

...If You Lived at the Time of the Great San Francisco Earthquake

Written by Ellen Levine

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Informational

The Great Fire

Written by Brian Sevier

Success for All Foundation, 2012

Drama

**Reading
Wings** 4th
Edition

TARGETED Treasure Hunt

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

***Targeted Treasure Hunt:
...If You Lived at the Time of the Great San Francisco Earthquake and
The Great Fire***

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Produced by the Reading Wings 4th Edition Team

President:	Nancy Madden
Director of Development:	Kate Conway
Project Manager:	Wendy Fitchett
Developers:	Kathleen Collins, Victoria Crenson, Richard Gifford, Samantha Gussow, Angie Hale, Allison Hoge, Susan Magri, Terri Morrison, Kimberly Sargeant
Field Advisory Team:	Terri Faulkner, Cathy Pascone
Interactive Whiteboard Developers:	Sarah Eitel, Patricia Johnson, Austin Jones, Becca Slavin
Editors:	Marti Gastineau, Pam Gray, Jodie Littleton, Janet Wisner
Project Coordinator:	Marguerite Collins
Designers:	Devon Bouldin, Debra Branner, Barbra Colquitt, Michael Hummel, Susan Perkins
Illustrator:	James Bravo
Media Team:	Jeffrey Goddard, Tonia Hawkins, Russell Jozwiak, Jane Strausbaugh
Production Artists:	Irene Baranyk, Kathy Brune, Wanda Jackson, Irina Mukhutdinova, Michele Patterson, Karen Poe, Laurie Warner, Tina Widzbor
Proofreaders:	Meghan Fay, Michelle Zahler
Online Tools:	Terri Morrison (chair), Michael Knauer, Victor Matusak, Christian Strama, Mary Conway Vaughan
Rollout Team:	Kate Conway (chair), Marguerite Collins, Wendy Fitchett, Nancy Hutchison, Claire Krotiuk, Terri Morrison, Kenly Novotny, Mary Conway Vaughan

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A Nonprofit Education Reform Organization

300 E. Joppa Road, Suite 500, Baltimore, MD 21286
PHONE: (800) 548-4998; FAX: (410) 324-4444
E-MAIL: sfainfo@successforall.org
WEBSITE: www.successforall.org

INFORMATIONAL (6 DAY)

...If You Lived at the Time of the Great San Francisco Earthquake

Written by Ellen Levine

Summary

What would it have been like to live through the great San Francisco earthquake? What would it have looked, felt, and sounded like? Do you think people and animals were running everywhere, or do you think they remained calm until the earthquake ended? This text answers these questions and more as it guides the reader through April 18, 1906, when the city of San Francisco crumbled.

Instructional Objectives

	Reading	Word Power	Writing
CYCLE 1	Main idea and supporting details (MI)	Contractions	Write a newspaper article.
	Students will use section headings to predict the main ideas of informational passages. Students will confirm their predictions by identifying supporting details in the text.	Students will break contractions into their separate words to help read the words.	Students will pretend that they are reporters for the <i>San Francisco Chronicle</i> . They will write reports about what happened on April 18, 1906.

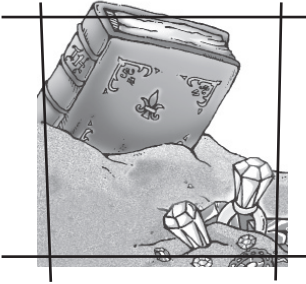
(continued on next page)

	Reading	Word Power	Writing
CYCLE 2	Main idea and supporting details (MI)	Antonyms	Write a newspaper article, continued.
	Students will identify the main idea by using section headings to predict the important information in informational passages. Students will rewrite section headings to represent the main ideas and identify details in the text that support them.	Students will identify words that are opposites or antonyms.	Students will continue to work on the articles they started last cycle. This cycle students will continue writing the body of their stories by describing the 5 Ws in detail.

