

Truman's Aunt Farm

Written by Jama Kim Rattigan

Houghton Mifflin, 1994 ISBN 0-395-81656-4

Literature

The Scavenger Hunt

Written by Catalina Castillo

Success for All Foundation, 2012

Drama

**Reading
Wings** 4th
Edition

T A R G E T E D

Treasure Hunt

This project was developed at the Success for All Foundation under the direction of Robert E. Slavin and Nancy A. Madden to utilize the power of cooperative learning, frequent assessment and feedback, and schoolwide collaboration proven in decades of research to increase student learning.

***Targeted Treasure Hunt:
Truman's Aunt Farm and
The Scavenger Hunt***

© 2014 Success for All Foundation. All rights reserved.

Produced by the Reading Wings 4th Edition Team

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

The Success for All Foundation grants permission to reproduce the blackline masters and the student and test sections of this Targeted Treasure Hunt on an as-needed basis for classroom use.



A Nonprofit Education Reform Organization

300 E. Joppa Road, Suite 500, Baltimore, MD 21286
PHONE: (800) 548-4998; FAX: (410) 324-4444
E-MAIL: sfainfo@successforall.org
WEBSITE: www.successforall.org

LITERATURE (6 DAY)

Truman's Aunt Farm

Written by Jama Kim Rattigan

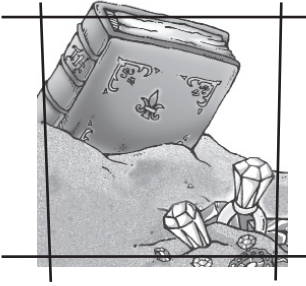
Summary

Truman thinks Aunt Fran has sent him an ant farm for his birthday. He can't wait to have ants of his very own. Instead of ants, however, he receives aunts. The aunts keep coming until Truman has more than he can handle. Truman comes up with a plan to train the aunts and find good homes for them. After all the aunts have gone, Aunt Fran has one more surprise in store for Truman.

Instructional Objectives

	Reading	Word Power	Writing
	Compare and contrast (CC)	Synonyms	Write a short story.
CYCLE 1	Students will compare and contrast characters, events, and situations in the story.	Students will use synonyms to improve their understanding of words.	Students will write a short story about what might have happened if Truman had received an ant farm instead of an aunt farm.

Teacher's Note: The Houghton Mifflin version of *Truman's Aunt Farm* does not have page numbers. For the purposes of this Targeted Treasure Hunt, the first page of text 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 *Truman's Aunt Farm* by Jama Kim Rattigan. As we read, we'll compare and contrast. Good readers compare and contrast to tell how things are alike and how they are different.

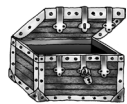
- Point out the strategy target on the team score sheet.



- Point out that the story is literature, or have students explore the story to figure out that it is literature. Review how literature differs from informational text.
- Use the items below to build or activate background knowledge about the story.
 - Use **Think-Pair-Share** to have students discuss their favorite relatives. Randomly select a few students to share. Have these students tell why they enjoy these relatives.
 - If necessary, explain what an ant farm is. Explain that *ant* and *aunt* are homophones; tell students that they are two words that sound the same, but are spelled differently. Use **Team Huddle** and **Random Reporter** to have students think of other examples of homophones. Write their responses on the board. *Examples:* rose *and* rows, carat *and* carrot, read *and* red, or past *and* passed.

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
empty page 4	chunk: emp-ty	having nothing inside	The glass was <i>empty</i> after Jordan finished drinking his milk.
charming page 4	base word + ending: charm + ing	pleasant	Raul was so <i>charming</i> that everyone thought he was a nice guy.
arriving page 9	base word + ending: arriv(e) + ing	coming	Kia quickly cleaned her room because she knew her friend would be <i>arriving</i> any minute.

Word and Page Number	Identification Strategy	Definition	Sentence
daily page 9	ai = /long a/ chunk: dai-ly	every day	The newspaper is delivered <i>daily</i> to my house, so my dad always reads it before breakfast.
clever page 18	chunk: clev-er	smart	Daryl was so <i>clever</i> that he could put the puzzle together all by himself.
listened page 23	base word + ending: listen + ed	paid attention	Bryanna's dad <i>listened</i> as she told him what happened in school that day.
tiptop page 25	chunk: tip-top	the best	Neil's car was in <i>tiptop</i> shape after he cleaned and washed it.
carefully page 27	base word + ending: careful + ly	gently	Alex <i>carefully</i> picked up his baby sister.

Using the Targeted Skill (Prompt and Reinforce)

- Introduce the skill, comparing and contrasting, by reminding students that comparing is telling how things are alike, and that contrasting is telling how things are different.
- Use **Team Huddle** and **Random Reporter** to have students compare and contrast spoons and forks.

Let's do some comparing and contrasting. Let's compare and contrast spoons and forks. First, let's compare. How are spoons and forks alike? Give students time to discuss. Use **Random Reporter** to select students to share. **That's right. They're both eating utensils. They're both used to pick up food. Good work. Now, let's contrast. How are spoons and forks different?** Give students time to discuss. Use **Random Reporter** to select students to share. **That's right. Spoons are round. Forks are sharp. Spoons scoop up food. Forks spear food. Good work.**

- Remind students that readers can compare and contrast events, characters, and situations in the stories they read.
- Use a **Think Aloud** to model comparing characters from a story with which students are familiar. An example is provided.



I want to compare the two main characters in *Ruby the Copycat*. The two main characters are Ruby and Angela. I know that they are alike in some ways. They both like pretty dresses, and they both like weddings. Those are comparisons.

- Use **Team Huddle** and **Random Reporter** to have students contrast the same two characters. An example is provided.

Now, let's contrast Ruby and Angela. How are they different? Give students time to discuss. Use **Random Reporter** to select students to share. **That's right. Angela acts like herself, but Ruby is a copycat. That's a contrast.**

- Remind students to compare and contrast as they read *Truman's Aunt Farm*.

Listening Comprehension

- Read page 3 aloud. Use a **Think Aloud** to model contrasting the package Truman receives with other packages.

I just read about the package Truman receives from Aunt Fran. I noticed something about Aunt Fran's packages. They are unique. They are different from other packages that Truman gets. Aunt Fran's packages always have interesting or exciting gifts in them. They are strange, and they need to be handled carefully.

- Remind students to look for things that are the same and different as they read.

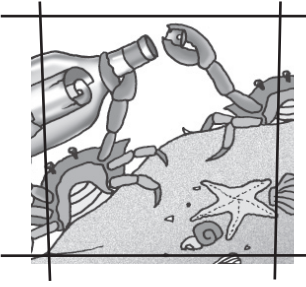
Preview Team Talk

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

Student Edition, page 2

Team Talk
1. What happens after Truman opens the box? SQ
2. Why does Truman mail the card? CE
3. Tell one way Truman's farm is different from what he wanted. (Write-On) CC
4. Which word rhymes with <i>ants</i> and <i>aunts</i> ? CL
a. points
b. sent
c. pants
d. hunts

- 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 4 and 5 aloud with partners.
pages 6 and 7 silently.
- If some partners finish reading ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion **TP**

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

Team Talk

1. What happens **after** Truman opens the box? |SQ|
100 points = Truman sees two cards after he opens the box.
90 points = Truman sees two cards. 80 points = He sees two cards.
2. Why does Truman mail the card? |CE|
100 points = Truman mails the card because he wants to receive an ant farm in the mail. 90 points = He mails it because he wants an ant farm.
80 points = He wants an ant farm.
3. Tell one way Truman's farm is different from what he wanted. (Write-On) |CC|
100 points = Truman's farm is different from what he wanted because he wanted an ant farm filled with insects that work, but what he gets is an aunt farm filled with people. 90 points = It's different because he wanted an ant farm filled with insects, but what he gets is an aunt farm filled with people. 80 points = Truman wants an ant farm, not an aunt farm.

