

# It's Raining Pigs & Noodles

Written by Jack Prelutsky  
Greenwillow Books, 2000 ISBN 9780060763909

**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: It's Raining Pigs & Noodles***

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**POETRY** (6 DAY)

# It's Raining Pigs & Noodles

Written by Jack Prelutsky

## Summary

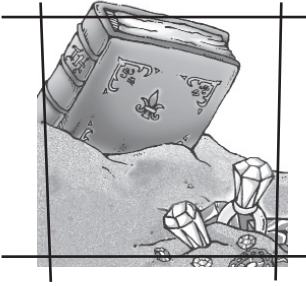
*It's Raining Pigs & Noodles* is a collection of silly poems that use a variety of rhymes, nonsense words, and poetry formats.

## Instructional Objectives

	Reading	Word Power	Writing
	<b>Figurative language (FL)</b>	<b>Compound words</b>	<b>Write a poem.</b>
<b>CYCLE 1</b>	Students will identify examples of similes, metaphors, alliteration, personification, onomatopoeia, exaggeration, puns, and idioms in poems.	Students will pronounce and determine the meanings of compound words by separating each word and thinking about its meaning.	Students will each write rhyming or free-verse poems about a place or time that they like or that made them feel comfortable.

**Teacher's Note:** Due to the nature of the text, a story map will not be used during this cycle.



**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 text, author, and reading objective.

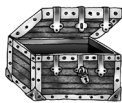
**This cycle we will read *It's Raining Pigs & Noodles*, a collection of poetry by Jack Prelutsky. As we read, we'll think about the author's use of figurative language in poetry. Good readers think about similes, metaphors, alliteration, personification, onomatopoeia, exaggeration, puns, and idioms as a way to better appreciate poetry.**

- Point out the strategy target on the team score sheet.
- Point out that the text is a collection of poems, or have students explore the text to figure out that it is poetry. Review how poetry differs from stories.
- Use the items below to build or activate background knowledge about the text.
  - Tell students that they will read a collection of poems that includes different forms of poetry. Use **Team Huddle** to have students identify as many forms of poetry as they can. Then have students describe the forms to the best of their ability. Use **Random Reporter** to select students to share.
  - Tell students that many of the poems in this collection are silly and use nonsense words. Use **Think-Pair-Share** to ask students what kind of silly things they would want to write about in poems. Randomly select a few students to share.



**Vocabulary TP**

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



Student Edition, page 1  
 Student Edition chart does not contain page numbers or identification examples.

Word and Page Number	Identification Strategy	Definition	Sentence
<b>lop</b> page 12	blend	cut off	Ted will help his dad <i>lop</i> branches off the dead tree before they cut it down.
<b>virtual</b> page 44	chunk: vir-tu-al	happening on a computer or device	We took a <i>virtual</i> tour of the art museum right from our classroom computer.
<b>multicolored</b> page 63	prefix + base word + ending: multi + color + ed	many colored	The <i>multicolored</i> jacket was Alyssa’s favorite because it was so bright and cheery.

Word and Page Number	Identification Strategy	Definition	Sentence
<b>cacophony</b> page 85	chunk: ca-coph-o-ny	loud, harsh mix of sounds	When the sun rises, there is a <i>cacophony</i> of song from all the different birds.
<b>knack</b> page 101	blend	a special skill; talent	“I have a <i>knack</i> for solving word puzzles without mistakes,” Tyree said.
<b>pickle</b> page 117	chunk: pick-le	a tough spot; problem	“I’m in quite a <i>pickle</i> ,” Arya said when it started raining and she didn’t have her umbrella.
<b>delectable</b> page 152	chunk: de-lec-ta-ble	delicious	“Mom, this chocolate cake is <i>delectable</i> , can I have more?” Melanie asked.
<b>overtime</b> page 153	compound word: over + time	extra time	Because the score was tied, the game went into <i>overtime</i> before it could finish.

**Using the Targeted Skill (Introduction and Definition)**

- Introduce the skill, figurative language, by explaining to students that authors use figurative language to help readers create mind movies and add interest to their writing. Explain that this is especially important in poetry.

**Authors use figurative language to help readers create mind movies. Mental pictures are especially important when reading poetry. Authors want to help their readers picture the images that they are creating by using figurative language such as similes, metaphors, alliteration, personification, onomatopoeia, exaggeration, and idioms. These help readers make mind movies and have fun with words.**

- Display and read the following poem aloud.

Blackline master provided.

### The Metal Shop

Sweat drips to the floors  
in front of open flames.  
Shiny metal masks reflect sparks  
as hammers crash down on red-hot metal.

Sounds of metal hitting metal  
ping and echo through the high ceilings.  
Water sizzles, and steam rises  
as if from a metal geyser.

Gears take shape  
as the metal submits.  
Hot air pushes down  
in the stuffy metal shop.



- Use a **Think Aloud** to identify the number of stanzas in the poem, that each stanza has four lines, and that the poem is written in free verse.

**The poem “The Metal Shop” has three stanzas. Circle each stanza. Each stanza has four lines. Count the lines in each stanza. The poem does not rhyme. It is written in free verse.**

- Remind students that poets also use several techniques to help readers create mind movies. Display the list of literary techniques, and read them aloud.

Blackline master provided.

### Types of Figurative Language

**alliteration:** repetition of the same initial letter or sound

*She sells seashells by the seashore.*

**exaggeration:** also called hyperbole, an overstatement that is unbelievable

*We waited in line for a million hours.*

**idioms:** a phrase that means something different from the literal meaning of its words

*The quiz was a piece of cake.*

**metaphor:** a comparison between two unlike things

*The memory was a warm, comforting hug.*

**onomatopoeia:** using words that imitate the sound they represent

*The car POPPED and BANGED down the street.*

**personification:** giving human qualities to an animal, object, natural force, or idea

*The forest awoke with the sounds of birds singing.*

**pun:** a play on words using words that sound the same but mean different things.

*Fruit flies like a banana.*

**simile:** a comparison between two objects using the words like or as

*Hair as golden as the sun.*



- Use a **Think Aloud** to model how to identify examples of imagery from the poem.

**Let's take a look through this poem to see what kinds of figurative language are in it. I can see a simile and a metaphor in the lines "Water sizzles, and steam rises as if from a metal geyser." The poet uses the words *as if* to compare the rising steam in the metal shop to what you'd see if you were looking a geyser, like in Yellowstone National Park. There is alliteration with the words *metal mask* in the third line. I can see onomatopoeia in the words *ping* and *sizzles*. And there is personification in the line "Hot air pushes down in the stuffy metal shop." We get a mind movie of hot air pushing downward, like a person might push something down.**

- Post the Types of Figurative Language list in your classroom, or have students copy it in their journals. Tell students to refer to this list as needed throughout the lesson.
- Tell students they will identify examples of figurative language as they read *It's Raining Pigs & Noodles*.

### Listening Comprehension

- Tell students that they will be reading selected poems from *It's Raining Pigs & Noodles* throughout the cycle.
- Read pages 34 and 35 aloud, stopping to ask questions, make points, or focus students' attention as needed. Tell students to follow along with you in their books as you read the poem.
- Use a **Think Aloud** to model identifying examples of figurative language from the poem.

