

So You Want to Be President?

Written by Judith St. George
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**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: So You Want to Be President?

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INFORMATIONAL (6 DAY)

So You Want to Be President?

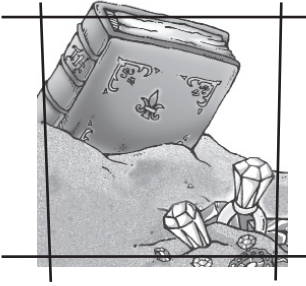
Written by Judith St. George

Summary

During this cycle, students learn little-known and interesting facts about presidents. From presidents who were great dancers to presidents who had as many pets as the zoo, students will see that presidents are regular people.

Instructional Objectives

	Reading	Word Power	Writing
	Compare and contrast (CC)	Consonant blends	Write a speech.
CYCLE 1	Students will compare and contrast to help them see how things are alike and different.	Students will use the consonant blends <i>st</i> and <i>gr</i> to help them read words.	Students will pretend that they are running for class president and will write a speech to persuade classmates that they would do a good job.

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

Set the Stage

- Introduce the text, author, and reading objective.

This cycle we will read *So You Want to Be President?* by Judith St. George. As we read, we'll compare and contrast. Good readers compare and contrast to see how things are the same and how things are different.

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

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



The first step of TIGRRS is to identify the topic. Let's flip through the book to see if we can identify the topic. What do you see that might help you identify the topic? Wait for students' responses. **That's right. The topic is presidents of the United States. The word *president* is used on almost every page. I see presidents' names, such as George Washington, who was the very first president of the United States.**

- Use the items below to build or activate background knowledge about the topic.
 - Use **Team Huddle** to have students identify what they know about presidents. What does a president do? Use **Random Reporter** to select students to share.
 - Use **Think-Pair-Share** to have students discuss what it would be like to be president, and randomly select a few students to share. Would it be easy or hard? Why?
 - Use **Think-Pair-Share** to have students discuss what they would like to know about presidents, and randomly select a few students to share.
- Prompt students to identify the next step of TIGRRS. Use **Think-Pair-Share** to have them identify the author's intent. Randomly select a few students to share.



Now that we know the topic of this text is presidents, the next step of TIGRRS is to identify the author's intent, or the reason the author wrote this text. Why do you think the author wrote *So You Want to Be President*? Did she want to inform, entertain, or persuade? Allow students 1–2 minutes to discuss. **That's right. The author probably wrote this text to inform us about different presidents.**

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

The next step of TIGRRS is to identify the graphic organizer that we will use to keep track of the information in the text. We know the topic is presidents of the U.S. Let's take a look at the text and see what clues

we can find about how the text is organized. That will help us figure out which graphic organizer we should use. Allow time for students to preview the text. Hmm. I do not see signal words for compare and contrast or cause and effect. So I don't think a Venn diagram or T-chart would work. I also don't see signal words for sequencing, so I won't use a sequence chain. I noticed that many different things about presidents are explained. For example, one page is about pets that presidents had. Another page is about sports that presidents played. These would be main ideas. I think there will be main ideas and supporting details, so an idea tree will work best. Display an idea tree. What should we write in the topic box at the bottom? Wait for students' responses. Yes, we should write "Presidents of the United States." Write "Presidents of the United States" in the topic box. Remember that main ideas go in the circles at the ends of the long branches and details go next to the lines around the circles.

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

Vocabulary **TP**

- Ask teams to have teammates make a tent with their hands when they are ready to tell a word the entire team rated with a "+" and a word the entire team rated with a "?."
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Introduce the vocabulary words.
- Review the routine for partner study of the vocabulary words, reminding students to review all the vocabulary words. Assign partners for this activity. **SR**
- Use **Random Reporter** to follow up the team review. Model the use of strategies, and correct pronunciations when necessary.
- Award team celebration points.
- 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
wait page 18	blend	hold on	Brantley has to <i>wait</i> for his bus each morning.
joked page 18	base word + ending: jok(e) + ed	said something funny	Pallavi <i>joked</i> that it was so hot you could fry an egg on the sidewalk.
famous page 26	chunk: fam-ous	well known	The <i>famous</i> baseball player talked to students about his job.

Word and Page Number	Identification Strategy	Definition	Sentence
cheer page 27	blend	make someone feel better	Jason will <i>cheer</i> up his sister by making funny faces.
steal page 41	blend	take what is not yours without asking	Nick knew that it was wrong to <i>steal</i> his brother's snack.
complained page 42	base word + ending: complain + ed	said you didn't like something	Haley <i>complained</i> that the bright sun hurt her eyes.
possible page 43	chunk: pos-si-ble	can happen	"It is <i>possible</i> that you will have a snow day tomorrow," Tommy's dad said.
greedy page 44	chunk: gree-dy	wanting more than you need	Felicia was <i>greedy</i> and asked for more ice cream when she had a full bowl.

Using the Targeted Skill (Prompt and Reinforce)

- Introduce the skill and its importance in informational text.

This cycle we will compare and contrast. Comparing and contrasting helps us see how things are the same and how they are different. This helps us to better understand the information in informational texts.

- Use **Think-Pair-Share** to have students compare and contrast dogs and cats, and randomly select a few students to share.

Let's practice comparing and contrasting. How are dogs and cats the same? How are they different? Give students time to discuss. **Yes, dogs and cats are animals that can be pets. They both have four legs. Dogs and cats have fur. That is how they are the same. But dogs bark, and cats don't. People walk dogs on leashes. Cats usually walk around by themselves. That is how they are different.**

- Tell students that they will compare and contrast as they read the text.

Listening Comprehension

- Introduce the text, and remind students that it is informational. Remind them that you will use the TIGRRS process as you read.
- Remind students of the topic, intent of the author, and the graphic organizer.



- Tell students that you will start reading the text and applying the skill. Tell them that you will also record the important ideas on the graphic organizer.
- Read pages 7–11 aloud, stopping to ask questions, make points, or focus students' attention as needed.
- Point out that you just read about different things that presidents experience. They can compare and contrast these things. Use a **Think Aloud** to model comparing and contrasting the different parts of a president's job.

I just read that presidents have a movie theater in their house. They do not have to eat vegetables. These are both good things about their job. On the other hand, they have to get dressed up all the time. Sometimes people are mad at them. These are bad things about their job. I just compared and contrasted different parts of a president's job.

- Read pages 12 and 13 aloud. Use a **Think Aloud** to model comparing information about presidents.

Remember that we are comparing and contrasting this cycle. I just read that six presidents were named James. That is something that is the same about those presidents. There were also four Johns and four Williams. So some presidents had their names in common with other presidents. That is what was the same about them. I just compared.

- Read pages 14–17 aloud. Use **Think-Pair-Share** to have students contrast Abraham Lincoln and James Madison, and randomly select a few students to share.

How was Abraham Lincoln different from James Madison? Give students time to discuss. That's right. Abraham Lincoln was the tallest president. He was six feet, four inches tall. James Madison was the shortest president. He was a foot shorter. We just contrasted these two presidents, or told what was different about them.

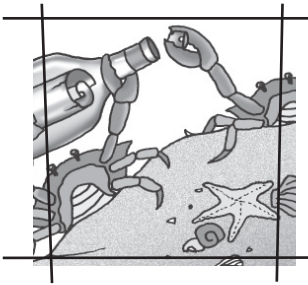
Preview Team Talk

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

Team Talk

1. Which of the following is a fact from today's reading? |FO|
 - a. "William McKinley was so nice."
 - b. "He was one of our best presidents."
 - c. "William Harding was a handsome man."
 - d. "The Coolidges had a pet raccoon."
2. How were Benjamin Harrison and James Polk alike? (Write-On) |CC|
3. How can you tell that James Monroe did not save his money? |DC|
4. Read the following sentence from page 27.
 "Theodore Roosevelt's children didn't just have pets, they ran a zoo."
 What does the author mean by the phrase "ran a zoo"? |DC|

- Randomly assign team leaders.