Team Talk <small>continued</small>	
4. Which word rhymes with <i>ants</i> and <i>aunts</i> ? CL	
<ul style="list-style-type: none"> a. points b. sent c. <i>pants</i> d. hunts 	

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

Class Discussion TP

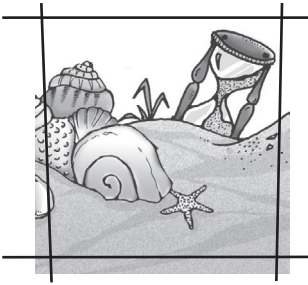
- Ensure participation by calling on teams to share responses to all discussions.
- Remember to add individual scores to the teacher cycle record form.



Strategy-Use Discussion	<ul style="list-style-type: none"> - Use Random Reporter to select two or three students to describe their team's strategy use with the class. - Award team celebration points.
-------------------------	--

Think-and-Connect Discussion	<ul style="list-style-type: none"> - Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. - Allow students time to discuss your questions. - Use Random Reporter to select students to respond to your questions. 	
	<table border="1" style="width: 100%;"> <tr> <td style="background-color: #cccccc; vertical-align: middle;">Team Talk Extenders</td> <td> Would you rather have an ant farm or an aunt farm? Why? Do you think Aunt Fran knew what she was ordering for Truman? Why or why not? </td> </tr> </table> <ul style="list-style-type: none"> - Award team celebration points. 	Team Talk Extenders
Team Talk Extenders	Would you rather have an ant farm or an aunt farm? Why? Do you think Aunt Fran knew what she was ordering for Truman? Why or why not?	

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



FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes

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

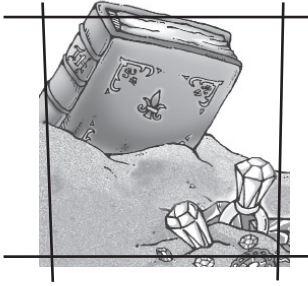
Page 4

- 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

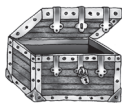
Team Cooperation Goal

- 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 story, author, and reading objective.
- Point out the strategy target printed on the team score sheet.

Vocabulary **TP**

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

Strategic Review



- Have students work in teams to retell what has happened in the story up to this point—the main events in the plot. Use **Random Reporter** to review these ideas with the class. Model this if necessary.
- If appropriate, use **Think-Pair-Share** to have students make predictions at this point in the story. Have students give evidence from the text to support their predictions. Model this if necessary.

- Ask students if they can think of a good question to ask about the story at this point in their reading. Allow volunteers to pose their questions to the class. Model these questions if necessary; an example follows.

What kind of farm does Truman get for his birthday?

Listening Comprehension

- Read page 8 aloud. Use **Team Huddle** and **Random Reporter** to have students compare all the aunts in this passage.

I just read about all the aunts that come in the mail. They all have one thing in common. What is it? Give students time to discuss. Use Random Reporter to select students to share. That's right. All the aunts like Truman and make a big fuss over him. That is how they are alike.

- Remind students to look for things that are the same and different as they read.

Preview Team Talk

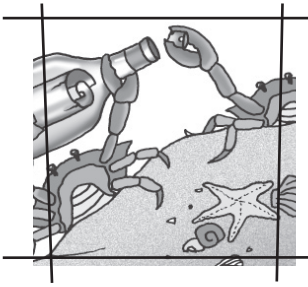
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide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

Student Edition, page 2

Team Talk

1. Why does Truman write a letter to Aunt Fran? |CE|
2. Does Truman know what to do with all the aunts? Support your answer. |DC|
3. Tell one way that all the aunts are alike. (Write-On) |CC|
4. Which of the following is a good prediction to make at this point in the story? |PR|
 - a. The aunts will keep coming.
 - b. The aunts will stop coming.
 - c. Truman will buy his own ant farm.
 - d. Truman will ask for more aunts.

Tell why you think so.



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

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

Team Discussion **TP**

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

Team Talk

1. Why does Truman write a letter to Aunt Fran? |CE|

100 points = Truman writes a letter to Aunt Fran because he receives aunts instead of ants, and he wants her to fix the problem. **90 points** = Truman writes a letter because he receives aunts, and he wants her to fix the problem. **80 points** = Because he receives aunts.

2. Does Truman know what to do with all the aunts? Support your answer. |DC|

(Accept supported answers.) **100 points** = No. Truman doesn't know what to do with all the aunts. He asks his aunt what he should do with them. He also asks what he should feed them. **90 points** = No. He doesn't know what to do with them. He asks his aunt what he should do with them. **80 points** = No. He asks his aunt what he should do.

Team Talk *continued*

3. Tell one way that all the aunts are alike. (Write-On) |CC|

100 points = *All the aunts are alike in this passage in that they all bring knitting, banana bread, and magazine subscriptions for Truman.*

90 points = *The aunts are alike in that they all bring the same things for Truman.* **80 points** = *They all bring the same things.*

4. Which of the following is a good prediction to make at this point in the story? |PR|

- a. *The aunts will keep coming.*
- b. *The aunts will stop coming.*
- c. *Truman will buy his own ant farm.*
- d. *Truman will ask for more aunts.*

Tell why you think so.

(Answers may vary.) **100 points** = *I think the aunts will keep coming because Truman says that more and more aunts arrive every day.*

90 points = *They'll keep coming because more and more arrive each day.*

80 points = *More and more aunts arrive every day.*

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

Class Discussion **TP**



Strategy-Use Discussion

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

Think-and-Connect Discussion

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

Team Talk Extenders

Do you enjoy having guests over to your house? Why or why not?

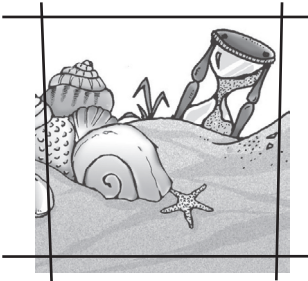
Are the aunts good guests? Why or why not?

What are some ways to be a good guest?

- Award team celebration points.

Write-On Discussion

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



FLUENCY IN FIVE **TP**

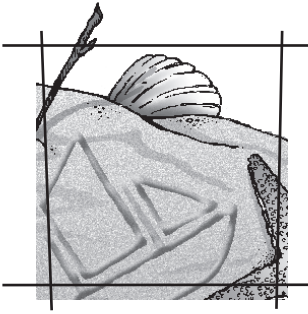
Timing Goal: 5 minutes

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

Student Edition, page 1

Page 9

- 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**

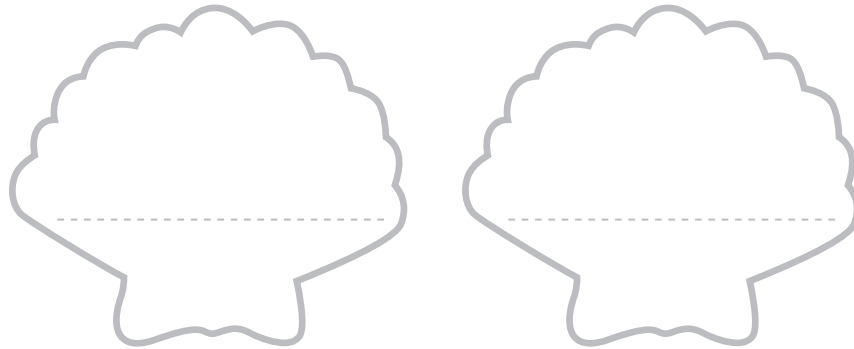
Timing Goal: 10 minutes

Preparation: Display the words *children*, *fetch*, *hurry*, and *close*.



- Direct students to the four words you have displayed. Use **Think-Pair-Share** to have students think of a word that means the same, or almost the same, as each word. Randomly select a few students to share. *Children: kids; fetch: bring; hurry: rush; close: shut.*
- Remind students that words with the same, or almost the same, meaning are called synonyms. Use **Think-Pair-Share** to have students identify the Word Treasure clue that Captain Read More uses for synonyms. Randomly select a few students to share. *A pair of shells that look the same.* Display the Word Treasure clue.

Blackline master provided.



- Review the Word Treasure (skill). Review why Captain Read More thinks it is important to know synonyms by reading his treasure note.

Word Treasure

Sometimes more than one word can mean the same, or almost the same, thing. These words are called synonyms.

Knowing synonyms helps us define words, make connections between words we know, and become better speakers and writers because we can use more advanced words.