**One example of figurative language I see in this poem is onomatopoeia. The poem repeats the word *hiccup* throughout it. *Hiccup* is a sound word. It is similar to the actual sound we make when we have the hiccups! The poet also wrote the poem an interesting way. Point out the difference in the type. The word *hiccup* is in larger print than the rest of the words, and the word is crooked in the lines. The poet wrote it to look like what it feels like to talk with hiccups. Hiccups interrupt us and they burst out of our mouths. They're uncontrollable.**

- Remind students that they will continue to identify figurative language as they read *It's Raining Pigs & Noodles*.

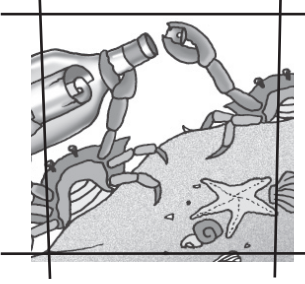
### Preview Team Talk

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

Student Edition, page 2

Team Talk
<p>1. Why isn't the dragon afraid of the knight chasing him in "I Chased a Dragon through the Woods" on pages 12 and 13?  CE </p> <p>2. Do you think the speaker of "I'm raising a Virtual Chicken" on pages 44 and 45 is upset about what happens to his virtual chicken? Why or why not?  DC </p> <p>3. Which of the following is an example of an idiom?  FL </p> <ul style="list-style-type: none"> <li>a. "she staggers on virtual legs."</li> <li>b. "My virtual chicken was thriving."</li> <li>c. "She's under the virtual weather."</li> <li>d. "I'm feeding her virtual food."</li> </ul> <p>4. What is an example of alliteration from today's reading? What does this alliteration help describe? (Write-On)  FL </p>

- Randomly assign team leaders.



## TEAMWORK

Timing Goal: 45 minutes

### Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**  
**pages 12 and 13 aloud with partners.**  
**pages 44 and 45 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 isn't the dragon afraid of the knight chasing him in "I Chased a Dragon through the Woods" on pages 12 and 13? |CE|

**100 points** = *The dragon isn't afraid of the knight chasing him because he is a dozen times larger than the knight, has claws, and can bite. The knight is small and only has a sword.* **90 points** = *The dragon isn't afraid of the knight because he is larger, has claws, and can bite.* **80 points** = *He is larger, has claws, and can bite.*

Team Talk *continued*

2. Do you think the speaker of “I’m raising a Virtual Chicken” on pages 44 and 45 is upset about what happens to his virtual chicken? Why or why not? |DC|

**100 points** = *I don’t think the speaker of “I’m Raising a Virtual Chicken” is upset about what happens to his virtual chicken because he gets a virtual duck next. The speaker says “Farewell, ancient virtual chicken—hello, baby virtual duck.” He moves onto the next virtual animal.* **90 points** = *I don’t think the speaker of “I’m Raising a Virtual Chicken” is upset about what happens to his virtual chicken because he gets a virtual duck next.* **80 points** = *No, because he gets a baby virtual duck next.*

3. Which of the following is an example of an idiom? |FL|
- “she staggers on virtual legs.”
  - “My virtual chicken was thriving.”
  - “She’s under the virtual weather.”
  - “I’m feeding her virtual food.”

4. What is an example of alliteration from today’s reading? What does this alliteration help describe? (Write-On) |FL|

**100 points** = *An example of alliteration are the words confidently cried from “I Chased a Dragon Through the Woods.” This alliteration helps describe how the knight feels when he is chasing the dragon. He is confident and yells at the dragon.* **90 points** = *An example of alliteration are the words confidently cried from “I Chased a Dragon Through the Woods.” They describe how the knight feels when he is chasing the dragon.* **80 points** = *The words confidently cried. They describe how the knight feels.*

- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson’s team cooperation goal.

**Class Discussion** **TP**

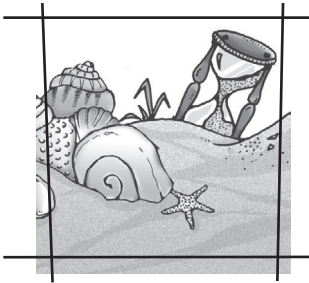
- Ensure participation by calling on teams to share responses to all discussions.
- Remember to add individual scores to the teacher cycle record form.



Strategy-Use Discussion

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

Think-and-Connect Discussion	<ul style="list-style-type: none"> <li>– Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill.</li> <li>– Allow students time to discuss your questions.</li> <li>– Use <b>Random Reporter</b> to select students to respond to your questions.</li> </ul>	
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #cccccc; vertical-align: middle; text-align: center;">Team Talk Extenders</td> <td> <p>Have you ever felt confident about something like the speaker in “I Chased a Dragon Through the Woods,” only to change your mind later? What happened?</p> <p>What might be fun about raising a virtual animal, like a chicken or a baby duck?</p> </td> </tr> </table> <ul style="list-style-type: none"> <li>– Award team celebration points.</li> </ul>	Team Talk Extenders
Team Talk Extenders	<p>Have you ever felt confident about something like the speaker in “I Chased a Dragon Through the Woods,” only to change your mind later? What happened?</p> <p>What might be fun about raising a virtual animal, like a chicken or a baby duck?</p>	
Write-On Discussion	<ul style="list-style-type: none"> <li>– Use <b>Random Reporter</b> to ask one or two students to read their written answers to the class. If desired, display student answers on the board.</li> <li>– Award team celebration points.</li> <li>– Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.</li> </ul>	



## FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes

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

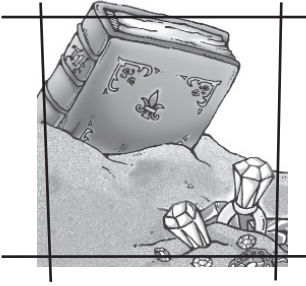
### Pages 12 and 13

- 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.

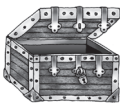
### Set the Stage

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



### Vocabulary **TP**

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



### Strategic Review

- Have students work in teams to discuss the poem(s) that they read. Use **Random Reporter** to review their ideas with the class. Model this if necessary.
- If appropriate, use **Think-Pair-Share** to have students make predictions about other poems from this collection that they might read. Have students give evidence from the text to support their predictions. Model this if necessary.



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

How does the dragon feel about the knight chasing him in “I Chased a Dragon Through the Woods”?

### Listening Comprehension



- Read pages 52 and 53 aloud, stopping to ask questions, make points, or focus students’ attention as needed.
- Use a **Think Aloud** to model identifying examples of figurative language in the poem.

**Let me see what kinds of figurative language I can identify in the poem “A Bicycle Spoke.” I can identify a lot of personification in this poem. Remember, personification is giving human characteristics to non-human objects or creatures. Each line of the poem gives a non-human object a human characteristic, such as “the rose shed a tear” and “The buttons were frightened.” Roses cannot cry, and buttons cannot be frightened.**

**This poem is also full of puns and word play. It uses a lot of words that have different meanings, but sound the same. For example, “A bicycle spoke” can refer to both the spokes in a wheel and talking.**

- Remind students that they will continue to identify figurative language as they read *It's Raining Pigs & Noodles*.

