

The Great Frog Race and Other Poems

Written by Kristine O'Connell George

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**Reading
Wings** 4th
Edition

T A R G E T E D

Treasure Hunt

This project was developed at the Success for All Foundation under the direction of Robert E. Slavin and Nancy A. Madden to utilize the power of cooperative learning, frequent assessment and feedback, and schoolwide collaboration proven in decades of research to increase student learning.

***Targeted Treasure Hunt:
The Great Frog Race and Other Poems***

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POETRY (6 DAY)

The Great Frog Race and Other Poems

Written by Kristine O'Connell George

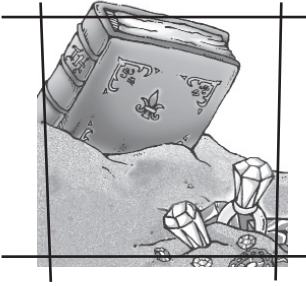
Summary

This collection of poems paints a picture of life out in the country.

Instructional Objectives

	Reading	Word Power	Writing
CYCLE 1	Figurative language (FL) Students will identify how the author uses figurative language in poems.	Homographs Students will identify homographs and their meanings based on context.	Write haiku. Students will each write two haiku poems about the nature around their homes or neighborhoods.

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

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

Timing Goal: 40 minutes

Rate New Vocabulary Words

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

Success Review and Keeping Score **TP**

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

Team Cooperation Goal

- Point out that this lesson's team cooperation goal is **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 *The Great Frog Race and Other Poems* by Kristine O'Connell George. As we read, we'll see that the author of these poems uses figurative language to create images, or pictures, in the minds of the readers to help them understand the author's poetry. Good readers know that figurative language helps them understand what authors are trying to say.

- Point out the strategy target on the team score sheet.
- Point out that the text is a collection of poems, or have students explore the text to figure out that it is poetry. Review how poetry differs from stories.
- Use the items below to build or activate background knowledge about the text.
 - Tell students that the poems they will read this cycle cover many different formats, such as haiku, shape, and free verse. Use **Think-Pair-Share** to have students discuss what they know about each of these formats. Why might a poet choose one format over another? Randomly select a few students to share.
 - Tell students that the poems in this collection are written about life in the country. Use **Think-Pair-Share** to have students discuss what they would write about if they wrote a collection of poems about the place where they live. How might a collection of poems about the city or a suburban neighborhood be different from poems about the country? Randomly select a few students to share.



Vocabulary TP

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



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

Word and Page Number	Identification Strategy	Definition	Sentence
rustled page 4	base word + ending: rustl(e) + ed	made quiet sounds while moving	The dry leaves <i>rustled</i> in the trees as the wind blew through them.
gallop page 7	chunk: gal-lop	run, as a horse	We liked to watch the dogs <i>gallop</i> through the park when we let them off their leashes.

Word and Page Number	Identification Strategy	Definition	Sentence
wakes page 10	base word + ending: wake + s	paths left by boats	The swans followed in the <i>wakes</i> of the boats, hoping people would throw bread to them.
scored page 18	base word + ending: scor(e) + ed	lined, marked	The chalkboard was <i>scored</i> like a football field for the special game we were playing in class.
steadfast page 19	chunk: stead-fast	firm, constant	Amir is my <i>steadfast</i> friend no matter what happens in life.
lashed page 25	base word + ending: lash + ed	tied, fastened	We <i>lashed</i> the boat to the dock so it wouldn't float down the river.
mends page 25	base word + ending: mend + s	fixes	My grandpa always <i>mends</i> my bike when something comes loose from it.
brittle page 33	chunk: brit-tle	weak, fragile	The crispy crackers were <i>brittle</i> and fell apart easily.

Using the Targeted Skill (Introduction and Definition)

- Introduce the skill and its importance in poetry.

This cycle you will identify figurative language. Poets often use figurative language in poems. It helps them describe objects in different and creative ways. It also helps readers make mind movies about the poems.

- Review the format of a poem with students as needed.

Remember that poems can come in a lot of different forms, but most have the same elements. A poem usually has a title. The title is usually the subject of the poem. The body of the poem is written as lines. Sometimes when a poem is long, a poet might break up the poem into groups of lines. These groups are called stanzas. A stanza is like a paragraph of writing. Look for poems that have more than one stanza in *The Great Frog Race and Other Poems* this cycle.

- Tell students that they will identify several types of figurative language as they read poetry this cycle. Display the following list of types of figurative language.

Blackline master provided.

Types of Figurative Language

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

The spring morning smelled fresh and damp while birdsong trilled into my ear.

personification: making nonhuman things act like humans.

The sun shook off her coat of clouds and shined on us.

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

The apple was as bright red as a fire truck. The hot soup burned like fire.

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

The simple clue was the key that unlocked the answer to the mystery.

- Display the following sample poem.

Blackline master provided.

The Forest

Like a lumpy blanket of green
 The earth pulls over her to keep warm,
 The forest lays over the land.
 A protective cape, keeping the ground below
 Safe at night.



- Use a **Think Aloud** to model how to identify the figurative language used in the sample poem.

Let me see if I can identify figurative language used in the sample poem. The first line says, “Like a lumpy blanket of green.” It is talking about the forest and comparing it with a blanket. I think this is a simile because it uses the word *like* in the comparison. This line also uses imagery. The words *lumpy* and *green* appeal to our senses. We can make a mind movie about what a lumpy, green blanket looks like. The next line says, “The earth pulls over her to keep warm.” I think this is an example of personification. The poet calls the earth “her.” The earth is not a person. It cannot pull a blanket over itself. The fourth line calls the forest a protective cape. I think the poet is comparing the forest with a cape, but she doesn’t use the words *like* or *as*. That means this is a metaphor.

- Review the differences between rhyming poems and free-verse poems with students.
- Remind students that they will identify figurative language as they read *The Great Frog Race and Other Poems* this cycle.

Listening Comprehension

- Tell students that you will be reading selections of poems from *The Great Frog Race and Other Poems* for Listening Comprehension.

- Read “Polliwogs” on page 1 aloud, stopping to ask questions, make points, or focus students’ attention as needed. Use a **Think Aloud** to model how to identify figurative language in the poem.

I read a poem called “Polliwogs.” Do you know what a polliwog is? It’s another name for a tadpole. Let’s see what kinds of figurative language I can identify in the poem. I see a lot of comparisons. The author calls them “chubby commas” and “plump babies.” These are metaphors because the author makes comparisons without using the words *like* or *as*. But, I do see that the author also uses a simile. She says, “stubby as toes.” This compares the tadpoles with toes by using the word *as*. The author uses imagery too. Descriptive words, such as *stubby* and *plump*, and phrases, such as “huddled in puddles, snuggled in mud,” help me to see what the tadpoles look like in their home in the puddle.

- Read “Plowed Fields” on page 3 aloud, stopping to ask questions, make points, or focus students’ attention as needed.
- Remind students that they will identify figurative language as they read *The Great Frog Race and Other Poems* this cycle.

