

The Wump World

Written by Bill Peet

Houghton Mifflin Company, 1970 ISBN 0-395-31129-2

Literature

Stumpy the Stubborn Squirrel

Written by Brian Sevier

Success for All Foundation, 2012

Drama

**Reading
Wings** 4th
Edition

T A R G E T E D

Treasure Hunt

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

***Targeted Treasure Hunt:
The Wump World and
Stumpy the Stubborn Squirrel***

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LITERATURE (6 DAY)

The Wump World

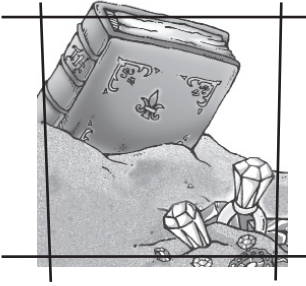
Written by Bill Peet

Summary

The Wumps are the only creatures living on Wump World, until the Pollutians arrive with big machines and build tall buildings and roads. The Wumps hide underground while the Pollutians destroy the environment to build their cities. When they have made Wump World uninhabitable, they leave in favor of a new and untouched world, and the Wumps emerge to find their world covered with concrete and only a few patches of grass left to give them hope.

Instructional Objectives

	Reading	Word Power	Writing
CYCLE 1	Cause and effect (CE)	Synonyms	Write a descriptive essay.
	Students will find cause-and-effect relationships by connecting events in the story to the reasons why they happen.	Students will use synonyms to improve their understanding of words.	Students will write a short essay about a place they like to go or dream of going. Students will use descriptive language to help their classmates make mind movies about the topic.

**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.

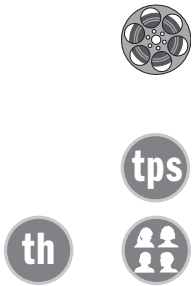
Team Cooperation Goal

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

Set the Stage

- Introduce the story, author, and reading objective.

This cycle we will read *The Wump World* by Bill Peet. As we read, we'll pay special attention to how and why things happen in the story. Good readers use this information to connect events in the story and to understand why things happen as they do.



- Point out the strategy target on the team score sheet.
- Point out that the story is literature, or have students explore the story to figure out that it is literature. Review how literature differs from informational text.
- Use the items below to build or activate background knowledge about the story.
 - Use **Think-Pair-Share** to have students discuss how human actions affect the earth. Randomly select a few students to share.
 - Write “pollution” on the board. Use **Team Huddle** to have students construct a definition for the word. Use **Random Reporter** to share responses. List students’ definitions on the board.

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
horde page 6	blend	a large group, a crowd	Claude pushed his way through the <i>horde</i> of people crowding the food table.
timid page 11	chunk: tim-id	shy	Jenna was so <i>timid</i> she could hardly speak when she met new people.
frenzy page 18	chunk: fren-zy	a state of excitement	When Frank accidentally hit a ball into a beehive, the bees went into a <i>frenzy</i> and buzzed around angrily.
wandering page 22	base word + ending: wander + ing	rambling, moving aimlessly	Callie loved <i>wandering</i> in the park because she always saw something new.

Word and Page Number	Identification Strategy	Definition	Sentence
gathered page 28	base word + ending: gather + ed	collected	Felicia <i>gathered</i> the flowers into a big bouquet and gave them to her mother.
demanding page 28	base word + ending: demand + ing	asking with authority	Henry was <i>demanding</i> candy, but his mother refused, telling him to ask nicely instead.
gaped page 38	base word + ending: gap(e) + ed	stared with open mouth	Jonathan <i>gaped</i> in astonishment when he saw his new bike.
looming page 39	base word + ending: loom + ing	appearing large and threatening	Even though the clouds were <i>looming</i> and the wind was blowing hard, it didn't rain.

Using the Targeted Skill (Prompt and Reinforce)

- Introduce the skill, finding cause-and-effect relationships, with the following example.

Kira forgot to hide her diary. Her sister read it.

This is a cause-and-effect relationship. It tells me what happened and why. Kira's sister read her diary because Kira forgot to hide it. We make cause-and-effect connections every day.

- Display the following list. Read the list aloud.

Blackline master provided.

<p>Cause or effect?</p> <p>School closed</p> <p>An A on a test</p> <p>Sunburn</p> <p>A trophy</p>
--

- Define cause and effect. Use **Team Huddle**, and prompt students to consider whether the items on the list are most likely causes or effects. Use **Random Reporter** to select students to share their responses.

Take a look at this list. Do you think these things are causes or effects? Remember that causes are reasons why something happens, and effects are what happens as a result. Turn to your teams, and talk about whether the items on the list are causes or effects and why you think so. Allow students one to two minutes to discuss. Use **Random Reporter** to select students to share. **Right. The items on the list are things that happen because of something else, so they are effects.**



- Explain that to figure out the cause of something, we ask, “Why?” Use a **Think Aloud** to model identifying possible causes for school being closed.

Now that we know these items are effects, we can think of some possible causes for each of them. To figure out why something happens, or its cause, we ask why it happened. The first effect on our list is school being closed. Why are some possible reasons school would be closed? Let me think. School might be closed if there were a big snowstorm or if the electricity were out. Or it might be closed if it were a holiday. Those are all causes for school to be closed.

- Use **Think-Pair-Share** to have students identify possible causes for getting an A on a test, getting sunburned, and receiving a trophy.
- Randomly select a few students to share responses. Have students answer in full, cause-and-effect sentences. Accept appropriate responses.

What are some possible causes for our list of effects? When you respond, be sure to give your answer in a complete sentence so the class can hear both the cause and the effect. For example, “Because it is summer vacation, school is closed,” or “School is closed because the electricity is out.” *A person might get an A on a test if he or she studied very hard. People get sunburned because they forget to put on sunscreen. You might get a trophy if you win a tennis tournament.*

- Remind students that they can find cause-and-effect relationships in their own lives and in the stories they read.

Listening Comprehension

- Read pages 1 and 2 aloud. Use a **Think Aloud** to model identifying why the Wumps wander as they please.

I just read that the Wumps have no worries in their lives. They are able to wander wherever they please. I wonder why this is possible. Why do they have no worries? I just asked myself why, so I know that I must be looking for a cause. Let me see. Model rereading the text. **Right. The Wumps have no enemies. That is why they have no worries.**

- Continue reading through the end of page 4. Use **Team Huddle** to have students identify causes and effects. Prompt students to use a cause-and-effect relationship to describe what happens on page 4. Use **Random Reporter** to check students’ responses.

We just read that the Wumps are awakened. Is being awakened a reason why something happens or a result of something else happening? Listen to students’ responses. Right. When someone is awakened, it means that they did not wake up on their own, but that something, or someone, woke them up instead. So being awakened is an effect. What causes the Wumps to wake up early? Turn back to your teams, and identify the cause in this situation. Be sure to share your answers in a sentence that tells the

cause, why the Wumps are awakened, and the effect, the fact that they are awakened. *The Wumps wake up early because they hear a strange sound coming from the sky.*

Preview Team Talk

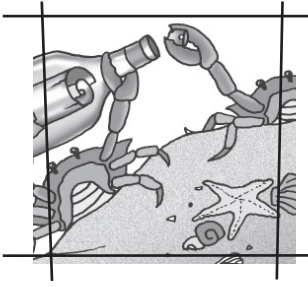
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #1, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide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

Student Edition, page 2

Team Talk

1. Why do the Pollutians come to Wump World? (Write-On) |CE|
2. What happens **after** the chief looks at the countryside from the top of a hill? |SQ|
 - a. After the chief looks at the countryside, he decides to go back to the planet Pollutus.
 - b. After the chief looks at the countryside, he greets the Wumps.
 - c. After the chief looks at the countryside, he has a snack.
 - d. After the chief looks at the countryside, he tells the sergeant to plant the flag.
3. How are the Wumps different from the Pollutians? |CC|
4. The Pollutians are probably glad to have found Wump World because— |CE|
 - a. it looks just like their old planet.
 - b. it is clean and natural.
 - c. they like to keep Wumps as pets.
 - d. they like places with many oceans.

- Randomly assign team leaders.



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**
pages 6–9 aloud with partners.
pages 10 and 11 silently.
- If some partners finish reading ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion **TP**

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

Team Talk

1. Why do the Pollutians come to Wump World? (Write-On) |CE|

100 points = *The Pollutians come to Wump World because their old world is worn out. They want to start a new life in a new world.* **90 points** = *The Pollutians come to Wump World because their world is worn out and they want a new one.* **80 points** = *They want a new world.*

2. What happens **after** the chief looks at the countryside from the top of a hill? |SQ|
 - a. After the chief looks at the countryside, he decides to go back to the planet Pollutus.
 - b. After the chief looks at the countryside, he greets the Wumps.
 - c. After the chief looks at the countryside, he has a snack.
 - d. *After the chief looks at the countryside, he tells the sergeant to plant the flag.*

Team Talk *continued*

3. How are the Wumps different from the Pollutians? |CC|

100 points = *One way the Wumps are different from the Pollutians is that they are timid creatures and they are scared of the machines. The Pollutians are noisy and excited.* **90 points** = *The Wumps are different from the Pollutians because they are timid and afraid. The Pollutians are excited.* **80 points** = *The Wumps are afraid. The Pollutians are excited.*

4. The Pollutians are probably glad to have found Wump World because— |CE|

- a. it looks just like their old planet.
- b. *it is clean and natural.*
- c. they like to keep Wumps as pets.
- d. they like places with many oceans.

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

Class Discussion **TP**

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



Strategy-Use Discussion

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

Think-and-Connect Discussion

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

Team Talk Extenders

If you were going to go to a new planet, what would you want it to be like?