CYCLE 1

Instructional Objectives

	Reading	Word Power	Writing
	Main idea and supporting details (MI)	Contractions	Write a newspaper article.
CYCLE 1	Students will use section headings to predict the main ideas of informational passages. Students will confirm their predictions by identifying supporting details in the text.	Students will break contractions into their separate words to help read the words.	Students will pretend that they are reporters for the <i>San Francisco Chronicle</i> . They will write reports about what happened on April 18, 1906.

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

Timing Goal: 40 minutes

Rate New Vocabulary Words

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

Success Review and Keeping Score **TP**

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

Team Cooperation Goal

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

Set the Stage

- Introduce the text, author, and reading objective.

This cycle we will read *...If You Lived at the Time of the Great San Francisco Earthquake* by Ellen Levine. As we read, we'll think about section headings to determine if they are clues to the main ideas in a passage. Good readers often use headings and titles to make predictions about the main ideas, and they check these predictions by identifying the main ideas as they read.

- Point out the strategy target on the team score sheet.
- Point out that the text is informational, or have students explore the text to figure out that it is informational. Review how informational texts differ from literature.
- Tell students that they will use the TIGRRS process as they read, or ask them what process they use when they read informational text. Review the steps of the TIGRRS process: topic, intent of author, graphic organizer, read, reread, summarize.
- Prompt students to identify the topic for the first step of TIGRRS by paging through the text. Use **Think-Pair-Share** to have them point to various text features and identify the text structure. Randomly select a few students to share.



The first step of TIGRRS is to identify the topic of the text. Page through your books, and pay special attention to text features like pictures and section headings. With your partners, discuss what you think the topic of this book is. Allow students 1–2 minutes to preview the text. **What is the topic of this text?** Wait for students’ responses. **Right. This text is about a great earthquake that strikes San Francisco and how it affects the people in the city.**



- Use the items below to build or activate background knowledge about the topic.
 - Use **Team Huddle** to have students discuss what they already know about earthquakes. Use **Random Reporter** to share responses.
 - Share a few important or interesting facts about earthquakes with students. For example, of the ten worst earthquakes to hit the United States, nine were in Alaska. The earthquake they will read about this cycle was the sixteenth largest ever recorded in the United States and the third largest in the continental United States.
 - Tell students that the earth’s crust is made up of giant pieces of rock called tectonic plates, which sometimes rub against one another. This makes the surface shake and roll. Sometimes earthquakes are so strong that they destroy entire cities. Then tell students that San Francisco is a city in California, on the coast of the Pacific Ocean and that earthquakes happen more often there than they do in other places.
- Prompt students to identify the next step of TIGRRS. Use **Think-Pair-Share** to have them identify the intent of the author. Randomly select a few students to share.

After we identify the topic, what is the next step the TIGRRS process tells us to complete before reading? Identify the intent of the author. Right. Think back to when you paged through the text. With your partners, discuss what the author’s intent is for writing this book. What does the author want us to know from reading this book? Wait for students’ responses. **Right. The author wants the readers to know what it was like to live through the earthquake that struck San Francisco and how we would have been affected if we were there.**

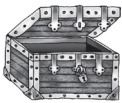
- Refer to the next step in TIGRRS. Use **Think-Pair-Share** to have students identify the graphic organizer they will use to record information from the text. Randomly select a few students to share. Display an idea tree. Use **Think-Pair-Share** to have students tell what will be written in each part, and randomly select a few students to share.

The TIGRRS process tells us that as we read, we should use a graphic organizer to help us keep track of the important information we find. We know the topic of this text is a great earthquake that hits San Francisco. Let's take a look at the first half of this text and look for clues that tell us which way we should sort information. The first thing I notice is that this text has many chapters, and each chapter's heading has to do with the earthquake. With your partner, look through the text (up to page 35), and see if you can find any additional clues. What organizer should we use? Allow time for partners to preview the text. **Yes. Each chapter tells us different information about the earthquake. The text seems to be mainly about the earthquake and doesn't ask the reader to compare and contrast or find relationships between causes and effects. We should use an idea tree.** Display an idea tree. **Let's review how to use an idea tree. What piece of information gets recorded on the trunk? *The topic.* Right. So for this text, we can record "the Great San Francisco Earthquake" as the topic. As we read, we will fill out the branches. What is the first thing that gets recorded on the branches? *The main ideas we find.* Yes. What do we add after we find the main ideas? *The supporting details.* Great.**

- Establish the purpose for reading by telling students that they will learn more about the topic as they read.

