

Too Many Tamales

Written by Gary Soto

The Putnam & Grossett Group, 1993 ISBN 0-698-11412-4

Literature

The Pocket Watch

Written by Giacomo Colombo

Success for All Foundation, 2012

Drama

**Reading
Wings** 4th
Edition

T A R G E T E D

Treasure Hunt

**Listening Comprehension Text for
*Too Many Tamales***

Solana's Treasure

Written by Robert E. Slavin

Success for All Foundation, 2014

ISBN 978-1-941010-14-3

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:
Too Many Tamales and
The Pocket Watch***

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LITERATURE (6 DAY)

Too Many Tamales

Written by Gary Soto

Listening Comprehension Text

Solana’s Treasure

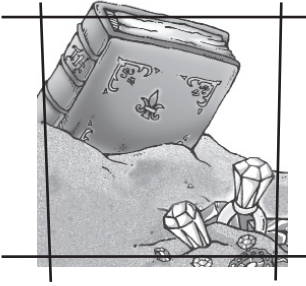
Written by Robert E. Slavin

Summary

Maria can’t find her mother’s diamond ring! She thinks that she lost it while making tamales, so Maria and her cousins eat all twenty-four tamales to find it. Unfortunately, the ring is not in any of the tamales. Maria soon realizes that the only way to solve her problem is to tell her mother that the ring is lost.

Instructional Objectives

	Reading	Word Power	Writing
	Problem and solution (PS)	Prefix and base word	Write a short story.
CYCLE 1	Students will predict and identify the main problem in the story and how it is solved.	Students will break words into prefixes and base words and will use the prefix <i>re-</i> to increase their understanding of words.	Students will write a short story about something they or someone they know lost.

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

Set the Stage

- Introduce the story, author, and reading objective.

This cycle we will read *Too Many Tamales* by Gary Soto. As we read, we'll identify the main problem in the story and how it is solved. Good readers study how the problem is solved to better understand the story and characters.

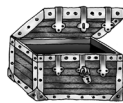
- Point out the strategy target on the team score sheet.

- Point out that the story is literature, or have students explore the story to figure out that it is literature. Review how literature differs from informational text.
- Use the items below to build or activate background knowledge about the story.
 - Explain to students that a tamale is a Latin American dish in which corn husks or other leaves are wrapped around a flavorful dough. The dough is called *masa*, and it can be filled with all sorts of vegetables or meat. Use **Think-Pair-Share** to have students identify and describe other Latin American dishes. Randomly select a few students to share.
 - Tell students that the family in this story enjoys cooking together. Use **Think-Pair-Share** to have students describe things they do with their families. 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
placed page 4	base word + ending: plac(e) + ed	put	Jennifer <i>placed</i> the sunflowers in a beautiful glass vase.
sparkled page 7	base word + ending: sparkl(e) + ed	shined, twinkled	The windows <i>sparkled</i> after Cherita cleaned them.
reappeared page 8	prefix + base word + ending: re + appear + ed	appeared again	Corey dived to the bottom of the lake where no one could see him, then <i>reappeared</i> at the top.

Word and Page Number	Identification Strategy	Definition	Sentence
snipping page 12	base word + ending: snip + p + ing	cutting	Dawn knows that <i>snipping</i> out coupons from the newspaper is a good way to save money.
remained page 16	base word + ending: remain + ed	stayed, was/were left	When everyone left after the party, only Sajid <i>remained</i> to clean up.
gently page 19	base word + ending: gentl(e) + ly	carefully	The jewelry box can break easily, so pick it up very <i>gently</i> .
tugged page 23	base word + ending: tug + g + ed	pulled	Maggie <i>tugged</i> at the string to undo the knot.
sobbed page 25	base word + ending: sob + b + ed	cried, wept	The baby <i>sobbed</i> when she couldn't reach her favorite toy.

Using the Targeted Skill (Prompt and Reinforce)

- Introduce the skill, identifying the problem and its solution, by reminding students that all stories have problems that characters face.
- Use a **Think Aloud** to model identifying how you solved a recent problem.



The other day, I needed to go down to my basement to wash a load of laundry. When I opened the door at the top of the steps, I saw that the lights were out, and it was too dark to walk down the stairs. That was a problem, because I really needed to do laundry. To solve the problem, I found an extra light bulb in a drawer and replaced the burned-out one in the basement. Then I could do my laundry!

- Use **Random Reporter** to have students identify the main problem and solution from a story they have recently read. An example is provided.

Let's think about the main problem from a story we recently read. What is the main problem in the story *A New Coat for Anna*? Give students time to discuss. Use **Random Reporter to select students to share. **Right. The main problem is that Anna needs a new coat, but her mother can't afford to buy one. Is the problem in that story solved by the end, and if so, how?** Give students time to discuss. Use **Random Reporter** to select students to share. **Right. The problem is solved. After trading for goods and services, Anna's mother is able to get Anna a new coat.****

- Remind students that they can use a story map to help them identify the main problem and how it is solved.

- Remind students to think about the main problem in the story as they read *Too Many Tamales*.

Listening Comprehension

- Preview the Listening Comprehension text, *Solana's Treasure*, with students.
- Use **Think-Pair-Share** to have them discuss what they think of when they hear the word *treasure*, and randomly select a few students to share.
- Read pages 1–5 aloud. Use a **Think Aloud** to model how to identify the main problem in the story.

I know that stories have main problems that the characters face and need to solve. The problem seems pretty clear based on what I just read. Mrs. Schmidt asks Maria and the narrator to make sure that her treasure is safe. I think this is the problem because Mrs. Schmidt is worried about this, and she has to stay in the hospital. She must rely on the narrator and Maria to find out if her treasure is safe.

- Remind students to think about the main problem in the story as they read *Too Many Tamales*.

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.

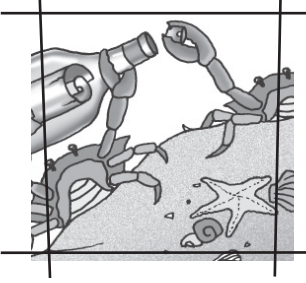
Student Edition, page 2

Team Talk	
1.	During which season does the story take place? ST a. spring b. summer c. autumn d. winter How can you tell?
2.	Which of the following describes how Maria feels about helping her mother make tamales? CH a. annoyed b. excited c. bored d. confused

Team Talk *continued*

3. Do you think that Maria knows it is wrong to try on her mother's ring? Support your answer. |DC|
4. What do you think the main problem in the story will be? Support your prediction with evidence from the text. (Write-On) |PS • PR|

- 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 1–3 aloud with partners.
pages 4–7 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. During which season does the story take place? |ST|

- a. spring
- b. summer
- c. autumn
- d. *winter*

How can you tell?

100 points = *I can tell that this story takes place during the winter because snow is falling, and it is Christmastime.* **90 points** = *I can tell that it is winter because snow is falling.* **80 points** = *Snow is falling.*

2. Which of the following describes how Maria feels about helping her mother make tamales? |CH|

- a. annoyed
- b. *excited*
- c. bored
- d. confused

3. Do you think that Maria knows it is wrong to try on her mother's ring? Support your answer. |DC|

(Accept supported answers.) **100 points** = *Yes. I think that Maria knows it is wrong to try on her mother's ring. I can tell because as soon as her mother leaves the room, Maria puts on the ring. She even looks back at the door to see if her mom is there.* **90 points** = *Yes. I think that she knows it is wrong. As soon as her mother leaves the room, Maria puts on the ring.* **80 points** = *Yes. As soon as her mother leaves the room, Maria puts on the ring.*

4. What do you think the main problem in the story will be? Support your prediction with evidence from the text. (Write-On) |PS • PR|

(Accept supported predictions.) **100 points** = *I predict that the main problem will be that Maria will lose her mother's diamond ring in the tamale mix. Maria loves working with her mother in the kitchen. She feels like a grown-up kneading the dough. Then she puts her mother's ring on. So she'll most likely lose the ring in the dough.* **90 points** = *I predict that Maria will lose her mother's diamond ring in the tamale mix. Maria loves working with her mother in the kitchen. Then she puts her mother's ring on. So she'll most likely lose the ring in the dough.* **80 points** = *Maria will lose her mother's ring in the tamale mix. She puts her mother's ring on while she kneads the dough.*

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

Class Discussion TP

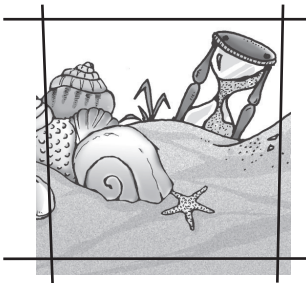
- Ensure participation by calling on teams to share responses to all discussions.
- Remember to add individual scores to the teacher cycle record form.



