the glue brush is a clue for consonant blends, or letters that stick together a lot.
- Circle the *cl* in *clean* on the main sail to show which letters stick together. Explain that *cl* is a consonant blend that makes the /cl/ sound. Remind students that learning and reading common consonant blends can help them to read difficult words.



- 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

Sometimes base words contain consonant blends.

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

- Tell students to be on the lookout for a couple of words from this cycle's vocabulary list that have base words with consonant blends.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition, page 3

Skill Practice

Write each word in your journal. Write the base word and ending. Then circle the consonant blends. Draw a sailboat if you need help.

1. closely (c)lose + ly
2. claimed (cl)aim + ed
3. clicked (cl)ick + ed
4. clearly (cl)ear + ly

Building Meaning			
climbed	worn	returned	quietly
tossed	forgotten	squeezed	stayed

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

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

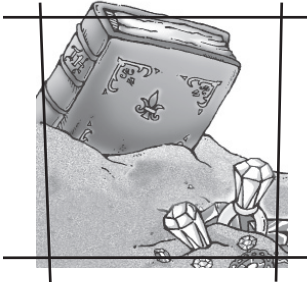
6. Which of the following items could be tossed?

- school bus
- apple tree
- football
- sidewalk



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

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



DAY 3

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

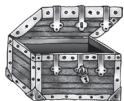
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

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

Vocabulary **TP**

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



Listening Comprehension

- Read page 15 aloud, stopping to ask questions, make points, or focus students' attention as needed. Use a **Think Aloud** to model drawing the conclusion that Jamaica was upset because Brianna did not like her boots.



What can I learn from the text? The author said that Jamaica was surprised when Brianna told her that cowboy boots weren't in. Jamaica thought that Brianna would like her boots. I could tell that Jamaica was upset that Brianna didn't like her boots. What clues did the author give

me to show that Jamaica was upset with Brianna? Jamaica thought that her boots felt heavy when she walked by Brianna. I know that Jamaica and Brianna are friends, but Jamaica told Brianna that Brianna's boots were ugly. These are clues from the author that helped me to draw the conclusion that Brianna upset Jamaica when she said that cowboy boots weren't in. The author didn't tell me that Jamaica was upset, but she showed me through Jamaica's actions.

- Continue reading pages 16–21 aloud, stopping to ask questions, make points, or focus students' attention as needed.
- Remind students that they will continue to draw conclusions about the story as they read *Jamaica's Find*.

Strategic Review



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

What did Jamaica's mother think about the stuffed dog?

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 3

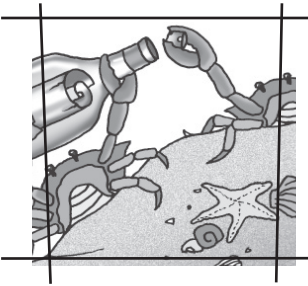
Team Talk

1. Jamaica liked the stuffed dog, but her father thought the stuffed dog was— |CC|
 - a. strange.
 - b. nice.
 - c. dirty.
 - d. clean.

Team Talk *continued*

2. How did Jamaica's brother react when he saw the stuffed dog? |CE|
3. Why did Jamaica go to her room so quietly? |CE|
4. Why do you think Jamaica tossed the stuffed dog on the chair? |DC|
 - a. She thought it was dirty like her brother said.
 - b. She was only pretending to like it for her mother.
 - c. She was bored with it and wanted a new toy.
 - d. She heard her mother talk about the dog.

How can you tell? (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 16 and 17 aloud with partners.
pages 18–21 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. Jamaica liked the stuffed dog, but her father thought the stuffed dog was— |CC|
 - a. strange.
 - b. nice.
 - c. *dirty*.
 - d. clean.
2. How did Jamaica's brother react when he saw the stuffed dog? |CE|

100 points = *Jamaica's brother called the dog silly and told her not to put it on the table. 90 points* = *He called it silly and told her not to put it on the table. 80 points* = *He called it silly.*
3. Why did Jamaica go to her room so quietly? |CE|

