

# To the Top! Climbing the World's Highest Mountain

Written by S. A. Kramer

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**Reading  
Wings** 4th  
Edition

T A R G E T E D

# Treasure Hunt

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

***Targeted Treasure Hunt:  
To the Top! Climbing the World's Highest Mountain***

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**INFORMATIONAL** (6 DAY)

# To the Top! Climbing the World's Highest Mountain

Written by S. A. Kramer

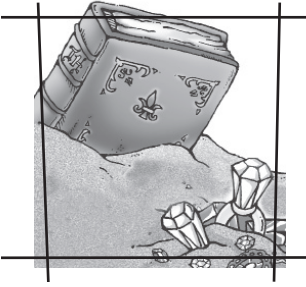
## Summary

Edmund Hillary and Tenzing Norgay were the first men to climb Mount Everest, the highest mountain in the world. Even though the men knew the dangers involved, they risked their lives to prove that there is no place on earth that cannot be reached. With determination, skill, and teamwork, Edmund Hillary and Tenzing Norgay became heroes known throughout the world.

## Instructional Objectives

	Reading	Word Power	Writing
	<b>Fact and opinion (FO)</b>	<b>Connotations and denotations</b>	<b>Write a personal narrative.</b>
<b>CYCLE 1</b>	Students will identify facts and opinions in the text using word clues when appropriate.	Students will identify word connotations by considering the denotation and mapping out what they know about the word.	Students will pretend they climbed Mount Everest. They will write narratives describing their journey to the top of the mountain.



**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 **complete tasks**, 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 *To the Top! Climbing the World's Highest Mountain* by S. A. Kramer. As we read, we'll use clue words to identify facts and opinions within the text. Good readers identify facts and opinions as they read to have a deeper understanding of the text.**

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

- Point out that texts are usually classified as literature or informational. Explain that some texts have characteristics of each. Tell students that these texts are called literary nonfiction. Point out specific characteristics of literary nonfiction, for example, it is about a true event but is written like a story, it has illustrations, or it has actual photographs.
- Use the items below to build or activate background knowledge about the story.
  - Use **Think-Pair-Share** to have students tell why they think it would or would not be exciting to be a mountain climber. Randomly select a few students to share.
  - Tell students that the story is about two men who go on an adventure to climb the tallest mountain in the world. Use **Think-Pair-Share** to have students describe what adventure they would most like to have. Randomly select a few students to share.
  - If possible, locate Nepal and Mount Everest on a world map. Tell students that Mount Everest is the tallest mountain in the world and that this is the story of two men who climbed Mount Everest.



**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
<b>lug</b> page 17	blend	drag, pull	It took us hours to <i>lug</i> all of Sajid’s furniture into his new house.
<b>sweltering</b> page 17	base word + ending: swelter + ing	very hot	The windows were closed so the room was <i>sweltering</i> .
<b>jagged</b> page 18	chunk: jag-ged	rough and uneven	The <i>jagged</i> rocks on the bottom of the pond cut my feet.

Word and Page Number	Identification Strategy	Definition	Sentence
<b>glistens</b> page 19	base word + ending: glisten + s	shines, sparkles	I love how my mom's diamond ring <i>glistens</i> in the sun.
<b>fierce</b> page 27	/c/ = /s/ blend	strong, violent	A <i>fierce</i> storm destroyed many buildings in my town.
<b>enormous</b> page 29	chunk: e-nor-mous	huge	The <i>enormous</i> elephant was the biggest animal in the zoo.
<b>exhausted</b> page 30	base word + ending: exhaust + ed	drained of energy	After the race, Lee was <i>exhausted</i> and could hardly walk.
<b>triumph</b> page 41	/ph/ = /f/ chunk: tri + umph	victory	Fi enjoyed a mighty <i>triumph</i> in winning the spelling bee.

### Using the Targeted Skill (Prompt and Reinforce)

- Introduce the skill, identifying facts and opinions, by reminding students about the difference between facts and opinions.

**Remember that a fact is a piece of information that can be proven. An opinion is someone's thought or feeling. A good way to tell the difference between facts and opinions is to ask yourself if the sentence can be proven. If it can, it is a fact. If it cannot be proven, ask yourself if it is someone's thought or feeling. Then it is an opinion.**

- Use **Think-Pair-Share** to have students identify one item that they love—for example, their favorite shirt or a book they really enjoyed. Ask students to identify one fact and one opinion about that item. Randomly select a few students to share. Model this if necessary. An example might be “My favorite shirt is a red long-sleeved shirt that is hanging in my closet. It is the nicest shirt that I own.”
- Remind students that there are clues to finding out if a sentence is a fact or an opinion. Use **Think-Pair-Share** to have students discuss the answers to the questions with which you prompt them. Randomly select a few students to share. Write the list of descriptive word clues on the board or on chart paper.

**Remember that there are clue words we can use to find out if a sentence is a fact or an opinion. One way we can find out if a sentence is a fact is to see whether there are any numbers in the sentence. Things like dates, times, and measurements can be good clues that the sentence is a fact. Why are numbers a good clue that a sentence is a fact? Because they can be proven by counting or measuring. That's right. If there is a number in**

a sentence, there is a good chance that it is a fact. Does every fact have a number in it? No. That's right, so you will still need to ask yourself whether or not it could be proven. There are also clues for determining whether a sentence is an opinion. We can look for descriptive words within the sentence. How will descriptive words help us find an opinion? Because opinions are someone's thought or belief, and descriptive words identify opinions. Very good. Some examples of words to look out for are *best* and *worst*. Can you think of any additional clue words? Wait for students' answers, and write them down.

- Tell students that as they read this cycle, they will identify facts and opinions within the text *To the Top! Climbing the World's Highest Mountain*.

### Listening Comprehension



- Have students preview the title page, back cover, illustrations, and pages of the text. Use **Team Huddle** to have them predict with evidence within their teams if the mountain climbers make it to the top of Mount Everest. Use **Random Reporter** to select students to share.



- Read page 5 through the first paragraph on page 6 aloud. Use a **Think Aloud** to model identifying a fact about Mount Everest's height.

**I learned a fact about Mount Everest's height. I learned that it is 29,028 feet tall. The number in the sentence was a clue that this sentence was a fact. Another reason that I know that this is a fact is because the height of a mountain can be measured and proven.**

- Continue reading pages 6 and 7 (ending at paragraph 1).
- Use **Think-Pair-Share** to have students discuss any additional facts they learned from the reading. Randomly select a few students to share. *Mount Everest is one of the coldest places on Earth; Mount Everest is part of the Himalayas mountain range; Edmund Hillary and Tenzing Norgay climbed Mount Everest in 1953; several people had already tried to climb it but failed.*

### Preview Team Talk

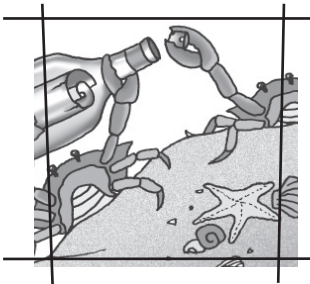
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #4, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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
<p>1. Why does a person need special clothes to climb Mount Everest?  CE </p> <p>2. What is the main idea of page 8?  MI </p> <p>3. How is the way that Tenzing and Hillary feel about Mount Everest different from the way other people feel about the mountain?  CC </p> <p>4. What fact did you find in the reading?  FO </p> <p style="padding-left: 20px;">a. Mount Everest is the most challenging mountain to climb.</p> <p style="padding-left: 20px;">b. There is less oxygen on the summit of Mount Everest than on the ground.</p> <p style="padding-left: 20px;">c. Climbing Mount Everest is something that people should do.</p> <p style="padding-left: 20px;">d. There is more oxygen on the summit of Mount Everest than on the ground.</p> <p>How do you know this is a fact? (Write-On)</p>

- 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 7 (paragraph 1)–10 aloud with partners.**

**pages 11–13 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. Why does a person need special clothes to climb Mount Everest? |CE|

**100 points** = A person needs special clothes to climb Mount Everest because it is very cold. The temperature can drop to forty degrees below zero, so a person could freeze to death without special clothes. **90 points** = A person needs special clothes to climb Mount Everest because it is very cold. A person could freeze to death without special clothes. **80 points** = Because it is very cold and a person could freeze without special clothes.