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
frightening page 12	base word + ending: frighten + ing	scary	Erin hates listening to ghost stories because she finds them too <i>frightening</i> .
stunned page 12	base word + ending: stun(n) + ed	shocked, floored	Paolo was so <i>stunned</i> by the news, he could barely speak.
rescued page 13	base word + ending: rescu(e) + ed	saved from danger by another	After being stranded for seven days in the mountains, the hikers were finally <i>rescued</i> by a park ranger, who sent for a helicopter.
official page 14	chunk: of-fi-cial	proper, formal, authorized	When Dominique saw the president's <i>official</i> seal on the envelope, she knew there would be important information inside.
stampede page 16	chunk: stam-pede	suddenly run away in a panic as a group	If the cattle are scared by a very loud noise, they might <i>stampede</i> into the hills.
invisible page 19	prefix + base word: in + visible	unable to be seen	The superhero had the power to become <i>invisible</i> and hide from his enemies.
seeping page 30	base word + ending: seep + ing	oozing, leaking	When the flood water rose, it began <i>seeping</i> into people's basements and homes.
perched page 32	base word + ending: perch + ed	seated atop	Birds can often be found <i>perched</i> on tree branches and power lines.

Using the Targeted Skill (Prompt and Reinforce)

- Introduce the skill and its importance in informational text.

As we read this cycle, we will focus on main ideas and supporting details. Main ideas are those ideas that are the most important in a passage, section, or text. Supporting details are the additional pieces of information that tell more about the main idea. It is especially important to find main ideas and supporting details when we read informational texts because

they help us learn all the important information the author wants us to know.

- Remind students that they can find the main idea of a passage or section of text by asking themselves questions such as, “What is this passage mainly about?” or “What is the most important idea in this section?”
- Display the title of the following passage on the board while keeping the passage itself covered.

Blackline master provided.

Aliens Invade!

If you love stories about spaceships and alien encounters, *Aliens Invade!* is the book for you. This is Dax Destino’s second book, and it follows the same characters as his first book, *Spaceship Surprise*. Borrow it from your local library, and read what happens when Margo and Jake’s town is taken over by Martians. *Aliens Invade!* should be on everyone’s list of books to read.



- Explain that good readers often use titles and headings to predict the main idea of a passage, but they must still work to check their predictions as they read. Use a **Think Aloud** to model predicting the main idea of the passage based on its title.

Before I read this passage, I am going to look at the title to see if I can predict what the passage will be about. Read the title aloud. **Based on this title, I think that the author will tell me about aliens coming to Earth or how aliens took over a city. These are my predictions for this passage.**

- Reveal the passage and read it aloud to the class. Use **Think-Pair-Share** to ask students to tell the main idea of the passage and whether the title is a good clue. Randomly select a few students to share their responses with the class.

Now that we’ve read the passage, what is it mainly about? Listen to students’ responses. **Right! The main idea of the passage is that we should all read a book called *Aliens Invade!* Was the title of the passage a good clue about the main idea?** Listen to students’ responses. **I agree. This title did not help me predict the main idea of the passage very well.**

- Explain that sometimes headings may be written to grab the reader’s attention and make him or her want to read more, but sometimes headings do not have enough information to identify the main idea.

Sometimes a heading does not give many clues about the main idea of a passage. Headings are like grabbers. They are used to grab the reader’s interest and draw him or her into the passage. The heading *Aliens Invade!* is a grabber.

- Connect the reading goal with the text.