- Tell students to be on the lookout for words from this cycle's vocabulary list that have synonyms.
- 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**

Teacher's Note: Accept reasonable responses for skill practice and test answers; most words have more than two synonyms.

Student Edition,
pages 2 and 3

Skill Practice

Write a synonym for the following words.

1. locate *find*
2. chore *job*
3. tardy *late*
4. cruel *mean*

Building Meaning

empty	charming	arriving	daily
clever	listened	tiptop	carefully

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

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

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

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

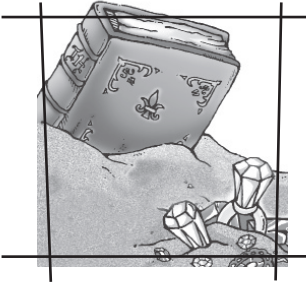


- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration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



Team Celebration Points

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



DAY 3

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

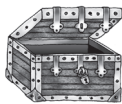
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

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

Vocabulary **TP**

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



Strategic Review

- Have students work in teams to retell what has happened in the story up to this point—the main events in the plot. Use **Random Reporter** to review these ideas with the class. Model this if necessary.
- If appropriate, use **Think-Pair-Share** to have students make predictions at this point in the story. Have students give evidence from the text to support their predictions. Model this if necessary.



- Ask students if they can think of a good question to ask about the story at this point in their reading. Allow volunteers to pose their questions to the class. Model these questions if necessary; an example follows.

What do Truman and the aunts do together?

Listening Comprehension



- Read pages 12 and 13 aloud. Use **Team Huddle** and **Random Reporter** to have students make a comparison.

Truman looks through his pantry and finds a lot of different foods. How are these foods alike? Give students time to discuss. Use **Random Reporter** to select students to share. **Right. They are bad for aunts.**

- Remind students to look for things that are the same and different as they read.

Preview Team Talk

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

Student Edition, page 3

Team Talk

1. Read the following sentence from page 14.

“So Truman fed them rice pudding for breakfast, jelly sandwiches for lunch, and little hot dogs for supper.”

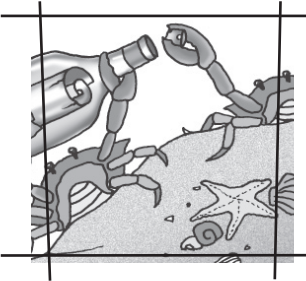
You can tell that the word *supper* means— |CL|

- a. brunch.
- b. snack.
- c. dinner.
- d. dessert.

How can you tell?

Team Talk *continued*

2. Look at the chart on page 15 of the story. Which activity happens at 3:00 in the afternoon? |TF|
 - a. roller skating
 - b. listening
 - c. tiptoeing
 - d. tickle practice
3. In one or two sentences, tell what the aunts do for fun. |SU|
4. Tell one way Truman's letter from today's reading and his last letter are different. (Write-On) |CC|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading TP

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**
pages 14–16 aloud with partners.
pages 17–19 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. Read the following sentence from page 14.

“So Truman fed them rice pudding for breakfast, jelly sandwiches for lunch, and little hot dogs for supper.”

You can tell that the word *supper* means— |CL|

- a. brunch.
- b. snack.
- c. *dinner*.
- d. dessert.

How can you tell?

(Answers may vary.) 100 points = I can tell that the word supper means dinner because the story describes what the aunts have for breakfast, and what they have for lunch, and then what they have for supper. I know that dinner is the meal that comes after breakfast and lunch. So dinner must mean supper. 90 points = I can tell that the word supper means dinner because the story describes what the aunts have for breakfast, and what they have for lunch, and then what they have for supper. I know that dinner is the meal that comes after breakfast and lunch. 80 points = Dinner is the meal that comes after breakfast and lunch.

2. Look at the chart on page 15 of the story. Which activity happens at 3:00 in the afternoon? |TF|

- a. roller skating
- b. *listening*
- c. tiptoeing
- d. tickle practice

3. In one or two sentences, tell what the aunts do for fun. |SU|

(Answers may vary.) 100 points = For fun, the aunts explore the area and play outside. They also sleep, dance, and talk. 90 points = For fun, the aunts explore the area and play outside. 80 points = They sleep, dance, explore, and talk.

Team Talk *continued*

4. Tell one way Truman's letter from today's reading and his last letter are different. (Write-On) ICCI

100 points = One way Truman's letter from today's reading and his last letter are different is that this letter shows that he is happy for his aunt. His last letter, however, showed that he was upset about the aunts.

90 points = One way Truman's letter from today's reading and his last letter are different is that this letter shows that he is happy for his aunt. His last letter, however, showed that he was unhappy. **80 points** = This letter shows Truman appreciates the aunts, while the last one did not.

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

Class Discussion TP



Strategy-Use Discussion

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

Think-and-Connect Discussion

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

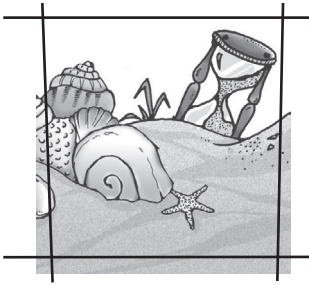
Team Talk Extenders

Truman makes sure his aunts spend a lot of time outdoors. Why do you think he does this?
Do you prefer playing outdoors or indoors? Why?

- Award team celebration points.

Write-On Discussion

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



FLUENCY IN FIVE **TP**

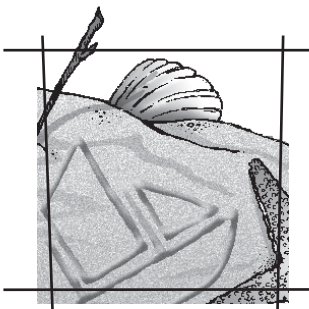
Timing Goal: 5 minutes

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

Student Edition, page 1

Page 9 or 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.

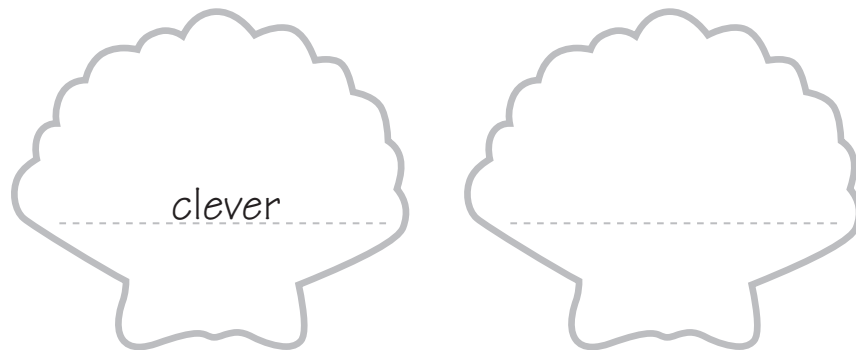
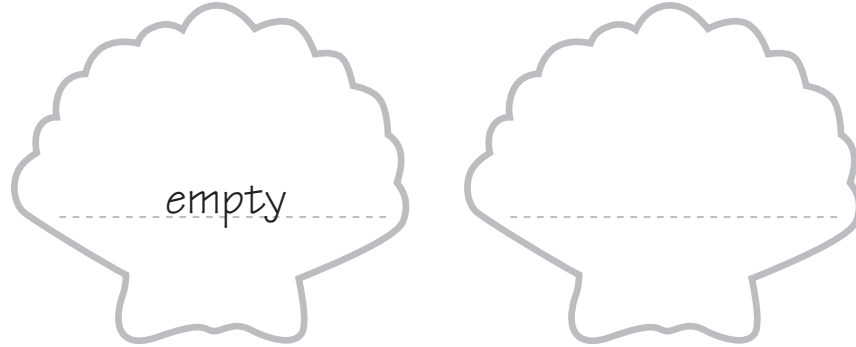


WORD POWER **TP**

Timing Goal: 10 minutes

- Remind students of the Word Power skill (synonyms) and the Word Treasure clue that Captain Read More uses for synonyms.
- Display the Word Treasure clue for synonyms (two shells that look the same). Review why Captain Read More thinks it is important to know synonyms by explaining that they help us define words, make connections between words, and become better speakers and writers.
- Tell students that Captain Read More has found three words from this cycle's vocabulary words that are synonyms. Display three sets of shells on the board.

