

The Egyptian Cinderella

Written by Shirley Climo

HarperCollins Publishers, 1989 ISBN 0-06-443279-3

**Reading
Wings** 4th
Edition

TARGETED **Treasure Hunt**

Listening Comprehension Text

Cinderella

Retold by Barbara Karlin

Puffin®, reissued 2001

ISBN 0-14-230048-9

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 Egyptian Cinderella

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LITERATURE (6 DAY)

The Egyptian Cinderella

Written by Shirley Climo

Listening Comprehension Text**Cinderella**

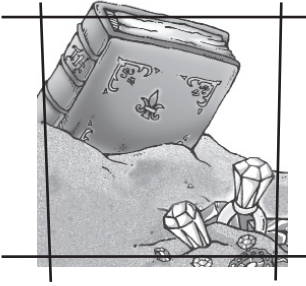
Retold by Barbara Karlin

Summary

In this adaptation of *Cinderella*, Rhodopis is a slave from Greece who lives in the far-off land of Egypt. Egyptian servants treat her as an outcast. When her master bestows the gift of beautiful rose-red slippers upon her, the servant girls become jealous and spiteful. Rhodopis is left behind while the servant girls attend a party thrown by the Pharaoh. When a magical falcon swoops down and takes one of Rhodopis's red shoes, she is even more heartbroken. Little does she know that the falcon drops the shoe in the Pharaoh's lap, and the Pharaoh takes this as a sign that only his future queen could be the owner of such a shoe.

Instructional Objectives

	Reading	Word Power	Writing
	Cause and effect (CE)	Base word and ending	Write a fairy tale.
CYCLE 1	Students will find causes and effects in the story.	Students will break words into base words and endings and use the ending <i>-ed</i> to help them read difficult words.	Students will write fairy tales using the elements of story structure and fairy tales discussed during the week.

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

Timing Goal: 40 minutes

Rate New Vocabulary Words

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

Success Review and Keeping Score **TP**

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

Team Cooperation Goal

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

Set the Stage

- Introduce the story, author, and reading objective.

This cycle we will read *The Egyptian Cinderella* by Shirley Climo. As we read, we'll identify causes and effects in the story. Good readers find causes and effects to help them better understand what happens in a story and why.

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

- Point out that the story is literature, or have students explore the story to figure out that it is literature. Review how literature differs from informational text.
- Use the items below to build or activate background knowledge about the story.
 - Tell students that this cycle, they will be reading two versions of the Cinderella story. Have students preview pages 1–5 of *The Egyptian Cinderella*. Use **Think-Pair-Share** to have students make predictions about how this story will be similar to and different from the classic tale *Cinderella*. Randomly select a few students to share.
 - Use **Team Huddle** to have students discuss why different cultures might have their own versions of the same classic story.
 - Use **Random Reporter** to select students to share.



Vocabulary TP

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



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

Word and Page Number	Identification Strategy	Definition	Sentence
doze page 5	blend	sleep lightly	The sleepy baby began to <i>doze</i> in his crib after he had dinner.
seldom page 5	chunk: sel-dom	not often, rarely	Jennifer was surprised that Jill wasn't at the soccer tournament since she <i>seldom</i> missed a game.
coaxed page 7	base word + ending: coax + ed	urged, encouraged	Emily <i>coaxed</i> her dog to come inside by offering the dog a treat.

Word and Page Number	Identification Strategy	Definition	Sentence
nimble page 7	chunk: nim-ble	quick and skillful	The cat was so <i>nimble</i> that it could jump from the couch to the top of the tall cabinet with very little effort.
declared page 7	base word + ending: declar(e) + ed	stated, announced	Once he was sure he could handle the job, Juan officially <i>declared</i> that he would run for class president.
dull page 11	blend	boring, uninteresting	Mark was disappointed when the movie that he was so excited to see turned out to be <i>dull</i> .
dismissed page 19	base word + ending: dismiss + ed	excused	The principal <i>dismissed</i> the students after the assembly so they could return to class.
deserted page 21	base word + ending: desert + ed	empty, abandoned	The room was <i>deserted</i> after the party was over and everyone had left.

Using the Targeted Skill (Introduction and Definition)

- Introduce the skill, identifying cause-and-effect relationships, by reviewing cause and effect with students.
- Display the following definitions, and read them aloud to students.

A cause is the reason why something happens.

An effect is what happens.

- Use **Think-Pair-Share** to ask students to imagine spending time outside on a hot, sunny day. Ask students to think about how the sun makes them feel. Randomly select a few students to share.
- Share the following situation with students. Use a **Think Aloud** to model identifying a cause-and-effect relationship from the situation.



Carla likes to be outside on hot days. This summer, she went to the beach. She forgot to apply sunscreen though, and she got sunburned. I just shared a cause-and-effect relationship with you. I told you about something that happened and why it happened. When something happens because of something else, that is an effect. What happened to Carla? She

got sunburned. So I know that getting sunburned is the effect. But what caused Carla to get sunburned? She forgot to apply her sunscreen. Carla got sunburned because she forgot to apply her sunscreen.

- Tell students that we often find cause-and-effect relationships like this when we read.
- Display a cause-and-effect T-chart. Tell students that they can use a T-chart to help them organize the causes and effects they find as they read.

When we find causes and effects, we can use a T-chart to help us record them. When we write information on a T-chart, we can remember which piece of information is the cause and which is the effect. T-charts help us clearly see cause-and-effect relationships.

- Model completing the T-chart with the information from the earlier example.

Let's practice completing this T-chart with a cause and effect. Think back to the story I shared with you about Carla. Carla forgot to apply her sunscreen. That was the cause, so we can add it to the Cause side of the T-chart. What happened? She got sunburned. That was the effect, so we can add that to the Effect side of the T-chart. When we look at the T-chart, we can clearly see the relationship between these two things.

- Explain to students that as they continue reading this cycle, they will find causes and effects, or results, in the story, and they will practice adding them to a T-chart.

Listening Comprehension

- Introduce the Listening Comprehension text, *Cinderella*, by telling students that this cycle they will read two versions of a classic story.
- Remind students to listen for cause-and-effect relationships in the story.
- Read pages 3–6 of *Cinderella* aloud. Use a **Think Aloud** to identify what happened when Cinderella's father remarried.

We just read about a beautiful girl and her father. In the beginning, their life is sweet. I think that means they are very happy. We also read that the girl's father remarries. I know that means that he has a new wife. The story said that when the new wife and her two daughters move in, they make the girl do all the housework. The girl is run ragged. That means that she is worn out.

We read that life changed for the girl when the woman and her daughters move in. Something happens. That means there is a cause-and-effect relationship in this story.

- Display a T-chart. Use a **Think Aloud** to model identifying the cause-and-effect relationship and completing the T-chart.

What happens first? Let me think. Right. The girl’s father remarries a mean woman. That’s why the girl has to do housework, so that must be the cause. I will write it in the Cause side of the T-chart. Model adding the cause on the T-chart. **Now that I know the cause, I want to know the effect. So what happens because the father’s new wife is mean? Let me reread the story and see.** Model rereading the story. **That’s right. The woman and her daughters make the girl do all the work. They make her wash, iron, cook, and more! The girl has to do the work because her father’s new wife makes her, so I know that this is the effect. I will write this in the Effect side of the T-chart.** Model adding the effect on the T-chart. **The girl has to do all the work because her father’s new wife is mean. I just found a cause-and-effect relationship.**

- Read page 7 aloud, pausing to make points, ask questions, or focus students’ attention as necessary.