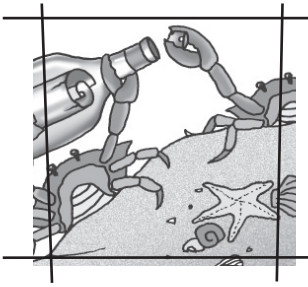
Preview Team Talk

- 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
1. How does the author use personification in “Spring Wind” on page 4? Support your answer. (Write-On) FL
2. How does the author use repetition in “Rent-a-Nag” on page 7? Think about the format of the poem if needed. LT
3. In “Evening Rain” on page 8, why does the speaker run outside? CE <ul style="list-style-type: none"> a. to shower in the rain b. to see what the rain is sewing c. to fill a bucket with fresh water d. to check the weather
4. What is different about the tree the speaker likes in “Tree Farm” on page 11? CC

- Randomly assign team leaders.



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**
pages 4–8 aloud with partners.
pages 10 and 11 silently.
- If some partners finish reading ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion **TP**

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

Team Talk

1. How does the author use personification in “Spring Wind” on page 4? Support your answer. (Write-On) |FL|

100 points = *The author uses personification in “Spring Wind” on page 4 by calling the wind “she” and making it seem like it is a guest at tea. The author says the wind comes in for tea and scones. The wind cannot eat food or drink tea. The wind also can’t sit at a table.* **90 points** = *The author uses personification in “Spring Wind” on page 4 by calling the wind “she” and making it seem like it is a guest at tea. The wind cannot eat or drink.* **80 points** = *The author calls the wind “she” and has it visit for tea.*

Team Talk *continued*

2. How does the author use repetition in “Rent-a-Nag” on page 7? Think about the format of the poem if needed. |LT|

100 points = *The author uses repetition in “Rent-a-Nag” on page 7 by repeating lines in the first and third stanzas in the poem. The first and third stanzas say almost the same thing. They both talk about the speaker’s dream of riding a stallion and galloping.* **90 points** = *The author uses repetition in “Rent-a-Nag” on page 7 by repeating lines in the first and third stanzas in the poem.* **80 points** = *The first and third stanzas are almost the same.*

3. In “Evening Rain” on page 8, why does the speaker run outside? |CE|
- to shower in the rain
 - to see what the rain is sewing
 - to fill a bucket with fresh water
 - to check the weather

4. What is different about the tree the speaker likes in “Tree Farm” on page 11? |CC|

100 points = *The tree the speaker likes in “Tree Farm” on page 11 is different because it has a bird’s nest in it. The speaker wants to take the tree and the bird home with her. The speaker thinks this tree is perfect.*

90 points = *The tree the speaker likes in “Tree Farm” on page 11 is different because it has a bird’s nest in it. It is perfect.* **80 points** = *It has a bird’s nest in it.*

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

Class Discussion **TP**

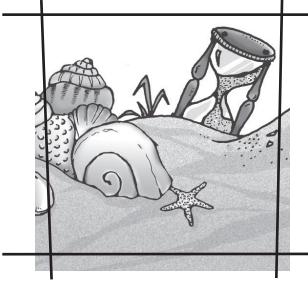
- Ensure participation by calling on teams to share responses to all discussions.
- Remember to add individual scores to the teacher cycle record form.



Strategy-Use Discussion

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

<p>Think-and-Connect Discussion</p>	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions. 	
	<table border="1"> <tr> <td data-bbox="800 445 945 835"> <p>Team Talk Extenders</p> </td> <td data-bbox="945 445 1468 835"> <p>The speaker in “Rent-a-Nag” on page 7 doesn’t quite have her dream come true. Have you ever had a similar problem? Describe it.</p> <p>How does the author use figurative language in the poem “Evening Rain” on page 8? How did you figure this out?</p> <p>Look at the poem “Tree Farm” on page 11. Why do you think the author put the last three lines of the poem in their own stanza?</p> </td> </tr> </table>	<p>Team Talk Extenders</p>
<p>Team Talk Extenders</p>	<p>The speaker in “Rent-a-Nag” on page 7 doesn’t quite have her dream come true. Have you ever had a similar problem? Describe it.</p> <p>How does the author use figurative language in the poem “Evening Rain” on page 8? How did you figure this out?</p> <p>Look at the poem “Tree Farm” on page 11. Why do you think the author put the last three lines of the poem in their own stanza?</p>	
<p>Write-On Discussion</p>	<ul style="list-style-type: none"> – Award team celebration points. – Use Random Reporter to ask one or two students to read their written answers to the class. If desired, display student answers on the board. – Award team celebration points. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it. 	



FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes

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

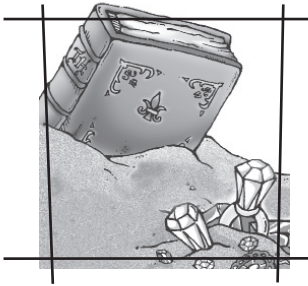
Pages 4–7

- 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

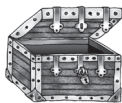
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

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

- Have students work in teams to discuss the poems that they read. Use **Random Reporter** to review their ideas with the class. Model this if necessary.
- If appropriate, use **Think-Pair-Share** to have students make predictions about other poems from this collection that they might read. Have students give evidence from the text to support their predictions. Model this if necessary.



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

Why does the speaker like one of the trees more than the others in “Tree Farm”?

Listening Comprehension



- Read “Ghost Children” on page 12 aloud, stopping to ask questions, make points, or focus students’ attention as needed. Use a **Think Aloud** to model how to identify figurative language in the poem.

Let’s see what kinds of figurative language I can identify in the poem “Ghost Children.” I think this poem has a lot of imagery and details that appeal to my senses. The words *clank* and *creak* and the phrase “talking softly” appeal to my sense of hearing. I can hear the chains of the swings and the wicker rocking chairs. I can imagine what someone talking softly in the night might sound like. I also think the author uses personification in this poem. It’s about ghost children, but what are the ghost children? I think it’s the wind. I know that wind can make swings on a swing set move back and forth, or rock a rocking chair. You might think ghosts are on the swings or sitting in the chair because they look like they are moving without any help. The wind really isn’t a ghost or a child.

- Read “Meadow” on page 14 aloud, stopping to ask questions, make points, or focus students’ attention as needed.
- Point out the haiku format of “Meadow” to students.

This poem has an interesting format. It is a haiku, which is a type of poem that comes from Japan. Haiku are three-lined poems. The first and third lines have five syllables in them. Count the syllables in the lines for students. The second line has seven syllables. Count the syllables in the line for students. Haiku are usually written about nature. This poem is about gnats flying in a meadow.

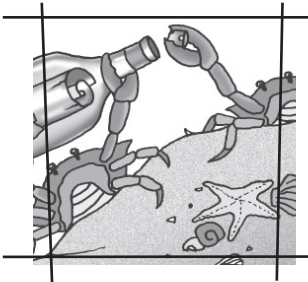
- Remind students that they will identify figurative language as they read *The Great Frog Race and Other Poems* this cycle.

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.

