

Sarah, Plain and Tall

Written by Patricia MacLachlan

HarperCollins, 1985 ISBN 0064402053

**Reading
Wings** 4th
Edition

TARGETED Treasure Hunt

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

Targeted Treasure Hunt:
Sarah, Plain and Tall

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LITERATURE (6 DAY)

Sarah, Plain and Tall

Written by Patricia MacLachlan

Summary

This book tells the story of a young girl, Anna, her younger brother, Caleb, and their father. They live on the prairie, alone since the children’s mother passed away after childbirth. Papa writes a letter seeking a wife, and he receives a letter from Sarah Elisabeth Wheaton of Maine. Papa, Anna, and Caleb each write to Sarah, and she decides to come and visit them for a month in the spring. Everyone is excited, but questions linger. Will Sarah like it on the prairie? Can she be happy away from her beloved sea? Will Sarah stay with them and be Papa’s wife?

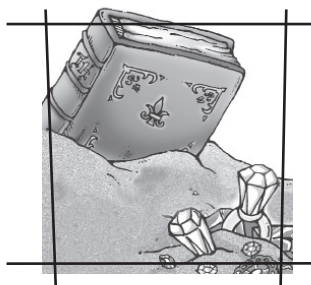
Instructional Objectives

	Reading	Word Power	Writing
	Point of view (PV)	Contractions	Write a friendly letter.
CYCLE 1	Students will identify characters’ points of view in the story.	Students will break contractions into separate words to help them read difficult words.	Students will write a friendly letter to Sarah to convince her to stay with the family.
	Literary techniques (LT)	Chunking	Write a paragraph.
CYCLE 2	Students will describe how the author uses imagery in the story.	Students will chunk words into word parts (syllables) to help them read difficult words.	Students will write a paragraph about their favorite place.

CYCLE 1

Instructional Objectives

CYCLE 1	Reading	Word Power	Writing
	Point of view (PV)	Contractions	Write a friendly letter.
	Students will identify characters' points of view in the story.	Students will break contractions into separate words to help them read difficult words.	Students will write a friendly letter to Sarah to convince her to stay with the family.

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

Timing Goal: 40 minutes

Rate New Vocabulary Words

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

Success Review and Keeping Score TP

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

Team Cooperation Goal

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

Set the Stage

- Introduce the story, author, and reading objective.

This cycle we will read *Sarah, Plain and Tall* by Patricia MacLachlan.

As we read, we'll think about the characters' points of view in the story.

Good readers stop and think about the characters in a story and how they are thinking and feeling at different points in the text.

- 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.
 - Use **Think-Pair-Share** to have students identify what they know about prairies. What might you see on a prairie? Randomly select a few students to share.
 - Use **Think-Pair-Share** to have students discuss a favorite place. Why do they like this particular place? Randomly select a few students to share.
 - Use **Think-Pair-Share** to have students identify a time when they felt lonely. What did you do to help yourself feel better? 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
feisty page 7	chunk: feist-y	full of energy	My dog was very <i>feisty</i> and jumped all over me.
shuffling page 9	base word + ending: shuffl(e) + ing	sliding your feet back and forth without lifting them up, in a slow walk	My mom told me to stop <i>shuffling</i> my feet and to walk properly to the table.
fetch page 19	blend	to go after something and bring it back	My dog likes to <i>fetch</i> sticks.

Word and Page Number	Identification Strategy	Definition	Sentence
plains page 23	base word + ending: plain + s	flat grasslands	There are often tornadoes in the <i>plains</i> since it is so flat.
lonely page 23	base word + ending: lone + ly	sad from being apart from other people	I felt <i>lonely</i> at camp because all of my friends were back home.
paddock page 26	chunk: pad-dock	fenced area usually for horses	We watched the horses as they walked around in the <i>paddock</i> .
mound page 34	blend	small hill or pile	My friend and I love to climb the <i>mound</i> of dirt and play King of the Hill.
dune page 34	blend	large pile of sand	My sister and I climbed the large <i>dune</i> at the beach.

Using the Targeted Skill (Introduction and Definition)

- Introduce the skill and its importance in literature.

Our skill for this cycle is analyzing the characters' points of view in the story. When we read a text, we should stop occasionally to think about the narrators and characters and how they think and feel in the text. As a reader, it is also helpful to think about how you might feel if you were in that character's place. This helps you to relate to the characters and to form deeper connections with what you read.

- Explain to students that an author provides clues in a text to help the reader determine who is telling the story.
- Display and read the following chart.

Blackline master provided.

Point of View Clues

First person

- The text uses the words *I*, *me*, *us*, and *we* outside of conversations (not in quotes).
- A character is telling the story.

Third person

- The text uses the words *he*, *she*, and *they*.
- A narrator tells the story but is not a character in the story.

- Tell students that you will now model how to use this chart to identify the narrator's point of view in a story.
- Read the short story aloud to students.

Blackline master provided.

A Day at the Park

One sunny September morning, my dad took me to the park. "Lily," he said, "put on your tennis shoes, we are going to have some outside fun!" I was so excited I could barely get my shoes on quickly enough!

Once we were at the park, we had a blast. First, we swung on the swings. My dad even swung with me! Next, we went down the slides. When we were playing in the tunnels, I lost my dad for a few minutes, and I suddenly felt scared. Then, he popped up behind me and yelled, "Boo!" really loudly. I laughed and laughed at my silly dad.

That was one of the best days ever...the day we went to the park!



- Use a **Think Aloud** to model identifying the point of view in the story.

After reading, I want to think about the point of view in this story. I can use the chart we discussed to help me determine whether this story is told in the first or third person. I see that the words *I* and *we* are used frequently by the narrator in this story, and the words are not in quotes. The Point of View Clues chart tells me that this indicates the story is told in first person by a character in the story. Also, I see that the narrator's father calls her Lily. This tells me that the narrator is a girl named Lily, and she is the one telling this story. The story is told from Lily's point of view.

- Use **Think-Pair-Share** to have students identify point of view, and randomly select a few students to share.

What word that was used several times in the story helped me identify the point of view? *The word I was used several times in the text. This word tells you that the story is told from the first-person point of view.* **How did I know the narrator's name in the story?** *You knew the narrator's name was Lily because her father calls her that when he speaks to her.*

- Explain that an author usually selects a particular character as the narrator for a specific reason. Since the narrator tells the story from his or her point of view, we see things in the story as that character sees them.
- Display the following blackline master, and read the questions that good readers ask themselves as they think about the narrator's point of view.

Blackline master provided.

Good readers ask the following:

- Who is the narrator?
- Is the story told in the first or third person? What words help you to know?
- How does the narrator feel in the story?
- How would you feel if you were the narrator? Would you feel the same or differently?

- Use a **Think Aloud** to model identifying the narrator's mood and relating to her.

As I read back over the story, I am thinking about how the narrator, Lily, feels in this story. That is the third bullet point on my Good Readers Ask chart. I see that Lily uses phrases such as “so excited,” “had a blast,” “laughed and laughed,” and “best day ever” in the story. This tells me that she is happy and feeling excited about being at the playground with her father. Lily ends several of her sentences with exclamation points, which also shows that she is excited and having fun. I know that if I were a little girl at the playground with my father, I would feel just like she does. Playing at the playground is a lot of fun, especially when you are with someone whom you enjoy being with.

- Use **Think-Pair-Share** to have students identify how you determined the narrator's feelings, and randomly select a few students to share.

What did I do to identify how the narrator, Lily, is feeling in the text? You analyzed the words that the narrator uses, and the punctuation also helps you figure out how she is feeling. How can relating our own experiences to those of a character help us better understand the character's point of view in the story? Our experiences help us understand the character and what he or she is experiencing in the story as we relate it to our lives.

- Remind students to use the charts presented in the lesson and the details included in stories to help them determine the characters' points of view and relate to the characters' feelings and experiences.

Listening Comprehension

- Preview *Sarah, Plain and Tall* with students. Point out the front cover, the illustrations, and the summary on the back of the book.
- Use **Think-Pair-Share** to have students predict why the question at the top of the back cover asks, “Did Mama sing every day?” Why is the word *did* an indicator? Randomly select a few students to share. (Answers will vary.)
- Read pages 3–5 (paragraph 5) aloud. Use a **Think Aloud** to model how to identify the narrator's point of view.

Remember that we are reading the text to identify the characters' points of view in the story. Let me think about what I just read to see if I can identify the narrator in this story. I also want to look for particular

words that will help me identify whether the story is told in the first or third person.

The narrator uses the word *I* on page 3. That tells me the story is told in the first person. Also, I see that on page 5, the narrator talks about the words her mother spoke to her. Her mother says, “Anna.” That tells me the narrator is a girl named Anna and that she is speaking to her little brother, Caleb. I know Caleb is her little brother because in this section of text, Anna is talking about when Caleb was born. Her mother, whom she refers to as Mama, hands Anna the baby, which tells me that Caleb is Anna’s little brother and that her mother died the morning after she gave birth to him.

- Continue reading to page 5, (paragraph 6) and 6 (ending with paragraph 4). Stop to ask questions, make points, or focus students’ attention as necessary. Point out to students that on this page, they learn how Anna and Caleb’s mother died and what happened right after she passed away.
- Tell students that this particular section of text is very important because it provides background information about the story and the narrator’s (Anna’s) experiences.

Preview Team Talk

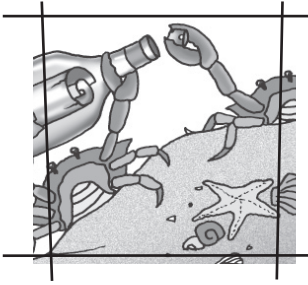
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #1, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide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

Student Edition, page 2

Team Talk

1. Who is the narrator in this story, and is the story written in the first or third person? How do you know? (Write-On) |PV|
2. What is the most important event that we learn about in this section of text? |PL|
 - a. Anna, Caleb, and their father live in the country.
 - b. The family used to have a housekeeper named Hilly.
 - c. Anna and Caleb’s mother died after giving birth to Caleb.
 - d. Anna and Caleb’s mother used to sing to them.
 Why?
3. Why does Papa say that he doesn’t sing anymore? |CE|
4. How do Anna and Caleb feel about the letter their father receives? How do you know? |PV|

- 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 6 (paragraph 5)–9 (ending with paragraph 8) aloud with partners.
pages 9 (paragraph 9)–11 silently.
- If some partners finish reading ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion **TP**

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

Team Talk

1. Who is the narrator in this story, and is the story written in the first or third person? How do you know? (Write-On) |PV|

100 points = *The narrator in this story is Anna, and the story is written in the first person. I know because in the text, she uses the word I when she writes, so I know the narrator is Anna. Also, when she tells Caleb the story about when he was born, she says her mama called her Anna. That shows me that Anna is the narrator.* **90 points** = *The narrator in this story is Anna, and the story is written in the first person. As she tells the story about his birth to Caleb, she says her mother called her Anna, and she uses the word I, so I know it is Anna.* **80 points** = *Anna, and the story is written in the first person.*

Team Talk *continued*

2. What is the most important event that we learn about in this section of text? |PL|
- Anna, Caleb, and their father live in the country.
 - The family used to have a housekeeper named Hilly.
 - Anna and Caleb's mother died after giving birth to Caleb.*
 - Anna and Caleb's mother used to sing to them.

Why?

100 points = *The most important event we learn about is that Anna and Caleb's mother died after giving birth to Caleb. Now the children and their Papa are alone. Papa is sad and doesn't sing anymore.* **90 points** = *The most important event we learn about is that Anna and Caleb's mother died. They are alone and sad now.* **80 points** = *Anna and Caleb's mother died.*

3. Why does Papa say that he doesn't sing anymore? |CE|

100 points = *Papa says that he doesn't sing anymore because he has forgotten the old songs. He says that he might be able to remember them if he gets a wife. He has sent out a letter asking for a wife.* **90 points** = *Papa says that he doesn't sing anymore because he has forgotten the old songs. He might be able to remember them if he gets a wife.* **80 points** = *He has forgotten the old songs.*

4. How do Anna and Caleb feel about the letter their father receives? How do you know? |PV|

100 points = *Anna and Caleb feel excited about the letter their father receives. I know because they are both smiling. Also, Anna tells her father to ask Sarah if she sings.* **90 points** = *Anna and Caleb feel excited about the letter. They smile at each other.* **80 points** = *Anna and Caleb feel excited about the letter.*

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

Class Discussion **TP**

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



Strategy-Use Discussion

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

Think-and-Connect Discussion

- 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

Would you like to live on the prairie? Why or why not?

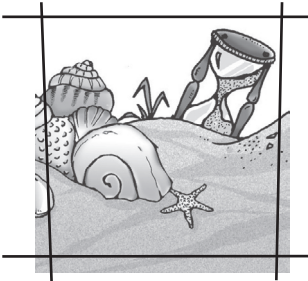
How does Anna feel about telling the story of Caleb's birth? How can you tell?

