The Very First Americans

Written by Cara Ashrose

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.
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Summary

Many different American Indian tribes lived in America before the arrival of Europeans. Tribes from the Northwest Coast were whale hunters. To protect themselves from enemies, tribes of the Southwest built clay houses on flat-topped mountains called mesas. The Plains Indians were known for their buffalo-hunting skills. Tribes in woodlands built canoes and longhouses. Ultimately, the Europeans changed the American Indian way of life, but early American Indians will always be remembered as the very first Americans.

Instructional Objectives

<table>
<thead>
<tr>
<th>CYCLE 1</th>
<th>Reading</th>
<th>Word Power</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Drawing conclusions (DC)</td>
<td>Synonyms</td>
<td>Write a glossary.</td>
</tr>
<tr>
<td>Students will draw conclusions about the text using information the author provides.</td>
<td>Students will use synonyms to improve their understanding of words.</td>
<td>Students will write a glossary of terms found in <em>The Very First Americans</em>.</td>
<td></td>
</tr>
</tbody>
</table>
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

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

Team Cooperation Goal

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

Set the Stage

- Introduce the text, author, and reading objective.

This cycle we will read The Very First Americans by Cara Ashrose. As we read, we’ll draw conclusions about the text. Good readers use clues or information from the author to better understand the text.

- 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.

Let me think about the first step of TIGRRS. I know that the first step is to find the topic of the book. I know that I can look at the cover of the book and the first few pages to find clues that will help me find the topic of the text. I also know that the title is a good place to look for the topic. The title of the book is *The Very First Americans*. I know that the first Americans were Native Americans. I can also use the picture on the front of the book to tell me about the topic. The picture is of Native Americans constructing tipis. The first few pages of the book also talk about and show the various people and the areas in which they lived. By using the title and pictures on the first few pages, I can tell that the topic of this text is Native American people and their different lifestyles.

Use the items below to build or activate background knowledge about the topic.

- Use a Think Aloud to model drawing the conclusion that Native Americans living near a coastline would live differently from those living in the desert.
- Use Think-Pair-Share to have students discuss what they know about Native Americans. Tell them to think about the different areas around the United States that were home to different tribes. Randomly select a few students to share.
- Share a few interesting facts with students about Native Americans, like there are more than three million Native Americans living in the United States and Canada. Most of these Native Americans speak English. About 20,000 Native Americans from the Cherokee tribe still speak Cherokee.

Tell students the next step of TIGRRS. Use a Think Aloud to model identifying the intent of the author.

I have identified the topic of *The Very First Americans*, so let me think about the second step of TIGRRS. I know that the second step is to determine the author's intent. I have to think about the topic of the text and figure out why the author wrote the text. I should ask myself questions like, “Does the author want to entertain me?” or “Does the author want to inform me about something?” After asking myself these questions, I think the author wants to inform me about Native Americans. The author includes information about the different groups of Native Americans that lived in what is now the United States.

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 an idea tree. Explain the different parts of the graphic organizer and what will be written in each part.
We will use a graphic organizer to record important ideas, and the next step in TIGRRS is to identify which organizer we will use. Let me take a look at the text. I see sections titled “Northwest Coast,” “Woodlands,” and “Plains.” I don’t see any signal words that tell me I will be looking for causes or effects or that I will be comparing anything. It looks like the author is giving me important ideas and a lot of details, so I think the best organizer to use is an idea tree. Display an idea tree. What should we write in the section called “Topic”? What do we write in the circles at the end of the longer branches? Where do our supporting details go? We will write “Native Americans,” or the topic of the text, in the section called “Topic.” We will write main ideas in the circles at the end of the longer branches. We will write supporting details next to the lines coming out of the circles.

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

Vocabulary

- 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.

- 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.

<table>
<thead>
<tr>
<th>Word and Page Number</th>
<th>Identification Strategy</th>
<th>Definition</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>skeleton page 6</td>
<td>chunk: skel-e-ton</td>
<td>the bones of an animal as a whole frame</td>
<td>The scientist studies the skeleton of a dinosaur to learn what it was like.</td>
</tr>
<tr>
<td>carved page 8</td>
<td>base word + ending: carv(e) + ed</td>
<td>to cut to make something</td>
<td>The woodworker carved a pattern on the back of the chair.</td>
</tr>
<tr>
<td>legends page 8</td>
<td>base word + ending: legend + s</td>
<td>stories from the past</td>
<td>No one in our family believed the legends of grandpa and the grizzly bear.</td>
</tr>
</tbody>
</table>
Using the Targeted Skill (Introduction and Definition)

- Introduce the skill and its importance in informational text.

  **Our skill for this cycle is drawing conclusions.** Drawing conclusions about a text can help us learn more about a topic. We can use details from the author and what we already know to figure out new information about the topic in the text.

- Introduce and display a drawing-conclusions chart. Explain the different parts of the drawing-conclusions chart and what will be written in each part.

