

The Llama Who Had No Pajama

Written by Mary Ann Hoberman
Sandpiper, 2006 ISBN 9780152055714

**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:
The Llama Who Had No Pajama***

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POETRY (6 DAY)

The Llama Who Had No Pajama

Written by Mary Ann Hoberman

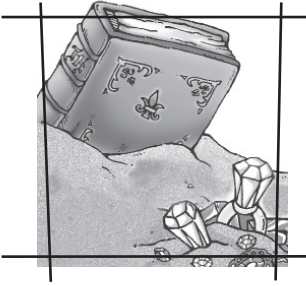
Summary

This collection of poems takes readers on a journey through nature, play, growing up, and observations of life. The poems are presented in a variety of formats and lengths.

Instructional Objectives

	Reading	Word Power	Writing
CYCLE 1	Figurative language (FL)	Antonyms	Write an acrostic poem.
	Students will identify how authors use figurative language in poems.	Students will identify antonyms to figure out word meanings from context.	Students will each write an acrostic poem about one of the seasons.

Teacher's Notes: Due to the nature of the text, a story map will not be used during this cycle.

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

Timing Goal: 40 minutes

Rate New Vocabulary Words

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

Success Review and Keeping Score **TP**

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

Team Cooperation Goal

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

Set the Stage

- Introduce the text, author, and reading objective.

This cycle we will read *The Llama Who Had No Pajama*, a book of poetry by Mary Ann Hoberman. As we read, we'll identify how the author uses figurative language to create images, or pictures in the mind. Good readers know that understanding figurative language is important to knowing what authors are trying to say in their poems.

- Point out the strategy target on the team score sheet.
- Point out that the text is a collection of poems, or have students explore the text to figure out that it is poetry. Review how poetry 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 poetry about common, every day topics might be different that informational writing or literature. Randomly select a few students to share.
 - Use **Think-Pair-Share** to have students discuss how poetry about common, every day topics might be different that informational writing or literature. Randomly select a few students to share.
 - Tell students that they will identify figurative language in poems as they read. Use **Think-Pair-Share** to have students discuss why they think authors of poems would want readers to create mind movies of their writing. Randomly select a few students to share.



Vocabulary TP

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



Word and Page Number	Identification Strategy	Definition	Sentence
misbehaves page 10	prefix + base word + ending: mis + behave + s	acts badly	Nico’s little brother <i>misbehaves</i> when he gets tired and throws his toys around the room.
strewn page 19	blend	scattered; spread around	Branches and leaves were <i>strewn</i> around the yard after the windy storms ended.

Word and Page Number	Identification Strategy	Definition	Sentence
procession page 23	chunk: pro-ces-sion	parade; a group moving in an orderly way	The <i>procession</i> of baby ducks followed their mother across the yard to the pond.
shrink page 41	blend	become smaller	A cube of ice will <i>shrink</i> the longer it sits outside of the freezer.
enlarge page 42	chunk: en-large	make bigger	“Can you <i>enlarge</i> the picture so that we can put it on a poster?” Kali asked.
nook page 43	blend	small space	Tory set up a <i>nook</i> in the corner of his room for reading and listening to music.
dozed page 43	base word + ending: doz(e) + ed	fell asleep	Grandpa <i>dozed</i> during the movie because we started it late in the evening.
strolled page 63	base word + ending: stroll + ed	walked	We <i>strolled</i> down the beach to watch the sunset while we were on vacation.

Using the Targeted Skill (Introduction and Definition)

- Introduce the skill and its importance in poetry.

This cycle we will read poems and identify how the author uses figurative language. Authors of poems often use figurative language to help readers make mind movies of what is being described in the poem. The authors may use metaphors to compare objects with other objects to help readers create mind movies. Figurative language helps make poems more creative and interesting for readers.

- Tell students that poems can take many forms.

Authors can write poems any way they want. Some poems rhyme and have a rhyme pattern, but others don't. There are some types of poems that have a certain number of lines or a certain rhythm. Some poems even make shapes. The poems you will read in *The Llama Who Had No Pajama* take a variety of forms.

- Display the following list of types of figurative language. Read the list and examples aloud, answering questions as they come up

Blackline master provided.

Types of Figurative Language

exaggeration: also called hyperbole (hy-per-beh-lee), making something seem bigger or more important

I have a million things on my to-do list.

imagery: using words that describe how something looks, sounds, smells, feels, or tastes.

The apple pie baking in the oven smelled sweet and comforting.

simile: comparing unlike things using the words like or as.

I sounded like a frog when I lost my voice.

The lamp was as bright as the sun.

metaphor: comparing unlike things without using the words like or as.

The sea waves were rolling hills of blue.

personification: making nonhuman things act like humans.

The front gate waved at me as I went through it on my way to school.

pun: a play on words using words that sound the same but mean different things.

Fruit flies like a banana.

understatement: making something seem unimportant or small

“the dog made a little mess,” Sasha said pointing to the room covered in feathers from a torn pillow.

- Display the following acrostic poem. Explain that an acrostic poem is a poem in which a word that is the subject of the poem is written down the page instead of across it. Read the poem aloud.

Blackline master provided.

Telephone

Talking and chatting

Everyday yakking

Little chickens clucking to each other.

Each ring of the machine

Puts everything on hold,

Hurrying to answer,

Only

No one is on the line.

Everyone is sad.



- Use a **Think Aloud** to model how to use the list to identify figurative language used in the poem “Telephone.”

Let me take a look at my list of types of figurative language to help me identify examples of figurative language used in the poem “Telephone.” I don’t see any words that appeal to my senses. I also don’t see any descriptions that make a telephone seem human. I see a comparison though. The third line reads, “Little chickens clucking to each other.” I think the author is comparing people talking on the telephone with chickens clucking. I don’t see the words *like* or *as*, so this isn’t a simile. This must be a metaphor.

- Tell students that they will refer to the Types of Figurative Language list as they read poems from *The Llama Who Had No Pajama*.

Listening Comprehension

- Point out that you will read poems from *The Llama Who Had No Pajama* for Listening Comprehension.
- Read “Let’s Dress Up” on page 30 aloud, stopping to ask questions, make points, or focus students’ attention as needed. Use a **Think Aloud** to model how to identify figurative language used in the poem.