100 points = *Jamaica went to her room quietly because she did not want to dry the dishes. She was trying to get out of doing her chores. 90 points* = *She didn't want to dry the dishes. 80 points* = *Didn't want to dry dishes.*
4. Why do you think Jamaica tossed the stuffed dog on the chair? |DC|
 - a. She thought it was dirty like her brother said.
 - b. She was only pretending to like it for her mother.
 - c. She was bored with it and wanted a new toy.
 - d. *She heard her mother talk about the dog.*

How can you tell? (Write-On)

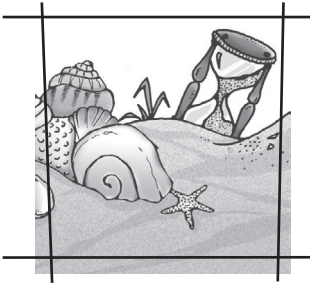
100 points = *Jamaica tossed the stuffed dog on the chair because she heard her mother say that the dog probably belonged to a girl like Jamaica. I think Jamaica was beginning to feel that she should return the dog to the Lost and Found. 90 points* = *Jamaica heard her mother say that the dog probably belonged to a girl like Jamaica. I think she feels that she should return the dog. 80 points* = *Jamaica thought that she should return the dog.*

- 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.
<p>Team Talk Extenders</p>	<p>Would you feel bad about keeping the stuffed dog if you thought someone might miss it? Why or why not?</p> <p>What can you tell about Jamaica when she tries to avoid doing her chores?</p>
<p>Write-On Discussion</p>	<ul style="list-style-type: none"> - Award team celebration points. - Use Random Reporter to ask one or two students to read their written answers to the class. If desired, display student answers on the board. - Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.



FLUENCY IN FIVE **TP**

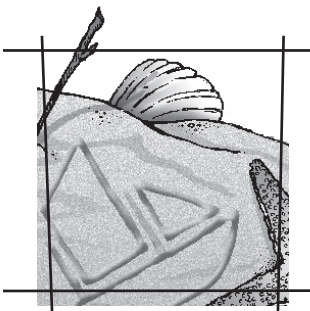
Timing Goal: 5 minutes

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

Student Edition, page 1

Page 15 (paragraphs 1–3) or pages 18–21

- 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.

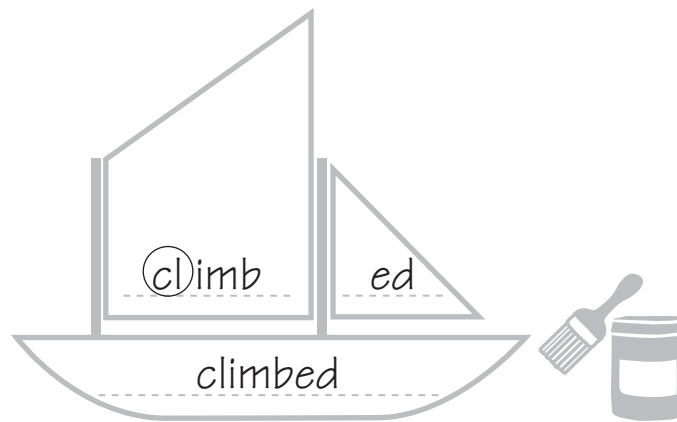


WORD POWER **TP**

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 skills they are working on (base word plus an ending and consonant blends).

- Point out that there is a word from this cycle's vocabulary list that contains examples of both a consonant blend and a base word and ending. Draw or display another blank sailboat. Write the word "climbed" on the bottom of the boat.



- Use **Think-Pair-Share** to have students identify which part of the word should go in the big sail [*climb*] and what should be written in the smaller sail [*ed*]. Randomly select a few students to share.
- Read the word.
- Use **Think-Pair-Share** to have students identify the blend in the word that is glued together. Randomly select a few students to share.
- Circle the consonant blend (*cl*) on the main sail.
- Display another sailboat. Write the word "stayed" in the bottom of the boat. Point out that *stayed* is another word from the vocabulary list.
- Use **Think-Pair-Share** to have students identify the base word that goes in the big sail [*stay*] and the ending that goes in the little sail [*ed*]. Randomly select a few students to share.
- Tell students that *st* is another consonant blend, and circle it on the main sail.
- Tell students that a way to practice their new Word Power skill is to read words correctly and quickly.
- Display the practice word lists.
- Present group 1 and group 2 words. Tell students that group 1 contains words that will help them to practice the Word Power skill. Explain that group 2 contains a mixture of skill words and other words that they should know.
- Practice reading the words, one group at a time, with students. Read the words at different speeds. Repeat two or three times.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Tell students that they will also practice reading the word lists with their teams.