### Preview Team Talk

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

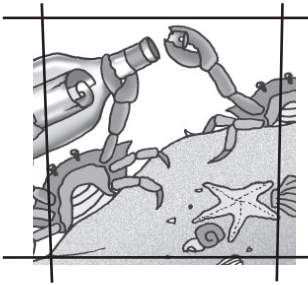
Student Edition, page 2

Team Talk

- Which of the following is not a reason the speaker of “I’m Standing in the Corner” on page 140 and 141 is in trouble? |CE|
  - brought mom orangeade
  - vegetables hidden under the bed
  - tied brother to a tree
  - bubble gum stuck to the TV

Team Talk *continued*

2. What do you think the poem “I’m Standing in the Corner” might tell us about the poet? |DC • AS|
3. Which of the following best describes the rhyme pattern in the first stanza of “Is Traffic Jam Delectable?” on pages 152 and 153? |LT|
  - a. ABABCDCD
  - b. ABCBDEFE
  - c. AABCCDD
  - d. ABACDEDF
4. What is an example of a pun in today’s reading? What does this pun mean or describe? (Write-On) |FL|



## 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 140 and 141 aloud with partners.**  
**pages 152 and 153 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. Which of the following is not a reason the speaker of “I’m Standing in the Corner” on page 140 and 141 is in trouble? |CE|
  - a. brought mom orangeade
  - b. vegetables hidden under the bed
  - c. tied brother to a tree
  - d. bubble gum stuck to the TV
2. What do you think the poem “I’m Standing in the Corner” might tell us about the poet? |DC • AS|

**100 points** = I think the poem “I’m Standing in the Corner” might tell us that the poet got into a lot of trouble as a kid. The poem is a long list of things the speaker did that might be why he or she is being punished. These might all be things that the poet did when he was a kid. **90 points** = I think the poem “I’m Standing in the Corner” might tell us that the poet got into a lot of trouble as a kid. It’s a long list of things the speaker did to get punished. **80 points** = It might tell us that the poet got into a lot of trouble as a kid.

3. Which of the following best describes the rhyme pattern in the first stanza of “Is Traffic Jam Delectable?” on pages 152 and 153? |LT|
  - a. ABABCD CD
  - b. ABCBDEF E
  - c. AABBCDD
  - d. ABACDEDF
4. What is an example of a pun in today’s reading? What does this pun mean or describe? (Write-On) |FL|

**100 points** = An example of a pun in today’s reading is the line “does jelly fish in lakes” in “Is Traffic Jam Delectable?” This pun talks about both jelly the food and jelly fish the sea creature. A jelly fish is a real creature, but jelly food cannot fish in lakes. **90 points** = An example of a pun in today’s reading is the line “does jelly fish in lakes” in “Is Traffic Jam Delectable?” This pun talks about both jelly the food and jelly fish the sea creature. **80 points** = The line “does jelly fish in lakes.” It’s about jelly the food and jelly fish the sea creature.

- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson’s team cooperation goal.

**Class Discussion TP**



**Strategy-Use Discussion**

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

**Think-and-Connect Discussion**

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

**Team Talk Extenders**

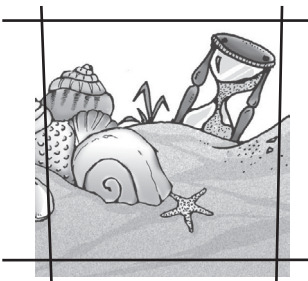
Do you think the speaker in "I'm Standing in the Corner" deserves to be in trouble for his or her activities? Why or why not?

Have you ever done things similar to the speaker in "I'm Standing in the Corner" that got you in trouble? What did you do?

- Award team celebration points.

**Write-On Discussion**

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



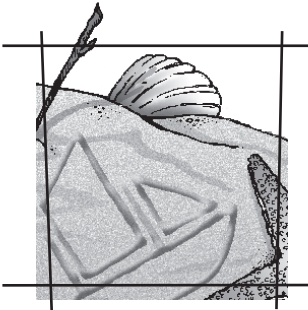
**FLUENCY IN FIVE TP**

Timing Goal: 5 minutes

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

Pages 152 and 153 (stanza 1)

- 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.

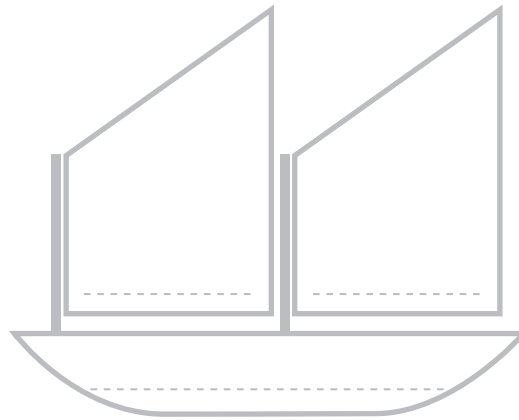


# WORD POWER **TP**

Timing Goal: 10 minutes

- Remind students that they have seen Word Treasure clues from Captain Read More. Display the Word Treasure clue for this cycle.

Blackline master provided.



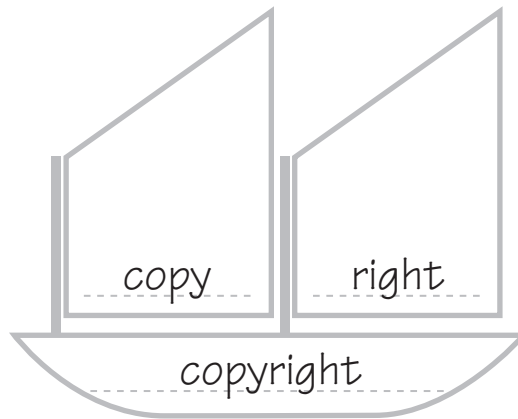
- Use **Think-Pair-Share** to have students identify what the Word Treasure clue means. Randomly select a few students to share.
- Reveal the Word Treasure (skill).

## Word Treasure

Some words are compound words made up of two words.

If you're having trouble reading these words, first separate the parts of the compound word, read the whole word, and then figure out its meaning.

- Write the word “copyright” on the bottom of the boat. Use **Think-Pair-Share** to have students divide the compound word into its word parts and give the meaning of the word. Randomly select a few students to share. Copy + right = *the right to copy something*.
- Write “copy” on the first sail and “right” on the second sail.



- Use the sails to read the word, and have students say the word with you.
- Remind students that thinking about the meaning of each word in a compound word helps to define the compound word.
- Tell students that Captain Read More has found compound words in their text. Remind them to look for compound words as they read.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition,  
pages 2 and 3

### Skill Practice

Write each compound word in your journal. Write the two words that make up the compound word, and then write a definition for each compound word. Use the sailboat clue if you wish.

1. drainpipe *drain + pipe; a pipe that is used to drain things*
2. keyhole *key + hole; a hole for a key*

Building Meaning			
lop	virtual	multicolored	cacophony
knack	pickle	delectable	overtime

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

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

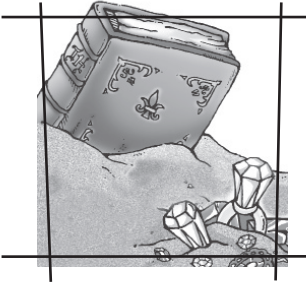
4. Choose the word that best fits in the blank.

