

Pompeii...Buried Alive!

Written by Edith Kunhardt

Random House, 1987 ISBN 0-394-88866-9

**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: Pompeii...Buried Alive!

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INFORMATIONAL (9 DAY)

Pompeii...Buried Alive!

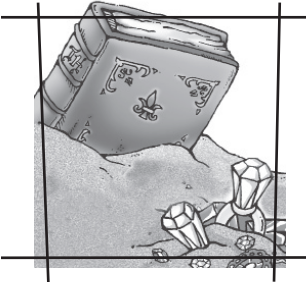
Written by Edith Kunhardt

Summary

The city of Pompeii and its people were buried alive by the eruption of Mount Vesuvius in 79 CE. Known as the “sleeping giant,” Vesuvius was dormant until the earth began to shake and ashes and lava spewed from the top of the mountain. The people of Pompeii were unprepared, and many died from the terrible catastrophe. From across the bay, a young boy named Pliny saw the devastation of the eruption and later wrote about that fateful day. Many people were curious about Pliny’s letters, but Pompeii was forgotten for hundreds of years until diggers discovered parts of the old city.

Instructional Objectives

	Reading	Word Power	Writing
	Cause and effect (CE)	Chunking	Write an answer to a research question.
CYCLE 1	Students will identify cause-and-effect relationships.	Students will chunk words into word parts (syllables) to help them read words.	Students will write at least one paragraph with the answers to a research question about a famous volcanic eruption.

**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 **practice active listening**, 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 *Pompeii...Buried Alive!* by Edith Kunhardt. As we read, we'll identify cause-and-effect relationships. Good readers use cause-and-effect relationships to connect information within a text. This helps readers better understand the information that they read.

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

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



When we read informational texts, we use the TIGRRS process to help us find all the important information that the author wants us to know. The first step of TIGRRS is to find the topic of the book. One way to do this is to read the title and look at the cover of the book. I am not sure what *Pompeii* means, but I can guess from the erupting volcano on the cover and the phrase “buried alive” in the title that this book might be about a volcano erupting. To be sure, I will flip through the pages of the text to see if I find any more clues. Model paging through the text, and direct students to pages 28–31. I see a lot of pictures of a volcano erupting. It looks like the lava from the volcano is covering a city. I think this book is about a city being destroyed by a volcanic eruption.



- Use the items below to build or activate background knowledge about the topic.
 - Use **Think-Pair-Share** to have students discuss what they know about volcanoes. Randomly select a few students to share their responses. List the information about volcanoes on the board.
 - Use **Think-Pair-Share** to have students tell what they know about natural disasters. Remind students that natural disasters are things such as volcanoes, tornados, earthquakes, and hurricanes. Randomly select a few students to share responses.
 - Tell students that the volcano they will be reading about is called Mt. Vesuvius, and share a few interesting or important facts about it. For example, Mt. Vesuvius is the only active volcano in continental Europe today. The last time it erupted was in 1944.
- Tell students the next step of TIGRRS. Use a **Think Aloud** to model identifying the intent of the author.

The second step of TIGRRS is to identify the intent of the author. The intent of the author is the reason why the author wrote the book. When I looked through the pages of *Pompeii...Buried Alive!*, I saw a city being destroyed by a volcano. I think the author wants her readers to know about the volcano and how it affected the people in the city. When we read, we should look for information that tells us how the city and its people were affected by the volcano.

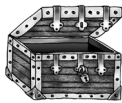
- Tell students the next step of TIGRRS. Use a **Think Aloud** to model identifying the graphic organizer they will use to record information from the text. Introduce and display a T-chart. Explain the different parts of the graphic organizer and what will be written in each part.

The third step of TIGRRS is to identify the graphic organizer we will use to record the important ideas that we read. Let me take a look at the text. The cover shows a volcano exploding, and the title tells me that a place called Pompeii was buried by it. The text on the back of the book tells me more about what I saw on the cover. Read the two sentences on the back of the book that begin with “Did you know...” aloud. This sounds like the text will be about an event that happened and why it happened. That’s a cause-and-effect relationship, so we can use a T-chart to record the relationships that we find as we read. When we add causes to the Cause side of the T-chart and effects to the other side, we can clearly see the cause-and-effect relationships that explain what happens in the text.

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

Vocabulary TP

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



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

Word and Page Number	Identification Strategy	Definition	Sentence
tremble page 18	chunk: trem-ble	to shake without control, shiver	Tommy started to <i>tremble</i> because it was very cold outside and he forgot to wear a jacket.
enormous page 19	chunk: e-nor-mous	huge, gigantic	The mountain was so <i>enormous</i> that Gretchen could not see the top.

Word and Page Number	Identification Strategy	Definition	Sentence
protect page 22	chunk: pro-TECT	to cover or shield, guard	It is important to <i>protect</i> your eyes from the sun's harmful rays by wearing sunglasses.
buried page 36	base word + ending: bur(y) + i + ed	covered, usually underground	The dog <i>buried</i> his bone in the backyard to hide it from the new puppy.
erupted page 37	base word + ending: erupt + ed	blew up, exploded	Hot, boiling lava oozed out of the volcano after it <i>erupted</i> .
destroy page 42	chunk: de-STROY	ruin, damage	Humans <i>destroy</i> rain forests by chopping down thousands of trees.
famous page 46	chunk: fa-MOUS	well known	Jaleel was <i>famous</i> at his school for being the best basketball player in his grade.
peaceful page 48	base word + ending: peace + ful	nice, calm	Lila likes to go camping because the woods are much more <i>peaceful</i> than the busy city she lives in.

Using the Targeted Skill (Introduction and Definition)

- Introduce the skill and its importance in informational text.

Today we will focus on cause-and-effect relationships. Effects are things that happen, and causes are the reasons they happen. Causes and effects go together. This cycle we will find cause-and-effect relationships in an informational text. Remember, informational texts tell us about real-life people and events. Finding cause-and-effect relationships in informational texts help us understand what happens and why it happens.

- Share the following cause-and-effect relationship with students.

Birds fly south in the winter. It is warmer, and there is more food in the south.

- Use a **Think Aloud** to model identifying the cause and the effect in the example.

This is a cause-and-effect relationship. It describes what happens and why. What happens in the example? Read the example aloud again. Birds fly south in the winter. That is what happens, so it is the effect. Now I want to know the cause. The cause is the reason the birds fly south. So why do the birds fly south? They fly south because it is warmer there and there is more food. That is the reason, so it is the cause. We see cause-and-effect relationships like this every day.

- Tell students that they will identify cause-and-effect relationships as they read the text.

Listening Comprehension

- Introduce the text, and remind students that it is informational. Remind them that you will use the TIGRRS process as you read.
- Remind students of the topic, intent of the author, and the graphic organizer.
- Tell students that you will start reading the text and applying the skill. Tell them that you will also record the important ideas on the graphic organizer.
- Read pages 4 and 5 of *Pompeii...Buried Alive!* aloud. Use a **Think Aloud** to identify a cause-and-effect relationship.

I just read about a town called Pompeii. This town was near a large mountain named Vesuvius. The mountain was not actually a mountain though. It was a volcano. I know that volcanoes are dangerous, and I think bad things can happen if a volcano erupts. If something bad happens because a volcano erupts, that would be an effect. This tells me that a volcano erupting is a cause. I will use a cause-and-effect T-chart to help me find the cause-and-effect relationship.

- Display the following T-chart, and write the cause in the first column.

Cause (Why)	Effect (What happened)
If the volcano erupts...	...it could destroy the town.

- Use a **Think Aloud** to model identifying the effect to complete the T-chart.
I know that the cause in this relationship is the volcano erupting. I wonder what would happen if the volcano erupted. Model rereading the text. I see. The town could be destroyed. That is the effect, so I will write it on the Effect side of the T-chart. So the cause-and-effect relationship is that if the volcano erupts, the town could be destroyed.
- Continue reading through page 13, stopping to ask questions, make points, or focus students’ attention as needed.
- Continue adding important ideas to the cause-and-effect T-chart.
- Tell students that as they read this cycle, they should be looking for more cause-and-effect connections between the volcano and the people of Pompeii.

Preview Team Talk

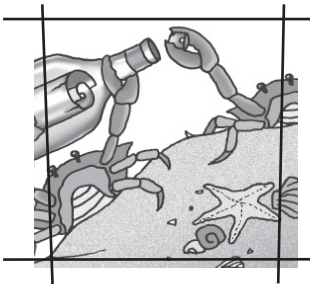
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #2, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide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

Student Edition, page 2

Team Talk

1. Why did the people of Pompeii act as if nothing was wrong? |CE|
2. What caused the houses in Pompeii to begin to shake? (Write-On) |CE|
3. Put the following events in order. |SQ|
 - _The top of Vesuvius blew off.
 - _People came out of their houses.
 - _The houses began to shake.
 - _Everyone began to scream.
4. What problem might the people of Pompeii face because of the volcano? |PR|
 - a. It might help their crops.
 - b. It might destroy their cars.
 - c. They might not know how to fight it.
 - d. They might not be able to get away quickly enough.