2. What is the main idea of page 8? |MI|

**100 points** = The main idea on page 8 is that climbing Mount Everest can be very dangerous because of the temperature, wind, and avalanches. **90 points** = The main idea of page 8 is that climbing Mount Everest can be very dangerous because of the weather. **80 points** = Climbing Mount Everest can be dangerous because of the weather.

3. How is the way that Tenzing and Hillary feel about Mount Everest different from the way other people feel about the mountain? |CC|

(Accept supported answers.) **100 points** = Tenzing and Hillary feel that Mount Everest is a challenge that they must face. They both think there is no place on earth that people cannot reach. Other people think Mount Everest cannot be climbed. **90 points** = Tenzing and Hillary feel that Mount Everest is a challenge. Other people think it's impossible. **80 points** = They feel it is a challenge. Others think it's impossible.

4. What fact did you find in the reading? |FO|

- a. Mount Everest is the most challenging mountain to climb.
- b. There is less oxygen on the summit of Mount Everest than on the ground.
- c. Climbing Mount Everest is something that people should do.
- d. There is more oxygen on the summit of Mount Everest than on the ground.

How do you know this is a fact? (Write-On)

(Answers will vary.) **100 points** = I know this is a fact because it can be proven and measured by comparing the air on the summit to the air on the ground. **90 points** = I know this is a fact because it can be measured. **80 points** = It can be measured.

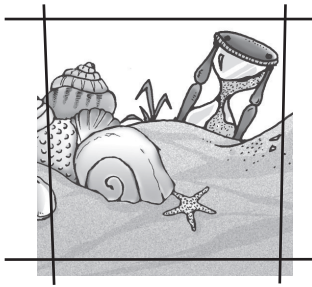
- If some teams finish ahead of others, have them work on their story maps.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

**Class Discussion TP**

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



Strategy-Use Discussion	<ul style="list-style-type: none"> <li>– Use <b>Random Reporter</b> to select two or three students to describe their team’s strategy use with the class.</li> <li>– Award team celebration points.</li> </ul>	
Think-and-Connect Discussion	<ul style="list-style-type: none"> <li>– 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.</li> <li>– Allow students time to discuss your questions.</li> <li>– Use <b>Random Reporter</b> to select students to respond to your questions.</li> </ul>	
	<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>Do you think their different backgrounds will help Tenzing and Hillary? Explain why or why not.</p> <p>Explain some of the reasons why climbing Mount Everest is dangerous.</p> </td> </tr> </table>	Team Talk Extenders
Team Talk Extenders	<p>Do you think their different backgrounds will help Tenzing and Hillary? Explain why or why not.</p> <p>Explain some of the reasons why climbing Mount Everest is dangerous.</p>	
Write-On Discussion	<ul style="list-style-type: none"> <li>– Use <b>Random Reporter</b> to ask one or two students to read their written answers to the class. If desired, display student answers on the board.</li> <li>– Award team celebration points.</li> <li>– 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.</li> </ul>	



## FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes

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

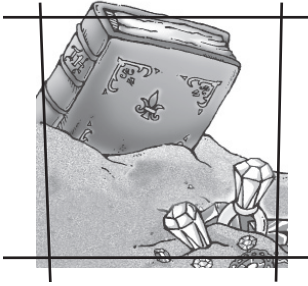
### Pages 11 and 12 (paragraph 1)

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

#### Team Celebration Points

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

- 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.

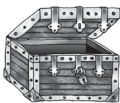
## Set the Stage



- 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 is Mount Everest dangerous?

### Listening Comprehension

- Read pages 12–16 aloud, stopping to ask questions, make points, or focus students' attention as needed.
- Use **Team Huddle** to have students work together to identify a few facts from the reading and explain how they knew they were facts. Use **Random Reporter** to select students to share. *The expedition would take three months. I know this is a fact because the expedition can count the number of days it takes to get to the top of the mountain. The expedition would bring 22,000 pounds of supplies. I know this is a fact because their supplies could be weighed and measured using a scale.*



- Use a **Think Aloud** to model identifying an opinion from the passage.



**I remember hearing an opinion within the passage too. Along with the food and warm clothing that they will bring, the author says that the most important thing the expedition will bring with them is oxygen. Even though the author says oxygen is the most important thing they will bring with them, I know that everyone might not agree. Some people might think that food and water are the most important things for the expedition to bring. Others might think warm clothes. The phrase “most important” was a clue to me that this is an opinion. It is descriptive and cannot be proven. I know that means it is the author’s opinion.**

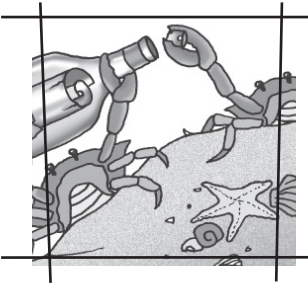
### Preview Team Talk

- 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 fact did you find in the reading? |FO|
  - a. The expedition required 450 Sherpas to carry all of its supplies.
  - b. The jungle was beautiful but very scary.
  - c. Mount Everest is the grandest and most terrifying mountain.
  - d. Base camp in the Himalayas was mysterious.

How do you know this is a fact? (Write-On)
2. What did the Sherpas call Mount Everest and why did they call it that?
3. How was the jungle different from the base camp on Mount Everest? |CC|
4. Why were Tenzing and Hillary unable to solve the mystery of the yeti? |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 17–19 aloud with partners.**  
**pages 20–22 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 fact did you find in the reading? |FO|
  - a. *The expedition required 450 Sherpas to carry all of its supplies.*
  - b. *The jungle was beautiful but very scary.*
  - c. *Mount Everest is the grandest and most terrifying mountain.*
  - d. *Base camp in the Himalayas was mysterious.*

How do you know this is a fact? (Write-On)

*(Answers will vary.) 100 points = I know this is a fact because it could be proven by counting the Sherpas. 90 points = I know this is a fact because it can be proven. 80 points = It could be proven.*

2. What did the Sherpas call Mount Everest and why did they call it that?

*(Accept supported answers.) 100 points = The Sherpas called Mount Everest "Goddess Mother of the World" because it was terrifying, but also grand. They thought the mountain looked like it ruled the world. 90 points = The Sherpas called Mount Everest "Goddess Mother of the World" because it looked like it ruled the world. 80 points = "Goddess Mother of the World" because it looked like it ruled the world.*