As we read ...If You Lived at the Time of the Great San Francisco Earthquake this cycle, we will make predictions of main ideas based on the titles and headings of sections throughout the text. Often, these will be good clues about a section’s main idea. Other times, though, they will not be

as helpful. As we read, we will always need to figure out the main ideas to check our predictions. When we reread this text later this cycle, we will look for the details that support the main ideas we found the first time we read.

- Tell students that they will identify main ideas and supporting details as they read the text.

Listening Comprehension

- Introduce the text, and remind students that it is informational. Remind them you will use the TIGRRS process as you read.
- Remind students of the topic, intent of the author, and the graphic organizer.
- Tell students that you will start reading the text and applying the skill. Tell them that you will also record the important ideas on the graphic organizer.
- Display the idea tree. Remind students that you will only read for main ideas as you read the first time.
- Remind students of the additional clues they can use to lead them to the main idea of a section, like key words that may be repeated or information from pictures.
- Read pages 4 and 5 aloud, pointing out to students that an easy prediction can be made about the section from its heading, “Introduction.” Tell students that these pages will probably introduce them to the earthquake and get them ready to read about it. When these ideas are confirmed in the text, add them to the idea tree.
- Read the heading of page 7, “What did San Francisco look like after the earthquake?” aloud. Use a **Think Aloud** to model making a prediction about what the main idea of pages 7–9 will be.

The heading on page 7 reads, “What did San Francisco look like after the earthquake?” Based on this heading, I predict that the author will use this section to explain to me what the city of San Francisco looks like right after the earthquake. I’m going to read this section to see if my prediction was correct.

- Read pages 7–9 of the text aloud. Use a **Think Aloud** to confirm the prediction of the main idea. Add the main idea to your idea tree.

I used the heading to help me predict this section would be about how San Francisco looked after the earthquake. After reading this section, I think my prediction is correct. Aside from the heading, I found several other clues on these pages that point to my main idea. The pictures on these pages show the damage done to the city streets after the earthquake. There are also some good descriptive words and phrases that help me make a mental picture of what the buildings and objects in the city looked like, for example, cracks in the streets shaped like zigzags, cable car tracks that looked like bent paper clips, and a comparison to a skeleton.

- Summarize any remaining main ideas from the text and add them to the idea tree.
- Remind students that as they read, they should look for clues in the headings that will help them predict the main ideas.

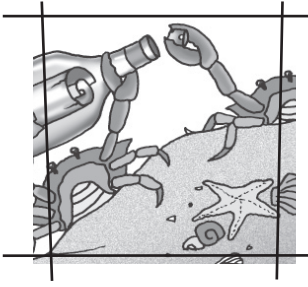
Preview Team Talk

- 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
<p>1. The main idea of the section beginning on page 14 is— MI </p> <ul style="list-style-type: none"> a. Gladys Hansen was the Archivist for San Francisco. b. thousands of people died in the 1906 earthquake. c. how Gladys Hansen kept track of the people who died in the earthquake. d. city officials were wrong about the amount of people who died in the earthquake. <p>Did the heading of this section help you predict the main idea? Explain your answer. (Write-On)</p> <p>2. Which of the following is an opinion from the text? FO </p> <ul style="list-style-type: none"> a. The earthquake sounded like a heavy hailstorm. b. Scientists talked with people who lived through the earthquake. c. More than 3,000 people died in the earthquake. d. It was Gladys Hansen’s job to learn about the city’s history. <p>3. What is the author’s purpose for listing the descriptions on page 16? AP </p> <p>4. What effect did the earthquake have on Anna Amelia Holshouser? CE </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 and TIGRRS before having students read and restate: **SR** **pages 10–19 aloud with partners.**
- If some partners finish reading and filling out their graphic organizers 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. The main idea of the section beginning on page 14 is— **IMI**
 - a. Gladys Hansen was the Archivist for San Francisco.
 - b. thousands of people died in the 1906 earthquake.
 - c. *how Gladys Hansen kept track of the people who died in the earthquake.*
 - d. city officials were wrong about the amount of people who died in the earthquake.