- Randomly assign team leaders.



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students read and restate: **SR** pages 14–25 aloud with partners.
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion TP

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

Team Talk

1. Why did the people of Pompeii act as if nothing was wrong? |CE|

100 points = *The people of Pompeii acted as if nothing was wrong because no one knew that something terrible was going to happen.* **90 points** = *They acted as if nothing was wrong because no one knew what was going to happen.* **80 points** = *No one knew what was going to happen.*

2. What caused the houses in Pompeii to begin to shake? (Write-On) |CE|

100 points = *The houses in Pompeii began to shake because the volcano was waking up. The ground began to tremble.* **90 points** = *The houses in Pompeii began to shake because the volcano was waking up.* **80 points** = *The volcano was waking up.*

3. Put the following events in order. |SQ|

2 The top of Vesuvius blew off.
4 People came out of their houses.
1 The houses began to shake.
3 Everyone began to scream.

4. What problem might the people of Pompeii face because of the volcano? |PR|

a. It might help their crops.
 b. It might destroy their cars.
 c. They might not know how to fight it.
 d. *They might not be able to get away quickly enough.*

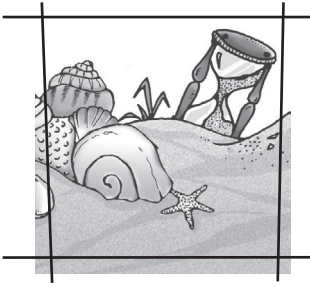
- If some teams finish ahead of others, have them work on their graphic organizers.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

Class Discussion **TP**

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



Strategy-Use Discussion	<ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team’s strategy use with the class. – Award team celebration points. 		
Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions. <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #cccccc; padding: 5px;">Team Talk Extenders</td> <td style="padding: 5px;"> <p>If you lived near a volcano and it were about to erupt, what would you do?</p> <p>Why do you think the author compared the volcano with a sleeping giant?</p> <p>If you could save one thing from your house, what would it be? Why?</p> </td> </tr> </table>	Team Talk Extenders	<p>If you lived near a volcano and it were about to erupt, what would you do?</p> <p>Why do you think the author compared the volcano with a sleeping giant?</p> <p>If you could save one thing from your house, what would it be? Why?</p>
Team Talk Extenders	<p>If you lived near a volcano and it were about to erupt, what would you do?</p> <p>Why do you think the author compared the volcano with a sleeping giant?</p> <p>If you could save one thing from your house, what would it be? Why?</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 skill question to the class. If desired, display student answers on the board. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it. 		



FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes

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

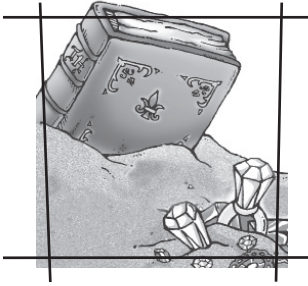
Pages 18–21

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

Team Celebration Points

Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.

- How many points did you earn today?
- How well did you use the team cooperation goal and behavior?
- How can you earn more points?



DAY 2

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

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

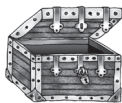
Set the Stage



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

Vocabulary **TP**

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



Strategic Review

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

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

Did the people of Pompeii know the volcano was about to erupt?

Listening Comprehension

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

Yesterday we read that the town of Pompeii is below a volcano. The people of Pompeii thought the volcano was a mountain and did not know it could erupt. If the volcano erupts, the town will be destroyed.

- Tell students that you will continue to record important ideas on the graphic organizer.
- Read pages 26–29 aloud. Display a T-chart, and use a **Think Aloud** to identify why the people were trapped inside their homes. Model adding the effect to the T-chart.



I just read that many people in Pompeii were trapped everywhere in the city, even inside their homes. Why were they trapped? If I am wondering why, I must be wondering what the cause is. That means the people being trapped in their homes is an effect. I should use the T-chart to help me write down my ideas.

- Use a **Think Aloud** to model identifying the cause to complete the T-chart.

I know that the effect is the people were trapped inside their houses. Now I need to ask why to find the cause. So why were the people trapped? Let me reread the text to find out. Model rereading the text. Right. The hot ashes poured out of the volcano and onto the city. The ashes filled the streets and houses. The ashes piled all the way up to the windows on the second floor of the houses. The cause must be that the ashes piled up high in the city. I will add that to my T-chart. Model identifying the cause on the T-chart. Now I can see the cause-and-effect relationship. The people were trapped inside their houses because the ashes filled the streets and spilled into the houses. The ashes piled up high inside the houses.

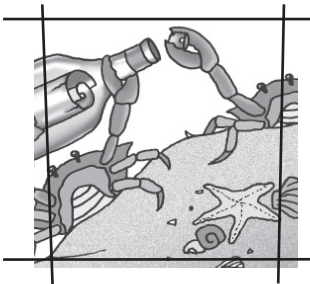
- Continue reading through page 35 aloud, adding cause-and-effect relationships to the T-chart as needed. Tell students that as they read this cycle, they should be looking for more cause-and-effect connections between the volcano and the people of Pompeii.

Preview Team Talk

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

Student Edition, page 2

Team Talk
<ol style="list-style-type: none"> 1. The ashes from the volcano turned into soil, and grass began to grow. What was the effect of this? (Write-On) CE 2. Tell one fact about Vesuvius. FO 3. Nobody knew about Pompeii because— CE <ol style="list-style-type: none"> a. it was lost in a flood. b. another town was built on top of it. c. that wasn't its real name. d. Pliny kept it a secret. 4. Pliny wrote about— CL <ol style="list-style-type: none"> a. where to find Vesuvius. b. where to build a new town. c. the tornado that struck Pompeii. d. the volcano that buried Pompeii.



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students read and restate: **SR** **pages 36–48 aloud with partners.**
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion TP

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

Team Talk

1. The ashes from the volcano turned into soil, and grass began to grow. What was the effect of this? (Write-On) |CE|

100 points = *The effect of the ashes turning to soil and grass beginning to grow was that people did not know that the old town was underneath the ashes. They built a new town on top of Pompeii.* **90 points** = *The effect of the ashes turning to soil and grass beginning to grow was that people built a new town on top of Pompeii.* **80 points** = *People built a new town on top of Pompeii.*

2. Tell one fact about Vesuvius. |FO|

(Answers will vary.) **100 points** = *A fact about Vesuvius is that it erupted many times after it destroyed Pompeii.* **90 points** = *It erupted many times after it destroyed Pompeii.* **80 points** = *It erupted many times.*

3. Nobody knew about Pompeii because— |CE|

- a. it was lost in a flood.
- b. another town was built on top of it.
- c. that wasn't its real name.
- d. Pliny kept it a secret.

4. Pliny wrote about— |CL|

- a. where to find Vesuvius.
- b. where to build a new town.
- c. the tornado that struck Pompeii.
- d. the volcano that buried Pompeii.

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

Class Discussion TP



Strategy-Use Discussion

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

Think-and-Connect Discussion

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

Team Talk Extenders

Do you think more people would be saved if a volcano erupted today? Why or why not?

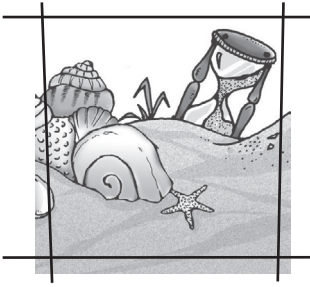
People learned about Pompeii by reading Pliny’s letters. What are some other ways that we can learn about the past?

Would you live near a volcano even if it had not erupted for many years? Why or why not?

- 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**

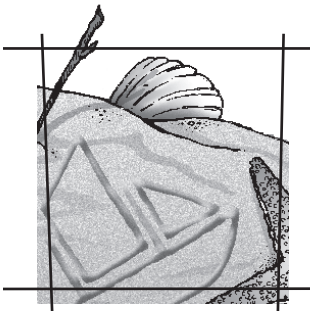
Timing Goal: 5 minutes

- 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

Pages 37–39

- 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 introduce the Word Treasure clue for chunking words into syllables.
- Display a boat without sails, and write “rumble” on the bottom of the boat.

Blackline master provided.