Let’s see what kinds of figurative language I can identify in this poem. I don’t see anything that compares unlike objects or that makes nonhuman objects act human. But I do see language that appeals to my senses. In the first verse, the poet used words like *swishing* and *wispy* to describe the sound the dress-up skirts make and how the veils are thin and see-through. This helps me imagine what it sounds, feels, and looks like to try on dress-up clothes. I identified imagery in this poem.

- Remind students that they will use the Types of Figurative Language list to identify how the author uses figurative language as they read *The Llama Who Had No Pajama*.

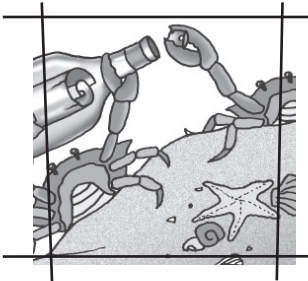
Preview Team Talk

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

Team Talk

1. In “Brother” on page 10, what happens when the speaker complains about his little brother to his father? |CE|
 - a. He agrees to find a new brother for him.
 - b. He tells the speaker that he is misbehaving himself.
 - c. He punishes him for teasing his little brother.
 - d. He tells him all brothers misbehave sometimes.
2. Does the speaker of “My Sister Saw a Dinosaur” on page 10 believe his sister? Why or why not? |CE|
3. How does the author use exaggeration, or hyperbole, in “Magic Hand” on page 34? (Write-On) |FL|
4. How do you think the speaker in “Comparisons” on page 35 feels about being the shortest and the youngest? Support your thinking. |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 before having students read and restate: **SR**
pages 10 (“Brother,” “My Sister Saw a Dinosaur”) and 34 (“Magic Hand”) aloud with partners.
page 35 (“Comparisons”) 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. In “Brother” on page 10, what happens when the speaker complains about his little brother to his father? |CE|
 - a. He agrees to find a new brother for him.
 - b. He tells the speaker that he is misbehaving himself.
 - c. He punishes him for teasing his little brother.
 - d. *He tells him all brothers misbehave sometimes.*
2. Does the speaker of “My Sister Saw a Dinosaur” on page 10 believe his sister? Why or why not? |CE|

100 points = *The speaker of “My Sister Saw a Dinosaur” on page 10 does not believe his sister. She says that she saw a dinosaur. He says that dinosaurs are dead. He does not think she could really have seen one.*

90 points = *The speaker of “My Sister Saw a Dinosaur” on page 10 does not believe his sister. He says that dinosaurs are dead. 80 points = He does not believe his sister because dinosaurs are dead.*
3. How does the author use exaggeration, or hyperbole, in “Magic Hand” on page 34? (Write-On) |FL|

100 points = *The author uses exaggeration in “Magic Hand” on page 34 by exaggerating what the speaker’s hand can do. The speaker says her hand can make houses, mountains, or hippopotomuses disappear. The speaker’s hand is not really magic. You have to be standing far enough away from an object to make it look like you covered it with your hand. 90 points = The author uses exaggeration in “Magic Hand” on page 34 by exaggerating what the speaker’s hand can do. The speaker’s hand is not really magic. 80 points = She exaggerates what the speaker’s hand can do.*
4. How do you think the speaker in “Comparisons” on page 35 feels about being the shortest and the youngest? Support your thinking. |DC|

100 points = *I think the speaker in “Comparisons” on page 35 does not mind being the shortest and the youngest. She says that if you turn around the comparison of tall, taller, tallest to short, shorter, shortest, then it is better for her. She is the most short and the most young. She thinks that makes her special. 90 points = I think the speaker in “Comparisons” on page 35 does not mind being the shortest and the youngest. She says that if you turn around the comparison of tall, taller, tallest to short, shorter, shortest, then it is better for her. 80 points = She does not mind being the shortest and the youngest because it is better for her when you turn the comparisons around*

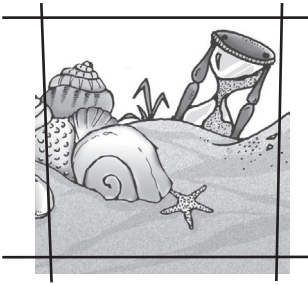
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson’s team cooperation goal.

Class Discussion TP

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



Strategy-Use Discussion	<ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team’s strategy use with the class. – Award team celebration points. 	
Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions. 	
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #cccccc; vertical-align: top; padding: 5px;">Team Talk Extenders</td> <td style="padding: 5px;"> <p>The speaker in “Brother” thinks his little brother is a bother. Have you ever felt that way about a brother or sister? Do you think your opinion changes if your sibling is older or younger?</p> <p>In “Comparisons,” the speaker compares her age with John and Betty. Why might it be important to celebrate the differences between people?</p> </td> </tr> </table>	Team Talk Extenders
Team Talk Extenders	<p>The speaker in “Brother” thinks his little brother is a bother. Have you ever felt that way about a brother or sister? Do you think your opinion changes if your sibling is older or younger?</p> <p>In “Comparisons,” the speaker compares her age with John and Betty. Why might it be important to celebrate the differences between people?</p>	
Write-On Discussion	<ul style="list-style-type: none"> – Use Random Reporter to ask one or two students to read their written answers to the class. If desired, display student answers on the board. – Award team celebration points. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it. 	



FLUENCY IN FIVE **TP**

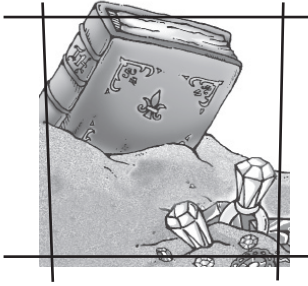
Timing Goal: 5 minutes

- Explain 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 35 (verse 1)

- 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.

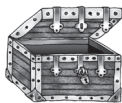
Set the Stage



- 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

- Have students work in teams to discuss the poems that they read. Use **Random Reporter** to review their ideas with the class. Model this if necessary.
- If appropriate, use **Think-Pair-Share** to have students make predictions about other poems from this collection that they might read. 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 text at this point in their reading. Allow volunteers to pose their questions to the class. Model these questions if necessary; an example follows.