For each pair of shells, write one of the following words (“empty,” “clever,” “tiptop”) in one shell, leaving the matching shell blank.



- Use **Think-Pair-Share** to have students identify a synonym for each word. Randomly select a few students to share. Write the synonyms in the matching shell as students share their responses. *Empty: bare; clever: smart; tiptop: excellent.*
- 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 a synonym for the following words.

1. little *small*
2. piece *part*
3. shut *close*
4. chilly *cool*

Building Meaning

empty	charming	arriving	daily
clever	listened	tiptop	carefully

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

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

6. Choose a word that best fits in the blank.
Isaac listened as his father read him a story.

Practice Lists

Group 1

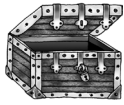
mean	old	any
same	tell	boy
follow	came	want

Group 2

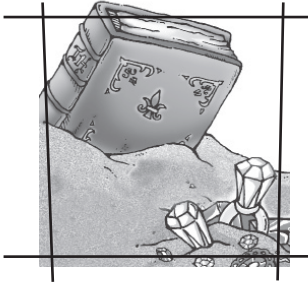
want	same	show
also	around	form
follow	three	came



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



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



DAY 4

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

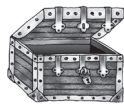
Team Cooperation Goal

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

Set the Stage



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

Vocabulary **TP**

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

Strategic Review



- Have students work in teams to retell what has happened in the story up to this point—the main events in the plot. Use **Random Reporter** to review these ideas with the class. Model this if necessary.
- If appropriate, use **Think-Pair-Share** to have students make predictions at this point in the story. Have students give evidence from the text to support their predictions. Model this if necessary.

- Ask students if they can think of a good question to ask about the story at this point in their reading. Allow volunteers to pose their questions to the class. Model these questions if necessary; an example follows.

How does Truman feel about the aunts?

Listening Comprehension



- Read pages 20–22 aloud. Use **Team Huddle** and **Random Reporter** to have students identify what all the boys and girls at Truman's house have in common. *They all have come to pick up aunts.*
- Remind students to look for things that are the same and different as they read.

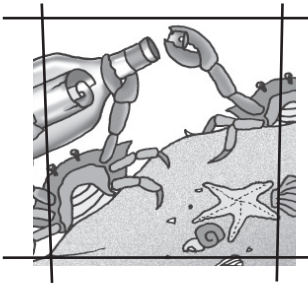
Preview Team Talk

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

Student Edition, page 5

Team Talk

1. Are Truman's aunts good aunts? Support your answer. |DC|
2. Tell one way all the boys and girls at Truman's house in today's reading are alike. (Write-On) |CC|
3. Why is Truman sad? |CE|
4. What clues from the story support the conclusion that Aunt Fran is in the new box? |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 23 and 24 aloud with partners.
pages 25–27 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. Are Truman's aunts good aunts? Support your answer. |DC|

(Accept supported answers.) 100 points = Yes. Truman's aunts are good aunts. They do a lot of fun things. They also don't pinch cheeks. 90 points = Yes. Truman's aunts are good aunts. They do a lot of fun things. 80 points = Yes. They are fun.

2. Tell one way all the boys and girls at Truman's house in today's reading are alike. (Write-On) |CC|

100 points = One way all the boys and girls at Truman's house in today's reading are alike is that they all go home with perfect aunts. 90 points = One way they are alike is that they all go home with perfect aunts. 80 points = They all go home with aunts.

3. Why is Truman sad? |CE|

100 points = Truman is sad because the aunts have gone away and he is alone. 90 points = Truman is sad because the aunts have gone away. 80 points = The aunts have gone away.

Team Talk *continued*

4. What clues from the story support the conclusion that Aunt Fran is in the new box? |DC|

(Answers may vary.) 100 points = Clues from the story that support the conclusion that Aunt Fran is in the new box are that the box is too heavy to move, that it is moving around, and that it smells like roses. Truman's real aunt always smells like roses. 90 points = Clues from the story that support the conclusion that Aunt Fran is in the new box are that the box is moving around and that it smells like roses. 80 points = The box is moving around, and it smells like roses.

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

Class Discussion TP



Strategy-Use Discussion

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

Think-and-Connect Discussion

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

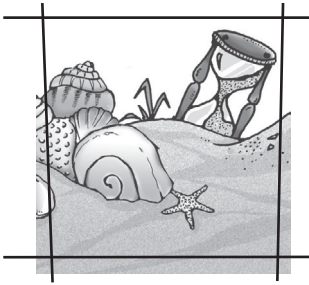
Team Talk Extenders

Do you enjoy big gatherings of people? Why or why not?
 Do you think Truman's aunt was trying to teach Truman something? If so, what would the lesson be? Why?

- Award team celebration points.

Write-On Discussion

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



FLUENCY IN FIVE **TP**

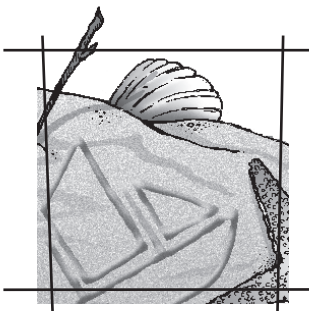
Timing Goal: 5 minutes

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

Student Edition, page 1

Page 9, 14, or 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



- Remind students of the Word Power skill (synonyms) and the Word Treasure clue that Captain Read More uses for synonyms.
- Use **Think-Pair-Share** to prompt students about why Captain Read More wants them to learn synonyms. Randomly select a few students to share. *Synonyms help us define words and make connections between words; synonyms help us become better speakers and writers.*
- Direct students' attention to the Word Power Challenge. Tell students that they will work in teams to identify a synonym for the underlined words.

Preparation: Display the Word Power Challenge.

Point out that the underlined words are simple, and challenge the teams to find more advanced words to replace them. Explain to students that they might be able to find more than one synonym for each underlined word.

Word Power Challenge

Mitch told a funny joke.

A strong storm was about to hit the town.



- Use **Random Reporter** to select students to share. *Hilarious, powerful.*
- Display the On My Own list.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Tell students that they will also practice reading the On My Own list with their teams.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition, page 5

Skill Practice

Write a synonym for the following words.

1. weep *cry*
2. simple *easy*
3. sleep *nap*
4. insects *bugs*

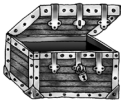
Building Meaning

empty	charming	arriving	daily
clever	listened	tiptop	carefully

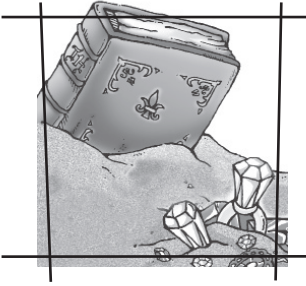
5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.
100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.* **80 points** = *The sentence uses the word correctly.*
6. The late students were arriving just as the bell rang. *Arriving* means—
 - a. walking.
 - b. coming.
 - c. calling.
 - d. running.

On My Own		
tell	same	also
show	around	form
three	follow	came

- 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.



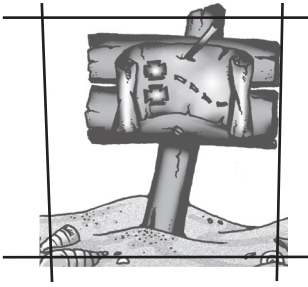
In yesterday's reading, Truman received a new package. Today, we will find out what or who is in the package.

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

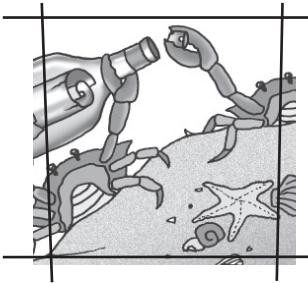
- Distribute the test, and preview it with students without providing information about the answers. Point out that questions #1 and #3 ask about contrasting.
- Ask students to underline key words or phrases in question #3.
- Make sure that students understand that the test is independent work and that 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.

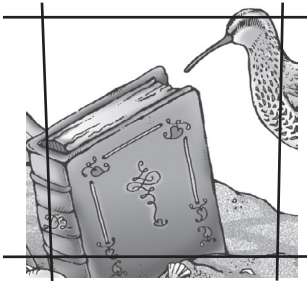
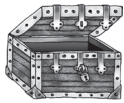
Team Discussion **TP**

- 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.