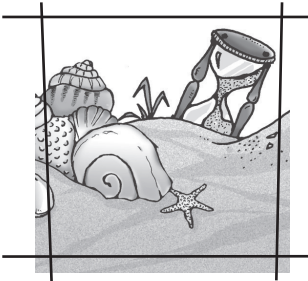
How would you feel if a bunch of aliens suddenly arrived in spaceships and decided to take over the world?

Predict what will happen to Wump World now that the Pollutians have arrived.

- Award team celebration points.

Write-On Discussion

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



FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes

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

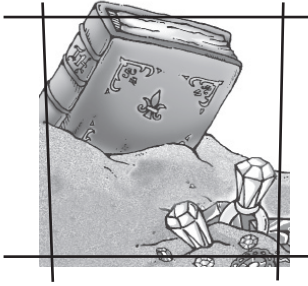
Pages 6–9

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

Team Celebration Points

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

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



DAY 2

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

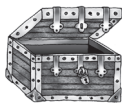
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

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

Vocabulary **TP**

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



Strategic Review

- Have students work in teams to retell what has happened in the story up to this point—the main events in the plot. Use **Random Reporter** to review these ideas with the class. Model this if necessary.
- If appropriate, use **Think-Pair-Share** to have students make predictions at this point in the story. Have students give evidence from the text to support their predictions. Model this if necessary.



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

How are the Wumps and the Pollutians different from each other?

Listening Comprehension



- Read pages 12–15 aloud.
- Use a **Think Aloud** to model identifying an effect.

I just read that the Wumps all run into a cave. I wonder, why did they run into the cave? If I'm asking why, I am looking for a cause. That means that I already know the effect. The effect is the Wumps run into the cave.

- Use **Think-Pair-Share** to have students identify why the Wumps run into the cave. Randomly select a few students to share.

Why do the Wumps run into the cave? Turn to your partners, and talk about what causes the Wumps to run and hide. Wait for students' responses. Right. The Wumps are in a panic. That means that they are really, really scared. So we know that the reason the Wumps run into the cave is to get away from the scary machines.

- Continue reading through the end of page 17.

Preview Team Talk

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

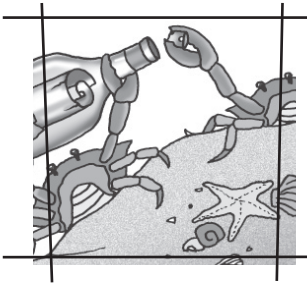
Student Edition, page 2

Team Talk

1. The Pollutians keep their machines going all the time because— |CE|
 - a. they are excited to improve their new world.
 - b. they are running late.
 - c. they never sleep.
 - d. they do not know how to turn them off.

Team Talk *continued*

2. Why are the new creatures called Pollutians? |DC|
 - a. Their queen is named Polly.
 - b. They are all named Polly.
 - c. They pollute the environment.
 - d. They eat pollen.
3. Why don't the Wumps want to leave the caves? (Write-On) |CE|
4. What was Wump World like before the Pollutians arrived? How is it different after they arrive? |CC|



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 18–21 aloud with partners.
pages 22 and 23 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. The Pollutians keep their machines going all the time because— |CE|
 - a. *they are excited to improve their new world.*
 - b. they are running late.
 - c. they never sleep.
 - d. they do not know how to turn them off.

2. Why are the new creatures called Pollutians? |DC|
 - a. Their queen is named Polly.
 - b. They are all named Polly.
 - c. *They pollute the environment.*
 - d. They eat pollen.

3. Why don't the Wumps want to leave the caves? (Write-On) |CE|

100 points = *The Wumps do not want to leave the caves because they are too scared of the noise coming from above. 90 points* = *They do not want to leave the caves because they are too scared of the noise. 80 points* = *They are scared of the noise.*

4. What was Wump World like before the Pollutians arrived? How is it different after they arrive? |CC|

(Accept supported answers.) 100 points = *Before the Pollutians arrived, Wump World was covered in grass and trees, and the only creatures who lived there were the Wumps. Now there are lots of roads and cities, and the Wumps have to live underground. 90 points* = *Before the Pollutians arrived, it was covered in grass and trees, and there were only the Wumps. Now there are cities, and the Wumps are underground. 80 points* = *Before there were grass, trees, and Wumps. Now there are roads and cities.*

- 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**

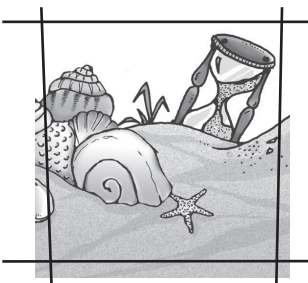


Strategy-Use Discussion

- 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"> - Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. - Allow students time to discuss your questions. - Use Random Reporter to select students to respond to your questions.
	<p>Team Talk Extenders</p> <p>The Wumps are stuck living underground. How would you feel if you had to live underground for the rest of your life?</p> <p>Is your town more like Wump World before or after the Pollutians arrived? Explain.</p> <p>Do you think the Pollutians are being mean to the Wumps? Do they want to hurt anybody, or are they just doing what they think is best? Explain.</p>
<ul style="list-style-type: none"> - Award team celebration points. 	

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

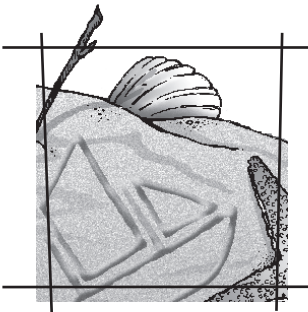
Timing Goal: 5 minutes

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

Student Edition, page 1

Pages 20–23

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



WORD POWER TP

Timing Goal: 10 minutes

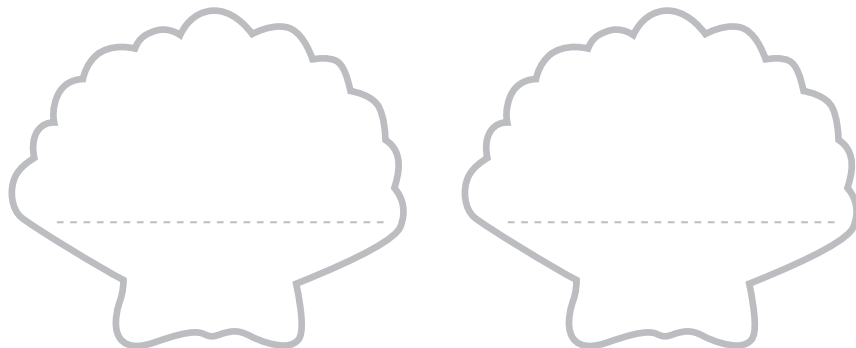
Preparation: Display the following words: *tired*, *unhappy*, *fast*, and *funny*.



- Direct students to the four words you have displayed. Use **Think-Pair-Share** to have students tell if they can think of a word that means the same, or almost the same, for each word. Randomly select a few students to share. *Tired: sleepy; unhappy: sad; fast: quick; funny: silly.*
- Remind students that words with the same, or almost the same, meaning are called synonyms. Use **Think-Pair-Share** to have students tell the Word Treasure clue that Captain Read More uses for synonyms (two shells that look the same). Display the Word Treasure clue for synonyms.

You just found synonyms. Remember, synonyms are words that have the same, or almost the same, meaning. What Word Treasure clue does Captain Read More use to remind us that some words are synonyms? Allow time for students to think and tell their partners before having them share answers. That's right. He uses two shells that look almost the same.

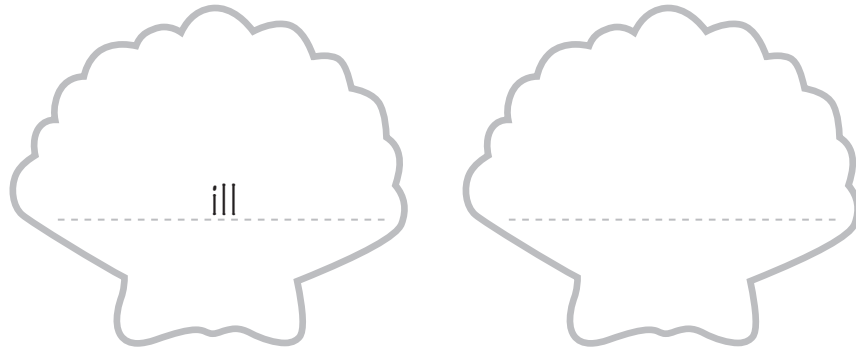
Blackline master provided.



- Review why Captain Read More thinks it is important to know synonyms by explaining that synonyms help us to define words, make connections among words, and become better speakers and writers.

Remember, Captain Read More thinks it is important for us to know synonyms because they help us define words and make connections among words we know. Synonyms also help us become better speakers and writers because we can use more advanced words. For example, instead of using the word *funny*, we can use words like *amusing* or *hilarious*.

- Display one set of shells on the board. Write the word “ill” in the first shell.



- Use **Think-Pair-Share** to have students identify a synonym for *ill*. Write the synonym in the matching shell as students share their responses. *Sick*.
- Share the Word Treasure (skill).

Word Treasure

Sometimes more than one word can mean the same, or almost the same, thing. These words are called synonyms.

Learning synonyms helps us define words, make connections among words we know, and become better speakers and writers because we can use more advanced words.

- Tell students that some of the words in their vocabulary list have synonyms. Remind students to look for these words the next time they review their vocabulary.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Teacher’s Note: Accept reasonable responses for skill-practice and test answers; most words have more than two synonyms.

Student Edition,
pages 2 and 3

Skill Practice

Write a synonym for each of the following words.