Did the heading of this section help you predict the main idea? Explain your answer. (Write-On)

(Expected answer is no, but answers may vary.) 100 points = No. The heading of this section did not help me predict the main idea. The heading is “How many people died?” so I thought the author would explain how many people died. But that is not the main idea. The heading is just a grabber. 90 points = No. The heading of this section did not help me predict the main idea. The heading is just a grabber. 80 points = No. It is just a grabber.

Team Talk *continued*

2. Which of the following is an opinion from the text? |FO|

- The earthquake sounded like a heavy hailstorm.*
- Scientists talked with people who lived through the earthquake.
- More than 3,000 people died in the earthquake.
- It was Gladys Hansen's job to learn about the city's history.

3. What is the author's purpose for listing the descriptions on page 16? |AP|

- 100 points** = *The author's purpose for listing the descriptions on page 16 is to help the reader imagine what the earthquake sounded like. The descriptions give the reader a better idea of how loud the earthquake was and what kinds of noise it made.* **90 points** = *The author lists the descriptions to help the reader imagine what the earthquake sounded like.* **80 points** = *To help the reader imagine what the earthquake sounded like.*

4. What effect did the earthquake have on Anna Amelia Holshouser? |CE|

- 100 points** = *Anna Amelia Holshouser felt like she was dancing as she tried to get dressed during the earthquake. Her legs kept moving, and she could not stand still. She couldn't stop herself from jumping and falling all around her room.* **90 points** = *Anna Amelia Holshouser felt like she was dancing as she tried to get dressed during the earthquake. She could not stand still in her room.* **80 points** = *She felt like she was dancing as she got dressed. She could not stand still.*

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

Class Discussion **TP**

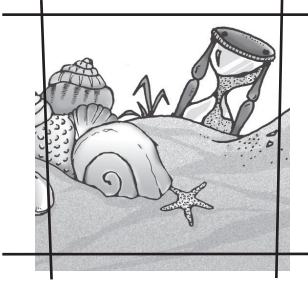
- Ensure participation by calling on teams to share responses to all discussions.
- Remember to add individual scores to the teacher cycle record form.

**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.

<p>Think-and-Connect Discussion</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. 	
	<table border="1"> <tr> <td data-bbox="794 436 945 869"> <p>Team Talk Extenders</p> </td> <td data-bbox="945 436 1479 869"> <p>Where do you think would be the safest place to be during an earthquake? Explain.</p> <p>Many of the people who lived through the earthquake had trouble describing what it sounded like, so they had to compare its sound to other things. Have you ever heard or seen something so strange that the only way to describe it was to compare it to something else? If so, what was it?</p> <p>How do you think you would react to an earthquake? What would be the first thing you would do?</p> </td> </tr> </table> <ul style="list-style-type: none"> - Award team celebration points. 	<p>Team Talk Extenders</p>
<p>Team Talk Extenders</p>	<p>Where do you think would be the safest place to be during an earthquake? Explain.</p> <p>Many of the people who lived through the earthquake had trouble describing what it sounded like, so they had to compare its sound to other things. Have you ever heard or seen something so strange that the only way to describe it was to compare it to something else? If so, what was it?</p> <p>How do you think you would react to an earthquake? What would be the first thing you would do?</p>	

<p>Write-On Discussion</p>	<ul style="list-style-type: none"> - Use Random Reporter to ask one or two students to read their written answers to the skill question 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 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.

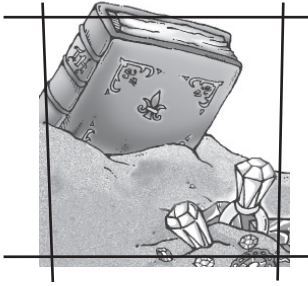
Pages 10 and 11

- 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

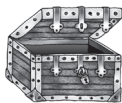
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

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**

- Ask teammates to summarize the ideas recorded on their graphic organizers from the passage they read/reread the previous day. Use **Random Reporter** to have students share these items with the class.
- If appropriate, have students survey the section of text that they will read today and predict the topic of this section. Model this if necessary. Use **Random Reporter** to share the predictions with the class.