Strategy-Use Discussion	<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.
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Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions.
	<p>Team Talk Extenders</p> <p>Do you think Maria should have tried on her mother’s diamond ring? Explain.</p> <p>How much trouble do you think Maria will be in when her mother finds out what has happened?</p>
<ul style="list-style-type: none"> – Award team celebration points. 	

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

Timing Goal: 5 minutes

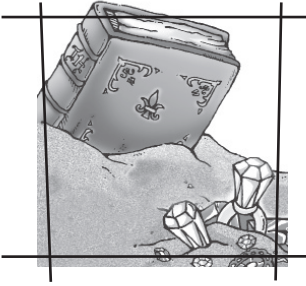
- Explain to students that when they read correctly, smoothly, and with expression, it shows that they understand what they are reading.
- Tell students to look at the Fluency rubric as you model fluent reading.

- Explain and model reading fluently. Read a passage from the student text. Then reread it, first incorrectly, then choppily, and finally without expression to show a lack of fluency skills.

Pages 1–4 (paragraph 1)

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

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



DAY 2

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

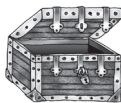
Team Cooperation Goal

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

Set the Stage



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

Vocabulary **TP**

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

Listening Comprehension



- Read pages 6–8 (paragraphs 1 and 2) aloud.
- Use **Think-Pair-Share** to have students identify how the characters try to solve the problem, and randomly select a few students to share.

How do the characters try to solve the problem? Wait for students' responses. **Right. The narrator, her dad, and Maria go to Mrs. Schmidt's house to look for the treasure. They do not see anything that looks like a treasure. Then Solana starts barking at the refrigerator.**

- Use **Think-Pair-Share** to have students predict why they think Solana barks at the refrigerator, and randomly select a few students to share. (*Answers will vary.*)
- Remind students to think about the main problem in the story as they read *Too Many Tamales*.

Strategic Review



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

What does Maria do while she is making tamales that she shouldn't have done?

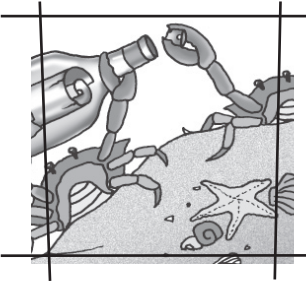
Preview Team Talk

- 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 2

Team Talk

1. Why does Maria's mother tell her to fetch her father? |CE|
2. What does Maria's father do **first**? |SQ|
 - a. spoons the meat into the tamale
 - b. places the tamale into the large pot
 - c. helps spread the *masa* onto the husks
 - d. carefully folds the delicate husks
3. Does Maria get along well with her cousins? How can you tell? |DC|
4. What is the main problem in the story? (Write-On) |PS|



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 8–10 aloud with partners.
pages 11–13 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. Why does Maria's mother tell her to fetch her father? |CE|

100 points = *Maria's mother tells her to fetch her father so he can do the dangerous part of making the tamales.* **90 points** = *She tells her to fetch her father so he can do the dangerous part of making the tamales.*

80 points = *So he can do the dangerous part of making the tamales.*

2. What does Maria's father do **first**? |SQ|
 - a. spoons the meat into the tamale
 - b. places the tamale into the large pot
 - c. *helps spread the masa onto the husks*
 - d. carefully folds the delicate husks

Team Talk *continued*

3. Does Maria get along well with her cousins? How can you tell? |DC|

100 points = *Yes. Maria gets along well with her cousins. I can tell because she pulls her cousin Dolores upstairs to play. Also, all the cousins play nicely while they are in Maria's room.* **90 points** = *Yes. She gets along well. I can tell because she plays nicely with them.* **80 points** = *Yes. They play well together.*

4. What is the main problem in the story? (Write-On) |PS|

100 points = *The main problem in the story is that Maria has lost her mother's diamond ring.* **90 points** = *The problem is that Maria has lost her mother's ring.* **80 points** = *Maria has lost her mother's ring.*

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

Class Discussion TP



Strategy-Use Discussion

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

Think-and-Connect Discussion

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

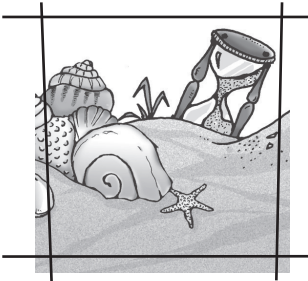
Team Talk Extenders

Is it important to you to spend time with your aunts, uncles, and cousins? Why or why not?
 When you are having fun and playing, is it important to have a good imagination? Why or why not?

- Award team celebration points.

Write-On Discussion

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



FLUENCY IN FIVE **TP**

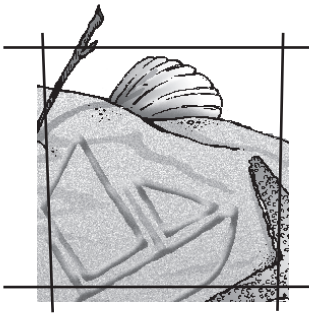
Timing Goal: 5 minutes

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

Student Edition, page 1

Pages 9–11

- 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.

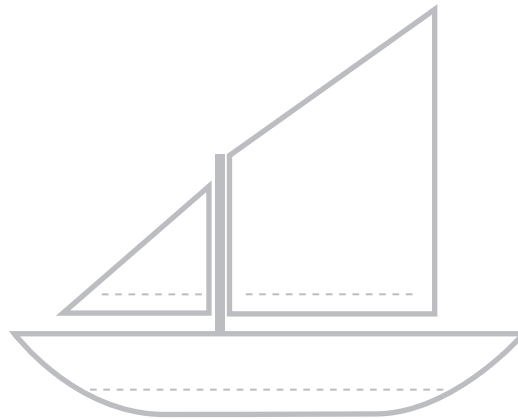


WORD POWER **TP**

Timing Goal: 10 minutes

- Tell students that Captain Read More has sent a message. Display the Word Treasure clue.

Blackline master provided.

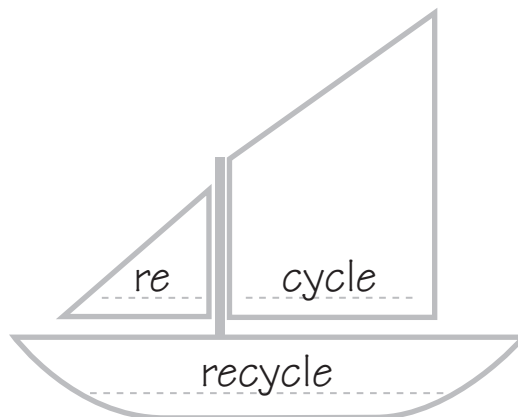


- Use **Think-Pair-Share** to have students tell you what they think the Word Treasure clue means. Randomly select a few students to share.
- Reveal the Word Treasure (skill).

Word Treasure

Some base words have certain beginnings, or prefixes.
If you're having trouble reading these words, first read the base word. Next read the prefix, then read the whole word.

- Write "recycle" on the board. Use **Think-Pair-Share** to have students divide the prefix from the base word. Randomly select a few students to share responses, and write the prefix and base word in the appropriate sails.





- Use the word parts written in the sails to pronounce *recycle*, and have students say the word with you.
- Explain that prefixes can help us define the meaning of a word. Explain that the prefix *re-* in a word often means again or do over.
- Use **Team Huddle** to have students discuss the meaning of *recycle*. Use **Random Reporter** to select students to share responses. *Reuse or use again.*
- Tell students that there are words with the prefix *re-* in their vocabulary list and that they should be on the lookout for them.
- 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 2

Skill Practice

Write the words in your journal. Then write the prefix and base word. Draw a sailboat if you need help.

1. restore *re + store*
2. refresh *re + fresh*
3. replace *re + place*
4. renew *re + new*

Building Meaning

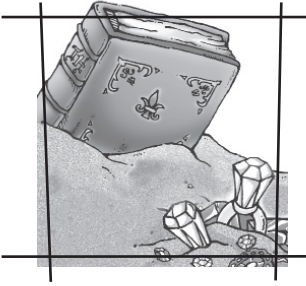
placed	sparkled	reappeared	snipping
remained	gently	tugged	sobbed

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. Draw a picture to show your understanding of the word *tugged*.
(Answers may vary.) The picture and explanation of the picture should support a clear understanding of the word.