<table>
<thead>
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<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>peaceful</strong> page 11</td>
<td>base word + ending: peace + ful</td>
<td>calm, quiet, not willing to fight</td>
<td>Unlike the bullies in his class, Sean is peaceful and quiet.</td>
</tr>
<tr>
<td><strong>raided</strong> page 11</td>
<td>base word + ending: raid + ed</td>
<td>attacked</td>
<td>The soldiers raided the small village, looking for enemy soldiers.</td>
</tr>
<tr>
<td><strong>starve</strong> page 12</td>
<td>blend</td>
<td>to be without food</td>
<td>People often starve if they spend too much time in a desert because there is very little to eat.</td>
</tr>
<tr>
<td><strong>disguised</strong> page 22</td>
<td>base word + ending: disguis(e) + ed</td>
<td>wear different clothes to change the way someone looks</td>
<td>Maurice disguised himself with glasses and a hat so no one would know him.</td>
</tr>
<tr>
<td><strong>honest</strong> page 25</td>
<td>chunk: hon‑est</td>
<td>truthful; does not cheat or lie</td>
<td>Teachers expect students to be honest and do their own work when taking a test.</td>
</tr>
</tbody>
</table>
Use a Think Aloud to model drawing conclusions about a sidewalk surrounded by caution tape while you fill out a drawing-conclusions chart.

I see part of a sidewalk that is surrounded by caution tape. I will add “sidewalk surrounded by caution tape” to the “What I Read/See” column of my drawing-conclusions chart. I know caution tape is meant to alert someone to danger. I will add “Caution tape is meant to alert people of danger,” to the “What I Know” column of my drawing-conclusions chart. I can’t see the sidewalk, but I can draw conclusions based on what I know about caution tape. I can draw the conclusion that something about the sidewalk is dangerous, and I shouldn’t walk there. I will place my conclusion in the column labeled “What conclusion can I draw?” on my drawing-conclusions chart.

Tell students that they will draw conclusions 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 page 2 of The Very First Americans aloud. Use a Think Aloud to model drawing the conclusion that people followed animals to America for food.

Let me think about the information I read in the text. I read that there were no people in America a long time ago. I also read that hunters followed animals to America. I will add “There were no people in America a long time ago” and “Hunters followed animals to America” to the “What I Read/See” column of my drawing-conclusions chart. Let me think about information I know that I can relate to this text. I know that people used animals for food just as we do today. I will add “People used animals for food” to the “What I Know” column of my drawing-conclusions chart. I can use the information that I read and the information I know to draw a conclusion about the first people in America. I can draw the conclusion that the first people in America came to America because they needed food. I will add “The first people in America came to America because they needed food” to the “What conclusion can I draw?” column of my drawing-conclusions chart.

Continue reading pages 3–5 aloud, stopping to ask questions, make points, or focus students’ attention as needed.

Summarize the important ideas, and record them on your idea tree.

Preview Team Talk

Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #2, must be written individually, after students discuss it in their teams. Tell students that they will record ideas about the text on their drawing-conclusions chart to draw conclusions about the text.
Team Talk

1. What can you learn about the tribes in the Northwest by looking at the text features on pages 8 and 9? [TF]
   - the type of clothing the tribes wore
   - The tribes lived deep in the woods.
   - The tribes lived near a lot of water.
   - the types of games the tribes played

2. What conclusion can you draw about the type of region the tribes of the Northwest lived in? Use details from the text to support your answer. (Write-On) [DC]

3. Why did the Hopi make their homes high on mountains with holes in their roofs instead of front doors? [CE]

4. What did the movements of snakes remind the Hopi people of? [CL]
   - the hot desert air they lived in
   - the water and waves of the ocean
   - lightning that would come with rain
   - the flow of water in rivers and streams

Randomly assign team leaders.
Team Discussion

- 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.

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

Team Talk

1. What can you learn about the tribes in the Northwest by looking at the text features on pages 8 and 9? [TF]
   - a. the type of clothing the tribes wore
   - b. The tribes lived deep in the woods.
   - c. The tribes lived near a lot of water.
   - d. the types of games the tribes played

2. What conclusion can you draw about the type of region the tribes of the Northwest lived in? Use details from the text to support your answer. (Write-On) [DC]
   
   **100 points =** I can draw the conclusion that the tribes of the Northwest lived in a region with a lot of trees. The text tells me that the people of the Northwest were good woodworkers and built big wooden houses. They also built large totem poles out of wood. This means that there had to be a lot of trees to supply the people with enough wood to build all that they did.
   
   **90 points =** I can draw the conclusion that the tribes of the Northwest lived in a region with a lot of trees. They built large houses and totem poles, which means that they had to have a lot of wood around them.
   
   **80 points =** They lived in an area with a lot of trees because they built a lot of things out of wood.

3. Why did the Hopi make their homes high on mountains with holes in their roofs instead of front doors? [CE]

   **100 points =** The Hopi made their homes high on mountains with holes in their roofs instead of front doors because they wanted to protect their belongings. Many of the tribes living near the Hopi stole their food and blankets. The Hopi tried to protect themselves by making it difficult for thieves from the other tribes to steal their goods.
   
   **90 points =** The Hopi made their homes high on mountains with holes in their roofs instead of front doors because they wanted to protect their belongings. Many of the tribes near the Hopi stole their food, so the Hopi wanted to protect their goods.
   
   **80 points =** They wanted to protect their belongings from other tribes.
### Team Talk continued

4. What did the movements of snakes remind the Hopi people of? [CL]
   a. the hot desert air they lived in
   b. the water and waves of the ocean
   c. lightning that would come with rain
   d. the flow of water in rivers and streams

- 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

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

### Strategy-Use Discussion

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

### Think-and-Connect Discussion

- 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>
<thead>
<tr>
<th>Team Talk Extenders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does Native American culture interest you? Why or why not?</td>
</tr>
<tr>
<td>Who do you think had a more difficult way of life, the Hopi or the tribes of the Northwest? Explain.</td>
</tr>
</tbody>
</table>
- Award team celebration points.
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**

**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 chopply, and finally without expression to show a lack of fluency skills.

