

Honey, I Love

Written by Eloise Greenfield

HarperCollins Publishers, 1978 ISBN 0-06-443097-9

**Reading
Wings** 4th
Edition

T A R G E T E D

Treasure Hunt

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

Targeted Treasure Hunt: Honey, I Love

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POETRY (6 DAY)

Honey, I Love

Written by Eloise Greenfield

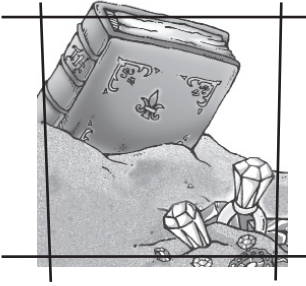
Summary

In *Honey, I Love*, the readers discover the thoughts and feelings of a little girl and learn about her everyday experiences and loves through poems.

Instructional Objectives

	Reading	Word Power	Writing
CYCLE 1	Drawing conclusions (DC)	Base word and ending	Write a poem.
	Students will draw conclusions about the speaker of the poems by using clues the speaker gives.	Students will break words into base words and endings and use the endings <i>-s</i> , <i>-y</i> , <i>-ed</i> , and <i>-ing</i> to increase their understanding of words.	Students will write poems about fun activities.

Teacher's Note: This edition of *Honey, I Love* contains no page numbers. For the purposes of this Targeted Treasure Hunt, the first page of text is page 3.

**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 text, author, and reading objective.

This cycle we will read *Honey, I Love* by Eloise Greenfield. As we read, we'll draw conclusions about the speaker of the poems. Good readers use clues from the author to draw conclusions about the author's intent for writing.

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



- Point out that the text is a collection of poems, or have students explore the text to figure out that it is a collection of poems. Review how poems differ from stories.
- Use the items below to build or activate background knowledge about the text.



- Use **Think-Pair-Share** to have students discuss the people and things that they love. Randomly select a few students to share responses.
- Use **Think-Pair-Share** to have students identify their favorite class in school. Tell them to explain why they chose that class. Randomly select a few students to share responses.

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
peep page 7	blend	a small sound	The teacher told the class that the library was a quiet place, so we shouldn't even make a <i>peep</i> .
keepsake page 8	compound word: keep + sake	something given or kept as a reminder	Bobbi gave me a necklace as a <i>keepsake</i> because we had always been close.
squeaks page 15	base word + ending: squeak + s	makes a short, sharp, high-pitched noise	The mouse <i>squeaks</i> at night, and it keeps me up.
greasy page 15	base word + ending: greas(e) + y	oily	Kelvin's hands felt <i>greasy</i> after he ate an entire bag of potato chips.

Word and Page Number	Identification Strategy	Definition	Sentence
giggle page 16	chunk: gig-gle	laugh	Dean likes to make Suko <i>giggle</i> , so he always tells her jokes.
towers page 20	base word + ending: tower + s	tall, narrow buildings or parts of buildings	Sergio looked up at the <i>towers</i> and wondered if they touched the clouds.
bouncing page 23	base word + ending: bounc(e) + ing	bumping	Wade loves <i>bouncing</i> the ball up the court in basketball.
wrapped page 24	base word + ending: wrap(p) + ed	covered	Charmin looks so peaceful all <i>wrapped</i> up in his towel after a bath.

Using the Targeted Skill (Independent Use)

- Introduce the skill and its importance in reading poetry.

Our skill this cycle is drawing conclusions. It's important to draw conclusions when you read poems. Poems can be hard to understand, but like authors, poets leave behind clues. We use these clues along with what we know to draw conclusions.

- Prompt students to identify what it means to draw conclusions. Use **Think-Pair-Share** to have students discuss their answers. Randomly select a few students to share responses.

Poems can be difficult to understand. They are not always like stories. What do we need to look for as we draw conclusions? Tell your partner. Allow time for partners to discuss. **Very good. We will use clues and details from the poems to draw conclusions just as we do with stories.**

- Display the following poem. Use **Think-Pair-Share** to have students draw a conclusion about how the poet feels about snow.

Blackline master provided.

Snowless Days

Snow, snowing
Everywhere.
You're in my eyes
And in my hair.
If it was Spring,
You'd melt away.
Sunshine brings
A snowless day.

- Randomly select a few students to share their conclusions about how the poet feels about snow.

Now that you've discussed with your partners, what can you conclude about the poet? Wait for students' responses. **That's right. The poet wants snowy days to end and Spring to start. The poet says that sunshine will melt the snow away, so the poet really wants Spring to arrive.**

- Tell students that they will draw conclusions as they read *Honey, I Love*.

Listening Comprehension

- Read pages 3–5 aloud, stopping to ask questions, make points, or focus students' attention as needed.
- Use **Think-Pair-Share** to have students draw a conclusion about how the speaker feels about her family. Remind students to look for clues that help them. Randomly select a few students to share their conclusion about the speaker and the clues they used.

What do you learn about the speaker? What conclusion can you draw about the speaker? Think about it, and then talk with your partners. Randomly select a few students to share. **Very good. The speaker loves spending time with her family. She talks about how much she loves when her cousin comes to visit. She also says that she loves taking rides with her family in her uncle's car.**

- Remind students that they will continue to draw conclusions about the text as they read *Honey, I Love*.

Preview Team Talk

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

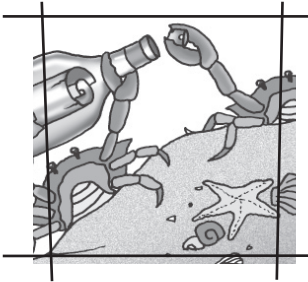
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page 2

Team Talk

1. What does the speaker do **before** she sits beside her mother in the poem “Honey, I Love”? |SQ|
 - a. sleeps on the floor
 - b. plays with her boat
 - c. watches television
 - d. sews buttons
2. Why does the speaker love her mother’s arm? |CE|
3. What can you tell about how Mrs. Williams feels about the speaker? What clues help you draw this conclusion? |DC|
4. What conclusion can you draw about the way the speaker feels about Mrs. Williams? What clues help you draw this conclusion? (Write-On) |DC|