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students read and restate: **SR** **pages 18–27 aloud with partners.**
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion **TP**

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

Team Talk

1. Which of the following is a fact from today's reading? |FO|
 - a. "William McKinley was so nice."
 - b. "He was one of our best presidents."
 - c. "William Harding was a handsome man."
 - d. "The Coolidges had a pet raccoon."

2. How were Benjamin Harrison and James Polk alike? (Write-On) |CC|

100 points = Benjamin Harrison and James Polk were alike because they both had a lot of brothers and sisters. Benjamin had eleven. James had nine. **90 points** = Benjamin Harrison and James Polk were alike because they both had a lot of brothers and sisters. Benjamin had eleven. **80 points** = They both had a lot of brothers and sisters.

3. How can you tell that James Monroe did not save his money? |DC|

100 points = I can tell that James Monroe did not save his money because he ordered a lot for the White House. He ordered clocks and mirrors. It took ninety-three crates to bring everything. **90 points** = I can tell that James Monroe did not save his money because he ordered a lot for the White House. He ordered clocks and mirrors. **80 points** = He ordered a lot for the White House.

4. Read the following sentence from page 27.

"Theodore Roosevelt's children didn't just have pets, they ran a zoo."

What does the author mean by the phrase "ran a zoo"? |DC|

100 points = I think the author means that Theodore's children had so many pets that it seemed like a zoo. They had dogs and cats. They even had a pony. **90 points** = I think the author means that Theodore's children had so many pets that it seemed like a zoo. They had dogs and cats. **80 points** = They had so many pets that it seemed like a zoo.

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

Class Discussion **TP**

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

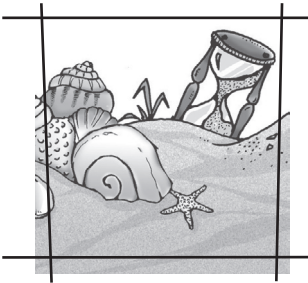


Strategy-Use Discussion

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

Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions. 	
	Team Talk Extenders	<p>Which president are you most like? Explain.</p> <p>What are some characteristics of a good president, and why?</p>
	<ul style="list-style-type: none"> – Award team celebration points. 	

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

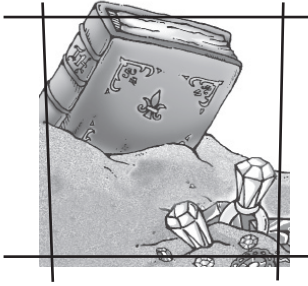
Timing Goal: 5 minutes

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

Pages 20 and 21

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

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



DAY 2

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

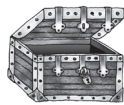
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

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

Vocabulary **TP**

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



Strategic Review

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

What did the author mean when she wrote that Theodore Roosevelt's children ran a zoo?

Listening Comprehension

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

Yesterday we learned a lot about past presidents of the U.S. We learned that a lot of presidents were named James, John, or William. We learned that some presidents were tall, and others were short. Some presidents were really nice, but Andrew Jackson got into a lot of fights. Many presidents were the sons of other presidents. Also, a lot of different pets lived in the White House.

- Tell students that you will continue to record important ideas on the graphic organizer.
- Read pages 28 and 29 aloud. Use **Think-Pair-Share** to have students contrast George Washington and Abraham Lincoln, and randomly select a few students to share.



How were George Washington and Abraham Lincoln different? Wait for students' responses. Yes, that's right. George Washington was a good dancer. He danced with many women at a ball. But Abraham Lincoln was not very good at dancing. You just contrasted, or told what was different about, two presidents.

- Read pages 30–33 aloud. Use **Think-Pair-Share** to have students contrast Andrew Johnson and Thomas Jefferson, and randomly select a few students to share.

How were Andrew Johnson and Thomas Jefferson different? Give students time to discuss. Correct. Andrew Johnson could not read until he was fourteen years old. He did not learn to write until he was even older. He did not go to college. Thomas Jefferson knew a lot about many subjects. For example, he knew about politics and music.

- Read pages 34–37 aloud.
- Summarize the main ideas from today's reading, and add them to the idea tree.

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.

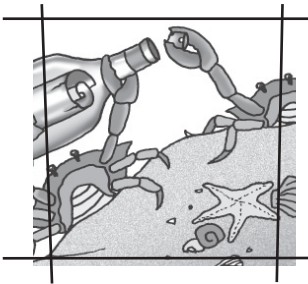
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page 2

Team Talk

1. Does it matter what job you have before becoming president? Explain. |DC|
2. Why is it important for a president to tell the truth? |CE|
3. How is the way Theodore Roosevelt felt about being president different from how John Quincy Adams felt? (Write-On) |CC|
4. Which word tells what John Kennedy was like? |DC|
 - a. silly
 - b. kind
 - c. sad
 - d. mean

Tell why you chose this word.



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students read and restate: **SR** **pages 38–47 aloud with partners.**
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

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

Team Talk

1. Does it matter what job you have before becoming president? Explain. |DC|

100 points = *No, because presidents have had all kinds of jobs before they were president. Some presidents were teachers. Others were sailors.*

90 points = *No, because presidents have had all kinds of jobs before they were president. Some were teachers.* **80 points** = *No, because they have had all kinds of jobs.*

2. Why is it important for a president to tell the truth? |CE|

100 points = *It is important for a president to tell the truth because if he doesn't, he will get in trouble. Bill Clinton got in trouble. Richard Nixon lied and was not president anymore.* **90 points** = *It is important for a president to tell the truth because if he doesn't, he will get in trouble. Bill Clinton got in trouble.* **80 points** = *If he doesn't, he will get in trouble.*

3. How is the way Theodore Roosevelt felt about being president different from how John Quincy Adams felt? (Write-On) |CC|

100 points = *Theodore Roosevelt liked being president, but John Quincy Adams didn't. Theodore Roosevelt said that he really enjoyed himself. John Quincy Adams said that they were the worst years of his life.*

90 points = *Theodore Roosevelt liked being president, but John Quincy Adams didn't. Theodore Roosevelt said that he really enjoyed himself.*

80 points = *Theodore Roosevelt liked being president, but John Quincy Adams didn't.*

4. Which word tells what John Kennedy was like? |DC|

- silly
- kind
- sad
- mean

Tell why you chose this word.

100 points = *I chose this word because he wanted the world to be better. He sent Peace Corps volunteers all over the world. The volunteers helped people.*

90 points = *I chose this word because he wanted the world to be better. He sent Peace Corps volunteers all over the world.* **80 points** = *He wanted to help people.*

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

Class Discussion TP



Strategy-Use Discussion

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

Think-and-Connect Discussion

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

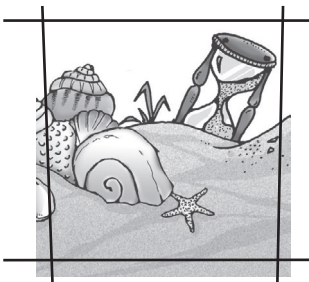
Team Talk Extenders

Today you read some presidents’ opinions of their job. How would it feel to be president? Why?
 What is something you would do if you were president?