How does the speaker of “Comparisons” feel about being the shortest and the youngest?

Listening Comprehension



- Read “Ducks” on page 17 and “Rabbit” on page 18 aloud, stopping to ask questions, make points, or focus students’ attention as needed. Use a **Think Aloud** to model how to identify figurative language used in the poem.

Let’s see what kinds of figurative language I can identify in these poems. I don’t see any examples of words that make me think of my senses or comparisons. But I do think I see some word play, or puns. In “Ducks,” the author says “All they do is Duck their bill,” in lines 5 and 6. Duck is the name of the animal, but the word *duck* also means to lower your head or body, so it describes how ducks find food in the water. In “Rabbit,” the author repeats the word *bit* throughout the poem. This word makes up the end of the word *rabbit* and the beginning of the word *bitter*, but it is also used to mean a small amount or to take a bite of something. The author makes puns in these poems.

- If necessary, point out to students that you did not say the poem “Rabbit” had personification even though the rabbit speaks like a human in the poem.

I did not say that the poem “Rabbit” had personification, or nonhuman things acting like humans. In the poem, the rabbit is like a human character. It talks and says it feels unwell. When you think about personification, look for examples of when the author imagines human actions onto an ordinary animal. For example, saying that the cat smiled happily after eating its dinner is personification, because a cat cannot actually smile, but we might imagine that the cat is happy after eating.

- Remind students that they will use the Types of Figurative Language list to identify how the author uses figurative language as they read *The Llama Who Had No Pajama*.

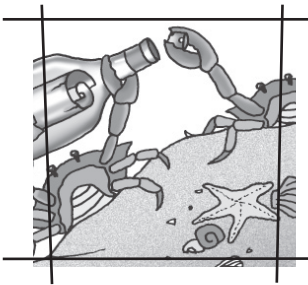
Preview Team Talk

- 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. How does the author give human characteristics to something not human, or use personification, in “Raccoon” on page 19? (Write-On) |FL|
2. In “Nuts to You” on page 19, what parts of the poem rhyme? What are the rhyming words? |LT|
3. What do you think the author’s purpose for writing the poem “Mouse” on pages 20 and 21? Support your thinking. |AP • DC|
4. In “How Many?” on pages 22 and 23, what happens to the dog that sees the skunks out walking? How do you know? |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 19 (“Raccoon,” “Nuts to You”) and 20 and 21 (“Mouse”)
aloud with partners.
pages 22 and 23 (“How Many?”) silently.
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

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

Team Talk

1. How does the author give human characteristics to something not human, or use personification, in “Raccoon” on page 19? (Write-On) |FL|

100 points = *The author gives human characteristics to something not human in “Raccoon” on page 19 by making the raccoon seem like a human thief or pirate. The speaker also says the raccoon has manners and is lucky he won’t go to jail. In the poem, the raccoon makes a mess from the speaker’s trash. I know that this is something raccoons do. The author compares the raccoon to humans that make a mess or steal things.* **90 points** = *The author gives human characteristics to something not human in “Raccoon” on page 19 by making the raccoon seem like a human thief or pirate. The raccoon makes a mess from the speaker’s trash. This is something raccoons do.* **80 points** = *They make the raccoon seem like a human thief or pirate after it makes a mess of the trash.*

2. In “Nuts to You” on page 19, what parts of the poem rhyme? What are the rhyming words? |LT|

100 points = *In “Nuts to You” on page 19, the last words in each line of the poem rhyme. The rhyming words are me, hickory, and pea.* **90 points** = *In “Nuts to You” on page 19, the last words in each line of the poem rhyme. Me, hickory, and pea rhyme.* **80 points** = *The last words in each line rhyme. Me, hickory, and pea.*

3. What do you think the author’s purpose for writing the poem “Mouse” on pages 20 and 21? Support your thinking. |AP • DC|

100 points = *I think the author’s purpose for writing the poem “Mouse” on pages 20 and 21 is to teach readers about mice. The poem asks a mouse questions about where it lives and what it does, eats, and fears. The mouse answers with information, like it lives in holes, nests, or hollow trees.* **90 points** = *I think the author’s purpose foru writing the poem “Mouse” on pages 20 and 21 is to teach readers about mice. The poem asks questions about where and what a mouse lives, does, eats, and fears.* **80 points** = *It teaches readers about mice.*

3. In “How Many?” on pages 22 and 23, what happens to the dog that sees the skunks out walking? How do you know? |DC|

100 points = *In “How Many” on pages 22 and 23, the dog that sees the skunks out walking gets sprayed by the skunks. I know because the last line of the poem is “ONE BIG SMELL!” All five skunks sprayed the dog. Skunks have a smelly spray to scare away enemies.* **90 points** = *In “How Many” on pages 22 and 23, the dog that sees the skunks out walking gets sprayed by the skunks. I know because the last line of the poem is “ONE BIG SMELL!”* **80 points** = *It gets sprayed by the skunks.*

- 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

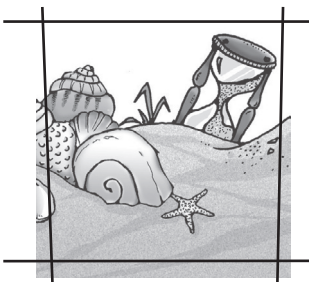
Raccoons are often compared to thieves. Why do you think this is? (If your students need help, refer them to the illustration of the raccoon on page 19.)

“Mouse” shares factual information about mice. Do you think poems are a good way to learn facts about something?

- 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.



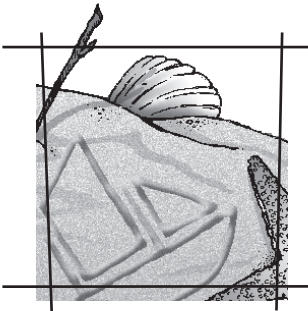
FLUENCY IN FIVE TP

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.

Page 19 (“Raccoon,” lines 1–9)

- 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. 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 *over* and *under*.



- Display the words *over* and *under*.
- Point out the words you have displayed. Use **Think-Pair-Share** to have students discuss what they notice about the two words. Randomly select a few students to share. *They are opposites.*
- Remind students that words that are opposites are called antonyms. Display the Word Treasure clue for antonyms (a compass rose). Point to the directions on the compass rose (north and south). Explain that north and south are opposites. Point to the directions east and west on the compass rose, and explain that they are opposites too.