- 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 and 7 aloud with partners.
pages 8 and 9 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	
<p>1. What does the speaker do before she sits beside her mother in the poem “Honey, I Love”? SQ </p> <p>a. sleeps on the floor</p> <p>b. <i>plays with her boat</i></p> <p>c. watches television</p> <p>d. sews buttons</p>	
<p>2. Why does the speaker love her mother’s arm? CE </p> <p>100 points = <i>The speaker loves her mother’s arm because it feels soft and warm. She loves to hold and kiss her mother’s arm.</i> 90 points = <i>The speaker loves her mother’s arm because it feels soft and warm.</i> 80 points = <i>It is soft and warm.</i></p>	
<p>3. What can you tell about how Mrs. Williams feels about the speaker? What clues help you draw this conclusion? DC </p> <p>100 points = <i>I can tell that Mrs. Williams really likes the speaker. Mrs. Williams is about to die, yet she makes sure that she gives something to the speaker. This shows that she is thinking about the speaker and that she really likes her.</i> 90 points = <i>I can tell that Mrs. Williams really likes the speaker because she is thinking about the speaker before she dies.</i> 80 points = <i>She really likes her.</i></p>	
<p>4. What conclusion can you draw about the way the speaker feels about Mrs. Williams? What clues help you draw this conclusion? (Write-On) DC </p> <p>100 points = <i>I can draw the conclusion that Mrs. Williams is very important to the speaker. Mrs. Williams gives the speaker a nickel, and the speaker says that she will never spend it. This means that she wants to keep the nickel forever because it is from Mrs. Williams. It is very special to her.</i> 90 points = <i>I can draw the conclusion that Mrs. Williams is very important to the speaker because she says that she will never spend the nickel Mrs. Williams gives her.</i> 80 points = <i>She is very important to the speaker.</i></p>	

- 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

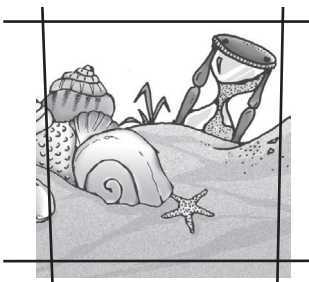
Were you ever given something special? Why was it special for you?

What conclusion can you draw about the speaker once you learn how much she loves her mother’s arm? What clues help you draw this conclusion?

- 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

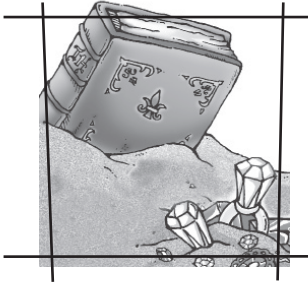
- Explain to students that when they read correctly, smoothly, and with expression, it shows that they understand what they are reading.
- Tell students to look at the Fluency rubric as you model fluent reading.

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

Page 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.	<ul style="list-style-type: none">- How many points did you earn today?- How well did you use the team cooperation goal and behavior?- How can you earn more points?



DAY 2

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

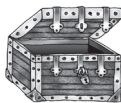
Team Cooperation Goal

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

Set the Stage



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

Vocabulary **TP**

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

Strategic Review



- Have students work in teams to tell about one of the poems they read. 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 about other poems they might read in this collection. Have students give evidence from the text to support their predictions. Model this if necessary.

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

How does the speaker feel about Mrs. Williams? Explain.

Listening Comprehension

- Read page 11 aloud, stopping to ask questions, make points, or focus students' attention as needed.
- Use **Think-Pair-Share** to have students draw a conclusion about why the speaker dresses like her mother. Remind students to look for clues that help them. Randomly select a few students to share their conclusion about the speaker and the clues they used.

What conclusion can you draw about the speaker? What clues help you figure this out? Think about it, and then discuss with your partner.

Randomly select a few students to share. **Yes. The speaker dresses like her mother because she wants to be like her mother. She puts on her mother's coat, hat, and shoes. She thinks she is pretty, and poses just like her mother.**

- Continue reading page 12 aloud, stopping to ask questions, make points, or focus students' attention as needed.
- Remind students that they will continue to draw conclusions about the story as they read *Honey, I Love*.

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.

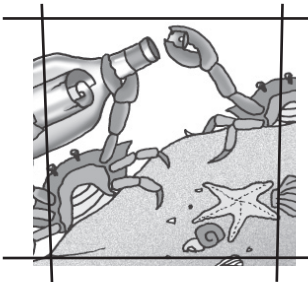
Student Edition, page 2

Team Talk

1. In the poem "Fun," what causes the class to stop singing? |CE|
2. What do you think is in the skinny silver can that Mr. Cobb had? What clues help you draw this conclusion? |DC|
3. What conclusion can you draw about why Miss Allen doesn't laugh when the piano squeaks? What clues help you draw this conclusion? (Write-On) |DC|

Team Talk *continued*

4. Which of the following questions is not answered in the poem “Rope Rhyme”? |QU|
- What does the rope sound like when it hits the ground?
 - Does the speaker count as she jumps rope?
 - Does anyone jump rope with the speaker?
 - Does the speaker giggle as she jumps rope?



TEAMWORK

Timing Goal: 45 minutes

Partner Reading TP

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**
pages 14 and 15 aloud with partners.
pages 16 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. In the poem “Fun,” what causes the class to stop singing? |CE|

100 points = *The class stops singing because Miss Allen stops playing the piano. The pedal on her piano squeaks, and she stops playing.*

90 points = *The class stops singing because Miss Allen stops playing the piano. 80 points* = *Miss Allen stops playing the piano.*

Team Talk *continued*

2. What do you think is in the skinny silver can that Mr. Cobb had? What clues help you draw this conclusion? |DC|

100 points = *I think there is oil in the skinny silver can. Mr. Cobb puts the oil on the squeaking pedal. I know that oil helps stop things from squeaking.*

90 points = *I think there is oil in the skinny silver can because Mr. Cobb puts the oil on the pedal to stop it from squeaking. 80 points* = *There is oil in the can.*

3. What conclusion can you draw about why Miss Allen doesn't laugh when the piano squeaks? What clues help you draw this conclusion? (Write-On) |DC|

100 points = *I can draw the conclusion that Miss Allen doesn't think it is funny that the piano squeaks. The class laughs when it squeaks, but Miss Allen does not laugh. This means that she does not think it is funny.*

90 points = *I can draw the conclusion that Miss Allen doesn't think it is funny that the piano squeaks. 80 points* = *She doesn't think it is funny.*

4. Which of the following questions is not answered in the poem "Rope Rhyme"? |QU|

- a. What does the rope sound like when it hits the ground?
- b. Does the speaker count as she jumps rope?
- c. *Does anyone jump rope with the speaker?*
- d. Does the speaker giggle as she jumps rope?