The citizens complained after the fireworks made such an unpleasant *cacophony*.



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

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



## DAY 3

## ACTIVE INSTRUCTION

Timing Goal: 30 minutes

## Team Cooperation Goal

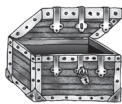
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

## Set the Stage

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

Vocabulary **TP**

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



## Strategic Review

- Have students work in teams to discuss the poem(s) that they read. Use **Random Reporter** to review their ideas with the class. Model this if necessary.
- If appropriate, use **Think-Pair-Share** to have students make predictions about other poems from this collection that they might read. Have students give evidence from the text to support their predictions. Model this if necessary.



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

What can “I am Standing in the Corner” tell you about the poet?

### Listening Comprehension



- Read pages 54 and 55 aloud, stopping to make points, ask questions, or focus students’ attention as needed.
- Use a **Think Aloud** to model identifying examples of figurative language in the poem.

**Let me see what kinds of figurative language I can identify in the poem “I Took a Sip of Water.” I can identify a lot of exaggeration in this poem. Remember, exaggeration, also called hyperbole, is an overstatement that is unbelievable. The speaker in this poem describes how much liquid they drank. At first they were drinking normal amounts, but then they drank a gallon, a few quarts, a dozen sodas, a creek, a lake, and a waterfall. No one can drink that much. They say the reason for it is that they ate a sponge, but a sponge can’t absorb that much liquid either! The exaggeration makes it fun to think about what would happen if you drank so much liquid.**

- Remind students that they will continue to identify figurative language as they read *It's Raining Pigs & Noodles*.

### 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.

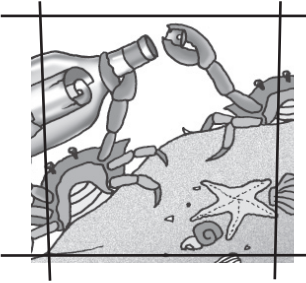
Student Edition, page 3

Team Talk

- Alliteration is when the first sounds in a sequence of words are the same. Which phrase from “Deep in Our Refrigerator” on pages 62 and 63 is an example of alliteration? |FL|
  - “fuzzy clumps”
  - “nasty mass of slime”
  - “certain special smell”
  - “ancient yet”

Team Talk *continued*

2. Insomnia is when you cannot fall asleep, even when you're tired. What is keeping the speaker of "I'm Tortured by Insomnia" on pages 84 and 85 from falling asleep? |CE|
3. What do the speakers of both of today's poems have in common? |CC|
  - a. They both have a problem with food.
  - b. They both can't sleep at night.
  - c. They both need to clean out the refrigerator.
  - d. They both have upset stomachs.
4. What is an example of a simile from the reading? What does this simile help to describe? (Write-On) |FL|



## 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 62 and 63 aloud with partners.**  
**pages 84 and 85 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. Alliteration is when the first sounds in a sequence of words are the same. Which phrase from “Deep in Our Refrigerator” on pages 62 and 63 is an example of alliteration? |FL|
  - a. “fuzzy clumps”
  - b. “nasty mass of slime”
  - c. “*certain special smell*”
  - d. “ancient yet”

2. Insomnia is when you cannot fall asleep, even when you’re tired. What is keeping the speaker of “I’m Tortured by Insomnia” on pages 84 and 85 from falling asleep? |CE|

**100 points** = *The speaker of “I’m Tortured by Insomnia” cannot fall asleep because they ate ten desserts. At the end of the poem, they say they will not eat ten desserts before bedtime again. It might be hard to fall asleep if your stomach is full or if you’ve eaten a lot of sweets.* **90 points** = *The speaker of “I’m Tortured by Insomnia” cannot fall asleep because they ate ten desserts. They say they will not eat ten desserts before bedtime again.* **80 points** = *They ate ten desserts before bed.*

3. What do the speakers of both of today’s poems have in common? |CC|
  - a. *They both have a problem with food.*
  - b. They both can’t sleep at night.
  - c. They both need to clean out the refrigerator.
  - d. They both have upset stomachs.
4. What is an example of a simile from the reading? What does this simile help to describe? (Write-On) |FL|

**100 points** = *An example of a simile is from the reading is “There’s a faucet drip-drip-dripping, roaring like a waterfall” in “I’m Tortured by Insomnia.” This simile helps describe how the sound of a dripping faucet sounds to the speaker, who can’t fall asleep. When you are tired and want to sleep, a dripping faucet can seem as loud as a waterfall.* **90 points** = *An example of a simile is from the reading is “There’s a faucet drip-drip-dripping, roaring like a waterfall.” It describes how the sound of a dripping faucet sounds to the speaker, who can’t fall asleep.* **80 points** = *“There’s a faucet drip-drip-dripping, roaring like a waterfall.” It’s the sound of a dripping faucet when you can’t sleep.*

- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson’s team cooperation goal.

**Class Discussion TP**



**Strategy-Use Discussion**

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

**Think-and-Connect Discussion**

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

**Team Talk Extenders**

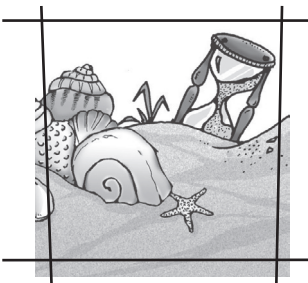
What do you think the speaker's mother in "Deep in Our Refrigerator" means when she says that food isn't old enough to throw away?

Have you ever had trouble falling asleep at night? What kept you awake?

- Award team celebration points.

**Write-On Discussion**

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



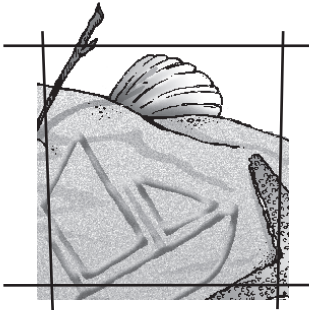
**FLUENCY IN FIVE TP**

Timing Goal: 5 minutes

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

## Pages 152 and 153 (stanza 1) or 62 and 63

- 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 (compound words) and, if necessary, the Word Treasure clue that Captain Read More uses (a sailboat with two sails that are the same size).
- Use **Think-Pair-Share** to have students identify and define a compound word from their vocabulary list. Randomly select a few students to share. Overtime: *time over what is normal, extra time.*
- Have students turn to page 85 of their books. Use **Think-Pair-Share** to have students identify and define compound words from the reading on page 85. Randomly select a few students to share. Bedroom: *a room with a bed for sleeping*; waterfall: *water that is falling.*
- Remind students that the meanings of many compound words are the combined meaning of the two word parts.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition,  
pages 3 and 4

### Skill Practice

Write each compound word in your journal. Write the two words that make up the compound word, and then write a definition for each compound word. Use the sailboat clue if you wish.

1. offshore *off + shore; off the shore, out in the water*
2. nightgown *night + gown; a gown you sleep in at night*

### Building Meaning

lop	virtual	multicolored	cacophony
knack	pickle	delectable	overtime

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

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

4. The dog had a knack for opening the garbage can to eat the trash inside it. *Knack* means—
  - a. talent.
  - b. job.
  - c. hatred.
  - d. disgust.