- 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

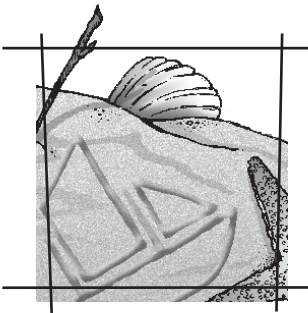
Timing Goal: 5 minutes

- 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 45 (paragraphs 1–3)

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



WORD POWER **TP**

Timing Goal: 10 minutes

- Pretend to take a message from Captain Read More out of the bottle. Use the message to review the Word Treasure clue for consonant blends.
- Display a glue brush, and write the words “star,” “step,” and “story” below it.

Blackline master provided.



star step story



- Point out the three words and that the clue is a glue brush. Use **Think-Pair-Share** to have students identify what is the same about all three words and what the clue means. Randomly select a few students to share. *St is a consonant blend.*
- Remind students that consonant blends are letters that stick together a lot. Point out that Captain Read More uses the glue brush to make sure that the consonant blends stick together tightly.



star step story

- Circle the *st* in each word to show which letters stick together. Explain that circling the letters in a consonant blend helps you to identify and remember the consonant blend.
- Tell students that learning and reading common consonant blends can help them to read difficult words.
- Model reading the *st* in *star* and then the whole word.
- Use **Think-Pair-Share** to have students read the other two words, and randomly select a few students to share.
- Use **Think-Pair-Share** to have students identify the treasure (skill).
- Confirm, or model, by reading Captain Read More’s treasure note.

Word Treasure

Some words contain consonant blends.

If you’re having trouble reading these words, first read the consonant blend, and then read the whole word.

- Tell students to look out for a word on this cycle’s vocabulary list that has a consonant blend.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review as necessary, the Word Power activity before having students begin. **SR**

Student Edition,
pages 2 and 3

Skill Practice

Write each word in your journal. Then circle the consonant blend, and read each word.

1. stairs *(st)airs*

2. stick *(st)ick*

3. stop *(st)op*

4. store *(st)ore*

Building Meaning			
wait	joked	famous	cheer
steal	complained	possible	greedy

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

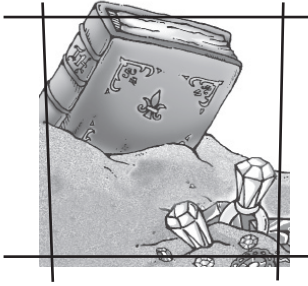
100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.* **80 points** = *The sentence uses the word correctly.*

6. Skylar’s mother said it was greedy to ask for more presents from her grandma. *Greedy* means—
- wanting water.
 - wanting more.
 - wanting books.
 - wanting less.



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

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



DAY 3

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

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

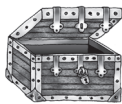
Set the Stage



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

Vocabulary **TP**

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



Strategic Review

- Ask teammates to summarize the ideas recorded on their graphic organizers from the passage they read/reread the previous day. Use **Random Reporter** to have students share these items with the class.
- If appropriate, have students survey the section of text that they will reread today and predict that ideas will become more clear. Model this if necessary. Use **Random Reporter** to share the predictions with the class.

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

Why should a president tell the truth?

Listening Comprehension

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

Yesterday we read about different activities that presidents did well. We also read about the jobs that presidents had before they got to the White House. We learned what presidents hoped to do once they were in charge of their country.

- Tell students that as you reread you will look for details about the important ideas and add them to the graphic organizer. Tell students that you will also add any important information you missed the first time you read.
- Reread pages 7–11 aloud, stopping to make points, ask questions, or focus students' attention as needed.
- Reread pages 12–17 aloud. Use **Think-Pair-Share** to have students contrast where William Harrison was born and where many other presidents were born. Randomly select a few students to share.



How is where William Harrison was born different from where many other presidents were born? Wait for students' responses. Yes, William Harrison was born in a mansion. A mansion is a very big house. Many other presidents were born in log cabins. These are small houses. We just contrasted because we thought about how the place where a president was born is different from where other presidents were born.

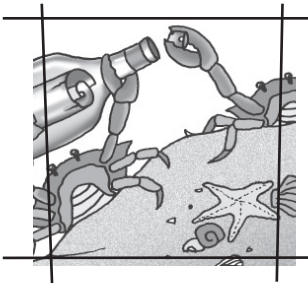
- Add supporting details for the main ideas that you identified on day 1 to your idea tree.

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.

Team Talk

1. Why did Theodore Roosevelt’s friend say that Roosevelt was six? |DC|
2. How was Abraham Lincoln different from Warren Harding? |CC|
3. Why did the author include the picture on page 22? |AP • TF|
4. What did George W. Bush and James Madison have in common? What was different about them? (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 and TIGRRS before having students reread and restate: **SR** pages 18–27 aloud with partners.
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

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

Team Talk

1. Why did Theodore Roosevelt’s friend say that Roosevelt was six? |DC|
100 points = *Theodore Roosevelt’s friend said that Roosevelt was six because he acted like a child. He had pillow fights. He played football.*
90 points = *Theodore Roosevelt’s friend said this because he acted like a child. He had pillow fights.* **80 points** = *He acted like a child.*

Team Talk *continued*

2. How was Abraham Lincoln different from Warren Harding? |CC|

100 points = *Abraham Lincoln was not very good looking, but Warren Harding was. Lincoln was a great president, but Harding was a bad president. He gave jobs to bad people.* **90 points** = *Abraham Lincoln was not very good looking, but Warren Harding was. Lincoln was a great president.* **80 points** = *Lincoln was not very good looking, but Harding was.*

3. Why did the author include the picture on page 22? |AP • TF|

100 points = *I think the author included the picture on page 22 because it shows annoying brothers and sisters. Many presidents had a lot of brothers and sisters. The picture shows kids pulling someone's hair.* **90 points** = *I think the author included the picture on page 22 because it shows annoying brothers and sisters. Many presidents had a lot of brothers and sisters.* **80 points** = *It shows annoying brothers and sisters.*

4. What did George W. Bush and James Madison have in common? What was different about them? (Write-On) |CC|

100 points = *George W. Bush and James Madison both had someone in their families who was president. George W. Bush's father was president, and James Madison had a cousin who was president. His cousin was Zachary Taylor.* **90 points** = *George W. Bush and James Madison both had someone in their families who was president. George W. Bush's father was president.* **80 points** = *They had someone in their families who was president.*

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

Class Discussion **TP**

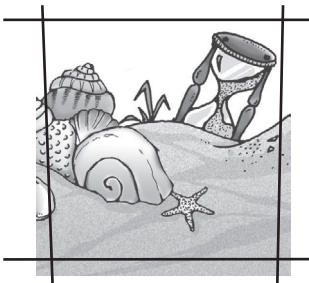


Strategy-Use Discussion

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

Think-and-Connect Discussion	<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; text-align: center;">Team Talk Extenders</td> <td> <p>Why do you have to be a certain age before you can run for president?</p> <p>Is it better to save your money like William Harrison or spend it on anything like James Monroe? Explain.</p> </td> </tr> </table>	Team Talk Extenders
Team Talk Extenders	<p>Why do you have to be a certain age before you can run for president?</p> <p>Is it better to save your money like William Harrison or spend it on anything like James Monroe? Explain.</p>	

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

Timing Goal: 5 minutes

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

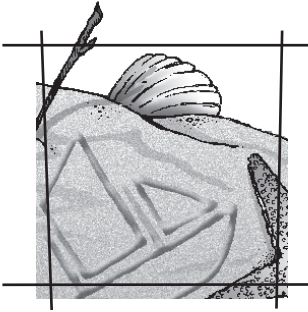
Student Edition, page 1

Page 45 (paragraphs 1-3) or 18

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

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

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



WORD POWER **TP**

Timing Goal: 10 minutes

tps

- Pretend to take a message from Captain Read More out of the bottle. Use the message to review the Word Power skill and to remind students of this cycle's skill (consonant blends).
- Point out that some of this cycle's vocabulary words have consonant blends. Write "steal" on the board.
- Use **Think-Pair-Share** to have students figure out how to read the word. Randomly select a few students to share.
- Use **Think-Pair-Share** to have students identify the consonant blend, and randomly select a few students to share. *The consonant blend is st.*
- Circle *st* in the word after students respond.