- 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

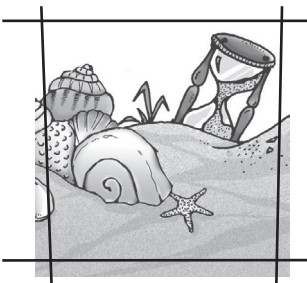
If you could write a poem about something fun, what would you write about? Why would you pick that subject?

Can you play an instrument like Miss Allen? If not, what instrument would you play if you could pick any instrument? Why?

- Award team celebration points.

Write-On Discussion

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



FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes

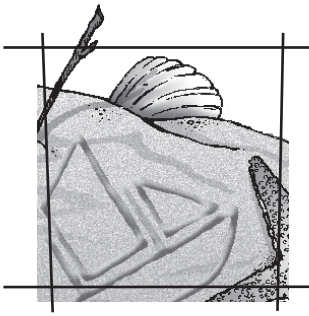
- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write or display these on the board.

Student Edition, page 1

Pages 15 and 16

- Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.

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



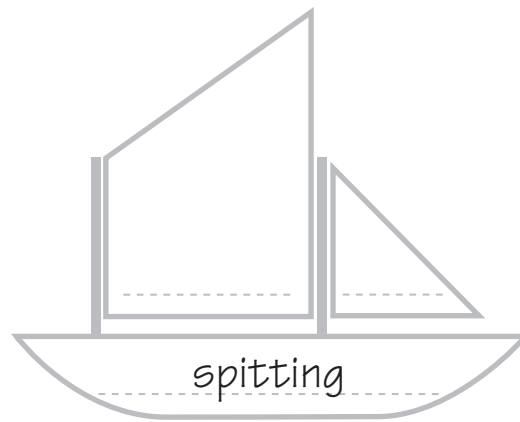
WORD POWER **TP**

Timing Goal: 10 minutes

Preparation: Display a sailboat with a main sail and small sail. Write the word “spitting” on the bottom of the boat.

Blackline master provided.

- Tell students that Captain Read More has sent another Word Treasure clue.



- Use **Think-Pair-Share** to have students look at the clue Captain Read More has sent and discuss what they think the clue means. Randomly select a few students to share responses. Reveal the Word Treasure.

Word Treasure

Sometimes words have endings on them.

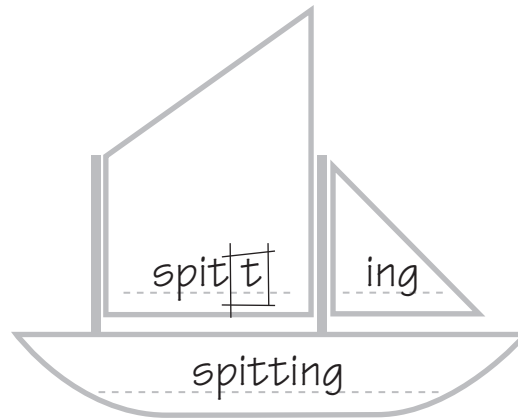
If you're having trouble reading a word like this, read the base word and ending first, and then read the whole word.

- Point out that *spit* is a base word. Write this word on the first sail. Point out that *spit* has some extra letters. Write “ing” on the small sail, and explain that this is an ending or suffix.

th



- Use the word parts written in the sails to pronounce the word *spitting*, and have students say the word with you.
- Use **Team Huddle** to have students compare the word parts on the sails with the word on the bottom of the boat. Have them explain what is different, and use **Random Reporter** to select students to share. *There is an extra t in the word spitting.*
- Tell students that sailors sometimes have to patch holes in sails. Explain that we use the patch tool to add the extra consonant. Demonstrate this on the board by drawing a patch (box) to the right of the *t* in *spit* and writing a *t* in the patch.



- Explain that suffixes can help us define the meaning of a word. Explain that the suffix *-ing* makes action words in the present tense. Tell students that *spitting* means to spit now or at the moment.
- Remind students that they already know about the suffix *-ed* and how the scrubber helps them take off an extra letter at the end of a base word. Tell students to use what they know about base words and endings to help them read and define the words the next time they review their vocabulary.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition, page 2

Skill Practice

Write the words in your journal. Then write the base word and suffix. Write a definition for each word.

1. scrapped *scrap* **p** + *ed*; *threw something away in the past*
2. snipping *snip* **p** + *ing*; *cutting something now*

Building Meaning			
peep	keepsake	squeaks	greasy
giggle	towers	bouncing	wrapped

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

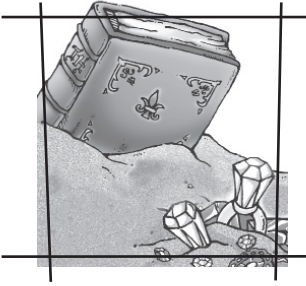
100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.* **80 points** = *The sentence uses the word correctly.*

4. Which of the following could be comfortably wrapped around you?

- a. a wooden plank
- b. a plate of glass
- c. a sheet of metal
- d. a cotton jacket

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

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



DAY 3

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

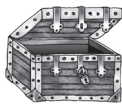
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

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

Vocabulary **TP**

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



Strategic Review

- Have students work in teams to tell about one of the poems they read. 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 about other poems they might read in this collection. Have students give evidence from the text to support their predictions. Model this if necessary.



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

What is the poem “Rope Rhyme” about?

Listening Comprehension

- Read page 18 aloud, stopping to ask questions, make points, or focus students’ attention as needed.
- Use **Think-Pair-Share** to have students draw a conclusion about how the speaker feels about poetry. Remind students to look for clues that help them. Randomly select a few students to share their conclusion about the speaker and the clues they used.