Blackline master provided.



- Explain to students that sailors use the compass rose to tell what direction they are sailing. If they are sailing north and are supposed to sail south, they know that they need to sail in the opposite direction.
- Tell students that Captain Read More thinks that it is important to know antonyms because they help us define words and make connections among words.

- Display the graphic of the compass rose. Write “strolled” at the top of the compass rose.

strolled



- Point out that *strolled* is a word from this cycle’s vocabulary list. Use **Think-Pair-Share** to have students identify an antonym for the word *strolled*. Randomly select a few students to share. An *antonym* is ran. Write this word at the bottom of the compass rose.

strolled



ran

- Use **Think-Pair-Share** to have students identify the Word Treasure (skill). Randomly select a few students to share.
- Confirm, or model, by reading Captain Read More’s treasure note.

<h2 style="margin: 0;">Word Treasure</h2>	<p>Some words have opposites.</p> <p>If you come across a word that has an opposite, think about what each word means. This will help you have a better understanding of each word’s meaning.</p>
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- Tell students that Captain Read More found more words in the vocabulary list that have antonyms. Remind students to look for those words the next time they review their vocabulary with their partners.
- 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 one antonym.

Student Edition,
pages 2 and 3

Skill Practice

Write each word in your journal. Then write an antonym for each word.

1. rude *polite*
2. agree *argue*
3. smooth *rough*
4. erase *write*

Building Meaning

misbehaves	strewn	procession	shrink
enlarge	nook	dozed	strolled

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

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

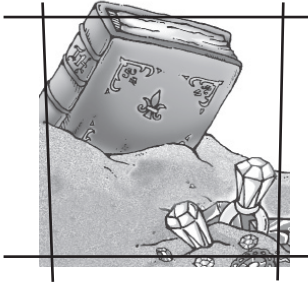
6. Choose the word that best fits in the blank.
Bruno dozed in his seat at the baseball game when it went into extra innings.



- 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.

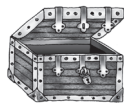
Set the Stage



- 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



- Have students work in teams to discuss the poems that they read. Use **Random Reporter** to review their ideas with the class. Model this if necessary.
- If appropriate, use **Think-Pair-Share** to have students make predictions about other poems from this collection that they might read. 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 text at this point in their reading. Allow volunteers to pose their questions to the class. Model these questions if necessary; an example follows.

How does the author make the raccoon seem human in the poem “Raccoon”?

Listening Comprehension



- Read “Waiters” on page 36 aloud, stopping to ask questions, make points, or focus students’ attention as needed. Use a **Think Aloud** to model how to identify figurative language used in the poem.

Let’s see what kind of figurative language I can identify in this poem. I don’t see any examples of personification, and I don’t see any words or descriptions that seem to compare things. I see a play on words, or pun, though. The poem is about a dad and his daughter eating at a restaurant. The daughter is waiting for the waiter to bring her water. Waiters are the people who bring you food when you eat out. But after waiting for so long, the daughter wonder who is really the “waiter,” as in, the one who is waiting. I just identified a pun in this poem.

- Remind students that they will use the Types of Figurative Language list to identify how the author uses figurative language as they read *The Llama Who Had No Pajama*.

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.

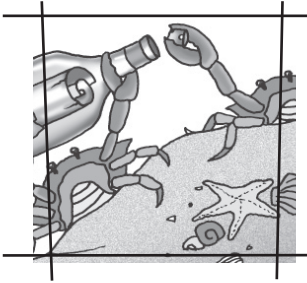
Student Edition, page 3

Team Talk

1. How does the author use rhyme in “How Far” on page 41? Does the poem have a rhyme pattern? Support your thinking. |LT|
2. What effect did a year passing have on the speaker in “A Year Later” on page 41? |CE|
 - a. They have to use a rubber tube to float.
 - b. They can enjoy swimming this summer.
 - c. They have to hang onto the side of the boat.
 - d. They can stay on the shore with everyone else

Team Talk *continued*

3. How does the author use exaggeration, or hyperbole, in “The Llama Who Had No Pajama” on pages 42 and 43? (Write-On) |FL|
4. How is the speaker in “Growing” on page 41 the same as the llama in “The Llama Who Had No Pajama”? |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**
 page 41 (“How Far,” “Growing,” and “A Year Later”) aloud with partners.
 pages 42 and 43 (“The Llama Who Had No Pajama”) silently.
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

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

Team Talk

1. How does the author use rhyme in “How Far” on page 41? Does the poem have a rhyme pattern? Support your thinking. |LT|

100 points = *The author uses rhyme in “How Far” by rhyming the words today, yesterday, and away. No, the poem does not have a rhyme pattern. The three rhyming words and other words do not make a pattern.*

90 points = *The author uses rhyme in “How Far” by rhyming the words today, yesterday, and away. It does not have a rhyme pattern.*

80 points = *The words today, yesterday, and away rhyme. There is no pattern.*

2. What effect did a year passing have on the speaker in “A Year Later” on page 41? |CE|

a. They have to use a rubber tube to float.

b. *They can enjoy swimming this summer.*

c. They have to hang onto the side of the boat.

d. They can stay on the shore with everyone else.

3. How does the author use exaggeration, or hyperbole, in “The Llama Who Had No Pajama” on pages 42 and 43? (Write-On) |FL|

100 points = *The author uses exaggeration in “The Llama Who Had No Pajama” on pages 42 and 43 when the llama is afraid that he cannot sleep without pajamas. The llama repeats, “And all will be sleeping but I” and says rest of the world will be wearing pajamas to bed. This is an exaggeration because he is a llama, and llamas and other animals do not wear pajamas to bed. He falls asleep easily without pajamas.*

90 points = *The author uses exaggeration in “The Llama Who Had No Pajama” on pages 42 and 43 when the llama is afraid that he cannot sleep without pajamas. Llamas and other animals do not wear pajamas and he falls asleep easily without pajamas.*

80 points = *The llama exaggerates that he cannot sleep without pajamas.*

4. How is the speaker in “Growing” on page 41 the same as the llama in “The Llama Who Had No Pajama”? |CC|

100 points = *The speaker in “Growing” on page 41 is the same as the llama in “The Llama Who Had No Pajama” because they are both growing too big for their clothes. The speaker in “Growing” is growing tall and says that their clothes are growing small. The llama learns that he has outgrown all of his pajamas.*

90 points = *The speaker in “Growing” on page 41 is the same as the llama in “The Llama Who Had No Pajama” because they are both growing too big for their clothes.*

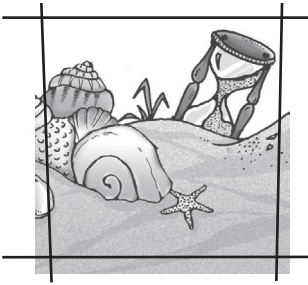
80 points = *They are both growing too big for their clothes.*

- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson’s team cooperation goal.