- Use **Think-Pair-Share** to have students tell what is different about this boat. Randomly select a few students to share. *It doesn't have sails.*
- Explain that the boat doesn't have sails because it doesn't have a base word and ending. When words are too long to blend and don't have a base word and ending, Captain Read More uses paddles to chunk the words into smaller parts, or syllables. It helps to read the smaller parts first and then the whole word.
- Explain that there are many ways to chunk a word, but there are some patterns that appear in a lot of words. Chunk *rumble* after the *u*, and try to read the word parts and then the whole word. Point out that chunking the word this way is awkward.



- Model chunking *rumble* between the *m* and *b*. Read the word parts and then the whole word. Point out that it was easy to recognize the word when you chunked it this way.



- Repeat this activity with the word *gentle*.



- Use **Think-Pair-Share** to have students tell what is the same about both words and what they notice about where you put the paddles to chunk the words. Randomly select a few students to share. *Both words have le at the end. You divided both words just before the consonant-le.*
- Confirm, or explain, that for most words with a consonant-*le* at the end, dividing the word before the consonant-*le* is a good way to chunk it. This splits the word into two word parts, or syllables. When you read the word parts first and then the whole word, the word is easier to read.
- Use **Think-Pair-Share** to have students identify the treasure (skill). Randomly select a few students to share.

- Confirm, or model, by reading Captain Read More’s treasure note.

<h2 style="margin: 0;">Word Treasure</h2>	<p>When we come to a word that we can’t read, we can break it into smaller chunks, read the small chunks, and then read the whole word.</p>
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- Tell students to be on the lookout for a word from this cycle’s vocabulary list that they can chunk by splitting it before the consonant-*le*.
- 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 words in your journal. Then chunk each word by drawing a paddle between the word parts.

Teacher’s Note: Accept reasonable alternate answers as correct.

- sample *sam/ple*
- handle *han/dle*
- maple *ma/ple*
- table *ta/ble*

Building Meaning

tremble	enormous	protect	buried
erupted	destroy	famous	peaceful

- 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.*

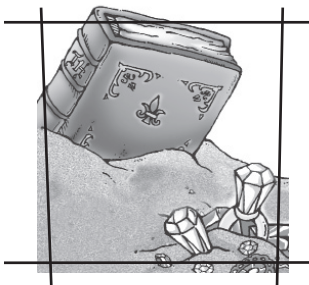
- Which of the following would protect you from the rain?
 - a garden hose
 - a sharp pencil
 - an umbrella*
 - a brick patio



- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.

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

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



DAY 3

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

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

Set the Stage



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

Vocabulary **TP**

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



Strategic Review

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

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

Why didn't anyone know about the town of Pompeii?

Listening Comprehension

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

Yesterday we read about what happened when the volcano erupted. We read that the town filled with ashes, and people were trapped in their homes. Pompeii was buried and eventually forgotten. We read that a new town was built on top of Pompeii.

- Tell students that as you reread you will look for details about the important ideas and add them to the graphic organizer. Tell students that you will also add any important information you missed the first time you read.
- Tell students that rereading will help them better understand the causes and effects they found in the text and how the causes and effects are related. Point out that they might also discover other cause-and-effect relationships that they missed the first time they read.
- Reread pages 4–13 aloud. Display a T-chart, and use a **Think Aloud** to identify the behavior of the people of Pompeii as an effect. Add the effect to the T-chart accordingly.



I just read that many people in Pompeii were acting as if it was a normal day. People were busy and at work. Bakers were baking, and musicians were playing music. I wonder why they were acting as if nothing was wrong. If I am wondering why, I must be wondering what the cause is. That means that how the people were acting is an effect. I should use a T-chart to help me find the cause.



- Use **Team Huddle** to have students identify the cause. Use **Random Reporter** to select students to share their responses. Add information to the T-chart accordingly.

We know the effect is that the people were acting as if nothing was wrong. Now we need to ask why to find the cause. So why were the people acting as if nothing was wrong? Discuss this with your teams. Pause to allow students time to discuss the cause. Restate the question. **Right. No one in the street knew that the volcano was going to erupt. If they did not know there was a problem, they would not be acting any different than they usually do. The cause must be that no one knew something terrible was going to happen. Let's add that to our T-chart. Now we can see the**

cause-and-effect relationship. The people on the street were acting as if nothing was wrong because no one knew that something terrible was going to happen.

- Add any additional ideas to the cause-and-effect T-chart.
- Remind students that as they reread, they should be looking for more cause-and-effect connections between the volcano and the people of Pompeii.

We just heard that the people of Pompeii were acting normal because no one knew that Vesuvius was about to erupt. As we continue to read, look for more cause-and-effect connections between the volcano and the people of Pompeii.

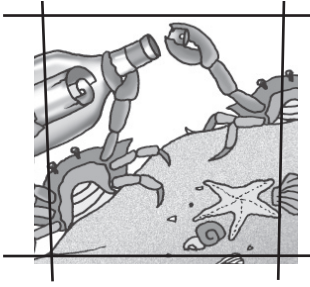
Preview Team Talk

- 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. Why weren't the people of Pompeii worried before Vesuvius erupted? |CE|
 - a. They thought they could get away in time.
 - b. They did not think Vesuvius would erupt so quickly.
 - c. They did not know Vesuvius was a volcano.
 - d. They did not care about being in danger.
2. What was the volcano's effect on the people as it began to erupt? (Write-On) |CE|
3. Pages 21 and 22 mainly tell about how scared the people of Pompeii were when the volcano began to erupt and what they did as a result. Which detail does not support this main idea? |MI|
 - a. People ran and screamed.
 - b. People looked for places to hide.
 - c. People tried to protect their valuable items.
 - d. People built a wall to stop the ash and lava.
4. Compare the people of Pompeii before and after the volcano began to erupt. |CC|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students reread and restate: **SR** **pages 14–25 aloud with partners.**
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

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

Team Talk

1. Why weren’t the people of Pompeii worried before Vesuvius erupted? |CE|
 - a. They thought they could get away in time.
 - b. They did not think Vesuvius would erupt so quickly.
 - c. *They did not know Vesuvius was a volcano.*
 - d. They did not care about being in danger.
2. What was the volcano’s effect on the people as it began to erupt? (Write-On) |CE|

100 points = *When the volcano began to erupt, people ran and screamed. Some people tried to save their belongings. Other people tried to escape.*

90 points = *When the volcano began to erupt, people ran and screamed. Some people tried to escape.* **80 points** = *People tried to escape.*

Team Talk *continued*

3. Pages 21 and 22 mainly tell about how scared the people of Pompeii were when the volcano began to erupt and what they did as a result. Which detail does not support this main idea? |MI|
 - a. People ran and screamed.
 - b. People looked for places to hide.
 - c. People tried to protect their valuable items.
 - d. *People built a wall to stop the ash and lava.*

4. Compare the people of Pompeii before and after the volcano began to erupt. |CC|

100 points = *Before the volcano began to erupt, the people were acting normal. They were doing the things that they did every day. After the volcano began to erupt, everyone was scared. People began to run and scream.* **90 points** = *Before the volcano began to erupt, people were acting normal. After it began to erupt, they were scared.* **80 points** = *Before, they acted normal. After, they were scared.*

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

Class Discussion **TP**



Strategy-Use Discussion

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

Think-and-Connect Discussion

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

Team Talk Extenders

Do you think it would be easy to escape a volcano? What do you think would be the best way to escape?

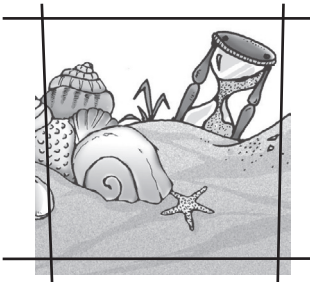
Look at the illustrations in the text. How is your life different from life in Pompeii before the eruption?

The people of Pompeii were very surprised by the volcano. Have you ever been very surprised by something? Tell about it.

- 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**

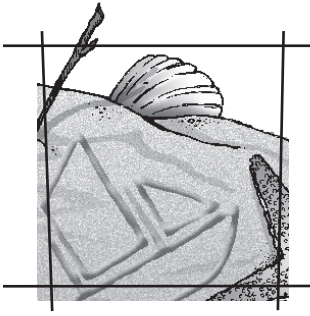
Timing Goal: 5 minutes

- 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

Pages 37–39 or 22–24

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



WORD POWER TP

Timing Goal: 10 minutes

- Pretend to take a message from Captain Read More out of the bottle. Use the message to remind students of the skill they are working on (chunking).
- Point out that there is a word from this cycle's vocabulary list that they can chunk by splitting it before the consonant-*le*. Display a boat without sails, and write the word "tremble" on the bottom of the boat.
- Use **Think-Pair-Share** to have students tell where you should place the paddle to chunk *tremble*. Randomly select a few students to share.

tps



- Confirm, or model, by chunking *tremble* between the *m* and *b*. Use **Think-Pair-Share** to have students read the word parts and then the whole word. Randomly select a few students to share. Point out that it was easy to recognize the word when you chunked it before the consonant-*le*.
- Repeat this activity with the word *staple*.