What conclusion can you draw about how the speaker feels about poetry? What clues help you to draw this conclusion? Think about the question, and then discuss with your partner. Randomly select a few students to share. **That’s right. The speaker feels that poetry is long-lasting. She talks about the things that she doesn’t have anymore, but then she thinks about a poem she wrote. She doesn’t have the candy or the sand house, but she still has her poem. It is long-lasting compared to the other things she has.**

- Remind students that they will continue to draw conclusions as they read *Honey, I Love*.

Preview Team Talk

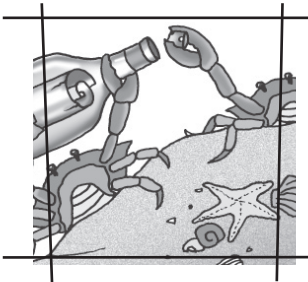
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #2, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide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

Student Edition, page 3

Team Talk
1. How can you tell that it is raining during the speaker’s train ride? What clues help you draw this conclusion? DC
2. What conclusion can you draw about the train from the poem? What clues help you draw this conclusion? (Write-On) DC

Team Talk *continued*

3. Why is the speaker getting sleepy? |CE|
 - a. There is nothing to see on the long train ride.
 - b. The speaker tries to stay awake for the whole trip.
 - c. The speaker is very bored riding on the train.
 - d. The movement of the train is putting the speaker to sleep.
4. In the poem “Aunt Roberta,” what does Aunt Roberta do, and what makes her notice the speaker? |CE|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading TP

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**
pages 20 and 21 aloud with partners.
pages 22–25 silently.
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion TP

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

Team Talk

1. How can you tell that it is raining during the speaker’s train ride? What clues help you draw this conclusion? |DC|

100 points = *I can tell that it is raining during the speaker’s train ride because the speaker describes the raindrops on the window.*

90 points = *I can tell it is raining because the speaker describes the raindrops. 80 points* = *The speaker describes the raindrops.*

2. What conclusion can you draw about the train from the poem? What clues help you draw this conclusion? (Write-On) |DC|

100 points = *I can draw the conclusion that the train is very noisy. The speaker described the train ride by saying things like “ruggedy-ruggedy,” “squeakety-squeakety,” and “rumbledy-rumbledy.” These are noisy sounds that the speaker hears as she is on the train. 90 points* = *I can draw the conclusion that the train is very noisy because of the sounds the speaker describes. 80 points* = *It is a very noisy train ride.*

3. Why is the speaker getting sleepy? |CE|

- a. There is nothing to see on the long train ride.
- b. The speaker tries to stay awake for the whole trip.
- c. The speaker is very bored riding on the train.
- d. *The movement of the train is putting the speaker to sleep.*

4. In the poem “Aunt Roberta,” what does Aunt Roberta do, and what makes her notice the speaker? |CE|

100 points = *Aunt Roberta sits and dreams. She only hears the speaker when the speaker slams the door. 90 points* = *Aunt Roberta sits and dreams. She hears the speaker slam the door. 80 points* = *She dreams. She hears her when she slams the door.*

- 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

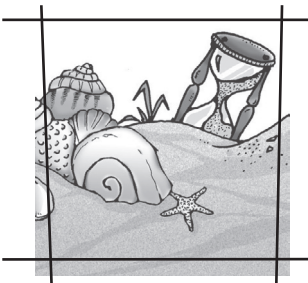
How do you think traveling on a train would be different from traveling in a car? Explain your answer.

Do you think the speaker is comfortable on the train? 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

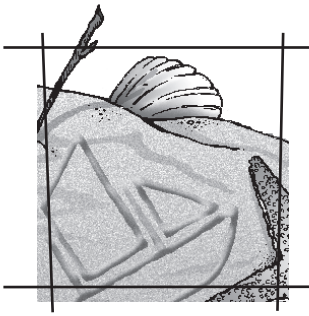
- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

Student Edition, page 1

Pages 15 and 16 or 20–24

- Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.

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



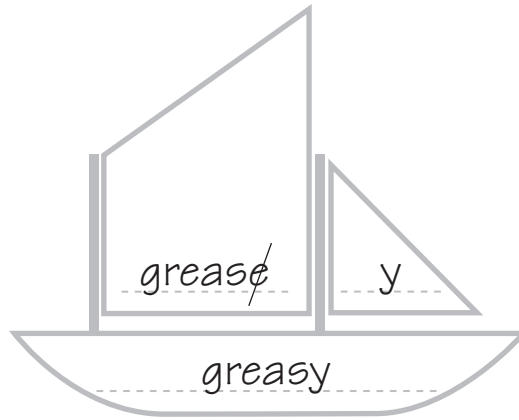
WORD POWER TP

Timing Goal: 10 minutes

th



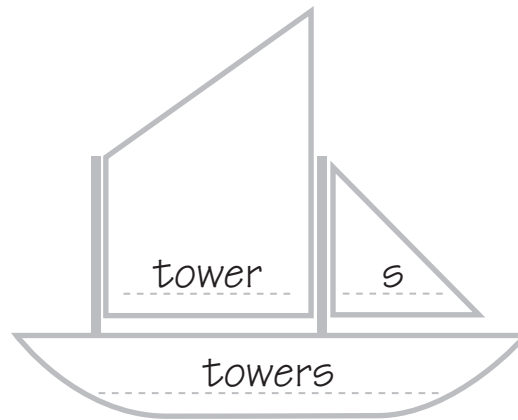
- Remind students of the Word Power skill (base word and ending) and, if necessary, the Word Treasure clue that Captain Read More uses (big sail and little sail). Have students identify the suffixes they are working with in this cycle [-ing and -ed].
- Display the sail clue, and write the word “greasy” on the bottom of the boat. Point out that it is a word from the vocabulary list. Use **Team Huddle** to have students identify the base word and ending. Use **Random Reporter** to select students to share. Write “grease” on the big sail and “y” on the little sail, demonstrating the use of the scrubber to remove the extra *e* from the base word.



tps

- Explain that adding *y* to *grease* turns it into a word that describes something. Use **Think-Pair-Share** to have students use the suffix to define the word. Randomly select a few students to share. *Oily, covered in oil or grease.*

- Display the sail clue, and write the word “towers” on the bottom of the boat. Point out that it is a word from the vocabulary list. Use **Team Huddle** to have students identify the base word and ending. Use **Random Reporter** to select students to share. Write “tower” on the big sail and “s” on the little sail.