steal

- Write "grab," "grass," and "grow" on the board.
- Use **Think-Pair-Share** to have students identify the consonant blend, and randomly select a few students to share.
- Circle *gr* in each word after students respond.

grab grass grow

- Use **Think-Pair-Share** to have students read the words, and randomly select a few students to share.
- Point out that the word *greedy* in their vocabulary list has the consonant blend *gr*. Have students say the word.
- 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.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition,
pages 3 and 4

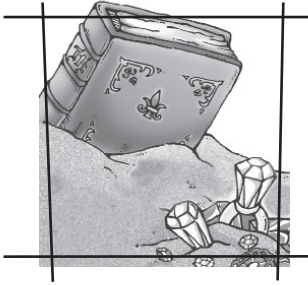
Skill Practice			
<p>Write each word in your journal. Then circle the consonant blend, and read each word.</p> <p>1. gross <i>gross</i></p> <p>2. green <i>green</i></p> <p>3. grape <i>grape</i></p> <p>4. grill <i>grill</i></p>			
Building Meaning			
wait	joked	famous	cheer
steal	complained	possible	greedy
<p>5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.</p> <p style="padding-left: 20px;">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 style="padding-left: 20px;">Mira had to <u>wait</u> for her food after she ordered lunch.</p>			

Practice Lists		
Group 1		
stage	grown	groom
grand	stem	grade
storm	greet	stove
Group 2		
sleep	grand	gave
stove	call	goes
fast	stage	groom



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

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



DAY 4

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

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

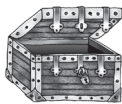
Set the Stage



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

Vocabulary **TP**

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



Strategic Review

- Ask teammates to summarize the ideas recorded on their graphic organizers from the passage they read/reread the previous day. Use **Random Reporter** to have students share these items with the class.
- If appropriate, have students survey the section of text that they will reread today and predict that ideas will become more clear. Model this if necessary. Use **Random Reporter** to share the predictions with the class.

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

Why did Theodore Roosevelt's friend say that Roosevelt was six years old?

Listening Comprehension

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

Yesterday when we reread, we looked for more information about how presidents acted and what they looked like. We also looked for information about pets that lived in the White House with presidents.

- Tell students that as you reread you will look for details about the important ideas and add them to the graphic organizer. Tell students that you will also add any important information you missed the first time you read.
- Reread page 28 aloud, and use **Team Huddle** to have students contrast Ulysses Grant with Harry Truman. Use **Random Reporter** to select students to share.



How was Ulysses Grant different from Harry Truman? *Ulysses Grant was different because he was not very musical. Harry Truman was, though. He played the piano.*

- Reread pages 30 and 31 aloud, and use **Team Huddle** to have students compare Dwight Eisenhower and John Kennedy. Use **Random Reporter** to select students to share.

What did Dwight Eisenhower and John Kennedy have in common? *They were both really good at golf.*

- Reread pages 32–35 aloud, and use **Team Huddle** to have students contrast John Kennedy and Franklin Pierce. Use **Random Reporter** to select students to share.

How were John Kennedy and Franklin Pierce different? *John Kennedy was a hero. He made sure that his crew got to a safe place during a war. In Franklin Pierce's first battle, he fainted when he was thrown against his horse's saddle.*

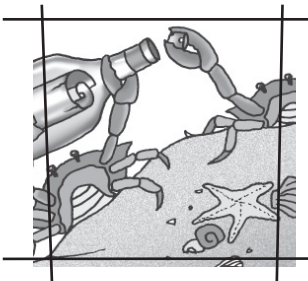
- Reread pages 36 and 37 aloud, stopping to make points, ask questions, and focus students' attention as needed.
- Add supporting details for the main ideas that you identified on day 2 to the idea tree.

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

Student Edition, page 4

Team Talk
1. What did Harry Truman and Grover Cleveland have in common? (Write-On) CC
2. Did George Washington need to feel nervous about being president? Why or why not? DC
3. Making a big promise most likely makes presidents feel— DC • CE <ul style="list-style-type: none"> a. happy. b. worried. c. sleepy. d. weird.
4. Use your idea tree to summarize pages 38–47 of <i>So You Want to Be President?</i> SU



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students reread and restate: **SR**
pages 38–47 aloud with partners.
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion TP

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

Team Talk

1. What did Harry Truman and Grover Cleveland have in common? (Write-On) |CC|
100 points = *Harry Truman and Grover Cleveland both liked to tell the truth. Truman used his money to pay for stamps. Cleveland liked to say, “Tell the truth.”* **90 points** = *Harry Truman and Grover Cleveland both liked to tell the truth. Truman used his money to pay for stamps.*
80 points = *They both liked to tell the truth.*
2. Did George Washington need to feel nervous about being president? Why or why not? |DC|
100 points = *George Washington did not need to feel nervous about being president because people really liked him. He thought people would want a lot from him. He wrote about this in a letter.* **90 points** = *George Washington did not need to feel nervous about being president because people really liked him. He thought people would want a lot from him.*
80 points = *He did not need to feel nervous because people really liked him.*
3. Making a big promise most likely makes presidents feel— |DC • CE|
 - a. happy.
 - b. worried.
 - c. sleepy.
 - d. weird.

Team Talk *continued*

4. Use your idea tree to summarize pages 38–47 of *So You Want to Be President?*
ISUI

100 points = *It does not matter what job you do before running for president. Some presidents had been teachers, and others had been sailors. When you are president, it is important to be honest so you don't get in trouble. Not all presidents thought that it was a great job. John Quincy Adams thought it was miserable. People have different reasons for wanting to be president. Many presidents wanted to help others. There have been all different kinds of presidents in the United States.* **90 points** = *It does not matter what job you do before running for president. Some presidents had been sailors. When you are president, it is important to be honest. Not all presidents thought that it was a great job. John Quincy Adams thought it was miserable. People have different reasons for wanting to be president. Many presidents wanted to help others.* **80 points** = *It does not matter what job you do before running for president. When you are president, it is important to be honest. Not all presidents thought it was a great job. People have different reasons for wanting to be president.*

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

Class Discussion **TP**

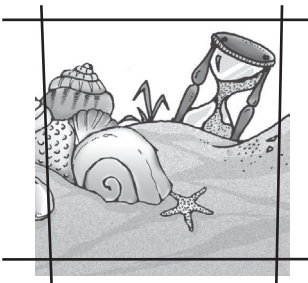


Strategy-Use Discussion

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

Think-and-Connect Discussion		<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>We read that not all presidents enjoyed their job. Would you enjoy being president? Why or why not?</p> <p>Every president makes a promise before he or she starts. Have you ever made a promise? Are promises hard to keep?</p>
		<ul style="list-style-type: none"> – Award team celebration points. – Allow students time to discuss their summaries. – Use Random Reporter to select students to share their summaries.

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

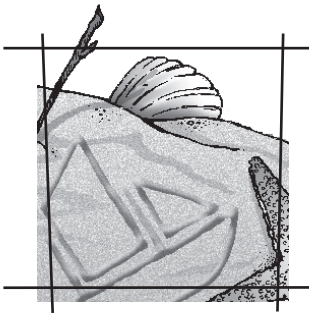
Timing Goal: 5 minutes

- Explain, 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 45 (paragraphs 1–3), 18, or 41

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



WORD POWER **TP**

Timing Goal: 10 minutes

Preparation: Display the Word Power Challenge.