In what way are Anna's feelings about the story different from Caleb's? Explain.

- Award team celebration points.

Write-On Discussion

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



FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes

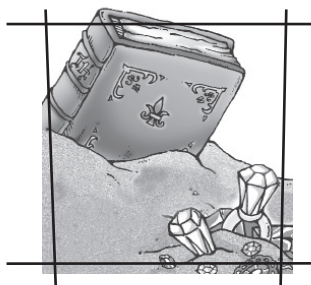
- Explain to students that when they read correctly, smoothly, and with expression, it shows that they understand what they are reading.
- Tell students to look at the Fluency rubric as you model fluent reading.
- Explain and model reading fluently. Read a passage from the student text. Then reread it,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

Page 9 (paragraphs 1–7)

- Ask students to use the Fluency rubric as they practice giving you feedback.

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

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	- How many points did you earn today? - How well did you use the team cooperation goal and behavior? - How can you earn more points?



DAY 2

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

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

Set the Stage



- Display and have students complete the Two-Minute Edit to start the class. **TP**
- Use **Random Reporter** to check corrections.
- Remind students of the 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.



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.

Why has Papa stopped singing like he used to?

Listening Comprehension

- Use **Think-Pair-Share** to have students review what happened in yesterday's reading of *Sarah, Plain and Tall*. Randomly select a few students to share. *Anna, Caleb, and their father live on the plains in the country. Anna and Caleb's mother died in childbirth, and their father hasn't been singing like he used to. Papa shares a letter with them that he received from a lady named Sarah after he placed an ad for a wife. Anna and Caleb are excited, and they ask their father to find out whether Sarah sings.*



- Read pages 12 and 13 aloud, stopping at the end of the letter on page 13. Use a **Think Aloud** to model identifying the narrator's point of view and how you (the reader) might feel if you were the narrator.

I see from this section of text that Caleb, Anna, and Papa are writing letters back and forth to Sarah. I can tell from Sarah's letter that Anna has asked her questions about braiding hair and cooking. This tells me that Anna is interested in learning more about Sarah and wants to get to know her. I think if I were Anna, I would feel the same way. I would have a lot of questions to ask someone who lived far away and who might become my new mother. I'm sure that Anna misses her mother, and I know that I would feel the same way if my mother had passed away like Anna's did.

- Read the rest of page 13 (ending with paragraph 2) aloud. Use a **Think Aloud** to model relating to another character's point of view.

Now I am thinking about Caleb's point of view. I can tell that he is excited about Sarah because Anna tells us that he reads and rereads the letter over and over. He asks Anna if she thinks Sarah will come and stay. From the story, I know that Caleb is a young boy who never knew his mother. I think he really wants Sarah to come so he can have a mother.

- Remind students that they will think about the characters' points of view as they read *Sarah, Plain and Tall* and that they should relate to each character by thinking about their own experiences and how they would feel if they were that character in the story.

Preview Team Talk

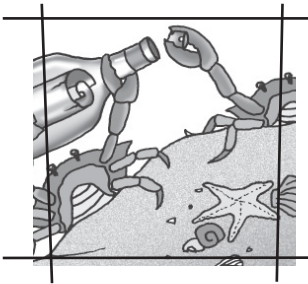
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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 2

Team Talk

1. Are Anna and Caleb excited about the possibility of Sarah coming? How do you know? |DC|
2. What questions did Anna ask Sarah? How do you know? |DC|
3. How would you feel if you were Caleb? Would you feel the same as Caleb does or different? Explain. (Write-On) |PV|
4. Is Sarah interested in coming to the family's home? How do you know? |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 13 (paragraph 3)–16 (ending at paragraph 1) aloud with partners.
pages 16 (paragraph 1) and 17 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. Are Anna and Caleb excited about the possibility of Sarah coming? How do you know? |DC|

100 points = Yes, Anna and Caleb are excited about Sarah coming. I know they are excited because they have written her letters and asked her a lot of questions. Caleb has read Sarah's letter over and over. I know when I am excited about something, I ask a lot of questions about it. **90 points** = Yes, Anna and Caleb are excited about Sarah coming. They write her a lot of letters and ask her lots of questions. **80 points** = Yes. They write her a lot of letters.

2. What questions did Anna ask Sarah? How do you know? |DC|

100 points = Anna asked Sarah if she can braid hair, if she can bake bread and make stew, and what her favorite colors are. I know Anna asked these questions because Sarah answers them in her letter to Anna. Sarah begins her letter with the word yes. That tells me that Anna must have asked her a question. **90 points** = Anna asked Sarah if she can braid hair, if she can bake bread and make stew, and what her favorite colors are. Sarah answers these questions in her letter to Anna. **80 points** = Anna asked about braiding hair and baking bread.

3. How would you feel if you were Caleb? Would you feel the same as Caleb does or different? Explain. (Write-On) |PV|

(Answers will vary.) **100 points** = If I were Caleb, I would feel the same way he does. I would be excited about the possibility of getting a new mom, and I would have a lot of questions for her, just like Caleb does. I think Caleb is sad because his mother died, and I would be sad too. **90 points** = If I were Caleb, I would feel the same way he does. I would be excited about the possibility of getting a new mom, and I would have a lot of questions for her, just like Caleb does. **80 points** = I would be excited, just like Caleb.

4. Is Sarah interested in coming to the family's home? How do you know? |DC|

100 points = I think Sarah is interested in coming to the family's home because she writes letters to them and sends them a book. If she wasn't interested in coming to their house, she wouldn't write to them and send them a book. That tells me she is excited too. **90 points** = I think Sarah is interested in coming to the family's home because she writes letters to them and sends them a book. **80 points** = Yes. She writes letters to them.

- 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 moved away to another part of the country, what would you miss about your current home?

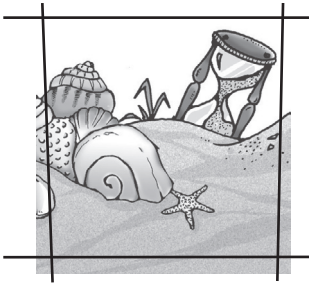
What might you do to feel more at home in a new place or area?

How could you stay connected with family or friends that you may have left behind when you moved?

- Award team celebration points.

Write-On Discussion

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



FLUENCY IN FIVE **TP**

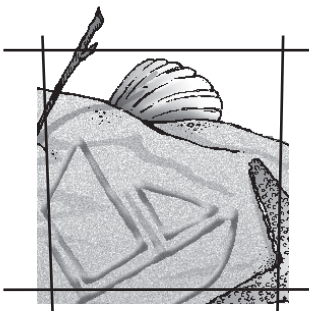
Timing Goal: 5 minutes

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

Student Edition, page 1

Page 16 (paragraphs 2–7)

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



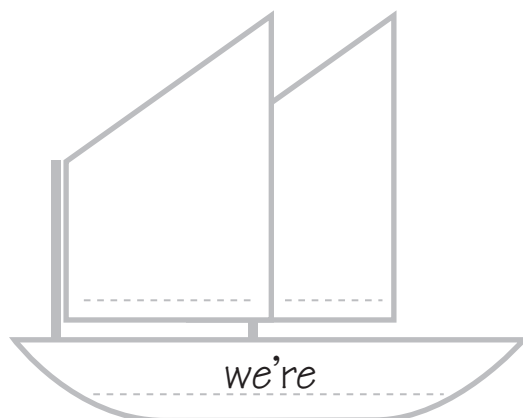
WORD POWER **TP**

Timing Goal: 10 minutes

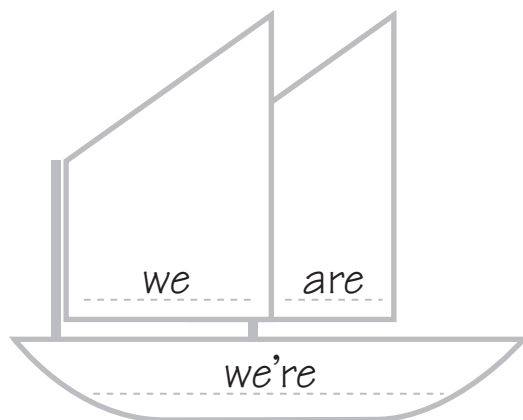
- Pretend to take a message from Captain Read More out of the bottle. Use the message to review the Word Power skill (contractions) and the Word Treasure clue for reading contractions.
- Remind students that contractions are words that are made from two words—a base word and a second word. When the words are put together, the base word stays the same, and the second word is pushed onto it. When the words are pushed together, one or more letters get(s) squeezed out of the second word and replaced with an apostrophe.

- Display a sailboat with two overlapping sails, and write the word “we’re” on the bottom of the boat.

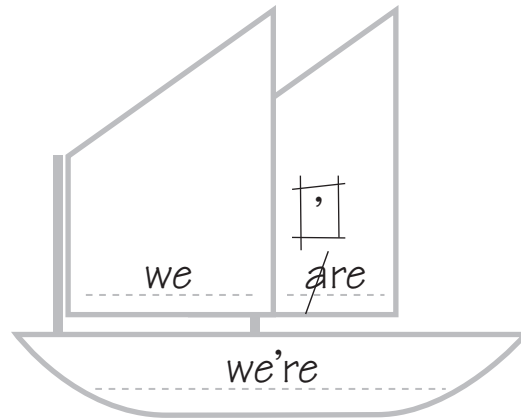
Blackline master provided.



- Use **Think-Pair-Share** to have students discuss what is different about the sails on this boat. Randomly select a few students to share. *The sails overlap.*
- Explain that the two main sails overlap because they have been pushed together, just like contractions are two words that have been pushed together.
- Point out the apostrophe, and explain that it stands for one or more missing letters from one of the words.
- Model and prompt students to figure out how the clues can help them read the word and what should go on the sails. Write the word parts on the sails. If necessary, write “_re” on the second sail to help students visualize *are*.



- Ask students to read just the sail parts and compare those to the boat to see if they are the same. Explain that because the *a* is missing when you put the parts together, the word on the boat sounds different. Ask students to blend the sounds on the boat, omitting the /a / sound until they pronounce *we're* correctly. Model if necessary.
- Explain to students that Captain Read More uses the scrubber to clean off the *a* and uses a patch to add the apostrophe.
- Model the changes on the sails.



- Repeat the activity with the word *I've*.
- Use **Think-Pair-Share** to have students identify the treasure (skill).
- Confirm, or model, by reading Captain Read More's treasure note.

Word Treasure

When two words are pushed together to form a contraction, one or more letters are left out, and an apostrophe is put in their place. If you're having trouble reading these words, try to read the parts of the word first and then read the whole word.

- Tell students to look out for a contraction in this cycle's story.
- 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 each word in your journal. Write the two words that make up each word, draw a line through the extra letters, and draw a patch to add the apostrophe. Draw a sailboat if you need help.

1. they've they + ~~have~~

2. he's he + ~~s~~

3. I've I + ~~have~~

4. can't can + ~~not~~

Building Meaning			
feisty	shuffling	fetch	lonely
plains	paddock	dune	mound

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

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

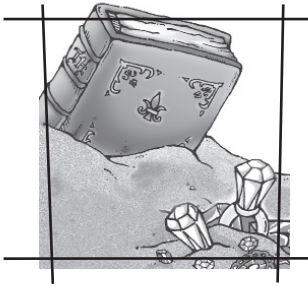
6. Choose the word that best fits in the blank.

The farmer put the two horses back in the paddock so they could get some exercise.



- 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 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.

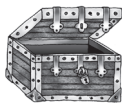
Set the Stage



- 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.



Strategic Review

- Have students work in teams to retell the events in the story so far—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.

Do you think Sarah will come to the family's home? Why or why not?

Listening Comprehension

- Refer students to page 18 in the text. Read page 18 aloud.
- Use a **Think Aloud** to model identifying a character's point of view and comparing it with that of another character and/or the reader.

I see that Sarah is coming to visit. It seems like Papa is excited about Sarah coming because the text says that he brushes his hair so it is slick and shiny and that he wears a clean blue shirt and a belt instead of suspenders. I think Papa is probably feeling nervous and excited. He wants to look his best for Sarah when he meets her. I know that if I were Papa, I would be nervous meeting Sarah for the first time. I would want to look my best for her since she might be my wife.

- Read page 19 aloud.
- Use **Think-Pair-Share** to have students identify Caleb's feelings, and randomly select a few students to share.

How do you think Caleb feels about Sarah coming? How do you know?

I think Caleb feels nervous because he asks Anna if his face is clean and if it can be too clean. The text also says that Caleb looks alarmed, so I think he is nervous about Sarah coming.

How are Caleb's feelings about Sarah's visit similar to Papa's feelings?