- Remind students that adding s to the end of a base word usually changes the word to a plural, or makes it mean more than one.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition, page 3

Skill Practice

Write the words in your journal. Then write the base word and suffix. Write a definition for each word.

1. spicy *spice* + *y*; has *spice* in it
2. meals *meal* + *s*; more than one *meal*

Building Meaning

peep	keepsake	squeaks	greasy
giggle	towers	bouncing	wrapped

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

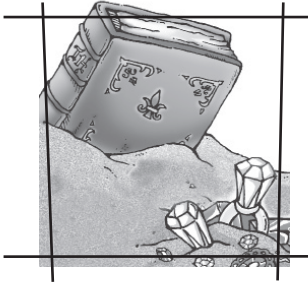
100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.* **80 points** = *The sentence uses the word correctly.*

4. Which of the following could not be comfortably wrapped around you?

- a. a brick
- b. a towel
- c. a blanket
- d. a coat

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

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



DAY 4

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

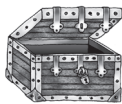
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

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

Vocabulary **TP**

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



Strategic Review

- Have students work in teams to tell about one of the poems they have read. 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 about other poems they might read in this collection. Have students give evidence from the text to support their predictions. Model this if necessary.



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

How does the speaker describe her train ride?

Listening Comprehension

- Read the poem “Reggie” on page 27 aloud, stopping to ask questions, make points, or focus students’ attention as needed.
- Use **Think-Pair-Share** to have students draw a conclusion about what Reggie does across the street. Remind students to look for clues that help them. Randomly select a few students to share their conclusion about the speaker and the clues they used.

What conclusion can you draw about what Reggie does across the street? What clues did you use to draw this conclusion? Think about the question, and then discuss with your partner. Randomly select a few students to share. **Good. Reggie plays basketball across the street. The speaker says that he spends time with a round ball. He jumps, shoots, and dribbles with his friends across the street. These are things you do when you play basketball.**

- Tell students that they can draw another conclusion using the same information from the poem.
- Use **Team Huddle** to have students draw a conclusion about how the speaker feels about her brother playing basketball. Remind students to look for clues that help them. Use **Random Reporter** to have students share their conclusion about the speaker and the clues they used.



What conclusion can you draw about the how the speaker felt about Reggie playing basketball? What clues help you draw this conclusion? Work with your team to draw a conclusion. Use **Random Reporter** to check responses. **Yes. The speaker does not like that her brother spends so much time playing basketball. She says that he does not live in her house anymore and that he thinks he is “Kareem,” not her brother.**

- Read the poem “Lessie” on page 28 aloud, stopping to ask questions, make points, or focus students’ attention as needed.
- Remind students that they will continue to draw conclusions as they read *Honey, I Love*.

Preview Team Talk

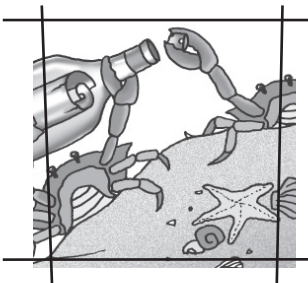
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #4, must be written individually, after students discuss it in their teams.

- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page 4

Team Talk

1. What happens every time Moochie hiccups? |CE|
 - a. The speaker laughs.
 - b. Moochie cries loudly.
 - c. The speaker gets angry.
 - d. Moochie laughs.
2. Why does the speaker say that Harriet Tubman “ran for her freedom nineteen times”? |CE|
3. Why did Harriet Tubman run to the North? |CE|
 - a. The slave owners in the North were nicer.
 - b. The North was a big place.
 - c. The North allowed slaves to be free.
 - d. There were more slave owners in the North.
4. What conclusion can you draw about how the speaker feels about Harriet Tubman? What clues helped you draw this conclusion? (Write-On) |DC|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**
pages 30–33 aloud with partners.
pages 34 and 35 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 happens every time Moochie hiccups? |CE|

- a. *The speaker laughs.*
- b. Moochie cries loudly.
- c. The speaker gets angry.
- d. Moochie laughs.

2. Why does the speaker say that Harriet Tubman “ran for her freedom nineteen times”? |CE|

100 points = *The speaker says that Harriet Tubman “ran for her freedom nineteen times” because Harriet Tubman kept returning to the South to free other slaves. Harriet Tubman would need to escape all over again every time that she went into the South. She went back into the South nineteen times to free others, which meant that she would have to escape nineteen times. 90 points* = *The speaker says that Harriet Tubman “ran for her freedom nineteen times” because Harriet Tubman continued to go into the South to free other slaves. This means that she had to escape each time she went back into the South. 80 points* = *She had to escape every time she went into the South.*

3. Why did Harriet Tubman run to the North? |CE|

- a. The slave owners in the North were nicer.
- b. The North was a big place.
- c. *The North allowed slaves to be free.*
- d. There were more slave owners in the North.

4. What conclusion can you draw about how the speaker feels about Harriet Tubman? What clues help you draw this conclusion? (Write-On) |DC|

100 points = *I can draw the conclusion that the speaker respects Harriet Tubman because she talks about how “Harriet Tubman didn’t take no stuff” from anyone. The speaker also talks about how she kept going into the South to free others. The speaker respects Harriet Tubman for all that she did.*

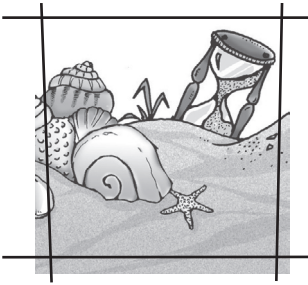
90 points = *I can draw the conclusion that the speaker respects Harriet Tubman because she talks about how Harriet Tubman didn’t take “stuff” from anyone. 80 points* = *She respects her.*

- 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	<ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team’s strategy use with the class. – Award team celebration points. 	
Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions. 	
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #cccccc; padding: 5px;">Team Talk Extenders</td> <td style="padding: 5px;"> <p>Would you risk your safety to help others like Harriet Tubman did? Why or why not?</p> <p>Who is someone you respect? Why do you respect that person?</p> </td> </tr> </table>	Team Talk Extenders
Team Talk Extenders	<p>Would you risk your safety to help others like Harriet Tubman did? Why or why not?</p> <p>Who is someone you respect? Why do you respect that person?</p>	
Write-On Discussion	<ul style="list-style-type: none"> – Award team celebration points. – Use Random Reporter to ask one or two students to read their written answers to the class. If desired, display student answers on the board. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it. 	