- 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 does the earthquake sound like?

Listening Comprehension

- Review the topic and the author's intent with students.
- Remind them of the graphic organizer you are using to help you remember the text.
- Review the important ideas from yesterday's reading.

Yesterday we began reading about a major earthquake that struck San Francisco. We added main ideas, such as what the city looked like after the earthquake, to our idea tree.

- Tell students that you will continue to record important ideas on the graphic organizer.



- Read the heading from page 20 aloud. Have students use **Team Huddle** to predict the main idea of the section based on the heading. Use **Random Reporter** to select students to share their responses.

The heading of this section is, "How big was the earthquake?" Based on this heading, what do you predict this section will mainly be about? Discuss your predictions with your teams. Wait for students' responses. Those are all good predictions. We will keep those predictions in mind as we read, and we will see if they are correct.

- Read pages 20 and 21 of the text aloud. Have students use **Team Huddle** to identify whether their prediction of the main idea is correct and what the main idea of the section actually is. Ask students what other clues in the text lead them to the main idea. Use **Random Reporter** to select students to share their responses. Add the main idea to the idea tree.

We predicted this section would describe the size of the earthquake. Was our prediction correct, or was this section mainly about a different idea? What clues helped lead you to the main idea? Discuss with your teams. Wait for students' responses. No, our prediction was not correct. The passage tells a bit about the size of the earthquake, but it is mainly about how the earth split open. Even the picture on page 21 shows evidence of how the earth split, not the size of the earthquake. The heading is just a grabber.

- Continue reading through page 25 aloud, adding main ideas to the idea tree.
- Remind students that they should look for clues in the headings as they read to help them predict the main ideas. When these ideas are confirmed in the text, they should add them to their idea tree.

Preview Team Talk

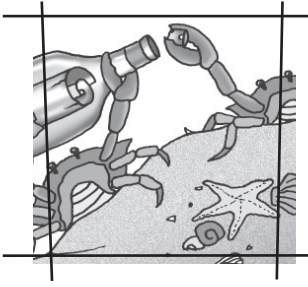
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #1, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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. The main idea of the section beginning on page 31 is— |MI|
 - a. what you would try to save if you were in an earthquake.
 - b. how you should save your pets during an earthquake.
 - c. why children took their toys during the earthquake.
 - d. what people took from their homes during the earthquake.

Did the heading of this section help you predict the main idea? Explain your answer. (Write-On)
2. Which of the following best explains why some people decided to save their fancy clothes? |CE|
 - a. Their fancy clothes were expensive, and they thought they could sell or trade them for more important things.
 - b. They thought it was important to look good, no matter what was going on around them.
 - c. There was a party planned for the next day, and they wanted nice clothes to wear.
 - d. They did not want to ruin their fancy clothes by packing them in trunks or suitcases.
3. How did people solve the problem of carrying heavy belongings? |PS|
4. Why did soldiers make looters wear signs that said "I am a junk thief"? |CE • DC|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students read and restate: **SR** pages 26–35 aloud with partners.
- If some partners finish reading and filling out their graphic organizers 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 main idea of the section beginning on page 31 is— |MI|
 - a. what you would try to save if you were in an earthquake.
 - b. how you should save your pets during an earthquake.
 - c. why children took their toys during the earthquake.
 - d. what people took from their homes during the earthquake.

Did the heading of this section help you predict the main idea? Explain your answer. (Write-On)

(The expected response is yes, but answers may vary.) 100 points = Yes. The heading of this section helped me predict that the main idea would be what people took from their homes. The section told me that people took things they think are the most important to them. 90 points = Yes. The heading of this section helped me predict the main idea. It told me that people took their most important things. 80 points = Yes. I learned what people took from their homes.