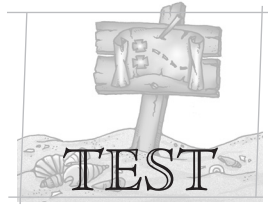


BOOK CLUB

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 28–31 of *Truman's Aunt Farm*, and answer the following questions. The total score for comprehension questions equals 100 points.

20 points

1. Tell one way Truman's two letters to Aunt Fran differ. |CC|

20 points = One way Truman's two letters to Aunt Fran are different is that the first one shows that Truman doesn't like his aunts, but the second letter shows that he does. **15 points** = One way the letters are different is that the first one shows that Truman doesn't like his aunts, but the second letter shows that he does. **10 points** = The first letter shows that Truman doesn't like his aunts, but the second letter shows that he does.

30 points

2. How does Truman feel after all the aunts leave? |CE • DC|

- a. happy
- b. scared
- c. lonely
- d. angry

How can you tell? |DC|

20 points = I can tell that Truman feels lonely after all the aunts leave because the story says that even though Truman is glad the boys and girls got their own aunts, something was missing for Truman. **15 points** = I can tell that Truman feels lonely after all the aunts leave because even though Truman is happy for the other kids, something is missing for Truman. **10 points** = The story says something was missing.

20 points

3. Tell one way the box Truman gets today and the box he first got are different. |CC|

20 points = One way the box Truman receives today and the box he first receives are different is that the box he receives today has his own aunt in it, but the first box was empty. **15 points** = The box he receives today has his own aunt in it. It's not empty. **10 points** = One is empty. The other one is not.

20 points

4. How does Aunt Fran feel about what Truman has done with the other aunts? Support your answer.

(Accept supported answers.) **20 points** = Aunt Fran feels proud about what Truman has done. She puts her arm around him and tells him he has done a wonderful thing. **15 points** = Aunt Fran feels proud about what Truman has done. She puts her arm around him. **10 points** = She feels proud. He's done a wonderful thing.

10 points

5. For his birthday dinner, Truman and Aunt Fran have— [DCI]
- rice pudding.
 - little hot dogs*.
 - jelly sandwiches.
 - hot cocoa.

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 a synonym for the following words.

5 points

1. located *found*

5 points

2. nag *bother*

5 points

3. ocean *sea*

5 points

4. sack *bag*

Building Meaning

empty	charming	arriving	daily
clever	listened	tiptop	carefully

10 points

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

10 points = *Beth listened as the teacher told students how to finish their art projects for the art show.* **5 points** = *Beth listened as the teacher told students how to finish their projects.* **1 point** = *Beth listened to the teacher.*

10 points

6. Anna was happy that her dad would be arriving home at any minute.

10 points

7. Fred was sad when he saw that the cookie jar was empty. *Empty* means—
- having something inside.
 - having something outside.
 - having nothing inside*.
 - having more around.

10 points

8. The clever dog hid his bone so no one could find it. *Clever* means—
- young.
 - smart*.
 - small.
 - dumb.

10 points

9. Kelly and her dad walk their dog daily, usually after dinner.

10 points

10. Mark's bike was in tiptop shape after he painted it and bought new tires for it.

10 points

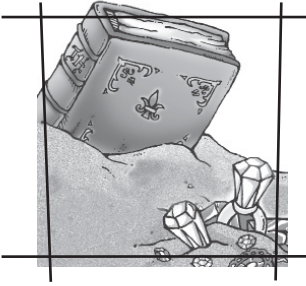
11. John put the model airplane down carefully since the glue was not dry.

Carefully means—

- a. *gently*.
- b. quietly.
- c. happily.
- d. loudly.

10 points

12. Craig's grandmother thought he was charming because he gave her a flower for her birthday.

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

Timing Goal: 25 minutes

Set the Stage

- Introduce the writing goal.

Today you will write a short story about what might have happened if Truman had received an ant farm instead of an aunt farm. In *Truman's Aunt Farm*, Truman asks for an ant farm for his birthday but instead receives hundreds of aunts. Write a story and tell what might have happened if Truman had received the ants he wanted instead. We'll share our completed stories with the class.

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


- Review the elements of a story.

Today you will be authors. You will write a story. When an author writes a story, he or she gives the story a title. What are some other things that a story needs to have? Possible responses: characters, setting, events, ending.

- Display the blackline master of the story map on the overhead.

Blackline master provided.

Story Map

 **Title:** _____

Characters:	Setting:
	Where:
	When:

Problem:

Event: _____

Event: _____

Event: _____

Event: _____

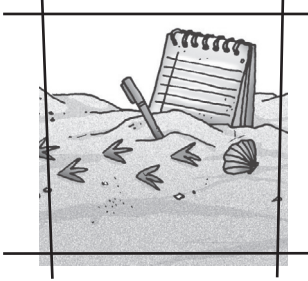
Event: _____

Solution:



- Use **Random Reporter** to ask students to identify the characters, setting, events, and ending in *Truman's Aunt Farm*. Assign one topic to each team. (Two teams may need to work on the same topic.) *Possible responses:*
Characters: Truman and hundreds of aunts. Setting: Truman's house.
Event 1: Truman receives aunts for his birthday instead of an ant farm;
Event 2: Truman has to figure out what to feed the aunts; Event 3: Truman trains the aunts to be good aunts; Event 4: He runs out of room; Event 5: Truman gives the aunts away to children who need them. Ending: Truman's aunt comes to visit.
- Record students' responses on the overhead.

- Explain that sometimes it's fun to imagine a different way a story could be written. Point out that the story would have been very different if Truman had received ants instead of aunts.
- Ask students to quickly brainstorm some things that might have happened if Truman had received an ant farm instead of an aunt farm. Record their ideas on the board. *Examples: the ants escape from their cage; Truman puts on an ant show.*
- Tell students that they will begin planning their stories.



ADVENTURES IN WRITING

Timing Goal: 65 minutes

Planning

- Introduce the activity.

Remember that today you will write a short story about what would have happened if Truman had received an ant farm instead of an aunt farm.

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



Student Edition, page 6

Writing Prompt

In *Truman's Aunt Farm*, Truman receives hundreds of aunts for his birthday present instead of the ant farm he wanted. Write a short story telling what might have happened if Truman had received ants instead of aunts. Your story should have a title, characters, a setting, at least three events, and an ending.

Scoring Guide

Your story has a title.	10 points
Your story includes at least one character and a setting.	10 points each (20 points maximum)
Your story has at least three events.	15 points each (45 points maximum)
Your story has an ending.	15 points
You use complete sentences in your story. Each sentence begins with a capital letter and ends with a period.	10 points

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

Before we begin writing, it's very important that we plan what we are going to write. That way, our thoughts and ideas will be organized when we write them down. The best way to plan for writing is to use a graphic organizer. Today we will use a story map. This will help us put our thoughts in the right order as we write our short stories.

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

Sample Graphic Organizer

Story Map



Title: _____

Characters:

Setting:

Where:

When:

Problem:

Event:

Event:

Event:

Event:

Event:

Solution:

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.
- Remind students to begin their story with an opening sentence that tells what the story is about.
- Tell students to look at the events of their story next. Tell them to think about whether the events will be interesting and entertaining to the audience.

When you write about the events in your story, think about what kinds of things might happen after Truman gets an ant farm. Think about whether the events you're writing about will entertain the reader. For instance, if I am writing a story about my hamster, one event might be that my hamster escapes from its cage and gets into my shoe. Another event might be that my cat figures out that the hamster is hiding in the closet!

- Point out that sometimes authors use humor to make the story funny. They could use humor in their stories too.
- 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**
- Tell students to give their partner feedback about the events in their story. Is there something in the story about which their partner might tell a bit more? They might also suggest ways their partner could make the story more interesting or funny.
- Ask one or two students to share how they might revise their own work based on their partners' feedback. Then tell the class to make changes as suggested to their own drafts. Monitor students as they work, giving specific feedback to reinforce and assist as needed.