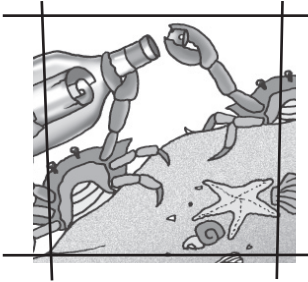
Explain. *Caleb's feelings are similar to Papa's feelings because both characters seem nervous that Sarah is coming. Caleb and Papa both clean themselves up, and this shows that they care what Sarah thinks about them.*

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.

Team Talk

1. Caleb asks, “Will she like us?” as he and Anna wait for Sarah to arrive. How does he answer his own question? Why do you think he asks it? |DC|
2. What does Sarah bring for Anna and Caleb? Why did she bring these? |CE|
3. How does Anna think Sarah is feeling? What makes Anna think this way? |DC|
4. How does Anna feel at the end of today’s reading? Would you feel the same as or different from Anna? Explain. (Write-On) |PV|



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 (paragraph 5) aloud with partners.
pages 21 (paragraph 6)–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. Caleb asks, “Will she like us?” as he and Anna wait for Sarah to arrive. How does he answer his own question? Why do you think he asks it? |DCI|

100 points = Caleb answers his own question by saying, “Of course she will like us” and “We are nice.” I think he asks the question because he is nervous. He is afraid she won’t like them. He wants to reassure himself that Sarah will like their family. **90 points** = Caleb answers his own question by saying, “Of course she will like us” and “We are nice.” He asks the question because he is nervous. **80 points** = He says “Of course she will like us” and “We are nice.” He is nervous that she won’t like them.

2. What does Sarah bring for Anna and Caleb? Why did she bring these? |CEI|

100 points = Sarah brings things from the sea for Anna and Caleb. She brings Caleb a moon snail, and she gives Anna a sea stone. I think she brought them so Anna and Caleb would have something from the sea, since they have never seen it. Sarah wants them to like the sea. **90 points** = Sarah brings Caleb a moon snail, and she gives Anna a sea stone. I think she brought them so Anna and Caleb would have something from the sea. **80 points** = Sarah brings Caleb a moon snail, and she gives Anna a sea stone.

3. How does Anna think Sarah is feeling? What makes Anna think this way? |DCI|

100 points = Anna thinks Sarah is feeling lonely. Anna thinks this because when Sarah looks out over the plains, she looks sad and says that there is no sea here. This makes Anna think that Sarah is lonely already and misses her home. **90 points** = Anna thinks Sarah is feeling lonely. Anna thinks this because when Sarah looks out over the plains, she looks sad and says that there is no sea here. **80 points** = Anna thinks Sarah is feeling lonely.

4. How does Anna feel at the end of today’s reading? Would you feel the same as or different from Anna? Explain. (Write-On) |PVI|

100 points = Anna feels a little nervous at the end of today’s reading. She is afraid that Sarah already feels lonely and that she misses Maine. I think I would feel the same as Anna. Their home is very different from Sarah’s old home. I would be afraid that she would miss Maine too much and want to go home. **90 points** = Anna feels a little nervous at the end of today’s reading. She is afraid that Sarah already feels lonely. I think I would be afraid that Sarah would miss her home too much to stay with them. **80 points** = She is nervous. I would also be nervous because Sarah might miss her home too much to stay.

- 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

Have you ever felt lonely? What did you do to make yourself feel better?

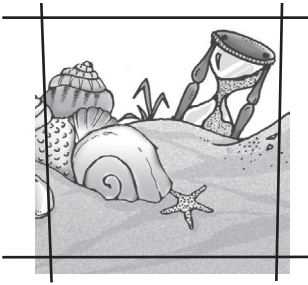
How would you feel if you were Sarah?

Do you think Sarah is brave? 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**

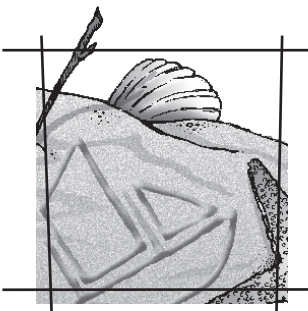
Timing Goal: 5 minutes

- 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 these on the board.

Student Edition, page 1

Page 16 (paragraphs 2–7) or 23 (paragraphs 1–7)

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

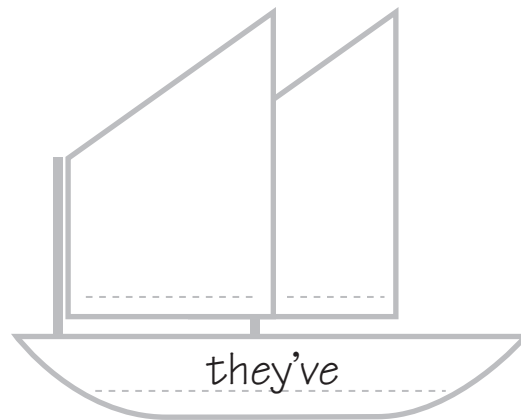


WORD POWER **TP**

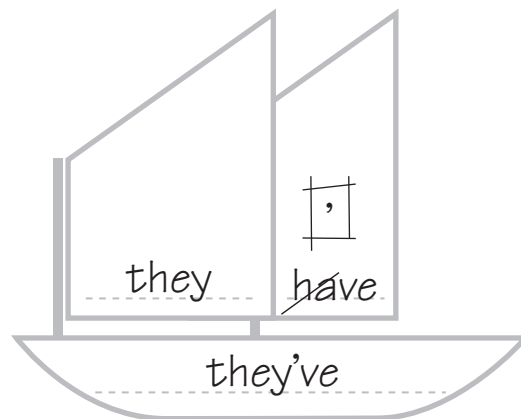
Timing Goal: 10 minutes



- Pretend to take a message from Captain Read More out of the bottle. Use the message to remind students of the skill they are working on (contractions).
- Use **Think-Pair-Share** to have students tell whether they found a contraction as they read this cycle's story. Randomly select a few students to share.
- Display a sailboat with two overlapping sails, and write "they've" on the boat.



- Use **Think-Pair-Share** to have students identify which words should go on the sails [*they* and *have*] and how to use the tools to change the words [*scrub out the ha*, and *patch in an apostrophe*]. Randomly select a few students to share.



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

Student Edition, page 3

Skill Practice

Write each word in your journal. Write the two words that make up each word, draw a line through the extra letters, and draw a patch to add the apostrophe. Draw a sailboat if you need help.

1. there's ▢
, *there* + ~~*s*~~

2. didn't ▢
, *did* + ~~*not*~~

3. couldn't ▢
, *could* + ~~*not*~~

4. here's ▢
, *here* + ~~*s*~~

Building Meaning			
feisty	shuffling	fetch	plains
paddock	lonely	dune	mound

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.*

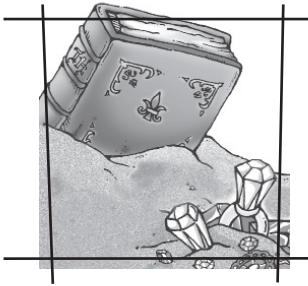
6. “You don’t want to be late to class, so please stop shuffling,” Mrs. Taylor told Lawrence. *Shuffling* means—

- lifting your arms up.
- running back and forth.
- sliding your feet back and forth.*
- stretching out your legs.



- 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 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.

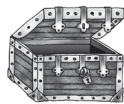
Set the Stage



- 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.



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 you think Sarah feels about coming to Anna and Caleb's home? How can you tell?

Listening Comprehension



- Read pages 25 and 26 aloud. Use a **Think Aloud** to model identifying how Anna (the narrator) feels in this section of text and relating your own personal experience to the feelings and experience of the character.

What can I tell about how Anna feels about Sarah from this section of text? Well, Anna says that she is quiet and shy around Sarah, just like her father. Maybe Anna is shy and quiet around people she doesn't know, and she wants Sarah to like her. I know when I am shy around people, it is usually because I don't know them very well, and I am concerned whether they will like me. I bet that is how Anna is feeling too. I think if I were Anna, I would be quiet and shy around Sarah too.

- Use **Think-Pair-Share** to have students identify how Caleb feels about Sarah and how they would act around Sarah. Randomly select a few students to share.

How does Caleb feel about Sarah? How do you know? *Caleb really likes Sarah. I can tell because he leans against Anna when Sarah looks sad and far away after listening to the conch shell because he is afraid she will leave them. Caleb also talks to Sarah all the time and wants to be around her all day long.*

Do you think you would be more like Caleb or Anna around Sarah? Why? *(Answers will vary.) I think I would be more like Anna, because I am shy and quiet around people that I don't know very well. I think I would be like Anna until I got to know Sarah better.*

- Remind students to think about the different points' of view of the characters as they are reading the text and consider how they would feel if they were that character.

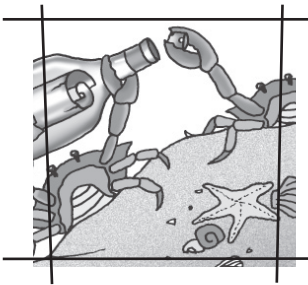
Preview Team Talk

- 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. What does Sarah tell Anna and Caleb about her brother and aunts? Why do you think Sarah tells them this information? |SS|
2. When Anna looks in the mirror with Sarah, how does she think she looks different than she used to look? |CC|
3. What does Papa do on page 30 that shows he is enjoying Sarah's visit? Explain. |CH|
4. How does Sarah feel at the end of today's reading? Would you feel the same as or different from Sarah? Explain. (Write-On) |PV|



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 27 and 28 aloud with partners.
pages 29–31 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. What does Sarah tell Anna and Caleb about her brother and aunts? Why do you think Sarah tells them this information? |SSI|

100 points = Sarah tells them that her brother has a gray and white boat and that he looks like her. Sarah says her three aunts wear silk dresses and no shoes. I think Sarah tells them this because she wants them to know about her family and her home. **90 points** = Sarah tells them that her brother has a gray and white boat and that he looks like her. Sarah says her three aunts wear silk dresses and no shoes. **80 points** = Sarah tells them that her brother looks like her. Sarah says she has three aunts.

2. When Anna looks in the mirror with Sarah, how does she think she looks different than she used to look? |CCI|

100 points = When Anna looks in the mirror, she thinks she looks different and more like Sarah now. She says she looks taller, fair, and thin, like Sarah. She thinks she looks like she could be Sarah's daughter with her hair pulled back. **90 points** = Anna thinks she looks different and more like Sarah when she looks in the mirror. She says she looks taller, fair, and thin, like Sarah. **80 points** = She looks more like Sarah.

3. What does Papa do on page 30 that shows he is enjoying Sarah's visit? Explain. |CHI|

100 points = I can tell Papa is enjoying Sarah's visit because he laughs and sings with her. That shows me that he is happy and having fun. **90 points** = I can tell Papa is enjoying Sarah's visit because he sings with her. **80 points** = He sings with her.

4. How does Sarah feel at the end of today's reading? Would you feel the same as or different from Sarah? Explain. (Write-On) |PV|

100 points = In today's reading, Sarah feels homesick. I think I might feel the same way if I were far away from home. Sarah thinks about her family and other things about Maine. She wishes she could touch a seal again. She misses things she can't have on the plains. **90 points** = In today's reading, Sarah feels homesick. I think I might feel the same way if I were far away from home. She misses things she can't have on the plains. **80 points** = She feels homesick and misses things she can't have on the plains. I would be homesick too.

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

Class Discussion **TP**

Strategy-Use Discussion

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

Think-and-Connect Discussion

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

Team Talk Extenders

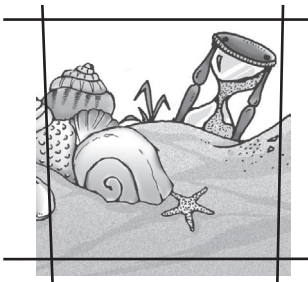
What traditions do you have in your family?

What do you enjoy doing with your family?

- Award team celebration points.

Write-On Discussion

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

FLUENCY IN FIVE **TP**

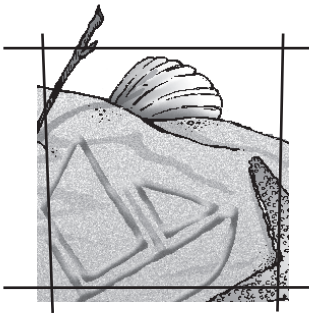
Timing Goal: 5 minutes

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

Student Edition, page 1

Page 16 (paragraphs 2–7), 23 (paragraphs 1–7), or 29 (paragraphs 2–8)

- 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 (contractions) and the Word Treasure clue and tools that Captain Read More uses for contractions (sailboat, scrubber, and patch).
- 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

Laura couldn't find her snow boots before she left for school.

She's going to start as goalie for her soccer team.



- Use **Random Reporter** to choose a student to read each sentence aloud and identify the two words that make up each contraction. Remind students to identify letters that get dropped.

could + not; she + finds.

- 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 each word in your journal. Write the two words that make up each word, draw a line through the extra letters, and draw a patch to add the apostrophe. Draw a sailboat if you need help.