Team Talk *continued*

2. Which of the following best explains why some people decided to save their fancy clothes? |CE|
- Their fancy clothes were expensive, and they thought they could sell or trade them for more important things.*
 - They thought it was important to look good, no matter what was going on around them.*
 - There was a party planned for the next day, and they wanted nice clothes to wear.*
 - They did not want to ruin their fancy clothes by packing them in trunks or suitcases.*
3. How did people solve the problem of carrying heavy belongings? |PS|
- 100 points** = *People solved the problem of carrying heavy belongings by tying roller skates to them and rolling them up the street. They also used wagons, wheelbarrows, and baby carriages to pull heavy things.*
- 90 points** = *People solved the problem of carrying heavy belongings by using roller skates, wagons, and wheelbarrows to roll them.*
- 80 points** = *People used roller skates, wagons, and wheelbarrows to help them.*
4. Why did soldiers make looters wear signs that said “I am a junk thief”? |CE • DC|
- (Accept supported answers.)* **100 points** = *Soldiers made looters wear signs that said “I am a junk thief” to embarrass and punish them. It was also a way to discourage other people from looting. People did not want everyone to know they had been stealing.* **90 points** = *Soldiers made looters wear signs that said “I am a junk thief” to embarrass them. It was also a way to discourage other people from stealing.* **80 points** = *To embarrass them and discourage other people.*

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

Class Discussion TP



Strategy-Use Discussion

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

Think-and-Connect Discussion

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

Team Talk Extenders

If people in San Francisco had understood the earthquake’s warning signs, things might have turned out differently. What would you do if you knew an earthquake was about to occur?

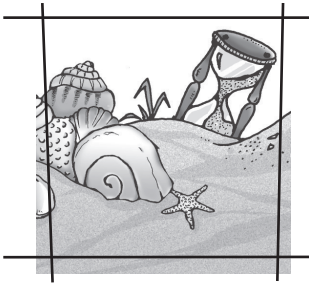
How would you try to save your belongings if there was an earthquake? What items do you think are the most important things to save in a disaster? Why?

Do the headings in this book give good clues to the main idea of each section? Explain.

- Award team celebration points.

Write-On Discussion

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



FLUENCY IN FIVE **TP**

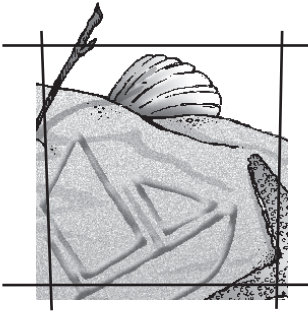
Timing Goal: 5 minutes

- Explain, 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 26 and 27 (ending at paragraph 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.

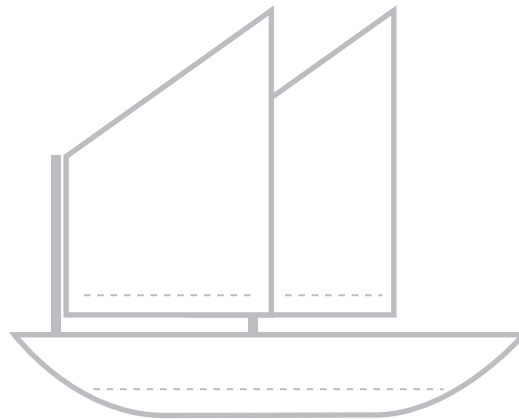


WORD POWER **TP**

Timing Goal: 10 minutes

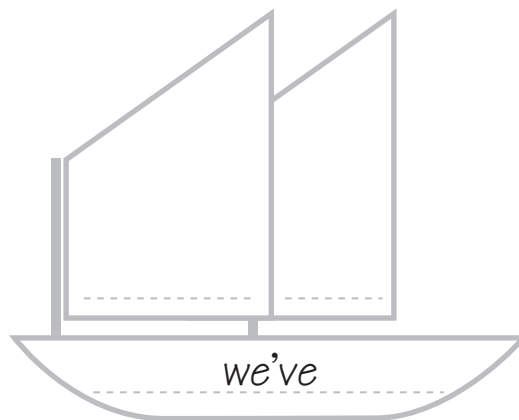
- Remind students that they have seen Word Treasure clues from Captain Read More. Display the Word Treasure clue for this cycle.