- Pronounce the *sta* chunk with a short /a/ sound. Point out that it is still not a word that you recognize. Explain that sometimes vowels have more than one sound. Captain Read More says to use a vowel wrench to change the vowel sound if your first sound doesn't work.



- Read the word parts, and pronounce the *sta* chunk with a long /a/ sound. Tell students that now you recognize the word as *staple*.
- Use **Think-Pair-Share** to have students tell if anyone chunked either word differently and, if so, to explain his or her thinking. Randomly select a few students to share, and write responses on the board.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.

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

Student Edition, page 3

Skill Practice

Write the words in your journal. Then chunk each word by drawing a paddle between the word parts.

Teacher’s Note: Accept reasonable alternate answers as correct.

1. cable *ca/ble*
2. settle *set/tle*
3. triple *tri/ple*
4. castle *cas/tle*

Building Meaning

tremble	enormous	protect	buried
erupted	destroy	famous	peaceful

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 protect you from the rain?

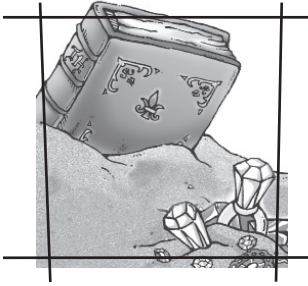
- a. a raincoat
- a. a large hat
- c. a wheelbarrow
- d. a covered porch



- 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.

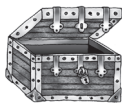
Set the Stage



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

Vocabulary **TP**

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



Strategic Review

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

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

How did the people of Pompeii react to the eruption?

Listening Comprehension

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

When we reread the text yesterday, we found cause-and-effect relationships that described why the people of Pompeii acted as if nothing was wrong before the volcano erupted. We found more connections between the volcano and the people of Pompeii.

- Tell students that as you reread you will look for details about the important ideas and add them to the graphic organizer. Tell students that you will also add any important information you missed the first time you read.
- Remind students that rereading will help them to better understand the cause-and-effect relationships in the text and possibly to discover new relationships to add to their chart.
- Reread pages 26–35 aloud. Display a T-chart, and use a **Think Aloud** to identify the eruption of Vesuvius as a cause. Add the cause to the T-chart accordingly.



We read that the volcano erupted for two whole days. I wonder what happened because the ashes fell for so long. If I'm wondering what happened, then that means I am looking for an effect. That also tells me that I have already found a cause. The cause is the volcano erupting for two days. Let's use a T-chart to put together a cause-and-effect relationship.



- Use **Team Huddle** to have students identify the effect. Use **Random Reporter** to select students to share. Add information to the T-chart accordingly.

We know that the volcano erupted for two whole days. Now we want to know what happened because it erupted for so long. Talk about what happened with your teams. Pause while students discuss with their teams. Right. The entire town was buried alive. That is what happened because the volcano erupted. If that is what happened, that is the effect. We can record that on the T-chart. So our cause-and-effect relationship is that the town was buried alive because the volcano erupted for two days.

- Add any additional important ideas to the cause-and-effect T-chart.

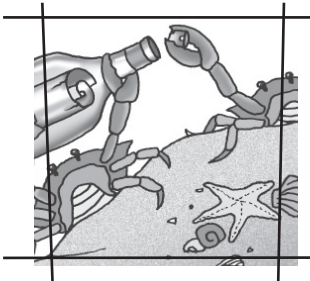
Preview Team Talk

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

Student Edition, page 4

Team Talk

1. Was Pliny an important person in history? Support your answer. |DC|
2. Put the following events in order. |SQ|
 - _Pliny wrote about Pompeii and Vesuvius.
 - _A new town was built.
 - _Vesuvius erupted again.
 - _People read Pliny's letters.
3. What caused the scientists to work very carefully? (Write-On) |CE|
4. Summarize what you learned from *Pompeii...Buried Alive!* Use your cause-and-effect T-chart to help you. |SU|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students reread and restate: **SR** pages 36–48 aloud with partners.
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion TP

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

Team Talk

1. Was Pliny an important person in history? Support your answer. |DC|

100 points = *Yes. Pliny is an important person in history because he wrote letters about Pompeii. If he had not written the letters, no one would know about Pompeii.* **90 points** = *Yes. He was an important person because he wrote letters that helped people find out about Pompeii.* **80 points** = *Yes. He wrote letters.*

2. Put the following events in order. |SQ|

1 Pliny wrote about Pompeii and Vesuvius.

3 A new town was built.

2 Vesuvius erupted again.

4 People read Pliny's letters.

3. What caused the scientists to work very carefully? (Write-On) |CE|

100 points = *The scientists worked very carefully because they did not want to harm or destroy anything they found from Pompeii.*

90 points = *The scientists worked carefully because they did not want to destroy anything.* **80 points** = *They did not want to destroy anything.*

4. Summarize what you learned from *Pompeii...Buried Alive!* Use your cause-and-effect T-chart to help you. |SU|

(Answers may vary.) **100 points** = *The people of Pompeii were surprised when Vesuvius erupted because they did not know it was a volcano. Many people died because they could not escape. The town was destroyed. People found Pompeii many years later. Pliny's letters helped them learn more about it.* **90 points** = *The people of Pompeii were surprised when Vesuvius erupted because they did not know it was a volcano. Many people died, and the town was destroyed. People used Pliny's letters to learn more about Pompeii.* **80 points** = *Vesuvius destroyed Pompeii. Many people died. Pliny's letters helped people learn more about it.*

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

Class Discussion TP



Strategy-Use Discussion

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

Think-and-Connect Discussion

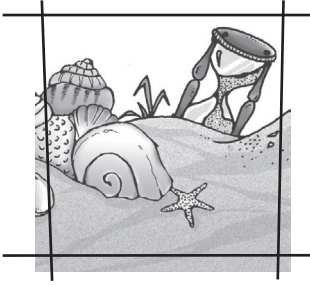
- Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill.
- Allow students time to discuss your questions.
- Use **Random Reporter** to select students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

Team Talk Extenders	<p>Do you think there are more hidden cities in the world? Why might they be hidden?</p> <p>How might things have been different if Pliny had never written letters about Pompeii? Explain.</p> <p>Did rereading the text help you to better understand the cause-and-effect relationships between Vesuvius and the people of Pompeii? Explain.</p>
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- Award team celebration points.
- Allow students time to discuss their summaries.
- Use **Random Reporter** to select students to share their summaries.

Write-On Discussion

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



FLUENCY IN FIVE **TP**

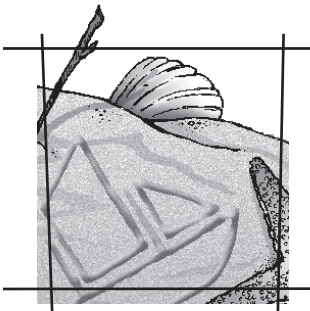
Timing Goal: 5 minutes

- 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

Pages 37–39, 22–24, or 42–44

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



WORD POWER **TP**

Timing Goal: 10 minutes

Preparation: Display the Word Power Challenge.

- Remind students of the Word Power skill (chunking) and the Word Treasure clue that Captain Read More uses for chunking (a boat and paddles).
- 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

Mike could hear something rustle in the bushes, but he could not see it.

Iggy's mom used a needle and thread to sew up the rip in his shirt.



- Use **Random Reporter** to choose a student to read each sentence orally, concentrating on the underlined words. *Rus/tle; nee/dle.*
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition, page 4

Skill Practice

Write the words in your journal. Then chunk each word by drawing a paddle between the word parts.

Teacher's Note: Accept reasonable alternate answers as correct.

1. temple *tem/ple*
2. beetle *bee/tle*
3. apple *ap/ple*
4. wrestle *wres/tle*

Building Meaning

tremble	enormous	protect	buried
erupted	destroy	famous	peaceful

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

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

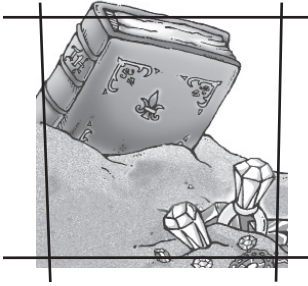
6. Choose the word that best fits in the blank.

Martha watched the people work together to guide the enormous balloon down the street during the parade.

- 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.
- Introduce the text that students will read for their test. Relate it to their cycle text by telling what it is about, but do not give additional information or details.

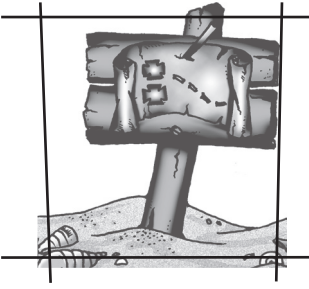
Today you will read about another Italian city.