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

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

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



DAY 3

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

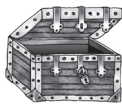
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

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

Vocabulary **TP**

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



Listening Comprehension

- Read pages 8 (paragraph 3)–11 aloud.
- Use **Think-Pair-Share** to have students identify whether the main problem has been solved, and randomly select a few students to share.



We know that the main problem in the story is that Mrs. Schmidt is worried about her treasure and wants the narrator and Maria to help her. Has the main problem been solved? Why or why not? Wait for students'

responses. **I agree. Dad says that the cat they find on the refrigerator is the treasure. They take the cat to their house. The problem is not completely solved because Mrs. Schmidt does not know that her cat is OK.**

- Use **Think-Pair-Share** to have students predict what they think the narrator, Maria, and Dad will do now that they have found the cat. Randomly select a few students to share. *(Answers will vary.)*
- Remind students to think about the main problem in the story as they read *Too Many Tamales*.

Strategic Review

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

What is the main problem in the story?

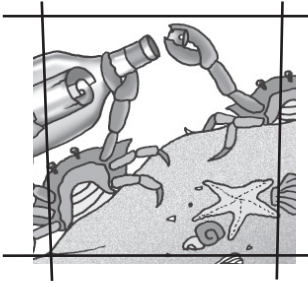
Preview Team Talk

- 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 3

Team Talk

1. How do the children try to solve the main problem in the story? (Write-On) |PS|
2. How can you tell that Maria’s cousins care about her? |DC|
3. Which of the following describes Maria in this passage? |CH|
 - a. bossy
 - b. grateful
 - c. greedy
 - d. relieved
4. Why doesn’t Danny argue with Maria? |CE|



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 14–16 aloud with partners.
pages 17–19 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 do the children try to solve the main problem in the story? (Write-On) |PS|
100 points = *The children try to solve the main problem in the story by eating all the tamales to look for the ring.* **90 points** = *They try to solve the main problem by eating all the tamales.* **80 points** = *They eat all the tamales.*
2. How can you tell that Maria's cousins care about her? |DC|
100 points = *I can tell that Maria's cousins care about her because they help her try to eat all the tamales.* **90 points** = *I can tell that they care about her because they help her.* **80 points** = *They help her.*
3. Which of the following describes Maria in this passage? |CH|
 - a. bossy
 - b. grateful
 - c. greedy
 - d. relieved

Team Talk *continued*

4. Why doesn't Danny argue with Maria? (CE)

100 points = *Danny doesn't argue with Maria because he is the youngest.* **90 points** = *He doesn't argue because he is the youngest.*
80 points = *Because he is the youngest.*

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

Class Discussion TP



Strategy-Use Discussion

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

Think-and-Connect Discussion

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

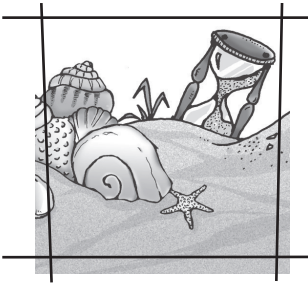
Team Talk Extenders

If you were Maria's mom, would you be angry? Why?
 If you were Maria, how would you try to make things right with your mom?

- 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**

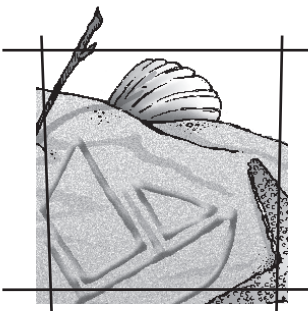
Timing Goal: 5 minutes

- 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 9–11 or 15 and 16

- Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.
- Tell the reading students when they should begin reading, 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.



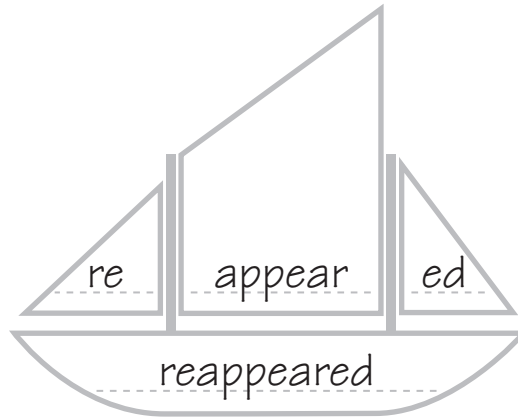
WORD POWER **TP**

Timing Goal: 10 minutes

- Remind students of the Word Power skill (prefix and base word) and, if necessary, the Word Treasure clue that Captain Read More uses (little sail and big sail). Have students identify the prefix they are learning. *Re-*
- Use **Think-Pair-Share** to have students look at their vocabulary words and find a word with the prefix *re-*. Randomly select a few students to share. *Reappeared*.

tps

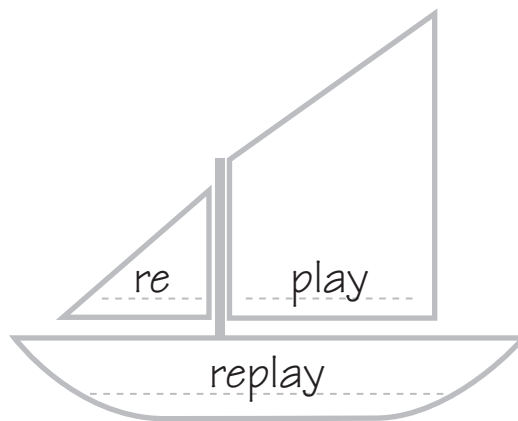
- Display a prefix and base word sailboat. Write “reappeared” in the bottom of the boat. Write “re” in the small sail and “appear” in the big sail. Point out that *reappeared* also has an *-ed* ending. Draw a small sail, and write “ed” in it.



th



- Display the sail clue, and write the word “replay” in the bottom of the boat. Use **Team Huddle** to have students identify the big word, or base word, and the prefix. Use **Random Reporter** to select students to share. Write “play” in the big sail and “re” in the little sail as students respond.



- Use the word parts to say the word, and have students say the word with you.
- Use **Think-Pair-Share** to have students use the prefix to define the word. Randomly select a few students to share. *Play over or play again.*
- 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**

Skill Practice

Write the words in your journal. Then write the prefix and base word. Draw a sailboat if you need help.

1. redo *re + do*
2. retake *re + take*
3. reheat *re + heat*
4. repaid *re + paid*

Building Meaning

placed	sparkled	reappeared	snipping
remained	gently	tugged	sobbed

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

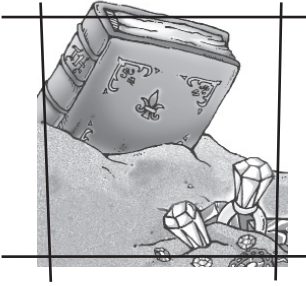
100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.* **80 points** = *The sentence uses the word correctly.*

6. Tisha enjoys snipping pictures out of magazines to make collages. *Snipping* means—
 - a. tearing.
 - b. cutting.
 - c. hiding.
 - d. calling.

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

- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

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



DAY 4

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

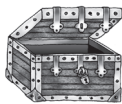
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

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

Vocabulary **TP**

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



Listening Comprehension

- Remind students that when they left off yesterday, the characters in the story had found Mrs. Schmidt's cat. However, Mrs. Schmidt does not know that her cat is OK.
- Read pages 13 and 14 aloud. Use **Team Huddle** to have students determine whether the problem has been completely solved and why, and use **Random Reporter** to select students to share.



Has the main problem in the story been completely solved? Explain. *Yes, because the narrator and Maria take pictures of Mrs. Schmidt's cat and Solana. They show Mrs. Schmidt the pictures, and she is happy. She also explains that her cat's name is Treasure.*

- Remind students to think about the main problem in the story as they read *Too Many Tamales*.

Strategic Review



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

How do Maria's cousins try to help her solve the main problem in the story?

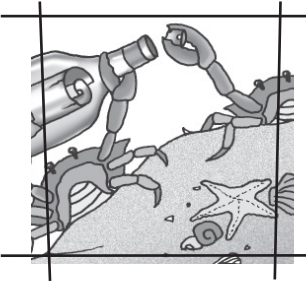
Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page 3

Team Talk

1. After eating the tamales, Teresa feels— |CE|
 - a. happy.
 - b. sick.
 - c. angry.
 - d. joyful.
2. How effective is eating all the tamales? Support your answer. |DC|
3. In today's reading, how does Maria try to solve the main problem in the story? (Write-On) |PS|
4. How does Maria feel as she walks into the living room? |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 20 and 21 aloud with partners.
pages 22–24 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. After eating the tamales, Teresa feels— |CE|
 - a. happy.
 - b. sick.
 - c. angry.
 - d. joyful.