1. shouldn't *should + ~~not~~*
2. what's *what + ~~s~~*
3. should've *should + ~~have~~*
4. wouldn't *would + ~~not~~*

Building Meaning

feisty	shuffling	fetch	plains
paddock	lonely	dune	mound

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.

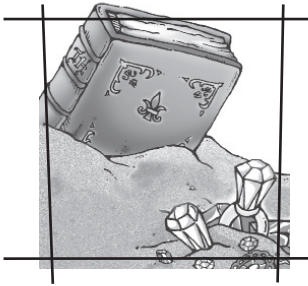
My brother and I watched as the bulldozer made several trips around the construction site, moving the small piles of dirt into one large mound.



- 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.



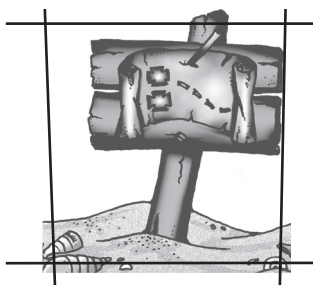
In yesterday's reading, Anna, Caleb, and their father spent time with Sarah to get to know her better. They are all enjoying her visit. Today we will read more about Sarah's visit.

Vocabulary TP

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

Prepare Students for the Test

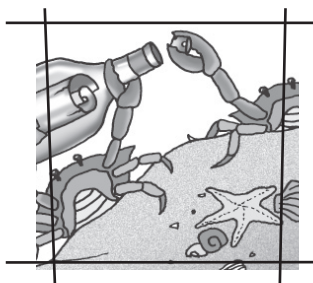
- Distribute the test, and preview it with students without providing information about the answers. Point out that questions #1 and #5 ask about point of view.
- Ask students to underline key words or phrases in question #5.
- Make sure that students understand that the test is independent work and that they should continue to use their strategies with sticky notes as they read without their partners' assistance.
- Tell students to add any relevant events from this reading to their story maps and to do so without assistance.
- Remind students that they have 20 minutes for the test.



TEST

Timing Goal: 20 minutes

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



TEAMWORK

Timing Goal: 30 minutes

Teacher procedures
for Teamwork vary with
strategy instruction.

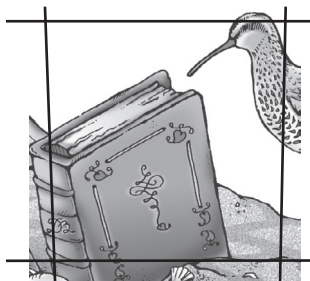
Team Discussion **TP**

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



Class Discussion TP

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

**BOOK CLUB**

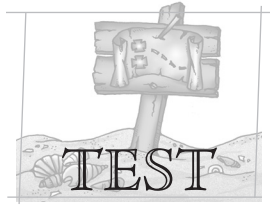
Timing Goal: 20 minutes

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

Team Celebration Points

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

- 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 32–34 of *Sarah, Plain and Tall*, and answer the following questions. The total score for comprehension questions equals 100 points.

20 points

1. Caleb is excited about Sarah. Why is he excited? Would you feel the same as or different from Caleb? Explain. |PV|

20 points = Caleb is excited because Sarah might become his new mother. His mother died the day after Caleb was born, so he never knew her. I think I would feel the same as Caleb. I think he feels like he is missing out on something because his mother died. It would be exciting to get a new mom.

15 points = Caleb is excited because Sarah might become his new mother. He never knew his own mother. I think I would feel the same as Caleb. It would be exciting. **10 points** = Sarah might become his new mother. I would probably feel the same.

20 points

2. Why does Sarah bring things from the sea for Anna and Caleb and tell them all about her brother and aunts? |DC|

20 points = Sarah brings things from the sea for Anna and Caleb and tells them all about her brother and aunts because she wants them to like the sea, and she misses her home. Sarah loves the sea and gets sad when she thinks about her old home. By giving Anna and Caleb shells and talking about her family, it shows that she wants them to know about where she came from, and it makes her feel less homesick and lonely. **15 points** = Sarah brings things from the sea for Anna and Caleb and tells them all about her brother and aunts because she wants them to like the sea, and she misses her home. Sarah loves the sea and gets sad when she thinks about her old home. **10 points** = Sarah misses her home and wants Anna and Caleb to learn about the sea and her family.

20 points

3. Compare and contrast the way Caleb and Anna act around Sarah. |CC|

20 points = Caleb and Anna both like Sarah, but Caleb is more open with her. Anna is quieter and more shy, and she doesn't talk as much as Caleb. But they both care about Sarah. Caleb is just more outgoing than Anna.

15 points = Caleb and Anna both like Sarah, but Caleb is more open with her. Anna is quieter and more shy, and she doesn't talk as much as Caleb. But they both care about Sarah. **10 points** = Caleb and Anna both like Sarah, but Caleb is more open with her.

20 points

4. Why does Sarah draw pictures to send to Maine? How do you know? |CHI|

20 points = I think Sarah draws pictures to send to Maine because she misses it there. I think Sarah feels sad about the lamb dying, so she starts to feel lonely and thinks about her home. **15 points** = I think Sarah draws pictures to send to Maine because she misses it there. I think she feels lonely and is thinking about her home. **10 points** = She misses it there.

20 points

5. How does Papa feel about Sarah now that she has arrived at his home? Would you feel the same as or different from Papa? Explain. |PV|

20 points = Papa is happy now that Sarah has arrived, and I think he likes her. He does things to make her happy, such as bury the lamb and give Sarah a dune made from hay. I think I would feel the same if I were Papa. I would want to make Sarah feel at home and happy because I would want her to stay. **15 points** = Papa is happy now that Sarah has arrived, and I think he likes her. He does things to make her happy. I think I would feel the same if I were Papa. I would want to make Sarah feel at home. **10 points** = He is happy and wants her to feel at home. I would feel the same.

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 each word in your journal. Write the two words that make up each word, draw a line through the extra letters, and draw a patch to add the apostrophe. Draw a sailboat if you need help.

5 points

1. don't do + ' ~~not~~

5 points

2. where's where + ' ~~is~~

5 points

3. we've we + ' ~~have~~

5 points

4. they'll they + ' ~~will~~

Building Meaning

feisty	shuffling	fetch	plains
lonely	paddock	dune	mound

10 points

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

10 points = *My sister and I played on the sand dune and watched the waves crash on the beach.* **5 points** = *My sister and I played on the sand dune and watched the waves.* **1 point** = *My sister and I played on the sand dune.*

10 points

6. I have always wanted to visit the plains and see the flat grassy land there.

10 points

7. Shane led his horse back to the paddock after taking her for a ride.

10 points

8. The monkey at the zoo was acting very feisty because it was jumping up and down, smiling, and acting silly for the visitors.

10 points

9. Mrs. Thompson's throat was dry, so she asked Jason to fetch her a glass of water.

Fetch means—

- a. take it away.
- b. look it up.
- c. *bring it back.*
- d. put it away.

10 points

10. I was so tired that I was just shuffling slowly, without even picking my feet up off the ground.

10 points

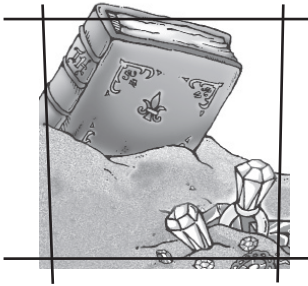
11. Vanessa looked through the mound of clothing, hoping to find her favorite sweater.

Mound means—

- a. neat pile.
- b. *small pile.*
- c. messy pile.
- d. heavy pile.

10 points

12. When I went away to camp for a week by myself, I felt very lonely and missed my friends and family.

**DAY 6****ACTIVE INSTRUCTION**

Timing Goal: 25 minutes

Set the Stage

- Introduce the writing goal.

Today you will write a friendly letter to Sarah telling her why she should stay with Anna, Caleb, and their father. As we read in the text, Sarah comes to stay with the family and may become Anna and Caleb's new mother. Why should Sarah stay with the family? Write Sarah a letter to help her feel more comfortable about staying there.

Team Cooperation Goal

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

Build Background

- Introduce the correct format for a friendly letter.

A friendly letter should have a date, a greeting, a body, a closing, and a signature. I'm going to show you a sample letter, and I want you to work with your team to correctly identify each of these parts in it.

- Display the blackline master.

Blackline master provided.

Parts of a Friendly Letter (not in order)

Body

Closing

Date

Greeting

Signature

October 1, 2012

Dear Sarah,

My name is Sandy, and I would like to tell you about the parts of a friendly letter. A friendly letter begins with the date at the top of the page, and then it has a greeting such as “Dear Mary.” The body of the letter follows the greeting. This is the part where I tell you the things that I want to share with you. My letter ends with a closing and a signature. I hope you find this information helpful!

Your friend,

Lisa



- Use **Random Reporter** to have teams identify the parts of a friendly letter in the sample. Label the parts of the letter with a marker as each team shares one answer.



- Use **Think-Pair-Share** to have students identify why you should include a date when you write a letter, and randomly select a few students to share. *So the reader knows when the letter was written.*
- Explain how to begin a friendly letter to someone you’ve never met.

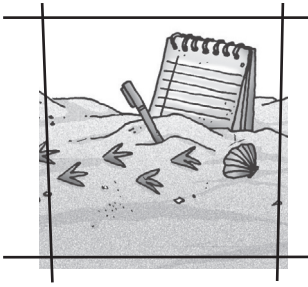
When you write a letter to someone you do not know, the first thing you should do in the body of your letter is introduce yourself.

- Read the first line in the body of the sample letter. Tell students that this is an introductory sentence.
- Explain what kinds of information you would include in a friendly letter to someone you have never met.

In a friendly letter, you might write about the fun things that Anna and Caleb do.

You might also write about how excited they were for Sarah to come. In your letter, you will write to Sarah and tell her why she should stay with Anna and her family. Think about what you might say to Sarah if you were Anna, and write the letter as if you were Anna telling Sarah why she should stay.

- Tell students that they will begin planning their letters to Sarah.



ADVENTURES IN WRITING

Timing Goal: 65 minutes

Planning

- Introduce the activity.

Remember that today you will write a letter to Sarah telling her why she should stay with Anna, Caleb, and their father.



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

Student Edition, page 4

Writing Prompt

Imagine that you are Anna. What would you tell Sarah to encourage her to stay with your family? Think about what might be important to Sarah and why she might want to stay with Anna and her family. Begin your letter by introducing yourself and stating the purpose of your letter. Then write at least three reasons Sarah will be happy staying with the family. Remember to sign your name and add the date to your letter.

Scoring Guide

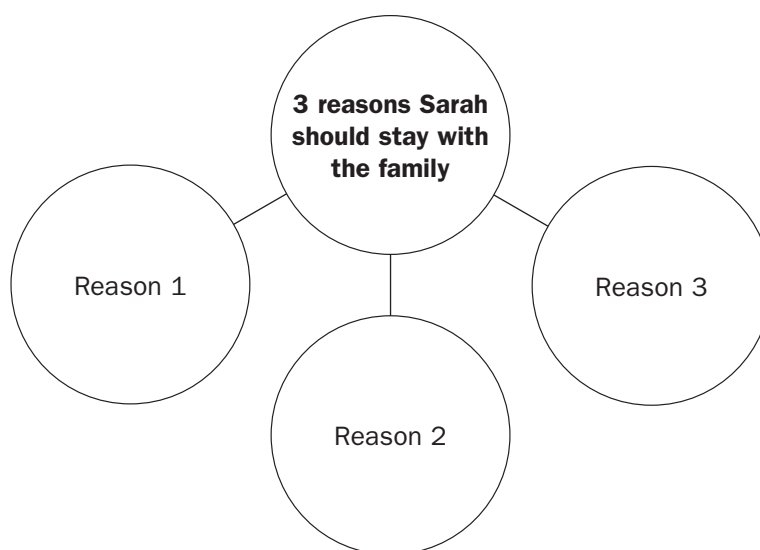
The letter has an introductory paragraph and states the purpose of the letter.	15 points
The body includes at least three reasons Sarah should stay with the family.	20 points each (60 points maximum)
All the parts of a friendly letter are included in the correct order (date, greeting, body, closing, and signature).	15 points
The letter is written in complete sentences.	10 points

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

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

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

Sample Graphic Organizer



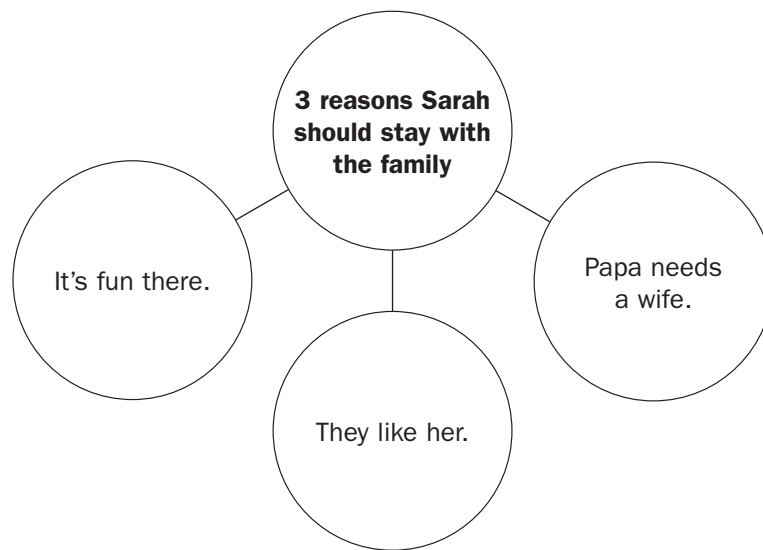
Drafting

- Tell students that they will use their plans to write a first draft.
- Explain how students will use the ideas in their graphic organizers to write their drafts. Remind them to include all of their ideas, writing in sentences and skipping lines to make room for revisions. Also, suggest that they include new thoughts as they occur.
- Explain how to write an opening sentence based on the topic in the middle of the web.