1. little *small*
2. neat *tidy*
3. happy *joyful*
4. mad *angry*

Building Meaning

horde	timid	frenzy	wandering
gathered	demanding	gaped	looming

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

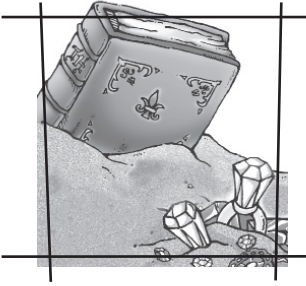
100 points = The sentence uses the word correctly and includes details to create a mind movie. **90 points** = The sentence uses the word correctly and includes one detail. **80 points** = The sentence uses the word correctly.

6. People gathered outside the movie theater the night before the new movie started. *Gathered* means—
- a. collected.
 - b. waited.
 - c. reviewed.
 - d. remained.



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

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



DAY 3

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

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

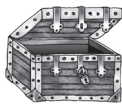
Set the Stage



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

Vocabulary **TP**

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



Strategic Review

- Have students work in teams to retell what has happened in the story up to this point—the main events in the plot. Use **Random Reporter** to review these ideas with the class. Model this if necessary.
- If appropriate, use **Think-Pair-Share** to have students make predictions at this point in the story. Have students give evidence from the text to support their predictions. Model this if necessary.



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

How is Wump World different since the Pollutians arrived?

Listening Comprehension



- Read pages 24–27. Use **Team Huddle** to have students explain why the Pollutians are unhappy.

We just read that the Pollutians are not very happy. They are sneezing and can barely breathe, which makes them grouchy. What are some other reasons the Pollutians are so grouchy? Turn to your teams, and discuss several causes of the Pollutians' unhappiness.

- Use **Random Reporter** to select students to share their responses.

So why are the Pollutians so unhappy? When you respond, make sure you answer in a complete sentence that tells both the cause and the effect.

The Pollutians are unhappy because there is a lot of smoke that is making them sick. The Pollutians are unhappy because there is trash everywhere.

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.

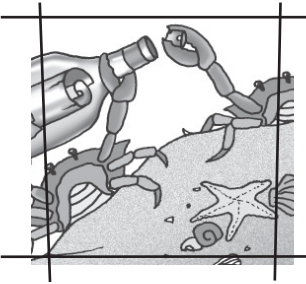
Student Edition, page 3

Team Talk

1. How do the Pollutians feel about their new planet? |CH|
2. It is difficult to live on Wump World because— |CE|
 - a. it is too close to the sun.
 - b. it is too polluted.
 - c. it rains all the time.
 - d. it is too far from other planets.

Team Talk *continued*

3. Put the following events in order. |SQ|
 - ___ Spacemen go into outer space.
 - ___ An angry crowd gathers.
 - ___ The chief sneezes.
 - ___ The chief meets with his top spacemen.
4. Why does the World Chief send his three top outer-spacemen away?
(Write-On) |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 28 and 29 aloud with partners.
pages 30 and 31 silently.
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion TP

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

Team Talk

1. How do the Pollutians feel about their new planet? |CH|

100 points = *The Pollutians are angry about the mess. They do not like their new planet.* **90 points** = *The Pollutians are angry and don't like the planet.* **80 points** = *They are angry. They don't like it.*

2. It is difficult to live on Wump World because— |CE|

- a. it is too close to the sun.
- b. *it is too polluted.*
- c. it rains all the time.
- d. it is too far from other planets.

3. Put the following events in order. |SQ|

- 4 Spacemen go into outer space.
- 1 An angry crowd gathers.
- 2 The chief sneezes.
- 3 The chief meets with his top spacemen.

4. Why does the World Chief send his three top outer-spacemen away?

(Write-On) |CE|

100 points = *The World Chief sends his three top outer-spacemen away so they can find a better planet to take over.* **90 points** = *The World Chief sends the spacemen to find a better planet to take over.* **80 points** = *He sends them to find a better planet.*

- 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**

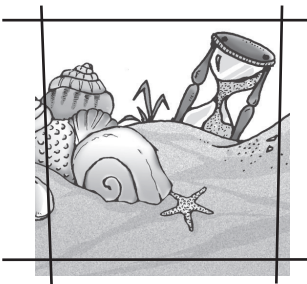


Strategy-Use Discussion

- 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"> - Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. - Allow students time to discuss your questions. - Use Random Reporter to select students to respond to your questions.
	<p>Team Talk Extenders</p> <p>In what way is our world similar to Wump World?</p> <p>Our planet can get polluted too, just like Wump World. Unlike the Pollutians, we can't just find a new planet when ours gets dirty. What are some ways you can help clean up planet Earth?</p> <p>What could the Pollutians do to stay on Wump World instead of finding a new planet?</p>
<ul style="list-style-type: none"> - Award team celebration points. 	

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

Timing Goal: 5 minutes

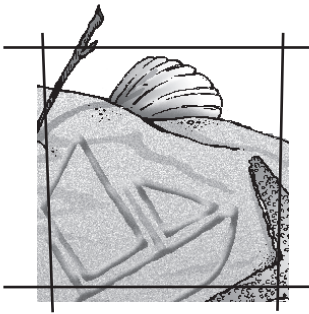
- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

Student Edition, page 1

Pages 20–23 or 28 (paragraph 2)–31

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

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



WORD POWER TP

Timing Goal: 10 minutes



Preparation: Display four sets of shells. Write the following words in the first shell of each set: “angry,” “missing,” “stir,” and “screamed.”

- Remind students of the Word Power skill (synonyms) and, if necessary, the Word Treasure clue that Captain Read More uses for synonyms (two shells that look alike).
- Have students look at their vocabulary words. Point out that the “Definition” column contains words that are synonyms for the vocabulary words. Use **Think-Pair-Share** to have students find three words on the vocabulary list that are synonyms. Randomly select a few students to give the synonym pairs. *Horde: group or pack; timid: shy; gathered: collected.*
- Direct students’ attention to the four sets of shells on the board.
- Use **Think-Pair-Share** to have students identify a synonym for each word. Randomly select a few students to share. As students share, write the synonym in the matching shell. *Angry: mad; missing: lost; stir: mix; screamed: yelled.*
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Skill Practice

Write a synonym for each of the following words.

1. destroy *ruin*
2. finished *done*
3. construct *make*
4. scent *smell*

Building Meaning

horde	timid	frenzy	wandering
gathered	demanding	gaped	looming

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

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

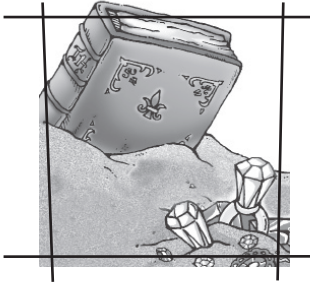
6. Draw a picture to show your understanding of the word *looming*.

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



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

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



DAY 4

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

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

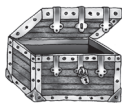
Set the Stage



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

Vocabulary **TP**

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



Strategic Review

- Have students work in teams to retell what has happened in the story up to this point—the main events in the plot. Use **Random Reporter** to review these ideas with the class. Model this if necessary.
- If appropriate, use **Think-Pair-Share** to have students make predictions at this point in the story. Have students give evidence from the text to support their predictions. Model this if necessary.



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

Why don't the Pollutians like Wump World any longer?

Listening Comprehension

- Read pages 32–35 aloud. Prompt students, and use **Think-Pair-Share** to have them identify the effect of the radio and TV warnings. Randomly select a few students to share.

We just heard that Pollutians have a system of spreading their news similar to us. How do they spread their news? Wait for students' responses. **Right. They use radios and televisions to spread news. When the spaceman returns with news of a new planet, what warning is sent out over the radio and television?** Wait for students' responses. **Yes. The warning tells all Pollutians to be packed and ready to move within twenty-four hours. Now turn to your partners, and discuss the effect of this warning. Remember, use full sentences that tell both the cause and the effect. *The Pollutians are packed and ready to board the spaceships the next day because they hear the warning on their TVs and radios.***

Preview Team Talk

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

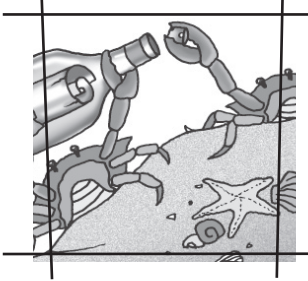
Student Edition, page 4

Team Talk

1. Tell why Wump World becomes quiet again. |CE|
2. Why do the Wumps stay underground for a while even after the noise stops? (Write-On) |CE|
3. How do the Wumps feel when they come out of the cave and go above ground? |CH|
 - a. They feel surprised at how nice their world is.
 - b. They feel happy and relieved to be outside again.
 - c. They feel shocked and sad at what their world has become.
 - d. They feel curious about where the Pollutians are.

Team Talk *continued*

4. The Wumps wonder if anything is left for them. They will probably— |DC|
 - a. ask one of the Pollutians.
 - b. live underground forever.
 - c. find a new planet.
 - d. explore their planet and look for food.



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 36 and 37 aloud with partners.
pages 38 and 39 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. Tell why Wump World becomes quiet again. |CE|

100 points = *Wump World becomes quiet again because the Pollutians leave and there is no one to run the machines.* **90 points** = *Wump World becomes quiet again because the Pollutians leave and the machines are off.* **80 points** = *The Pollutians leave. The machines are off.*

2. Why do the Wumps stay underground for a while even after the noise stops? (Write-On) |CE|

100 points = *The Wumps stay underground after the noise stops because they are scared of the Pollutians. They want to be sure that the Pollutians are gone before they go outside.* **90 points** = *The Wumps stay underground because they are scared of the Pollutians and want to be sure that they are gone.* **80 points** = *They are scared.*

3. How do the Wumps feel when they come out of the caves and go above ground? |CH|

- They feel surprised at how nice their world is.
- They feel happy and relieved to be outside again.
- They feel shocked and sad at what their world has become.*
- They feel curious about where the Pollutians are.