**Page 8**

- 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.

<table>
<thead>
<tr>
<th>Team Celebration Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>- How many points did you earn today?</td>
</tr>
<tr>
<td>- How well did you use the team cooperation goal and behavior?</td>
</tr>
<tr>
<td>- How can you earn more points?</td>
</tr>
</tbody>
</table>
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.
- 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

- 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.
- 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.

Why did the Hopi have to build their homes on high mountains?

**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 why the first people came to America. We learned that they were hunters and followed animals to America. We also learned that they hunted the animals for food.*

- Tell students that you will continue to record important ideas on the graphic organizer.
- Read pages 14–19 of *The Very First Americans* aloud. Use a **Think Aloud** to model drawing the conclusion that the buffalo was very important to Plains people.

> Let me think about the information I read in the text. I read that the Plains people used buffalo for food, clothing, and shelter. I will add “Plains people used buffalo for food, clothing, and shelter” to the “What I Read/See” column of my drawing-conclusions chart. Let me think about information I know that I can relate to this text. I know that food, clothing, and shelter are very important for people to survive. I will add “Food, clothing, and shelter are very important” to the “What I Know” column of my drawing-conclusions chart. I can use the information that I read and the information I know to draw a conclusion about the Plains people and the buffalo. I can draw the conclusion that the buffalo was very important to Plains people because it helped them to survive. I will add “The buffalo was very important to Plains people because it helped them to survive” to the “What conclusion can I draw?” column of my drawing-conclusions chart.

- Summarize the important ideas, and record them on your idea tree.

**Preview Team Talk**

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

### Team Talk

1. What conclusion can you draw about the woodlands people and their surroundings? Use details from the text to support your answer. (Write-On) |DC|

2. Where were many American Indians forced to live once the European settlers arrived in America? |CL|
   - a. desert
   - b. cities
   - c. reservations
   - d. hotels

3. Why did the European settlers force the American Indians to move onto reservations? |CE|

4. Which of the following is the main idea on page 29? |MI|
   - a. American Indians lived on reservations instead of on their own land.
   - b. New settlers caused the American Indians to change their way of life.
   - c. People from Europe arrived on ships with guns and riches to trade.
   - d. Native Americans fought to keep their land and traditions as they were.

### 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 20–30 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.

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

### Team Talk

1. What conclusion can you draw about the woodlands people and their surroundings? Use details from the text to support your answer. (Write-On) DC

   **100 points** = *I can draw the conclusion that the woodlands people used their surroundings for everything in daily life. They used the trees for shelter; tools, and materials. They used the animals for food and clothing. They survived by using their surroundings to give them everything they needed.*

   **90 points** = *I can draw the conclusion that the woodlands people used their surroundings for everything in daily life. Their surroundings gave them everything they needed to survive.*

   **80 points** = *They used their surroundings to survive.*

2. Where were many American Indians forced to live once the European settlers arrived in America? CL
   a. desert
   b. cities
   c. reservations
   d. hotels

3. Why did the European settlers force the American Indians to move onto reservations? CE

   **100 points** = *The European settlers forced the American Indians to move onto reservations because the Europeans wanted the land for themselves. They didn’t want to share the land with the Indians. They didn’t want the Indians to hunt and plant in the Indians’ lands anymore.*

   **90 points** = *The European settlers forced the American Indians to move onto reservations because the Europeans wanted the land for themselves. They didn’t want to share the land with the Indians.*

   **80 points** = *The Europeans wanted the land for themselves.*

4. Which of the following is the main idea on page 29? MI
   a. American Indians lived on reservations instead of on their own land.
   b. New settlers caused the American Indians to change their way of life.
   c. People from Europe arrived on ships with guns and riches to trade.
   d. Native Americans fought to keep their land and traditions as they were.

- 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

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<tr>
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<td>Use Random Reporter to select two or three students to describe their team’s strategy use with the class.</td>
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<td>Award team celebration points.</td>
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<th>Think-and-Connect Discussion</th>
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</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>Allow students time to discuss your questions.</td>
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<tr>
<td>Use Random Reporter to select students to respond to your questions.</td>
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</tbody>
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<thead>
<tr>
<th>Team Talk Extenders</th>
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</thead>
<tbody>
<tr>
<td>The Native Americans were forced to move from their lands. Do you think it was right for them to have to leave their homes? Why or why not?</td>
</tr>
<tr>
<td>Native Americans were forced to change their way of life. Why do you think the settlers wanted the Native Americans to change? Explain.</td>
</tr>
<tr>
<td>Award team celebration points.</td>
</tr>
</tbody>
</table>

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<th>Write-On Discussion</th>
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<tr>
<td>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.</td>
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<td>Award team celebration points.</td>
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<td>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.</td>
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FLUENCY IN FIVE

Timing Goal: 5 minutes

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

**Pages 21 and 22**

- 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
Timing Goal: 10 minutes

Tell students that Captain Read More has sent them another message. Pretend to take the message out of a bottle.

Display the Word Treasure clue, two shells that look the same. Use Think-Pair-Share to have students identify the treasure (skill). Randomly select a few students to share.