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

Word Power Challenge

Serena's job is to stir the cake batter.

The sky looked gray, so Damian thought it would rain.



- Use **Random Reporter** to choose a student to read each sentence aloud, and identify the consonant blend in the underlined words.
(Stir; gray)
- Display the On My Own list.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Tell students that they will also practice reading the On My Own list with their teams.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition,
pages 4 and 5

Skill Practice

Write each word in your journal. Then circle the consonant blend, and read each word.

1. grain *grain*
2. stool *stool*
3. grease *grease*
4. sting *sting*

Building Meaning

wait	joked	famous	cheer
steal	complained	possible	greedy

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. Getting a prize is always possible if you follow Mr. Lee's rules. *Possible* means—
 - a. can learn.
 - b. can wiggle.
 - c. can write.
 - d. can happen.

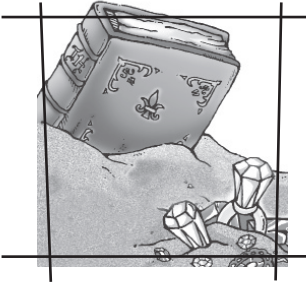
On My Own

sleep	greet	call
goes	fast	grand
storm	grown	stem

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

- Award team celebration points.
- Use **Random Reporter** to select students to read the On My Own list.
- Award team celebration points.
- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

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

**DAY 5****ACTIVE INSTRUCTION**

Timing Goal: 20 minutes

Team Cooperation Goal

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

Set the Stage

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

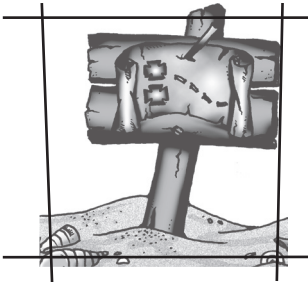
Today you will read about George Washington and Abraham Lincoln. You will compare and contrast these two presidents.

Vocabulary **TP**

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

Prepare Students for the Test

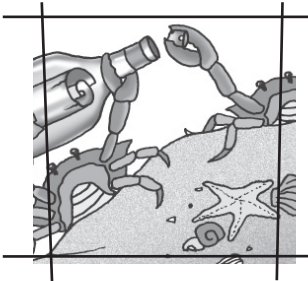
- Distribute the test, and preview it with students without providing information about the answers. Point out that question #3 asks about comparing and contrasting.
- Ask students to underline key words or phrases in question #3.
- Make sure that students understand that the test is independent work 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 ideas from this reading to their graphic organizers and to do so without assistance.
- Remind students that they have 35 minutes for the test.



TEST

Timing Goal: 35 minutes

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



TEAMWORK

Timing Goal: 35 minutes

Teacher procedures for Teamwork vary with strategy instruction.

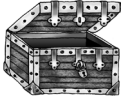
Team Discussion **TP**

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

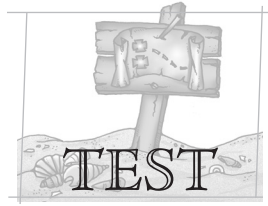


Class Discussion TP

- Ask the class to share the comments that they wrote on their test answers. Ask them why these comments made their answers better or more complete.
- Collect the test answers.
- Use **Random Reporter** to have students discuss their strategy use.
- Award team celebration points.
- Use **Random Reporter** to review and celebrate the team discussions, including new information added to test answers and graphic organizers.
- Award team celebration points.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.



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



Test Passage

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

The Father of His Country and Honest Abe

George Washington was born on February 22, 1732. His family had a lot of money. Their house was big. As a little boy, he cut down a tree. He told his dad. George did not want to lie. He was 6'3". He did not live in the White House. He is called the father of his country.

On February 12, 1809, Abraham Lincoln was born. He lived in a log house. His family was poor. He always told the truth. People said he was Honest Abe. He was very tall. Lincoln lived in the White House.

Sources: www.scholastic.com/teachers/article/facts-about-george-washington
kids.librarypoint.org/abraham_lincoln

Comprehension Questions

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

20 points

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

20 points = *The topic of this text is George Washington and Abraham Lincoln. The text tells what they were like and how they were alike and different.*

15 points = *The topic of this text is George Washington and Abraham Lincoln. The text tells what they were like.* **10 points** = *Washington and Lincoln. It tells what they were like.*

30 points

2. What is the intent of the author? |AP|
 - a. to explain why February birthdays are best
 - b. to compare and contrast two presidents
 - c. to describe a tree that was cut down
 - d. to teach readers not to lie

How do you know?

20 points = *I know because the whole passage compares and contrasts Washington and Lincoln. The author writes about how they were the same and how they were different. This lets a reader compare and contrast.*

15 points = *I know because the whole passage compares and contrasts Washington and Lincoln. The author writes about how they were the same and how they were different.* **10 points** = *It compares and contrasts Washington and Lincoln.*

20 points

3. Tell one way that George Washington and Abraham Lincoln were alike and one way that they were different. |CC|

20 points = One way that George Washington and Abraham Lincoln were alike is that they were both born in February. One way that they were different is Washington's family had a lot of money, but Lincoln's family was poor. **15 points** = One way they were alike is that they were both born in February. One way that they were different is Washington's family had a lot of money. **10 points** = They were both born in February. Washington's family had a lot of money.

20 points

4. Use information from your graphic organizer to summarize the text. |SU|

20 points = George Washington and Abraham Lincoln were alike in some ways, but different in others. They both liked to tell the truth. Washington grew up in a big house, but Lincoln grew up in a small log home.

15 points = George Washington and Abraham Lincoln were alike in some ways, but different in others. They both liked to tell the truth, but Washington grew up in a big house. **10 points** = They both told the truth. Washington's house was very big, but Lincoln's was not.

Word Power

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

Skill Questions

Write each word on your paper. Then circle the consonant blend.

5 points

1. stamp (st)amp

5 points

2. grin (gr)in

5 points

3. stand (st)and

5 points

4. group (gr)oup

Building Meaning

wait	joked	famous	cheer
steal	complained	possible	greedy

10 points

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

10 points = *Winning the game was possible because the Wildcats were ahead of the Bulldogs.* **5 points** = *Winning the game was possible because the Wildcats were ahead.* **1 point** = *Winning the game was possible.*

10 points

6. It was greedy of Autumn to ask for more lemonade when she had a full glass.

10 points

7. Eric will wait for his pen pal to write back to him. *Wait* means—

- jump up.
- forget.
- hold on.*
- leave.

10 points

8. Suzy complained that her shoes were too small and hurt her feet.

10 points

9. Cassie joked that her face was as red as a tomato. *Joked* means—

- said something funny.*
- said something sad.
- said something mean.
- said something weird.

10 points

10. Derek felt sad when he missed a goal, so his mom tried to cheer him up.

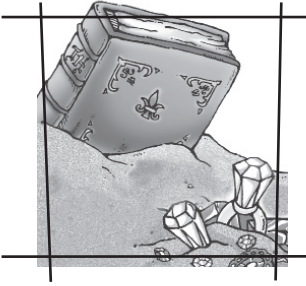
10 points

11. The actress was very famous after being in so many movies. *Famous* means—

- smart.
- not known.
- kind.
- well known.*

10 points

12. Jayden wanted his brother's baseball, but he knew it was wrong to steal.



DAY 6

ACTIVE INSTRUCTION

Timing Goal: 25 minutes

Set the Stage

- Introduce the writing goal.