In the sample letter, the writer began by introducing herself and stating the reason she is writing the letter. You should begin your letter in the same way, with an introductory sentence that also states the reason you are writing to Sarah. The middle circle on your web provides that reason, so use it to write your introductory sentence. You can tell Sarah why you are writing to her. You might say, “My name is Alexa, and I would like to tell you why I think you should stay with Anna, Caleb, and their father.” Or you could say, “My name is Alexa, and I think you will love living on the plains with Anna’s family.”

- Write the sample sentences on the board so students may refer to them.
- Use **Think-Pair-Share** to have students identify possible introductory sentences for their friendly letters.
- Ask one or two students to share their ideas for introductory sentences with the class.
- Remind students to use reasons that will appeal to Sarah and that will make her want to stay with the family.
- Display the following web.

Sample Graphic Organizer



- Use a **Think Aloud** to model determining whether the reasons are valid and convincing.

Looking at this first reason, I think it is a little vague. It doesn't give enough information. What is fun, and how is it fun? I would change this to make it more specific, such as "There are a lot of fun activities to do on the farm, like swimming, playing with the animals, growing a garden, and singing."

The second reason is also not specific. It doesn't clarify who *they* are. I would change this to "Anna and Caleb enjoy spending time with you and would love for you to stay with them as their new mother." This would be more convincing to Sarah.

- Use **Think-Pair-Share** to have students add to or revise the third reason on the web.
- Have a few students share their ideas about how to make the last reason more convincing to Sarah.
- Remind students to think about what might convince Sarah to stay with the family and then revise their reasons as needed.

- 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 to be sure to include reasons that will appeal to Sarah. Explain that while we are writing from Anna's viewpoint, we want to think about our audience (Sarah) and provide reasons that would convince her to stay with the family.
- Display the following letter, and have students read it to identify whether it gives good reasons.

Blackline master provided.

October 5, 2012

Dear Sarah,

My name is Charlie, and I would like to tell you why you should stay with Anna, Caleb, and Papa. First, Caleb likes to be around you and loves talking to you. Secondly, you make Papa feel happy again because he loves to sing again and do things for you, such as make hay dunes. Lastly, the sea is really dangerous anyway, and you shouldn't live there.

Your friend,

Charlie

- Use **Think-Pair-Share** to have students identify whether the reasons in the letter are convincing, and randomly select a few students to share.
- Underline, or highlight, good reasons as students identify them. *The first two reasons are convincing and valid; the last reason is not. The last reason is that the sea is really dangerous, and that is not a relevant or compelling reason for Sarah to stay with the family.*
- Remind students to use three relevant and specific reasons that will persuade Sarah to stay with the family.

- 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.

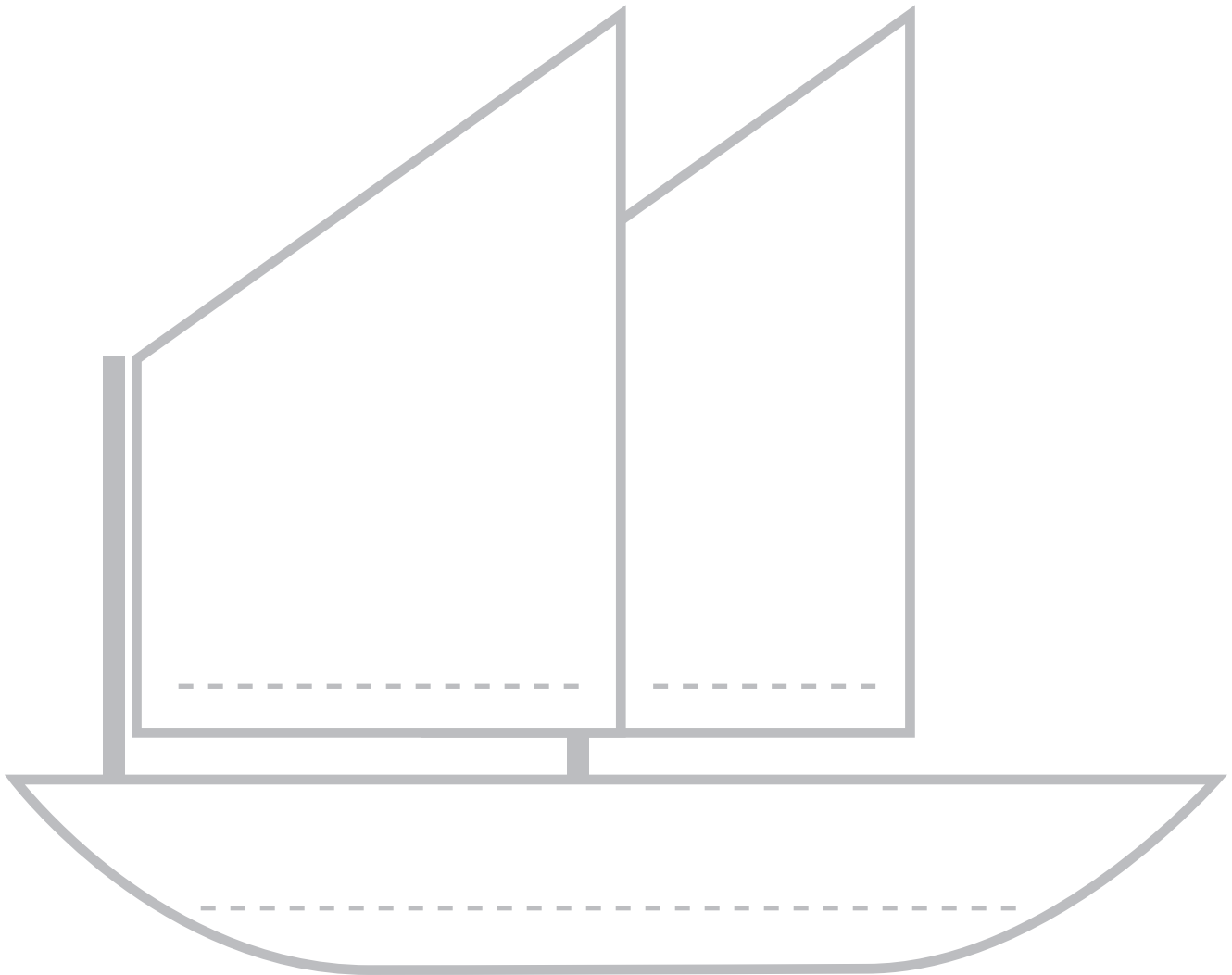
Editing

- 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.
- Remind students that it is important to write in complete sentences and to include all the parts of a friendly letter.
- Point out that the scoring guide includes the expectations for this writing task and that students should refer to the scoring guide to ensure that they are meeting the writing goals.
- 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.	- What is your team celebration score? - How well did you use the team cooperation goal and behavior? - How can you earn more points?



Point of View Clues

First person

- The text uses the words *I*, *me*, *us*, and *we* outside of conversations (not in quotes).
- A character is telling the story.

Third person

- The text uses the words *he*, *she*, and *they*.
- A narrator tells the story but is not a character in the story.

A Day at the Park

One sunny September morning, my dad took me to the park. “Lily,” he said, “put on your tennis shoes, we are going to have some outside fun!” I was so excited I could barely get my shoes on quickly enough!

Once we were at the park, we had a blast. First, we swung on the swings. My dad even swung with me! Next, we went down the slides. When we were playing in the tunnels, I lost my dad for a few minutes, and I suddenly felt scared. Then, he popped up behind me and yelled, “Boo!” really loudly. I laughed and laughed at my silly dad.

That was one of the best days ever...the day we went to the park!

Good readers ask the following:

- Who is the narrator?
- Is the story told in the first or third person? What words help you to know?
- How does the narrator feel in the story?
- How would you feel if you were the narrator?
Would you feel the same or differently?

Parts of a Friendly Letter (not in order)

Body

Closing

Date

Greeting

Signature

October 1, 2012

Dear Sarah,

My name is Sandy, and I would like to tell you about the parts of a friendly letter. A friendly letter begins with the date at the top of the page, and then it has a greeting such as “Dear Mary.” The body of the letter follows the greeting. This is the part where I tell you the things that I want to share with you. My letter ends with a closing and a signature. I hope you find this information helpful!

Your friend,

Lisa

October 5, 2012

Dear Sarah,

My name is Charlie, and I would like to tell you why you should stay with Anna, Caleb, and Papa. First, Caleb likes to be around you and loves talking to you. Secondly, you make Papa feel happy again because he loves to sing again and do things for you, such as make hay dunes. Lastly, the sea is really dangerous anyway, and you shouldn't live there.

Your friend,

Charlie

Story Map



Title: Sarah, Plain and Tall, cycle 1

Characters:

Anna
Papa
Caleb
Sarah

Setting:

Where: A farm on a prairie.

When: Pioneer times

Problem:

Caleb and Anna are worried that Sarah will not like their home and will leave.

Event: Papa places an ad in the paper for a wife. Sarah, who lives in Maine, answers his ad, and they write letters to each other.

Event: Sarah arrives at the farm. She touches sheep for the first time and talks about her brother William and the sea.

Event:

Event:

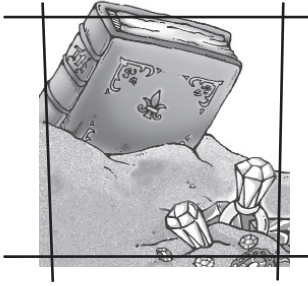
Event:

Solution:

CYCLE 2

Instructional Objectives

CYCLE 2	Reading	Word Power	Writing
	Literary techniques (LT)	Chunking	Write a paragraph.
	Students will describe how the author uses imagery in the story.	Students will chunk words into word parts (syllables) to help them read difficult words.	Students will write a paragraph about their favorite place.



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/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 continue to read *Sarah, Plain and Tall* by Patricia MacLachlan. As we read, we'll look at how the author uses imagery to help the reader make a mind movie as he or she reads. Imagery is a literary technique in which an author uses images to get a particular idea across. When an author uses imagery, he or she helps the reader connect to the story and picture the action more clearly in his or her mind.

- Point out the strategy target on the team score sheet.
- Remind students that the story is literature. Review how literature differs from informational text.
- Use the items below to build or activate background knowledge about the story.
 - Use **Think-Pair-Share** to have students summarize the story so far. What has happened in the book? Randomly select a few students to share.
 - Use **Think-Pair-Share** to have students discuss a favorite part of the story so far. Why do they like this particular part? Randomly select a few students to share.
 - Use **Think-Pair-Share** to have students predict what will happen in the book. Do you think Sarah will stay with Anna, Caleb, and their father? Why or why not? 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 5
Student Edition chart does
not contain page numbers or
identification examples.

Word and Page Number	Identification Strategy	Definition	Sentence
streaming page 41	base word + ending: stream + ing	flowing	The water was <i>streaming</i> out of the spigot.
startled page 41	base word + ending: startl(e) + ed	surprised or frightened	My brother came up behind me and <i>startled</i> me.
soil page 47	blend	top layer of dirt	We planted the flowers in the <i>soil</i> next to the fence.
weary page 53	chunk: wear-y	very tired	I felt very <i>weary</i> after our long field trip to the zoo.

Word and Page Number	Identification Strategy	Definition	Sentence
squall page 53	blend	a sudden and strong storm with wind	The weather forecaster told the people on boats to watch out for the <i>squall</i> that was coming.
sudden page 57	chunk: sud-den	happening without warning	There was a <i>sudden</i> knock at the door, and it made me jump.
stern page 61	blend	serious	The teacher gave us a <i>stern</i> look when we were talking in class.
nudged page 63	base word + ending: nudg(e) + ed	touched or pushed gently	My sister <i>nudged</i> me when it was my turn to get my picture taken.

Using the Targeted Skill (Introduction and Definition)

- Introduce the skill and its importance in literature.