4. The Wumps wonder if anything is left for them. They will probably— |DC|

- ask one of the Pollutians.
- live underground forever.
- find a new planet.
- explore their planet and look for food.*

- 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.

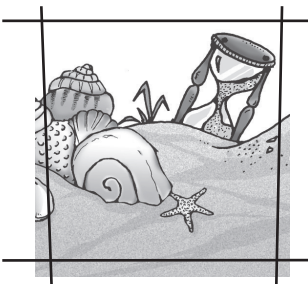
Class Discussion **TP**

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	Team Talk Extenders	<p>The Pollutians leave Wump World to find a new planet. What effect do you think they will have on the new planet? Explain.</p> <p>How would you feel if you were a Wump, seeing for the first time how your world has changed?</p> <p>How would your life be different if nature disappeared the way it did on Wump World? Could we survive without any trees?</p>
	<ul style="list-style-type: none"> - Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. - Allow students time to discuss your questions. - Use Random Reporter to select students to respond to your questions. 	
		<ul style="list-style-type: none"> - Award team celebration points.

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

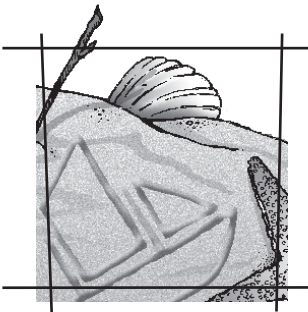
Timing Goal: 5 minutes

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

Student Edition, page 1

Pages 20–23, 28 (paragraph 2)–31, or 38 and 39 (ending with “...tuft of grass.”)

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



WORD POWER TP

Timing Goal: 10 minutes

- Remind students of the Word Power skill (synonyms) and the Word Treasure clue that Captain Read More uses for synonyms (two shells that look the same).
- Use **Think-Pair-Share** to have students tell why Captain Read More wants them to learn synonyms. Randomly select a few students to share. *Synonyms help us define words and make connections among words. Synonyms help us become better speakers and writers.*
- Direct students' attention to the Word Power Challenge. Tell students that they will work in **Team Huddle** to identify a synonym for each of the underlined words. Point out that the underlined words are simple, and challenge the teams to find more advanced words to replace them. Explain to students that they might be able to find more than one synonym for each underlined word.

tps

Preparation: Display the Word Power Challenge.

th

Word Power Challenge

1. The children watched the jellyfish swimming in the tank.
2. Marcus was nice and opened the door for Mrs. Beezly.

SR

- Use **Random Reporter** to select students to share answers. *Watched: viewed or observed; nice: kind or polite.*
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Skill Practice

Write a synonym for each of the following words.

1. center *middle*
2. timid *shy*
3. final *last*
4. tug *pull*

Building Meaning

horde	timid	frenzy	wandering
gathered	demanding	gaped	looming

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

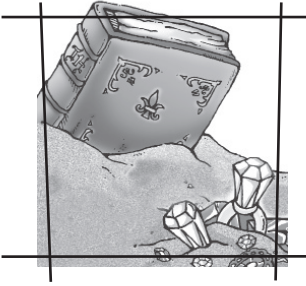
100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.* **80 points** = *The sentence uses the word correctly.*

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

As Pamela was *wandering* through the maze, she tried to keep track of where she'd been so she could figure out how to get out.

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

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



DAY 5

ACTIVE INSTRUCTION

Timing Goal: 20 minutes

Team Cooperation Goal

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

Set the Stage

- Tell students that their reading test today includes comprehension questions and Word Power items.
- Remind students that their scores on this test will contribute to their team scores.
- Have students work in teams to review 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, the Pollutians left Wump World, and the Wumps came out of their cave to see what happened to their world. Today we will find out what else they discover.

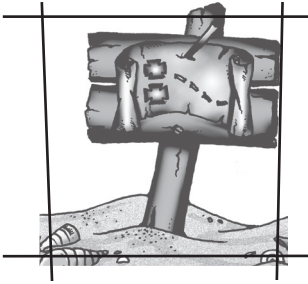
Vocabulary **TP**

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

Prepare Students for the Test

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

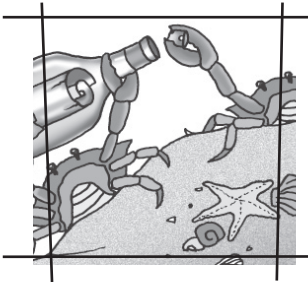
- Tell students to add any relevant events from this reading to their story maps and to do so without assistance.
- Remind students that they have 20 minutes for the test.



TEST

Timing Goal: 20 minutes

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



TEAMWORK

Timing Goal: 30 minutes

Teacher procedures for Teamwork vary with strategy instruction.

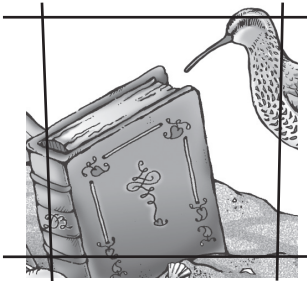
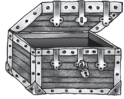
Team Discussion **TP**

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



Class Discussion **TP**

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

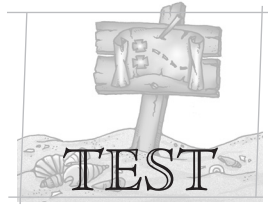


BOOK CLUB

Timing Goal: 20 minutes

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

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



Comprehension Questions

Read pages 40–44 of *The Wump World*, and answer the following questions. The total score for comprehension questions equals 100 points.

20 points

1. Why did the Wumps live in the cave? |CE|

20 points = *The Wumps lived in the cave because they were timid creatures and they were scared of the Pollutians. They were also scared of all the noise.* **15 points** = *The Wumps lived in the cave because they were scared of the Pollutians and all the noise they made.* **10 points** = *They were scared of the Pollutians and their noise.*

30 points

2. Which of the following is the Pollutians' main problem in the story? |PS|

- The Wumps are threatening them.
- They miss their old world.
- They are bored and want something new.
- Their world is too crowded and dirty.*

What do the Pollutians do to solve this problem?

20 points = *The Pollutians solve their problem by finding a new planet when they ruin the one they are on.* **15 points** = *They solve their problem by finding a new planet.* **10 points** = *They find a new planet.*

10 points

3. **Before** the Wumps find the meadow, they— |SQ|

- decide to eat carrots instead of grass.
- wander the freeways for miles.*
- find a lake and go swimming.
- learn how to drive the Pollutians' cars.

20 points

4. How do the Wumps feel before they find the meadow? How do they feel after they find it? |CC|

20 points = *Before the Wumps find the meadow, they are tired. They are ready to give up and go back to the cave. After they find the meadow, they are happy and hopeful for the future.* **15 points** = *The Wumps are tired and ready to give up before they find the meadow. After they find it, they are happy and hopeful.* **10 points** = *Before they are tired and want to quit. After they are happy.*

20 points

5. Why is there new hope for the Wumps when they find the patch of grass? |CE|
20 points = *There is new hope for the Wumps because they realize that their world is not completely destroyed. Grass can still grow even though the Pollutians built over most of it.* **15 points** = *There is new hope for the Wumps because their world is not completely destroyed and grass can still grow.* **10 points** = *Their world is not destroyed.*

Word Power

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

Skill Questions

Write a synonym for each of the following words.

- 5 points 1. vanish *disappear*
- 5 points 2. purchase *buy*
- 5 points 3. simple *easy*
- 5 points 4. bend *curve*

Building Meaning

horde	timid	frenzy	wandering
gathered	demanding	gaped	looming

- 10 points 5. Write a meaningful sentence for the word *frenzy*.
10 points = *The children ran about in a frenzy trying to get the candy that fell from the piñata.* **5 points** = *The children ran about in a frenzy to get candy.* **1 point** = *The children ran in a frenzy.*
- 10 points 6. The deadline for the book report was *looming*, and Francis was getting worried that he wouldn't have time to finish it.
- 10 points 7. The horde of elephants pounded the ground as they ran by our camp.
Horde means—
 a. crowd.
 b. horrible.
 c. fast.
 d. lucky.

10 points

8. Eli's mind was wandering, and he had to keep telling himself to pay attention. *Wandering* means—
- wasting time.
 - lost.
 - moving aimlessly.*
 - skipping.

10 points

9. Marcella gaped at the dancing bears because she had never seen anything like them before.

10 points

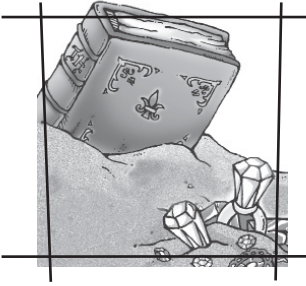
10. Even though Jane's bulldog was big and scary looking, he was so timid that he was even scared of butterflies. *Timid* means—
- collected.
 - appearing large and threatening.
 - stared with open mouth.
 - shy.*

10 points

11. "I'm demanding that you stop playing and start your homework," said Sara's mother.

10 points

12. The teacher gathered the test papers when the bell rang. *Gathered* means—
- pushed.
 - passed.
 - collected.*
 - grade.



DAY 6

ACTIVE INSTRUCTION

Timing Goal: 25 minutes

Set the Stage

- Introduce the writing goal.