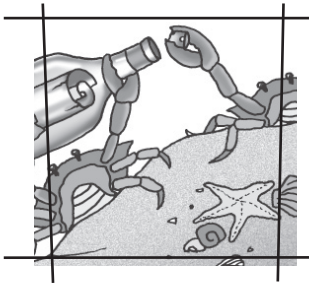
Preview Team Talk

- 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. Tell students that they will need to draw a T-chart in their journals to help them answer this question.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students’ reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page 2

Team Talk
<p>1. What happens after Rhodopis is taken from her home? SQ </p> <ol style="list-style-type: none"> She is returned to her parents. She is taken to Greece. She is sold as a slave. She is adopted by pirates. <p>2. How is Rhodopis different from the Egyptian servant girls? CC </p> <p>3. Rhodopis got her name because of— CE </p> <ol style="list-style-type: none"> her red hair. her red cheeks. her blonde hair. her green eyes. <p>What does <i>Rhodopis</i> mean in Greek?</p> <p>4. Record a cause-and-effect relationship from the text on your T-chart. (Write-On) CE </p>

- Randomly assign team leaders.



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**
page 2 aloud with partners.
pages 3–5 silently.
- If some partners finish reading ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion **TP**

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

Team Talk

1. What happens **after** Rhodopis is taken from her home? |SQ|
 - a. She is returned to her parents.
 - b. She is taken to Greece.
 - c. *She is sold as a slave.*
 - d. She is adopted by pirates.

2. How is Rhodopis different from the Egyptian servant girls? |CC|

100 points = *Rhodopis is different from the Egyptian servant girls because she has green eyes and light skin and hair. The Egyptian girls have brown eyes and dark skin and hair.* **90 points** = *Rhodopis is different from the Egyptian girls because she has light skin and hair. They have dark skin and hair.* **80 points** = *She has light skin and hair.*

Team Talk *continued*

3. Rhodopis got her name because of— |CE|
- a. her red hair.
 - b. *her red cheeks.*
 - c. her blonde hair.
 - d. her green eyes.

What does *Rhodopis* mean in Greek?

100 points = *Rhodopis means “rosy-cheeked” in Greek.*

90 points = *Rhodopis means “rosy-cheeked.”* **80 points** = *It means “rosy-cheeked.”*

4. Record a cause-and-effect relationship from the text on your T-chart.
(Write-On) |CE|

Cause	Effect
Rhodopis looks different than the Egyptian servants.	<p>100 points = <i>The Egyptian servants tease Rhodopis.</i></p> <p>90 points = <i>They tease Rhodopis.</i></p> <p>80 points = <i>They tease her.</i></p>

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

Class Discussion **TP**

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

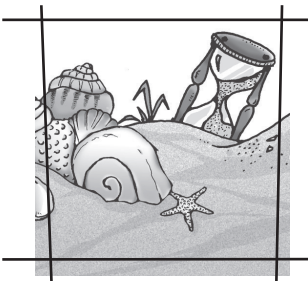


Strategy-Use Discussion

- 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>Have you ever been teased? How do you think Rhodopis feels when the Egyptian girls tease her?</p> <p>How do you think Rhodopis's life would have been different if she had not been stolen by pirates and sold as a slave?</p> <p>Rhodopis feels out of place among the Egyptian girls. Have you ever felt out of place? Explain.</p>
		<ul style="list-style-type: none"> - Award team celebration points.

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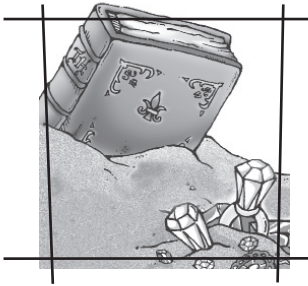
FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes

- Explain 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.

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

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



DAY 2

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

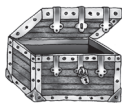
- Remind students of this lesson’s team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage



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

Vocabulary **TP**



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

Listening Comprehension



- Remind students to listen for causes and effects in the story.
- Read page 8 of *Cinderella* aloud. Use a **Think Aloud** to identify a cause-and-effect relationship.

I just read that there is a king with a very handsome son. The king wants something very badly. What does he want? Let me reread the text and see. Model rereading the text. That’s right. It says that the king’s greatest desire is to see his son married. This causes him to do something, so I think that this is the cause.

- Display a T-chart. Use a **Think Aloud** to model identifying the cause-and-effect relationship and completing the T-chart.

I just identified the king’s greatest desire as a cause, so I will write it in the Cause side of the T-chart. Model adding the cause on the T-chart. **Now that I know the cause, I want to know the effect. So what does the king do because he wants his son to be married? Let me reread this part of the story and see.** Reread sentences 2 and 3 on page 8. **That’s right. He decides to give a ball. He invites all the fair maidens. I think he does this so his son can find a wife. He is giving the ball because he wants his son to get married, so I know that this is the effect. I will write this in the Effect side of the T-chart.** Model adding the effect on the T-chart. **We can see clearly that there is a cause-and-effect relationship between the king wanting his son to be married and the king giving a ball.**

- Read pages 9–16 aloud, pausing to make points, ask questions, or focus students’ attention as necessary.
- Tell students they will be looking for similar cause-and-effect relationships as they continue reading *The Egyptian Cinderella*.

Strategic Review

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



How do the servant girls treat Rhodopis? Why do they treat her that way?

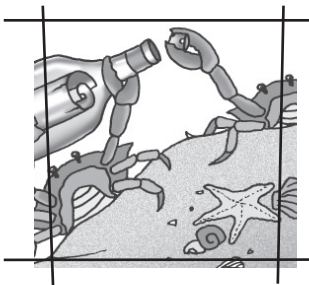
Preview Team Talk

- 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. Tell students that they will need to draw a T-chart in their journals to help them answer this question.
- 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. Rhodopis's master gives her a gift after he sees her— |SQ|
 - a. complete her chores.
 - b. sing to a hippopotamus.
 - c. swim across the river.
 - d. dance for the animals.

What does he give Rhodopis?
2. Compare Rhodopis's new shoes with the shoes the Egyptian girls wear. |CC|
3. Record a cause-and-effect relationship from the text on your T-chart. (Write-On) |CE|
4. Why don't the servant girls want Rhodopis to go to the Pharaoh's party? |DC|
 - a. They don't like her clothes.
 - b. They don't like her light hair.
 - c. They are angry because she gets a special gift from their master.
 - d. They are angry because she is friends with the animals.