Our skill for this cycle is identifying imagery in the story. Imagery is a literary technique that an author can use to help the reader make a mind movie while he or she reads; this helps the reader relate to the text. As a reader, it is important to focus on how the author uses particular words to show different feelings and moods in the text.

- Introduce imagery with the example sentence, “The bear walked in the woods.”
- Explain to students that an author likes to make his or her writing interesting so the reader will enjoy the text and will be able to picture what is happening in his or her mind.

Let’s take the example sentence, “The bear walked in the woods.” That sentence is not very interesting. I can’t picture it very well in my mind because I don’t know how big the bear is, what color it is, or how it is walking. To help me make a mind movie, the author should add details that help the reader picture the scene in his or her mind.

To make this sentence more vivid for the reader, I would add details to help the reader make a mind movie. For example, I could change the sentence to “The heavy bear lumbered along the path between the trees, breaking sticks and crunching leaves under his huge paws as he walked.”

Now I can imagine this scene much more vividly, like a movie in my mind.

When authors write, they look for ways to make their writing more interesting. They make their writing funny or descriptive so the reader will enjoy it more. Authors use important tools called literary techniques

to make their writing more interesting. This cycle we will look at the imagery in the story and how the author uses descriptive images to help the reader create a movie in his or her mind.

- Use **Think-Pair-Share** to have students identify the words in the second sentence that make the scene more vivid in their minds. Randomly select a few students to share.
- Remind students that authors use literary techniques, such as imagery, to help the reader better understand the text and make deeper, more meaningful connections to the story.

Blackline master provided.

Literary Technique: Imagery

imagery: Using lifelike vivid descriptions to help the reader create mind movies about the text.

- Explain to students that authors use imagery when they want the reader to create mind movies.
- Tell students that you will show how the author used this technique in the portion of *Sarah, Plain and Tall* that they have read so far.
- Read the example of imagery on page 23 aloud to students, and have them close their eyes and imagine it in their minds.

Example 1 (page 23)

"The sea washes over and over and around the stone, rolling it until it is round and perfect."



- Use a **Think Aloud** to model analyzing and reflecting on the author's use of imagery in the text.

Remember that imagery is using vivid descriptions to help the reader picture what is happening in his or her mind. The author used imagery in this excerpt to describe the way a sea stone is formed. She included the words *washes*, *rolling*, *round*, and *perfect* to describe how the sea shapes the stone. I can picture this in my mind, like a movie. The stone is tossed around in the sea over a long period of time, and it becomes round, smooth, and perfect. The author helps me picture how the sea forms the stone with the words she chooses to describe the process.

- Read the example of imagery on page 31 aloud as students close their eyes and imagine the scene in their minds.

Example 2 (page 31)

"But I've touched seals. Real seals. They are cool and slippery and they slide through the water like fish. They can cry and sing. And sometimes they bark, a little like dogs."

- Use a **Think Aloud** to model identifying the author's use of imagery in this example.

As I read this section, I see that the author uses imagery that helps me picture the scene in my mind. The author does this by describing the way the seals feel (*cool and slippery*) and how they move (sliding like fish). Also, the author tells what the seals sound like, so I can picture them in my head, barking like dogs, just as if I were watching a movie. In this way, the author uses imagery to help the reader create mind movies.

- Use **Think-Pair-Share** to have students describe the images they saw in their minds as you read the text. Randomly select a few students to share the images that they pictured with the class.

Listening Comprehension

- Read page 35 aloud. Use a **Think Aloud** to model how to identify the author's use of imagery in the text.

Remember that we are reading our text to identify how the author uses imagery in the story. On page 35, the author says the light of the lantern made Papa's eyes shine. I can picture that in my head, the light hitting their father's eyes and making them look shiny. That description helps me imagine what Papa looks like with the lantern shining on his eyes. Continue reading pages 35 and 36, stopping after the first sentence. The author says the stars were shining like fireflies. This helps me imagine what the stars looked like in the sky, like bright blinking fireflies. I can see the image of the stars clearly in my mind. By comparing the stars with fireflies, the author helps me create a more vivid picture in my mind.

- Continue reading page 36.
- Tell students that as they read the text, they should look for the author's use of imagery to help them picture what is happening and make mind movies.

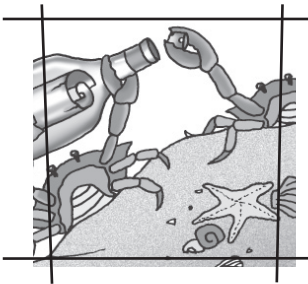
Preview Team Talk

- 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.

Team Talk

1. What is an example of imagery from the reading? What does this example help to describe? (Write-On) |LT|
2. What do Caleb and Anna tell Sarah about winter on the plains? |SS|
3. Where do Caleb, Anna, and Sarah go swimming? What does this show you about Sarah? |ST • CH|
4. How does Sarah feel at the end of the chapter? How do you know? |PV|

- 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 37 and 38 (stopping at paragraph 8) aloud with partners.
 pages 38 (paragraph 9)–42 silently.
- If some partners finish reading ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion **TP**

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

Team Talk

1. What is an example of imagery from the reading? What does this example help to describe? (Write-On) |LT|

100 points = *An example of imagery from the reading is “ice on the windows on winter mornings, we can draw sparkling pictures and see our breath in the air.” This example helps the author describe what winter is like on the prairie. The author wants the reader to picture what winter mornings at Anna and Caleb’s house look like.* **90 points** = *An example of imagery from the reading is “ice on the windows on winter mornings, we can draw sparkling pictures and see our breath in the air.” This example helps the author describe what winter is like on the prairie.* **80 points** = *An example of imagery from the reading is “ice on the windows on winter mornings, we can draw sparkling pictures and see our breath in the air.”*

2. What do Caleb and Anna tell Sarah about winter on the plains? |SSI|

100 points = *They tell her that there is a lot of snow in the winter, that they draw pictures on the windows, that Papa builds them fires, and that they make snow people.* **90 points** = *They tell her that there is a lot of snow in the winter and that they draw pictures on the windows.* **80 points** = *They tell her that there is a lot of snow in the winter.*

3. Where do Caleb, Anna, and Sarah go swimming? What does this show you about Sarah? |ST • CH|

100 points = *They go swimming in the cow pond, and this shows me that Sarah likes to have fun and is adventurous. She likes to do things that are fun, and she doesn’t care that the cows go in there. I wouldn’t swim in a cow pond!* **90 points** = *They go swimming in the cow pond, and this shows me that Sarah likes to have fun and is adventurous.* **80 points** = *They go swimming in the cow pond.*

4. How does Sarah feel at the end of the chapter? How do you know? |PV|

100 points = *Sarah feels happy at the end of the chapter. I know because she and the children had a lot of fun swimming and playing in the cow pond. Anna says that Sarah is happy.* **90 points** = *Sarah feels happy at the end of the chapter. I know because they had a lot of fun swimming and playing in the cow pond.* **80 points** = *Sarah feels happy at the end of the chapter.*

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

Class Discussion TP

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

**Strategy-Use Discussion**

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

Think-and-Connect Discussion

- 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

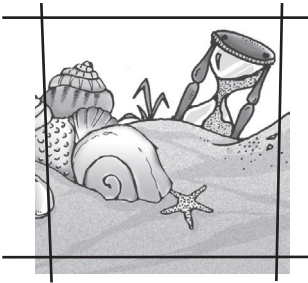
How do your activities show other people what you are like?

What activities do you do when you stay home from school?

- 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**

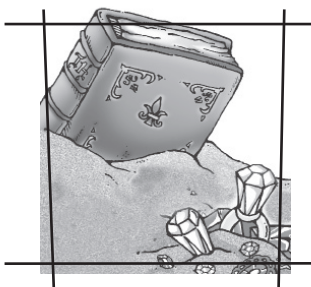
Timing Goal: 5 minutes

- Explain 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 choppy, and finally without expression to show a lack of fluency skills.

Page 41 (paragraphs 2 and 3)

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

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	- How many points did you earn today? - How well did you use the team cooperation goal and behavior? - How can you earn more points?



DAY 2

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

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

Set the Stage



- Display and have students complete the Two-Minute Edit to start the class. **TP**
- Use **Random Reporter** to check corrections.
- Remind students of the 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.



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 Sarah and the children feel about each other? How do you know?

Listening Comprehension

- Use **Think-Pair-Share** to have students review what happened in yesterday's reading of *Sarah, Plain and Tall*. Randomly select a few students to share. *Anna and Caleb tell Sarah what it is like on the plains in winter and what they do at that time of year. They all go swimming in the cow pond and have fun splashing around.*



- Read pages 43–45 (stopping at paragraph 1) aloud. Use a **Think Aloud** to model identifying the use of imagery in the text.

I see an example of imagery at the bottom of page 43. The author describes Sarah's hair, saying it "was in thick braids that circled her head, with wild daisies tucked here and there." I can imagine what Sarah's hair looks like because the author used vivid words to describe it. I can see Sarah in my mind, as if she is in a movie. These types of descriptions help me to imagine what the author means and allow me to see the story in my mind.

- Remind students to look for examples of imagery as they read the text and to use the imagery to create a mind movie.

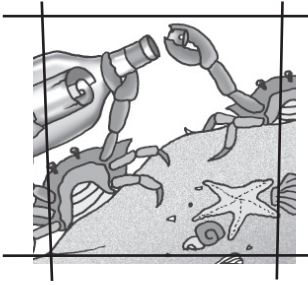
Preview Team Talk

- 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.

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Team Talk

1. What is an example of imagery from the reading? What does this example help to describe? (Write-On) |LT|
2. Is Sarah lonely? How do you know? |DC|
3. How does Sarah feel about Maggie? Explain. |PV|
4. What does Anna mean when she says the chickens would not be for eating? How do you know? |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 45 (starting at paragraph 1) and 46 aloud with partners.
pages 47–49 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. What is an example of imagery from the reading? What does this example help to describe? (Write-On) **LT**

100 points = *An example of imagery from the reading is “planted the flowers by the porch, turning over the soil and patting it around them, and watering.” This example helps the author describe the scene as Sarah, Anna, and Caleb plant the flowers by the porch. The author wants the reader to picture Sarah, Anna, and Caleb planting the flowers.*

90 points = *An example of imagery is “planted the flowers by the porch, turning over the soil and patting it around them, and watering.” This example helps the author describe Sarah, Anna, and Caleb planting flowers.* **80 points** = *“Planted the flowers by the porch, turning over the soil and patting it around them, and watering.” Sarah, Anna, and Caleb plant flowers.*

Team Talk *continued*

2. Is Sarah lonely? How do you know? |DC|

100 points = *I can tell that Sarah is lonely because she starts to cry. Maggie can tell that Sarah is lonely, and she takes Sarah's hand and tries to make her feel better. I know when I am lonely, I cry too.* **90 points** = *I can tell that Sarah is lonely because she starts to cry. Maggie takes her hand and tries to make her feel better.* **80 points** = *Yes. She starts to cry.*

3. How does Sarah feel about Maggie? Explain. |PV|

100 points = *I think Sarah likes Maggie and is happy to have a friend. When Maggie comes to visit, she and Sarah talk and laugh. Sarah watches Maggie and her family leave and stands for a long time, waving at Maggie. I think she is glad to have a friend.* **90 points** = *I think Sarah likes Maggie and is happy to have a friend. When Maggie comes to visit, she and Sarah talk and laugh.* **80 points** = *She likes her. She is happy to have a friend.*

4. What does Anna mean when she says the chickens would not be for eating? How do you know? |DC|

100 points = *Anna means that Sarah will not let them eat the chickens. I know this because Sarah loves animals, and she cried when the lamb died. She won't let them eat the chickens, and Anna knows that.*

90 points = *Anna means that Sarah will not let them eat the chickens. Sarah loves animals, and she cried when the lamb died.* **80 points** = *Sarah will not let them eat the chickens.*

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

Class Discussion **TP**

Strategy-Use Discussion

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

Think-and-Connect Discussion

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

Team Talk Extenders

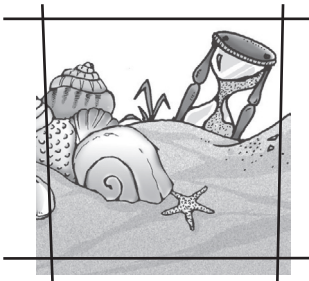
Do you think Maggie makes Sarah feel better? Explain.

What kinds of things do you like to do with your friends?

- 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.

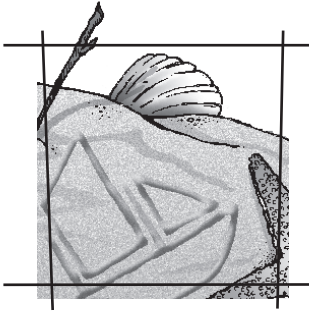
Student Edition, page 5

Page 41 (paragraphs 2 and 3)

- Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.
- Tell the reading students when they should begin reading, and then time them for one minute. Have the listening students identify where the readers stopped, how many words they missed, and if they met their reading goal.