3. How was the jungle different from the base camp on Mount Everest? |CC|

*100 points = The jungle was different from the base camp on Mount Everest because the jungle was very hot, and the people had to protect themselves from dangerous animals like leeches, tigers, and crocodiles. The base camp was cold, and the only animal they had to watch for was the yeti. 90 points = The jungle was different from the base camp because it was hot and people had to protect themselves from animals. The base camp was cold, and they had to watch for the yeti. 80 points = The jungle was hot, and the base camp was cold.*

4. Why were Tenzing and Hillary unable to solve the mystery of the yeti? |CE|

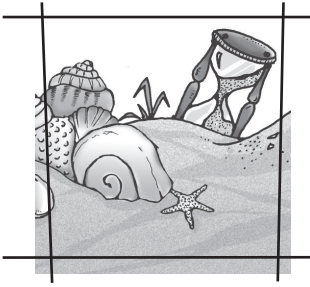
*100 points = Tenzing and Hillary were unable to solve the mystery of the yeti because there was no sign of it around the base camp. Before they had a chance to go looking for it, they had to leave with the expedition. 90 points = Tenzing and Hillary were unable to solve the mystery of the yeti because there was no sign of it around the base camp. 80 points = There was no sign of it around the base camp.*

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

**Class Discussion TP**



<p>Strategy-Use Discussion</p>	<ul style="list-style-type: none"> <li>- Use <b>Random Reporter</b> to select two or three students to describe their team's strategy use with the class.</li> <li>- Award team celebration points.</li> </ul>		
<p>Think-and-Connect Discussion</p>	<ul style="list-style-type: none"> <li>- 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.</li> <li>- Allow students time to discuss your questions.</li> <li>- Use <b>Random Reporter</b> to select students to respond to your questions.</li> </ul>		
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Team Talk Extenders	<p>How do you predict the first part of the journey will go for Tenzing and Hillary's expedition?</p> <p>Describe what the yeti looks like. Do you think it exists?</p>		
<p>Write-On Discussion</p>	<ul style="list-style-type: none"> <li>- Award team celebration points.</li> <li>- Use <b>Random Reporter</b> to ask one or two students to read their written answers to the class. If desired, display student answers on the board.</li> <li>- 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.</li> </ul>		



## FLUENCY IN FIVE **TP**

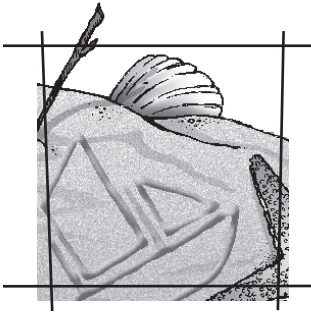
Timing Goal: 5 minutes

- 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 21

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



# WORD POWER TP

Timing Goal: 10 minutes

- Tell students that Captain Read More has sent them a message. Display the Word Treasure clue for connotations and denotations (Captain Read More and a storm cloud).

Blackline master provided.



- Point to the storm cloud over Captain Read More's head. Use **Think-Pair-Share** to ask students what they think of and how they feel when they see storm clouds. Randomly select a few students to share.
- Tell students that just like storm clouds, words can make us feel a certain way. Explain that we connect certain feelings and thoughts to words based on our experiences and knowledge about them. Point out that these words also help us make mind movies of the text.
- Display the following sentences.

**Preparation:** Display the following sentences.

**Sentence 1**

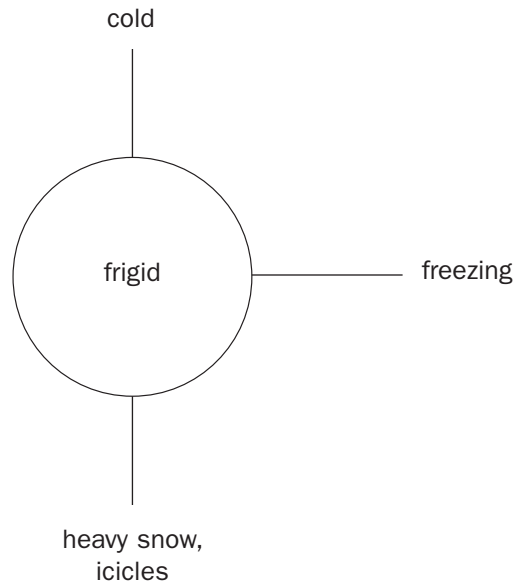
Gail put on her heavy coat, scarf, and gloves because it was cold outside.

**Sentence 2**

Gail put on her heavy coat, scarf, and gloves because it was frigid outside.

- Read the sentences aloud, and ask students to make a mind movie. Use **Think-Pair-Share** to have students explain how their mind movies changed with the words *cold* and *frigid*. Randomly select a few students to share. *The word frigid made it seem a lot colder; I pictured freezing cold, heavy snow, and icicles.*

- Write “denotation” and “connotation” on the board. Tell students that the denotation is the definition of the word, the actual meaning. Explain that the connotation is the emotion or thought we have about a word. Tell students that connotations and denotations is the Word Power skill for this cycle.
- Tell students that authors often use words that have specific connotations because they want the reader to feel a certain way about what the author is describing. Point out that by using the word *frigid*, the author is able to give a better idea of how cold it was. Explain that making a concept map for a word helps us identify other words that are connected to the word and helps us understand the word more fully.
- Display a circle. Write “frigid” in the middle of the circle. Draw lines extending from the circle to record ideas about the word, including the denotation (cold). Use **Think-Pair-Share** to have students identify any other thoughts they want to add to the map. Randomly select a few students to share.



- Reveal the Word Treasure (skill).

### Word Treasure

Some authors use words with specific connotations to make us feel a certain way or give us a certain mind movie in our heads.

Thinking about what we know about these words gives us a better understanding of the words' meanings.

- Tell students to think about connotations the next time they review their vocabulary words. Challenge them to identify which word or words have some associated connotations.
- 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

1. Read each sentence. How does each sentence make you feel? What are the connotations of the word *blaze*? Draw a concept map, and record your ideas about the word.

The fire truck arrived to put out the fire.

The fire truck arrived to put out the blaze.

*(Answers may vary.) Huge fire, very hot, hard to put out.*

Building Meaning

lug	sweltering	jagged	glistens
fierce	enormous	exhausted	triumph

2. 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.

3. Draw a picture to show your understanding of the word *jagged*.

*(Answers may vary.) The picture and explanation of the picture should support a clear understanding of the word.*

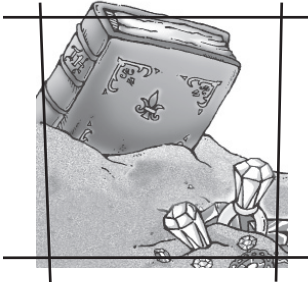


- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration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

- 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.

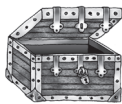
## Set the Stage



- 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.

Why couldn't Tenzing and Hillary look for the yeti while at base camp?

### Listening Comprehension



- Read page 23 aloud. Point out to students that they just learned about crevasses in the ice.
- Use **Team Huddle** to have students discuss the answers to the questions with which you prompt them. Use **Random Reporter** to select students to share.