In this cycle's text, we learned that past presidents had all kinds of different reasons for taking that job. Today you will pretend that you are running for class president. You will write a speech to persuade classmates that you would do a good job.

Team Cooperation Goal

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

Build Background

- Introduce the activity, writing a speech to persuade someone.

You may have heard a speech before. A speech is something that someone writes and then reads aloud to make people understand how he or she thinks or to persuade another person.

- Tell students that you will read them a speech that was read at a teacher's meeting. Read the following aloud.

Blackline master provided.

I think we should have a vending machine put in the hallway of our school. Many students stay after school for clubs or for extra help. The cafeteria is closed. They cannot get a snack, but they are hungry by the end of the day. You might be picturing a vending machine filled with junk food. This is not the case. You can put healthy snacks in a vending machine. If we had a vending machine, kids would not have to worry about remembering to pack an after-school snack. A vending machine would make kids happy and also give them something healthy to eat. What could be better?



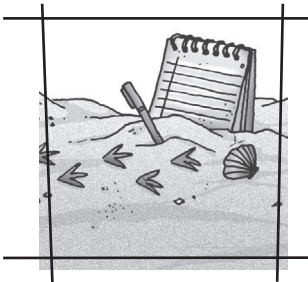
- Use a **Think Aloud** to model identifying examples of persuasive writing in the speech you just read.

Let me see what is persuasive in the speech I just read. A teacher wrote about having a vending machine put in the school’s hallway. This would allow students who stay after school to get a snack. The vending machine could have healthy snacks. Many people want children to eat healthy foods. The vending machine would make kids happy. These are reasons that would help to persuade someone to get the vending machine. In the speeches you write today, make sure to include reasons that would persuade someone to vote for you because you would be a good class president.

- Explain to students that a speech can be written in the same format as a paragraph.

Your speech will be a paragraph. You will want to include an opening and a closing sentence. The middle of your paragraph will have reasons that persuade someone. In the speech I read to you, the first sentence told what the teacher wanted to persuade people about. The closing was a question that asked, “What could be better?”

- Tell students that they will begin planning their speeches now.



ADVENTURES IN WRITING

Timing Goal: 65 minutes

Planning

- Introduce the activity.

Remember that today you will pretend that you are running for class president, and you will write a speech.



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

Student Edition, page 6

Writing Prompt

Pretend that you are running for class president. You want classmates to vote for you, just like people voted for presidents that you read about. Write a speech that persuades your classmates that you would be a good class president. Give three reasons that they should vote for you. Remember to include an opening sentence and a closing sentence. Be sure to write in complete sentences, and use correct spelling.

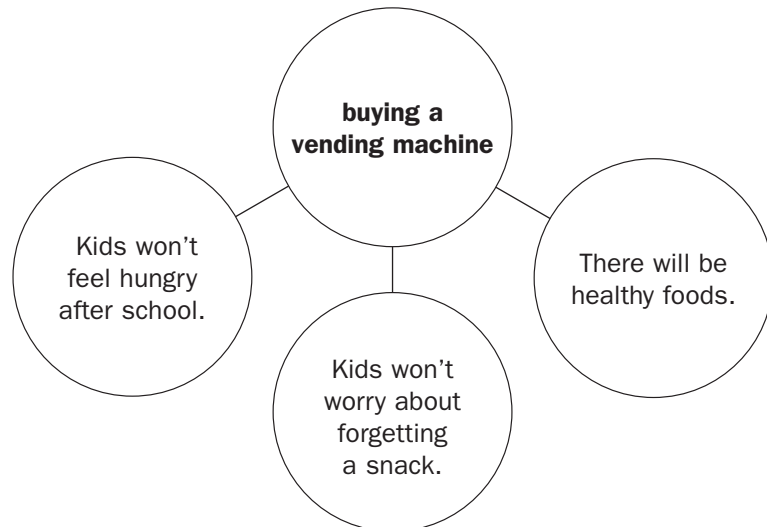
Scoring Guide	
The speech persuades your classmates to vote for you for class president.	10 points
The speech includes three reasons your classmates should vote for you.	20 points each (60 points maximum)
The speech includes an opening sentence and a closing sentence.	10 points
The speech is written in complete sentences.	10 points
The speech uses correct spelling.	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 web. This will help us include all the information we need for our speeches.

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

Sample Graphic Organizer



Drafting

- Tell students that they will use their plans to write a first draft.
- Explain how students will use the ideas in their graphic organizers to write their drafts. Remind them to include all of their ideas, writing in sentences and skipping lines to make room for revisions. Also, suggest that they include new thoughts as they occur.
- Remind students that they are writing their speeches to persuade their classmates that they would be good class presidents so their classmates will vote for them.
- Show students the following list of reasons.

Blackline master provided.

1. I am really good at soccer.
2. I always work hard.
3. I like to eat pizza.
4. I am a good listener.

- Use **Think-Pair-Share** to have students identify which reasons would work best in the kind of speech they have to write, and randomly select a few students to share.

It is important that you know who your audience is when you write. Which of these reasons would be good to use in a speech for class president? Wait for students' responses. **Yes, I agree. Reasons 2 and 4 would be best. Reason 2 says the student works hard. It is important to work hard if you are class president. Reason 4 says that the student is a good listener. A class president should listen to what his or her classmates want. Why didn't you choose reasons 1 and 3? Give students time to discuss. That's right. Reason 1 says that the student is good at soccer. Reason 3 says that the student likes to eat pizza. These are not reasons that persuade someone that you would be a good class president.**

- 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 make sure that their partners selected reasons that would persuade classmates that he or she would be a good class president.
- If students did not find that their partners' reasons persuaded them, remind students to revise the reasons they give in their speeches.
- 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.
- Read the following speech aloud to students.

Blackline master provided.

I think we should have longer recess. Kids need time to run around during the day. If they had more recess, they could pay attention in class better. The teachar would get a break too. It is good to get up and mov and not just sit in your seet.

- Use **Think-Pair-Share** to have students identify what is wrong with this speech, and randomly select a few students to share. *There are misspelled words. The misspelled words are teacher, move, and seat.*
- Correct the misspelled words on the overhead.
- If helpful, have students copy the checklist in their journals as a reference.
- Have students reread their first drafts, looking for the types of errors listed and correcting these on their drafts. If your students are familiar with proofreading marks, encourage students to use them.
- Ask students to read their partners' drafts to check them against the editing list a second time. If they find additional errors, ask them to mark the errors on their partners' papers.
- Have students share their edits with their partners.

Rewriting

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

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



I think we should have a vending machine put in the hallway of our school. Many students stay after school for clubs or for extra help. The cafeteria is closed. They cannot get a snack, but they are hungry by the end of the day. You might be picturing a vending machine filled with junk food. This is not the case. You can put healthy snacks in a vending machine. If we had a vending machine, kids would not have to worry about remembering to pack an after-school snack. A vending machine would make kids happy and also give them something healthy to eat. What could be better?