Vocabulary **TP**

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

Prepare Students for the Test

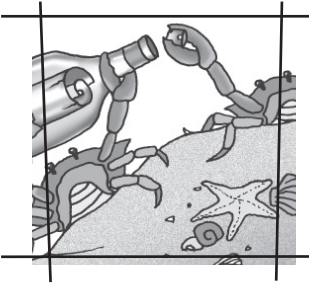
- Distribute the test, and preview it with students without providing information about the answers. Point out that question #3 asks about cause-and-effect relationships.
- Ask students to underline key words or phrases in question #3.
- Make sure that students understand that the test is independent work and that they should continue to use their strategies with sticky notes as they read without their partners' assistance.
- Tell students to add any relevant ideas from this reading to their graphic organizers and to do so without assistance.
- Remind students that they have 35 minutes for the test.



TEST

Timing Goal: 35 minutes

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



TEAMWORK

Timing Goal: 35 minutes

Teacher procedures for Teamwork vary with strategy instruction.

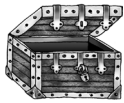
Team Discussion **TP**

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

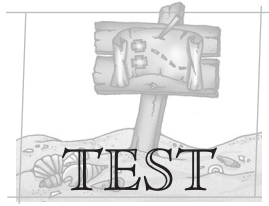


Class Discussion TP

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



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



Test Passage

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

The Sinking City

Venice is a city in Italy. It is famous for the small rivers that run through it. These rivers are called canals. Venice is made up of more than 100 small islands. The canals are like roads between the islands. There are no cars in Venice. People use boats to travel instead.

The city is not built on strong land. The water around the islands rises with the tide. This makes Venice flood very easily. Some people call it the sinking city. Venice sinks a tiny bit every year. Experts say it will sink a lot more in the next forty years.

Sources: Frommers (www.frommers.com/destinations/venice/0067010001.html)

CNN (<http://archives.cnn.com/2000/WORLD/europe/09/02/italy.venice.reut>)

City of Venice (www.comune.venezia.it/flex/cm/pages/ServeBLOB.php/L/EN/IDPagina/23431)

Comprehension Questions

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

20 points

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

20 points = *The topic of this text is the city of Venice. I know because the text tells me where Venice is. The text also explains how Venice is different from other cities.* **15 points** = *The topic of this text is the city of Venice. I know because the text tells me information about Venice.* **10 points** = *Venice. It tells facts about it.*

30 points

2. What is the intent of the author? |AP|
- to inform the reader about Venice
 - to persuade the reader to go to Venice
 - to explain where Venice is in the world
 - to compare Venice with other cities

How do you know?

20 points = *I know this is the intent of the author because the text tells many facts about Venice. The text tells information such as where Venice is and how the people who live there travel. The text also tells me about a problem Venice is facing.* **15 points** = *I know this is the intent of the author because the text tells me facts about Venice. It tells me where Venice is and what problem it is facing.* **10 points** = *It tells me about a problem Venice is facing.*

20 points

3. What is causing Venice to sink? |CE|

20 points = Venice is sinking because it is built on islands and not on strong land. Also, the city floods easily. **15 points** = Venice is sinking because it is built on islands and it floods easily. **10 points** = It is built on islands. It floods.

20 points

4. Summarize the text using information from your graphic organizer. |SU|

20 points = Venice is different from other cities because it is built on many islands. People in Venice use canals as roads. They travel by boat instead of by car. The city is sinking because of floods. **15 points** = Venice is built on many islands. People in Venice use boats instead of cars. The city is sinking. **10 points** = Venice is built on islands. People travel by boat. The city is sinking.

Word Power

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

Skill Questions

Write the words. Then chunk each word by drawing a paddle between the word parts.

Teacher's Note: Accept reasonable alternate answers as correct.

5 points

1. rattle *rat/tle*

5 points

2. thimble *thim/ble*

5 points

3. trample *tram/ple*

5 points

4. cradle *cra/dle*

Building Meaning

tremble	enormous	protect	buried
erupted	destroy	famous	peaceful

10 points

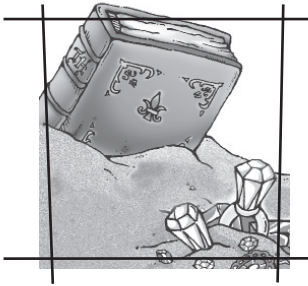
5. Write a meaningful sentence for the word *tremble*.

10 points = Will began to tremble in fear when he saw a giant snake in his backyard start to move. **5 points** = Will began to tremble in fear when he saw a snake in his backyard. **1 point** = Will began to tremble in fear when he saw a snake.

10 points

6. I could tell a famous person had pulled up to the restaurant when a crowd gathered around the limousine asking for autographs.

- 10 points** 7. The *peaceful* moment at the lake was disrupted when a flock of honking geese flew above and then landed in the water.
- 10 points** 8. My grandfather told me that if we did not mend the fence, the rabbits would get in and *destroy* the garden.
- 10 points** 9. The skyscraper was an *enormous* building that made all the other buildings look small in comparison. *Enormous* means—
- a. original.
 - b. unusual.
 - c. *gigantic*.
 - d. different.
- 10 points** 10. Toby knew his dog had *buried* a bone in the backyard when he saw that dirt had been scattered near his mother's garden.
- 10 points** 11. Trevor wore a wool hat to *protect* his ears from getting cold in the snow. *Protect* means—
- a. feel.
 - b. hide.
 - c. shape.
 - d. *cover*.
- 10 points** 12. The volcano *erupted* with lava many years ago, and scientists are still watching it to warn people if it happens again. *Erupted* means—
- a. *exploded*.
 - b. exclaimed.
 - c. contained.
 - d. constructed.



DAY 6

ACTIVE INSTRUCTION

Set the Stage TP (5 minutes)

- Introduce the main topic of study for this research project.

The main topic of study for our research project is volcanoes.



- Use **Team Huddle** to have students identify one fact about the topic and one thing that they want to learn about the topic. Use **Random Reporter** to share student responses, and record them on chart paper.
- Introduce the research purpose.

Student Edition, page 4

Research Purpose

In this unit, you will ask questions, find information, and present your findings to others.

Team Cooperation Goal TP (5 minutes)

- 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.

Get Organized TP (10 minutes)

- Present the research focus and product.

Student Edition, page 4

Research Focus

Another famous volcano eruption

Research Product

You will write at least one paragraph with the answers to your research question. You will prepare a presentation of your findings and deliver it to your team.

- Display the routine for asking research questions. Review each step. **SR**

Asking Research Questions	
FIRST	Ask as many questions as you can.
NEXT	Write down every question. Turn statements into questions.
NEXT	Make sure that every teammate is ready to share one or two questions with the class.

- Have teams use the routine to ask as many questions about the research focus as they can in five to six minutes.
- Use **Random Reporter** to select a student from each team to share a question or two with the class.
- Explain that the type of question that they ask can affect their research and the amount of information that they find.

Research is supposed to help you explore a topic in more detail. How you ask a question can impact the amount of information that you find when you research. There are two types of questions: close-ended and open-ended. Close-ended questions have one-word answers, such as “yes” or “no,” or require very little detail. For example, “What job are you interested in having when you are older?” Close-ended questions are a lot like our Right There questions. You don’t have to search very far for the answer.

Open-ended questions have longer, more descriptive answers. For example, “Why do you want to be a veterinarian when you are older?” Open-ended questions are a lot like our Think questions. You have to search in more than one place for the answer.

Both types of questions are important when you read, but open-ended questions are best for research because they require you to find more information and give you more to write about your topic.

Get Ready to Research TP (10 minutes)

- Refer students to the routine for choosing a research question and the Research Question Checklist. **SR**

Choose a research question.	
FIRST	Choose or write up to three open-ended questions about the topic.
NEXT	Take turns reading your questions to your teammates. Use the Research Question Checklist to discuss which question the team should research.
NEXT	Each team chooses one question to research.

Research Question Checklist	
<input type="checkbox"/>	Is the question open-ended?
<input type="checkbox"/>	Will the question help me learn something new about the topic?
<input type="checkbox"/>	Can the question be answered with the materials that I have?
<input type="checkbox"/>	Can I answer the question in a paragraph or page?

- Tell students that they will use resources for their research, including *Pompeii...Buried Alive!* Distribute the materials that students may use.
- Have students follow the routine for choosing a research question for their team. When students finish, check to make sure that each team has chosen one research question.
- Tell students that one step in getting ready to research is to search for information about the topic in the glossary, index, and table of contents of the student text and resource materials and to use search engines to find information on the Internet.
- Use **Think-Pair-Share** to ask students what key words they might look for during their search.