**Let's identify one fact we learned about crevasses on page 23. How deep can some crevasses be? *One hundred feet. That's right. How do we know that this is a fact? It can be proven by measuring the depth of the crevasses. Were there any clues that helped us identify this sentence as a fact? The number one hundred helped me identify the fact.***

- Continue reading pages 24–26, stopping to ask questions, make points, or focus students' attention as needed.

### Preview Team Talk

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

Student Edition, page 3

Team Talk

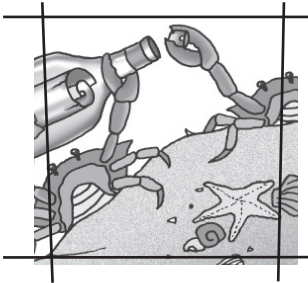
1. When were Tenzing and Hillary given the chance to climb to the summit of Mount Everest? |CE|
2. How did Tenzing and Hillary save each other's lives? |CC|

Team Talk *continued*

3. What opinion did you find in the reading? |FO|
  - a. On May 29, 1953, Tenzing and Hillary were 27,900 feet up.
  - b. Tenzing and Hillary wore eight layers of clothing to keep them warm during their climb.
  - c. Tenzing and Hillary each carried forty pounds of equipment.
  - d. Tenzing and Hillary looked more like astronauts in their climbing gear than climbers.

How do you know this is an opinion? (Write-On)

4. How did Hillary want to solve the problem of the rock wall? |PS|



## TEAMWORK

Timing Goal: 45 minutes

### Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**  
 pages 27–30 aloud with partners.  
 pages 31–35 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. When were Tenzing and Hillary given the chance to climb to the summit of Mount Everest? |CE|

**100 points** = *Tenzing and Hillary were given the chance to climb to the summit of Mount Everest after the first pair of climbers returned to camp. The first pair of climbers was not able to make it to the top, and Tenzing and Hillary were chosen to go next.* **90 points** = *Tenzing and Hillary were given the chance to climb to the summit after the first pair of climbers returned to camp because they were not able to make the climb.* **80 points** = *After the first pair could not make it to the summit.*

2. How did Tenzing and Hillary save each other's lives? |CC|

**100 points** = *Tenzing saved Hillary's life by pulling him out of a crevasse using a rope and an ax. Hillary saved Tenzing's life by unblocking his oxygen line that had been covered in ice so he could breathe.* **90 points** = *Tenzing saved his life by pulling him out of a crevasse. Hillary saved his life by unblocking his oxygen line.* **80 points** = *Tenzing pulled him out of a crevasse, and Hillary unblocked his oxygen line.*

3. What opinion did you find in the reading? |FO|

- a. On May 29, 1953, Tenzing and Hillary were 27,900 feet up.
- b. Tenzing and Hillary wore eight layers of clothing to keep them warm during their climb.
- c. Tenzing and Hillary each carried forty pounds of equipment.
- d. *Tenzing and Hillary looked more like astronauts in their climbing gear than climbers.*

How do you know this is an opinion? (Write-On)

**100 points** = *I know this is an opinion because everyone may not think it is true. Other mountain climbers might think they looked normal.* **90 points** = *I know this is an opinion because everyone may not think it is true.* **80 points** = *Everyone may not think it is true.*

4. How did Hillary want to solve the problem of the rock wall? |PS|

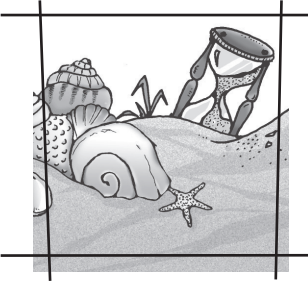
*(Accept supported answers.)* **100 points** = *Hillary wanted to solve the problem of the rock wall by squeezing himself into a crack between the rock wall and a wall of ice. Once he had squeezed himself in, his plan was to shinny up backwards.* **90 points** = *Hillary wanted to solve the problem of the rock wall by squeezing himself into a crack and shinnying up backwards.* **80 points** = *By squeezing himself into a crack and shinnying up backwards.*

- 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	<ul style="list-style-type: none"> <li>- Use <b>Random Reporter</b> to select two or three students to describe their team's strategy use with the class.</li> <li>- Award team celebration points.</li> </ul>		
Think-and-Connect Discussion	<ul style="list-style-type: none"> <li>- 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.</li> <li>- Allow students time to discuss your questions.</li> <li>- Use <b>Random Reporter</b> to select students to respond to your questions.</li> </ul> <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;">                     How would you describe Tenzing and Hillary? Do you know anyone like them?                       Tell about a time you worked hard for something you wanted.                 </td> </tr> </table>	Team Talk Extenders	How would you describe Tenzing and Hillary? Do you know anyone like them?  Tell about a time you worked hard for something you wanted.
Team Talk Extenders	How would you describe Tenzing and Hillary? Do you know anyone like them?  Tell about a time you worked hard for something you wanted.		
Write-On Discussion	<ul style="list-style-type: none"> <li>- Award team celebration points.</li> <li>- Use <b>Random Reporter</b> to ask one or two students to read their written answers to the class. If desired, display student answers on the board.</li> <li>- 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.</li> </ul>		



## FLUENCY IN FIVE **TP**

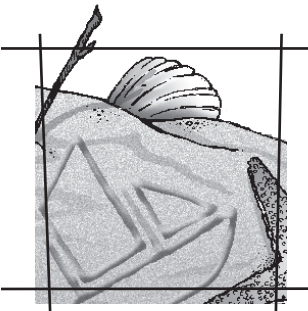
Timing Goal: 5 minutes

- 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 21 or 30

- 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**

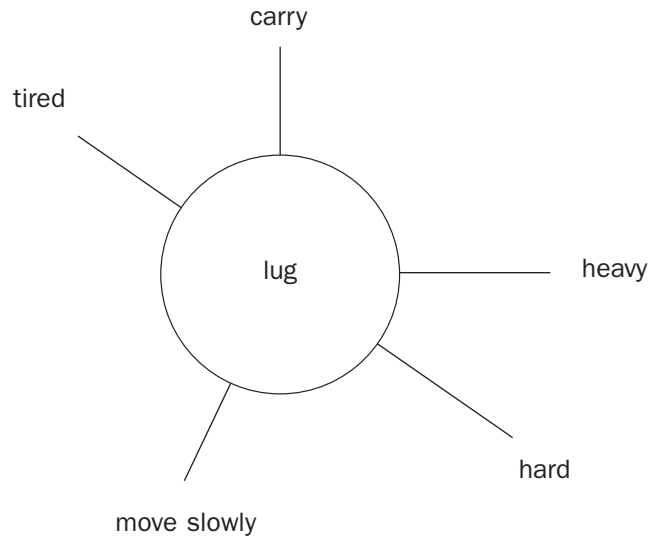
Timing Goal: 10 minutes

**tps**

- Remind students of the Word Power skill (connotations and denotations) and the Word Treasure clue that Captain Read More uses for connotations (a storm cloud above Captain Read More).
- Use **Think-Pair-Share** to ask students whether they were able to find a word from their vocabulary list that had any connotations. Randomly select a few students to share. If necessary, guide students to the word *lug*.