FLUENCY IN FIVE **TP**

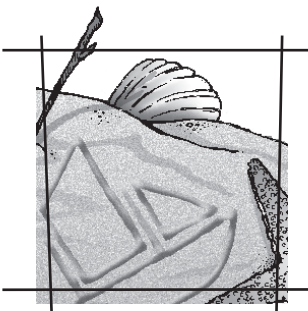
Timing Goal: 5 minutes

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

Student Edition, page 1

Pages 15 and 16, 20–24, or 32–35

- 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

- Remind students of the Word Power skill (base word and endings).
- Use **Think-Pair-Share** to prompt students about why it is useful to learn different endings for base words and give an example. Randomly select a few students to share. *Different endings change word meanings slightly. For example, adding -ing to an action word means the action is happening now and adding -y to a word can change it to a word that describes a noun.*



- Direct students' attention to the Word Power Challenge. Have students work in **Team Huddle** to read the words and give a meaning for each word. If necessary, have students use the sail clues to identify the base word and ending.

Preparation: Display the Word Power Challenge.

Word Power Challenge

flapping
shiny



- Use **Random Reporter** to check pronunciations and meanings.
The word flapping = flap^p*+ ing, means flaps back and forth now; shiny = shin*^e*+ y, means bright or sparkly.*
- Point to the words *flapping* and *shiny*, and remind students that sometimes you need to change the base word a little to add the suffix.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition, page 4

Skill Practice

Write the words in your journal. Then write the base word and suffix. Write a definition for each word.

- healed *heal + ed; got better*
- grabbing *grab*^b*+ ing; to take hold of or grab now*

Building Meaning

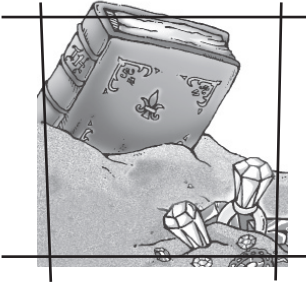
peep	keepsake	squeaks	greasy
giggle	towers	bouncing	wrapped

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

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

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

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

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

Timing Goal: 20 minutes

Team Cooperation Goal

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

Set the Stage

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

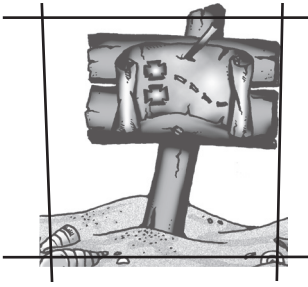
In yesterday's reading, we read about how the speaker feels about Harriet Tubman. Today we will find out how the speaker really feels about herself.

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

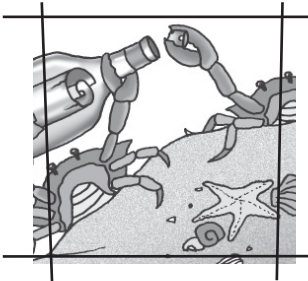
- Distribute the test, and preview it with students without providing information about the answers. Point out that questions #1, #4, and #5 ask about drawing conclusions.
- Ask students to underline key words or phrases in question #4.
- Make sure that students understand that the test is independent work and that they should continue to use their strategies with sticky notes as they read without their partners' assistance.
- Remind students that they have 20 minutes for the test.



TEST

Timing Goal: 20 minutes

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



TEAMWORK

Timing Goal: 30 minutes

Teacher procedures for Teamwork vary with strategy instruction.

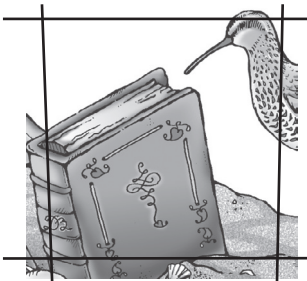
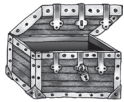
Team Discussion **TP**

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



Class Discussion TP

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

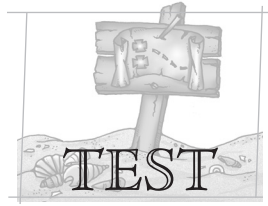


BOOK CLUB

Timing Goal: 20 minutes

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

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



Comprehension Questions

Read pages 36–41 of *Honey, I Love*, and answer the following questions. The total score for comprehension questions equals 100 points.

20 points

1. What conclusion can you draw about how Mrs. Williams feels about the speaker? What clues help you draw this conclusion? |DC|

20 points = *I can draw the conclusion that Mrs. Williams likes the speaker very much. Mrs. Williams makes sure that she gives something to the speaker before she dies. That shows Mrs. Williams is thinking about the speaker and likes her. 15 points* = *I can draw the conclusion that Mrs. Williams likes the speaker very much because she makes sure that she gives something to the speaker before she dies. 10 points* = *She likes her a lot.*

20 points

2. Why does the speaker get sleepy on the train? |CE|

20 points = *The speaker gets sleepy because of the movement of the train. The speaker can feel the movement of the train throughout her body, and it makes her feel very sleepy. 15 points* = *The speaker gets sleepy because of the movement of the train. 10 points* = *The movement of the train.*

10 points

3. Why did Harriet Tubman return to the South? |CE|

- She missed her family.
- to save other people from slavery
- She wanted a job.
- to take care of her house

20 points

4. What conclusion can you draw about how the speaker feels about the things she pretends to be when she closes her eyes? What clues help you draw this conclusion? |DC|

20 points = *I think the speaker likes the things she pretends to be when she closes her eyes. She won't pretend to be something that she doesn't like. 15 points* = *I think the speaker likes the things she pretends to be when she closes her eyes. 10 points* = *She likes them.*

20 points

5. What conclusion can you draw about how the speaker feels about herself? What clues help you draw this conclusion? |DC|

20 points = *I can draw the conclusion that the speaker is happy to be herself. The speaker says that she is a lot of things when she closes her eyes, but she only cares to be herself when she opens her eyes. 15 points* = *I can draw the conclusion that the speaker is happy to be herself because she says that she cares only to be herself. 10 points* = *She is happy to be herself.*

- 10 points**
6. What does love mean to the speaker? |CE|
- kissing, like on TV
 - giving someone a gift
 - being nice to everyone
 - taking care of her mother*

Word Power

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

Skill Questions

Write the words in your journal. Then write base word and suffix. Write a definition for each word.