Class Discussion TP



<p>Strategy-Use Discussion</p>	<ul style="list-style-type: none"> - Use Random Reporter to select two or three students to describe their team’s strategy use with the class. - Award team celebration points. 		
<p>Think-and-Connect Discussion</p>	<ul style="list-style-type: none"> - Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. - Allow students time to discuss your questions. - Use Random Reporter to select students to respond to your questions. <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #cccccc; padding: 5px; vertical-align: top;"> <p>Team Talk Extenders</p> </td> <td style="padding: 5px;"> <p>How do you feel when you grow out of your clothes? Are there clothes that you wish still fit you?</p> <p>What are things that you can do this year that you couldn’t do a year ago? What do you think you’ll be able to do next year?</p> </td> </tr> </table>	<p>Team Talk Extenders</p>	<p>How do you feel when you grow out of your clothes? Are there clothes that you wish still fit you?</p> <p>What are things that you can do this year that you couldn’t do a year ago? What do you think you’ll be able to do next year?</p>
<p>Team Talk Extenders</p>	<p>How do you feel when you grow out of your clothes? Are there clothes that you wish still fit you?</p> <p>What are things that you can do this year that you couldn’t do a year ago? What do you think you’ll be able to do next year?</p>		
<p>Write-On Discussion</p>	<ul style="list-style-type: none"> - Award team celebration points. - Use Random Reporter to ask one or two students to read their written answers to the class. If desired, display student answers on the board. - Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it. 		



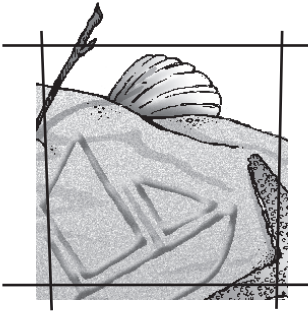
FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes

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

Page 19 (“Raccoon,” lines 1–9) or 42 (lines 1–12)

- 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. Have partners share their feedback using the Fluency rubric. Have partners switch roles, and repeat the process.
- Assign individual fluency goals as needed, monitor practice, and assign scores.
- Select two or three students to read the fluency section that they practiced for a score.
- Award team celebration points. Remember to add individual scores to the teacher cycle record form.



WORD POWER **TP**

Timing Goal: 10 minutes

tps

- Pretend to take a message from Captain Read More out of the bottle. Use the message to remind students of the Word Power skill (antonyms) and the Word Treasure clue that Captain Read More uses for antonyms (the compass rose).
- Display the graphic of the compass rose, and write “shrink” at the top. Point out that this is a word from this cycle’s vocabulary list. Use **Think-Pair-Share** to have students identify an opposite, or antonym, for *shrink*. Point out that another word from their vocabulary list is an antonym for *shrink*. Randomly select a few students to share. An *antonym* is enlarge. Write the answer at the bottom of the compass when students respond.

shrink



enlarge

- Repeat the activity with the words *misbehaves* and *dozed*.
- 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.

Teacher’s Note: In this lesson, the group 1 and group 2 word lists are used to review previously taught Word Power skills and high-frequency words, not to practice the current Word Power skill.

- Practice reading the words, one group at a time, with students. Read the words at different speeds. Repeat two or three times.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Tell students they will also practice reading the word lists with their teams.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition,
pages 3 and 4

Skill Practice

Write each word in your journal. Then write an antonym for each word.

1. hole *hill*
2. shady *sunny*
3. frown *smile*
4. thick *thin*

Building Meaning

misbehaves	strewn	procession	shrink
enlarge	nook	dozed	strolled

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. Woodpeckers enlarge holes made by insects in trees by hammering the wood with their strong beaks. *Enlarge* means—
 - a. close up.
 - b. make smaller.
 - c. *make bigger.*
 - d. open up.

Practice Lists

Group 1

sliding	tickling	roaming
darting	welcoming	holding
drawing	dashing	landing

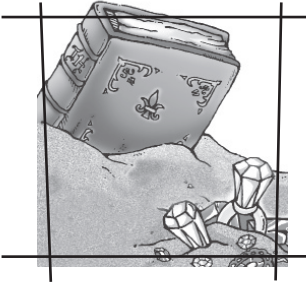
Group 2

drawing	darting	try
roaming	right	tickling
soon	could	holding



- 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

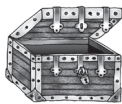
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

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

- Have students work in teams to discuss the poems that they read. Use **Random Reporter** to review their ideas with the class. Model this if necessary.
- If appropriate, use **Think-Pair-Share** to have students make predictions about other poems from this collection that they might read. 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 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 could the speaker in “A Year Later” do this summer that they could not do last summer?

Listening Comprehension



- Read “B” on page 49 aloud, stopping to ask questions, make points, or focus students’ attention as needed. Use a **Think Aloud** to model how to identify figurative language used in the poem.

Let’s see what kinds of figurative language I can identify in this poem. In “B” on page 49, I see puns. Remember, puns are a play on words, using words that sound alike but meaning different things. First, the author uses the letter *b* to mean the word *bee*, for the insect. Then the author uses the words *bred* and *bread*. These words sound alike, but they mean different things. *Bred* means raised on or fed and *bread* is the food you eat. When the poem is read aloud, it’s almost a tongue twister.