- Display a circle. Write “lug” in the middle of the circle. Use **Think-Pair-Share** to ask students what the author uses the word *lug* to describe. Randomly select a few students to share. *Carrying supplies up a mountain*. Draw a line extending from the circle to record the denotation (*carry*).
- Tell students that when you lug something, it implies that what you are carrying is heavy.
- Use **Team Huddle** to have students discuss what it might feel like to lug heavy supplies up a mountain.
- Use **Random Reporter** to select students to share the ideas their teams discussed. Write students’ ideas about the word around the circle. *It would be very hard; you’d get really tired; you’d move slowly*.
- 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

1. Read each sentence. How does each sentence make you feel? What are the connotations of the word *rugged*? Draw a concept map, and record your ideas about the word.

The path over the mountain was uneven.

The path over the mountain was rugged.

*(Answers may vary.) Very rough, dangerous, rocky.*

Building Meaning			
lug	sweltering	jagged	glistens
fierce	enormous	exhausted	triumph

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

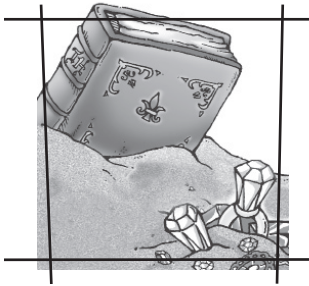
**100 points** = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.* **80 points** = *The sentence uses the word correctly.*

3. Which of the following is more enormous than the others?

- a. a zebra
- b. a car
- c. a swimming pool
- d. a mountain

- 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"> <li>- How many points did you earn today?</li> <li>- How well did you use the team cooperation goal and behavior?</li> <li>- How can you earn more points?</li> </ul>



## DAY 4

# ACTIVE INSTRUCTION

Timing Goal: 30 minutes

- 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.

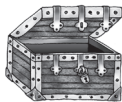
### Set the Stage



- 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.

Explain how Tenzing and Hillary saved each other's lives.

### Listening Comprehension



- Read the first paragraph on page 36 aloud.
- Use **Team Huddle** to have students discuss whether the first sentence of the paragraph is a fact or an opinion, and explain why. Use **Random Reporter** to select students to respond. *It is a fact. The time in the sentence is a clue. The fact could be proven by counting the time it took Hillary to shimmy his way up the crack in the mountain.*
- Continue reading pages 36–38, stopping to ask questions, make points, or focus students' attention as needed.
- Use **Think-Pair-Share** to have students identify additional facts from the reading. Randomly select a few students to share. *They arrived at the summit at 11:30 in the morning; they put flags on the summit and took pictures as proof.*

### Preview Team Talk

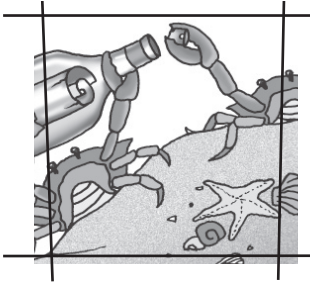
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #4, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide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

Student Edition, page 3

**Team Talk**

1. What did Tenzing do **after** he ate a snack at the top of Mount Everest? |SQ|
2. How can you tell that people were excited that Tenzing and Hillary had reached the top of Mount Everest? |DC|
3. Some people argued that Hillary received more credit for climbing Mount Everest than Tenzing. How did the two men react to this? |CE|
4. What opinion did you find in the reading? |FO|
  - a. Queen Elizabeth made Hillary a knight.
  - b. Tenzing was awarded the Star of Nepal.
  - c. Tenzing and Hillary are heroes.
  - d. Tenzing and Hillary failed.

How do you know this is an opinion? (Write-On)



# 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 39–41 aloud with partners.**  
**pages 42–45 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 did Tenzing do **after** he ate a snack at the top of Mount Everest? |SQ|  
**100 points** = *After he ate a snack at the top of Mount Everest, Tenzing buried gifts for the mountain including lollipops, chocolate, biscuits, a pencil, and a cloth cat.* **90 points** = *After he ate a snack at the top of Mount Everest, Tenzing buried gifts for the mountain.* **80 points** = *He buried gifts for the mountain.*
2. How can you tell that people were excited that Tenzing and Hillary had reached the top of Mount Everest? |DC|  
*(Answers will vary.)* **100 points** = *I can tell that people were excited that Tenzing and Hillary reached the top of Mount Everest because loudspeakers announced the news in Great Britain, and crowds cheered. Thousands of people came to see them in a parade in Katmandu.* **90 points** = *I can tell that people were excited that Tenzing and Hillary had reached the top of Mount Everest because loudspeakers announced the news, and crowds cheered.* **80 points** = *Because of the loudspeakers and cheering crowds.*

Team Talk *continued*

3. Some people argued that Hillary received more credit for climbing Mount Everest than Tenzing. How did the two men react to this? |CE|

**100 points** = *The two men did not pay attention to the argument about who got more credit for climbing Mount Everest. They both knew neither of them could have climbed up the mountain without the other. Their teamwork helped both of them reach the top.* **90 points** = *The two men did not pay attention to the argument about who got more credit for climbing Mount Everest. They knew they needed each other to make the climb.* **80 points** = *They did not pay attention to it.*

4. What opinion did you find in the reading? |FO|
- Queen Elizabeth made Hillary a knight.
  - Tenzing was awarded the Star of Nepal.
  - Tenzing and Hillary are heroes.*
  - Tenzing and Hillary failed.

How do you know this is an opinion? (Write-On)

**100 points** = *I know this is an opinion because it is a belief of some people, but everyone may not think they are heroes. Some people might think they just got lucky.* **90 points** = *I know this is an opinion because it is a belief of some people but maybe not everyone.* **80 points** = *Because it is a belief of some people but maybe not everyone.*

- 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**



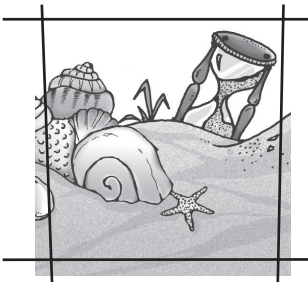
Strategy-Use Discussion

- 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	<ul style="list-style-type: none"> <li>– 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.</li> <li>– Allow students time to discuss your questions.</li> <li>– Use <b>Random Reporter</b> to select students to respond to your questions.</li> </ul>	
	<table border="1" style="width: 100%;"> <tr> <td style="background-color: #cccccc; vertical-align: middle;">Team Talk Extenders</td> <td> <p>How did teamwork help Tenzing and Hillary? How can it help you?</p> <p>Describe a time when you worked well with one other person on a project or sports team. Tell what you did and how you did it well.</p> </td> </tr> </table>	Team Talk Extenders
Team Talk Extenders	<p>How did teamwork help Tenzing and Hillary? How can it help you?</p> <p>Describe a time when you worked well with one other person on a project or sports team. Tell what you did and how you did it well.</p>	

– Award team celebration points.

Write-On Discussion	<ul style="list-style-type: none"> <li>– Use <b>Random Reporter</b> to ask one or two students to read their written answers to the class. If desired, display student answers on the board.</li> <li>– Award team celebration points.</li> <li>– 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.</li> </ul>
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## 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.