Reveal the Word Treasure (skill).

If you’re having trouble understanding a word’s meaning, look for a synonym with a similar meaning, and make connections between the words.

Write “silly” on the board, and use Team Huddle to have students give a synonym for silly. Use Random Reporter to select students to share responses. Stupid, foolish.

Point out that knowing synonyms helps you to improve your understanding of words.

Tell students to look for words from this cycle’s vocabulary list that have synonyms the next time they review their words.

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. 

**Teacher’s Note:** Accept reasonable responses for skill-practice and test answers; many words have more than two synonyms.
Skill Practice

Write a synonym for each word below.

1. above  over
2. shop  buy
3. rub  pat, wipe
4. beautiful  pretty

Building Meaning

<table>
<thead>
<tr>
<th>skeleton</th>
<th>carved</th>
<th>legends</th>
<th>peaceful</th>
</tr>
</thead>
<tbody>
<tr>
<td>raided</td>
<td>starve</td>
<td>disguised</td>
<td>honest</td>
</tr>
</tbody>
</table>

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

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

6. Choose the word that best fits in the blank.
   Jake carved a spoon out of a piece of wood.

- 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.
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.
- 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
- 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.
- 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 were the Native Americans forced to move to reservations? |

**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 Plains people used the buffalo for everything. We learned that the Plains people used the buffalo for food, clothing, and shelter. We were able to see how important the buffalo was for the Plains people.

- Tell students that as you reread you will look for details about the important ideas and add them to the graphic organizer. Tell students that you will also add any important information you missed the first time you read.

- Reread pages 2–5 of *The Very First Americans* aloud. Use a **Think Aloud** to model drawing the conclusion that the Makah needed to build large canoes to catch and kill whales.

  Let me think about the information I read in the text. I read that the Makah used large canoes to hunt whales. They built canoes that could hold sixty people. I will add “used canoes to hunt whales” and “Some canoes could hold sixty people” to the “What I Read/See” column of my drawing-conclusions chart. Let me think about information I know that I can relate to this text. I know that whales are very large. I also know that it would take a lot of people to kill a whale. I will add “Whales are very large” and “takes a lot of people to kill a whale” to the “What I Know” column of my drawing-conclusions chart. I can use the information that I read and the information I know to draw a conclusion about the Makah. I can draw the conclusion that the Makah built such large canoes because they needed many people to kill a whale. I will add “They built such large canoes because they needed many people to kill a whale” to the “What conclusion can I draw?” column of my drawing-conclusions chart.

- Summarize the supporting details for the main ideas you listed, and record them on your idea tree.
Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #4, must be written individually, after students discuss it in their teams. Tell students that they will record ideas about the text on their drawing-conclusions chart to draw conclusions about the text.

- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students’ reflection as they determine the meaning of the question.

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

### Team Talk

1. Why did fishermen place a salmon skeleton back into the river? |CE|
   a. They believed skeletons belong in water.
   b. They believed it feeds the spirit of the river.
   c. They believed that it would keep evil spirits away.
   d. They believed it would bring more salmon back.

2. How do the text features on pages 10 and 11 help to support the main idea? |TF|

3. How did the host show how important and rich he was in the tribes of the Northwest? |CE|
   a. He built houses for people in the tribe.
   b. He had a feast during which he gave away gifts.
   c. He gave away totem poles to his guests.
   d. He built a throne out of jewels for himself.

4. What conclusion can you draw about the Hopi and their snake dance? Use details from the story to support your answer. (Write-On) |DC|

### 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 6–13 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**

- 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.

- 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 fishermen place a salmon skeleton back into the river? [CE]
   
   a. They believed skeletons belong in water.
   
   b. They believed it feeds the spirit of the river.
   
   c. They believed that it would keep evil spirits away.
   
   d. They believed it would bring more salmon back.

2. How do the text features on pages 10 and 11 help to support the main idea? [TF]
   
   **100 points** = The text features on pages 10 and 11 help to support the main idea by showing how and where the Hopi built their homes. The main idea is that the Hopi had to protect themselves against thieves, so they built their homes on high flat mountains. The picture shows a flat mountain with Hopi homes on top. The picture also shows how the Hopi built holes in their roofs to keep out thieves. **90 points** = The text features on pages 10 and 11 help to support the main idea by showing how and where the Hopi built their homes. The main idea is that the Hopi had to protect themselves against thieves, so the pictures show the high mountains the Hopi lived on and the holes in their roofs. **80 points** = The text features show how the Hopi protected themselves against thieves, which is the main idea.

3. How did the host show how important and rich he was in the tribes of the Northwest? [CE]
   
   a. He built houses for people in the tribe.
   
   b. *He had a feast during which he gave away gifts.*
   
   c. He gave away totem poles to his guests.
   
   d. He built a throne out of jewels for himself.
Team Talk continued

4. What conclusion can you draw about the Hopi and their snake dance? Use details from the story to support your answer. (Write-On) |DC|

100 points = I can draw the conclusion that the Hopi believed in spirits. They prayed to the spirits when they needed something. The Hopi wanted the snakes they danced with to carry their prayers to special spirits. The Hopi believed that the spirits would then bring them rain for their crops to grow. 90 points = I can draw the conclusion that the Hopi believed in spirits. They used the snakes to carry prayers to special spirits because the Hopi needed rain for their crops to grow. 80 points = They believed in spirits.