Today you will write a short descriptive essay about a place outside where you like to go or would like to go someday. The Wumps love everything about their world until the Pollutians arrive. They just want to go back and enjoy the sunlight, grass, and trees of their formerly beautiful world.

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 descriptive essay, by telling students that they will describe a place in their essays today.

Today in your essays, you will describe a location. When describing a location, you want your readers to be able to make a mind movie to imagine what it is like to be in that location. You will need to use descriptive words to tell the reader about the sights, sounds, and smells of your location. Remember that descriptive words are called adjectives.

- Display the following passage. Read the passage aloud to students.

Blackline master provided.

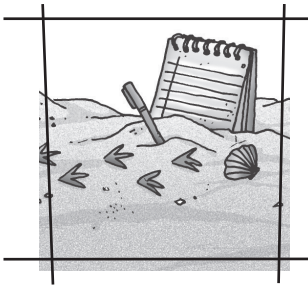
Last summer my parents took me on a vacation to the desert in New Mexico. Instead of seeing green grass everywhere, there was orangey rock and sand stretching as far as my eyes could see. The only green came from cacti and short bushes. The daytime temperature in the desert was amazing! It was over 100 degrees Fahrenheit in the shade. My skin was so warm, I felt like I had a fever! I could even feel the heat from the ground through my shoes. I think walking on the ground barefoot would feel like walking on a bed of hot coals. In the early mornings and late evenings, I could hear a lot of wildlife. I heard coyotes yipping across the rocky hills and the songs of many different kinds of owls hunting in the night. There was a constant buzz from bees collecting pollen in the evenings. The hottest part of the day was quiet, but at night, I felt almost like I was in the middle of a city.



- Use **Random Reporter** to ask students how the author uses descriptive language in the passage.

This passage talks about a vacation to the desert in New Mexico. Let’s see how the author uses descriptive language to describe the desert. How does the author describe the rock and sand? *The author says it is orangey. Good. The author wants you to know what color it is and how it is different from the green grass he or she sees at home. How does the author describe the desert’s temperature during the day? *The author says it is amazing. The author says it felt like he or she had a fever, and that the heat went up through his or her shoes. The author thinks walking in the desert barefoot would be like walking on hot coals. Right! The author wants you to be able to feel the heat. He or she tells you to think about when you had a fever, and to imagine walking on hot coals. How does the author describe desert sounds? *The author says it is not lifeless or quiet. The author says it is so lively, it is like being in the middle of the city. There are buzzing, yipping, and singing noises in the desert. Great! The author tries to help you imagine what it looked, felt, and sounded like in the desert by using descriptive details and adjectives.***

- Tell students that they will use descriptive words and details to help their classmates make mind movies about a place they enjoy going or would like to go someday.



ADVENTURES IN WRITING

Timing Goal: 65 minutes

Planning

- Introduce the activity.

Remember that today that you will write a short essay that describes a place outside where you like to go, or would like to go someday.

- 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

The Wumps dream about returning to the surface of their world to enjoy being outside again. Where do you like to go when you want to be outside, or where would you like to go someday? Do you like the playground outside your school or the park near your home? Do you dream of going to a tropical island? Write a short essay about this place. Your essay should be at least two paragraphs long. You will begin your first paragraph with an introductory sentence. Then you will describe the place you enjoy going or dream of going. In your second paragraph, you will answer the question, “Why do you like this place?” or “Why do you dream of going there?” You will end your paragraph with a closing sentence. Remember to use descriptive words to help your classmates make a mind movie. Make sure your ideas are in complete sentences.

Scoring Guide

You wrote a two-paragraph essay that tells classmates about a place you enjoy going or would like to go someday.	25 points
Your first paragraph begins with a topic sentence and describes your place.	15 points each (30 points maximum)
Your second paragraph answers the question, “Why do you like this place?” or “Why do you dream of going there?” and ends with a closing sentence.	15 points each (30 points maximum)
You use descriptive words and details in your essay.	10 points
Your essay is written in complete sentences.	5 points

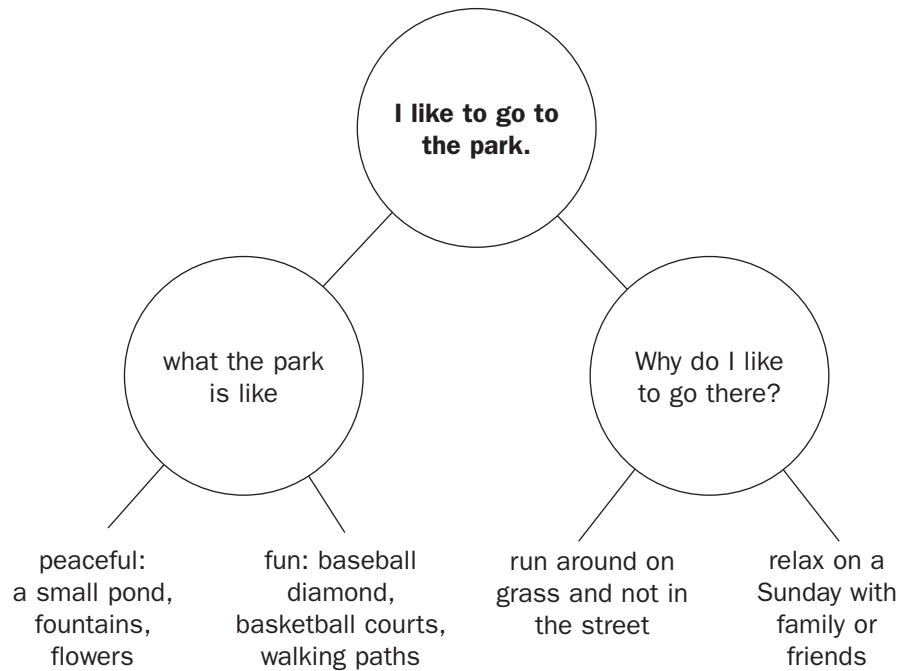
- Remind students of the importance of planning their writing before they actually begin to write. Introduce the graphic organizer—the type of organizer and how it is used.

Before we begin writing, it’s very important that we plan what we are going to write. That way, our thoughts and ideas will be organized when we write them down. The best way to plan for writing is to use a graphic organizer. Today we will use a web. This will help us make sure we have all of our ideas written down before we write our descriptive essays.

- 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**
- Tell students that they are describing their favorite place to go or that they would like to go someday and need to think carefully about the words they choose to describe that place.

You are writing about a place you enjoy going or dream of going, so your descriptive words should be pleasant. You want your readers to make a mind movie and imagine themselves in that place. If you choose the wrong words, you might make your dream place seem more like a nightmare!

- Display the following excerpt from an essay about a favorite location. Ask a volunteer to read aloud to the class.

Blackline master provided.

The park is my favorite place to go when I want to be outside. One of the reasons I love the park is because it is dead. It is quiet and calming there. There is a small pond that is filled with water lilies. The only thing that disturbs the calm waters is the occasional frog plummeting off his lily pad. In spring and summer, the park is overwhelmed with flowers of every color and size. It looks dazzling, like a rainbow. The smell from the flowers is very stinky, and I know exactly where to find my favorite sweet smells. Sometimes I can practically smell the honey made by all the bees buzzing around the flowers. One of my favorite things to do is sit next to one of the park's fountains and read a book. The gentle sound of gushing water makes me feel like I am next to a small brook. It's so peaceful, sometimes I fall asleep there.

- Use **Random Reporter** to ask students if the author of the passage always chooses words that match what he or she is trying to say. *No. Some words seem out of place or do not make the park seem nice.*
- Use **Think-Pair-Share** to find some words that seem wrong and ask what words could take their place.

Let's identify words that the author chose poorly and find better ones in their place. What about the word *dead* in the second sentence? The author describes the park as calm and quiet. What word might be better than *dead*? The word pleasant would be better. Dead means that it is quiet, but it means it could be lifeless. Pleasant shows that it is a nice place to visit. I agree! Reading further, the author uses the word *plummeting* to describe how frogs disturb the calm water of the pond. What does *plummeting* mean? Plummeting means falling. Does falling describe what frogs do off lily pads? No. Frogs dive off lily pads. The author should change the word to diving. Excellent!

- Continue using **Think-Pair-Share** to ask students about word choice in the passage. Point out the words *overwhelmed*, *stinky*, and *gushing* if necessary.

- Remind students that word choice is very important when trying to help others make mind movies.
- Ask one or two students to share how they might revise their own work based on their partners' feedback. Then tell the class to make changes as suggested to their own drafts. Monitor students as they work, giving specific feedback to reinforce and assist as needed.