Team Talk

1. How does the subject of the poem on page 15 match the way the author wrote it?
2. In “Garden Hose” on page 16, the hose thinks it— |FL|
 - a. wants to stay little forever.
 - b. will lead a boring life on the lawn.
 - c. will grow up to be something bigger.
 - d. wants to fight house fires.
3. How does the author use both simile and metaphor in “Dragonfly” on page 18? Support your answer. (Write-On) |FL|
4. Does the bucket in “Metal Bucket” on page 19 have just one use? Support your answer. |DC|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**
pages 15–18 aloud with partners.
pages 19 and 20 silently.
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

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

Team Talk

1. How does the subject of the poem on page 15 match the way the author wrote it?

100 points = *The subject of the poem on page 15 matches the way the author wrote it because the poem is about an egg, and the poem is shaped like an egg. The title of the poem is “Egg.” The words of the poem form the shape of an egg.* **90 points** = *The subject of the poem on page 15 matches the way the author wrote it because the poem is about an egg, and the poem is shaped like an egg. The words form the shape of an egg.* **80 points** = *It is about an egg, and it is shaped like an egg.*

2. In “Garden Hose” on page 16, the hose thinks it— |FL|

- wants to stay little forever.
- will lead a boring life on the lawn.
- will grow up to be something bigger.
- wants to fight house fires.

3. How does the author use both simile and metaphor in “Dragonfly” on page 18? Support your answer. (Write-On) |FL|

100 points = *The author uses a simile in “Dragonfly” on page 18 by saying the dragonfly’s wings are scored like windowpanes. She compares the wings with windows by using the word like. She uses a metaphor in the poem by saying the dragonfly is a tiny piece of flying cellophane. She compares the dragonfly with cellophane without using the words like or as.* **90 points** = *The author uses a simile in “Dragonfly” on page 18 by saying the dragonfly’s wings are scored like windowpanes. She compares the wings with windows by using the word like. She compares the dragonfly with cellophane without using the words like or as.* **80 points** = *She compares the dragonfly’s wings with windows by using the word like. She compares the dragonfly with cellophane without using the words like or as.*

4. Does the bucket in “Metal Bucket” on page 19 have just one use? Support your answer. |DC|

100 points = *No. The bucket in “Metal Bucket” on page 19 does not just have one use. It can be used as at least two things. It has a strong handle and a good lip for pouring. That means the bucket is good for carrying things, especially water. The bucket is also used as a stool. It has a flat bottom for sitting. People can sit on it.* **90 points** = *No. The bucket in “Metal Bucket” on page 19 does not just have one use. It is good for carrying things, especially water. The bucket is also used as a stool.* **80 points** = *No. It is good for carrying water and for using it as a stool.*

- 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

The format of the poem “Egg” on page 15 is called a shape poem, which is also called a concrete poem. The poet wrote the poem in the shape of the subject. If the author wrote “Garden Hose” as a shape poem, what do you think it would look like?

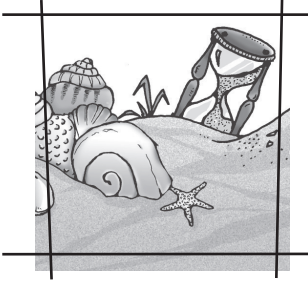
Cellophane is a thin, clear, paperlike product. Do you think this is a good way to describe the wings of a dragonfly or other insect? Why or why not?

Look at the poem “Metal Bucket” on page 19. What is the format of this poem? How did the author break up the ideas in the poem?

- 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**

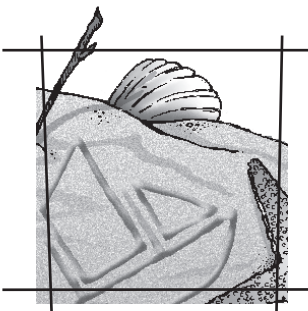
Timing Goal: 5 minutes

- 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 16–20

- 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

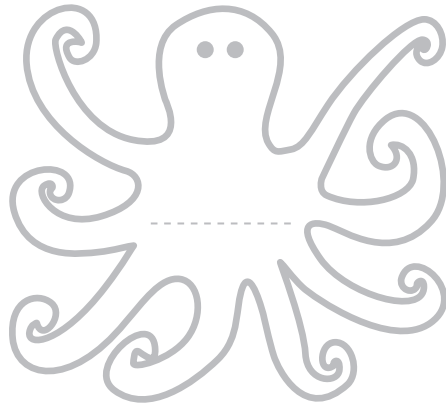
Preparation:
Display the word *well*.



- Point out the word you have displayed. Use **Think-Pair-Share** to have students discuss what this word means.
- Randomly select a few students to share the definition for *well*. List the definitions on the board or on chart paper. *Healthy, good, done carefully, a hole in the ground for getting water.*

- Use **Think-Pair-Share** to have students discuss what words with more than one meaning are called. Prompt students if necessary. Randomly select a few students to share. *We call these words homographs or multiple-meaning words.*
- Point out that these words may or may not sound the same.
- Use **Think-Pair-Share** to have students identify the Word Treasure clue that Captain Read More uses for homographs. Randomly select a few students to share. Display the Word Treasure clue for homographs (an octopus).

Blackline master provided.



- 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.

Word Treasure	<p>Some words may look the same, but they have more than one meaning.</p> <p>If you come across a word that you know has more than one meaning, stop and consider the word and how it is used.</p>
--------------------------	--

- Tell students that Captain Read More has found words from this cycle's vocabulary list that are homographs. Tell students to be on the lookout for these words the next time they review their vocabulary 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. **SR**

Student Edition,
pages 2 and 3

Skill Practice

1. Read the following sentence.

I heard a sound from downstairs, so I went to investigate what it was.

Which of the following sentences uses *sound* the same way?

- a. My grandfather was of sound mind and body well into his nineties.
- b. “Sound the water so we know if it is safe,” the captain said.
- c. Even though the dresser was old, it was a sound piece of furniture.
- d. *The sound of the can opener always makes my cat run to the kitchen.*

2. Read the following sentence.

Kumar told Ina to park her bike in the garage so it wouldn’t get wet.

Which of the following sentences uses *park* the same way?

- a. The city park is one of the best places to spend a sunny Saturday.
- b. *My mom had to park the car in the driveway so we could wash it.*
- c. We went to the baseball park to watch a professional ball game.
- d. The sign says that the park closes at dusk for all visitors.

Building Meaning

rustled	gallop	wakes	scored
steadfast	lashed	mends	brittle

3. 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.*

4. What are two things you could describe as brittle?

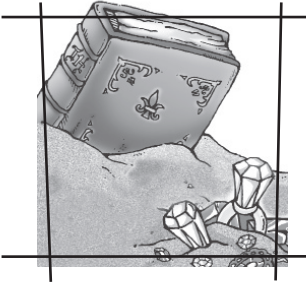
(Answers may vary.) Crackers, cookies, thin plastic, etc.



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

- Use **Random Reporter** to check responses on the remaining item for building meaning.
- Award team celebration points.
- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

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



DAY 3

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

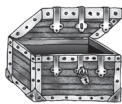
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

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

Vocabulary **TP**

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



Strategic Review

- Have students work in teams to discuss the poems that they read. Use **Random Reporter** to review their ideas with the class. Model this if necessary.
- If appropriate, use **Think-Pair-Share** to have students make predictions about other poems from this collection that they might read. Have students give evidence from the text to support their predictions. Model this if necessary.



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

In the poem “Garden Hose,” what does the garden hose want when it grows up?

Listening Comprehension



- Read “Ambush” on page 21 aloud, stopping to ask questions, make points, or focus students’ attention as needed. Use a **Think Aloud** to model how to identify figurative language in the poem.