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 6 and 7 aloud with partners.
pages 8–10 silently.
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

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

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

Team Talk					
<p>1. Rhodopis’s master gives her a gift after he sees her— SQ </p> <ol style="list-style-type: none"> complete her chores. sing to a hippopotamus. swim across the river. <i>dance for the animals.</i> <p>What does he give Rhodopis?</p> <p>100 points = <i>Her master gives Rhodopis a pair of rose-red slippers.</i> 90 points = <i>He gives her a pair of rose-red slippers.</i> 80 points = <i>A pair of slippers.</i></p>					
<p>2. Compare Rhodopis’s new shoes with the shoes the Egyptian girls wear. CC </p> <p>100 points = <i>Rhodopis’s new shoes are dainty and made of leather. The toes are made of rose-red gold. The Egyptian girls wear papyrus sandals.</i> 90 points = <i>Rhodopis’s shoes are rose-red gold and made of leather. The girls wear papyrus sandals.</i> 80 points = <i>She has rose-red leather slippers. They wear papyrus sandals.</i></p>					
<p>3. Record a cause-and-effect relationship from the text on your T-chart. (Write-On) CE </p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center; padding: 5px;">Cause</th> <th style="width: 50%; text-align: center; padding: 5px;">Effect</th> </tr> </thead> <tbody> <tr> <td style="padding: 10px; vertical-align: top;"> <p>Rhodopis’s master gives her a new pair of slippers.</p> </td> <td style="padding: 10px; vertical-align: top;"> <p>100 points = <i>The Egyptian girls are jealous. They find new tasks for Rhodopis to do.</i> 90 points = <i>The girls are jealous, and they find work for her to do.</i> 80 points = <i>Girls are jealous. Make her do work.</i></p> </td> </tr> </tbody> </table>		Cause	Effect	<p>Rhodopis’s master gives her a new pair of slippers.</p>	<p>100 points = <i>The Egyptian girls are jealous. They find new tasks for Rhodopis to do.</i> 90 points = <i>The girls are jealous, and they find work for her to do.</i> 80 points = <i>Girls are jealous. Make her do work.</i></p>
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<p>4. Why don’t the servant girls want Rhodopis to go to the Pharaoh’s party? DC </p> <ol style="list-style-type: none"> They don’t like her clothes. They don’t like her light hair. <i>They are angry because she gets a special gift from their master.</i> They are angry because she is friends with the animals. 					

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

Class Discussion TP



Strategy-Use Discussion

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

Think-and-Connect Discussion

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

Team Talk Extenders

Do you think Rhodopis is sad when the other girls leave to see the Pharaoh without her? What would you do if you were her?

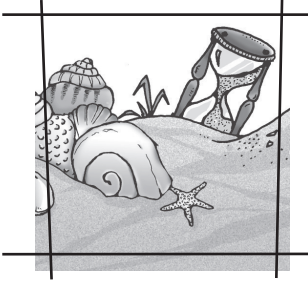
Do you think the Egyptian servants still would have been jealous of Rhodopis if the master had not given her the special slippers? Why or why not?

Rhodopis is friends with the animals that live near her. Are there any animals in your life that are special to you? Tell about them.

- 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**

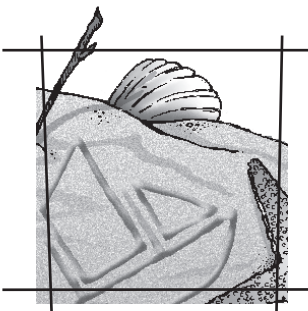
Timing Goal: 5 minutes

- 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 7

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



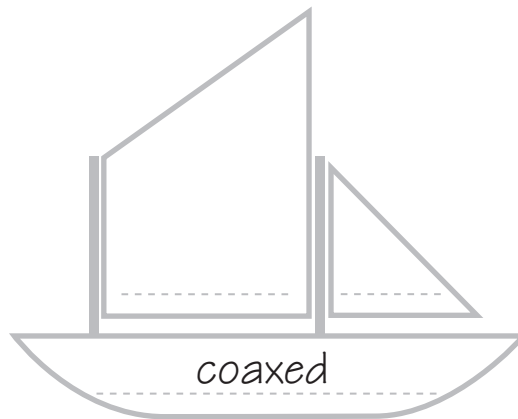
WORD POWER **TP**

Timing Goal: 10 minutes

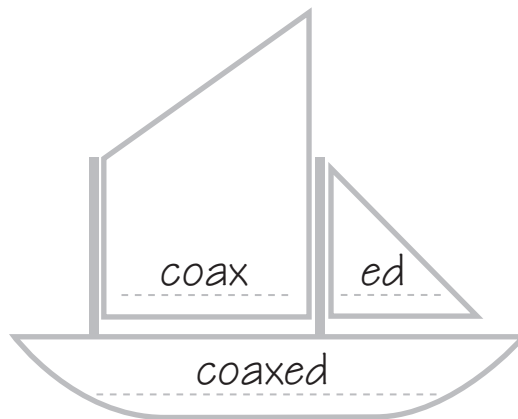
- Pretend to take a message from Captain Read More out of the bottle. Use the message to review the Word Power skill—reading base words with endings. Link the skill to Captain Read More's Word Treasure clue for reading base words with endings.

- Display a sailboat with one main sail and one small sail. Write “coaxed” on the bottom of the boat.

Blackline master provided.



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



- Point out that *coaxed* is on this cycle’s vocabulary list. Use **Think-Pair-Share** to ask students the definition of the word. Randomly select a few students to share. *Urged or encouraged.*
- Confirm or tell students that the base word *coax* means to urge or encourage. Explain that the *ed* on the end of *coax* tells us this action occurred in the past. Tell students that *ed* on the end of a word usually means that the action described by the word occurred in the past.
- Use **Think-Pair-Share** to have students identify the treasure (skill).
- Randomly select a few students to share.

- Confirm students' responses, or model, by reading Captain Read More's treasure note.

<h2 style="margin: 0;">Word Treasure</h2>	<p>Sometimes words have endings on them.</p> <p>If you're having trouble reading a word like this, read the base word and ending, and then read the whole word.</p>
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- Tell students to be on the lookout for words from this cycle's vocabulary list that have base words with an *-ed* ending.
- 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 the word in your journal. Then write the base word and ending. Draw a sailboat if you need help.

- coasted *coast + ed*
- hardened *harden + ed*
- granted *grant + ed*
- peeled *peel + ed*

Building Meaning

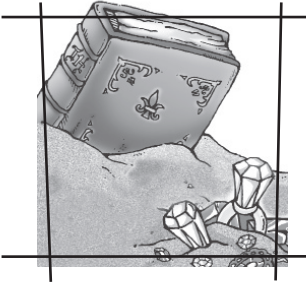
doze	seldom	coaxed	nimble
declared	dull	dismissed	deserted

- 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.*
- Which of the following would be considered dull?
 - playing with friends
 - going to the circus
 - watching paint dry*
 - eating a bowl of ice cream



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

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



DAY 3

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

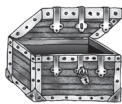
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

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

Vocabulary **TP**

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



Listening Comprehension

- Remind students to listen for causes and effects in the story.
- Read page 18 of *Cinderella* aloud. Use a **Think Aloud** to identify a cause-and-effect relationship.



I just read how the fairy godmother uses her magic wand to transform Cinderella so she could go to the ball. Before Cinderella leaves though, the fairy godmother gives her a warning. She warns Cinderella that if she does not do something, something else would happen. I think that sounds

like a cause-and-effect relationship. I'm going to use a T-chart to help me find the cause and the effect.

- Display a T-chart, and use a **Think Aloud** to model identifying the effect. Add the effect to the T-chart after you identify it.