- Read “Sloth” on page 60 aloud, stopping to ask questions, make points, or focus students’ attention as needed. Use **Think-Pair-Share** to have students identify other types of figurative language are used in this poem. Remind students to look at the list of types of figurative language if they need help. Randomly select a few students to share. *The author compares a tree to a trapeze.*
- Remind students that they will use the Types of Figurative Language list to identify how the author uses figurative language as they read *The Llama Who Had No Pajama*.

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.

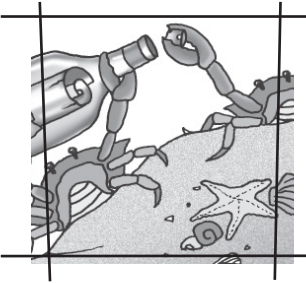
Student Edition, page 5

Team Talk

1. How does the author make puns, or plays on words, in the poem “Ocelot” on page 63? Support your thinking. |FL|
2. Sometimes authors repeat the beginning sounds of words in poems. This is called alliteration. How does the author do this in “Gazelle” on page 63? |LT|

Team Talk *continued*

3. Which of the following are sound words that appear in poems on page 63? |LT|
 - a. hot and gaze
 - b. roar and grr
 - c. few and passes
 - d. spotted and striped
4. How does the author use a simile in “Advice” on page 64? (Write-On) |FL|



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 63 (“Bear,” “Ocelot,” “Tiger,” and “Gazelle”) aloud with partners.
page 64 (“Advice”) silently.
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion TP

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

Team Talk

1. How does the author make puns, or plays on words, in the poem “Ocelot” on page 63? Support your thinking. |FL|

100 points = *The author makes puns in the poem “Ocelot” by making up words that sound like the word ocelot. The author makes up a word like knowsalot to say that the ocelot “knows a lot.” The author also makes up the words growsalot, snowsalot, and goesalot. 90 points* = *The author makes puns in the poem “Ocelot” by making up words that sound like the word ocelot. The author makes up a words like knowsalot, growsalot, snowsalot, and goesalot. 80 points* = *She makes up words that sound like the word ocelot.*

2. Sometimes authors repeat the beginning sounds of words in poems. This is called alliteration. How does the author do this in “Gazelle” on page 63? |LT|

100 points = *The author repeats beginning sounds in the poem “Gazelle” by using words that begin with g. The poem uses the words gaze, graceful, gazelle, grazes, green, growing, grasses, and gracefully. Most of the words in the poem begin with g. 90 points* = *The author repeats beginning sounds in the poem “Gazelle” by using words that begin with g. Gaze, graceful, gazelle, grazes, green, growing, grasses, and gracefully are most of the words. 80 points* = *She uses words that begin with g.*

3. Which of the following are sound words that appear in poems on page 63? |LT|
 - a. hot and gaze
 - b. roar and grr
 - c. few and passes
 - d. spotted and striped

4. How does the author use a simile in “Advice” on page 64? (Write-On) |FL|

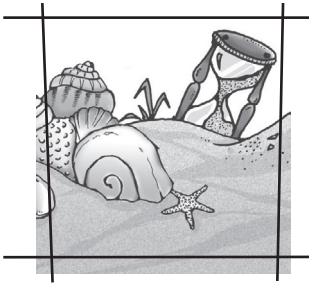
100 points = *The author uses a simile in “Advice” to compare a rolled up armadillo to a pillow. The author warns that even though the armadillo looks like a pillow, it does not make a good one because of its armor and its temper. The author uses the word like to compare things. 90 points* = *The author uses a simile in “Advice” to compare a rolled up armadillo to a pillow. The word like compares things. 80 points* = *She compares a rolled up armadillo to a pillow with the word like.*

- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson’s team cooperation goal.

Class Discussion TP



Strategy-Use Discussion	<ul style="list-style-type: none"> - Use Random Reporter to select two or three students to describe their team’s strategy use with the class. - Award team celebration points. 	
Think-and-Connect Discussion	<ul style="list-style-type: none"> - Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. - Allow students time to discuss your questions. - Use Random Reporter to select students to respond to your questions. 	
	Team Talk Extenders	<p>What do the poems you read today all have in common?</p> <p>What animal would you like to write a poem about?</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. 	



FLUENCY IN FIVE **TP**

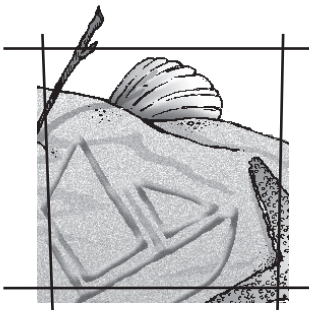
Timing Goal: 5 minutes

- 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 19 (“Raccoon,” lines 1–9), 42 (lines 1–12), or 64 (lines 1–16)

- 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. 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 (antonyms) and the Word Treasure clue that Captain Read More uses for antonyms (compass rose).
- Use **Think-Pair-Share** to have students discuss why Captain Read More wants them to learn antonyms. *Knowing antonyms, or opposites, helps us understand the relationships among words. Understanding the meaning of a word’s opposite helps us understand the word more easily.*

Preparation: Display the Word Power Challenge.

- Direct students' attention to the Word Power Challenge. Tell them that they will work in teams to identify an antonym for each of the underlined words and then discuss how use of the antonyms changes the meaning of the sentences. Remind students that they may find more than one antonym for a word.

Word Power Challenge

- The tool was useless for helping us fix the broken pipe.
- My cat jumped heavily into my lap while I sat in the chair.



- Use **Random Reporter** to select students to share. Useless: *useful*; heavily: *lightly*.
- 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 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 each word in your journal. Then write an antonym for each word.

- fresh *old*
- muddy *clean*
- half *whole*
- sharp *dull*

Building Meaning

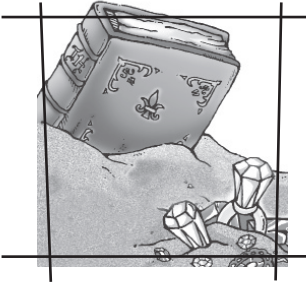
misbehaves	strewn	procession	shrink
enlarge	nook	dozed	strolled

- 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.
- Choose the word that best fits in the blank.
 Whenever Damian *misbehaves* at home, he has to apologize and sit quietly to think about his actions.