Class Discussion

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 the Hopi were the only Native American tribe to believe in spirits? Why or why not?
How were the hosts of feasts in the Northwest tribes similar to the host of a party today? Explain.

- 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

Timing Goal: 5 minutes

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

Pages 21 and 22 or 10 and 11

- 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
Timing Goal: 10 minutes

- Remind students of the Word Power skill (synonyms) and, if necessary, the Word Treasure clue that Captain Read More uses for synonyms (two shells that are almost alike).

- Have students look at the vocabulary list. Refer to the words *peaceful* and *disguised*. Use **Think-Pair-Share** to have students suggest synonyms for these words. Randomly select a few students to share responses. *Peaceful = calm, friendly, still, gentle; disguised = hidden, covered, etc.*

- Remind students that many words have multiple synonyms that give shades of the original word's meaning.

- Have students review the example sentences for *peaceful* and *disguised* on the vocabulary chart.

- 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. 

<table>
<thead>
<tr>
<th>Skill Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write a synonym for each word below.</td>
</tr>
<tr>
<td>1. pond</td>
</tr>
<tr>
<td>2. candy</td>
</tr>
<tr>
<td>3. dinner</td>
</tr>
<tr>
<td>4. knock</td>
</tr>
</tbody>
</table>
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. A crow **raided** the robin's nest and broke two of the eggs. **Raided** means—
   a. attacked.
   b. helped.
   c. built.
   d. sang.

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- 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.

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<table>
<thead>
<tr>
<th>Building Meaning</th>
</tr>
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<tbody>
<tr>
<td>skeleton</td>
</tr>
<tr>
<td>RAIDED</td>
</tr>
</tbody>
</table>

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**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?
ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

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

Set the Stage

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

Vocabulary **TP**

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

Strategic Review

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

Why did fisherman throw a salmon skeleton into the river? What does this show about the people of the Northwest coast?

Listening Comprehension

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

Yesterday we read that the Makah hunted whales. We learned that the Makah built large canoes that could hold sixty people. We were able to draw the conclusion that the Makah needed large boats because it took a lot of people to kill a whale.

- 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.
- Read pages 14–17 of The Very First Americans aloud. Use a Think Aloud to model drawing the conclusion that hunting buffalo was very dangerous.

Let me think about the information I read in the text. I read that a Comanche riding on horseback could swing another person onto his horse as he was galloping at full speed. I will add “A Comanche riding on horseback could swing another person onto his horse as he was galloping at full speed” to the “What I Read/See” column of my drawing-conclusions chart. I can also use the text features on page 16 to see that the Comanche rode in the middle of a buffalo herd when they hunted. I will add “The Comanche rode in the middle of a buffalo herd when they hunted” to the “What I Read/See” column of my drawing-conclusions chart. Let me think about information I know that I can relate to this text. I know that there are a lot of buffalo in a herd. I also know that a herd of buffalo moves very fast. I will add “A lot of buffalo make up a herd” and “A herd of buffalo moves very fast” to the “What I Know” column of my drawing-conclusions chart. I can use the information that I read and the information I know to draw a conclusion about hunting buffalo. I can draw the conclusion that hunting buffalo is very dangerous. I will add “Hunting buffalo is very dangerous” to the “What conclusion can I draw?” column of my drawing-conclusions chart.

- Continue reading pages 18 and 19 aloud, stopping to ask questions, make points, or focus students’ attention as needed.
Summarize the supporting details for the main ideas you listed, and record them on your idea tree.

**Preview Team Talk**

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #2, must be written individually, after students discuss it in their teams. Tell students that they will record ideas about the text on their drawing-conclusions chart to draw conclusions about the text.
- 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.

<table>
<thead>
<tr>
<th>Team Talk</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Why were woodlands people good hunters?</td>
</tr>
<tr>
<td>2. What conclusion can you draw about why woodlands people used a bow and arrow to hunt? Use details from the text to support your answer. (Write-On)</td>
</tr>
<tr>
<td>3. Which of the following is the main idea on page 25?</td>
</tr>
<tr>
<td>a. The Pilgrims were afraid of Massasoit at first.</td>
</tr>
<tr>
<td>b. Massasoit painted his face to scare the Pilgrims.</td>
</tr>
<tr>
<td>c. The Pilgrims wanted to take Massasoit's land.</td>
</tr>
<tr>
<td>d. Massasoit was a kind and honest chief.</td>
</tr>
<tr>
<td>4. Summarize the text using your idea tree.</td>
</tr>
</tbody>
</table>

**TEAMWORK**

**Timing Goal: 45 minutes**

**Partner Reading**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students reread and restate: pages 20–30 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**

- 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.
- 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 were woodlands people good hunters? |CE|

    **100 points =** Woodlands people were good hunters because they could track animals and move quietly in the forest. They could tell where an animal went and how fast it was going. They wore deerskins to blend in and get close to their prey. **90 points =** Woodlands people were good hunters because they could track animals and move quietly in the forest. They used deerskins to blend in and get close to their prey. **80 points =** They could track animals in the forest.