Let's see. What does the fairy godmother warn Cinderella about? Model rereading the story. **She tells her that if she does not do something, all her finery would change back to what it was before. That sounds like an effect to me, so I will write it on the Effect side of the T-chart.** Model identifying the effect on the T-chart.

th

- Use a **Team Huddle** to have students identify what would cause Cinderella's finery to change back to the way it was before.

Now that we know the effect, we need to know the cause. Turn to your teams and discuss what would cause Cinderella's dress and carriage to transform back to how they were before.

- Use **Random Reporter** to select students to share their responses. Add the correct cause on the T-chart.

So what would cause Cinderella's finery to change back? Wait for students' responses. **That's right. Everything will change back to the way it was before if she does not return home before the stroke of midnight. Let's add that to the T-chart.** Model adding the cause on the T-chart. **So if Cinderella does not return home before the stroke of midnight, then everything will change back to the way it was before. That is a cause-and-effect relationship.**

- Read pages 19–23 aloud, pausing to make points, ask questions, or focus students' attention as necessary.
- Tell students that they will continue to look for cause-and-effect relationships as they read *The Egyptian Cinderella*.

Strategic Review

tps

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

How do the servant girls feel about Rhodopis's new slippers?

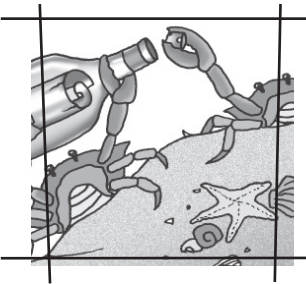
Preview Team Talk

- 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. Tell students that they will need to draw a T-chart in their journals to help them answer this question.
- 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. You can tell the falcon is an important creature because— |DC|
 - a. Rhodopis bows to it.
 - b. it is very big.
 - c. it is the symbol of the sun.
 - d. Rhodopis sings to it.
 What is the falcon a symbol of?
2. Record a cause-and-effect relationship from the text on your T-chart. (Write-On) |CE|
3. Describe Rhodopis's mood in this part of the story. |DC|
4. **After** the falcon takes her slipper, Rhodopis— |SQ|
 - a. dances like a stork.
 - b. hides her other slipper.
 - c. stops her chores.
 - d. chases after it.



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 11 aloud with partners.
pages 12–15 silently.

- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion TP

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

Team Talk

1. You can tell the falcon is an important creature because— |DC|
 - a. *Rhodopis bows to it.*
 - b. *it is very big.*
 - c. *it is the symbol of the sun.*
 - d. *Rhodopis sings to it.*

What is the falcon a symbol of?

100 points = *The falcon is a symbol of the god Horus.* **90 points** = *It is a symbol of Horus.* **80 points** = *Horus.*

2. Record a cause-and-effect relationship from the text on your T-chart. (Write-On) |CE|

Cause	Effect
<p>100 points = <i>The falcon steals one of her new slippers.</i></p> <p>90 points = <i>The falcon steals her slipper.</i> 80 points = <i>Her slipper is stolen.</i></p>	<p>Rhodopis cries.</p>

3. Describe Rhodopis’s mood in this part of the story. |DC|

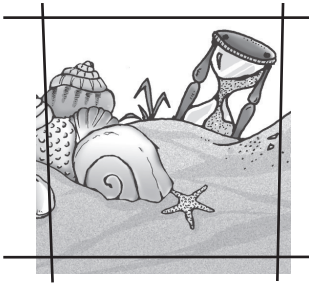
100 points = *Rhodopis is very sad in this part of the story. She is upset because she could not go to the Pharaoh’s party, and she is sad because the falcon stole her shoe.* **90 points** = *She is upset she could not go to the party, and she is sad she lost her shoe.* **80 points** = *She is upset.*
4. **After** the falcon takes her slipper, Rhodopis— |SQ|
 - a. *dances like a stork.*
 - b. *hides her other slipper.*
 - c. *stops her chores.*
 - d. *chases after it.*

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

Class Discussion TP



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>Have you ever lost something that was important to you? How did you feel?</p> <p>What do you think would have happened if Rhodopis could have gone to the party? Explain.</p> <p>Rhodopis sings to pass time as she works. What do you do to make your chores more interesting?</p> </td> </tr> </table>	Team Talk Extenders	<p>Have you ever lost something that was important to you? How did you feel?</p> <p>What do you think would have happened if Rhodopis could have gone to the party? Explain.</p> <p>Rhodopis sings to pass time as she works. What do you do to make your chores more interesting?</p>
Team Talk Extenders	<p>Have you ever lost something that was important to you? How did you feel?</p> <p>What do you think would have happened if Rhodopis could have gone to the party? Explain.</p> <p>Rhodopis sings to pass time as she works. What do you do to make your chores more interesting?</p>		
Write-On Discussion	<ul style="list-style-type: none"> – Award team celebration points. – Use Random Reporter to ask one or two students to read their written answers to the class. If desired, display student answers on the board. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it. 		



FLUENCY IN FIVE **TP**

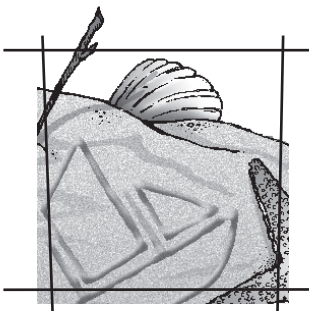
Timing Goal: 5 minutes

- Explain, 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 7 or 15

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



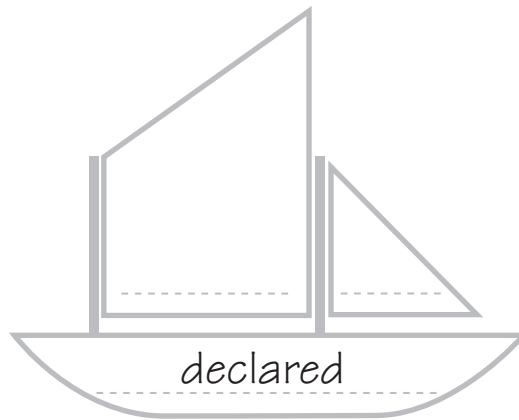
WORD POWER **TP**

Timing Goal: 10 minutes

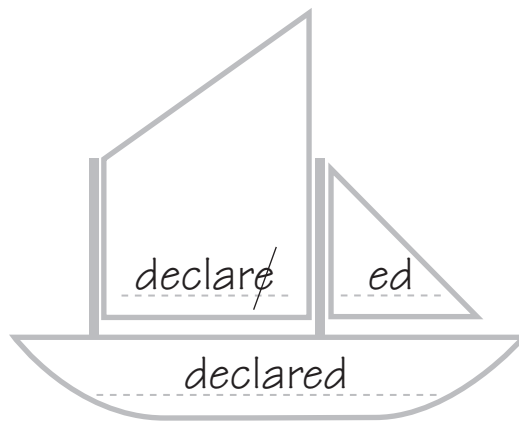


- Pretend to take a message from Captain Read More out of the bottle. Use the message to review the Word Power skill (base word and *-ed* ending).
- Use **Think-Pair-Share** to ask students what *ed* at the end of a word tells them about the word's meaning. Randomly select a few students to share. *The action described by the word happened in the past.*

- Point out that there is a word from this cycle’s vocabulary list that contains a base word with an *e* on the end. Draw or display another blank sailboat. Write “declared” on the bottom of the boat.