Also have partners share their feedback using the Fluency rubric. Have partners switch roles, and repeat the process.

- Assign individual fluency goals as needed, monitor practice, and assign scores.
- Select two or three students to read the fluency section that they practiced for a score.
- Award team celebration points. Remember to add individual scores to the teacher cycle record form.



WORD POWER **TP**

Timing Goal: 10 minutes

- Pretend to take a message from Captain Read More out of the bottle. Use the message to introduce the Word Treasure clue for chunking.
- Display a boat without sails, and write “flatten” on the bottom of the boat.

Blackline master provided.

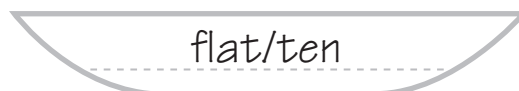


tps

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



- Model chunking *flatten* between the two *t*'s. Read the word parts and then the whole word. Point out that it was easy to recognize the word when you chunked it this way.



- Repeat this activity with the word *mitten*.



- Use **Think-Pair-Share** to have students identify what they notice about where you put the paddles when chunking the words. Randomly select a few students to share. *You divided the words between two consonants.*
- Explain that for many words, dividing two consonants in the middle of a word is a good way to chunk it. This splits the word into two parts, or syllables. It makes the word easier to read when you read the word parts first and then the whole word.
- Use **Think-Pair-Share** to have students identify the Word Power skill. Randomly select a few students to share.
- Confirm, or model, by reading Captain Read More's Word Treasure clue.

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.

- Tell students to look out for a word from this cycle's vocabulary list that they can chunk by splitting it between two consonants.
- 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 6

Skill Practice

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

1. filler *fil/ler*
2. better *bet/ter*
3. paddle *pad/dle*
4. batter *bat/ter*

Building Meaning			
streaming	startled	soil	weary
squall	sudden	stern	nudged

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

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

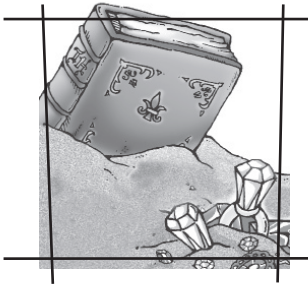
6. Choose the word that best fits in the blank.

The water was streaming out of the garden hose, and we got soaking wet.



- 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 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.

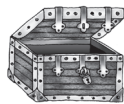
Set the Stage



- 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.



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 you think Sarah feels about meeting Maggie? Why?

Listening Comprehension



- Read page 50 (paragraph 1) aloud. Use a **Think Aloud** to model identifying and describing the author’s use of imagery.

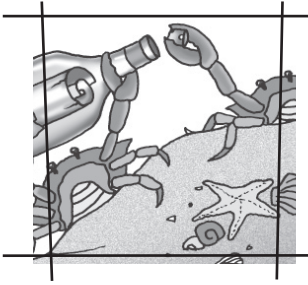
I see that the author uses imagery in this first paragraph to help the reader imagine the clouds. She writes that the clouds were strange, low, black, and green. Using these vivid descriptive words helps me picture the clouds in my mind. Continue reading page 50, paragraphs 2 and 3. **The author uses imagery to describe how Caleb is running behind Sarah. It says that Caleb was “running along behind her like one of Sarah’s chickens.” This helps me imagine Caleb in my mind and see him running like a chicken behind Sarah. By using this imagery, the author wants me to imagine the funny way that Caleb is running.**

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 6

Team Talk
1. What is an example of imagery from the reading? What does this example help to describe? (Write-On) LT
2. Why does Sarah go out in the squall? Should she have done that? CE
3. How do Papa and Sarah feel about each other? How can you tell? DC
4. How does Caleb feel at the end of the chapter? How can you tell? 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 50 (paragraph 4)–53 (paragraph 6) aloud with partners.
pages 53 (paragraph 7)–57 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. What is an example of imagery from the reading? What does this example help to describe? (Write-On) **LT**

100 points = An example of imagery from the reading is “they climbed the ladder to the roof, Sarah with wisps of hair around her face, her mouth full of nails, overalls like Papa’s.” This example helps the author describe the scene as Sarah and Papa go up to fix the roof. The author wants the reader to picture Sarah as she helps Papa fix the roof. **90 points** = An example of imagery from the reading is “they climbed the ladder to the roof, Sarah with wisps of hair around her face, her mouth full of nails, overalls like Papa’s.” This example helps the author describe the scene as Sarah and Papa go up to fix the roof. **80 points** = An example of imagery from the reading is “they climbed the ladder to the roof, Sarah with wisps of hair around her face, her mouth full of nails, overalls like Papa’s.”

Team Talk continued

2. Why does Sarah go out in the squall? Should she have done that? |CE|

100 points = Sarah goes out in the squall to rescue her chickens. I don't think she should have done that because it was dangerous. She could have died in the storm if something hit her in the head. **90 points** = Sarah goes out in the squall to rescue her chickens. I don't think she should have done that because it was dangerous. **80 points** = Sarah goes out in the squall to rescue her chickens.

3. How do Papa and Sarah feel about each other? How can you tell? |DC|

100 points = Papa and Sarah like each other. I know because during the storm, Sarah touches Papa's shoulder and tells him it will be OK. Also, she leans on his shoulder, and Papa puts his arm around her and his chin on her head. **90 points** = Papa and Sarah like each other. I know because during the storm, Sarah touches Papa's shoulder and tells him it will be OK. **80 points** = Papa and Sarah like each other.

4. How does Caleb feel at the end of the chapter? How can you tell? |DC|

100 points = Caleb is happy at the end of the chapter. I can tell because he smiles at Anna and keeps smiling until he can't smile anymore. I smile when I am happy, so I know that Caleb feels happy. **90 points** = Caleb is happy at the end of the chapter. I can tell because he smiles at Anna and keeps smiling until he can't smile anymore. **80 points** = Caleb is happy at the end of the chapter.

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

Class Discussion TP



Strategy-Use Discussion

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

Think-and-Connect Discussion

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

Team Talk Extenders

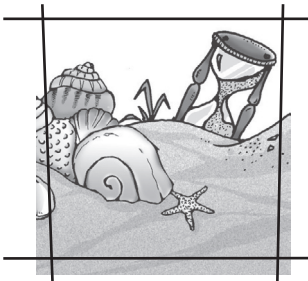
What are some fun things to do during a thunderstorm?

How might a thunderstorm on the prairie be more dangerous than one in a hilly area?

- 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

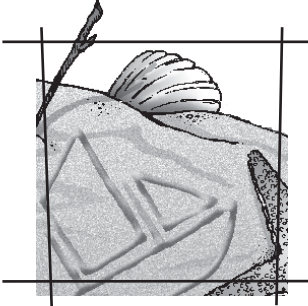
- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

Student Edition, page 5

Page 41 (paragraphs 2 and 3) or 49 (paragraphs 1–6)

- 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

tps

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



- Confirm students' responses by chunking *sudden* between the two *ds*. Use **Think-Pair-Share** to have students read the word parts and then the whole word. Randomly select a few students to share. Point out that when you chunked the word between the two consonants in the middle of it, the word was easier to recognize.
- 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 7

Skill Practice

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

1. pepper *pep/per*
2. scissors *scis/sors*
3. lesson *les/son*
4. collect *col/lect*

Building Meaning			
streaming	startled	soil	weary
squall	sudden	stern	nudged

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. Mario's mom sounded very stern when she asked about her broken vase. *Stern* means—

- funny.
- quiet.
- serious.
- hungry.



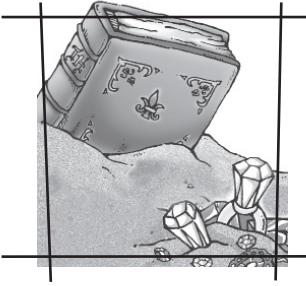
- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration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

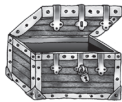
Set the Stage



- 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.



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 does the storm help Sarah and Papa become closer? Explain.

Listening Comprehension

- Read page 58. Use **Think-Pair-Share** to have students identify the author's comparison and how it helps them. Randomly select a few students to share.

How does the author describe the way things look outside after the storm?

She says that a tree has blown over and that wild roses are scattered on the ground like after a wedding.

How does this comparison help you picture the roses on the ground?

I can imagine the roses scattered all around on the ground, as if someone took a big bundle of flowers and threw them like one does at a wedding.

- Remind students to notice how the author uses imagery to help the reader make a mind movie as he or she reads.

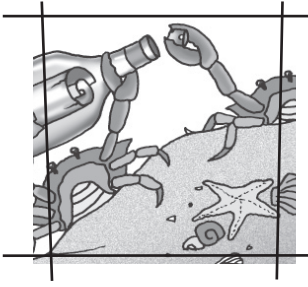
Preview Team Talk

- 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 7

Team Talk

1. What is an example of imagery from the reading? What does this example help to describe? (Write-On) |LT|
2. Why are Caleb and Anna so worried about Sarah going to town? Explain. |CE|
3. Why doesn't Anna ask Papa if Sarah is coming back? Explain. |CE|
4. What does Papa mean when he says that Sarah does things "her own way"? Explain. |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 59 and 60 aloud with partners.
pages 61–63 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. What is an example of imagery from the reading? What does this example help to describe? (Write-On) |LT|

100 points = An example of imagery from the reading is "I stood and watched Sarah, the reins in her hands, Papa next to her in the wagon." This example helps the author describe the scene as Sarah and Papa drive the wagon together, and Sarah is learning to do it herself. The author wants the reader to picture Sarah and Papa as they drive the wagon together and to see it in his or her mind. **90 points** = An example of imagery from the reading is "I stood and watched Sarah, the reins in her hands, Papa next to her in the wagon." This example helps the author describe the scene as Sarah and Papa drive the wagon together, and Sarah is learning to do it herself. **80 points** = An example of imagery from the reading is "I stood and watched Sarah, the reins in her hands, Papa next to her in the wagon."

Team Talk *continued*

2. Why are Caleb and Anna so worried about Sarah going to town? Explain. |CE|

100 points = Caleb and Anna are worried about Sarah going to town because they are afraid that she won't come back. They don't understand why Sarah is going to town alone, and they think she is going to take the train back home. **90 points** = Caleb and Anna are worried about Sarah going to town because they are afraid that she won't come back. They don't understand why she is going alone. **80 points** = They are afraid that she won't come back.

3. Why doesn't Anna ask Papa if Sarah is coming back? Explain. |CE|

100 points = Anna doesn't ask Papa if Sarah is coming back because she is afraid to do so. Anna doesn't want to know the answer because she thinks Papa will say that Sarah isn't coming back. **90 points** = Anna doesn't ask Papa if Sarah is coming back because she is afraid he will say that Sarah isn't coming back. **80 points** = She is afraid of what his answer might be.

4. What does Papa mean when he says that Sarah does things "her own way"? Explain. |DC|

100 points = When Papa says this, he means that Sarah is a free spirit and does things her own way. She goes out in squalls to rescue chickens and swims in cow ponds. Sarah is fun and different. **90 points** = Papa means that Sarah is a free spirit and does things her own way. She goes out in squalls to rescue chickens and swims in cow ponds. **80 points** = Papa means that Sarah does her own thing.

- 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

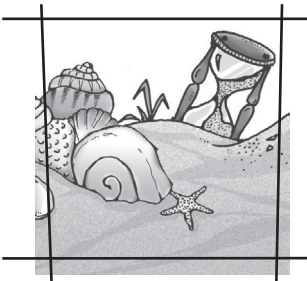
Are you a person who does things his or her own way? Explain.

Is it good to be independent? 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

Student Edition, page 5

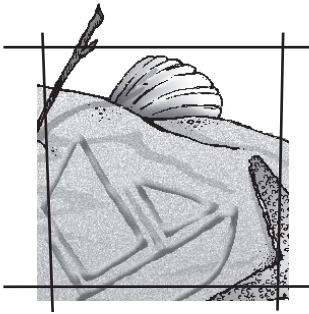
- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

Page 41 (paragraphs 2 and 3), 49 (paragraphs 1–6), or 61 (paragraphs 3–7)

- Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.
- Tell the reading students when they should begin reading, and then time them for one minute. Have the listening students identify where the readers stopped, how many words they missed, and if they met their reading goal.

Also have partners share their feedback using the Fluency rubric. Have partners switch roles, and repeat the process.

- Assign individual fluency goals as needed, monitor practice, and assign scores.
- Select two or three students to read the fluency section that they practiced for a score.
- Award team celebration points. Remember to add individual scores to the teacher cycle record form.



WORD POWER **TP**

Timing Goal: 10 minutes

Preparation: Display the Word Power Challenge.