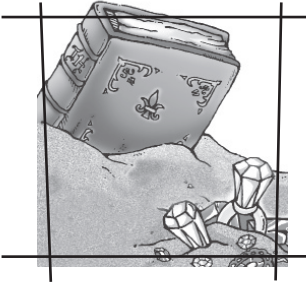


- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration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

### Team Celebration Points

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

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



## DAY 4

## ACTIVE INSTRUCTION

Timing Goal: 30 minutes

## Team Cooperation Goal

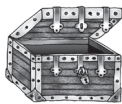
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

## Set the Stage

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

Vocabulary **TP**

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



## Strategic Review

- Have students work in teams to discuss the poem(s) that they read. Use **Random Reporter** to review their ideas with the class. Model this if necessary.
- If appropriate, use **Think-Pair-Share** to have students make predictions about other poems from this collection that they might read. Have students give evidence from the text to support their predictions. Model this if necessary.



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

What do the speakers of “Deep in Our Refrigerator” and “I’m Tortured by Insomnia” have in common?

### Listening Comprehension



- Read pages 26 and 27 aloud, stopping to make points, ask questions, or focus students’ attention as needed.
- Use a **Think Aloud** to model how to identifying examples of figurative language in the poem. Point out that this poem and the poems they will read are called concrete poems.

**Let me see what kinds of figurative language I can identify in the poem “My Sister Shrieked, Astonished.” I can see an example of onomatopoeia in the title and first line. The word *shrieked* is onomatopoeia. It sounds like the sound it represents, a high-pitched scream.**



- Point out that this poem and the poems they will read today are called concrete poems. Use **Think-Pair-Share** to have students discuss how the shape of a poem can help with the meaning of the poem. Randomly select a few students to share.

**I want to point out this poem’s format.** Display the poem or tell students to turn to pages 26 and 27. **This is called a concrete, or shape, poem. The poem is written to look like its subject, or its shape can help us understand its meaning. The speaker of the poem says they threw a boomerang. A boomerang is a toy that when you throw it, it flies in a loop back to you. How does the shape of the poem help with it’s meaning?** Wait for students responses. **Good. The poem is shaped like a loop. The lines of the poem each describe a reaction to being surprised by the boomerang. The boomerang passed by all the people and animals in the poem before returning to the speaker.**

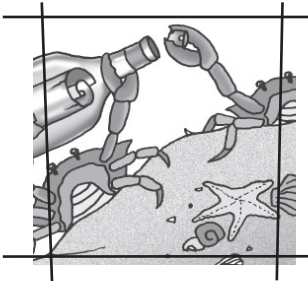
- Remind students that they will continue to identify figurative language as they read *It’s Raining Pigs & Noodles*.

### Preview Team Talk

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

## Team Talk

1. The word *infinite* means endless. How does the shape of “I’m Caught Up in Infinity” on pages 64 and 65 help you with this meaning? |LT • CL|
2. In “Zigzag” on page 101, the speaker says that zigzagging is impractical, or not wise to do. How does the shape of the poem help this meaning? |LT • CL|
3. How are the speakers of “I’m Caught Up in Infinity” on pages 64 and 65, “I’m Winding Through a Maze” on pages 116 and 177, and “I Am Stuck Inside a Seashell” on page 137 similar? |CC|
  - a. They enjoy finding their way out of pickles.
  - b. They can choose when to leave their loops.
  - c. They don’t know how to escape their problems.
  - d. They are happy to be stuck in small spaces.
4. What is an example of an idiom from the reading? What does this idiom mean? (Write-On) |FL|



## 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 64, 65, and 101 aloud with partners.**  
**pages 116, 117, and 137 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 word *infinite* means endless. How does the shape of “I’m Caught Up in Infinity” on pages 64 and 65 help you with this meaning? |LT • CL|

**100 points** = *The shape of “I’m Caught Up in Infinity” helps me with its meaning because the poem loops around and back to its start. The last line of the poem leads back to the first line. The speaker says they are stuck and that there is no end in sight. An infinity symbol is two loops.*

**90 points** = *The shape of “I’m Caught Up in Infinity” helps me with its meaning because the poem is endless. The last line of the poem leads back to the first line. **80 points** = Its shape helps me because the poem is endless.*

2. In “Zigzag” on page 101, the speaker says that zigzagging is impractical, or not wise to do. How does the shape of the poem help this meaning? |LT • CL|

**100 points** = *The shape of “Zigzag” helps me understand why zigzagging is impractical because parts of the poem are written backwards. It is not easy to write and read backwards. It makes it hard to do, so it is not wise to do it all the time. **90 points** = The shape of “Zigzag” helps me understand why zigzagging is impractical because parts of the poem are written backwards. It is not easy to write and read backwards. **80 points** = Parts of the poem are written backwards. It is not easy to write and read backwards*

*are written backwards. It is not easy to write and read backwards*

3. How are the speakers of “I’m Caught Up in Infinity” on pages 64 and 65, “I’m Winding Through a Maze” on pages 116 and 177, and “I Am Stuck Inside a Seashell” on page 137 similar? |CC|

- a. They enjoy finding their way out of pickles.
- b. They can choose when to leave their loops.
- c. *They don’t know how to escape their problems.*
- d. They are happy to be stuck in small spaces.

4. What is an example of an idiom from the reading? What does this idiom mean? (Write-On) |FL|

**100 points** = *An example of an idiom from the reading is the phrase “I am in a pickle” in “I Am Winding Through a Maze.” This idiom means the speaker is in trouble. They do not mean they are in a pickle you eat. They are stuck in the maze and can’t find the way out. **90 points** = An example of an idiom from the reading is the phrase “I am in a pickle” in “I Am Winding Through a Maze.” It means the speaker is in trouble, not a pickle you eat. **80 points** = An example is “I am in a pickle.” They are in trouble or stuck.*

- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson’s team cooperation goal.

**Class Discussion TP**



**Strategy-Use Discussion**

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

**Think-and-Connect Discussion**

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

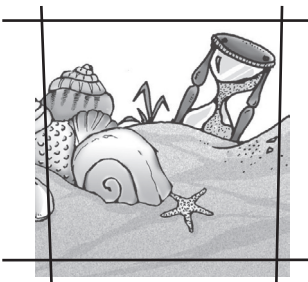
**Team Talk Extenders**

Is reading a concrete poem the same as other poems? Why or why not?  
 Why do you think the poet wrote so many poems about being stuck somewhere?

- Award team celebration points.

**Write-On Discussion**

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

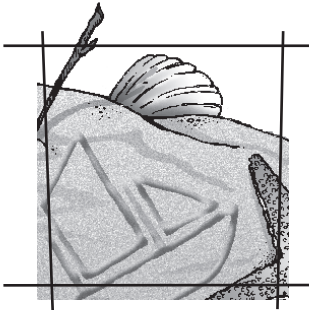


**FLUENCY IN FIVE TP**

Timing Goal: 5 minutes

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

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



## WORD POWER **TP**

Timing Goal: 10 minutes

**tps**

- Remind students of the Word Power skill (compound words).
- Use **Think-Pair-Share** to have students tell why Captain Read More wants them to learn compound words. Randomly select a few students to share. *Compound words show us that two words can make up another word. Knowing the meaning of each of the smaller words helps us to understand the meaning of the bigger word.*
- Direct students' attention to the Word Power Challenge. Tell students that they will work in teams to write the compound words on their sailboats.