- Use **Think-Pair-Share** to have students identify which word part should go in the big sail [*declare*] and which word part should be written in the smaller sail [*ed*]. Randomly select a few students to share.
- Use **Think-Pair-Share** to ask students what should happen to the extra *e* at the end of *declare* on the big sail and which tool should be used. Randomly select a few students to share. *It should be scrubbed using a scrubber.*
- Confirm students’ responses, or model, by striking out the *e* at the end of *declare* on the big sail.



- 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

Write the word in your journal. Then write the base word and ending. If necessary, draw a line through the letter on the base word that is dropped when the ending is added. Draw a sailboat if you need help.

1. rattled *rattl~~e~~ + ed*
2. cornered *corner + ed*
3. expected *expect + ed*
4. charged *charg~~e~~ + ed*

Building Meaning

doze	seldom	coaxed	nimble
declared	dull	dismissed	deserted

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

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

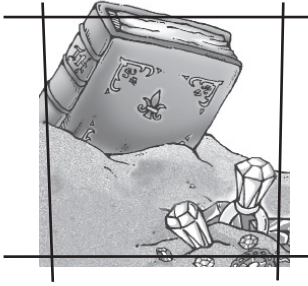
6. Which of the following would not be considered dull?
 - a. waiting for water to boil
 - b. getting stuck in traffic
 - c. *going to the zoo with friends*
 - d. watching weeds grow



- 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 4

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

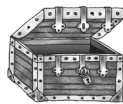
Team Cooperation Goal

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

Set the Stage



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

Vocabulary **TP**

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

Listening Comprehension



- Remind students to listen for causes and effects in the story.
- Read pages 25–32 of *Cinderella* aloud. Display a T-chart, and use a **Think Aloud** to model identifying the cause. Add the cause to the T-chart.

We just heard a story with a very happy ending. What happens in the story to give it such a happy ending? There must be a cause-and-effect relationship in there. First, I will find the cause. When Cinderella tries on the glass slipper, it fits her foot perfectly. Because the slipper fits her,

something else happened. So I know the slipper fitting Cinderella's foot is the cause. Model identifying the cause on the T-chart.



- Use **Think-Pair-Share** to have students work with their partners to identify the cause-and-effect relationship on page 31.

Now let's find the effect, or what happened because the glass slipper fits Cinderella's foot. Turn to your partner, and talk about the story's ending. What happens at the very end of the story?

- Use **Random Reporter** to check responses. Model the correct effect on the T-chart.

Now that you've had a few moments to talk about this cause-and-effect relationship with your partners, what is the effect? What is the ending to the story? Wait for students' responses. **Yes. Cinderella and the prince get married and live happily ever after. That is what happens because the slipper fits Cinderella's foot, so that is the effect. Let's mark that on our T-chart.** Model adding the effect on the T-chart. **So our cause-and-effect relationship is that Cinderella and the prince get married and live happily ever after because the glass slipper fits Cinderella's foot.**

- Tell students that they will look for similar cause-and-effect relationships as they continue to read *The Egyptian Cinderella*.

Strategic Review

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

What happened to Rhodopis's slipper?

Preview Team Talk

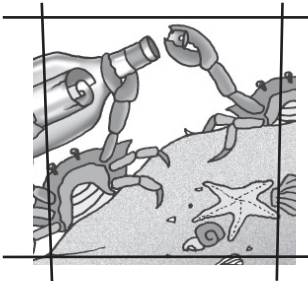
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually, after students discuss it in their teams. Tell students that they will need to draw a T-chart in their journals to help them answer this question.
- Ask students to 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 4

Team Talk

1. How does the Pharaoh, Amasis, feel about the party? How do you know? |DC|
2. What happens **before** Amasis ends the party? |SQ|
 - a. He finds the slipper.
 - b. The Egyptian girls arrive.
 - c. He journeys to distant cities.
 - d. Women try on the slipper.
3. Record a cause-and-effect relationship from the text on your T-chart. (Write-On) |CE|
4. The servant girls are angry when they arrive at the Pharaoh's party because— |CE|
 - a. there are too many people.
 - b. they don't like the music.
 - c. Rhodopis is there.
 - d. the Pharaoh is not there.



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**
pages 16 and 17 aloud with partners.
pages 18–23 silently.
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.

- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**
- Remind students that they will need to prepare each team member to discuss the team’s strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk					
<p>1. How does the Pharaoh, Amasis, feel about the party? How do you know? DC </p> <p>100 points = <i>Amasis is not having a good time at the party. His crown is pinching his ears. He yawns because he is bored. He wishes he could race his chariot instead of being at the party.</i> 90 points = <i>Amasis is bored and uncomfortable. He wants to be somewhere else.</i> 80 points = <i>He is bored and uncomfortable. He wants to race.</i></p>					
<p>2. What happens before Amasis ends the party? SQ </p> <ol style="list-style-type: none"> a. <i>He finds the slipper.</i> b. <i>The Egyptian girls arrive.</i> c. <i>He journeys to distant cities.</i> d. <i>Women try on the slipper.</i> 					
<p>3. Record a cause-and-effect relationship from the text on your T-chart. (Write-On) CE </p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center; padding: 5px;">Cause</th> <th style="width: 50%; text-align: center; padding: 5px;">Effect</th> </tr> </thead> <tbody> <tr> <td style="padding: 10px; vertical-align: top;"> <p>Every maiden in Egypt must try on the slipper.</p> </td> <td style="padding: 10px; vertical-align: top;"> <p>100 points = <i>The Pharaoh will marry the girl whose foot fits the shoe.</i> 90 points = <i>The Pharaoh will marry the girl who fits the shoe.</i> 80 points = <i>The Pharaoh will get married.</i></p> </td> </tr> </tbody> </table>		Cause	Effect	<p>Every maiden in Egypt must try on the slipper.</p>	<p>100 points = <i>The Pharaoh will marry the girl whose foot fits the shoe.</i> 90 points = <i>The Pharaoh will marry the girl who fits the shoe.</i> 80 points = <i>The Pharaoh will get married.</i></p>
Cause	Effect				
<p>Every maiden in Egypt must try on the slipper.</p>	<p>100 points = <i>The Pharaoh will marry the girl whose foot fits the shoe.</i> 90 points = <i>The Pharaoh will marry the girl who fits the shoe.</i> 80 points = <i>The Pharaoh will get married.</i></p>				
<p>4. The servant girls are angry when they arrive at the Pharaoh’s party because— CE </p> <ol style="list-style-type: none"> a. <i>there are too many people.</i> b. <i>they don’t like the music.</i> c. <i>Rhodopis is there.</i> d. <i>the Pharaoh is not there.</i> 					

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

Class Discussion TP



Strategy-Use Discussion

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

Think-and-Connect Discussion

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

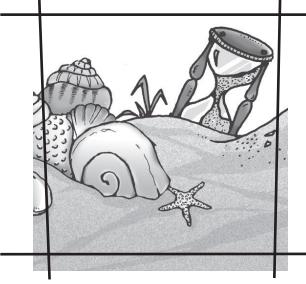
Team Talk Extenders

- What would you do if you were a king or queen?
- What are some good steps to take when you are searching for something?
- Describe some of the ways this story is similar to and different from the story *Cinderella*.