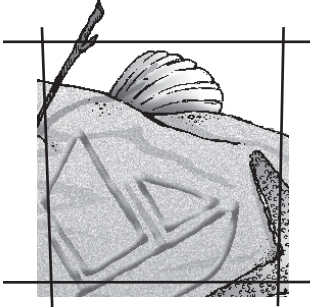
Student Edition, page 1

### Page 21, 30, or pages 39–41

- 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**

**Preparation:** Display the Word Power Challenge.

**th**

- Remind students of the Word Power skill (connotations and denotations) and the Word Treasure clue that Captain Read More uses for them.
- Use **Think-Pair-Share** to have students tell why Captain Read More wants them to learn connotations and denotations. Randomly select a few students to share. *Captain Read More wants to make sure we understand the meaning of certain words and why authors use them.*
- Direct students' attention to the Word Power Challenge. Use **Team Huddle** to have students identify the connotations for each underlined word. Tell them to create a concept map if necessary.

### Word Power Challenge

1. Laura listened to the rain falling on the sides of the tent.
2. Laura listened to the rain pounding on the sides of the tent.

**th**

- Use **Random Reporter** to have students share their responses. *Rain falling could be light or heavy; pounding means the rain was hitting the tent really hard.*
- Point out that both words describe the rain. Explain that one word has a negative connotation. Use **Think-Pair-Share** to have students identify which word is negative and why. Randomly select a few students to share. *The word pounding has a negative connotation because describing the rain as pounding makes it seem like it's dangerous.*
- 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

1. Read each sentence. How does each sentence make you feel? What are the connotations of the word *gloomy*? Draw a concept map, and record your ideas about the word.

It was hard to see in the house's dim light.

It was hard to see in the house's gloomy light.

(Answers may vary.) Scary, very dark, spooky, depressing.

Building Meaning

lug	sweltering	jagged	glistens
fierce	enormous	exhausted	triumph

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

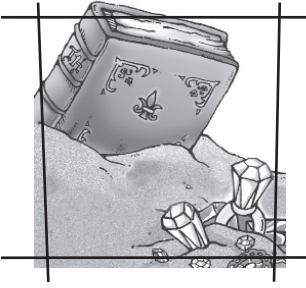
**100 points** = The sentence uses the word correctly and includes details to create a mind movie. **90 points** = The sentence uses the word correctly and includes one detail. **80 points** = The sentence uses the word correctly.

3. Which of the following is not more enormous than the others?

- a. a kitten
- b. a castle
- c. a ship
- d. an elephant

- 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"> <li>- How many points did you earn today?</li> <li>- How well did you use the team cooperation goal and behavior?</li> <li>- How can you earn more points?</li> </ul>

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

Timing Goal: 20 minutes

**Team Cooperation Goal**

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

**Set the Stage**

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



**In yesterday's reading, we learned how Tenzing and Hillary were treated when they returned home to their own countries. Today we will find out if anyone else has reached the top of Mount Everest.**

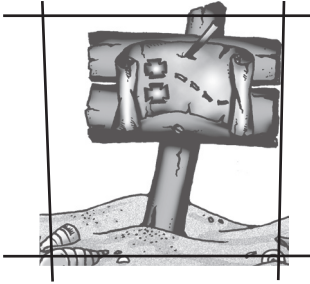
**Vocabulary TP**

- 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 a fact and an opinion found within the test passage.
- 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.

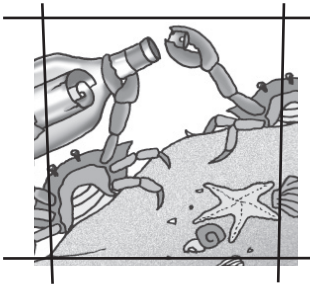
- Tell students to add any relevant events from this reading to their story maps and to do so without assistance.
- Remind students that they have 20 minutes for the test.



## 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**

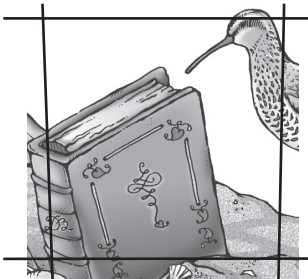
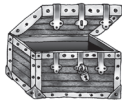
- Modify the procedures for Team Discussion to have students discuss independent strategy use and answers to the test. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use during Class Discussion.
- Pass out a colored pen (e.g., red or green ink) 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 that they made to the targeted skill question.
- Award team celebration points.
- Have students share the information that they added to their story maps.

**Class Discussion TP**

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

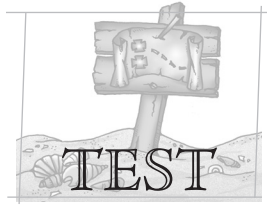


## BOOK CLUB

Timing Goal: 20 minutes

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

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



## Comprehension Questions

Read pages 46–48 of *To the Top! Climbing the World's Highest Mountain*, and answer the following questions. The total score for comprehension questions equals 100 points.

20 points

1. What opinion did you find in the text? How do you know this is an opinion? |FO|  
*(Answers will vary.) 20 points = I found the author's opinion in the text that oxygen was the most important supply Hillary and Tenzing's expedition took with them. The phrase "most important" is a clue that this is an opinion because it is descriptive. Some people might think that food and water were the most important supplies. 15 points = I found the opinion that oxygen was the most important supply the expedition took with them. The phrase "most important" is a clue that this is an opinion. 10 points = Oxygen was the most important supply the expedition took with them. Because some people might think that food and water were the most important.*

20 points

2. Do you think Hillary believed in the yeti? Explain why or why not. |DC|  
**20 points = I think Hillary did believe in the yeti because he formed an expedition to search for the yeti after he climbed Mount Everest.**  
**15 points = I think Hillary did believe in the yeti because he formed an expedition for it. 10 points = Yes, because he formed an expedition.**

20 points

3. How did Tenzing and Hillary's climb to the top of Mount Everest pave the way for other climbers? |CE|  
*(Accept supported answers.) 20 points = Tenzing and Hillary's climb to the top of Mount Everest paved the way for other climbers because it proved that it was possible to reach the top. Some climbers followed their path to the summit, and others created their own paths. 15 points = Tenzing and Hillary's climb proved that it was possible to reach the top. 10 points = It proved it was possible to reach the top.*

30 points

4. What fact did you find in pages 46–48? |FO|
- A second try at the summit would not be exciting.
  - The best climbers don't need to use computers to plan ahead and reach the top of a mountain.
  - Only the best climbers make it to Mount Everest.
  - Climbers in the past few years have used computers to plan how to get to the top of Mount Everest.

How do you know this is a fact?

*(Answers will vary.) 20 points = I know this is a fact because it can be proven by looking at the computers they have used and looking at the routes that climbers have taken. 15 points = I know this is a fact because it can be proven by looking at the computers. 10 points = It can be proven.*

10 points

5. How was Reinhold Messner's climb to the top of Mount Everest different from Hillary and Tenzing's climb? (CC)
- Messner wore heavy climbing clothes to keep him warm.
  - Messner did not bring oxygen with him, and he climbed alone.*
  - Messner's partner was a Sherpa, just like Tenzing.
  - Messner found the yeti on his climb to the top of Mount Everest.

## 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

Read each sentence. How does each sentence make you feel? What are the connotations? Draw a concept map if necessary.