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

### Word Power Challenge

warlike

wheelchair

**th**



- Use **Team Huddle** to have students read the words, identify the word parts, and suggest definitions. Use **Random Reporter** to select students to share. *War + like = something is like war; wheel + chair = a chair with wheels on it for people who can't walk.*
- Ask students to read the word parts on the sails with you, read the compound word, and compare the word parts on the sails with the word on the boat to see whether they are the same. Do this for both words in the Word Power Challenge.

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

Student Edition, page 4

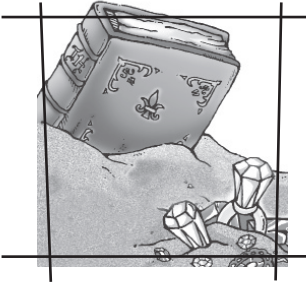
Skill Practice			
Write each compound word in your journal. Write the two words that make up the compound word, and then write a definition for each compound word. Use the sailboat clue if you wish.			
1. cornstalk <i>corn + stalk; the stalk of a corn plant</i>			
2. mealtime <i>meal + time; a time to eat a meal</i>			
Building Meaning			
lop	virtual	multicolored	cacophony
knack	pickle	delectable	overtime
3. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday. <b>100 points</b> = <i>The sentence uses the word correctly and includes details to create a mind movie.</i> <b>90 points</b> = <i>The sentence uses the word correctly and includes one detail.</i> <b>80 points</b> = <i>The sentence uses the word correctly.</i>			
4. Choose the word that best fits in the blank. Rey helped <u>lop</u> branches off the bushes so they could shape them into neat squares.			

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

### Team Celebration Points

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

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



## DAY 5

# ACTIVE INSTRUCTION

Timing Goal: 20 minutes

### Team Cooperation Goal

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

### Set the Stage

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



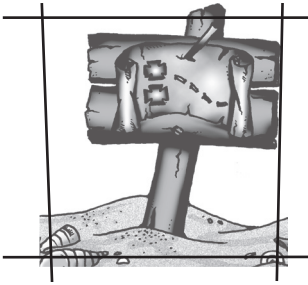
**In yesterday's reading, we looked at figurative language in concrete poems. Today we will look for more examples of figurative language in poetry.**

### 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

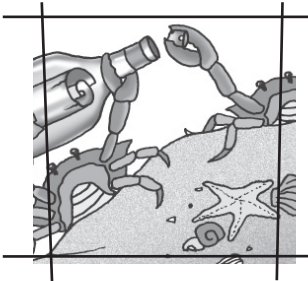
- Distribute the test, and preview it with students without providing information about the answers. Point out that questions #1, #2, and #6 ask about figurative language.
- Ask students to underline key words or phrases in question #6.
- Make sure that students understand that the test is independent work and that they should continue to use their strategies with sticky notes as they read without their partners' assistance.
- Remind students that they have 20 minutes for the test.



## TEST

Timing Goal: 20 minutes

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



## TEAMWORK

Timing Goal: 30 minutes

Teacher procedures for Teamwork vary with strategy instruction.

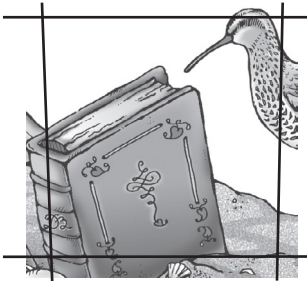
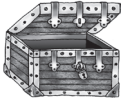
### Team Discussion **TP**

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



**Class Discussion TP**

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

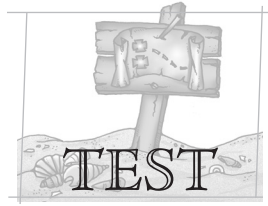


**BOOK CLUB**

Timing Goal: 20 minutes

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

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



## Comprehension Questions

Read “Today Was Not My Day at All” on pages 96 and 97 and “I Am Shrinking” on pages 106 and 107 of *It's Raining Pigs & Noodles*, and answer the following questions. The total score for comprehension questions equals 100 points.

**20 points**

1. What does the idiom “under the virtual weather” mean in “I’m Raising a Virtual Chicken” on page 44 and 45? How did you figure this out? |FL • CL| (20 points)

**20 points** = *The idiom “under the virtual weather” in “I’m Raising a Virtual Chicken” means the virtual chicken is sick. I figured this out because in the poem, the virtual chicken is not as healthy as it was. When people say they are under the weather, they mean they are sick. They do not mean they are really under weather.* **15 points** = *The idiom “under the virtual weather” in “I’m Raising a Virtual Chicken” means the virtual chicken is sick. It is not as healthy as it was. The virtual chicken is not really under weather.* **10 points** = *It means the virtual chicken is sick, not really under weather.*

**20 points**

2. What is an example of a pun from “Is Traffic Jam Delectable?” on pages 152 and 153? What does this pun mean or describe? |FL| (20 points)

**20 points** = *An example of a pun from “Is Traffic Jam Delectable?” is the title and first line of the poem, “Is traffic jam delectable.” A traffic jam is something you get stuck in on the road. Jam is something that you eat. Jam can be delicious, but a traffic jam is not.* **15 points** = *An example of a pun from “Is Traffic Jam Delectable?” is the title. A traffic jam is something you get stuck in on the road and jam is something that you eat.* **10 points** = *An example is the title. You get stuck in a traffic jam, but can eat delicious jam.*

**10 points**

3. What is keeping the speaker of “I’m Tortured by Insomnia” on pages 84 and 85 from falling asleep? |CE|
- They have a lot of scary things on their mind.
  - They ate ten desserts before bedtime.*
  - They are having bad dreams.
  - They are uncomfortable in bed.

**10 points**

4. Why does the speaker of “Today Was Not My Day at All” on pages 96 and 97 think things went wrong all day? |CE|
- They upset the unfamiliar bird.
  - They forgot to buy more toothpaste.
  - They did not plug in the toaster.
  - They are under an unlucky curse.*

20 points

5. How does the way the poet wrote “I Am Shrinking” on pages 106 and 107 help it’s meaning? |LT • CL|

**20 points** = *The way the poet wrote “I Am Shrinking” helps its meaning because the poet used smaller type as the speaker shrinks smaller and smaller. The smaller type helps me understand how the speaker is becoming harder to see and hear.* **15 points** = *The way the poet wrote “I Am Shrinking” helps its meaning because the poet used smaller type as the speaker shrinks.* **10 points** = *The poet used smaller type as the speaker shrinks.*

20 points

6. What is an example of personification in today’s reading? What does this personification help describe? (Write-On) |FL|

**20 points** = *An example of personification is a toaster handing the speaker a shock in “Today Was Not My Day at All.” This personification describes how the speaker felt when the toaster shocked him instead of toasting his bread. Toasters do not have hands so they cannot hand out anything. You cannot hand out a shock.* **15 points** = *An example of personification is a toaster handing the speaker a shock in “Today Was Not My Day at All.” This describes how the speaker felt when the toaster shocked him. Toasters do not have hands.* **10 points** = *An example is a toaster handing the speaker a shock. Toasters do not have hands.*

## Word Power

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

### Skill Questions

Write each compound word on your paper. Write the two words that make up the compound word, and then write a definition for the compound word.