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

Student Edition, page 4

Skill Practice

Write each word in your journal. Write the base word and ending. Then circle the consonant blends. Draw a sailboat if you need help.

1. stitched (stitch + ed)
2. cleared (clear + ed)
3. stained (stain + ed)
4. cleverly (clever + ly)

Building Meaning

climbed	worn	returned	quietly
tossed	forgotten	squeezed	stayed

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

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

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

Practice Lists

Group 1

cleverly	stalled	clucked
stocked	cleaned	clouded
stowed	clawed	clutched

Group 2

clearly	more	clamped
right	stuffed	number
stumped	could	people

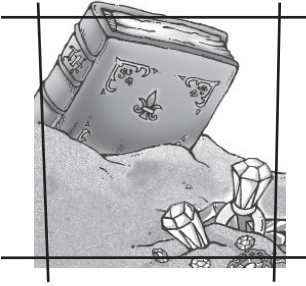


- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration 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.

- 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

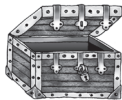
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

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

- Read pages 22–27 aloud, stopping to ask questions, make points, or focus students' attention as needed. Use a **Think Aloud** to model drawing the conclusion that Jamaica and Brianna are not angry with each other anymore.



What can I learn from the text? I can tell that Jamaica and Brianna are not angry with each other anymore. I see that Jamaica and Brianna are laughing together. I know that people who are angry do not laugh. They

also say that they like each other's boots. If they were still angry with each other, they wouldn't say nice things about the other person's boots. The author doesn't tell me that they are not angry with each other, but I can tell from clues the author gives me.

- Remind students that they will continue to draw conclusions about the story as they read *Jamaica's Find*.

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 did Jamaica feel when she heard her mother say that the stuffed dog probably belonged to a little girl like her?

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 5

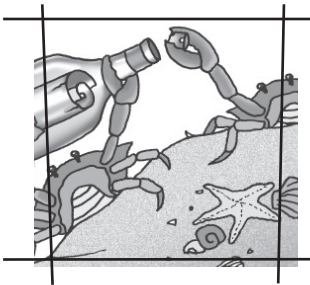
Team Talk

1. After talking with her mom, Jamaica knew she should— |DC|
 - a. return the stuffed dog.
 - b. keep the stuffed dog.
 - c. lie to her mom about the stuffed dog.
 - d. give the stuffed dog to another little girl.

How do you know? (Write-On)

Team Talk *continued*

2. Where did the man at the park put the stuffed dog? |CL|
 - a. He put it in an old box on the floor.
 - b. He put it on the Lost and Found shelf.
 - c. He threw it away into a wastebasket.
 - d. He took it to his home for his daughter.
3. Why do you think Jamaica stayed to watch the man put the dog on the shelf? |DC|
4. Why did Jamaica go up to the girl and ask her name? |CE|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**
pages 23–25 aloud with partners.
pages 26 and 27 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. After talking with her mom, Jamaica knew she should— |DC|
 - a. *return the stuffed dog.*
 - b. *keep the stuffed dog.*
 - c. *lie to her mom about the stuffed dog.*
 - d. *give the stuffed dog to another little girl.*

How do you know? (Write-On)

100 points = *I can tell that Jamaica knew she should return the dog because she said that she wanted to take the stuffed dog back to the park. 90 points* = *She said she wanted to take the dog back to the park.*