- 5 points** 1. tasks *task + s; more than one task*
- 5 points** 2. gripped *grip* p + *ed; held something*
- 5 points** 3. twirling *twirl + ing; spinning around now*
- 5 points** 4. scaly *scal* ~~l~~ + *y; covered in scales*

Building Meaning

peep	keepsake	squeaks	greasy
giggle	towers	bouncing	wrapped

- 10 points**
5. Write a meaningful sentence for the word *squeaks*.
- 10 points** = *Our back door squeaks every time we open it because it needs to have its hinges oiled.* **5 points** = *Our back door squeaks every time we open it and needs to be fixed.* **1 point** = *Our back door squeaks when we open it.*
- 10 points**
6. Mom said, “I don’t want to hear a peep out of you when we walk into church.”
- 10 points**
7. The mechanic had greasy hands after repairing cars all day. *Greasy* means—
- dirty.
 - soft.
 - silky.
 - oily.*

10 points

8. Grandpa gave me his watch as a special *keepsake* so I would always remember him.

10 points

9. Fanny and her friends start to *giggle* whenever they make funny faces at each other.
Giggle means—

- a. listen.
- b. *laugh*.
- c. sweat.
- d. smile.

10 points

10. In the movie, the hero had to sneak past the guard *towers* to rescue his friend from the evil wizard.

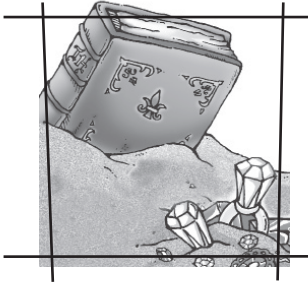
10 points

11. Georgia *wrapped* the blankets around her to stay warm when she went to bed.
Wrapped means—

- a. collected.
- b. *covered*.
- c. divided.
- d. cleaned.

10 points

12. Mom told us to stop *bouncing* up and down in the beds.

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

Timing Goal: 25 minutes

Set the Stage

- Introduce the writing goal.

Today you will write a poem about an activity you enjoy doing to share with your classmates. Your activity can be something exciting that you do not do often, or it can be an everyday activity. The poems in *Honey, I Love* are about the thoughts and life of the narrator.

Team Cooperation Goal

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

Build Background

- Introduce the activity, writing a poem, by telling students that poetry is an ancient literary form.

Poetry is a form of writing that has existed for a very long time in many different cultures. There are many forms of poetry. Some poems rhyme, some tell long stories, and some are silly. Some poems are just the poet's thoughts and observations on life.

- Ask students if they have read any poems they enjoyed, or if they have ever written a poem.
- Display the following poem. Read the poem aloud to students.

Blackline master provided.

Apple Picking

(Line 1) Picking apples is so much fun.

(Line 2) I love the way they taste.

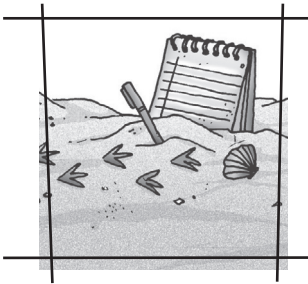
(Line 3) To leave them lonely on the trees

(Line 4) Would be an awful waste.

- Tell students that this is the first stanza of a poem and that it consists of four lines.

A stanza is a grouping of several lines of a poem. The poem I displayed has four lines in the first stanza. A line is a single verse of poetry. A stanza of poetry often has a rhyme scheme. Which lines of this poem rhyme? Lines 2 and 4 rhyme. Right! If we used letters to represent each line of the poem and their rhyme scheme, we would write *ABCB*. This is the poem’s rhyme scheme. If this poem was longer, the next stanza would also have four lines and it would have the same rhyme scheme. Then the poem would look like this: *ABCB DEFE*.

- Tell students that they will write their own poems about an activity they enjoy using this pattern.



ADVENTURES IN WRITING

Timing Goal: 65 minutes

Planning

- Introduce the activity.

Remember that today you will write a poem to share with your classmates about an activity you enjoy doing.



- 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

Choose something that you enjoy doing and write a short poem about it. It can be something exciting or an everyday activity that you think is fun. Your poem should have three four-line stanzas. Describe your activity in the first stanza. In the second stanza, explain why this activity is fun. In the third stanza, explain how you feel when you do your activity. The second and fourth lines in each stanza should rhyme. Remember to give your poem a title.

Scoring Guide	
Your poem tells your classmates about an activity you enjoy using three four-line stanzas.	25 points
The first stanza describes the activity.	20 points
The second stanza explains why the activity is fun.	20 points
The third stanza describes how you feel when doing the activity.	20 points
Lines 2 and 4 of each stanza rhyme.	10 points
Your poem has a title.	5 points

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

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

- 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

Sequence Chain

Title: *Reading World*

Stanza 1

(Line 1) Reading is my favorite thing,

(Line 2) It's cool to read a book,

(Line 3) To turn the pages slowly,

(Line 4) Or quickly take a look.



Stanza 2

(Line 1) When I read a story,

(Line 2) It's always fun to pretend,

(Line 3) That I'm in a new, fantastic world,

(Line 4) A world that never ends.



Stanza 3

(Line 1) From the outside I look calm,

(Line 2) But inside my heart is pumping wild,

(Line 3) The thrill of finding out what's next,

(Line 4) Reading is anything but mild.

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.
- As students write their poems, point out that there are different ways to rhyme.

When we rhyme words, we put together words that sound the same. They do not necessarily have to be spelled the same way. For example, you can rhyme the words *dye* and *lie*. They both end with the same sound, but are spelled differently. When word sounds match perfectly, they are called perfect rhymes. But sometimes authors don't use perfect rhymes. Sometimes authors use something called slant rhyme to rhyme words. A slant rhyme is when there is an imperfect match in sound, like in the words *one* and *thumb*. Can you hear how those words are similar sounding, but not quite perfect?