Let’s see what kinds of figurative language I can identify in the poem “Ambush.” I think the author uses imagery in this poem too. The lines “I hid./ I tossed./ I ran.” help me make a mind movie about what the speaker does with the water balloon. I see it as a quick, sneaky attack on her victim. The phrase “lies in wait” also helps me make a mind movie about what the attacker is now doing. She is like an animal, waiting to pounce and attack.

- Remind students that they will identify figurative language as they read *The Great Frog Race and Other Poems* this cycle.

Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #4, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students’ reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

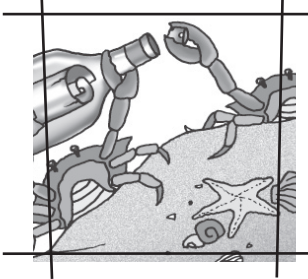
Student Edition, page 3

Team Talk

1. What happens when the children try to have a race in “The Great Frog Race” on page 23? |CE|
2. Based on the poem “Sunday Drive with Mom” on page 24, do the speaker and her mother get lost often when they go driving? How can you tell? |DC|
3. The structure of the poem “Snow Fence” on page 25 is best described as—
 - a. haiku.
 - b. rhyming.
 - c. free verse.
 - d. concrete.

Team Talk *continued*

- How does the author use metaphor in the second stanza of “Zeke, an Old Farm Dog” on page 26? Support your answer. (Write-On) |FL|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**
 pages 23 and 24 aloud with partners.
 pages 25 and 26 silently.
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

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

Team Talk

- What happens when the children try to have a race in “The Great Frog Race” on page 23? |CE|

100 points = *When the children try to have a race in “The Great Frog Race” on page 23, the frogs do not race down the driveway like they are supposed to. They hop in all different directions. They don’t cross the finish line.*

90 points = *When the children try to have a race in “The Great Frog Race” on page 23, the frogs hop in all different directions. 80 points = The frogs hop in all different directions.*

Team Talk *continued*

2. Based on the poem “Sunday Drive with Mom” on page 24, do the speaker and her mother get lost often when they go driving? How can you tell? |DC|

100 points = *Yes. The speaker and her mother get lost often when they go driving. The last line of the poem “Sunday Drive with Mom” says, “Again.” This means that they have been lost before. It must happen a lot when they go driving.* **90 points** = *Yes. The speaker and her mother get lost often when they go driving. The last line says, “Again.” They have been lost before.* **80 points** = *Yes. The last line says, “Again.”*

3. The structure of the poem “Snow Fence” on page 25 is best described as—

- a. haiku.
- b. rhyming.
- c. *free verse*.
- d. concrete.

4. How does the author use metaphor in the second stanza of “Zeke, an Old Farm Dog” on page 26? Support your answer. (Write-On) |FL|

100 points = *The author uses metaphor in the second stanza of “Zeke, an Old Farm Dog” on page 26 by comparing the items the dog steals with prizes. Zeke steals newspapers, dog bowls, shingles, keys, and sandwiches. He usually finds junk. The author doesn’t use the words like or as.*

90 points = *The author uses metaphor in the second stanza of “Zeke, an Old Farm Dog” on page 26 by comparing the items the dog steals with prizes. The author doesn’t use the words like or as.* **80 points** = *She compares the items Zeke steals with prizes without using the words like or as.*

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

Class Discussion TP



Strategy-Use Discussion

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

Think-and-Connect Discussion

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

Team Talk Extenders

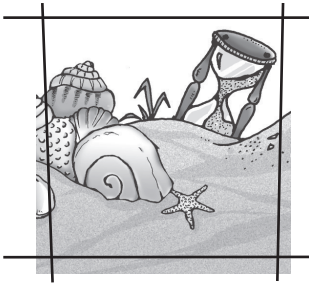
What line is repeated in the poem “The Great Frog Race” on page 23? Why do you think the author repeats this line?

The last line of the poem “Sunday Drive with Mom” on page 24 is a single word. Why do you think the author put this word on its own line?

- Award team celebration points.

Write-On Discussion

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



FLUENCY IN FIVE **TP**

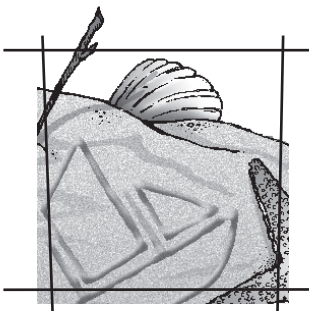
Timing Goal: 5 minutes

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

Student Edition, page 1

Pages 16–20 or 23 and 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 Word Power skill (homographs/multiple-meaning words) and the Word Treasure clue that Captain Read More uses for homographs (the octopus).
- Use **Think-Pair-Share** to have students tell if they were able to find the homographs in their vocabulary list. Randomly select a few students to share. *The homograph is scored.*



- Display the graphic of the octopus. Write the word “scored” on the middle of the octopus. Use **Think-Pair-Share** to have students discuss the meaning of the base word *score*. Randomly select a few students to share, and list each definition on a different leg of the octopus. *Possible answers: to record points in a game, the total or final points in a game, to earn points, a grade, to cut or make notches in something.*



- Repeat the activity with *wakes*.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition,
pages 3 and 4

Skill Practice

1. Read the following sentence.

“Let’s go out in the yard and catch fireflies!” Dahlia exclaimed.

Which of the following sentences uses *yard* the same way?

- a. *Our yard was just big enough for us to play a little football in it.*
- b. *I had to buy a few yards of cloth to make a tablecloth.*
- c. *If I move my bed over about a yard, I can put in a small bookshelf.*
- d. *We once found a frog that could jump a yard in one bound.*

2. Read the following sentence.

It was cool enough outside that we needed to wear light jackets.

Which of the following sentences uses *cool* the same way?

- a. *“It would be so cool if we could see that movie on opening day!” Kai said.*
- b. *My sister stayed cool while everyone panicked about the storm.*
- c. *The video game arcade is a cool place to hang out after school.*
- d. *Wait until the pan is cool before you touch it without oven mitts.*

Building Meaning

rustled	gallop	wakes	scored
steadfast	lashed	mends	brittle

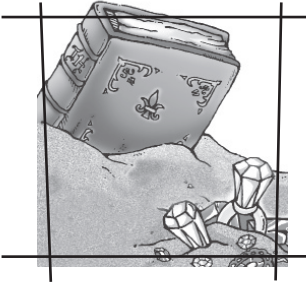
3. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.
100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.* **80 points** = *The sentence uses the word correctly.*

4. What are two things that you could not describe as brittle?
(Answers may vary.) Pillows, marshmallows, cake, etc.



- 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

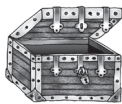
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

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

- Have students work in teams to discuss the poems that they read. Use **Random Reporter** to review their ideas with the class. Model this if necessary.
- If appropriate, use **Think-Pair-Share** to have students make predictions about other poems from this collection that they might read. Have students give evidence from the text to support their predictions. Model this if necessary.



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

Based on the poem, “Sunday Drive with Mom,” have the speaker and her mother been lost in the car before? How do you know?

Listening Comprehension



- Read “Monkey Wrench” on page 28 aloud, stopping to ask questions, make points, or focus students’ attention as needed. Use a **Think Aloud** to model how to identify figurative language in the poem.