80 points = *She said she wanted to take the dog back.*

2. Where did the man at the park put the stuffed dog? |CL|
 - a. *He put it in an old box on the floor.*
 - b. *He put it on the Lost and Found shelf.*
 - c. *He threw it away into a wastebasket.*
 - d. *He took it to his home for his daughter.*
3. Why do you think Jamaica stayed to watch the man put the dog on the shelf? |DC|

100 points = *I think Jamaica stayed to watch because she really liked the stuffed dog, and she missed it after returning it. 90 points* = *She liked the stuffed dog and missed it. 80 points* = *She missed it.*

4. Why did Jamaica go up to the girl and ask her name? |CE|

100 points = *Jamaica asked the girl her name because there was no one else at the park, and Jamaica did not want to play alone.*

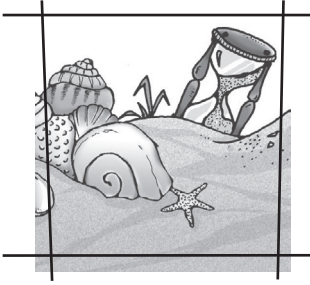
90 points = *There was no one else, and Jamaica did not want to play alone. 80 points* = *She didn't want to play alone.*

- 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" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #cccccc; vertical-align: top; padding: 5px;"> <p>Team Talk Extenders</p> </td> <td style="padding: 5px;"> <p>How would you feel if you had to give away something that you really liked?</p> <p>Do you think Jamaica did the right thing by returning the stuffed dog? Why or why not?</p> <p>What does it show about Jamaica that she returned the stuffed dog? Support your answer.</p> </td> </tr> </table>	<p>Team Talk Extenders</p>	<p>How would you feel if you had to give away something that you really liked?</p> <p>Do you think Jamaica did the right thing by returning the stuffed dog? Why or why not?</p> <p>What does it show about Jamaica that she returned the stuffed dog? Support your answer.</p>
<p>Team Talk Extenders</p>	<p>How would you feel if you had to give away something that you really liked?</p> <p>Do you think Jamaica did the right thing by returning the stuffed dog? Why or why not?</p> <p>What does it show about Jamaica that she returned the stuffed dog? Support your answer.</p>		
<p>Write-On Discussion</p>	<ul style="list-style-type: none"> - Award team celebration points. - Use Random Reporter to ask one or two students to read their written answers to the class. If desired, display student answers on the board. - Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it. 		



FLUENCY IN FIVE **TP**

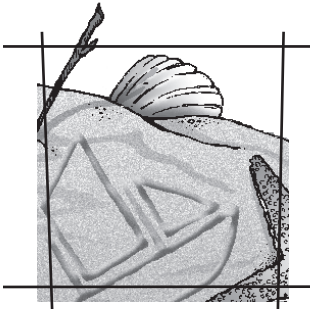
Timing Goal: 5 minutes

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

Student Edition, page 1

Page 15 (paragraphs 1–3), pages 18–21, or page 24 (paragraphs 1–6)

- 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

- Remind students of the Word Power skills (base word plus an ending and consonant blends) and the Word Treasure clues Captain Read More that uses for base word + ending and consonant blends.
- Display the Word Power Challenge. Tell students that they will work in teams to read the sentences, concentrating on the underlined words.

Preparation: Display the Word Power Challenge.

Word Power Challenge

Carlos crossed the street when the light turned green.

I keep stashing my toy under the bed.



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

Student Edition,
pages 5 and 6

Skill Practice

Write each word in your journal. Write the base word and ending. Then circle the consonant blends. Draw a sailboat if you need help.

1. clumped (c)lump + ed
2. stashed (s)tash + ed
3. clashed (c)lash + ed
4. stately (s)tate + ly

Building Meaning

climbed	worn	returned	quietly
tossed	forgotten	squeezed	stayed

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

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

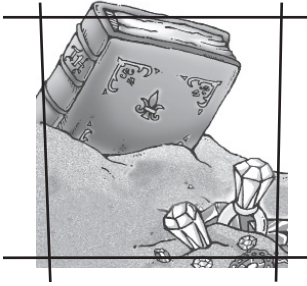
6. Which of the following items could not be tossed?
 - a. beach ball
 - b. elephant
 - c. baseball
 - d. apple

On My Own

write	clearly	more
stocked	could	clouded
people	stumped	number

- 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, Jamaica returned the stuffed dog to the park office and met a girl her age. Today, we will find out if Jamaica finds the owner of the stuffed dog.