- Use **Random Reporter** to have students share their ideas. List any suggested key words on chart paper (optional).

Writing to State an Opinion	
The research product states an opinion.	15 points
Reasons that support the opinion are stated.	45 points
Linking words and phrases are used to connect ideas.	20 points
A concluding statement is included.	15 points
Correct punctuation, capitalization, spelling, and grammar are used.	5 points

Writing to Inform or Explain	
The research product introduces the topic.	15 points
Facts and details support the topic.	45 points
Linking words and phrases are used to connect ideas.	20 points
A concluding statement is included.	15 points
Correct punctuation, capitalization, spelling, and grammar are used.	5 points

- Refer students to the scoring guides for writing to inform or explain and writing to state an opinion. Explain that they need to choose the appropriate guide based on their question. Post the sample research questions, and model identifying which guide to use.

Display the sample sentences.

- Which volcano eruption was worse: Krakatoa or Pompeii?
- What caused this volcano to erupt, and what were the effects of the eruption?

Read the first question. **This question asks which volcano eruption was worse. When I answer it, I will have to state an opinion because not everyone will agree about which was worse. I will have to include good reasons that support my opinion, so I will use the Writing to State an Opinion scoring guide to help me research this topic and answer my question.**

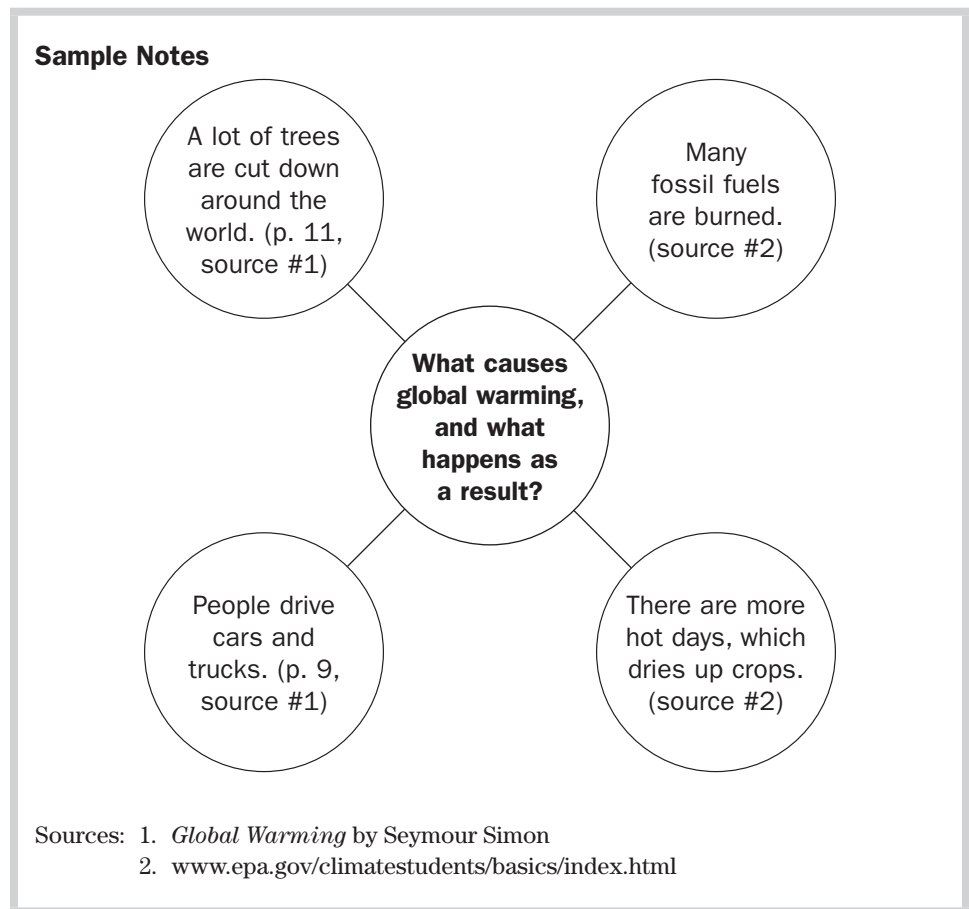
Read the second question. **This question asks about the causes and effects of this volcano’s eruption. When I answer this question, I will need to identify facts that explain how and why the volcano erupted. I don’t need to give an opinion. I need to provide facts. For this question, I will use the Writing to Inform or Explain scoring guide to help me research this topic and answer my question.**

- Use **Team Huddle** to have students identify which scoring guide they should use and why. Use **Random Reporter** to have students share.
- Award team celebration points.

Interactive Skill Instruction **TP** (25 minutes)

- Present the mini-lesson on note-taking strategies and citing sources.
- Remind students about the graphic organizers they use to record ideas as they read. Explain that taking notes for a research project is similar, except that they must also be sure to write down exactly where the information was found.
- Display the graphic organizer. Tell students that this is a sample organizer for a project in which the student will write to inform or explain.

Blackline master provided.



- Point out that the question appears in the middle of the web on the organizer. Explain that the information branching out from the question are the facts or details.

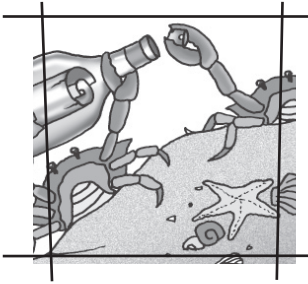
Notice that the question is written in the middle of the organizer. This is the topic of the research product. The facts and details are listed around the question. The page number and source is listed for each fact when the fact comes from a book. When the fact comes from a website, the source is listed. I also listed all the sources at the bottom of the page.

- Explain how the organizer can also be used when writing to state an opinion. Point out that the question goes in the middle, and the reasons that support the opinion go around it.
- Remind students that taking notes and citing sources will help them write their research products.

Start Searching TP (35 minutes)

- Have students use the research materials to search for information, and have them use a graphic organizer or notecards to make notes and record source information.
- Ask students to write their research question on their graphic organizer page or on the first notecard.

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 7

TEAMWORK

Interactive Skill Instruction **TP** (15 minutes)

- Review the research purpose, team goal, and team cooperation goal.
- Have students refer to the scoring guide for their research project. Remind students about their topics and how they will record the information they find and the sources on their organizers.
- Display the sample graphic organizer from day 6 again.

Sample Notes

A lot of trees are cut down around the world. (p. 11, source #1)

Many fossil fuels are burned. (source #2)

What causes global warming, and what happens as a result?

People drive cars and trucks. (p. 9, source #1)

There are more hot days, which dries up crops. (source #2)

Sources: 1. *Global Warming* by Seymour Simon
2. www.epa.gov/climatestudents/basics/index.html



- Point out that although you did note important information about what causes global warming, you only included one of its results. Use a **Think Aloud** to identify other information that you can add to your graphic organizer.

Remember that I am researching the question “What causes global warming, and what happens as a result?” Let me take a look at the information I have included in my web. I included three causes and one effect. I should look at each cause that I have included and make sure to include its effect. Today when I research, I will look for the effects of burning fossil fuels, trees being cut down, and driving cars and trucks. I will also check to see what causes more hot days, which dries up crops.



- Use **Think-Pair-Share** to have students review their graphic organizers to determine what information they will research today. Randomly select a few students to share.

Keep Searching TP (70 minutes)

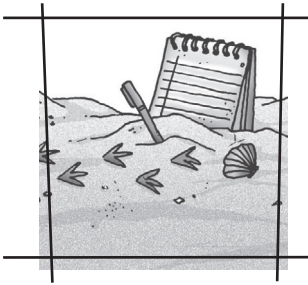
- Have students use the research materials to continue their search for information, and have them use their graphic organizers or notecards to record relevant information.
- Circulate to check each student’s progress.
- Ask partners to share what they have found with each other and prepare to share an important piece of information and its source with the class.

Class Discussion TP (5 minutes)



- Use **Random Reporter** to have students share an important piece of information, its source, and why they think the information is important.