Let’s see what kinds of figurative language I can identify in the poem “Monkey Wrench.” I think the author uses personification in this poem. A monkey wrench is not a living object, but the author makes it act like a human. She said he jeers at the speaker, juts out his chin, and bites rusted bolts. A wrench can’t do these things because it is not alive.

- Use **Think-Pair-Share** to have students identify more examples of personification in the poem “Monkey Wrench.” Randomly select a few students to share. *The author calls the wrench a him, but it is not a him or her. The author says the wrench yawns. She describes what it looks like by making it act human.*
- Remind students that they will identify figurative language as they read *The Great Frog Race and Other Poems* this cycle.

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.

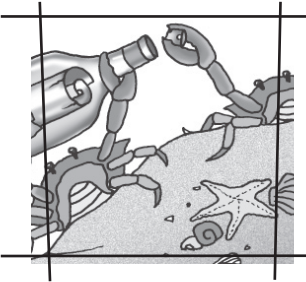
Student Edition, page 4

Team Talk

1. Which line-ending words rhyme in the poem “Falling Star” on page 29? |LT|
2. How does the author use imagery and simile in the poem “September” on page 30? Support your answer. (Write-On) |FL|
3. In “Weeping Willow” on page 31, what does the author compare tears with? How can you tell? |FL • DC|

Team Talk *continued*

4. The word *perforate* in the poem “Quiddling with Words” on page 33 most likely means— |CL|
- to bounce and rebound off solid walls.
 - to waste time on small tasks.
 - to use the dictionary for research.
 - to punch holes in an object to break it easily.



TEAMWORK

Timing Goal: 45 minutes

Partner Reading TP

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**
pages 29 and 30 aloud with partners.
pages 31–33 silently.
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion TP

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

Team Talk

1. Which line-ending words rhyme in the poem “Falling Star” on page 29? |LT|

100 points = *The line-ending words that rhyme in “Falling Star” on page 29 are bed and instead. These words are in lines 4 and 6.*

90 points = *The line-ending words that rhyme in “Falling Star” are bed and instead in lines 4 and 6.*

80 points = *The words bed and instead in lines 4 and 6.*

2. How does the author use imagery and simile in the poem “September” on page 30? Support your answer. (Write-On) |FL|

100 points = *The author uses imagery in the poem “September” on page 30 by describing how the air smells in September. She helps me make a mind movie with the words spicy and sharp. She uses a simile by using the word like to compare the smell of the air with freshly sharpened pencils.*

90 points = *The author uses imagery in the poem “September” on page 30 by describing the air as spicy and sharp. She compares the smell of the air with freshly sharpened pencils.*

80 points = *She describes the air as spicy and sharp. She compares the smell of the air and freshly sharpened pencils.*

3. In “Weeping Willow” on page 31, what does the author compare tears with? How can you tell? |FL • DC|

100 points = *In “Weeping Willow” on page 31, the author compares tears with the leaves of the weeping willow. I can tell because the speaker says she waited all summer for the weeping willow to cry, but it didn’t happen. The tree finally cries in autumn. I know that trees lose their leaves in autumn. The speaker also says she has to rake the tears. I know people usually rake up leaves, so the tears must be leaves.*

90 points = *In “Weeping Willow” on page 31, the author compares tears with the leaves of the weeping willow. I can tell because the tree cries in autumn. Trees lose their leaves in autumn. The speaker also says she has to rake them.*

80 points = *She compares tears with the leaves. It is autumn, and trees lose their leaves then. The speaker has to rake them.*

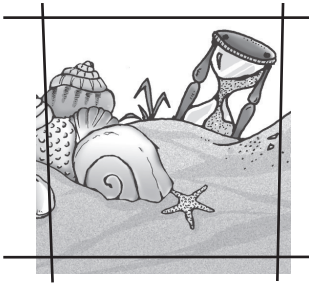
4. The word *perforate* in the poem “Quiddling with Words” on page 33 most likely means— |CL|
 - a. to bounce and rebound off solid walls.
 - b. to waste time on small tasks.
 - c. to use the dictionary for research.
 - d. to punch holes in an object to break it easily.

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

Class Discussion TP



<p>Strategy-Use Discussion</p>	<ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team’s strategy use with the class. – Award team celebration points. 	
<p>Think-and-Connect Discussion</p>	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions. 	
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #cccccc; padding: 5px; text-align: center;">Team Talk Extenders</td> <td style="padding: 5px;"> <p>The word <i>star</i> repeats at the ends of lines 1 and 2 in “Falling Star” on page 29. Do you think that should count as a rhyming pair of words? Why or why not?</p> <p>The word <i>quiddle</i> means to spend or waste time on unimportant tasks. Do you think the title “Quiddling with Words” is a good description of the poem on page 33?</p> </td> </tr> </table>	Team Talk Extenders
Team Talk Extenders	<p>The word <i>star</i> repeats at the ends of lines 1 and 2 in “Falling Star” on page 29. Do you think that should count as a rhyming pair of words? Why or why not?</p> <p>The word <i>quiddle</i> means to spend or waste time on unimportant tasks. Do you think the title “Quiddling with Words” is a good description of the poem on page 33?</p>	
<p>Write-On Discussion</p>	<ul style="list-style-type: none"> – Award team celebration points. – Use Random Reporter to ask one or two students to read their written answers to the class. If desired, display student answers on the board. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it. 	



FLUENCY IN FIVE **TP**

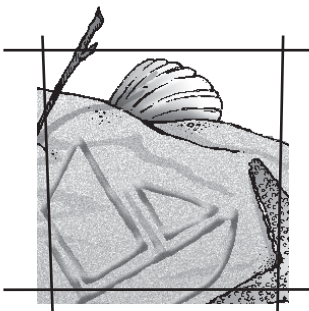
Timing Goal: 5 minutes

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

Student Edition, page 1

Pages 16–20, 23 and 24, or 29–33

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



WORD POWER **TP**

Timing Goal: 10 minutes



- Remind students of the Word Power skill (homographs/multiple-meaning words) and the Word Treasure clue that Captain Read More uses for homographs.
- Use **Think-Pair-Share** to have students discuss why Captain Read More wants them to learn homographs. Randomly select a few students to share. *Learning about homographs helps us stop and think about the meanings of words.*

Preparation: Display the Word Power Challenge.

- Direct students' attention to the Word Power Challenge. Tell students that they will work in teams to identify the word that goes in both blanks. Point out that the words are homographs, so the same word will be used for each blank.

Word Power Challenge

It was _____ to me that to make sure my glasses stayed _____, I would have to stop touching the lenses with my fingers.



- Use **Random Reporter** to select students to read the sentence aloud and share the homograph. *The word* clear.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition,
pages 4 and 5

Skill Practice

- Read the following sentence.

The police had a suspect in the robbery case, but they wanted to wait for more clues before arresting him.

Which of the following sentences uses *suspect* the same way?

- "I suspect that a squirrel is living in our attic," Dad said.
- Greg's excuse for not doing his homework was highly suspect.
- The suspect tried to stay hidden after his crime, but he was found.*
- Anna suspected that her friends were planning a surprise for her.

- Read the following sentence.

Our favorite campsite is on an overlook above the mountain lake.

Which of the following sentences uses *overlook* the same way?