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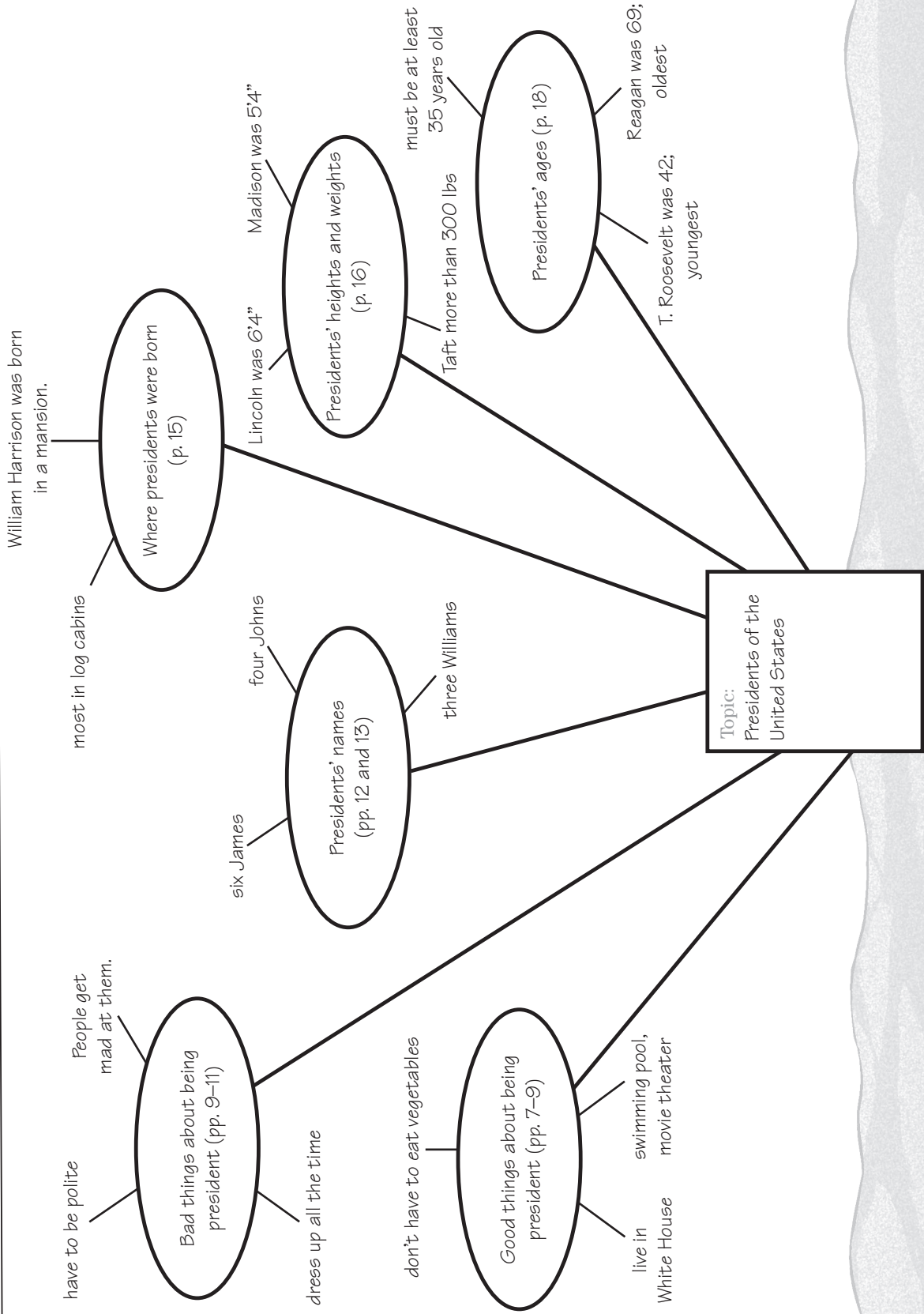
I think we should have longer recess. Kids need time to run around during the day. If they had more recess, they could pay attention in class better.

The teacher would get a break too. It is good to get up and move and not just sit in your seat.



Title: So You Want to Be President?

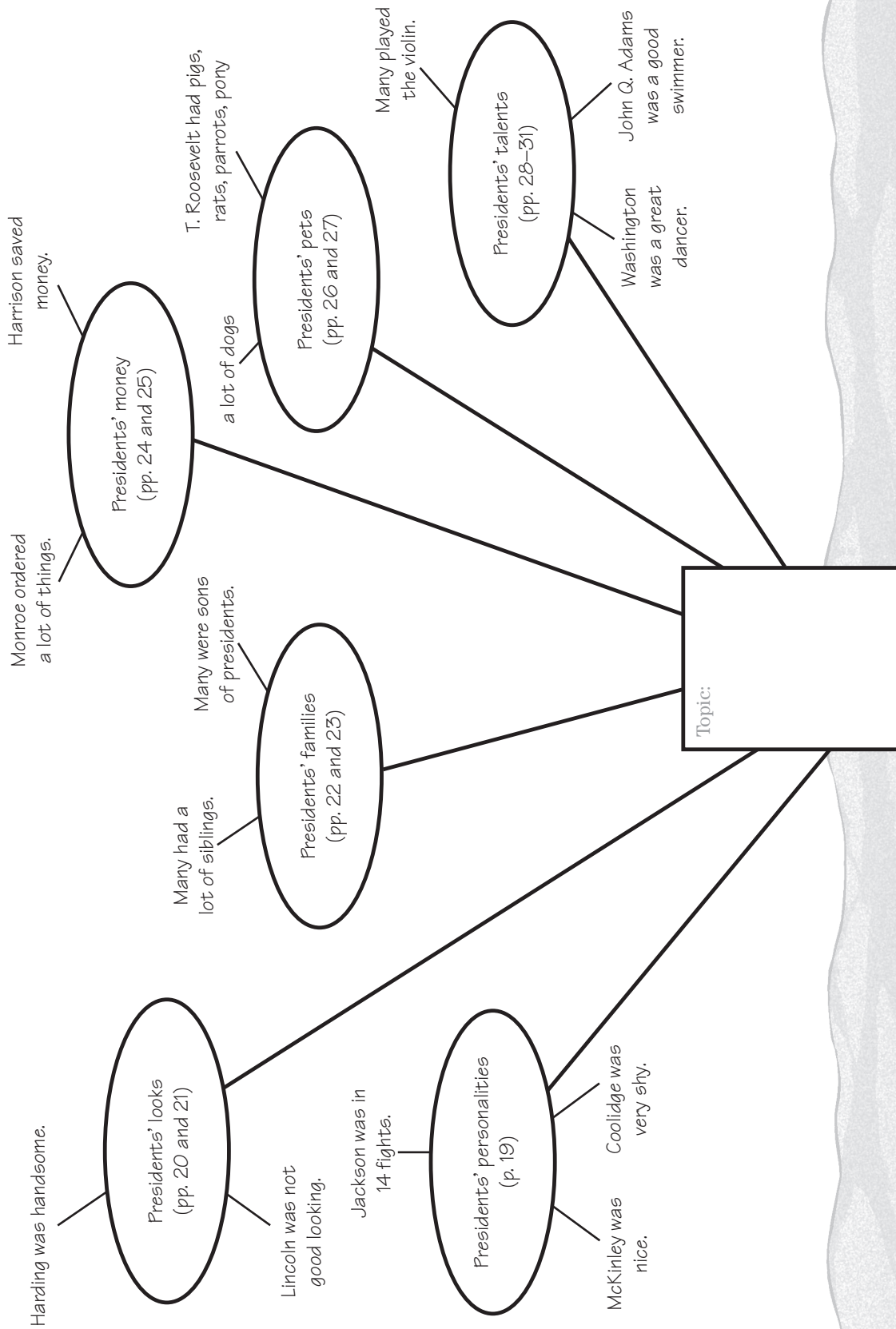
Idea Tree





Title: So You Want to Be President?, cont.