- Display the following poem. Ask a volunteer to read the poem aloud to the class.

Blackline master provided.

Reading World

Reading is my favorite thing,
It's cool to read a book,
To turn the pages slowly,
Or quickly take a look.
When I read a story,
It's always fun to pretend,
That I'm in a new, fantastic world,
A world that never ends.
From the outside I look calm,
But inside my heart is pumping wild,
The thrill of finding out what's next,
Reading is anything but mild.

- Use **Think-Pair-Share** to ask students if they can see an example of perfect rhyme in the poem. *Yes. In the first stanza, the words book and look make a perfect rhyme. In the third stanza, the words wild and mild make a perfect rhyme.*
- Use **Think-Pair-Share** to ask students if there is an example of a slant rhyme in the poem. *Yes. The words pretend and ends make a slant rhyme. They sound similar, but the s makes the words slightly different.*
- Tell students that it is acceptable to use slant rhyme in their poetry, but that they should make sure their words do sound similar. Give students more examples of slant rhymes. *Possible examples include: heart, hark, hard, harms, harp, and hearth.*

Sharing, Responding, and Revising

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

Editing

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

Rewriting

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

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

Snowless Days

Snow, snowing

Everywhere.

You're in my eyes

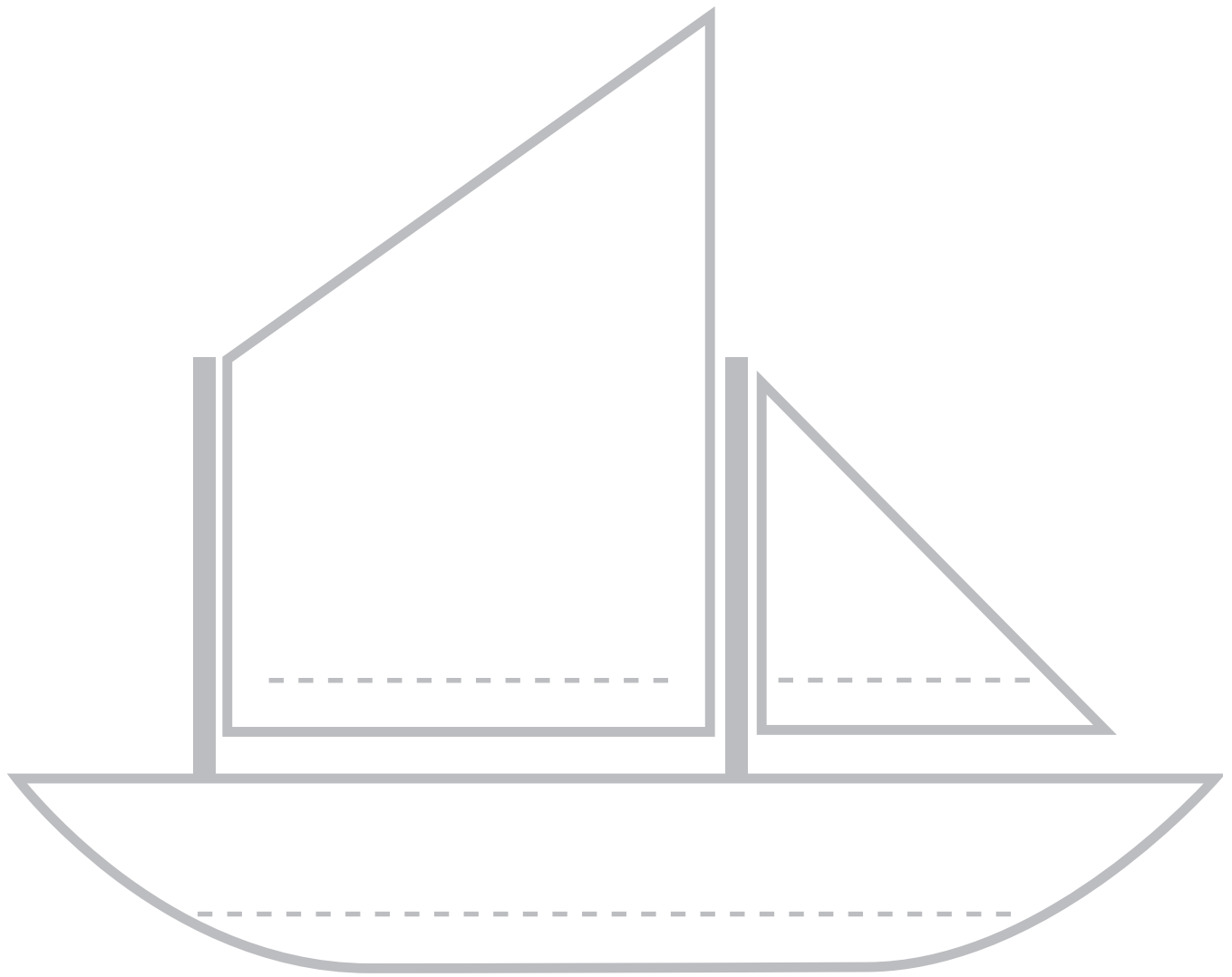
And in my hair.

If it was Spring,

You'd melt away.

Sunshine brings

A snowless day.



Apple Picking

(Line 1) Picking apples is so much fun.

(Line 2) I love the way they taste.

(Line 3) To leave them lonely on the trees

(Line 4) Would be an awful waste.

Reading World

Reading is my favorite thing,
It's cool to read a book,
To turn the pages slowly,
Or quickly take a look.

When I read a story,
It's always fun to pretend,
That I'm in a new, fantastic world,
A world that never ends.

From the outside I look calm,
But inside my heart is pumping wild,
The thrill of finding out what's next,
Reading is anything but mild.

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 4 / <i>Honey, I Love</i>
English Language Arts Standards: <i>Reading: Literature</i>
Key Ideas and Details
RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
English Language Arts Standards: <i>Reading: Foundational Skills</i>
Phonics and Word Recognition
RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.