- Award team celebration points.

Write-On Discussion

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



FLUENCY IN FIVE **TP**

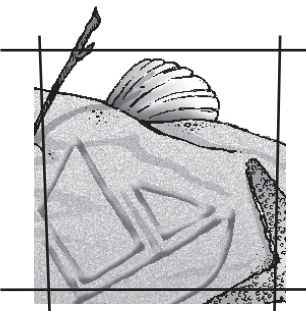
Timing Goal: 5 minutes

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

Student Edition, page 1

Page 7, 15, or 19

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



WORD POWER **TP**

Timing Goal: 10 minutes

- Remind students of the Word Power skill (base word and *-ed* ending) and the Word Treasure clues that Captain Read More uses for this skill (main sail and small sail).
- Use **Think-Pair-Share** to ask students what *ed* at the end of a word tells them about the word's meaning. Randomly select a few students to share. *The action described by the word happened in the past.*

tps

Preparation: Display the Word Power Challenge.

- 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

Terry invited her whole class over to her house for a pool party.

My mom reminded me to clean my room before going out to play.



- Use **Random Reporter** to choose a student to read each sentence orally. *Invit* + ed; *remind* + ed.
- 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 4 and 5

Skill Practice

Write the word in your journal. Then write the base word and ending. If necessary, draw a line through the letter on the base word that is dropped when the ending is added. Draw a sailboat if you need help.

1. offered *offer* + ed
2. produced *produc* + ed
3. earned *earn* + ed
4. figured *figur* + ed

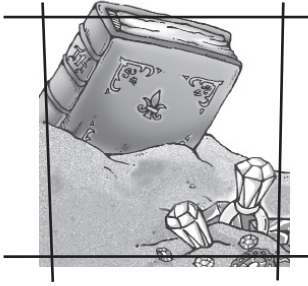
Building Meaning

doze	seldom	coaxed	nimble
declared	dull	dismissed	deserted

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. Ellie coaxed the stray kitten toward a bowl of milk. *Coaxed* means—
 - a. pushed.
 - b. called.
 - c. urged.
 - d. forced.

- 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 5

ACTIVE INSTRUCTION

Timing Goal: 20 minutes

Team Cooperation Goal

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

Set the Stage

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



In yesterday's reading, we read about the Pharaoh's search for the owner of the slipper. Today, we will find out whether this story ends the same way as the traditional story, *Cinderella*.

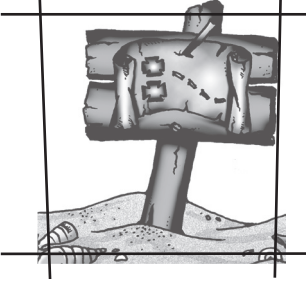
Vocabulary TP

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

Prepare Students for the Test

- Distribute the test, and preview it with students without providing information about the answers. Point out that questions #1, #2, and #5 ask about causes and effects.
- 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.

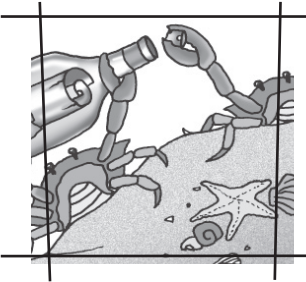
- Tell students to add any relevant events from this reading to their story maps and to do so without assistance.
- Remind students that they have 20 minutes for the test.



TEST

Timing Goal: 20 minutes

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



TEAMWORK

Timing Goal: 30 minutes

Teacher Procedures for Teamwork vary with strategy instruction.

Team Discussion **TP**

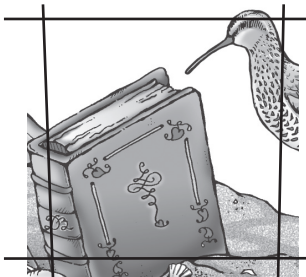
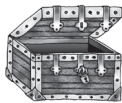
- Modify the procedures for Team Discussion to have students discuss independent strategy use and answers to the test. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use during Class Discussion.
- Pass out a colored pen (e.g., red or green ink)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



- Use **Random Reporter** to have students share additions they made to the targeted skill question.
- Award team celebration points.
- Have students share the information that they added to their story maps.

Class Discussion TP

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

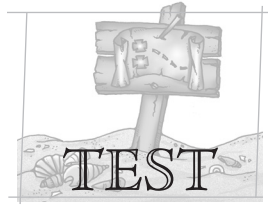


BOOK CLUB

Timing Goal: 20 minutes

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

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



Comprehension Questions

Read pages 24–29 of *The Egyptian Cinderella*, and answer the following questions. The total score for comprehension questions equals 100 points.

20 points

1. Record a cause-and-effect relationship from earlier in the text on your T-chart. |CE|

Cause	Effect
Rhodopis’s master sees her dance.	20 points = <i>Rhodopis’s master gives her a beautiful pair of slippers.</i> 15 points = <i>He gives her a pair of slippers.</i> 10 points = <i>He gives her slippers.</i>

30 points

2. The falcon takes Rhodopis’s slipper because— |CE|

- a. he is angry with Rhodopis.
- b. he is angry with the master.
- c. he wants to keep the shoe.
- d. *he wants to help Rhodopis.*

What does the falcon do with the slipper?

- 20 points** = *The falcon drops the slipper in the Pharaoh’s lap at the party.*
15 points = *It drops the slipper in the Pharaoh’s lap.* **10 points** = *It gives the slipper to the Pharaoh.*

10 points

3. Most of the story takes place— |SS|

- a. at the Pharaoh’s home in Memphis.
- b. at Rhodopis’s home in Greece.
- c. *by a river in Egypt.*
- d. by the pyramids in the desert.

20 points

4. Tell how Rhodopis reacts differently from the servant girls when they see the royal barge. |CC|

- 20 points** = *When she sees the royal barge, Rhodopis runs away. The servant girls run to the edge of the water.* **15 points** = *Rhodopis runs away, but the servant girls run to the water’s edge when they see the royal barge.*
10 points = *She runs away. The girls run to the water.*

20 points

5. Record a cause-and-effect relationship from today’s reading on your T-chart. |CE|

Cause	Effect
<p>20 points = <i>Rhodopis’s eyes are as green as the Nile, her hair is as feathery as papyrus, and her skin is the color of a lotus flower.</i></p> <p>15 points = <i>Rhodopis’s eyes, hair, and skin are the colors of Egypt.</i> 10 points = <i>Her eyes, hair, and skin.</i></p>	<p>The Pharaoh thinks Rhodopis is the most Egyptian of all.</p>

Word Power

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

Skill Questions

Write the word. Then write the base word and ending. If necessary, draw a line through the letter on the base word that is dropped when the ending is added. Draw a sailboat if you need help.