2. How effective is eating all the tamales? Support your answer. |DC|

(Accept supported answers.) 100 points = Eating all the tamales is not effective. The kids still haven’t found the ring. 90 points = Eating them is not effective. The kids still haven’t found the ring. 80 points = It’s not effective. They haven’t found the ring.

Team Talk *continued*

3. In today’s reading, how does Maria try to solve the main problem in the story? (Write-On) |PS|
- 100 points** = *In today’s reading, Maria tries to solve the main problem in the story by confessing to her mother that she lost the ring.*
- 90 points** = *Maria tries to solve the main problem by confessing to her mother that she lost the ring.* **80 points** = *By confessing to her mother that she lost the ring.*
4. How does Maria feel as she walks into the living room? |DC|
- 100 points** = *Maria feels sad and afraid as she walks into the living room.*
- 90 points** = *Maria feels sad and afraid.* **80 points** = *Sad and afraid.*

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

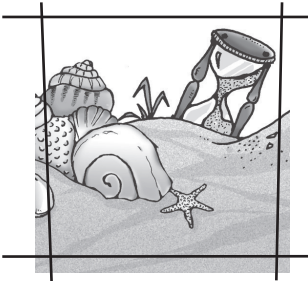
Class Discussion TP



<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.
<p>Team Talk Extenders</p>	<p>Is it important to tell the truth? Why or why not?</p> <p>Tell about a time when you lost something that was important, either to yourself or to somebody else. How did you feel? What did you do about it?</p>
	<ul style="list-style-type: none"> – 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**

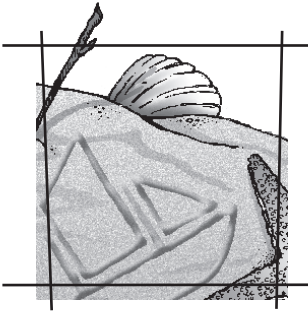
Timing Goal: 5 minutes

- 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 9–11, 15 and 16, or page 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 Power Challenge.

- Remind students of the Word Power skill (prefix + base word).
- Use **Think-Pair-Share** to ask students what the prefix *re-* at the beginning of a word can tell them about the word's meaning. Randomly select a few students to share. *Re in a word often means again or do over.*
- Display the Word Power Challenge. Tell students that they will work in teams to read the sentences, concentrating on the underlined words.

Word Power Challenge

Tracy finished her soda and went to refill her cup.

I had to rewrite my paper using my best handwriting.



- Use **Random Reporter** to choose a student to read each sentence aloud. *Re + fill; re + write.*
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition, page 4

Skill Practice

Write the words in your journal. Then write the prefix and base word. Draw a sailboat if you need help.

1. return *re + turn*
2. rewind *re + wind*
3. rejoin *re + join*
4. rerun *re + run*

Building Meaning

placed	sparkled	reappeared	snipping
remained	gently	tugged	sobbed

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.

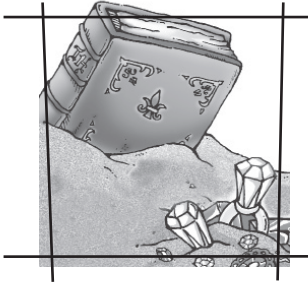
I thought I lost my necklace but it reappeared on my dresser this morning.

- 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.

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



DAY 5

ACTIVE INSTRUCTION

Timing Goal: 20 minutes

Team Cooperation Goal

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

Set the Stage

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



In yesterday's reading, we read that eating all the tamales didn't help Maria solve her problem. Today we will find out whether Maria finds her mother's ring.

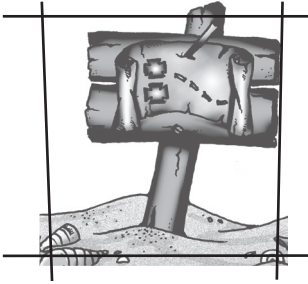
Vocabulary TP

- 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 #4 ask about problem and solution.
- Ask students to underline key words or phrases in question #4.
- Make sure that students understand that the test is independent work and that they should continue to use their strategies with sticky notes as they read without their partners' assistance.

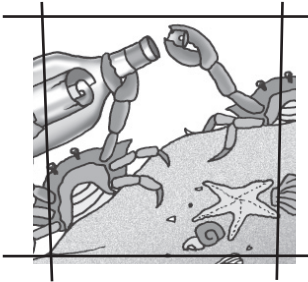
- Tell students to add any relevant events from this reading to their story maps and to do so without assistance.
- Remind students that they have 20 minutes for the test.



TEST

Timing Goal: 20 minutes

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



TEAMWORK

Timing Goal: 30 minutes

Teacher procedures for Teamwork vary with strategy instruction.

Team Discussion **TP**

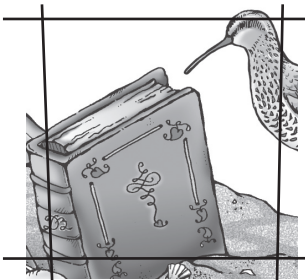
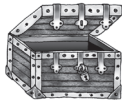
- Modify the procedures for Team Discussion to have students discuss independent strategy use and answers to the test. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use during Class Discussion.
- Pass out a colored pen (e.g., red or green ink)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



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

Class Discussion TP

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

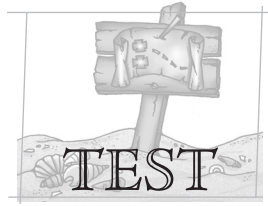


BOOK CLUB

Timing Goal: 20 minutes

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

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



Comprehension Questions

Read pages 25–30 of *Too Many Tamales*, and answer the following questions. The total score for comprehension questions equals 100 points.

20 points

1. When and where is this story set? |ST|

20 points = *This story is set at Maria's house in the winter, around Christmas.* **15 points** = *It is set at Maria's house in the winter.* **10 points** = *At Maria's house in the winter.*

20 points

2. What is the main problem in the story? |PS|

20 points = *The main problem in the story is that Maria thinks she has lost her mother's diamond ring.* **15 points** = *The main problem is that Maria thinks she has lost her mother's diamond ring.* **10 points** = *Maria thinks she has lost her mother's diamond ring.*

10 points

3. By confessing to her mother, Maria shows that she is— |CH|

- unfair to friends.
- easily misled.
- silly and afraid.
- honest and brave.*

20 points

4. Is the main problem in the story solved by the end? How can you tell? |PS|

20 points = *Yes. The main problem in the story is solved by the end. Maria learns that she hasn't lost her mother's ring after all.*
15 points = *Yes. It is solved by the end. Maria hasn't lost her mother's ring after all.* **10 points** = *Yes. Maria hasn't lost her mother's ring after all.*

10 points

5. Which of the following describes Maria's mother? |CH|

- cruel
- strict
- kind*
- sad

20 points

6. What does the author mean when he writes that Dolores, Teresa, and Danny “let off a groan the size of twenty-four tamales”? |FL|

20 points = *The author means that Dolores, Teresa, and Danny groan loudly because they are already so full from eating almost the entire first batch of tamales. I don't think the three of them want to eat any of the second batch. Their stomachs are full and hurting, and Teresa even feels sick. 15 points =* *The author means that Dolores, Teresa, and Danny groan loudly because they are already so full from eating almost the entire first batch of tamales. I don't think they want to eat again. 10 points =* *They are so full from the first batch, they don't want to eat again.*

Word Power

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

Skill Questions

Write the words in your journal. Then write the prefix and base word. Draw a sailboat if you need help.