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 8

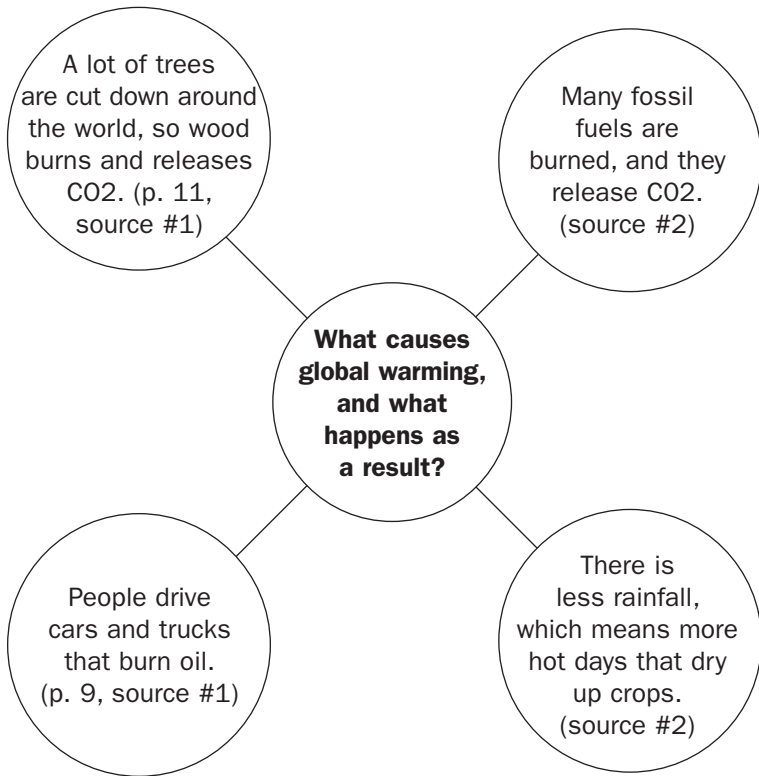
ADVENTURES IN WRITING

Drafting **TP (45 minutes)**

- Tell students that they will use their plans to write a first draft.
- Review the scoring guides for each research purpose. Tell students that they need to check their writing against the scoring guide to make sure that they include all parts of the research product.
- Display the following web, to which more information has been added.
- Tell students that you added more information about the results of global warming.

Blackline master provided.

Sample Notes



Sources: 1. *Global Warming* by Seymour Simon
2. www.epa.gov/climatestudents/basics/index.html



- Point out to students that you used “CO₂” in your sample notes, and tell them that it stands for carbon dioxide. Explain to students that when you take notes, sometimes you write a shortened version of a word. However, in the answer to your question, it is best to write out the full word because not everyone may be familiar with an abbreviation.
- Point out that researching more information will give you a more complete answer to your question.
- Model how to make a plan for moving your notes into the final product. Display your graphic organizer as you use a **Think Aloud**.

According to the scoring guide, I need to introduce the topic. I will do that first. That’s called a topic sentence. My topic is the causes and effects of global warming. I will write, “Global warming is caused by fossil fuels, the burning of trees, and vehicles such as cars and trucks.” Looking at my notes, I see that I have information about the effects of each of these things. After my topic sentence, I will write “When fossil fuels are burned, they release carbon dioxide. Carbon dioxide is also released when people drive cars and trucks that burn oil.” Remember that we should put ideas in our own words. I did not copy exactly what I had in my notes, but I used my notes to guide me in writing my answer. Model adding other ideas based on your sample notes. I will now write, “Because of global warming, there are dangerous heat waves. There is also less rainfall, which means more hot days. Having a lot of hot days dries up crops.” My paragraph is almost finished. Model writing a concluding statement. In the scoring guide, a guideline is to include a concluding statement. I will write, “Global warming is very serious and has many effects on people and the earth.” This ties my ideas together.

- Remind students to include all of their ideas, writing in sentences and skipping lines to make room for revisions. Also, suggest that they include new thoughts as they occur.
- While they have their notes in front of them, have students review their ideas with partners and begin to write.
- Remind students to periodically check their writing against the 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 each student read his or her writing aloud to a partner to see if 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 **TP** (10 minutes)

- 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.

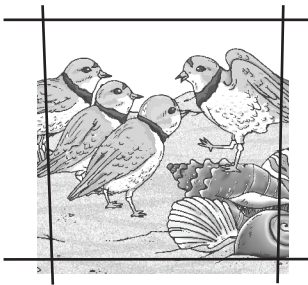
Editing TP (10 minutes)

- 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 errors. 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 TP (25 minutes)

- 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.

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 9

PRESENT AND EVALUATE

Interactive Skill Instruction **TP** (15 minutes)

- Review the research purpose, team goal, and team cooperation goal.
- Present a mini-lesson on presentation skills. Tell students that there are certain skills that good presenters have. Explain that good presenters make good eye contact, speak clearly, and can be heard by all members of the audience.
- Model a lack of presentation skills by reading your research product while omitting one or more of the presentation skills. Use **Think-Pair-Share** to have students give you feedback on which skills they did and did not observe.
- Repeat the activity, this time modeling all three criteria for presentation skills.
- Explain that these criteria are part of the research evaluation form.
- Display the evaluation criteria for a presentation. Explain that team members will give feedback to each presenter by writing on the form. Tell students that you will collect the evaluation forms. **SR**
- Distribute the evaluation forms.



Step Up to Research Evaluation	
Presenter _____	Evaluator _____
Date _____	
Writing Purpose (circle one): To state an opinion To inform or explain	
Writing to State an Opinion (Note one area of strength.)	
The research product states an opinion.	<input type="checkbox"/>
Reasons that support the opinion are stated.	<input type="checkbox"/>
Linking words and phrases are used to connect ideas.	<input type="checkbox"/>
A concluding statement is included.	<input type="checkbox"/>
Correct punctuation, capitalization, spelling, and grammar are used.	<input type="checkbox"/>
Make a suggestion for improvement:	<input type="checkbox"/>
Writing to Inform or Explain (Note one area of strength.)	
The research product introduces the topic.	<input type="checkbox"/>
Facts and details support the topic.	<input type="checkbox"/>
Linking words and phrases are used to connect ideas.	<input type="checkbox"/>
A concluding statement is included.	<input type="checkbox"/>
Correct punctuation, capitalization, spelling, and grammar are used.	<input type="checkbox"/>
Make a suggestion for improvement:	<input type="checkbox"/>
Research Skills (Note one or two strengths.)	Presentation Skills (Note one or two strengths.)
Takes clear notes	Has good eye contact
Cites trustworthy sources	Speaks clearly
Puts information in own words	Is heard by all members of the audience

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Present **TP** (45 minutes)

- Tell students that they will present their research to their teams. Explain that each team member will have a turn.
- Have students begin their presentations. Students have approximately eight to ten minutes for each presentation.
- Make sure that each student presents and receives evaluations after the presentation.

Team Discussion **TP** (20 minutes)

- When all presentations are finished, have students review the feedback that they received.
- Ask team members to share their strengths and suggestions in each category.

Class Discussion TP (10 minutes)