Editing

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

Rewriting

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

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

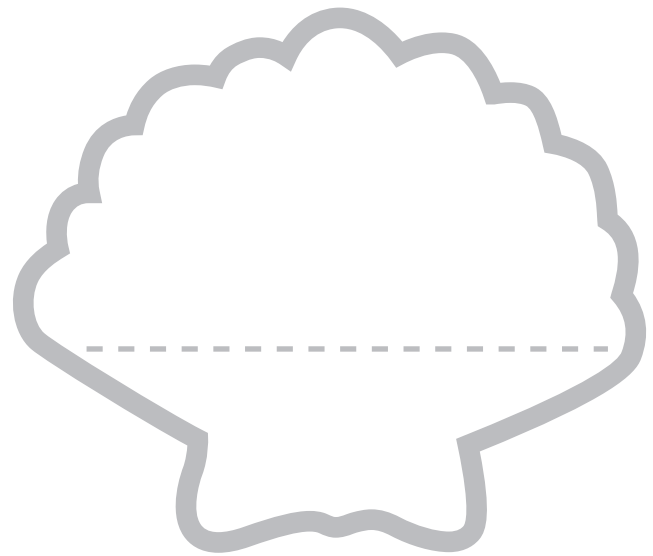
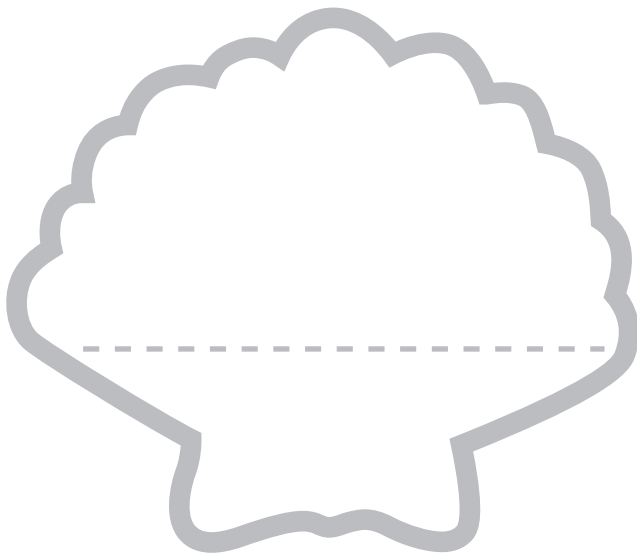
Cause or effect?

School closed

An A on a test

Sunburn

A trophy



Last summer my parents took me on a vacation to the desert in New Mexico. Instead of seeing green grass everywhere, there was orangey rock and sand stretching as far as my eyes could see. The only green came from cacti and short bushes. The daytime temperature in the desert was amazing! It was over 100 degrees Fahrenheit in the shade. My skin was so warm, I felt like I had a fever! I could even feel the heat from the ground through my shoes. I think walking on the ground barefoot would feel like walking on a bed of hot coals. In the early mornings and late evenings, I could hear a lot of wildlife. I heard coyotes yipping across the rocky hills and the songs of many different kinds of owls hunting in the night. There was a constant buzz from bees collecting pollen in the evenings. The hottest part of the day was quiet, but at night, I felt almost like I was in the middle of a city.

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Story Map



Title: The Wump World

Characters:

The Wumps
 The Pollutians
 World Chief

Setting:

Where: Wump World

When:

Problem:

Pollutians from the Planet Pollutus take over Wump World and build big, noisy, dirty cities that force the Wumps to live underground.

Event: Pollutians arrive on Wump World and scare the Wumps.

The Wumps are so scared by the sight of the giant machines that they run away underground into their caves.

Event: The Pollutians build big cities with lots of traffic, noise, and trash.

Event: The Wumps continue to live in their caverns, afraid of all the noise on the surface.

The Pollutians make such a big mess that they can barely breathe. They go in search of another world to live on.

Solution:

The Pollutians find a new world and leave Wump World. The Wumps leave their caves and find a small grassy meadow where they are able to live again on the surface.

Common Core State Standards

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

LEVEL 4 / <i>The Wump World</i>
English Language Arts Standards: <i>Reading: Literature</i>
Key Ideas and Details RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
English Language Arts Standards: <i>Language</i>
Vocabulary Acquisition and Use L.4.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
English Language Arts Standards: <i>Writing</i>
Text Types and Purposes W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

DRAMA (1 DAY)

Stumpy the Stubborn Squirrel

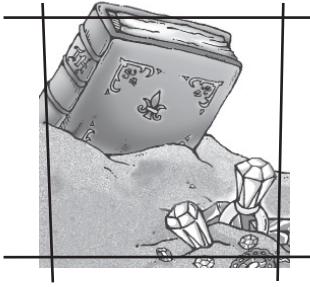
Written by Brian Sevier
Linked to *The Wump World*

Summary

In this play, the characters try to make Stumpy Squirrel recognize the error of his ways. Will Stumpy Squirrel ever see that wasting food is wrong?

Instructional Objectives

Reading	Word Power
Problem and solution (PS)	Synonyms
Students will identify the problem in this short drama.	Students will use synonyms to improve their understanding of words.



ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Rate New Vocabulary Words

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

Success Review and Keeping Score **TP**

- Hand out team score sheets and team certificates to each team.
- Point to the Team Celebration Points poster, and celebrate super teams from the previous lesson.
- Remind students how to earn team celebration points. Remind them that team celebration points help them to become super teams.

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

- Guide teams to set new goals for this lesson.
- Have one student from each team write the team improvement goal on the team score sheet. Note each team's improvement goal on the teacher cycle record form.
- Explain the challenge scores using the rubrics on the team folders. Tell students that they will earn challenge scores in addition to team celebration points.

Team Cooperation Goal

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

Set the Stage

- Introduce the text, author, and reading objective.

Today you will read *Stumpy the Stubborn Squirrel* by Brian Sevier. As you read, you will identify a problem that the characters face and how they solve it. Identifying problems and solutions helps good readers better understand the plot.

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

- Point out that the text is a drama, or have students explore the text to figure out that it is drama. Review how drama differs from stories.
- Use the items below to build or activate background knowledge about the text.
 - Use **Team Huddle** to have students discuss what the purpose of a narrator is in a play. Randomly select a few students to share.
 - Tell students that the theme of the story *The Wump World* is that people should not waste. Use **Think-Pair-Share** to have students summarize the main characters and events from *The Wump World* and explain how the theme is apparent at the end of the story. Randomly select a few students to share.



Vocabulary TP

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



Student Edition, page 11
 Student Edition chart does not contain page numbers or identification examples.

Word and Page Number	Identification Strategy	Definition	Sentence
frustrated page 7	chunk: frus-trat-ed	annoyed	<i>Frustrated</i> with all the noise, Gregory slammed his windows shut.
behavior page 8	chunk: be-hav-ior	actions	The <i>behavior</i> of the monkeys was observed by the scientists all day long.
stammering page 9	chunk: stam-mer-ing	hesitating	After <i>stammering</i> before each question, Lisa began to feel unsure of herself.
encourage page 9	chunk: en-cour-age	rouse	The fans tried to <i>encourage</i> the boxer to get up after he was knocked down.

Using the Targeted Skill (Prompt and Reinforce)

- Introduce the skill and its importance in drama.

Our skill is problem and solution, which is an important part of any story that we read. It is important in dramas as well. The problem in a drama is what the characters try to identify and solve. Throughout the course of a drama, the characters try to find a solution to the problem.

- Display the following drama. Point out to students that this drama has a narrator. Tell students to pay attention to the information the narrator gives them as they read the drama. Assign parts, and have students read the play aloud.

Blackline master provided.

NARRATOR: Penny enters Grace’s room very upset.

PENNY: Grace! I can’t believe you did that!

GRACE: (*Looks confused.*) What? I didn’t do anything.

PENNY: (*Yells.*) Yes, you did! Just admit it!

GRACE: I’m not going to admit something when I don’t know what it is. Why don’t you just tell me why you’re so upset?

NARRATOR: Penny doesn’t answer Grace. Instead, she moves things around in Grace’s room as she looks for her brush.

GRACE: Hey! What are you doing? What are you looking for?

PENNY: You took my brush!

GRACE: I have my own brush. Why would I need yours?

PENNY: Well, you’re the only person here, and I saw it on my dresser five minutes ago!

GRACE: I really didn’t take it, Penny. Let’s think about what could have happened.

PENNY: Well, it didn’t get up and just walk away.

GRACE: (*Looks around.*) No...but something must have moved it because I didn’t.

PENNY: (*Pauses, as if thinking.*) What about Whiskers?

GRACE: You think the cat took it?

PENNY: (*Shrugs.*) I don’t know. Maybe. Let’s check.

NARRATOR: Penny and Grace look around for Whiskers. They check her bed and scratching post. They finally find her behind the couch with Penny’s brush.

GRACE: Look! Whiskers did take it! I can’t believe it!

PENNY: Sorry I accused you. I can’t believe Whiskers took it!

- Use **Think-Pair-Share** to have students identify the problem and solution in the passage. Randomly select a few students to share.

Think about the passage. What is the problem in the passage? Wait for students' responses. **Very good. Penny cannot find her brush. How does she try to solve her problem?** Wait for students' responses. **That's right. She accuses Grace of taking her brush. This doesn't solve her problem. How does Penny finally solve her problem?** Wait for students' responses. **Yes. She talks about her problem with Grace. Then she looks for Whiskers, her cat. She finds her brush with Whiskers.**

- Use **Think-Pair-Share** to have students identify how they know that Penny and Grace found Whiskers and that this is an important part of the drama. Randomly select a few students to share. *They know because the narrator describes how and where Penny and Grace find Whiskers; this is an important part of the drama because the narrator explains how the problem is solved in the drama.*
- Explain that the purpose of a narrator is to tell the audience extra information that is not seen or known through the action of a play. Point out that in this particular drama, the narrator is helpful in explaining how the problem is eventually solved.
- Tell students to think about the main problem as they read *Stumpy the Stubborn Squirrel*.

Preview Team Talk

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

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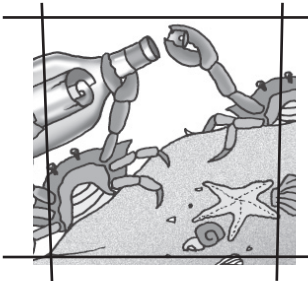
Team Talk

1. How do you learn about the setting in this drama? |GS • ST|
 - a. from the squirrels
 - b. from the dialogue
 - c. from the narrator
 - d. from the stage directions
2. What is the problem in the drama, and how does it get worse in scene 2? (Write-On) |PS|
3. What conclusion can you draw about Stumpy Squirrel from the reading? Use details from the drama to support your answer. |DC|

Team Talk *continued*

4. How are Sam Squirrel and Stumpy Squirrel different? (CCI)
 - a. Stumpy Squirrel and Sam Squirrel both like to waste food.
 - b. Stumpy Squirrel likes to waste food, and Sam Squirrel doesn't.
 - c. Stumpy Squirrel and Sam Squirrel both hate to waste food.
 - d. Sam Squirrel likes to waste food, and Stumpy Squirrel doesn't.