5 points

1. reword *re + word*

5 points

2. rebuild *re + build*

5 points

3. rethink *re + think*

5 points

4. relive *re + live*

Building Meaning

placed	sparkled	reappeared	snipping
remained	gently	tugged	sobbed

10 points

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

10 points = *After the bell rang, Tyler remained in class to talk to the teacher about his test. 5 points =* *Tyler remained in class to talk to the teacher about his test. 1 point =* *Tyler remained in class with his teacher.*

10 points

6. Hailey was snipping off the ends of the flower stems so she could put the flowers in a vase.

10 points

7. When I tugged at the loose thread, the whole scarf came undone. *Tugged* means—
- pulled.*
 - pushed.*
 - snipped.*
 - chewed.*

10 points

8. Ryan picked the little hamster up *gently* so he would not hurt him.

10 points

9. The baby sobbed when his mother left his room at night. *Sobbed* means—
- called.
 - cried*.
 - played.
 - smiled.

10 points

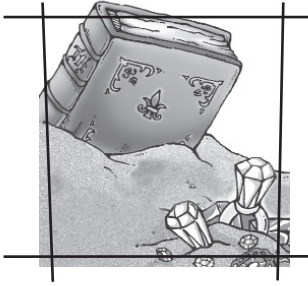
10. The rabbit hid behind a rock, then *reappeared* when the fox was gone.

10 points

11. My pretty silver necklace sparkled when I polished it. *Sparkled* means—
- showed.
 - stayed.
 - shined*.
 - stared.

10 points

12. Mom *placed* the hot frying pan away from us on the stove so we would not get burned.



DAY 6

ACTIVE INSTRUCTION

Timing Goal: 25 minutes

Set the Stage

- Introduce the writing goal.

Today you will write a short story about something you or someone you know lost. In *Too Many Tamales*, Maria accidentally loses her mother's diamond ring. Have you or someone you know ever lost something? Did you ever find it? You will write a story to share with your family or friends in which you tell what was lost and tell whether it was ever found.

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



- Use **Random Reporter** to have students brainstorm the parts of a story. *Possible responses: title, setting, characters, problem/conflict, events/plot, and solution.* Write their responses on the board. If they have trouble with this, give them hints such as where the story takes place or the things that happen in the story.

A story needs to have elements like a problem, events, and solution to make it interesting. These are the things that happen in the story. The title tells what the story is about. The setting tells when or where the story takes place. Characters are the people (or other creatures) in the story.

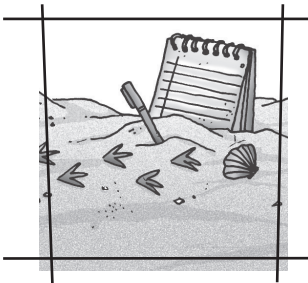
- Ask students to follow along while you read a sample story aloud. Display the blackline master of the sample story, *Lost in the Grocery Store*, on the overhead.

Blackline master provided.

Lost in the Grocery Store

One summer day, I went to the grocery store with my grandmother. I wore my favorite necklace with purple and gold beads. When we were almost done shopping, I realized my necklace was missing! Grandma and I checked all around us on the floor and the shelves and in the freezer case, but we couldn't find it. We walked back through the store looking for it, but it was nowhere to be found. We asked at the customer service desk hoping that someone had turned it in, but it wasn't there, either. I felt very sad. Grandma and I went to check out, and as we put the groceries from the cart onto the belt, there was my necklace! It was hidden under a bag of popcorn! I was happy to have my necklace back.

- Use **Random Reporter** to have students identify the title of the story. *Lost in the Grocery Store.*
- Point out that the first sentence of the story tells us the setting and the characters. Use **Random Reporter** to have students identify the setting and the characters in the first sentence. *Setting: grocery store; characters: the narrator and her grandmother.*
- Use **Random Reporter** to have students identify the problem and the first, second, and third events that happen in the story. *Problem—lost necklace; Event 1—searched the floor and freezer case; Event 2—asked if it was turned in to customer service desk; Event 3—checked out.*
- Use **Random Reporter** to have students identify the solution. *Found the necklace in the shopping cart.*
- Tell students that they will now begin planning their story.



ADVENTURES IN WRITING

Timing Goal: 65 minutes

Planning

- Introduce the activity.

Remember that today you will write a story to share with your friends or family about something you or someone you know lost.



- 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

Have you or someone you know ever lost something? Write a short story about losing something. Give your story a title. Identify the characters and the setting and tell what you lost. To make your story entertaining, be sure that it includes a problem (losing the item) and at least two events. End your story by telling whether you found the item. If you found it, tell how you found it. You can tell a story about something you or someone you know really lost or use your imagination to make up a story.

Scoring Guide

Your story has a title.	15 points
Your story includes at least one character and a setting.	10 points each (20 points maximum)
Your story has a problem, at least two events, and describes the thing that was lost.	15 points each (45 points maximum)
Your story has an ending that tells whether the lost item was ever found.	15 points
Your story is written in complete sentences.	5 points

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

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

- 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

Story Map



Title: *Lost in the Grocery Store*

Characters:

narrator
grandmother

Setting:

Where: *grocery store*

When:

Problem:

lost necklace

Event: *searched the floor and freezer case*

Event: *asked if it was turned in to customer service desk*

Event: *checked out*

Event:

Event:

Solution:

found necklace in shopping cart

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.
- 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**
- Tell students that when they listen to their partner's story, they should be able to make a mind movie about the events in the story.

When we read or hear a good story, we can usually picture what happens in our mind. This is called making a mind movie. When you listen to your partner's story, hopefully you will be able to make a mind movie about the story. If information is unclear or missing, tell your partner. Suggest to your partner what kinds of details might help make the story easier to understand.

- Tell students to be sure they and their partner have included all the elements of a story, and that they have at least two events in their story.
- 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

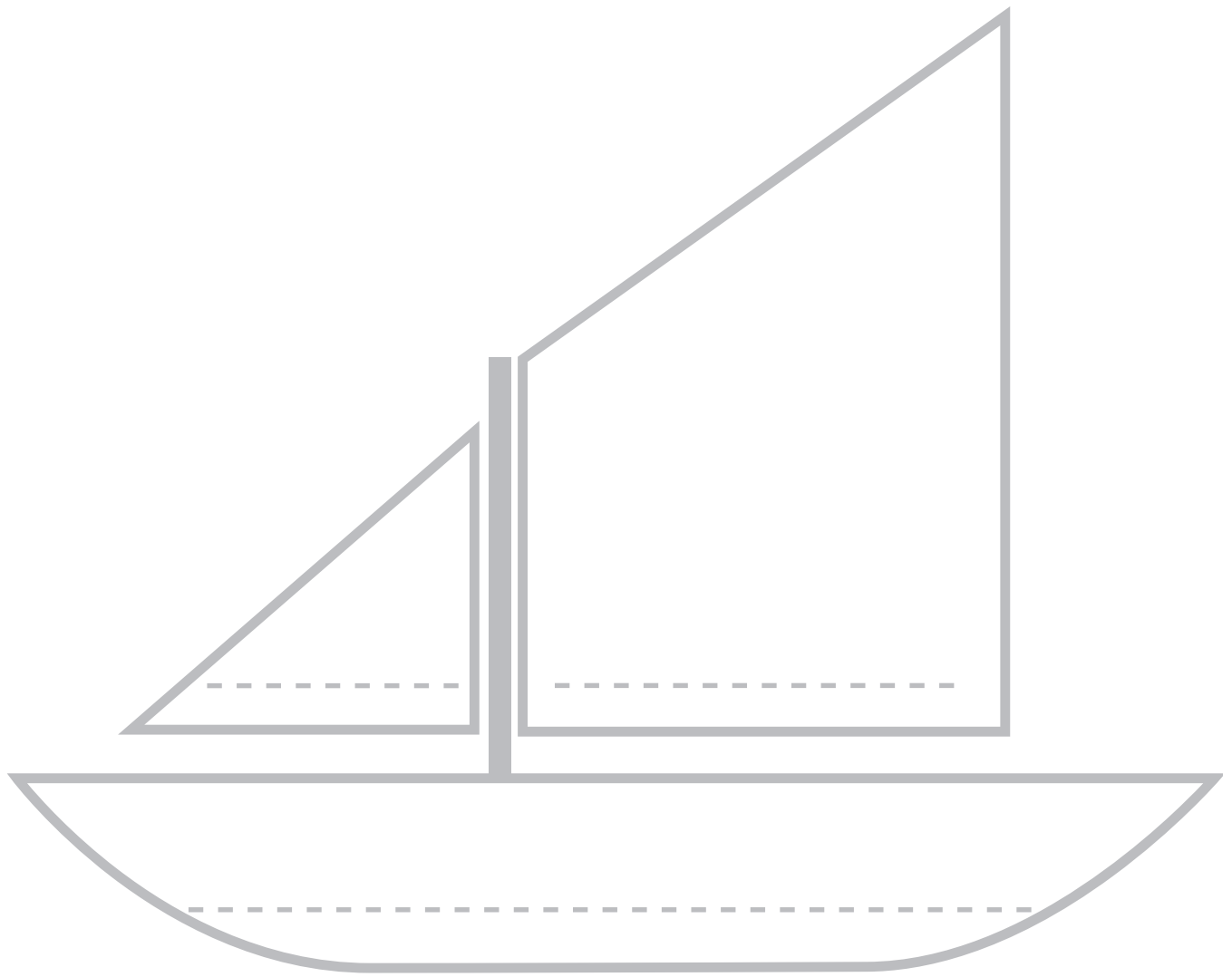
- Tell students that they will edit their work to get it ready for rewriting.
- Develop a checklist with students by asking them what kinds of errors they should look for when they edit. Add to, or modify, students' suggestions with your own list of capitalization, punctuation, grammar, and spelling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

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?