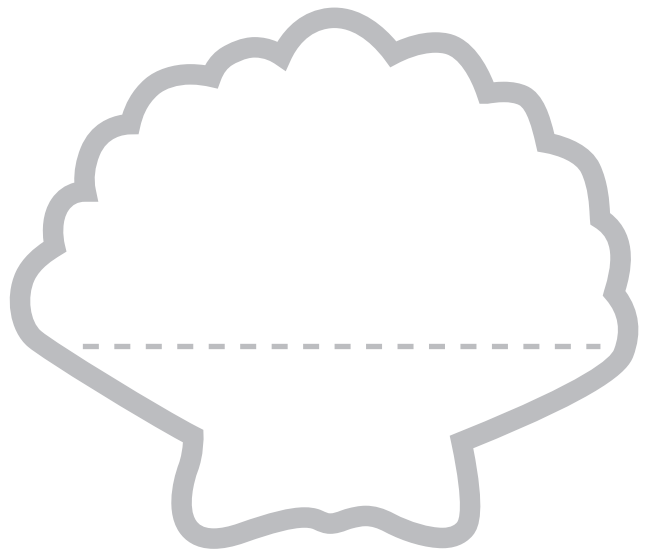
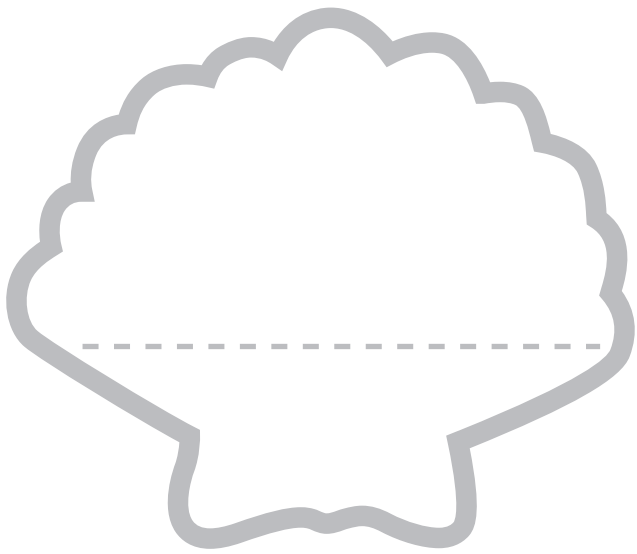
Editing

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

Rewriting

- Tell students that they will rewrite their drafts to include their revisions and edits.
- Instruct students to copy their final versions into a booklet format using white paper. If time permits, allow students to illustrate their stories.
- 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?



Story Map



Title: _____

Characters:

Setting:

Where:

When:

Problem:

Event: _____

Event: _____

Event: _____

Event: _____

Event: _____

Solution:

Story Map



Title: Truman's Aunt Farm

Characters:

Truman
Aunt Fran
Aunt Lulu
Aunt Jodie
Aunt Romona
Aunt Amy

Setting:

Where: Truman's house

When:

Problem:

Truman does not know what to do with all the aunts that keep coming to his house.

Event: Truman gets a box from Aunt Fran for his birthday. It is an ant farm.

Event: Truman gets aunts, not ants. There are fifty aunts at his house. Truman asks Aunt Fran for help.

Event: Truman feeds the aunts, inspects them, and keeps them busy.

Event: Truman gives the aunts away to other boys and girls.

Event: Aunt Fran comes to visit Truman in a box.

Solution:

Truman gives all the aunts away to other boys and girls who need aunts.

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 / Truman's Aunt Farm
<p>English Language Arts Standards: <i>Language</i></p> <p>Vocabulary Acquisition and Use</p> <p>L.2.5b Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).</p>
<p>English Language Arts Standards: <i>Writing</i></p> <p>Text Types and Purposes</p> <p>W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>

DRAMA (1 DAY)

The Scavenger Hunt

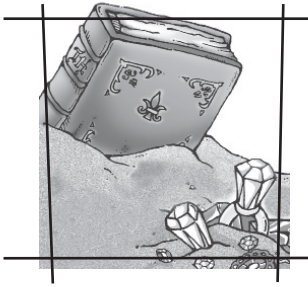
Written by Catalina Castillo
 Linked to *Truman's Aunt Farm*

Summary

Miguel really wants tickets to see his favorite soccer team play, but he has to complete a scavenger hunt to get them.

Instructional Objectives

Reading	Word Power
Sequencing (SQ)	Synonyms
Students will identify the sequence of events in a play.	Students will review using synonyms to improve their understanding of words.



ACTIVE INSTRUCTION

Timing Goal: 30 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.

Teacher's Note: For this lesson, have students set goals related to challenge scores, team celebration points, or team cooperation.

- Guide teams to set new goals for this lesson.
- 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. Tell students that they will earn challenge scores in addition to team celebration points.

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 text, author, and reading objective.

Today we will read *The Scavenger Hunt*, a play written by Catalina Castillo. As we read, we'll pay close attention to the sequence of events in the play. Good readers know that it is important to identify sequences of events to follow what happens in the play.

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

- Point out that the text is a drama, or have students explore the text to figure out that it is drama. Review how drama differs from stories.
- Use the items below to build or activate background knowledge about the text.
 - Use **Think-Pair-Share** to have students discuss how they might perform a play that has more characters than there are people in their team. Randomly select a few students to share.
 - Ask students whether they have ever been on a scavenger hunt. If necessary, explain that in a scavenger hunt, players are given clues to follow or a list of items to find, and the first player or team to solve the clues or find the items wins.



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. Tell students to review all four words before their partners take a turn and to take as many turns as needed to learn all the words. **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.



Student Edition, page 11
 Student Edition chart does not contain page numbers or identification examples.

Word and Page Number	Identification Strategy	Definition	Sentence
seek page 7	blend	look for	The young explorer wanted to <i>seek</i> the answer to what was on the other side of the mountains.
obvious page 7	chunk: ob-vi-ous	easily seen	“It is <i>obvious</i> what color my shirt is if you just look at it,” Tony said.
scavenger page 8	chunk: scav-eng-er	hunter, one who searches for food or other items	My dog can be such a <i>scavenger</i> of dropped food during dinner.

Word and Page Number	Identification Strategy	Definition	Sentence
headed page 8	base word + ending: head + ed	went	We <i>headed</i> to the park before it got dark so we could find good seats for the free movie.

Using the Targeted Skill (Introduction and Definition)

- Introduce the skill and its importance in drama.

Today you will sequence events in the play. It is important to sequence events in stories and plays to understand how the events happen.

- Display the following script for a short play.

Blackline master provided.

GEORGIE: (*Walks up to Antoine, who is sitting on his porch, and waves.*) Hi, Antoine! It's really hot today.

ANTOINE: (*Fanning himself with some paper.*) Hi, Georgie. It sure is. I wish I could find a way to cool off!

GEORGIE: I have an idea! Let's go to the library. It's cool in there. We can get some books to read.

ANTOINE: That's a great idea! But I have to wait for my mom to come home first.

GEORGIE: (*Sits down.*) She shouldn't be long. I saw her at the cash register when I walked past the store.

ANTOINE: Great. It'll feel good to be in the library!

- Use **Think-Pair-Share** to have students identify and review the format of a play. Randomly select a few students to share. *The characters are on the left. Their names are in all caps and in bold type. The stage directions are in italics and parentheses.*
- Tell students that when they sequence events in stories and plays, they should look for certain signal words.

Sometimes we can find clues that help us sequence events in plays and stories. Authors might use number words, such as *first* and *second*. We should also look for words such as *next*, *before*, *after*, *finally*, *start*, *finish*, and *end*. These words will help us figure out what the sequence of events is in the story.



- Use a **Think Aloud** to model how to identify the sequence of events in the displayed play.

Sequencing events in plays and stories is important. It helps us understand why events happen in a certain order. Sequencing the events also helps us understand why characters do certain things. Let me see if I can sequence the events in this play. Georgie asks Antoine if he wants to go to the library to cool off. Antoine does, but he can't yet. He can't leave the house until his mom comes home. I see a sequence clue word: *first*. I know that after Antoine's mom comes home, he and Georgie will go to the library.

- Tell students that they will sequence events as they read *The Scavenger Hunt* today.