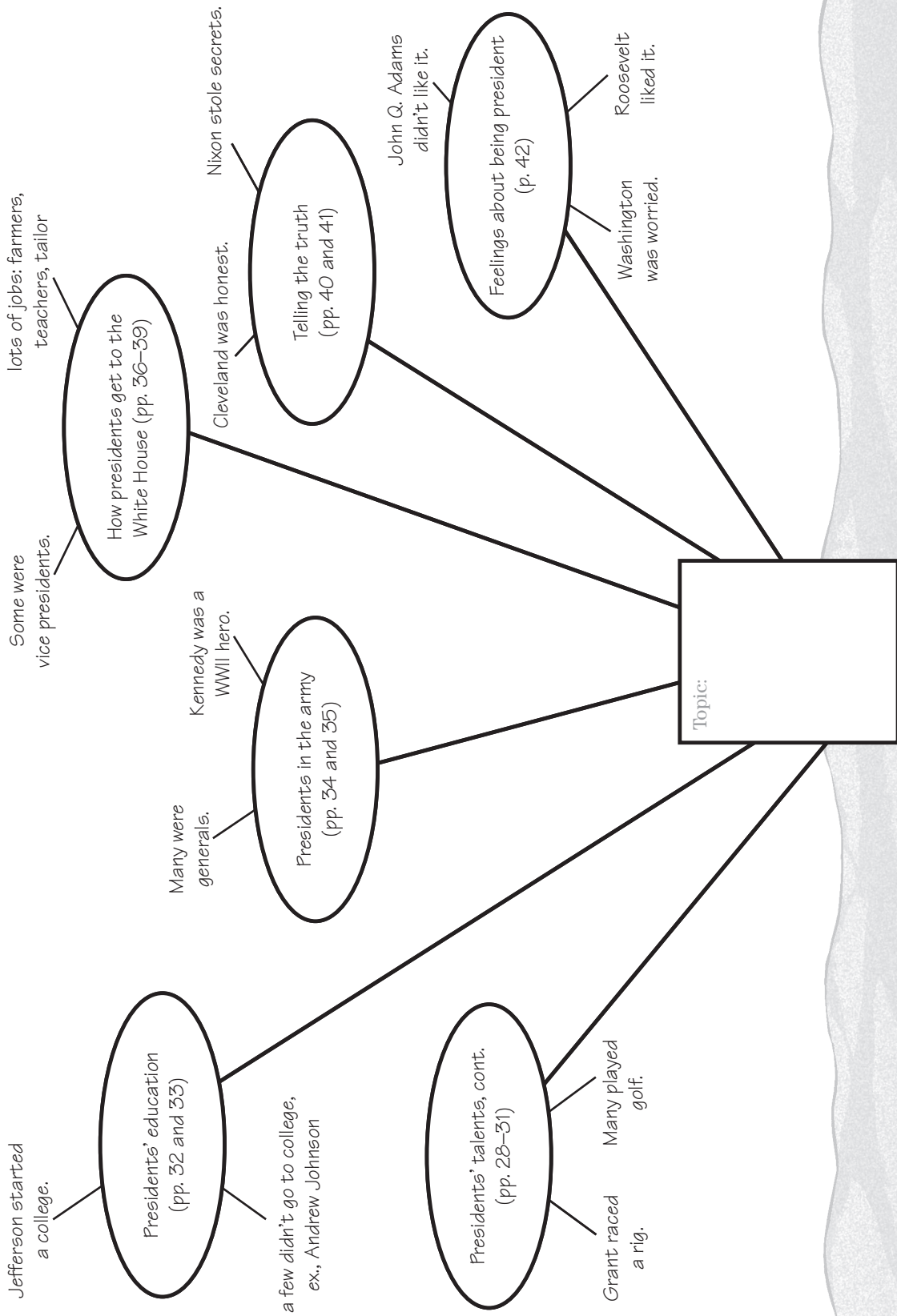
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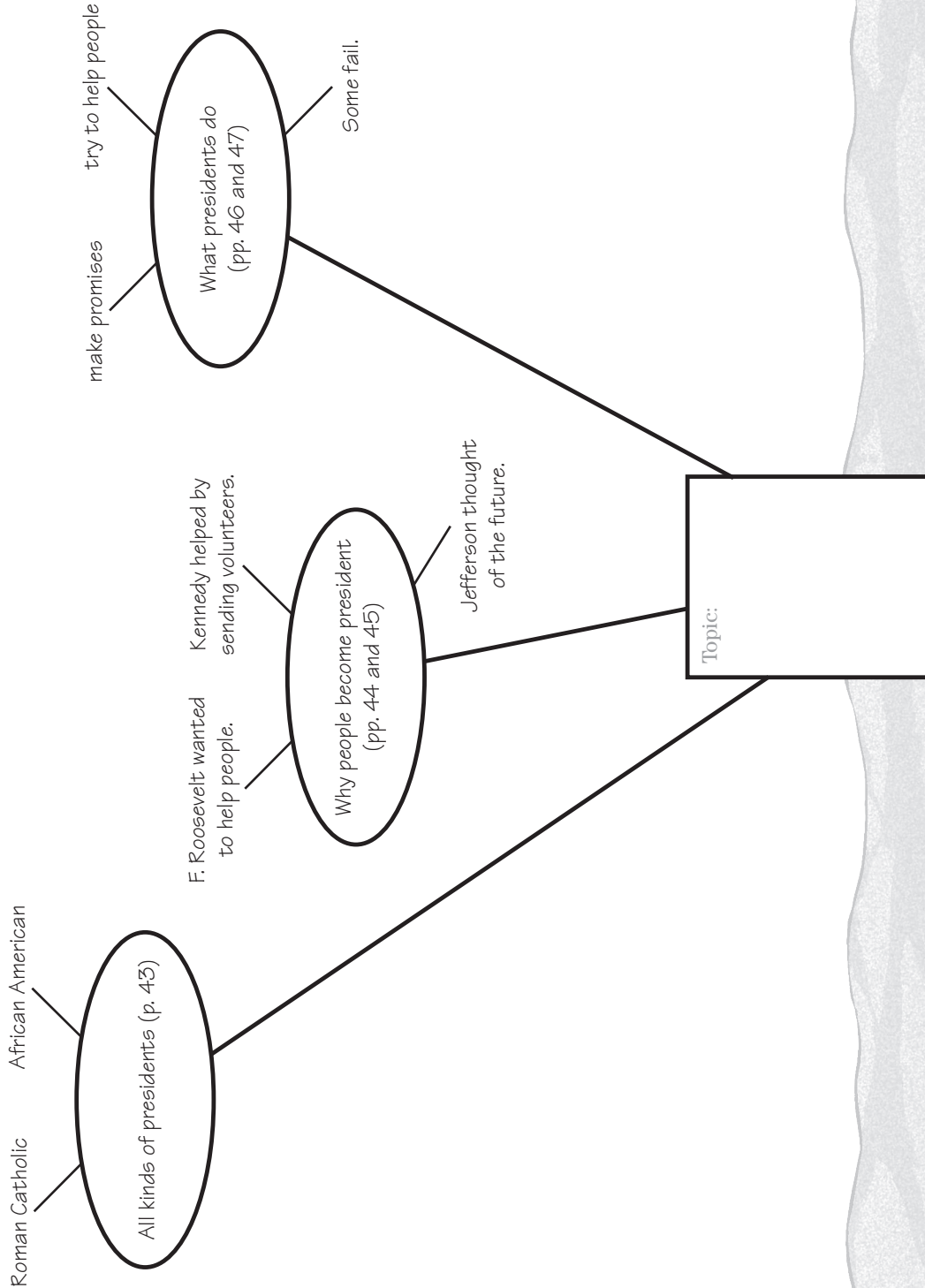
Idea Tree





Title: So You Want to Be President?, cont.

Idea Tree



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 / *So You Want to Be President?*

English Language Arts Standards: *Reading: Foundational Skills*

Phonics and Word Recognition

RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.

English Language Arts Standards: *Writing*

Text Types and Purposes

W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (*e.g., because, and, also*) to connect opinion and reasons, and provide a concluding statement or section.