5 points

1. quickstep *quick + step; a step that is quick*

5 points

2. freestanding *free + standing; standing free, not attached to anything*

5 points

3. goldfish *gold + fish; a fish that is gold in color*

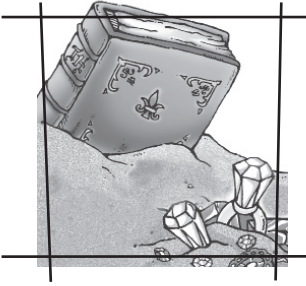
5 points

4. sawdust *saw + dust; the dust made from sawing wood*

### Building Meaning

lop	virtual	multicolored	cacophony
knack	pickle	delectable	overtime

5. Write a meaningful sentence for the word *overtime*.
- 10 points** = *If the score is tied at the end of a basketball game, it will go into overtime to give the teams more time to score.* **5 points** = *If the score is tied at the end of a game, it will go into overtime to give the teams more time.*  
**1 point** = *If the score is tied, the game will go into overtime.*
6. The cake in the bakery window looked like a rainbow with its multicolored sprinkles.
7. The cacophony of sounds when the orchestra was warming up was different from the beautiful music they played during the concert. *Cacophony* means—
- quiet tones.
  - pleasant blend of music.
  - harsh mix of sounds.*
  - relaxing tunes.
8. The stacks of hot dogs and hamburgers at the 4th of July picnic looked delectable to the hungry kids.
9. “Make sure you don’t lop flowers off of my plants while you work in the garden,” Desiree’s mom said. *Lop* means—
- cut off.*
  - add to.
  - glue on.
  - tie up.
10. Paolo has a knack for sewing, so he helps make costumes for the school plays.
11. Curtis found himself in a pickle when he painted himself in a corner while helping paint the garage floor. *Pickle* means—
- a good place.
  - an easy solution.
  - a good deal.
  - a tough spot.*
12. Going for a virtual walk with the video game is not as good as going for a real walk in the woods.

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

Timing Goal: 25 minutes

**Set the Stage**

- Introduce the writing goal.

**This cycle, you read a collection of silly poems. In many of the poems, the speaker was in trouble or in uncomfortable situations! Today you will write your own poem about a place or time that you like or that makes you feel comfortable.**

**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**

- Display the following poem. Read it aloud to students.

Blackline master provided.

**Snow**

It snows when it's cold  
 and then we can play  
 with friends young and old  
 all the long day  
 in fields of white fun  
 making snowballs just right  
 so we can stun  
 the other team and win the play fight  
 out in the snow



- Use **Think-Pair-Share** to have students identify what this poem is about. Randomly select a few students to share. *Snow*. Explain to students that what a poem is about is called its subject. Point out that the subject of this poem is snow.

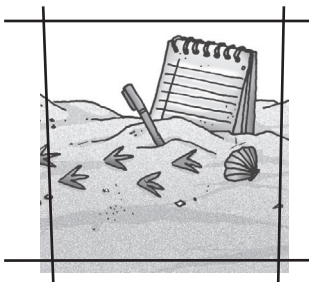
- Display the following poem. Read it aloud to students.

Blackline master provided.

**Hot**

Today it's so hot  
 I can't even think.  
 My mind is a machine  
 that is too hot to work.  
 My mouth is dry like a desert  
 My tongue is sandpaper  
 I need some water  
 Before my mind shuts down.

- Use **Think-Pair-Share** to have students identify the subject of this poem. Randomly select a few students to share. *Heat.*
- Remind students that authors use figurative language in their poems. Some authors use metaphors and similes. Remind students that metaphors compare two things that are not alike, and similes compare two things using the words *like* or *as*.
- Use **Think-Pair-Share** to have students identify the figurative language that is used in the poem. Randomly select a few students to share. "*Mind is a machine*"; "*mouth is dry like a desert*"; and "*tongue is sandpaper.*"
- Remind students that one of the poems that they read is a free-verse poem. Tell students they will choose which kind of poem they will write today.



## ADVENTURES IN WRITING

Timing Goal: 65 minutes

### Planning

- Introduce the activity.

**Remember that today you will write a poem about a place or time that you like or that makes you feel comfortable.**



- 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

Write a rhyming or free-verse poem. The subject of your poem should be a place or time that you like or that makes you feel comfortable. In your poem, describe at least three things about the subject. Use at least two examples of the figurative language that we discussed this cycle: alliteration, exaggeration, idiom, metaphor, onomatopoeia, personification, pun, and simile. The poem should include at least two stanzas and a title.

### Scoring Guide

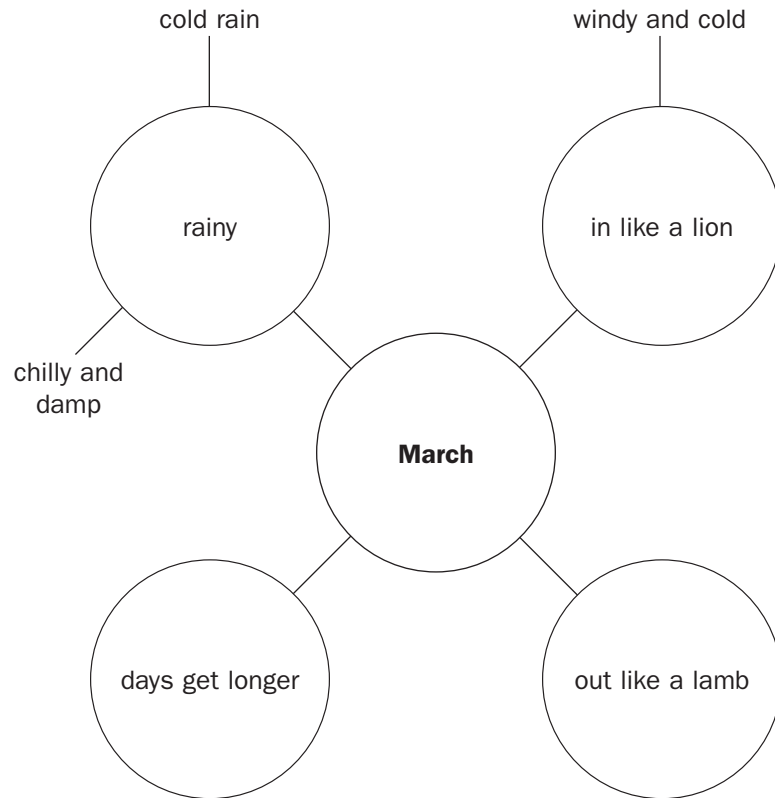
You wrote a rhyming or free-verse poem.	<b>20 points</b>
The poem has at least two stanzas.	<b>10 points</b>
The subject is a place or time that you like or that makes you feel comfortable.	<b>10 points</b>
You described at least three things about the subject.	<b>10 points each (30 points maximum)</b>
You used at least two examples of figurative language.	<b>10 points each (20 points maximum)</b>
Your poem has a title.	<b>10 points</b>

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

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

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

**Sample Graphic Organizer**



**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**
- Tell students that they will look for examples of literary techniques as they review their partners' work.
- Display the following sample poem. Read it aloud to students.

Blackline master provided.