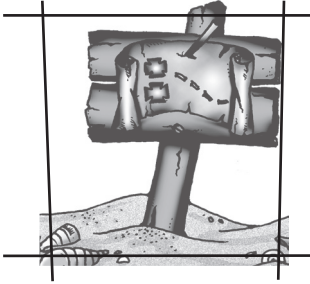
Vocabulary TP

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

Prepare Students for the Test

- Distribute the test, and preview it with students without providing information about the answers. Point out that questions #1 and #3 ask about drawing conclusions.
- 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.

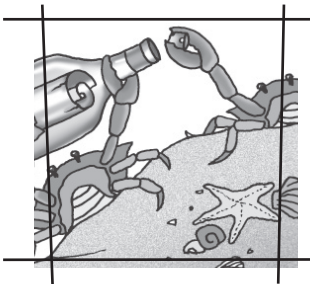
- Tell students to add any relevant events from this reading to their story maps and to do so without assistance.
- Remind students that they have 20 minutes for the test.



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**

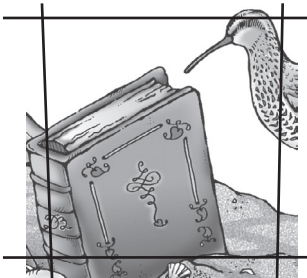
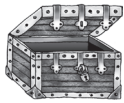
- Modify the procedures for Team Discussion to have students discuss independent strategy use and answers to the test. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use during Class Discussion.
- Pass out a colored pen (e.g., red or green ink)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

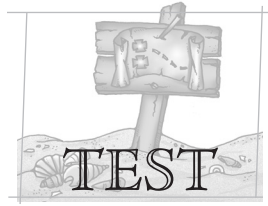


BOOK CLUB

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 28–32 of *Jamaica's Find*, and answer the following questions. The total score for comprehension questions equals 100 points.

30 points

1. On page 8, you can tell that the stuffed dog is not— |DC|
 - a. dirty.
 - b. alive.
 - c. old.
 - d. new.

How do you know?

20 points = *I know that the stuffed dog is not new because it has stains on it. It is worn from hugging, and the nose has fallen off its face.* **15 points** = *It is stained, and the fur is worn from hugging. It is missing its nose too.*

10 points = *It is dirty, worn, and missing its nose.*

10 points

2. Jamaica threw the dog on the chair because— |CE|
 - a. her mother said that it belonged to another girl.
 - b. she thought it was terribly dirty.
 - c. she was bored and wanted a new toy.
 - d. she thought it was ugly and too old.

30 points

3. On page 29, Jamaica wants to— |DC|
 - a. laugh at Kristin.
 - b. play with Kristin.
 - c. help Kristin.
 - d. hurt Kristin.

How do you know?

20 points = *I can tell that Jamaica wants to help Kristin find her lost toy because Jamaica asks Kristin questions about the toy. Jamaica then tells Kristin to come with her. She takes Kristin to the park house.*

15 points = *Jamaica asks Kristin questions and then takes her to the park house.* **10 points** = *Jamaica takes Kristin to the park house.*

20 points

4. Why was Jamaica smiling when she walked in the park house? |CE|

20 points = *Jamaica was smiling because she was helping Kristin find her stuffed dog.* **15 points** = *Jamaica was happy that she was helping Kristin.*

10 points = *She was happy.*

10 points

5. Jamaica saw Kristin with the stuffed dog and felt—
- sad.
 - angry.
 - scared.
 - happy.

Word Power

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

Skill Questions

Write the words. Write the base word and ending. Then circle the consonant blends. Draw a sailboat if you need help.