5 points

1. In the middle of the day, the sand on the beach was hot.  
In the middle of the day, the sand on the beach was sizzling.  
What are the connotations of the word *sizzling*?  
*Very hot, burning.*

5 points

2. Patrick yelled when he saw the bat.  
Patrick screamed when he saw the bat.  
What are the connotations of the word *screamed*?  
*Very afraid, terrified.*

5 points

3. The music from the car radio was loud.  
The music from the car radio was deafening.  
What are the connotations of the word *deafening*?  
*Very loud, so loud it could cause you to go deaf.*

5 points

4. The messy house had not been cleaned for weeks.  
The disgusting house had not been cleaned for weeks.  
What are the connotations of the word *disgusting*?  
*Very dirty, filthy, gross.*

## Building Meaning

lug	sweltering	jagged	glistens
fierce	enormous	exhausted	triumph

10 points

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

**10 points** = We stood on top of the enormous building and could see the whole city spread out around us. **5 points** = We stood on top of the enormous building and could see the whole city. **1 point** = We stood on top of the enormous building.

10 points

6. The *sweltering* Florida weather made Nam sweaty and thirsty.

10 points

7. My silver necklace *glistens* when I polish it. *Glistens* means—
- flutters.
  - shrinks.
  - sparkles.
  - sprinkles.

10 points

8. Be careful not to hurt yourself on the can's *jagged* metal lid.

10 points

9. The traveler had to *lug* his heavy bags around the city until he finally found a hotel. *Lug* means—
- hide.
  - sneak.
  - sway.
  - drag.

10 points

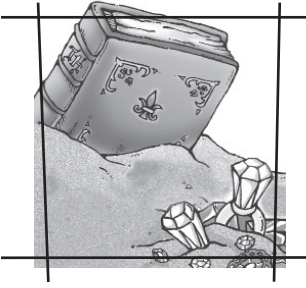
10. After Sophie swam fifteen laps in the pool, her whole body felt *exhausted*.

10 points

11. The *fierce* dog tore off his leash and chased the cat down the street. *Fierce* means—
- calm.
  - strong.
  - small.
  - weak.

10 points

12. The coach took the team out for pizza to celebrate their soccer *triumph*. *Triumph* means—
- victory.
  - failure.
  - mistake.
  - season.

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

Timing Goal: 25 minutes

**Set the Stage**

- Introduce the writing goal.

**Today you will write a narrative to tell the world about your climb to the peak of Mount Everest. This cycle, you read a narrative about the first people to reach the top of the world's tallest mountain: Sir Edmund Hillary and Tenzing Norgay.**

**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 narrative, by telling students that they will write their narratives as if they were writing an autobiography.

**Do you know the difference between a biography and an autobiography? They are very similar except that an autobiography is written by the person it is about. It is a personal narrative of the author's life. A biography is written about someone by another person. You will write your narratives about climbing Mount Everest as if it were part of an autobiography.**

- Display the following example passages. Read the passages aloud to students.

Blackline master provided.

**Example 1**

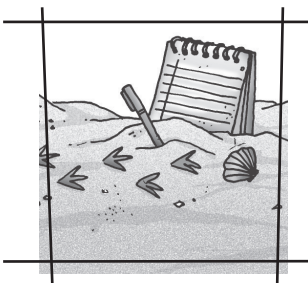
Jackson Murphy knew from a young age he wanted to be a football player. As a child, he practiced playing football any way he could, from throwing passes in the park, to playing organized games with his friends. One friend remembers that they nicknamed him Little Montana, after the Hall of Fame quarterback Joe Montana. When Jackson was in high school, he tried out for the football team. He was the only freshman ever to make the varsity team. By his junior year, Jackson was the first-string quarterback and captain of the team. His coach, Mr. Kyle Wentworth, remembers that everyone saw a bright future in football for Jackson Murphy.

**Example 2**

I always dreamed about being a football player when I grew up. My idol was Joe Montana, a Hall of Fame quarterback. I wanted to be just like him. I practiced any way I could. I was always throwing passes in the park, sometimes with no one to catch them. I just threw, ran to the ball, and threw again. I always organized games between my friends. They called me Little Montana as a joke. One of my greatest sources of pride is how my hard work paid off in high school. I was the only freshman ever to make the varsity football team. My coach, Mr. Wentworth, was very impressed by my skill and dedication. By my junior year, I was the starting quarterback and captain of the team. I thought I could only keep rising from there.



- Use **Think-Pair-Share** to have students discuss how the two passages are similar and how they are different. *The two passages are similar in that they are both about a person named Jackson Murphy. They are different in that the first example is a biography about Jackson Murphy, and the second example is an autobiography.*
- Point out to students that since an autobiography is a personal narrative, the author can use personal pronouns such as *I, me, and myself*.
- Tell students that they will pretend they climbed Mount Everest and are now sharing their story with the rest of the world.



# ADVENTURES IN WRITING

Timing Goal: 65 minutes

**Planning**

- Introduce the activity.  
**Remember that today you are writing an autobiography about your experiences climbing to the top of Mount Everest.**



- 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

Pretend that you climbed Mount Everest. Write an autobiography that describes your adventure climbing the highest mountain in the world. Explain how your journey began. Include at least three things that happened during your climb. Then tell how your journey ended. Did you make it to the top? You can use facts from *To the Top! Climbing the World's Highest Mountain*, or create your own events. Use descriptive words to make your story more interesting and exciting.

### Scoring Guide

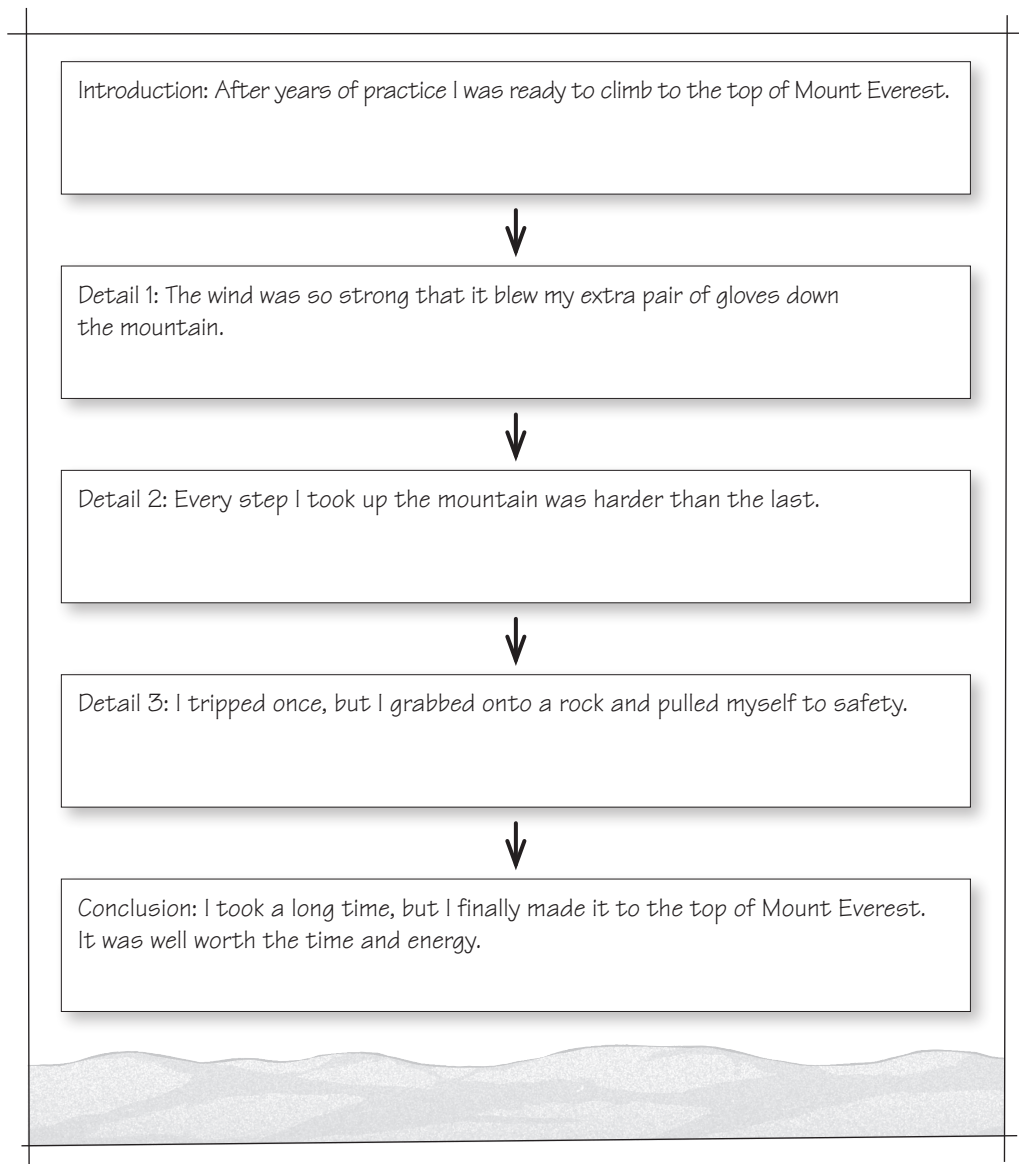
Your autobiography tells the world about your climb to the top of Mount Everest.	<b>20 points</b>
You write an introduction that explains how your journey began.	<b>15 points</b>
You describe at least three things that happened during your climb.	<b>15 points each (45 points maximum)</b>
You tell how your journey ended.	<b>15 points</b>
You use descriptive words that make the story interesting and exciting.	<b>5 points</b>