2. What conclusion can you draw about why woodlands people used a bow and arrow to hunt? Use details from the text to support your answer. (Write-On) |DC|

    **100 points =** I can draw the conclusion that woodlands people used a bow and arrow to hunt because they were able to shoot their prey from a distance. They could use their disguises to get close enough to an animal and then use a bow and arrow to shoot it. They could choose a safe distance where the animal would not hear them and run away. **90 points =** I can draw the conclusion that woodlands people used a bow and arrow to hunt because they were able to shoot their prey from a distance. They didn’t want the animal to run away, so they could get close and then use the bow and arrow. **80 points =** They could hunt from a distance.

3. Which of the following is the main idea on page 25? |MI|

   a. The Pilgrims were afraid of Massasoit at first.
   b. Massasoit painted his face to scare the Pilgrims.
   c. The Pilgrims wanted to take Massasoit’s land.
   d. Massasoit was a kind and honest chief.
### Team Talk continued

4. Use information from your idea tree to summarize the text. |SU|

   **100 points** = The people of the Northwest were surrounded by trees and used wood for many things in their daily lives. The Hopi built their homes on mountains for protection against thieves. The woodlands people used bows and arrows to hunt prey from a distance. **90 points** = The people of the Northwest were surrounded by trees and used wood for many things in their daily lives. The Hopi built their homes on mountains. The woodlands people used bows and arrows to hunt prey from a distance. **80 points** = The Northwest people used wood for everything while the Hopi built their homes on mountains.

- 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.

<table>
<thead>
<tr>
<th>Team Talk Extenders</th>
</tr>
</thead>
<tbody>
<tr>
<td>After seeing Massasoit’s picture in the text, were you surprised to read that he was kind and honest? Explain.</td>
</tr>
<tr>
<td>Do you think the Hopi would be good hunters like the Woodlands tribes? Why or why not?</td>
</tr>
</tbody>
</table>

- 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.
- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.
- 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

Timing Goal: 10 minutes

Preparation: Display the Word Power Challenge.

- Remind students of the Word Power skill (synonyms).

<table>
<thead>
<tr>
<th>Word Power Challenge</th>
</tr>
</thead>
<tbody>
<tr>
<td>listen</td>
</tr>
<tr>
<td>frighten</td>
</tr>
</tbody>
</table>

- Direct students’ attention to the Word Power Challenge. Use Team Huddle to have students suggest synonyms for these words. Use Random Reporter to select students to share responses. Listen = hear; frighten = scare, etc.

- Remind students that many words have multiple synonyms that give shades of the original word’s meaning.

- 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 a synonym for each word below.

1. count  number, add up
2. stuck   fixed, joined
3. throw   toss, pass
4. strange  unusual
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.
   With the neighbor's children away at camp, it was a **peaceful** day.

- 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.

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<tr>
<td>raided</td>
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**Team Celebration Points**

- How many points did you earn today?
- How well did you use the team cooperation goal and behavior?
- How can you earn more points?
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 the Cherokee tribe. You will draw a conclusion about the Trail of Tears.

Vocabulary
- 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.

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 drawing conclusions.
- 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

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

- 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.

<table>
<thead>
<tr>
<th>Team Celebration Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>- How many points did you earn today?</td>
</tr>
<tr>
<td>- How well did you use the team cooperation goal and behavior?</td>
</tr>
<tr>
<td>- How can you earn more points?</td>
</tr>
</tbody>
</table>
Test Passage

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

**Cherokee Indians**

The Cherokee Indians were a very large tribe. They lived in the southern part of the United States. They lived in what are today six different states. They had a very simple way of life. They were a calm tribe. They lived together with the people in that area. But then gold was found in the 1830s in the area where the Cherokee lived. This would be trouble for the Cherokee.

The Cherokee were made to leave their homes and land in the 1830s. President Jackson made them move to Oklahoma. There was an area set up for the Indians. It was a very long journey. The trip to their new home was called the Trail of Tears. Many of the Cherokee were not ready for the long march. Many of them died.

Sources: www.bigorrin.org/cherokee_kids.htm

www.cherokee.org/AboutTheNation/History/TrailofTears.aspx

**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 the text is the Cherokee Indians. I know this is the topic of the text because the author describes where the Cherokee lived and where the Cherokee moved to. The author also tells what happened to the Cherokee once gold was found where they lived. 15 points = The topic of the text is the Cherokee Indians and what happened to them. 10 points = The topic is the Cherokee Indians because the author talks about them.
2. What is the intent of the author? |AP|
   a. to show the reader a piece of writing by a Cherokee Indian
   b. to make the reader think one way about the Cherokee Indians
   c. to entertain the reader with a legend about Cherokee Indians
   d. to inform the reader about the Cherokee Indians and their past

   How do you know?
   20 points = I know that the author wants to inform the reader because there is information that helps the reader to learn about the Cherokee Indians. The author doesn’t try to make the reader feel a certain way. The author also doesn’t try to entertain the reader. 15 points = I know that the author wants to inform the reader because there is information that helps the reader to learn about the Cherokee Indians. The author doesn’t try to entertain or make the reader feel a certain way. 10 points = I know because the author gives information to help the reader learn.

3. What conclusion can you draw about why the Cherokees’ journey to Oklahoma was called the Trail of Tears? Use details from the text to support your answer. |DC|
   20 points = I can draw the conclusion that the Cherokees’ journey to Oklahoma was called the Trail of Tears because it was a very sad time for the Cherokee Indians. They were made to leave their homes. There were many Cherokee Indians that died along the march to Oklahoma. It was a very sad time and a sad journey for the Cherokee. 15 points = I can draw the conclusion that the Cherokees’ journey to Oklahoma was called the Trail of Tears because it was a very sad time for the Cherokee Indians. They were made to leave their homes and many of them died along the way. 10 points = It was a very sad time because many died.