5 points

1. stiffly (stiff) + ly

5 points

2. clunked (clunk) + ed

5 points

3. stunted (stunt) + ed

5 points

4. clanged (clang) + ed

Building Meaning

climbed	worn	returned	quietly
tossed	forgotten	squeezed	stayed

10 points

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

10 points = Mom squeezed the oranges to make fresh juice for us to drink with our breakfast. **5 points** = Mom squeezed the oranges to make juice for us to drink. **1 point** = Mom squeezed the oranges to make juice.

10 points

6. Ashley returned the book she borrowed from her friend Emily.

10 points

7. We would have been on time to see the play if Dad had not forgotten to bring the tickets to the theater. *Forgotten* means—
- most likely.
 - not remembered.
 - not allowed.
 - would not.

10 points

8. Henry's favorite jacket is old and worn and needs new buttons. *Worn* means—
- put on.
 - well meaning.
 - away from.
 - well used.*

10 points

9. Josh climbed over the fence to get his baseball out of the garden.

10 points

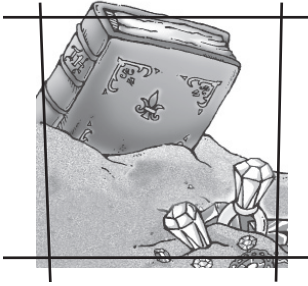
10. Leroy tossed the trash bag into the can outside. *Tossed* means—
- threw.*
 - thinks.
 - leaves.
 - tired.

10 points

11. When Lilia went to the beach for the weekend, she stayed with her Aunt Gloria.

10 points

12. The students sat in their seats very quietly and waited for the teacher's directions.



DAY 6

ACTIVE INSTRUCTION

Timing Goal: 25 minutes

Set the Stage

- Introduce the writing goal.

Today you will pretend you are Kristin in the story *Jamaica's Find*. You will write a thank-you note to Jamaica for returning Edgar the dog to you. In your note, you will tell Jamaica two reasons why Edgar is special to you and use two words to describe how you felt when you realized you had left him behind at the playground.

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



- Use **Think-Pair-Share** to ask students if they have ever written or received a thank-you note.
- Ask students what kinds of information should be included in a thank-you note. *Possible responses include: a greeting; the item for which you are thanking the recipient; the date; why the item was meaningful to you; a closing such as sincerely or love; your name.*
- Display the blackline master of a sample thank-you note on the overhead.

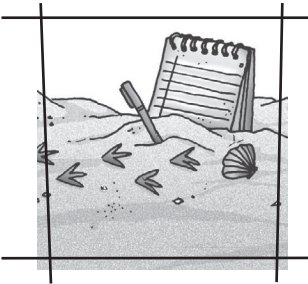
Blackline master provided.

January 1, 2011 _____	Date
Dear Jenny, _____	Greeting
Thank you for the book you gave me for my birthday. I can't wait to read it! I've wanted this book for a long time, and I'm excited to have my own copy. I'm also glad you came to my party. I enjoyed playing with you. Would you like to play next weekend?	Body
Your friend, _____	Closing
Paula _____	Signature

- Read the thank-you note aloud as students follow along.

The parts of a thank-you note you would send to a relative or friend are the same as the parts of a friendly letter. The note includes the date at the top followed by a greeting. The body of a thank-you note includes information about the item for which you are thanking someone. It can also include how the recipient feels about the gift or what he or she plans to do with it. The letter ends with a closing and signature, just like a friendly letter.

- Tell students that they will begin drafting their thank-you notes.



ADVENTURES IN WRITING

Timing Goal: 65 minutes

Planning

- Introduce the activity.

Remember that today you will pretend you are Kristin and you will write a thank-you note to Jamaica for returning Edgar the dog to you.



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

Student Edition, page 6

Writing Prompt

Pretend you are Kristin from the story *Jamaica's Find*. Write a thank-you note to Jamaica, and thank her for returning Edgar the dog to you. In your note, tell Jamaica two reasons why Edgar is special to you and use two words to describe how you felt when you realized you had left him behind at the playground. Make sure you include the parts of a thank-you note (the date, greeting, body, closing, and signature).