On My Own		
soon	could	welcoming
dashing	tickling	try
right	sliding	landing

- 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 their reading on days 1 through 4. Use **Random Reporter** to review their ideas with the class.
- Introduce the section of the text that students will read for their test. Tell what it is about, but do not give additional information or details.



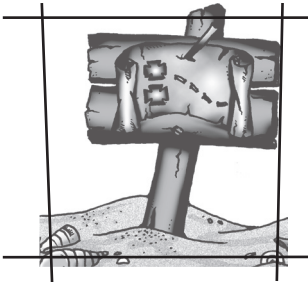
In yesterday's reading, we read poems about animals. Today we will read poems about time and winter.

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

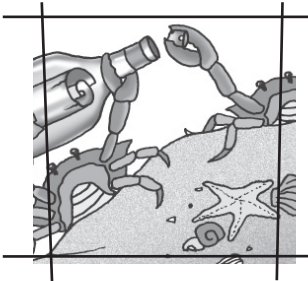
- Distribute the test, and preview it with students without providing information about the answers. Point out that questions #1 and #5 ask about figurative language.
- Ask students to underline key words or phrases in question #5.
- Make sure that students understand that the test is independent work and that they should continue to use their strategies with sticky notes as they read without their partners' assistance.
- 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.

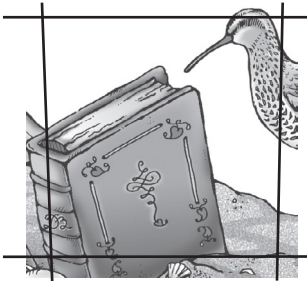
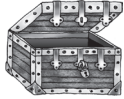
Team Discussion **TP**

- 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.



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.
- 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.

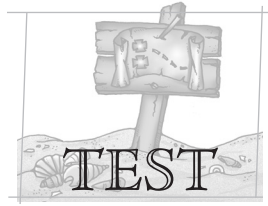


BOOK CLUB

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 24 (“Time,” “It’s Dark Out”) and 25 (“Snow,” “Ice-Skating”) of *The Llama Who Had No Pajama*, and answer the following questions. The total score for comprehension questions equals 100 points.

20 points

1. In “Magic Hand” on page 34, what does the author use exaggeration, or hyperbole, to describe? |FL|

20 points = In “Magic Hand,” the author uses exaggeration to describe the speaker’s hand. She says that her hand can make houses, mountains, or hippopotamuses disappear. These are big objects. Her hand can only make them disappear when they are far away. Her hand is not really magic.

15 points = In “Magic Hand,” the author uses exaggeration to describe the speaker’s hand. She says that her hand can make houses, mountains, or hippopotamuses disappear. She can only do it when objects are far away.

10 points = She uses exaggeration to say the speaker’s hand can make big objects disappear. Only if they are far away.

20 points

2. The words *hickory* and *pea* in “Nuts to You” on page 19 are examples of— |LT|
- rhyming words*
 - metaphor
 - sound words
 - simile

10 points

3. How did a year in time passing affect the speaker in “A Year Later” on page 41?

20 points = A year in time passing affected the speaker in “A Year Later” because it meant that they could enjoy swimming in the summer. Last year, the speaker could not swim. They had to use a rubber tube to float, hold onto the boat, or sit on the shore. Now they know how to swim. **15 points** = A year in time passing affected the speaker in “A Year Later” because it meant that they could enjoy swimming in the summer. Last year, the speaker could not swim. **10 points** = They could go swimming

20 points

4. Which of the following best describes the mood, or feeling, of “Time” on page 24? |MD|
- angry
 - frightening
 - peaceful
 - nervous

20 points

5. In “It’s Dark Out” on page 24, what does the author have the sun do that makes it act like a human (personification)? |FL|

20 points = *The author makes the sun act like a human in “It’s Dark Out” when she says the sun goes to bed. The poem is about how it gets dark outside early in winter. The sun does not really go to bed like a person when it is dark. It sets as the Earth turns. 15 points* = *The author makes the sun act like a human in “It’s Dark Out” when she says the sun goes to bed. The sun does not really go to bed like a person when it sets. 10 points* = *The author says the sun goes to bed. It does not really go to bed, it sets.*

10 points

6. Do you think the speakers in “Snow” and “Ice-Skating” on page 25 feel the same way about winter weather? Why or why not? |CC • DC|

20 points = *I do not think that the speakers in “Snow” and “Ice-Skating” feel the same way about winter weather. I think the speaker in “Snow” does not like winter and the speaker in “Ice-Skating” does like winter. The speaker in “Snow” says there is snow on the sandbox, slide, and bike. I don’t think they can play with these things in the snow. The speaker in “Ice-Skating” enjoys ice skating even though they are not good at it. 15 points* = *I do not think that the speakers in “Snow” and “Ice-Skating” feel the same way about winter weather. The speaker in “Snow” does not like winter and the speaker in “Ice-Skating” does. The speaker in “Snow” can’t play with their sandbox in the snow. The speaker in “Ice-Skating” enjoys ice skating. 10 points* = *They do not feel the same way about winter weather. The speaker in “Snow” does not like winter and the speaker in “Ice-Skating” does.*

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 write an antonym for each word.