4. Use information from your graphic organizer to summarize the text. |SU|
   20 points = The Cherokee Indians were a peaceful tribe that lived in the southeastern United States. Gold was discovered on their land, and the president made the Cherokee move to Oklahoma. The Cherokee did not want to leave their land. The journey to Oklahoma was very long and very sad, which is why it is called the Trail of Tears. 15 points = The Cherokee Indians were a peaceful tribe that lived in the southeastern United States. They were made to leave their land. They had to walk to Oklahoma. Many Cherokee died on the walk, which is why it’s called the Trail of Tears. 10 points = The Cherokee Indians were made to leave their land and walk to Oklahoma. It is called the Trail of Tears.
Word Power

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

Skill Questions

Write a synonym for each word below.

5 points 1. quick fast
5 points 2. middle center, heart
5 points 3. loud noisy
5 points 4. cap hat

Building Meaning

<table>
<thead>
<tr>
<th>skeleton</th>
<th>carved</th>
<th>legends</th>
<th>peaceful</th>
</tr>
</thead>
<tbody>
<tr>
<td>raided</td>
<td>starve</td>
<td>disguised</td>
<td>honest</td>
</tr>
</tbody>
</table>

10 points 5. Write a meaningful sentence for the word honest.
10 points = I asked for an honest opinion about my new sweater, and my sister told me the truth. 5 points = I asked for an honest opinion about my sweater. 1 point = My sister was honest.

10 points 6. I am reading about the legends of King Arthur and his Knights of the Round Table.

10 points 7. I’m so hungry I think I will starve if I don’t get something to eat soon. Starve means—
a. rest before dinner.
b. drink something warm.
c. walk away.
d. be without food.

10 points 8. For the costume party, I went disguised as a cat.

10 points 9. The rushing river carved a smooth spot in the rock. Carved means—
a. cut.
b. mailed.
c. rolled.
d. baked.
10. At the museum, we saw a large dinosaur *skeleton*.

11. The farmer said a fox *raided* his chicken house and scared all the chickens.

12. After the bad storm, we had a *peaceful* day. *Peaceful* means—
   a. old.
   b. *calm*.
   c. rainy.
   d. week.

10 points
10 points
10 points
ACTIVE INSTRUCTION
Timing Goal: 25 minutes

Set the Stage

- Introduce the writing goal.

Today you will create a glossary of terms from the book we just read, *The Very First Americans*, by Cara Ashrose.

Team Cooperation Goal

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

Build Background

- Introduce the activity, creating a glossary.

Use Random Reporter to have students explain what a glossary is, what its purpose is, and where you might find one.

Very good. A glossary is a list of definitions of new or difficult words within a text. We often find glossaries in the back of informational texts, such as textbooks. Glossaries are easy to reference because they are almost always in the back of the book. There is no glossary for *The Very First Americans*, so we will create our own glossaries of the terms in italics throughout the book. Take a look at this example of a glossary.
Display the following sample glossary.

The Layers of the Earth—Glossary

**crust:** The top and thinnest layer of the earth made up of cooled rock; the layer on which we live.

The earth's *crust* is made up of tectonic plates.

**inner core:** The innermost layer of the earth that is solid due to the high pressure put on it from the outside layers.

At the very center of the earth is the *inner core*.

**mantle:** The second and largest layer of the earth made up of semi-liquid magnesium, iron, and silicon.

The earth's *mantle* is so flexible that it does not fracture like other layers might.

**outer core:** The third layer of the earth made up of very hot liquid iron and nickel.

The earth's magnetic field is generated by the flowing nature of the *outer core*.

Tell students that their glossaries will look similar to this one. Address any questions that arise.

Tell students that they will now begin planning their *The Very First Americans* glossaries.

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**ADVENTURES IN WRITING**

**Timing Goal:** 65 minutes

**Planning**

Introduce the activity.

Remember that today you will write a glossary of terms found in *The Very First Americans*.

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

Write a glossary of the five italicized terms in your book, *The Very First Americans*: totem poles, mesas, tipi, longhouses, and chickees. Your words should be in alphabetical order and in proper glossary format. The definition you write should match the way the word is used in the text and include which Indian tribe used it. Be sure to include an example sentence after each definition. If time allows, include a drawing for some or all the words.

Scoring Guide

<table>
<thead>
<tr>
<th></th>
<th>5 points each (25 points maximum)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The glossary includes these five words: totem poles, mesas, tipi, longhouses, and chickees.</td>
<td>10 points each (50 points maximum)</td>
</tr>
<tr>
<td>The definitions match the meanings of the words in the text, an example sentence for each definition is included, as is the tribe that used the term.</td>
<td>2 points each (10 points maximum)</td>
</tr>
<tr>
<td>Glossary format is followed for all words.</td>
<td>15 points</td>
</tr>
<tr>
<td>The words are in alphabetical order.</td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

**Sample Graphic Organizer**

The earth’s crust is made up of tectonic plates.

- crust: The top and thinnest layer made up of cooled rock.

The earth’s magnetic field is generated by the flowing nature of the outer core.

- outer core: The third layer of the earth made up of very hot liquid iron and nickel.

At the very center of the earth is the inner core.