- Randomly assign team leaders.



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate. **SR**
- Have students take turns reading:
pages 7–10 aloud with partners.
- When partners finish reading, have them restate the story elements of the drama and complete the story map.
- If some partners finish reading ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion **TP**

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion. Tell them that they will also discuss the story elements of the drama that are listed on the story map and be prepared to share them with the class.

Team Talk

1. How do you learn about the setting in this drama? |GS • ST|
 - a. from the squirrels
 - b. from the dialogue
 - c. *from the narrator*
 - d. from the stage directions

2. What is the problem in the drama, and how does it get worse in scene 2?
(Write-On) |PS|

100 points = *The problem in the drama is that Stumpy Squirrel is wasting food. He doesn't understand that wasting food is bad. The problem in the drama gets worse when Stumpy Squirrel organizes a feast for the squirrels. This makes the problem worse because there is a lot of food at the feast. Stumpy Squirrel releases the insects that the squirrels took a long time to collect.* **90 points** = *The problem in the drama is that Stumpy Squirrel is wasting food. The problem gets worse when Stumpy Squirrel organizes a feast that wastes even more food.* **80 points** = *Stumpy Squirrel wastes food and then throws a feast that wastes even more food.*

3. What conclusion can you draw about Stumpy Squirrel from the reading? Use details from the drama to support your answer. |DC|

100 points = *I can draw the conclusion that Stumpy Squirrel doesn't understand the importance of saving for the future. I can tell because Stumpy Squirrel wastes all the food that is saved. He doesn't stop wasting food even when Sam Squirrel tells him that they need to prepare in case the winter is bad. This shows that Stumpy Squirrel doesn't understand why it's important to save for the future.* **90 points** = *I can draw the conclusion that Stumpy Squirrel doesn't understand the importance of saving for the future. I can tell because Stumpy Squirrel doesn't stop wasting food even when Sam Squirrel tells him that they need to prepare in case the winter is bad.* **80 points** = *He doesn't understand the importance of saving for the future.*

4. How are Sam Squirrel and Stumpy Squirrel different? |CC|
 - a. Stumpy Squirrel and Sam Squirrel both like to waste food.
 - b. *Stumpy Squirrel likes to waste food, and Sam Squirrel doesn't.*
 - c. Stumpy Squirrel and Sam Squirrel both hate to waste food.
 - d. Sam Squirrel likes to waste food, and Stumpy Squirrel doesn't.

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

Class Discussion TP

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

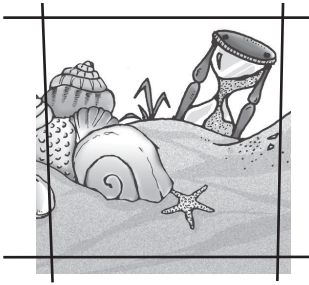


Strategy-Use Discussion	<ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team’s strategy use with the class. – Award team celebration points.
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Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions. 	
	<table border="1" style="width: 100%;"> <tr> <td style="background-color: #cccccc; vertical-align: middle;">Team Talk Extenders</td> <td> <p>How are the Pollutians from <i>The Wump World</i> similar to Stumpy Squirrel? Explain.</p> <p>Why does Stumpy Squirrel work extra hard during the summer months?</p> </td> </tr> </table> <ul style="list-style-type: none"> – Award team celebration points. 	Team Talk Extenders
Team Talk Extenders	<p>How are the Pollutians from <i>The Wump World</i> similar to Stumpy Squirrel? Explain.</p> <p>Why does Stumpy Squirrel work extra hard during the summer months?</p>	

Write-On Discussion	<ul style="list-style-type: none"> – Use Random Reporter to ask one or two students to read their written answers to the class. If desired, display student answers on the board. – Award team celebration points. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.
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- Complete the story map as students discuss their responses. Model your own thoughts as necessary. An example is provided.
- Award team celebration points.



FLUENCY IN FIVE **TP**

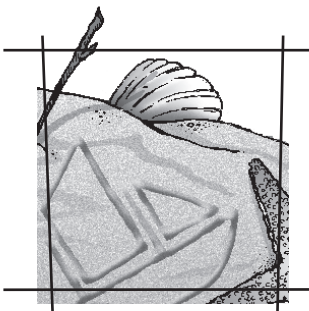
Timing Goal: 5 minutes

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

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Page 7 (paragraphs 1–9)

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



WORD POWER **TP**

Timing Goal: 10 minutes

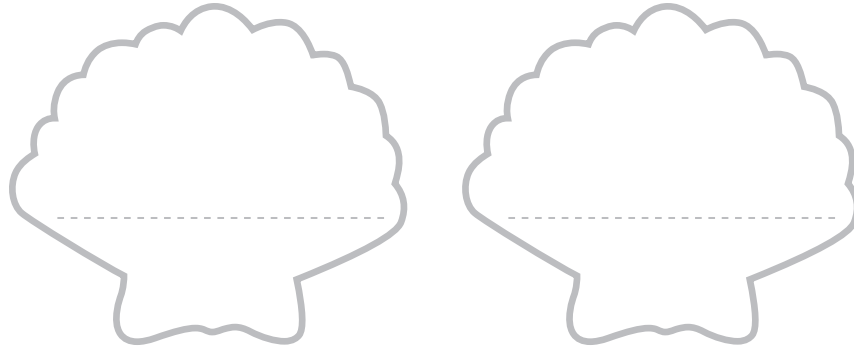
Preparation: Display the words *show* and *resume*.



- Tell students that Captain Read More wants to check their memories on a Word Power skill that they have learned.
- Direct students to the two words you have displayed. Use **Think-Pair-Share** to have students think of a word that means the same, or almost the same, as each word. (*Accept reasonable answers.*) *Show: display; resume: continue.*

- Remind students that words with the same, or almost the same, meaning are called synonyms. Use **Think-Pair-Share** to have students identify the Word Treasure clue that Captain Read More uses for synonyms. Display the Word Treasure clue for synonyms (two shells that look the same).

Blackline master provided.



- Review the Word Treasure (skill). Review why Captain Read More thinks it is important to know synonyms by explaining that synonyms help us to define words and make connections among words that we know. Synonyms also help us become better speakers and writers because we can use more advanced words.

Word Treasure

Sometimes more than one word can mean the same, or almost the same, thing. These words are called synonyms.

Learning synonyms helps us define words, make connections among words that we know, and become better speakers and writers because we can use more advanced words.

- Tell students that there are words in today's vocabulary list that have synonyms. Use **Think-Pair-Share** to have students identify the words from their vocabulary list and their synonyms. *Stammering: hesitating; encourage: rouse.*
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Teacher's Note: Accept reasonable responses for skill practice; most words have more than one synonym.

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Skill Practice

Write a synonym for each of the following words.

1. trash *garbage*
2. unfortunate *unlucky*
3. unusual *strange*
4. unmarried *single*

Building Meaning

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

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

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

My father likes to encourage the other fathers in the neighborhood to take their sons fishing.



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

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

NARRATOR: Penny enters Grace's room very upset.

PENNY: Grace! I can't believe you did that!

GRACE: (*Looks confused.*) What? I didn't do anything.

PENNY: (*Yells.*) Yes, you did! Just admit it!

GRACE: I'm not going to admit something when I don't know what it is. Why don't you just tell me why you're so upset?

NARRATOR: Penny doesn't answer Grace. Instead, she moves things around in Grace's room as she looks for her brush.

GRACE: Hey! What are you doing? What are you looking for?

PENNY: You took my brush!

GRACE: I have my own brush. Why would I need yours?

PENNY: Well, you're the only person here, and I saw it on my dresser five minutes ago!

GRACE: I really didn't take it, Penny. Let's think about what could have happened.

PENNY: Well, it didn't get up and just walk away.

GRACE: *(Looks around.)* No...but something must have moved it because I didn't.

PENNY: *(Pauses, as if thinking.)* What about Whiskers?

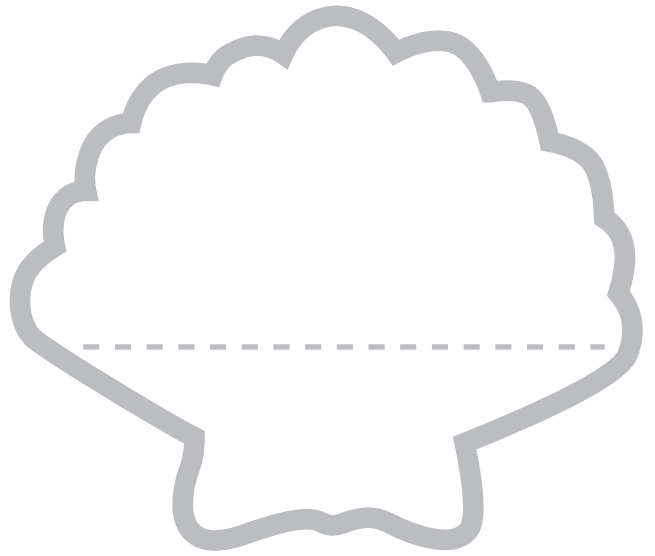
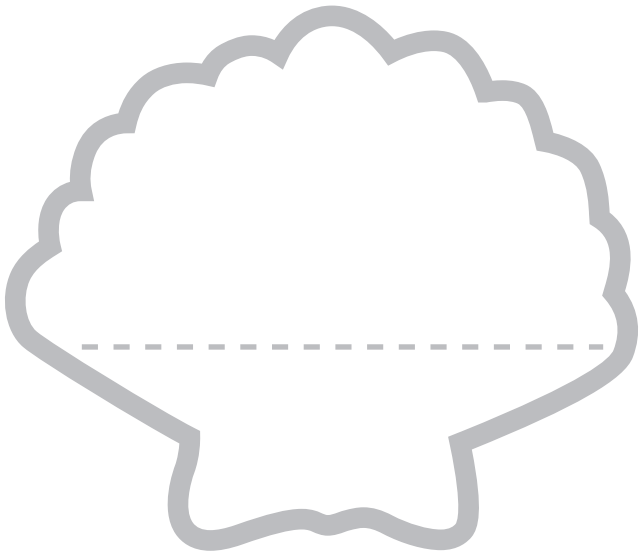
GRACE: You think the cat took it?