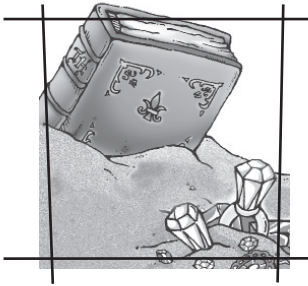
- 5 points 1. considered *consider + ed*
- 5 points 2. braided *braid + ed*
- 5 points 3. arrived *arriv~~e~~ + ed*
- 5 points 4. jingled *jingl~~e~~ + ed*

Building Meaning

doze	seldom	coaxed	nimble
declared	dull	dismissed	deserted

- 10 points 5. Write a meaningful sentence for the word *coaxed*.
- 10 points** = *Paul coaxed his younger brother into playing a game of checkers with him by giving him an extra turn.* **5 points** = *Paul coaxed his younger brother into playing a game of checkers.* **1 point** = *Paul coaxed his brother into playing a game.*
- 10 points 6. Dad likes to doze in his favorite chair after dinner.

- 10 points** 7. The classroom was deserted at the end of the day after everyone went home.
Deserted means—
- empty.*
 - heavy.
 - dirty.
 - quiet.
- 10 points** 8. Lee thought it was dull to be trapped inside all afternoon on a rainy Saturday.
- 10 points** 9. We were dismissed from school early this afternoon because of the snowstorm.
Dismissed means—
- excited.
 - excused.*
 - warned.
 - pushed.
- 10 points** 10. Mindy declared to the rest of her classmates that she wanted to play drums in the school band.
- 10 points** 11. The football player was nimble on his feet and could dodge the other players quickly.
Nimble means—
- tall and forceful.
 - short and clumsy.
 - quiet and restful.
 - quick and skillful.*
- 10 points** 12. Martha's grandparents seldom visited her family because they lived so far away.
Seldom means—
- quickly.
 - often.
 - rarely.*
 - mostly.



DAY 6

ACTIVE INSTRUCTION

Timing Goal: 25 minutes

Set the Stage

- Introduce the writing goal.

Today you will write a fairy tale using the elements of the stories that we discussed this cycle. When you read *The Egyptian Cinderella*, you learned about the different parts of a story and what makes a fairy tale different from other stories. You will write your own unique fairy tale to share with your classmates and the school. We will put all of your fairy tales into a book to display in our school.

Team Cooperation Goal

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

Build Background

- Review the parts of a story.

We talked about story structure this cycle. A story has a setting, characters, a problem, and a solution. The setting tells where the story takes place. The characters are the people the story is about. The problem is the conflict in the story. The solution is how the problem is resolved.

- Display the blackline master, and point to the terms as you review them.

Blackline master provided.

Story

- setting
- characters
- problem
- solution

Fairy Tale

- good and bad characters
- magic
- happy ending

- Review the elements of a fairy tale with students.

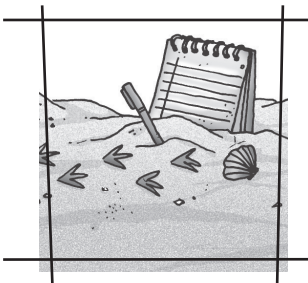
Fairy tales are special kinds of stories that have certain things in common. A fairy tale has good and bad characters, magic, and a happy ending. In a fairy tale, the good character is usually the one who needs to solve a problem. The magical character can be a person or a creature.

- Review the elements of stories and fairy tales further by asking students to identify each of the story and fairy tale elements of *The Egyptian Cinderella*. *Possible answers for story elements: setting—Egypt; characters—Rhodopis, Egyptian servant girls, Kipa, master, falcon, Pharaoh Amasis; problem—the servant girls are cruel to Rhodopis; solution—Pharaoh takes her away to live happily ever after once he discovers the slipper fits only Rhodopis’s foot. Possible answers for fairy tale elements: good character—Rhodopis; bad characters—Egyptian servant girls; magical character—falcon; happy ending—Pharaoh takes Rhodopis away to live happily ever after.*
- Explain that students’ fairy tales should have all the elements on the blackline master.
- Suggest that students begin by thinking of a problem for their story.

To come up with ideas for your story, you might begin by thinking about a problem that has affected you or someone you know. This problem could be made into a fairy tale.

tps

- Use **Think-Pair-Share** to have students talk with their partner about problems for their story. Record their ideas on the board.
- Tell students that they will begin planning their own fairy tales.



ADVENTURES IN WRITING

Timing Goal: 65 minutes

Planning

- Introduce the activity.

Remember that today you will write an entertaining fairy tale to share with your classmates and the school.

tps

- 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 5

Writing Prompt

Think about what makes a good story. Do you like stories with really good or really evil characters? Do you like stories that have magical creatures or a mystery? Write your own fairy tale to share with your classmates and the school using the parts of a fairy tale you've learned about. Remember to include the setting, characters, a problem, and a solution. Also, keep in mind what makes a fairy tale different from other stories. Your fairy tale should have both good and bad characters, magic, and a happy ending. Give your fairy tale a catchy title.

Scoring Guide

The fairy tale includes a complete story structure (setting, characters, a problem, and a solution).	15 points each (60 points maximum)
The fairy tale includes the elements of a fairy tale (good and bad characters, magic, and a happy ending).	10 points each (30 points maximum)
The fairy tale has a catchy title.	10 points

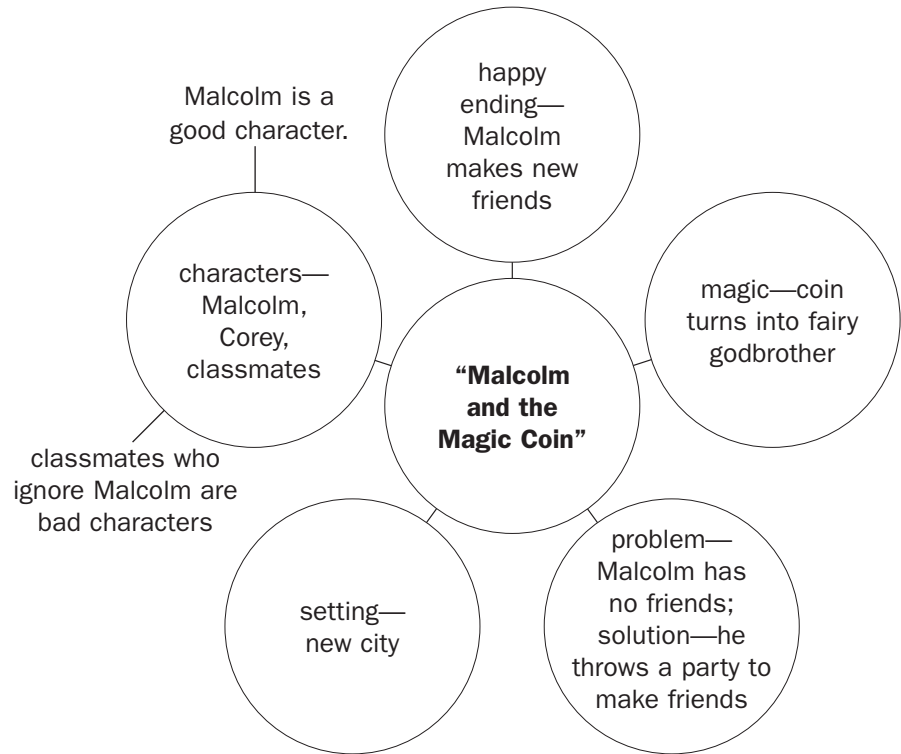
- Remind students of the importance of planning their writing before they actually begin to write. Introduce the graphic organizer—the type of organizer and how it is used.