Lost in the Grocery Store

One summer day, I went to the grocery store with my grandmother. I wore my favorite necklace with purple and gold beads. When we were almost done shopping, I realized my necklace was missing!

Grandma and I checked all around us on the floor and the shelves and in the freezer case, but we couldn't find it. We walked back through the store looking for it, but it was nowhere to be found. We asked at the customer service desk hoping that someone had turned it in, but it wasn't there, either.

I felt very sad. Grandma and I went to check out, and as we put the groceries from the cart onto the belt, there was my necklace! It was hidden under a bag of popcorn! I was happy to have my necklace back.

Story Map



Title: Too Many Tamales

Characters:

Maria
Dolores
Danny
Maria's mother
Maria's father
Teresa
Aunt Rosa

Setting:

Where: Maria's house

When: Christmastime, winter

Problem:

Maria thinks she lost her mother's ring when she was making tamales.

Event: Maria tries on her mother's ring as they make tamales.

Event: Maria plays with her cousins. She then realizes that she's lost her mother's ring.

Event: Maria and her cousins eat all the tamales to look for the ring, but don't find the ring.

Event: Maria starts to tell her mother that she lost the ring, but then she sees it on her mother's finger.

Event: Maria and her family make more tamales.

Solution:

Maria learns she hasn't lost her mother's ring when she sees it on her mother's finger.

Story Map



Title: *Solana's Treasure*

Characters:

the narrator
 Solana (the dog)
 Maria
 Mrs. Schmidt
 Dad

Setting:

Where: the hospital
 Mrs. Schmidt's house

When: present time

Problem:

Mrs. Schmidt asks Maria and the narrator to make sure that her treasure is safe. She is worried about this, but she has to stay in the hospital.

Event: The narrator, her dad, and Maria go to Mrs. Schmidt's house.

Event: Everyone looks for the treasure, but they do not see anything that looks like a treasure.

Event: Solana starts barking at the refrigerator.

Event: Dad sees a cat on the refrigerator. He says that the cat is the treasure.

Event: The narrator and her dad take the cat to their house.

Solution:

The narrator and Maria take pictures of the cat with Solana, and Mrs. Schmidt is very happy. They learn that *Treasure* is the cat's name.

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 / <i>Too Many Tamales</i>
<p>English Language Arts Standards: <i>Reading: Literature</i></p> <p>Key Ideas and Details</p> <p>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>
<p>English Language Arts Standards: <i>Reading: Foundational Skills</i></p> <p>Phonics and Word Recognition</p> <p>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>
<p>English Language Arts Standards: <i>Writing</i></p> <p>Text Types and Purposes</p> <p>W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>

DRAMA (1 DAY)

The Pocket Watch

Written by Giacomo Colombo

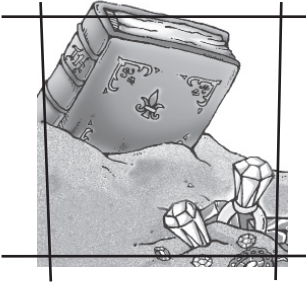
Linked to *Too Many Tamales*

Summary

Jeff admires his grandfather's pocket watch and is really excited when he is allowed to wear it to the street fair that day. But the old watch comes off its chain, and Jeff is afraid that he has lost a piece of family history.

Instructional Objectives

Reading	Word Power
Story structure (SS)	Chunking
Students will identify different parts of a story: characters, setting, problem, and solution.	Students will review chunking words into word parts (syllables) to help them read words.



ACTIVE INSTRUCTION

Timing Goal: 30 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.

Teacher's Note: For this lesson, have students set goals related to challenge scores, team celebration points, or team cooperation.

- Guide teams to set new goals for this 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. Tell students that they will earn challenge scores in addition to team celebration points.

Team Cooperation Goal

- Point out that this lesson's team cooperation goal is **everyone participates**, 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.

Today we will read *The Pocket Watch*, a play by Giacomo Colombo. As we read, we'll identify the characters, setting, problem, and solution in the story. Good readers identify these parts in the text to better understand the story.

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

- Point out that the text is a drama, or have students explore the text to figure out that it is drama. Review how drama differs from stories.
- Use the items below to build or activate background knowledge about the text.
 - Tell students that the drama they will read has stage directions in it. Use **Think-Pair-Share** to have students discuss why it is important to tell actors where and how to move in a play. Randomly select a few students to share.
 - Use **Think-Pair-Share** to have students discuss whether there are special items in their family that have been passed down through the generations. What are the items, and why are they special? Do students want to own or use the items when they get older? 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. Tell students to review all four words before their partners take a turn and to take as many turns as needed to learn all the words. **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.



Student Edition, page 9
 Student Edition chart does not contain page numbers or identification examples.

Word and Page Number	Identification Strategy	Definition	Sentence
attach page 5	chunk: at-tach	connect	“I have to <i>attach</i> your leash to your collar before we go out!” Miranda said to her dog.
concerned page 6	base word + ending: concern + ed	worried	Fiedel looked <i>concerned</i> as he searched through his backpack for his lunch.
honest page 7	chunk: hon-est	truthful	Abraham Lincoln was called <i>Honest</i> Abe because he never tried to fool anyone.

Word and Page Number	Identification Strategy	Definition	Sentence
dented page 8	base word + ending: dent + ed	pushed in, nicked	The can was <i>dented</i> after we threw rocks at it.

Using the Targeted Skill (Introduction and Definition)

- Introduce the skill and its importance in drama.

Today we will identify elements of story structure in a play. Plays are stories that are acted out in front of an audience. All stories should have the same basic elements. They need characters to carry out the action. They need a setting, or a place that the story is happening. They should have a problem that the characters need to solve. There should be events that happen as the characters work toward solving the problem, and there should be a solution at the end.

- Display the following short play. Randomly select two students for the parts, and have them read it aloud.

Blackline master provided.

Helena and Ricky are sitting on his front steps. They hear the ice cream truck coming through the neighborhood.

HELENA: *(Excitedly.)* Oh, the ice cream truck is coming! I'd love an ice cream bar.

RICKY: *(Standing up.)* I've got some money in my pocket. Let's find the truck!

HELENA: *(Pulls out her pockets.)* Rats! I don't have any money.

RICKY: Don't worry, I'll loan you some. You can pay me back tomorrow.

HELENA: *(Clapping Ricky's back.)* Thanks, Ricky! You're the best!

- Explain the format of a play to students. Point out the different parts of the play as you discuss them.

Let's take a look at this sample play to see how its format is different from a regular story that you read in a book. First, I see that the characters in the play say all the lines out loud and perform all the actions. The author does not describe these things to us, so we have to make a mind movie. The names of the characters are written on the left side of the page in all capital letters and in bold type followed by a colon. Point to the characters' names on the page. The actors know how to act because of the stage directions. These are written in italic type. Point to the stage directions on the page. They appear in parentheses when they are among the characters' lines. The stage directions at the top of the page often set up the scene, telling actors where they should be when the play begins. Sometimes stage directions tell an actor how to move. Other times they tell the actor how he or she should sound when speaking.



- Use a **Think Aloud** to model how to identify elements of story structure in the play.

OK, we learned a little about plays and the elements of story structure. Let's see what I can identify in this sample play. I can identify the characters. They are Helena and Ricky. I'm told that in a stage direction and can read their names on the side of the page. I can identify the setting. The story takes place on Ricky's front steps. That is where Helena and Ricky are sitting. I can identify the problem: Helena would like an ice cream bar, but she doesn't have any money. I can also identify the solution: Ricky says that he will loan Helena money for ice cream.

- Tell students that they will think about the elements of story structure as they read *The Pocket Watch* today.