Scoring Guide	
The letter includes the parts of a thank-you note in correct format (the date, greeting, body, closing, and signature).	15 points
The letter thanks Jamaica for returning Edgar the dog.	20 points
The body includes two reasons why Edgar is special to you.	15 points each (30 points maximum)
The body includes two words that describe how you felt when you realized you had left him behind.	15 points each (30 points maximum)
The letter is written in complete sentences and each sentence starts with a capital letter and ends with a period.	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 put our thoughts in the right order as we write our thank-you notes.

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

Drafting

- Tell students that they will use their plans to write a first draft.
- Model writing the letter, including the date and greeting. Model writing the first sentence of the thank-you note.

When I begin my letter, I start by writing the date at the top of the page. Then I'll write a greeting such as "Dear Jamaica." Since I am writing a thank-you note, I'm going to begin the body of my letter with the sentence, "Thank you for finding my dog Edgar and putting him in the Lost and Found at the park."

- Tell students they may use your example to begin drafting their own letters.
- 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 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 student routines, review how to make revisions. **SR**
- Tell students to be sure that their descriptions about how they felt about losing Edgar are specific. Point out in the sample graphic organizer that the descriptive word is followed by more specific information.

In the story, Kristin must have had some strong feelings when she realized she had lost her dog Edgar. In our sample organizer, the writer used the words *sad* and *worried* to describe how Kristin felt, and then gave examples. For *sad*, the writer added “*like I had lost my best friend.*” What are some of the words you came up with to describe how she felt? Accept reasonable responses; answers may vary.

- Choose one or two of the words students offer and ask the class to come up with a detail that supports the word. *Possible answers: “angry because I had been forgetful; scared that something bad might happen to Edgar.”*
- Ask students to add an example to at least one of the descriptive words to elaborate on how Kristin felt about losing Edgar.
- Ask one or two students to share how they might revise their own work based on their partners' feedback. Then tell the class to make changes as suggested to their own drafts. Monitor students as they work, giving specific feedback to reinforce and assist as needed.

Editing

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

Rewriting

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

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



January 1, 2011 _____ | **Date**

Dear Jenny, _____ | **Greeting**

Thank you for the book you gave me
for my birthday. I can't wait to read it!
I've wanted this book for a long time,
and I'm excited to have my own copy. I'm
also glad you came to my party. I enjoyed
playing with you. Would you like to play
next weekend? | **Body**

Your friend, _____ | **Closing**

Paula _____ | **Signature**

Story Map



Title: Jamaica's Find

Characters:

Jamaica
Jamaica's mother
Jamaica's father
Jamaica's brother
Kristin
Young man at the Lost and Found

Setting:

Where: A park
Jamaica's house

When:

Problem:

Jamaica finds a stuffed dog on the playground. She does not know to whom the dog belongs.

Event: Jamaica finds a hat and a stuffed dog as she is playing in the park.

Event: Jamaica takes the hat to the Lost and Found, but she takes the dog to her home.

Event: Jamaica's mother tells Jamaica that she should take the dog to the Lost and Found.

Event: Jamaica gives the dog to the young man at the Lost and Found.

Event: Jamaica finds Kristin and learns that Kristin owns the stuffed dog.

Solution:

Jamaica takes Kristin to the Lost and Found to get Kristin's dog.

Story Map



Title: Jamaica and Brianna

Characters:

Jamaica
Jamaica's mother
Brianna
Mrs. Wirth

Setting:

Where: Jamaica's home
The shoe store
The bus stop
School
When: Winter

Problem:

Jamaica does not like her brother's old boots.

Event: Jamaica makes a hole in the boots grow bigger so she can get new cowboy boots.

Event: Brianna tells Jamaica that her new boots are not popular.

Event: Jamaica says Brianna's boots are not pretty.

Event: Brianna wishes she had new boots too.

Event: Jamaica says she likes Brianna's boots.

Solution:

Jamaica and Brianna tell each other they like each other's boots.

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>Jamaica's Find</i>
<p>English Language Arts Standards: Reading: Literature</p> <p>Key Ideas and Details</p> <p>RL.2.1 Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</p>
<p>English Language Arts Standards: Reading: Foundational Skills</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>