### March

It's my favorite time  
 The days get longer.  
 Some days the sun shines  
 And other days the rain is  
 Like an endless curtain of water.  
 The wind whips through trees,  
 The air is a damp, cold hand on your arm,  
 And people hope that March will  
 Come in like a lion and out like a lamb.

- Use **Think-Pair-Share** to have students identify a simile in the example poem. Randomly select a few students to share. "*Like an endless curtain of water*" and "*in like a lion and out like a lamb.*"
- Use **Think-Pair-Share** to have students identify the metaphor in the example poem. Randomly select a few students to share. "*The air is a damp, cold hand on your arm.*"
- Use **Think-Pair-Share** to have students identify a way in which the poem does not meet the requirements in the scoring guide. Randomly select a few students to share. *The poem includes only one stanza.*
- Ask students to share and respond with their partners.
- Using the chart in the student routines, review how to make revisions. **SR**
- Ask one or two students to share how they might revise their own work based on their partners' feedback. Then tell the class to make changes as suggested to their own drafts. Monitor students as they work, giving specific feedback to reinforce and assist as needed.

### Editing

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

### Rewriting

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

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

## **The Metal Shop**

Sweat drips to the floors  
in front of open flames.

Shiny metal masks reflect sparks  
as hammers crash down on red-hot metal.

Sounds of metal hitting metal  
ping and echo through the high ceilings.

Water sizzles, and steam rises  
as if from a metal geyser.

Gears take shape  
as the metal submits.

Hot air pushes down  
in the stuffy metal shop.

## Types of Figurative Language

**alliteration:** repetition of the same initial letter or sound

*She sells seashells by the seashore.*

**exaggeration:** also called hyperbole, an overstatement that is unbelievable

*We waited in line for a million hours.*

**idioms:** a phrase that means something different from the literal meaning of its words

*The quiz was a piece of cake.*

**metaphor:** a comparison between two unlike things

*The memory was a warm, comforting hug.*

**onomatopoeia:** using words that imitate the sound they represent

*The car POPPED and BANGED down the street.*

**personification:** giving human qualities to an animal, object, natural force, or idea

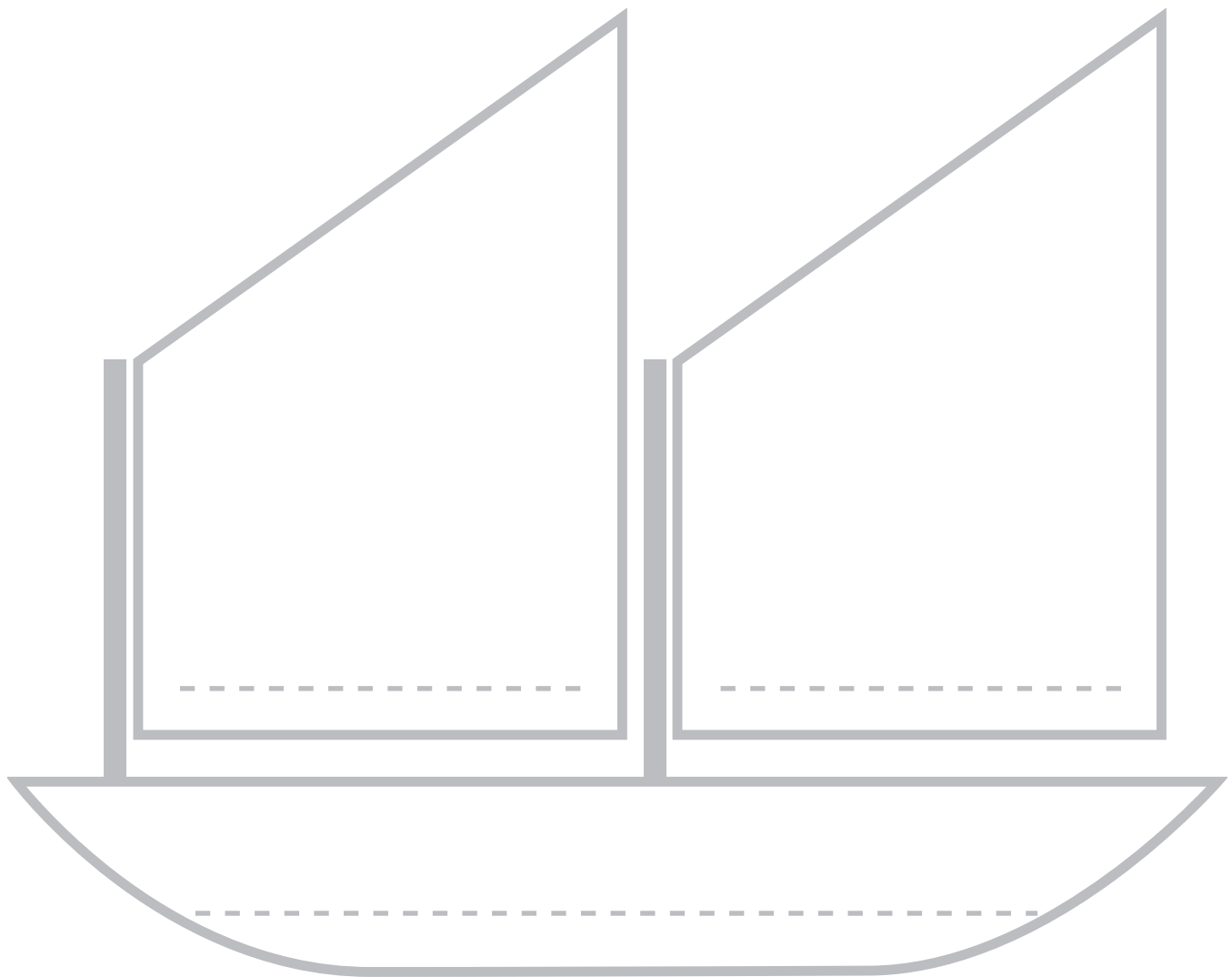
*The forest awoke with the sounds of birds singing.*

**pun:** a play on words using words that sound the same but mean different things.

*Fruit flies like a banana.*

**simile:** a comparison between two objects using the words like or as

*Hair as golden as the sun.*



## **Snow**

It snows when it's cold  
and then we can play  
with friends young and old  
all the long day  
in fields of white fun  
making snowballs just right  
so we can stun  
the other team and win the play fight  
out in the snow

## Hot

Today it's so hot

I can't even think.

My mind is a machine

that is too hot to work.

My mouth is dry like a desert

My tongue is sandpaper

I need some water

Before my mind shuts down.

## March

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And other days the rain is

Like an endless curtain of water.

The wind whips through trees,

The air is a damp, cold hand on your arm,

And people hope that March will

Come in like a lion and out like a lamb.

## College and Career Readiness Standards

The following College and Career Readiness 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.

<i>LEVEL 4 / It's Raining Pigs &amp; Noodles</i>
<p><b>English Language Arts Standards: <i>Reading: Literature</i></b></p> <p><b>Craft and Structure</b></p> <p>Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p>
<p><b>English Language Arts Standards: <i>Language</i></b></p> <p><b>Vocabulary Acquisition and Use</b></p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>• Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</li> <li>• Recognize and explain the meaning of common idioms, adages, and proverbs.</li> </ul>