- The children's clubhouse was on an overlook where they could see the whole neighborhood.*
- The principal overlooks the students each day at lunch.
- The dangerous volcano overlooks the tiny town.
- "I'll overlook your mistake this time, but you have to be more careful in the future," Coach Albert said.

Building Meaning

rustled	gallop	wakes	scored
steadfast	lashed	mends	brittle

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

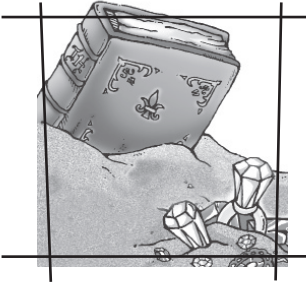
100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.* **80 points** = *The sentence uses the word correctly.*

4. A broken bone mends itself over time, but a cast helps protect it while it is weak. *Mends* means—

- breaks.
- fixes.
- grows.
- crumbles.

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

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

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

Timing Goal: 20 minutes

Team Cooperation Goal

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

Set the Stage

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



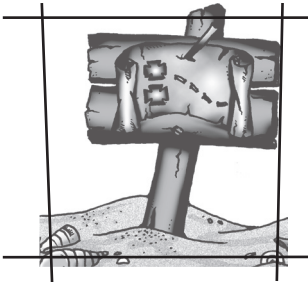
Yesterday we read about falling stars, the seasons, and reading the dictionary. Today we will read about music classes and nature.

Vocabulary TP

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

Prepare Students for the Test

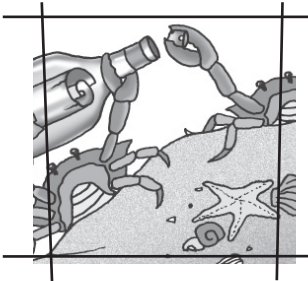
- Distribute the test, and preview it with students without providing information about the answers. Point out that questions #2 and #5 ask about figurative language.
- Ask students to underline key words or phrases in question #5.
- Make sure that students understand that the test is independent work and that they should continue to use their strategies with sticky notes as they read without their partners' assistance.
- Remind students that they have 20 minutes for the test.



TEST

Timing Goal: 20 minutes

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



TEAMWORK

Timing Goal: 30 minutes

Teacher procedures for Teamwork vary with strategy instruction.

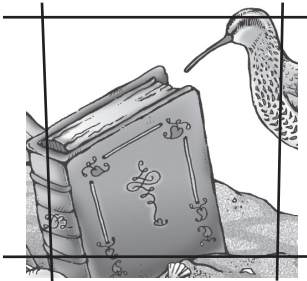
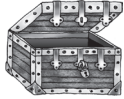
Team Discussion **TP**

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



Class Discussion TP

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

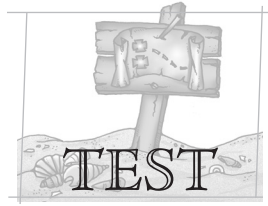


BOOK CLUB

Timing Goal: 20 minutes

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

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



Comprehension Questions

Read pages 34–40 of *The Great Frog Race and Other Poems*, and answer the following questions. The total score for comprehension questions equals 100 points.

20 points

1. Why does the speaker think the tree she finds in “Tree Farm” on page 11 is perfect? |CE|

20 points = *The speaker thinks the tree she finds in “Tree Farm” on page 11 is perfect because it has a bird’s nest in it. She wants to take the tree and the bird’s nest home with her. The tree is different from the other trees.*

15 points = *The speaker thinks the tree she finds in “Tree Farm” on page 11 is perfect because it has a bird’s nest in it. She wants to take them home with her.* **10 points** = *It has a bird’s nest in it.*

20 points

2. How does the author use a simile to describe a dragonfly’s wings in “Dragonfly” on page 18? Support your answer. |FL|

20 points = *The author uses a simile to describe a dragonfly’s wings in “Dragonfly” on page 18 by saying the wings are scored like windowpanes. She uses the word like to make a comparison. She compares a dragonfly’s wings with windows.* **15 points** = *The author uses a simile to describe a dragonfly’s wings in “Dragonfly” on page 18 by saying the wings are scored like windowpanes. She uses the word like to make a comparison.* **10 points** = *She says its wings are scored like windowpanes.*

10 points

3. What happens **after** the children let go of the frogs in “The Great Frog Race” on page 23? |SQ|

- The frogs all cross the finish line.
- The frogs don’t move from the starting line.
- The frogs go hopping in every direction.*
- The frogs take turns hopping forward.

20 points

4. Why do you think the Canada geese are saying goodbye in “Canada Geese” on page 37? Support your answer. |DC|

20 points = *I think the Canada geese in “Canada Geese” on page 37 are saying goodbye because they are flying south for the winter. I know that some birds fly south as the weather gets cold. The poem says it is autumn. I think the geese are starting to fly south.* **15 points** = *I think the Canada geese in “Canada Geese” on page 37 are saying goodbye because they are flying south for the winter. I know that some birds fly south as the weather gets cold, and it is autumn in the poem.* **10 points** = *They are flying south for the winter. It is autumn.*

20 points

5. How does the author use personification in the second stanza of “Music Class” on page 34? Support your answer. |FL|

20 points = *The author uses personification in the second stanza of “Music Class” on page 34 by saying the musical instruments have secret voices. Musical instruments are not human. They make noise, but they do not have voices.* **15 points** = *The author uses personification in the second stanza of “Music Class” on page 34 by saying the musical instruments have secret voices. Musical instruments make noise, but they do not have voices.* **10 points** = *She says the musical instruments have secret voices.*

10 points

6. The structure of the poems “Morning Grasses” on page 38 and “Winter Swing” on page 40 are best described as—
- rhyming.
 - haiku.
 - concrete.
 - free verse.

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

Select the sentence that best matches the meaning of each underlined word.

5 points

1. Read the following sentence.

The students all lined up in rows to enter the school building after the fire drill.

Which of the following sentences uses *row* the same way?

- I wasn't strong enough to row the boat across the lake.
- My mom and I walk down each row in the grocery store when we shop for food.*
- Harry and Felicia had a terrible row after soccer practice the other day.
- Rowing was difficult, so people found other ways to make boats move across the water.

5 points

2. Read the following sentence.

The hawk looked down from its perch to try to find its dinner below.

Which of the following sentences uses *down* the same way?

- The fluffy down of a penguin chick isn't enough to keep it warm in the water.
- The fox hunters raced over the down, following their barking hounds.
- My warmest winter jacket is filled with down feathers.
- From the top floor of the building, we could look down on the whole city.*

5 points

3. Read the following sentence.

I liked to rock back and forth in the hammock on lazy summer days.

Which of the following sentences uses *rock* the same way?

- a. It is never safe to throw rocks at other people.
- b. I was excited to learn that the rock I found had a fossil in it.
- c. *Mom tried to rock my baby brother to sleep when he started crying.*
- d. Diamonds and other gemstones are really just shiny rocks.

5 points

4. Read the following sentence.

The train passes our house so often that we don't hear it anymore.

Which of the following sentences uses *train* the same way?

- a. *The train conductor blows the horn whenever he passes through town.*
- b. I tried to train my dog to sit, but she was too distracted.
- c. I had to train my voice to sing well enough to join the choir.
- d. An athlete spends a lot of time training his or her body to compete.