- Remind students of the Word Power skill (chunking) and the Word Treasure clues that Captain Read More uses for chunking (boat and paddles).
- Display the Word Power Challenge. Tell students that they will work in teams to read the sentences, concentrating on the underlined words.

Word Power Challenge

We looked at the flower blossoms on the cherry tree.

All the students gathered in the middle of the room to watch the experiment.



- Use **Random Reporter** to choose a student to read each sentence aloud and identify where to chunk the underlined words.

blos/soms; mid/dle.

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

Skill Practice

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

1. tattle *tat/tle*
2. battle *bat/tle*
3. waddle *wad/dle*
4. muddy *mud/dy*

Building Meaning

streaming	startled	soil	weary
squall	sudden	stern	nudged

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.

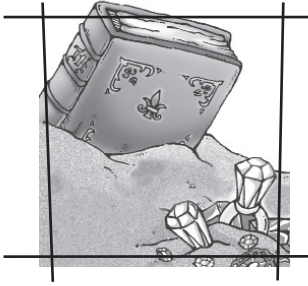
After I ran the five-mile race with my mother, I felt very weary and just lay around on the couch for the rest of the day.

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

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.



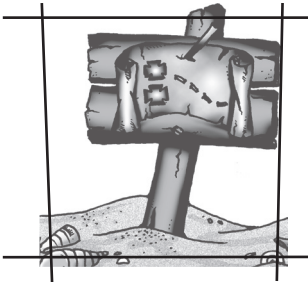
In yesterday's reading, Anna and Caleb are worried because Sarah has gone to town on her own. They think she is going back home and will never come back. Today we will find out if Sarah returns.

Vocabulary TP

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

Prepare Students for the Test

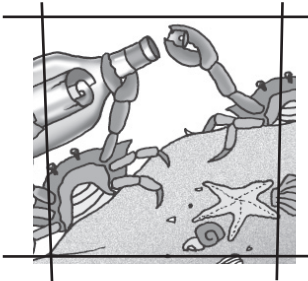
- Distribute the test, and preview it with students without providing information about the answers. Point out that questions #1 and #4 ask about literary techniques.
- Ask students to underline key words or phrases in question #4.
- Make sure that students understand that the test is independent work 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.

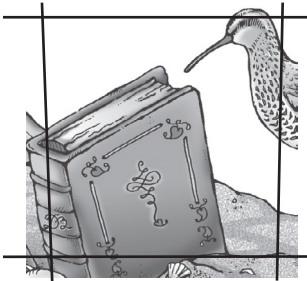
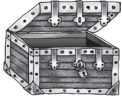
Team Discussion **TP**

- 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**

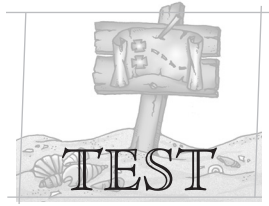
Timing Goal: 20 minutes

- 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.

- 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 64–67 of *Sarah, Plain and Tall*, and answer the following questions. The total score for comprehension questions equals 100 points.

20 points

1. What is an example of imagery that the author has used earlier in the text? What did this example help to describe? |LT|

20 points = On page 58, the author uses imagery when she describes the way things look around the farm after the hailstorm. Page 58 says, “A tree had blown over near the cow pond. And the wild roses were scattered on the ground, as if a wedding had come and gone there.” This example helps me to imagine what the ground looked like after the storm, and I can picture all the flowers scattered everywhere. With this description, the author helps me to make a mind movie of what the farm looked like after the storm.

15 points = On page 58, the author uses imagery when she describes the way things look around the farm after the hailstorm. Page 58 says, “A tree had blown over near the cow pond. And the wild roses were scattered on the ground, as if a wedding had come and gone there.” The author helps me to make a mind movie of what the farm looked like after the storm.

10 points = Page 58 says, “A tree had blown over near the cow pond. And the wild roses were scattered on the ground, as if a wedding had come and gone there.”

10 points

2. Why were Anna and Caleb so concerned about Sarah learning to drive the wagon alone? |DC|
 - a. They thought she would leave.
 - b. They thought she would get lost.
 - c. They thought the wagon was broken.
 - d. They thought she would miss them.

20 points

3. Is Sarah a brave person? Why or why not? |CH|

20 points = I think Sarah is a brave person. I know Sarah is brave because she travels all the way from Maine to the prairie alone, she goes out into the squall to save her chickens, and she learns to drive the wagon and goes to town by herself. I'm brave like Sarah because I am not afraid to try new things by myself. **15 points** = I think Sarah is a brave person. I know Sarah is brave because she travels all the way from Maine to the prairie alone, and she learns to drive the wagon and goes to town alone. **10 points** = I think Sarah is a brave person.

20 points

4. What is an example of imagery from this reading? What does this example help to describe? (Write-On) |LT|

20 points = An example of imagery from the reading is “the package was small, wrapped in brown paper with a rubber band around it.” This example helps the author describe the package that Sarah brings for Anna and Caleb. The author wants the reader to picture the package and to imagine it in his or her mind. **15 points** = An example of imagery from the reading is “the package was small, wrapped in brown paper with a rubber band around it.” This example helps the author describe the package that Sarah brings for Anna and Caleb. **10 points** = An example of imagery from the reading is “the package was small, wrapped in brown paper with a rubber band around it.”

30 points

5. How does the family feel at the end of the book? |PVI|
- uncomfortable
 - peaceful
 - nervous
 - lonely

Why do you think this? |DCI|

20 points = I think the family feels peaceful because they are having dinner together and enjoying one another's company. Sarah is smiling. She will marry Papa, and he will have a wife again. **15 points** = They are peaceful because they are eating together. Sarah is smiling. She will marry Papa. **10 points** = They are peaceful because they are enjoying one another's company.

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 each word on your paper. Then chunk each word by drawing a paddle between the word parts.

5 points

1. riddle *rid/dle*

5 points

2. ladder *lad/der*

5 points

3. pizza *piz/za*

5 points

4. wedding *wed/ding*

Building Meaning

streaming	startled	soil	weary
squall	sudden	stern	nudged

10 points

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

10 points = *The soil was good for planting, so Maria planted seeds for many kinds of vegetables.* **5 points** = *The soil was good for planting, so Maria planted seeds.* **1 point** = *The soil was good for planting.*

10 points

6. After a long day of soccer games, I felt very weary and ready for a nap.

10 points

7. The small boat rocked back and forth when the squall hit. *Squall* means—
- sudden and strong wind.*
 - sudden burst of sunshine.*
 - sudden drops of rain.*
 - sudden sheets of ice.*

10 points

8. Charlie was startled to see his friend in the hall because he thought his friend was home sick.

10 points

9. The oil was streaming out of the geyser. *Streaming* means—
- trickling.*
 - gushing.*
 - walking.*
 - tumbling.*

10 points

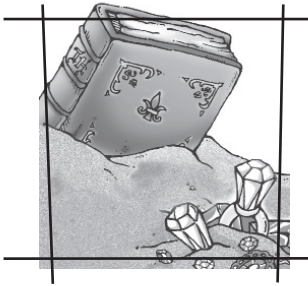
10. Mandy got a sudden pain in her leg as she ran and had to slow down.

10 points

11. When I was talking loudly at the movie theater, the old man gave me a stern look and said, "Quiet!" *Stern* means—
- silly.*
 - joking.*
 - angry.*
 - sad.*

10 points

12. My friend nudged me when I was talking so I would be quiet while the teacher was watching us.

**DAY 6****ACTIVE INSTRUCTION**

Timing Goal: 25 minutes

Set the Stage

- Introduce the writing goal.

Today you will write a paragraph describing your favorite place. In our book, Sarah's favorite place is the sea. Now you will write about your favorite place, giving reasons this particular place is important to you.

Team Cooperation Goal

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

Build Background

- Review with students the correct structure for paragraphs.

A paragraph begins with a topic sentence that tells what the paragraph is about. The sentences that follow the topic sentence give more details and information about the topic. A paragraph ends with a closing sentence.

- Explain that you have two versions of the same basic paragraph to share. Tell students that as you read, they should note similarities and differences between the paragraphs.
- Display the blackline master. Read both versions of the paragraph aloud.

Blackline master provided.

Version 1

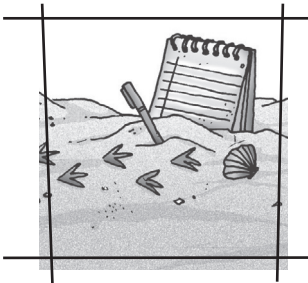
The beach is my favorite place. When I go there, I collect shells. We swim in the ocean and jump the waves. I like to build sand castles with my sister. There is a lot to do there, and I love the beach.

Version 2

My favorite place to be is the beach at Ocean City, Maryland. When I go there, I try to collect interesting shells of different colors and shapes. My sister and I like to swim in the ocean for hours and jump the waves together. I also like to build giant sand castles and sand sculptures with my sister, and then we knock them down by jumping on them. There is so much to do at the beach, and that is why it is my favorite place to be.



- Point out that the first sentence essentially says the same thing in both versions; however, in the second version, the writer tells the location of his favorite place.
- Use **Random Reporter** to have students briefly discuss other ways in which the two paragraphs are alike and different. *Alike: They are about the same topic; the basic information is the same; the topic sentence, supporting details, and closing sentence are very similar. Different: The second paragraph has more details, and in the second paragraph, the writer uses more descriptive words.*
- Explain that the second version provides more information by including more details and examples.
- Use **Random Reporter** to ask students which paragraph is more interesting to read and why. *(Accept supported responses.) The second paragraph is more interesting because it tells a little more about the topic. The details make the paragraph more meaningful.*
- Explain that including details and examples is a good way to make your writing more interesting to your audience.
- Tell students that they will begin planning their paragraphs.



ADVENTURES IN WRITING

Timing Goal: 65 minutes

Planning

- Introduce the activity.

Remember that today you will write a paragraph telling about your favorite place.



- 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

Think about your favorite place. It might be a place you have been on vacation, a relative's home, or your own room. Write at least one paragraph describing this place. Start with an introductory sentence that identifies your favorite place. Include at least three descriptive sentences that explain why this place is your favorite. Be sure to use imagery in your writing to help the reader picture the place in his or her mind. Finish with a closing sentence that summarizes your thoughts. Remember to write your ideas in complete sentences.

Scoring Guide

The paragraph has an introductory sentence that tells your favorite place.	15 points
The paragraph includes three descriptive sentences that use imagery and support why this place is your favorite.	20 points each (60 points maximum)
The paragraph has a closing sentence that restates your thoughts.	15 points
The paragraph is written in complete sentences.	10 points

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

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

- 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

Title: *My Favorite Place*

Introductory Sentence: *My favorite place is the lake by my house.*



Detail 1: *enjoying fishing there*



Detail 2: *my friends and I swim there*



Detail 3: *picnics on picnic tables next to lake*



Closing: *the lake is a great place to spend time*

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 to be sure to include reasons that this particular place is important to them. This helps the audience connect with the writing and better understand the writer's point of view.
- 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.	- What is your team celebration score? - How well did you use the team cooperation goal and behavior? - How can you earn more points?

Literary Technique: Imagery

imagery: Using lifelike vivid descriptions to help the reader create mind movies about the text.



Version 1

The beach is my favorite place. When I go there,
I collect shells. We swim in the ocean and jump the
waves. I like to build sand castles with my sister.
There is a lot to do there, and I love the beach.

Version 2

My favorite place to be is the beach at Ocean
City, Maryland. When I go there, I try to collect
interesting shells of different colors and shapes. My
sister and I like to swim in the ocean for hours and
jump the waves together. I also like to build giant
sand castles and sand sculptures with my sister,
and then we knock them down by jumping on them.
There is so much to do at the beach, and that is why
it is my favorite place to be.

Story Map



Title: *Sarah, Plain and Tall, cycle 2*

Characters:

Anna
Papa
Caleb
Sarah

Setting:

Where: A farm on a prairie.

When: Pioneer times

Problem:

Caleb and Anna are worried that Sarah will not like their home and will leave.

Event: Papa places an ad in the paper for a wife. Sarah, who lives in Maine, answers his ad, and they write letters to each other.

Event: Sarah arrives at the farm. She touches sheep for the first time and talks about her brother William and the sea.

Event: Sarah meets Maggie, and they talk about what they miss from their homes.

Event: Sarah insists that she learn to drive the wagon and help Papa with the work around the farm.

Event: Sarah drives to town by herself and comes back with presents for Caleb and Anna.

Solution:

Sarah tells Anna's family that she will not leave them because she would miss them even more than the sea.

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>Sarah, Plain and Tall</i>
English Language Arts Standards: <i>Reading: Literature</i>
Craft and Structure RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.
English Language Arts Standards: <i>Reading: Foundational Skills</i>
Phonics and Word Recognition RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.
English Language Arts Standards: <i>Writing</i>
Text Types and Purposes W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.