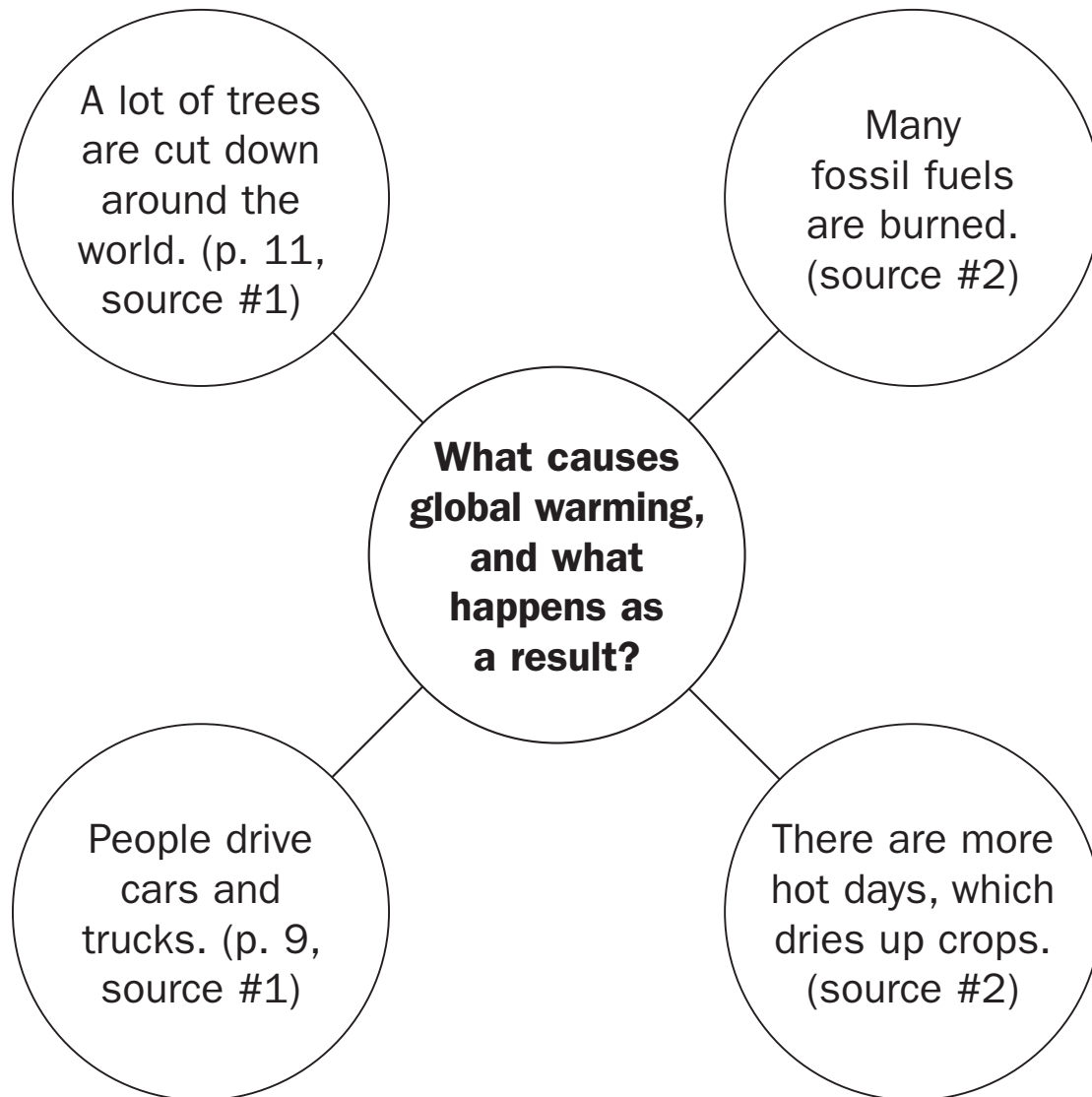


- Use **Random Reporter** to have students share their strengths and areas in need of improvement. Award team celebration points.
- Collect the written materials, including the plans, drafts, and evaluations. Plan to score and return the research products by the end of the next cycle.

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?

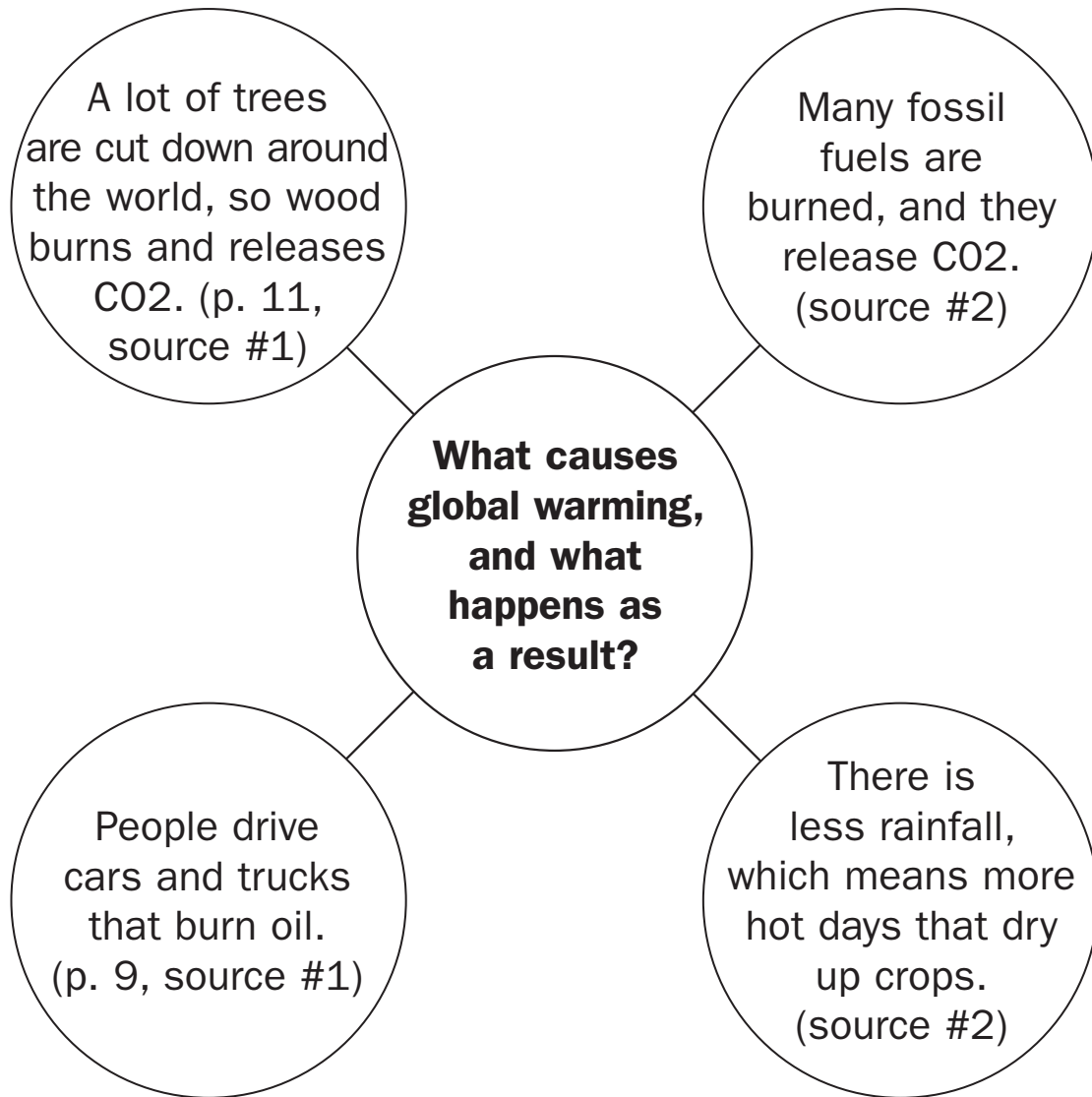


Sample Notes



- Sources: 1. *Global Warming* by Seymour Simon
2. www.epa.gov/climatestudents/basics/index.html

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Step Up to Research Evaluation

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Writing Purpose (circle one): To state an opinion To inform or explain

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Linking words and phrases are used to connect ideas.	
A concluding statement is included.	
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Make a suggestion for improvement:	

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The research product introduces the topic.	
Facts and details support the topic.	
Linking words and phrases are used to connect ideas.	
A concluding statement is included.	
Correct punctuation, capitalization, spelling, and grammar are used.	
Make a suggestion for improvement:	

Research Skills (Note one or two strengths.)	
Takes clear notes	
Cites trustworthy sources	
Puts information in own words	

Presentation Skills (Note one or two strengths.)	
Has good eye contact	
Speaks clearly	
Is heard by all members of the audience	

Step Up to Research Evaluation

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Speaks clearly	
Is heard by all members of the audience	

T-Chart

Title: Pompeii...Buried Alive!

Cause

The volcano could erupt.
(pp. 4 and 5)

The people of Pompeii didn't know something terrible was going to happen. (pp. 8-17)

People did not know Vesuvius was a volcano. (p. 4)

Gas, rock, and magma began to escape from the volcano. (p. 6)

Vesuvius began erupting. (p. 18)

Ashes filled the streets and piled high into homes.
(pp. 26-29)

Effect

The eruption could destroy Pompeii.

The people of Pompeii acted as if nothing was wrong.

Pompeii was built at the base of the volcano.

The ground began to tremble, houses shook, and a cracking sound was heard as ash and dust blew out of Vesuvius.

People in Pompeii panicked and ran as pebbles and ash fell on top of them. Clouds blocked the sun, and the sea's waves became rough.

People were trapped all over the city, even in homes.

T-Chart

Title: Pompeii...Buried Alive!

Cause

A boy named Pliny watched the eruption from afar. (p. 32)

Ashes fell on Pompeii for two days. (p. 34)

People forgot that Pompeii existed and built a new town on top of it. (p. 38)

Pliny's writings were found. (p. 39)

Scientists didn't want to harm or destroy anything they found buried in Pompeii. (p. 42)

Effect

Pliny became a writer. He wrote about Pompeii and the eruptions.

Only the tops of buildings showed through the ashes. The people were buried alive.

Ashes at the top layer became soil and grass grew.

Historians searched for Pompeii. Workers digging a tunnel found Pompeii underground. Pompeii and its treasures were uncovered.

Scientists worked very carefully while uncovering Pompeii.

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 / Pompeii...Buried Alive!
<p>English Language Arts Standards: <i>Reading Informational Text</i></p> <p>Key Ideas and Details</p> <p>RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>
<p>English Language Arts Standards: <i>Reading: Foundational Skills</i></p> <p>Phonics and Word Recognition</p> <p>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>
<p>English Language Arts Standards: <i>Writing</i></p> <p>Research to Build and Present Knowledge</p> <p>W.3.7 Conduct short research projects that build knowledge about a topic.</p> <p>W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>
<p>English Language Arts Standards: <i>Speaking and Listening</i></p> <p>Presentation of Knowledge and Ideas</p> <p>SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>