5 points

1. fake *real*

5 points

2. ahead *behind*

5 points

3. guess *know*

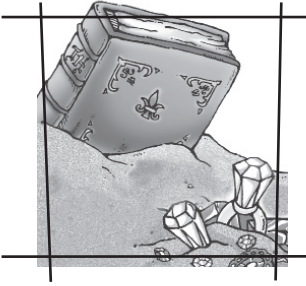
5 points

4. rapid *slow*

Building Meaning

misbehaves	strewn	procession	shrink
enlarge	nook	dozed	strolled

- 10 points** 5. Write a meaningful sentence for the word *shrink*.
10 points = *The sweater was too large for Kaila, so she tried to shrink it in the wash and make it fit better.* **5 points** = *The sweater was too large for Kaila, so she tried to shrink it in the wash.* **1 point** = *Kaila tried to shrink a sweater in the wash.*
- 10 points** 6. On the hot day, the family strolled down the street to the snowcone stand for a treat.
- 10 points** 7. The cat found a comfortable nook to sit in where she could see everything happening in the house. *Nook* means—
 a. tall tree.
 b. *small space*.
 c. large room.
 d. underground.
- 10 points** 8. Rami followed the procession of tiny ants until he found the piece of food they were attracted to on the kitchen counter.
- 10 points** 9. Janelle wanted to stay up until midnight on New Year’s Eve, but she dozed off and missed the countdown. *Dozed* means— (10 points)
 a. *fell asleep*.
 b. snored loudly.
 c. rolled over.
 d. woke up.
- 10 points** 10. A magnifying glass will enlarge the objects or words you hold it over so that you can see them better.
- 10 points** 11. Marshawn’s clothes were strewn around the room as he looked for his favorite shirt in the laundry. *Strewn* means— (10 points)
 a. folded.
 b. stacked.
 c. *scattered*.
 d. organized.
- 10 points** 12. Keesha never misbehaves when her grandparents are visiting because she knows it will spoil their visit and make them unhappy.



DAY 6

ACTIVE INSTRUCTION

Timing Goal: 25 minutes

Set the Stage

- Introduce the writing goal.

Today you will write an acrostic poem about the seasons. You read a few poems about winter the other day. Now you will write your own poem about one of the seasons.

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

- Remind students of the format of acrostic poems.

Remember that we looked at an acrostic poem before reading our book this cycle. Acrostic poems are about simple subjects. In an acrostic poem, you write the letters of a word down the page. Then each letter begins a line of the poem. The poem usually describes the word that is written down the page.



- Use **Team Huddle** to have students discuss whether they think acrostic poems are easy to write. What might make them difficult? Use **Random Reporter** to select students to share.
- Display the following acrostic poem for students. Read the poem aloud.

Blackline master provided.

Mountains

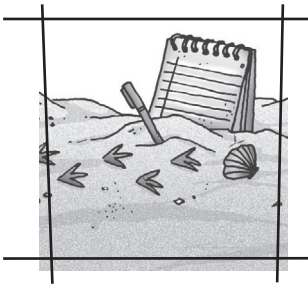
Mighty and tall,
 Out of the land they rise
 Until they touch the clouds.
 Natural and free,
 Take a hike,
 And explore their beauty.
 Indoor lovers
 Nervous of adventure
 Should shed their fears of the wild.

- Point out the format of an acrostic poem.

Remember that we discussed and found examples of figurative language in *The Llama Who Had No Pajama*. We identified hyperbole, imagery, similes, metaphors, personification, puns, and understatements. Do you see any figurative language in “Mountains”? Wait for students’ responses. Good. There is imagery in this poem. The first few lines of the poem describe how the mountains look. They rise up, they touch the clouds, and they’re mighty and tall. You will use figurative language when you write your acrostic poems about the seasons today.



- Tell students that they will begin planning their acrostic poems about the seasons.



ADVENTURES IN WRITING

Timing Goal: 65 minutes

Planning

- Introduce the activity.

Remember that today you will write an acrostic poem about a season using figurative language.



- 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

Many of the poems in *The Llama Who Had No Pajama* were about nature and the seasons. How would you describe the seasons in an acrostic poem? Choose one of the seasons—spring, summer, autumn, or winter—and write an acrostic poem about it. The poem should describe the season. In your poem, use at least one example of figurative language: simile, metaphor, personification, or imagery. Write your poem in the proper format for acrostic poems.

Scoring Guide	
You wrote an acrostic poem about one of the seasons: spring, summer, autumn, or winter.	15 points
Your poem describes the season.	45 points
You use at least one example of figurative language: simile, metaphor, personification, or imagery.	20 points
Your acrostic poem is in the proper format.	20 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 an acrostic organizer. This will help us put our thoughts in the right order as we write our acrostic poems.

- 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.

Teacher’s Note: If necessary, remind students that they will be using the word *autumn* instead of *fall* in their poems.

- 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

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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.
- Tell students to think about the kind of figurative language that they want to use in their poems.

Remember that you will need to include an example of simile, metaphor, personification, or imagery in your poem. Think about your season carefully. What kinds of things can you compare the season with? How would you describe the season so a reader makes a good mind movie about how it smells, looks, tastes, feels, or sounds? Can you make the season act like a human in some way?

- 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**
- 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.
- Remind students about capital letters in their poems.

Remember that each line of your poem will begin with a capital letter, even if the line is not a complete sentence. Don't forget to capitalize any other words that should be capitalized in your poems either. Remember that proper names of people and places are capitalized. If you use the word *I* in your poem, it should be capitalized too.

- If helpful, have students copy the checklist into 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?

Types of Figurative Language

exaggeration: also called hyperbole (hy-per-beh-lee), making something seem bigger or more important

I have a million things on my to-do list.

imagery: using words that describe how something looks, sounds, smells, feels, or tastes.

The apple pie baking in the oven smelled sweet and comforting.

simile: comparing unlike things using the words like or as.

I sounded like a frog when I lost my voice.

The lamp was as bright as the sun.

metaphor: comparing unlike things without using the words like or as.

The sea waves were rolling hills of blue.

personification: making nonhuman things act like humans.

The front gate waved at me as I went through it on my way to school.

pun: a play on words using words that sound the same but mean different things.

Fruit flies like a banana.

understatement: making something seem unimportant or small
“the dog made a little mess,” Sasha said pointing to the room covered in feathers from a torn pillow.

Telephone

Talking and chatting

Everyday yakking

Little chickens clucking to each other.

Each ring of the machine

Puts everything on hold,

Hurrying to answer,

Only

No one is on the line.

Everyone is sad.



Mountains

Mighty and tall,

Out of the land they rise

Until they touch the clouds.

Natural and free,

Take a hike,

And explore their beauty.

Indoor lovers

Nervous of adventure

Should shed their fears of the wild.

College and Career Readiness Standards

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

LEVEL 2 / <i>The Llama Who Had No Pajama</i>
<p>English Language Arts Standards: <i>Reading: Literature</i></p> <p>Craft and Structure Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p>
<p>English Language Arts Standards: <i>Language</i></p> <p>Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Vocabulary Acquisition and Use Demonstrate understanding of word relationships and nuances in word meanings.</p>