Preview Team Talk

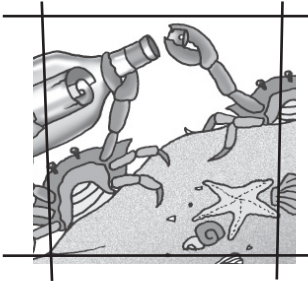
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #2, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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 10

Team Talk

1. Why is the pocket watch important to the family? |CE|
2. How do the stage directions give you a clue to the problem in this play? (Write-On) |SS|
3. How can you tell that Grandpa is an understanding and caring person? |CH|
4. When character names are listed side by side, it most likely means that—
 - a. they should repeat one another.
 - b. they should speak the line together.
 - c. they should take turns saying words in the line.
 - d. they should choose who says the line.

- 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**
- Have students take turns reading:
pages 5–8 aloud with partners.
- When partners finish reading, have them restate the story elements of the drama and complete the story map.
- 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. Tell them that they will also discuss the story elements of the drama that are listed on the story map and be prepared to share them with the class.

Team Talk

1. Why is the pocket watch important to the family? |CE|

100 points = *The pocket watch is important to the family because it has been in the family a long time. The watch belonged to Grandpa's grandfather when he was alive. That means it belonged to Jeff's great-great grandfather.* **90 points** = *The pocket watch is important to the family because it has been in the family a long time. The watch belonged to Jeff's great-great grandfather.* **80 points** = *It has been in the family a long time.*

Team Talk *continued*

2. How do the stage directions give you a clue to the problem in this play?

(Write-On) |SSI|

100 points = *The stage directions give me a clue to the problem in this play because they say that Jeff puts his hand in his pocket and looks shocked, and then he pulls his hand out of his pocket, and it's empty. We know that Jeff had the watch in his pocket. When he looks shocked and pulls an empty hand out of his pocket, it's a clue that something is wrong with the watch.*

90 points = *The stage directions give me a clue to the problem in this play because they say that Jeff puts his hand in his pocket and looks shocked, and then he pulls his hand out of his pocket, and it's empty. These are clues that something is wrong with the watch.* **80 points** = *They say that Jeff puts his hand in his pocket and looks shocked, and then he pulls his hand out of his pocket, and it's empty. Something must be wrong.*

3. How can you tell that Grandpa is an understanding and caring person? |CHI|

100 points = *I can tell that Grandpa is an understanding and caring person because he doesn't get mad at Jeff for losing the pocket watch. He knows that it wasn't Jeff's fault, and he knows Jeff feels bad. Grandpa tells Jeff that it is OK. He buys Jeff his own pocket watch to use until Grandpa is ready to give him the family watch.* **90 points** = *I can tell that Grandpa is an understanding and caring person because he doesn't get mad at Jeff for losing the pocket watch. He knows that it wasn't Jeff's fault. He buys Jeff his own pocket watch to use.* **80 points** = *He doesn't get mad at Jeff for losing the pocket watch.*

4. When character names are listed side by side, it most likely means that—

- they should repeat one another.
- they should speak the line together.
- they should take turns saying words in the line.
- they should choose who says the line.

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

Class Discussion **TP**

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

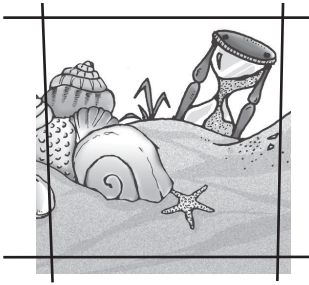


Strategy-Use Discussion

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

Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions. 	
	<table border="1"> <tr> <td data-bbox="808 447 943 930">Team Talk Extenders</td> <td data-bbox="951 447 1463 930"> <p>Have you ever been in Jeff’s situation and lost or misplaced something important? How did you feel? How was the problem solved?</p> <p>How is Jeff’s problem similar to Maria’s problem in <i>Too Many Tamales</i>? Do you think he solves his problem better than she solves hers? Why or why not?</p> <p>The problem in the play is revealed through stage directions before Jeff’s character says anything. Do you think the play would be more or less interesting to watch if Jeff didn’t have any stage directions telling him what to do? Why?</p> </td> </tr> </table>	Team Talk Extenders
Team Talk Extenders	<p>Have you ever been in Jeff’s situation and lost or misplaced something important? How did you feel? How was the problem solved?</p> <p>How is Jeff’s problem similar to Maria’s problem in <i>Too Many Tamales</i>? Do you think he solves his problem better than she solves hers? Why or why not?</p> <p>The problem in the play is revealed through stage directions before Jeff’s character says anything. Do you think the play would be more or less interesting to watch if Jeff didn’t have any stage directions telling him what to do? Why?</p>	
Write-On Discussion	<ul style="list-style-type: none"> – Award team celebration points. – Use Random Reporter to ask one or two students to read their written answers to the 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. 	

- Complete the story map as students discuss their responses. Model your own thoughts as necessary.
- Award team celebration points.



FLUENCY IN FIVE **TP**

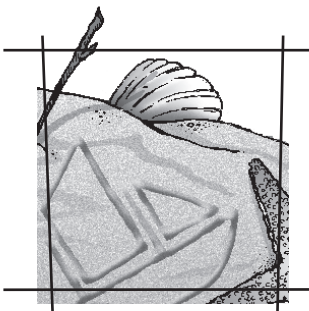
Timing Goal: 5 minutes

- 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 9

Page 5 (stopping after Jeff's second line)

- 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

- Tell students that Captain Read More wants to check their memories on a Word Power skill that they have learned.
- Pretend to take a message from Captain Read More out of the bottle. Use the message to review the Word Treasure clue for chunking.
- Explain that there are many ways to chunk a word, but there are some patterns that appear in a lot of words.
- Display a boat without sails, and write “attach” on the bottom of the boat. Point out that this is a word from the vocabulary list.

Blackline master provided.



- Chunk *attach* after the second *t*. Try to read the word parts, and then read the whole word. Point out that this doesn't sound like a word you know.



- Model chunking *attach* between the two *ts*.
- Use **Think-Pair-Share** to have students tell what they notice about where you put the paddle when chunking the word. Randomly select a few students to share. *You chunked the word between two consonants in the middle.*
- Confirm, or explain, that dividing a word between two consonants in the middle of the word is a good way to chunk many words. This splits the word into two word parts, or syllables. It makes the word easy to read when you read the syllables and then the whole word.
- Review the Word Treasure (skill).

Word Treasure

When we come to a word that we can't read, we can break it into smaller chunks, read the small chunks, and then read the whole word.

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

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Skill Practice

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

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

1. distance *dis/tance*
2. system *sys/tem*
3. invent *in/vent*
4. chimney *chim/ney*

Building Meaning			
attach	concerned	honest	dented
<p>5. Choose a word from the vocabulary list, and write a meaningful sentence for that word.</p> <p>100 points = <i>The sentence uses the word correctly and includes details to create a mind movie.</i> 90 points = <i>The sentence uses the word correctly and includes one detail.</i> 80 points = <i>The sentence uses the word correctly.</i></p> <p>6. “If Tiana wasn’t so <u>honest</u>, I’d think she was lying about seeing a coyote in the city!” Reggie said. <i>Honest</i> means—</p> <ol style="list-style-type: none"> a. <i>truthful.</i> b. <i>tricky.</i> c. <i>amusing.</i> d. <i>excited.</i> 			



- 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. 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?

Helena and Ricky are sitting on his front steps. They hear the ice cream truck coming through the neighborhood.

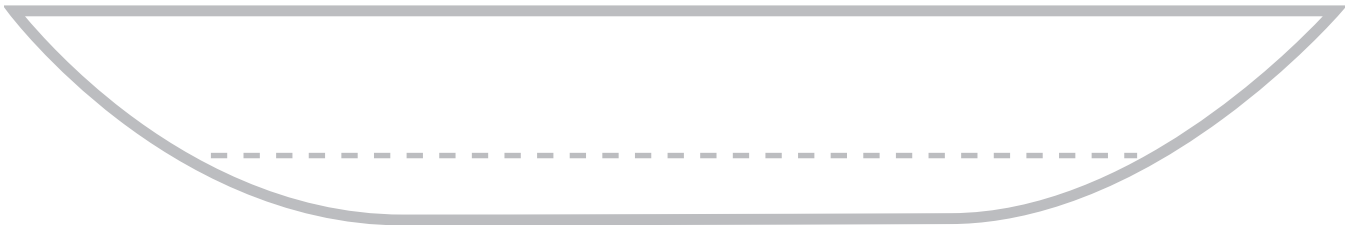
HELENA: *(Excitedly.)* Oh, the ice cream truck is coming! I'd love an ice cream bar.