Building Meaning

rustled	gallop	wakes	scored
steadfast	lashed	mends	brittle

10 points

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

10 points = *My old dog was a steadfast friend who never left my side if she thought I was in danger.* **5 points** = *My old dog was a steadfast friend who never left my side.* **1 point** = *My old dog was steadfast.*

10 points

6. The grass was dry and brittle after several weeks without rain.

10 points

7. I lashed the package to the back of my bike so it wouldn't fall off while I rode.

Lashed means—

- a. hit.
- b. whipped.
- c. crushed.
- d. tied.

10 points

8. The tour guides dropped bits of fish and meat in the wakes of their boats to attract sharks for the tourists to see.

10 points

9. The horse had to gallop before it could jump over the high fence. *Gallop* means—

- a. stroll.
- b. run.
- c. walk.
- d. stand.

10 points

10. The flags rustled in the breeze as the soldiers carried them in the parade.

10 points

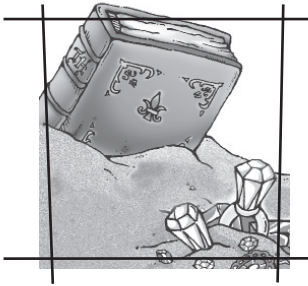
11. The piece of wood was scored with a marker to show where to cut it.

Scored means—

- a. tallied.
- b. cut.
- c. *lined*.
- d. colored.

10 points

12. My mom always mends our pants at least once before she buys us new ones.



DAY 6

ACTIVE INSTRUCTION

Timing Goal: 25 minutes

Set the Stage

- Introduce the writing goal.

Today you will write haiku poems about nature. There were several haiku in *The Great Frog Race and Other Poems*. They described nature in the country. You will describe the nature around your homes or neighborhoods in your poems.

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 skill, writing haiku, by displaying the characteristics of haiku poems.

Blackline master provided.

Characteristics of Haiku

- About nature
- Only three lines
- First and third lines have five syllables.
- Second line has seven syllables.
- Does not need to rhyme

- Explain the characteristics of haiku poems.

Haiku poems are always about nature. They always have three lines. The first and third lines always have five syllables, and the second line always has seven syllables. Haiku poetry does not need to rhyme. Let's look at an example of haiku.

Blackline master provided.

- Display the following blackline master, and read the poem aloud.

Marching Ants

- 1 The ants are marching
- 2 Carrying heavy food loads
- 3 To their hilly home.



- Use **Think-Pair-Share** to have students discuss the first two characteristics of haiku poems. Randomly select a few students to share.

The first characteristic of haiku poems is that they are about nature. Is this poem about nature? Wait for students' responses. **Right. The poem is about ants. These are found in nature. The second characteristic of haiku poems is that they have only three lines. Does this poem only have three lines?** Wait for students' responses. **Right. It only has three lines. So far, it seems like this poem may be a haiku, but there are other characteristics that we need to identify before we can be sure.**



- Use a **Think Aloud** to model how to count out syllables in the sample haiku poem.

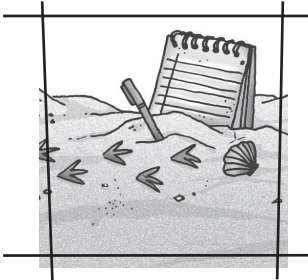
In haiku poems, the first and third lines have five syllables. Let me count the syllables out to make sure the first and third lines of this poem have five syllables. The first line says, "The ants are marching." If I clap when I say *the*, I only clap once. Model clapping out this word, and have students repeat this with you. The word *the* is one syllable. Write "1" above the word *the*. If I clap when I say the syllable in the word *ants*, I only clap once again. It has one syllable. Write "1" above the word *ants*. The word *are* is also only one syllable. Clap the syllable for *are*, and write "1" above the word. If I clap when I say the syllables for the word *marching*, I clap twice. March-ing. If we were chunking the word *marching*, it would have two parts. Model clapping out this word, and have students repeat this with you. The word *marching* has two syllables. Write "2" above the word *marching*. Now I know that the words in the first line of the poem have 1, 1, 1, and 2 syllables. This adds up to five syllables.

- Use **Think-Pair-Share** to have students count out the syllables in the third line of the sample haiku poem. Randomly select a few students to share.

The third line of haiku poems should also have five syllables. Let's look at the line that says, "To their hilly home." How many syllables are in the word *to*? Wait for students' responses. **Right. *To* has only one syllable.** Write "1" above the word *to*. **How many syllables are in the word *their*?** Wait for students' responses. **Good. *Their* has one syllable.** Write "1" above the word *their*. **How many syllables are in the word *hilly*?** Wait for students' responses. **Right. *Hilly* has two syllables.** Write "2" above the word *hilly*. **How many syllables are in the word *home*?** Wait for students' responses. **Yes. *Home* has only one syllable.** Write "1" above the word *home*. **How many syllables total are in the third line of this haiku poem?** Wait for students' responses. **Yes. There are five syllables total.**



- Explain that the second line of haiku poems should have seven syllables. Use **Team Huddle** to have teams count out the syllables in the second line of the sample haiku poem. Use **Random Reporter** to select students to share. *The word carrying has three syllables. The word heavy has two syllables. The word food has one syllable. The word loads has one syllable. The second line has a total of seven syllables.*
- Tell students that they will begin planning their haiku poems.



ADVENTURES IN WRITING

Timing Goal: 65 minutes

Planning

- Introduce the activity.
Remember that today you will write your own haiku poem about the nature around your home or neighborhood.
- Introduce the prompt and scoring guide. Use **Think-Pair-Share** to have students clarify the prompt by identifying the topic, audience, purpose, and format.



Student Edition, page 5

Writing Prompt

Write two haiku poems about the nature around your home or neighborhood. Your haiku poems should have three lines each. The first line of each poem should have five syllables. The second lines should have seven syllables. The third lines should have five syllables. Your haiku poems don't need to rhyme. Remember to give your haiku titles.

Scoring Guide

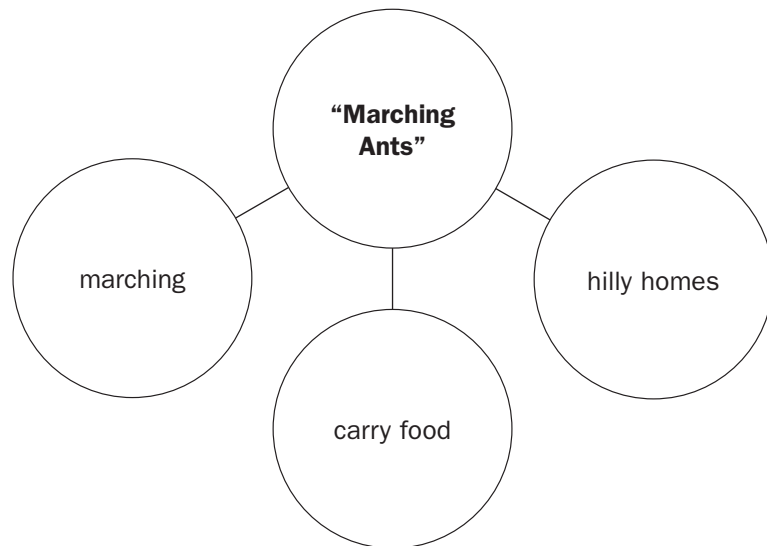
Your haiku poems are about the nature around your home or neighborhood.	25 points
Each haiku has three lines.	35 points
The first lines have five syllables.	10 points
The second lines have seven syllables.	10 points
The third lines have five syllables.	10 points
Your haiku poems have titles.	5 points each (10 points maximum)

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

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

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

Sample Graphic Organizer



Drafting

- Tell students that they will use their plans to write a first draft.
- Explain how students will use the ideas in their graphic organizers to write their drafts. Remind them to include all of their ideas, writing in sentences and skipping lines to make room for revisions. Also, suggest that they include new thoughts as they occur.
- 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.
- Remind students that a haiku poem needs to have five syllables in the first and third lines and seven syllables in the second line.