PENNY: *(Shrugs.)* I don't know. Maybe. Let's check.

NARRATOR: Penny and Grace look around for Whiskers. They check her bed and scratching post. They finally find her behind the couch with Penny's brush.

GRACE: Look! Whiskers did take it! I can't believe it!

PENNY: Sorry I accused you. I can't believe Whiskers took it!



Story Map



Title: *Stumpy the Stubborn Squirrel*

Characters:

Sam Squirrel
Sylvia Squirrel
Stumpy Squirrel

Setting:

Where: Squirrel Community Tree

When:

Problem:

Stumpy Squirrel wastes food.

Event: *Sam and Sylvia Squirrel tell Stumpy Squirrel to stop wasting acorns, but Stumpy doesn't listen.*

Event: *Stumpy Squirrel has a big feast for all the squirrels. He releases the insects at the feast.*

Event: *Sam and Sylvia Squirrel tell their fellow squirrels that they should not allow Stumpy Squirrel to waste so much food. Sam and Sylvia Squirrel tell the squirrels to leave the feast.*

Event: *Stumpy Squirrel tells Sam and Sylvia Squirrel that he isn't sorry for wasting food.*

Event: *Many squirrels get very sick during the winter because there isn't enough food.*

Solution:

Stumpy Squirrel promises to never waste food again. He works hard during the summer months.

Stumpy the Stubborn Squirrel

Cast of Characters	SAM SQUIRREL	SYLVIA SQUIRREL
	STUMPY SQUIRREL	NARRATOR
	SQUIRRELS	

Scene I: A tree in a city

NARRATOR: Stumpy Squirrel is sitting high above the city sidewalks on his favorite branch of the Squirrel Community Tree. He tosses an acorn from hand to hand, eyeing humans as they walk by. Sam Squirrel and Sylvia Squirrel jump onto the tree branch below Stumpy Squirrel.

SAM SQUIRREL: Hey, Stumpy! Are you watching the humans again? Don't you get bored of that?

STUMPY SQUIRREL: I guess you could say I'm watching them.

SYLVIA SQUIRREL: (*Worried.*) What exactly does that mean?

STUMPY SQUIRREL: (*Smiling.*) Well, I'm figuring out which ones to hit with acorns. We have so many. I thought the best thing to do was hit a couple annoying humans right between the eyes.

SAM SQUIRREL: Wow! That has bad news written all over it.

SYLVIA SQUIRREL: Seriously! Why don't you save those acorns? It's probably a good idea not to anger the humans either. I don't know if you've noticed, but they are a lot bigger than us.

STUMPY SQUIRREL: First of all, those humans deserve it. Second of all, we have plenty of acorns. (*Eyes a human and launches an acorn at him.*)

STUMPY SQUIRREL: (*Excited.*) Direct hit! Take that, human!

SAM SQUIRREL: Stumpy, we need to save this food. We don't know what the winter will be like.

STUMPY SQUIRREL: (*Ignoring Sam Squirrel.*) Here comes another worthy target. (*Throws another acorn.*) Gotcha!

SYLVIA SQUIRREL: (*Frustrated.*) Stumpy! Listen to us! You need to stop wasting our food. If it's an especially bad winter, then you could be throwing away food that we need.

STUMPY SQUIRREL: You guys need to loosen up. We'll be fine. Look around. (*Waves his hands around.*) There is plenty of food. Now, would you like to chuck some acorns with me? It's so much fun!

SAM SQUIRREL: (*To Sylvia Squirrel.*) He's not going to listen to us.

SYLVIA SQUIRREL: I know. Maybe we should just hide all the food from Stumpy.

SAM SQUIRREL: (*Shakes his head.*) Sadly, that might be the only thing that works. (*Waves at Stumpy Squirrel.*) Bye, Stumpy.

STUMPY SQUIRREL: Come on, guys! Don't be like that.

SYLVIA SQUIRREL: You need to grow up and think about others, Stumpy!

STUMPY SQUIRREL: Okay, I'll get right on that...after I hit this person with the polka-dotted umbrella. Bullseye!

NARRATOR: Sam and Sylvia walk inside the Squirrel Community Tree. They do not approve of Stumpy's wasteful behavior. They are shocked when they see a flyer for a feast that is organized by Stumpy.

Scene II: A community hall inside a tree

NARRATOR: It is the day of Stumpy's feast. The community hall is packed with squirrels. The wooden tables are filled with acorns, leaves, grasses, and insects. Sam and Sylvia enter the community hall and stare at the amount of food.

SAM SQUIRREL: Can you believe this?

SYLVIA SQUIRREL: He didn't listen to a word we said. We should leave. At least that would save a little bit of food.

SAM SQUIRREL: (*Looking around.*) I don't know if that would make any difference.

STUMPY SQUIRREL: (*Standing and addressing everyone at the feast.*) Welcome, everyone! Please enjoy the food and one another. It is a great time to celebrate our great home here in the community tree!

NARRATOR: The community hall erupts into applause and shouts of support. Stumpy waves his arms excitedly. He really enjoys the attention he gets from the squirrels. In the excitement of the moment, Stumpy begins releasing the insects that took months to catch and stockpile.

SAM SQUIRREL: (*Angrily.*) Stumpy! What are you doing?

SYLVIA SQUIRREL: Stumpy, stop! (*To Sam Squirrel.*) Come on!

NARRATOR: Sam and Sylvia rush to the front of the community hall. They reach Stumpy, but it is too late. He has released all the insects.

SYLVIA SQUIRREL: (*Stammering.*) Why...why would you do that? That is such a waste.

SAM SQUIRREL: (*Furiously.*) That's months of work down the drain!

NARRATOR: The community hall is unnaturally quiet. The squirrels stare at Stumpy, Sam, and Sylvia. Sam and Sylvia turn to address the community of squirrels.

SYLVIA SQUIRREL: Fellow squirrels, this feast is a terrible example of waste. The amount of food here is wrong. We have worked too hard to let ourselves struggle during the coming winter months.

SAM SQUIRREL: We ask you all to leave this feast. Let us show Stumpy Squirrel that we will not accept this foolishness.

NARRATOR: Sam and Sylvia turn to leave the community hall. They encourage the rest of the squirrels to follow them. Stumpy watches as the community hall slowly begins to empty.

Scene III: A tree in a city

NARRATOR: Three weeks have passed since the feast. Stumpy Squirrel does not seem to have changed his ways. After a long day of catching insects and collecting acorns, Sam and Sylvia find Stumpy throwing acorns at humans again.

SYLVIA SQUIRREL: Oh, you've got to be kidding me. (*Points at Stumpy on the tree branch above them.*) He just doesn't get it.

SAM SQUIRREL: (*Angrily.*) Stumpy! Are you serious? Stop throwing our food away!

STUMPY SQUIRREL: It's not your food. It's my food. I found these acorns.

SYLVIA SQUIRREL: Well, if you're out collecting acorns, why don't you add them to our pile? You can pitch in. It would show that you are sorry.

STUMPY SQUIRREL: I'm not sorry! I didn't do anything wrong. I was just trying to celebrate our hard work. There's nothing wrong with that.

SAM SQUIRREL: Nothing wrong with that? Every squirrel in this tree has to work from sunup to sundown to replace the insects that you released. Do you really think that's okay?

STUMPY SQUIRREL: (*Mumbling.*) Maybe I'll just find another tree.

SYLVIA SQUIRREL: Why don't you just chip in? Nobody will care about the insects if you help out now.

SAM SQUIRREL: At least stop throwing acorns!

STUMPY SQUIRREL: Okay, okay. I'm sorry. I promise I won't throw any more. And I won't have any more feasts.

SYLVIA SQUIRREL: (*Sweetly.*) Do you mean it? You know we're just trying to help, right?

STUMPY SQUIRREL: I guess. I'll just stay out of your way. (*Walks away.*)

SAM SQUIRREL: I don't think he gets it. I hope this isn't a bad winter. He'll feel terrible.

SYLVIA SQUIRREL: I'll feel terrible too. I don't want to starve this winter.

NARRATOR: It was a difficult winter for the squirrels in the Squirrel Community Tree. There were many sick squirrels and barely enough to eat. Stumpy felt terrible and promised to never waste food again. Stumpy worked very hard during the summer months that followed. He only threw one acorn at a human. Sam and Sylvia were proud of him.

• THE END •

Common Core State Standards

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

LEVEL 4 / *Stumpy the Stubborn Squirrel*

English Language Arts Standards: *Language*

Vocabulary Acquisition and Use

L.4.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