RICKY: *(Standing up.)* I've got some money in my pocket. Let's find the truck!

HELENA: *(Pulls out her pockets.)* Rats! I don't have any money.

RICKY: Don't worry, I'll loan you some. You can pay me back tomorrow.

HELENA: *(Clapping Ricky's back.)* Thanks, Ricky! You're the best!



Story Map



Title: The Pocket Watch

Characters:

Jeff
Grandpa
Larissa
Anton

Setting:

Where: Grandpa's house
Ruxton Street Fair

When:

Problem:

Jeff is happy that Grandpa trusts him with an old pocket watch, but Jeff loses it at the street fair.

Event: Jeff admires Grandpa's special pocket watch. Grandpa lets him wear it to the Ruxton Street Fair.

Jeff goes to play games with Larissa and Anton. After a while, Jeff puts his hand in his pocket and

Event: realizes that the watch isn't there anymore.

Jeff and his friends see that the chain is broken. They look for the watch on the ground but can't find it.

Event: Jeff is upset.

Event: They go find Grandpa. He tells them that he found the broken watch on the ground.

Event:

Solution:

Grandpa helps the kids find a chain to fix the special watch. Then Grandpa gives Jeff another pocket watch to wear until he is old enough for the special watch.

The Pocket Watch

Cast of Characters	JEFF	LARISSA
	GRANDPA	ANTON

Scene I: Grandpa's house

Jeff and Grandpa are getting ready to go out. Grandpa is looking in a mirror, tying a bow tie. Jeff is sitting in a chair waiting and ready to go. He is twirling Grandpa's pocket watch in his hands.

JEFF: I can't wait to get to the Ruxton Street Fair! *(Looks up from twirling the watch.)* Are you almost ready, Grandpa?

GRANDPA: Almost, Jeff. *(Looks at Jeff.)* Say, would you like to wear my pocket watch to the fair?

JEFF: *(Excited.)* Can I? I promise I'll take good care of it!

GRANDPA: Sure! *(Chuckles.)* There's a small clip on the end of the watch chain that you use to attach it to your clothes. Fasten it to your pocket or belt loop so you don't lose it.

JEFF: Don't worry, Grandpa, I won't let it out of my sight! *(Attaches the chain to his belt loop and looks at the watch.)*

GRANDPA: Do you know the history behind that watch?

JEFF: *(Looks up at Grandpa.)* No, can you tell me about it?

GRANDPA: It belonged to my grandfather when he was a young man. He gave it to my father when he was young, and my father gave it to me when I was young.

JEFF: That means this watch is really old! *(Puts the watch in his jeans pocket.)* I won't let anything happen to it at the fair!

GRANDPA: Good! Someday when you're a little older, I'll give that watch to you.

JEFF: Really? That'll be a great gift, Grandpa.

GRANDPA: Yep. I'll know when you're ready for it. *(Puts on a hat.)* OK, ready to head to the fair?

Jeff: Let's go!

(Jeff and Grandpa leave the house for the fair.)

Scene II: The Ruxton Street Fair

Jeff and Grandpa arrive at the Ruxton Street Fair. The street is lined with booths and food carts. People are selling crafts, antiques, and other objects. There are games to play for prizes. It's crowded, but Jeff finds his friends Larissa and Anton in the crowd.

JEFF: *(Waving.)* Hey, Larissa and Anton! I hope you haven't been waiting for a long time.

LARISSA: Nope, we just got here. Have you ever seen Ruxton Street so crowded?

ANTON: *(Looking around the fair.)* I can hardly recognize the street with all the decorations and booths!

JEFF: I know! There are a ton of things to do, so we had better get started! First, I think we should play some carnival games.

LARISSA and ANTON: Yes! Let's go win some prizes!

JEFF: *(To Grandpa.)* Can we go play games for a little while and then meet up with you for lunch? I'll know what time it is because I have your pocket watch.

GRANDPA: Go have some fun, kids. Don't spend all your money at once!

(Grandpa walks away to look at some tables. Jeff, Larissa, and Anton play games and have fun. After a little while, Jeff puts his hand in his pocket and looks shocked.)

JEFF: *(Pulls an empty hand out of his pocket.)* Oh no, my pocket's empty! Grandpa's pocket watch is missing!

LARISSA: *(Concerned.)* Do you think someone snatched it out of your pocket?

JEFF: No, I don't think so. But I promised him I would take good care of it, and now it's gone!

ANTON: *(Pointing at Jeff's belt loop.)* Look, part of the chain is still connected to your belt loop. The watch must have slipped out of your pocket and broken off.

LARISSA: We were jumping around when we played those games. I bet you didn't feel the chain snap when we were playing the games.

JEFF: *(Looking at the ground.)* Let's go back to the games and see if we can find the watch on the ground.

(The kids crawl on the ground, looking under tables and behind booths, but they can't find the watch.)

JEFF: *(Sitting down and sounding glum.)* I guess I'll just have to tell Grandpa what happened to his watch.

LARISSA: *(Patting Jeff's arm.)* I'm sure he'll understand and forgive you. He's your grandpa.

ANTON: *(Nodding.)* And he'll know you didn't lose it on purpose. You're the most honest person I know.

JEFF: I know, but I still feel horrible because it's an old and special watch. It's very important to him.

LARISSA: Come on. Let's go find your grandpa and tell him about the watch chain.

ANTON: Yeah, maybe he'll know another way to look for it.

(Jeff stands up, and all three kids walk away to find Grandpa.)

Scene III: The Ruxton Street Fair

Jeff, Larissa, and Anton spot Grandpa and walk toward him. He is looking at a table of old pocket watches.

JEFF: Grandpa!

GRANDPA: *(Turns and sees the kids.)* Hey, kids! Are you hungry for lunch already?

LARISSA: *(Looking at Jeff.)* No. Jeff has something important to tell you.

JEFF: *(Voice shaking.)* Grandpa, I'm really sorry. Your watch must have slipped out of my pocket when we were playing carnival games. The chain broke, and now I can't find the watch.

ANTON: We looked everywhere for it. We retraced our steps and searched the ground.

GRANDPA: *(Chuckling.)* Well, now, don't look so upset, kids. I'm not angry with you!

JEFF: *(Surprised.)* But, Grandpa, that watch was very special! Aren't you angry that I lost it after promising to be careful?

GRANDPA: *(Still chuckling.)* I know you didn't lose it on purpose. And I know you weren't playing with it either. I was keeping an eye on you guys.

JEFF: I still feel terrible. You were going to give me that watch like your father gave it to you!

GRANDPA: I'm still giving it to you! *(Pulls the pocket watch out of his right pocket.)*

LARISSA: *(Clapping her hands.)* You found the watch!

ANTON: *(Clapping Jeff's back.)* I told you that everything would turn out OK!

GRANDPA: I walked by the games after you left and noticed something gold on the ground. It was the watch peeking out from under a prize table. I picked it up and knew what happened.

JEFF: *(Relieved.)* What a lucky find! Now we just need to fix the chain.

GRANDPA: *(Pointing at the table of old pocket watches.)* That's why I'm looking at this table. Let's pick out a new chain for this old watch.

LARISSA: We'd be glad to help you! There are so many pretty chains to choose from here.

ANTON: *(Picks up a chain.)* I think this chain will be strong and last you a long time.

GRANDPA: Good choice! Jeff, I also have a special gift for you because you tried to be careful.

JEFF: *(Surprised.)* Really? What is it?

GRANDPA: *(Pulls an old pocket watch out of his left pocket.)* It's your own pocket watch! It's not as fancy as mine, and it's a little dented, but I thought you'd like it.

JEFF: *(Takes the watch and looks at it in his hand.)* Wow! Grandpa, this really means a lot to me!

GRANDPA: I think you can use this watch for a while and learn to take care of it. Then we can trade watches when you're older.

JEFF: *(Hugs Grandpa.)* Thank you so much!

GRANDPA: Now, who's ready for some lunch?

JEFF, LARISSA, and ANTON: Me! Let's eat!

(The four walk away to buy food from a food cart as the curtain drops.)

• THE END •

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 Pocket Watch*

English Language Arts Standards: *Reading: Foundational Skills*

Phonics and Word Recognition

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