Remember that the first and third lines of your haiku poems need to have five syllables, and the second lines need to have seven syllables. You may want to clap out the words in your draft to make sure that you have the correct numbers of syllables.

- Tell students to think about how they can get the right number of syllables in their poems.

As you plan and draft your haiku, you might find that you have too many syllables in one line. Think about how you can fix that without changing the idea you have in the line. Can you use a synonym of a word that has fewer syllables? Can you rearrange the words in your line so you can drop words without losing the meaning of your idea? Remember, a line of poetry doesn't have to be a complete sentence.

- Monitor students as they begin working. Give specific feedback to reinforce good drafting, and assist students as needed.
- As students complete their drafts, have them read their writing aloud to a partner to see that it includes the intended ideas and makes sense.
- Ask one or two students to share their first drafts with the class to celebrate.

Sharing, Responding, and Revising

- Tell students that they will work with partners to improve their writing. They will share and respond to provide feedback for each other's drafts.
- Using the chart in the student routines, explain and model, or review if necessary, how to share and respond with partners. **SR**
- Ask students to share and respond with their partners.
- Using the chart in the student routines, review how to make revisions. **SR**
- Ask one or two students to share how they might revise their own work based on their partners' feedback. Then tell the class to make changes as suggested to their own drafts. Monitor students as they work, giving specific feedback to reinforce and assist as needed.

Editing

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

- Have students reread their first drafts, looking for the types of errors listed and correcting these on their drafts. If your students are familiar with proofreading marks, encourage students to use them.
- Ask students to read their partners' drafts to check them against the editing list a second time. If they find additional errors, ask them to mark the errors on their partners' papers.
- Have students share their edits with their partners.

Rewriting

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

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

Types of Figurative Language

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

*The spring morning smelled fresh and damp
while birdsong trilled into my ear.*

personification: making nonhuman things act like humans.

*The sun shook off her coat of clouds and shined
on us.*

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

*The apple was as bright red as a fire truck.
The hot soup burned like fire.*

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

*The simple clue was the key that unlocked
the answer to the mystery.*

The Forest

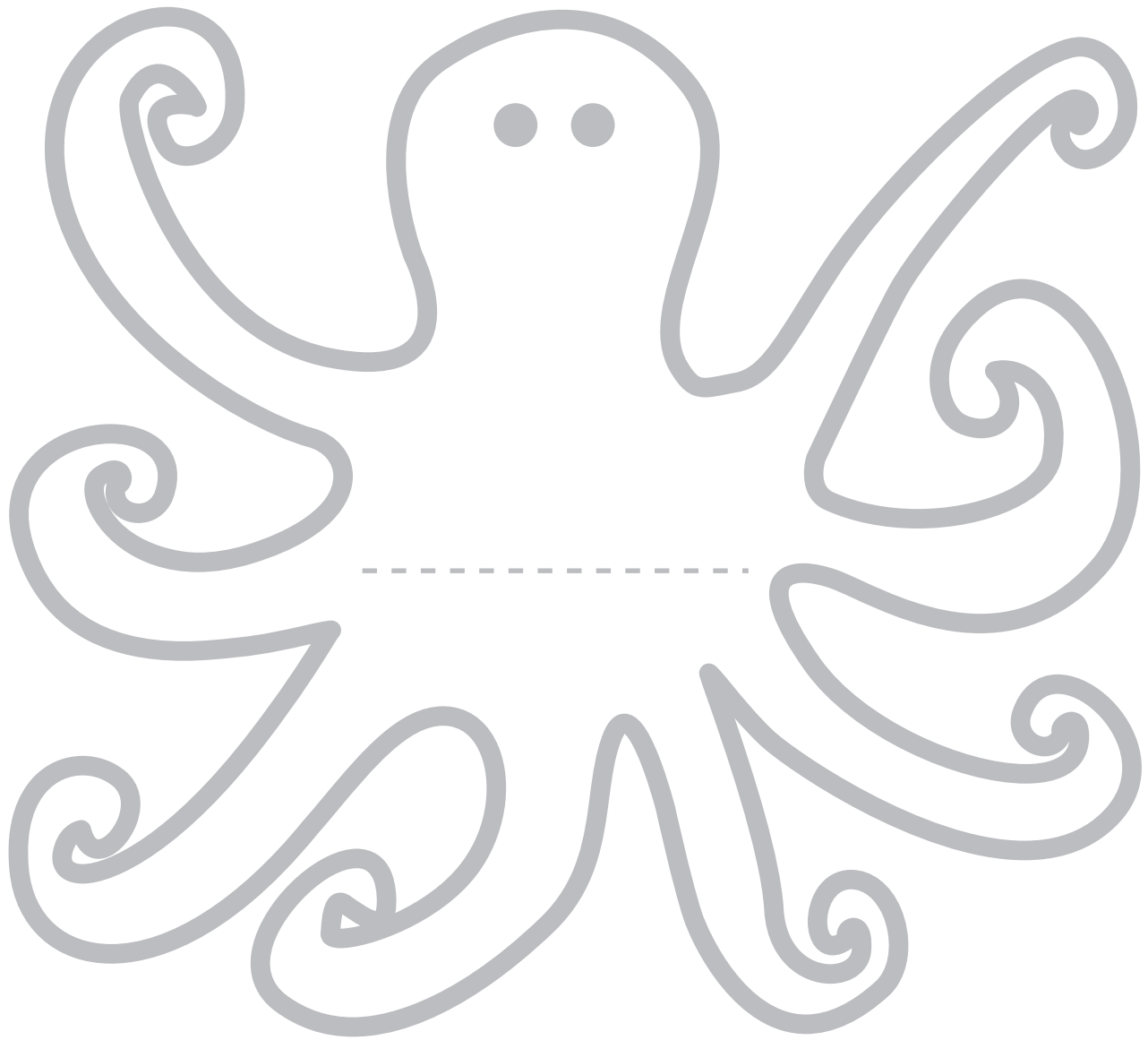
Like a lumpy blanket of green

The earth pulls over her to keep warm,

The forest lays over the land.

A protective cape, keeping the ground below

Safe at night.



Characteristics of Haiku

- About nature
- Only three lines
- First and third lines have five syllables.
- Second line has seven syllables.
- Does not need to rhyme

Marching Ants

- 1 The ants are marching
- 2 Carrying heavy food loads
- 3 To their hilly home.

Common Core State Standards

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

LEVEL 3 / *The Great Frog Race and Other Poems*

English Language Arts Standards: *Reading: Literature*

Craft and Structure

RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

English Language Arts Standards: *Language*

Vocabulary Acquisition and Use

L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