- inner core: The innermost layer of the earth that is solid due to high pressure.

The earth’s mantle is so flexible that it does not fracture like other layers might.

- mantle: The second and largest layer of the earth made up of semi-liquid magnesium, iron, and silicon.

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**Drafting**

- Tell students that they will use their plans to write a first draft.
- Explain how students will use the ideas in their graphic organizers to write their drafts. Remind them to include all of their ideas, writing in sentences and skipping lines to make room for revisions. Also, suggest that they include new thoughts as they occur.
- Describe to students the proper format for a glossary.

We should review the proper format for glossaries so you can include the format in your web organizer. Write each word out and then use a colon to show that whatever follows the colon is the definition of the word. Following the definition, there should be a sentence that uses the word in context. Let’s look back at our previous example.

- Display the previous sample glossary again.
Point out the use of the colon in the definition and the example sentence following the definition.

Answer any related questions.

While they have their plans in front of them, have students review their ideas with partners and begin to write.

Remind students to periodically check their writing against the prompt and scoring guide to make sure they are meeting the goal for the activity.

Monitor students as they begin working. Give specific feedback to reinforce good drafting, and assist the students as needed.

As students complete their drafts, have them read their writing aloud to a partner to see that it includes the intended ideas and makes sense.

Ask one or two students to share their first drafts with the class to celebrate.

**Sharing, Responding, and Revising**

Tell students that they will work with partners to improve their writing. They will share and respond to provide feedback for each other’s drafts.

Using the chart in the student routines, explain and model, or review if necessary, how to share and respond with partners.

Tell students that you will have them respond to you about the following term.

**Tipis** homes made of cloth and sticks used by the Sioux that could be put up and taken down quickly

We followed the buffalo east all day and at nightfall set up our tipis.

**Chickees** houses built by the Seminoles that had open sides and roofs made out of palm leaves

In the summer their chickees kept them cool while they slept at night.

Use **Think‑Pair‑Share** to have students tell you in what ways this looks like a glossary. *This includes terms used in the book and an example sentence for each term.*

Use **Think‑Pair‑Share** to have students tell you in what ways this does not look like a glossary. *There are not five words, the words are not in alphabetical order, and colons were not used.*

Review the writing prompt and/or scoring guide if necessary.

Ask students to share and respond with their partners.

Using the chart in the student routines, review how to make revisions.

Ask one or two students to share how they might revise their own work based on their partners’ feedback. Then tell the class to make changes as suggested to their own drafts. Monitor students as they work, giving specific feedback to reinforce and assist as needed.
Editing

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

Rewriting

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

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</table>

- What is your team celebration score?
- How well did you use the team cooperation goal and behavior?
- How can you earn more points?
<table>
<thead>
<tr>
<th>What I Read/See</th>
<th>What I Know</th>
<th>What conclusion can I draw?</th>
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In the summer their chickees kept them cool while they slept at night.
Topic: Native Americans

Northwest Coast (pp. 4–9)
- Chinook, Makah, Salish: made homes on coast; fished in sea
- salmon: important food; first salmon caught was shared and prayed over; bones put back in river
- Makah: whale hunters; used big canoes and harpoons to hunt
- first Americans might have followed animals

Northwest Coast, cont. (pp. 4–9)
- NW coast tribes were woodworkers
- The Haida built big wooden houses and carved totem poles.
- Tribes held feasts where gifts were given away by the host.
- totem poles: animal and people carvings that told stories

Southwest (pp. 10–13)
- Hopi: clay houses high on mesas protected them from enemies
- The Hopi prayed for rain for the crops each year with dances.
- Cheyenne, Pawnee, Sioux: hunted buffalo; moved with buffalo
- used buffalo for everything
- Plains (pp. 14–19)
- used fast brave horses for hunting; Comanche were best riders
- Woodlands (pp. 20–25)
- Delaware, Iroquois, Penobscot: lived in eastern woodlands; used trees around them
- Seminole lived far south: chickee homes were open to let air flow

Arriving in the Americas (p. 2)
- tribes scattered across country after hundreds of years
- Columbus called the natives Indians because he thought he landed in the Indies.
- Great hunters and trackers
- Seminole lived far south: chickee homes were open to let air flow
New settlers caused the Indians to change their way of life. (p. 28)

Settlers moved onto natives’ lands; did not want natives there

1900: new settlers claimed most of America

Forced natives to move to reservations

Massasoit was a kind and honest chief. (p. 25)

Promised to help the Europeans get settled

The pilgrims were afraid of him at first.

2 million American Indians in United States

“Walk in two worlds”: part of modern America, but also keep the ways of their people

More than 1/3 live on reservations.

How Indians Live Today (pp. 29 and 30)

 Europeans arrived 500 years ago.

Settlers moved onto natives’ lands; did not want natives there
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.

<table>
<thead>
<tr>
<th>LEVEL 3 / The Very First Americans</th>
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<tbody>
<tr>
<td><strong>English Language Arts Standards:</strong> Reading: Informational</td>
</tr>
<tr>
<td><strong>Key Ideas and Details</strong></td>
</tr>
<tr>
<td>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</td>
</tr>
<tr>
<td><strong>English Language Arts Standards:</strong> Language</td>
</tr>
<tr>
<td><strong>Vocabulary Acquisition and Use</strong></td>
</tr>
<tr>
<td>L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</td>
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