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

- 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.
- Explain how to write an opening sentence for a fairy tale.

Many fairy tales begin with the words, “Once upon a time.” However, there are many other ways to begin your fairy tale. The opening sentence from *The Egyptian Cinderella* begins, “Long ago, in the land of Egypt, where the green Nile River widens to meet the blue sea, there lived a maiden called Rhodopis.” This opening sentence introduces both the setting and the main character. Your opening can introduce the main character, the setting, or both. For my fairy tale about Malcolm, I will write, “Once there was a boy named Malcolm.”

- 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

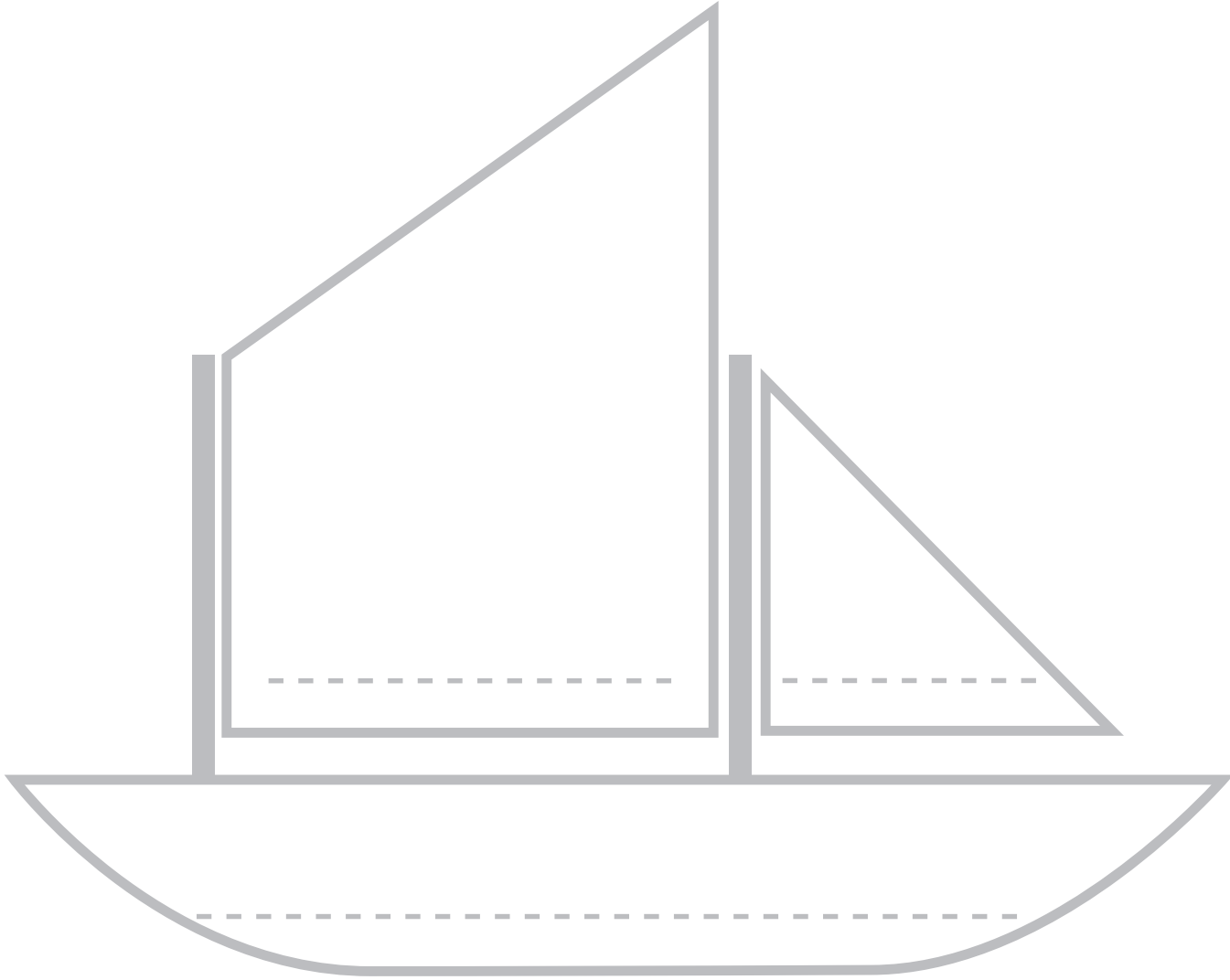
- Tell students that they will edit their work to get it ready for rewriting.
- Develop a checklist with students by asking them what kinds of errors they should look for when they edit. Add to, or modify, students' suggestions with your own list of capitalization, punctuation, grammar, and spelling skills. If necessary, go over a few examples of each kind of error.
- 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.

- Compile all the completed fairy tales into a book. Display the book in the school office, library/media center, or in the hall.
- Celebrate by asking one or two volunteers to share their work with the class.
- Collect and score the completed writing activities.

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



Story

- setting
- characters
- problem
- solution

Fairy Tale

- good and bad characters
- magic
- happy ending

Story Map



Title: *The Egyptian Cinderella*

Characters:

Rhodopis
Rhodopis's master
Kipa
Amasis
Servant girls

Setting:

Where: Egypt

When: Long ago

Problem:

Rhodopis is a slave girl who is ordered around by the other girls and is not allowed to go to the Pharaoh's court.

Event: Rhodopis's master sees Rhodopis dance and gives her beautiful sandals.

The other servant girls are invited to the Pharaoh's court, but Rhodopis has to stay and do all the
Event: servant girls' work.

Event: A falcon steals one of Rhodopis's new sandals and drops it into the lap of Amasis.

Event: Amasis thinks it is a sign from the god, Horus, and searches for the owner of the sandal everywhere.

Event: The servant girls and Rhodopis try on the sandal, but it fits Rhodopis perfectly.

Solution:

The sandal fits Rhodopis, and the Pharaoh makes her Queen of Egypt.

Story Map



Title: Cinderella

Characters:

Cinderella
 Cinderella's widower father
 Cinderella's stepmother
 Cinderella's two stepsisters
 The fairy godmother

Setting:

Where: Cinderella's house
 The king's fancy ball

When: Long ago

Problem:

Cinderella is treated poorly by her new stepmother and stepsisters.

Event: Cinderella's father remarries, and her new stepmother and stepsisters move in.

Event: The stepmother and stepsisters go to the king's ball and leave Cinderella at home to work.

Event: A fairy godmother helps Cinderella get to the ball, but Cinderella has to be back by midnight.

Event: Cinderella and the prince fall in love, but she has to leave suddenly at midnight.

Event: The prince makes everyone try on the glass slipper, and it fits Cinderella but not her stepsisters.

Solution:

Cinderella and the prince marry. She forgives her family and finds a husband for each of her stepsisters. They all live happily ever after.

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 3 / *The Egyptian Cinderella*

English Language Arts Standards: *Reading: Foundational Skills*

Phonics and Word Recognition

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.

English Language Arts Standards: *Writing*

Text Types and Purposes

W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.