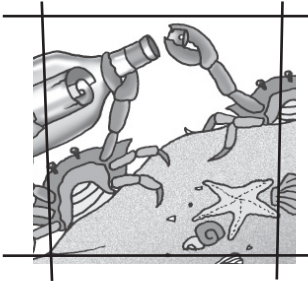
Preview Team Talk

- 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 12

Team Talk
<p>1. What is the first thing that the kids do when they get to the park? (Write-On) SQ </p> <p>2. What does the word <i>abuelo</i> mean? How did you figure this out? CL </p> <p>3. Why does Miguel have to do a scavenger hunt for the soccer tickets? CE </p> <p style="padding-left: 20px;">a. He is in a contest to win free tickets to the game.</p> <p style="padding-left: 20px;">b. He has to work to earn the tickets.</p> <p style="padding-left: 20px;">c. His grandfather wants to surprise him.</p> <p style="padding-left: 20px;">d. His friends want to play a joke on him.</p> <p>4. How does the setting change in each scene of the play? How do you know? ST • CC </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**
- Have students take turns reading:
pages 7–10 aloud with partners.
- When partners finish reading, have them restate the story elements of the drama and complete the story map.
- 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. Tell them that they will also discuss the story elements of the drama that are listed on the story map and be prepared to share them with the class.

Team Talk

1. What is the **first** thing that the kids do when they get to the park?
(Write-On) |SQ|

100 points = *The first thing that the kids do when they get to the park is look for the tickets at the playground. They think that there are a lot of good hiding places there.* **90 points** = *The first thing that the kids do when they get to the park is look for the tickets at the playground.* **80 points** = *They look for the tickets at the playground.*

Team Talk *continued*

2. What does the word *abuelo* mean? How did you figure this out? |CL|

100 points = *The word abuelo means grandfather. I figured this out by reading ahead. After Miguel says, “Abuelo!” he says, “Grandpa!” I think abuelo must be a word in another language that means grandfather.*

90 points = *I think the word abuelo means grandfather. I figured this out by reading ahead. After Miguel says, “Abuelo!” he says, “Grandpa!”*

80 points = *I think it means grandfather. I read ahead.*

3. Why does Miguel have to do a scavenger hunt for the soccer tickets? |CE|

- a. He is in a contest to win free tickets to the game.
- b. He has to work to earn the tickets.
- c. His grandfather wants to surprise him.
- d. His friends want to play a joke on him.

4. How does the setting change in each scene of the play? How do you know? |ST • CC|

100 points = *The setting changes in each scene of the play because the kids are only at Miguel’s house in the first scene. In the second scene, they are at the park where they play soccer. In the third scene, they are at the soccer stadium. I know how the setting changes because the stage directions in each scene tell me about the setting.*

90 points = *The setting changes in each scene of the play because the kids are only at Miguel’s house in the first scene. In the second scene, they are at the park. In the third scene, they are at the soccer stadium. The stage directions in each scene tell me about the setting.*

80 points = *They go from Miguel’s house to the park and then to the stadium. The stage directions tell me.*

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

Class Discussion **TP**

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



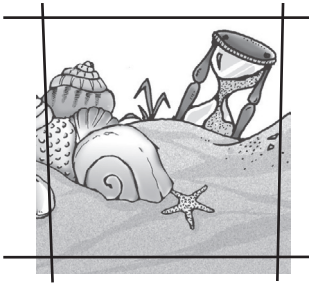
Strategy-Use Discussion

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

Think-and-Connect Discussion		<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions.
	Team Talk Extenders	<p>How do you think Miguel feels about the scavenger hunt when he gets to the soccer stadium at the beginning of scene 3? How can you tell?</p> <p>In scenes 2 and 3, the stage directions say that there are other people playing soccer at the park and a crowd of people around the stadium. If your team was performing this play, how would you follow these stage directions?</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.
---------------------	---

- Complete the story map as students discuss their responses. Model your own thoughts as necessary. An example is provided.
- Award team celebration points.



FLUENCY IN FIVE **TP**

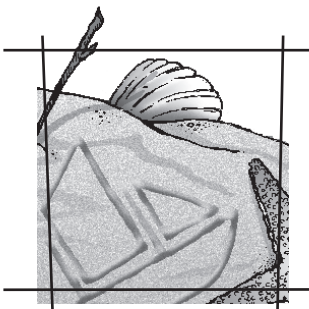
Timing Goal: 5 minutes

- 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 11

Page 7 (through Miguel's first line)

- 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**

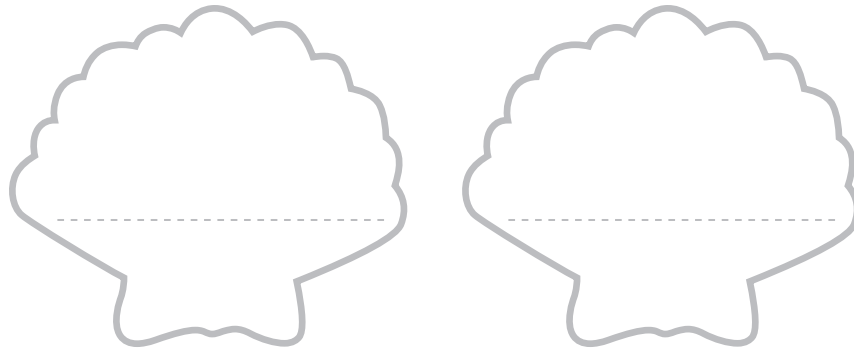
Timing Goal: 10 minutes

- Tell students that Captain Read More wants to check their memories on a Word Power skill that they have learned.
- Remind students that words with the same or almost the same meaning are called synonyms. Use **Think-Pair-Share** to have students identify the Word Treasure clue that Captain Read More uses for synonyms. Randomly select a few students to share.



- Display the Word Treasure clue for synonyms (two shells that look the same).

Blackline master provided.



- Tell students that Captain Read More found two words from this cycle’s vocabulary list that are synonyms. Display two sets of shells on the board. On the first shell of each pair, write one of the following words: “scavenger,” “headed.” Leave the matching shells blank.
- Use **Think-Pair-Share** to have students identify a synonym for each word. Write the synonyms on the matching shells as students respond. Randomly select a few students to share. Scavenger: *hunter*; headed: *went, walked*.
- Review the Word Treasure (skill).

<h2 style="margin: 0;">Word Treasure</h2>	<p>Sometimes more than one word can mean the same or almost the same thing. These words are called synonyms.</p> <p>Learning synonyms helps us define words, make connections among words we know, and become better speakers and writers because we can use more advanced words.</p>
---	---

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

Teacher’s Note: Accept reasonable responses for skill practice; most words have more than one synonym.

Student Edition, page 12

Skill Practice
<p>Write a synonym for each of the following words.</p> <ol style="list-style-type: none"> 1. tricky <i>hard</i> 2. planned <i>made</i> 3. starts <i>begins</i> 4. search <i>look</i>

Building Meaning			
seek	obvious	scavenger	headed
<p>5. Choose a word from the vocabulary list, and write a meaningful sentence for that word.</p> <p>100 points = <i>The sentence uses the word correctly and includes details to create a mind movie.</i> 90 points = <i>The sentence uses the word correctly and includes one detail.</i> 80 points = <i>The sentence uses the word correctly.</i></p> <p>6. Choose the word that best fits in the blank.</p> <p>“Breon just <u>headed</u> down the street on his bike a moment ago, so you can probably catch up to him,” his mother said.</p>			



- 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. 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?

GEORGIE: *(Walks up to Antoine, who is sitting on his porch, and waves.)* Hi, Antoine! It's really hot today.