- 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 chart. This will help us put our thoughts in the right order as we write our narratives.**

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

### Sample Graphic Organizer



### Drafting

- Tell students that they will use their plans to write a first draft.
- Explain how students will use the ideas in their graphic organizers to write their drafts. Remind them to include all of their ideas, writing in sentences and skipping lines to make room for revisions. Also, suggest that they include new thoughts as they occur.
- While they have their plans in front of them, have students review their ideas with partners and begin to write.
- Remind students to periodically check their writing against the prompt and scoring guide to make sure they are meeting the goal for the activity.
- Monitor students as they begin working. Give specific feedback to reinforce good drafting, and assist students as needed.

- As students complete their drafts, have them read their writing aloud to a partner to see that it includes the intended ideas and makes sense.
- Ask one or two students to share their first drafts with the class to celebrate.

### Sharing, Responding, and Revising

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

### Editing

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

**Your stories probably contain some words that are not a regular part of your vocabulary. These words might be proper nouns that are unfamiliar to you. It is important to remember that proper nouns are always capitalized in writing.**

- Display the following passage from the narrative in the graphic organizer.

Blackline master provided.

My dream was always to climb mount Everest. I remember reading about mount Everest as a child and that it fascinated me. How amazing would it be to climb the highest mountain on Earth? The sherpas from Tibet call the mountain *chomolungma*, which means "Goddess Mother of the World." I knew I would have to practice hard before I would be ready to climb mount Everest. I started by climbing smaller mountains in the United States. I practiced running and doing other things in the high mountain air. It is hard to breathe where the air is thin, so I trained my body to handle it. I waited until I knew I was strong and experienced enough to take on mount Everest.



- Use **Random Reporter** to ask students about proper nouns that should be capitalized.

**I see a lot of words in this passage that should be capitalized that aren't. Let's see if you can identify which words should be fixed. For example, in the first sentence, I see the name of Mount Everest. What is wrong with it in the passage? *The word mount is lowercase. It should be capitalized. Right! The word mount is a part of the name of the whole mountain. Mount Everest is a proper noun, and both words should be capitalized.* I see two mistakes in the sentence that says, "The sherpas from Tibet call the mountain chomolungma, which means 'Goddess Mother of the World.'" What are the mistakes? *The word sherpas should be capitalized. The word chomolungma should be capitalized. Right! These are both proper nouns. Sherpas are one of the native people of Nepal and Tibet. You capitalize Sherpa just like you capitalize the word American. Chomolungma is a proper noun. It is the Sherpa name for Mount Everest.***

- Point out to students that the word *mount* is not capitalized four times in the passage. Remind students to check their work for multiple instances of the same mistake.
- 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"> <li>- What is your team celebration score?</li> <li>- How well did you use the team cooperation goal and behavior?</li> <li>- How can you earn more points?</li> </ul>



## **Example 1**

Jackson Murphy knew from a young age he wanted to be a football player. As a child, he practiced playing football any way he could, from throwing passes in the park, to playing organized games with his friends. One friend remembers that they nicknamed him Little Montana, after the Hall of Fame quarterback Joe Montana. When Jackson was in high school, he tried out for the football team. He was the only freshman ever to make the varsity team. By his junior year, Jackson was the first-string quarterback and captain of the team. His coach, Mr. Kyle Wentworth, remembers that everyone saw a bright future in football for Jackson Murphy.

## Example 2

I always dreamed about being a football player when I grew up. My idol was Joe Montana, a Hall of Fame quarterback. I wanted to be just like him. I practiced any way I could. I was always throwing passes in the park, sometimes with no one to catch them. I just threw, ran to the ball, and threw again. I always organized games between my friends. They called me Little Montana as a joke. One of my greatest sources of pride is how my hard work paid off in high school. I was the only freshman ever to make the varsity football team. My coach, Mr. Wentworth, was very impressed by my skill and dedication. By my junior year, I was the starting quarterback and captain of the team. I thought I could only keep rising from there.

# Story Map



**Title:** To the Top! Climbing the World's Highest Mountain

**Characters:**

Edmund Hillary  
Tenzing Norgay

**Setting:**

**Where:** Mount Everest, New Zealand,  
and Nepal

**When:** 1953

**Problem:**

Edmund and Tenzing try to climb Mount Everest, but it is very dangerous.

**Event:** Edmund and Tenzing gather their supplies and begin walking to the foot of Mount Everest.

**Event:** Edmund and Tenzing continue to climb Mount Everest as the other climbers give up.

**Event:** Tenzing saves Edmund's life after Edmund slips into a crevasse.

**Event:** Tenzing's oxygen lines freeze, and Edmund saves his life by knocking the ice off of the lines.

**Event:** Edmund and Tenzing reach the top of Mount Everest. They take pictures and bury objects in the snow at the top.

**Solution:**

Edmund and Tenzing do not give up and finally reach the summit of Mount Everest. Tenzing receives the Star of Nepal, and Edmund is knighted by Queen Elizabeth.

## 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 / *To the Top! Climbing the World's Highest Mountain*

#### **English Language Arts Standards:** *Language*

##### **Vocabulary Acquisition and Use**

L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

#### **English Language Arts Standards:** *Writing*

##### **Text Types and Purposes**

W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