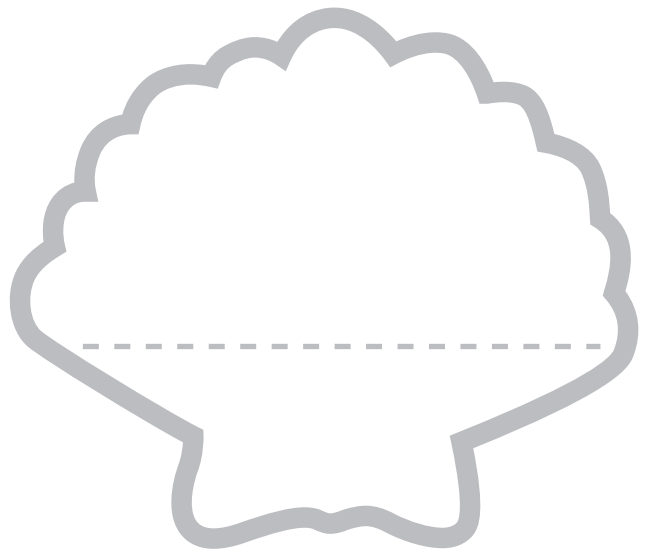
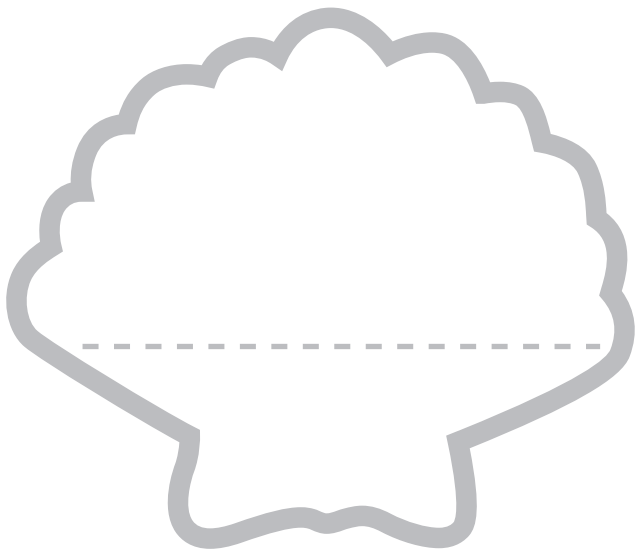
ANTOINE: *(Fanning himself with some paper.)* Hi, Georgie. It sure is. I wish I could find a way to cool off!

GEORGIE: I have an idea! Let's go to the library. It's cool in there. We can get some books to read.

ANTOINE: That's a great idea! But I have to wait for my mom to come home first.

GEORGIE: *(Sits down.)* She shouldn't be long. I saw her at the cash register when I walked past the store.

ANTOINE: Great. It'll feel good to be in the library!



Story Map



Title: *The Scavenger Hunt*

Characters:

Narrator
 Miguel
 Traci
 Sal
 Doria
 Abuelo

Setting:

Where: Miguel's kitchen
 the park
 the soccer stadium

When:

Problem:

Miguel wants tickets to see his favorite soccer team play, but he has to find them first.

Event: Miguel finds a note with a clue to find soccer tickets. He and his friends go to the park.

Event: Miguel and his friends search the park. They find a shirt and another clue in a hollow tree.

Event: Miguel and his friends go to the soccer stadium to look for the tickets.

Event: Miguel worries that they won't find the tickets in the crowd when he hears someone call his name.

Event:

Solution:

Abuelo has come to visit Miguel as a surprise and has tickets for him and his friends to see the soccer game.

The Scavenger Hunt

Cast of Characters	NARRATOR	TRACI	DORIA
	MIGUEL	SAL	ABUELO

Scene 1: Miguel's kitchen

It is morning at Miguel's house. He enters the kitchen to eat breakfast. He finds a note sitting at his place on the table.

NARRATOR: This was an important day for Miguel. He wanted to get tickets to see his favorite soccer team play. He had never seen the Wolves play in person.

MIGUEL: *(Sitting down.)* What's this note on the table? *(Reads.)* "The search is on! To find what you seek, go to where you practice during the week."

There is a knock at the kitchen door. Carrying the note, Miguel gets up and opens it. His friends are standing there.

NARRATOR: Traci, Sal, and Doria love soccer as much as Miguel does. They were hoping that he would get tickets to the game today too.

MIGUEL: Hey, guys! You're here early!

TRACI: Did you get tickets to the game?

SAL: What seats will you be in?

DORIA: Should we look for you on TV when we watch the game?

MIGUEL: I didn't get the tickets, but I did find this note on the table. *(Shows them the note.)*

All three friends read the note together.

TRACI: "Go to where you practice during the week." What does that mean?

SAL: Isn't that obvious, Traci? The note writer is talking about soccer practice!

DORIA: We practice soccer at the park. The tickets must be there!

MIGUEL: (*Annoyed.*) That seems strange. Why not leave them here?

TRACI: This will be a lot more fun. Someone planned a scavenger hunt for you!

DORIA: What are we waiting for? Let's get to the park!

NARRATOR: The kids got ready and headed out the door for the park. Miguel hoped that this scavenger hunt wouldn't be too tricky. He just wanted his tickets!

Close curtain.

Scene 2: The park

Miguel and his friends arrive at the park. There are a few people playing soccer. The four friends begin searching for the tickets.

MIGUEL: This park is so big! Where are we supposed to start looking?

TRACI: Let's start at the playground. There are a lot of good hiding places there!

NARRATOR: The kids ran to the playground and searched high and low. They couldn't find anything.

The kids crawl around on the ground. They stand on their tiptoes to see things high up and bend over to look under things.

SAL: (*Taking a break.*) Maybe we should search near our practice field.

DORIA: There's that big, hollow tree by our field. Maybe the tickets are hidden in there!

The kids run over to their field and the big tree. They search around it.

MIGUEL: Aha! (*Pulls a shirt and a note out of a hole in the tree.*) Look! It's a Wolves shirt and another note!

TRACI: No tickets?

SAL: The note must be another clue.

DORIA: *(Takes the note and reads.)* “It’s just halfway through the day. Now take this shirt to the place where your team will play!”

MIGUEL: Do you think the note means the soccer stadium?

TRACI: Of course! That’s where the Wolves are playing today.

SAL: *(Clapping his hands.)* I think we’re getting closer to finding your tickets!

DORIA: Don’t get too excited, guys. That stadium is huge! How are we going to search around it?

MIGUEL: *(Shrugs.)* We won’t know until we get there! Let’s go back to my house. My mom will drive us to the stadium.

NARRATOR: Miguel pulled on his new shirt. He was excited. He hoped that they would find the tickets quickly.

Close curtain.

Scene 3: Outside of a stadium

The four kids are standing outside the stadium. There are a lot of people around. Everyone is gathering to watch the game.

NARRATOR: The kids arrived at the stadium. Miguel was getting nervous. The game was going to start soon, and he still needed to find the tickets.

MIGUEL: *(Looking around.)* There are so many people here! How are we supposed to look for the tickets?

TRACI: Should we ask someone about them?

SAL: Maybe a security guard has the tickets.

DORIA: Maybe someone selling food has them.

The kids walk slowly. They look around, hoping to find some sign of Miguel’s tickets waiting for him.

MIGUEL: *(Nervously.)* Guys, the game starts in fifteen minutes. We need to hurry up!

NARRATOR: Suddenly, Miguel heard someone call his name. He turned and saw his grandfather standing nearby, wearing a Wolves shirt.

ABUELO: Miguel!

MIGUEL: Abuelo! Grandpa! How did you get here? Did you come all the way here from Mexico?

TRACI, SAL, and DORIA: (*Shouting.*) Surprise!

ABUELO: Yes, Miguel! I wanted to surprise you with a visit and a special gift.

TRACI: We helped him hide the notes and the shirt.

SAL: He wanted you to have a little fun before the game.

DORIA: Did our surprise work?

MIGUEL: Yes! What a great gift! (*Hugs Abuelo.*)

ABUELO: Now it's time to go into the stadium. We don't want to miss the start! I have front row tickets for all of us.

MIGUEL, TRACI, SAL, and DORIA: (*Cheering.*) Hooray! Let's go!

NARRATOR: The day turned out better than Miguel had expected. He got a surprise visit from Abuelo. He also got to watch the Wolves win with his best friends.

Close curtain.

• THE END •

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 / *The Scavenger Hunt*

English Language Arts Standards: *Language*

Vocabulary Acquisition and Use

L.2.5b Distinguish shades of meaning among closely related verbs (e.g., *toss*, *throw*, *hurl*) and closely related adjectives (e.g., *thin*, *slender*, *skinny*, *scrawny*).