Blackline master provided.



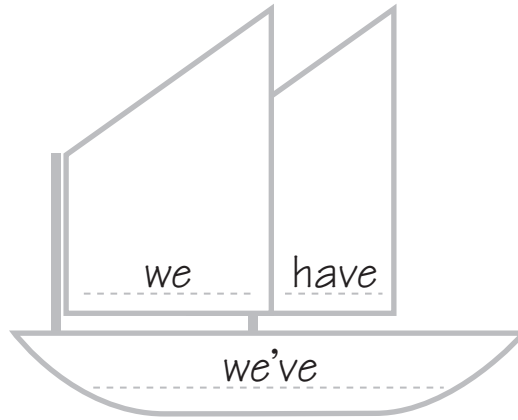
tps

- Use **Think-Pair-Share** to have students tell you what the Word Treasure clue means. Randomly select a few students to share using.
- Remind students that contractions are words made from two words: a base word and a second word and that when the words are put together, the base word stays the same and the second word is pushed onto it.
- Explain that when words are pushed together, one or more letters get squeezed out of the second word and replaced with an apostrophe.
- Display a sailboat with two overlapping sails and write “we’ve” on the boat.

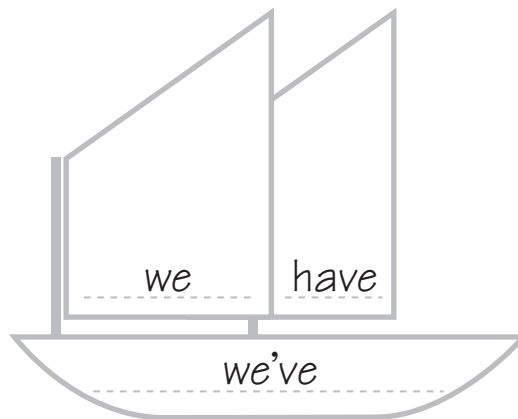


- Explain that the two main sails overlap because they have been pushed together, just like contractions are two words that have been pushed together.

- Model and prompt students to figure out how the clues can help them read the word and what should go on the sails. Write the word parts on the sails. If necessary, write “_ve” on the second sail to help students visualize *have*.



- If necessary, model pronouncing *we have* and *we've*.
- If necessary, explain that Captain Read More uses the scrubber to clean off the *ha* and a patch to add the apostrophe.
- If necessary, model the changes on the sails.



- Reveal the Word Treasure (skill).

Word Treasure

When two words are pushed together to form a contraction, one or more letters are left out and an apostrophe is put in their place.

If you're having trouble reading these words, try to read the parts of the word first, and then read the whole word to figure out what it means.

- Tell students to look out for contractions in this cycle's text.
- 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 word in your journal. Write the two words, draw a line through the extra letters, and add an apostrophe. Draw a sailboat if needed.

□ ' □

1. could've *could + ~~have~~*

□ ' □

2. let's *let + ~~ts~~*

□ ' □

3. mightn't *might + ~~not~~*

□ ' □

4. what've *what + ~~ave~~*

Building Meaning

frightening	stunned	rescued	official
stampede	invisible	seeping	perched

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.

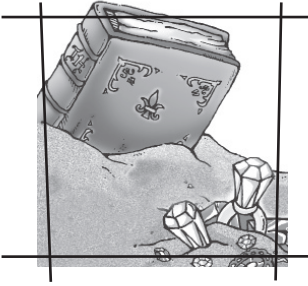
I was stunned when Martin made the basket from the middle of the court.



- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration points.
- Remember to add individual scores to the teacher cycle record form.
- Use **Random Reporter** to check responses on the remaining item for building meaning.
- Award team celebration points.

- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

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

**DAY 3****ACTIVE INSTRUCTION**

Timing Goal: 30 minutes

Team Cooperation Goal

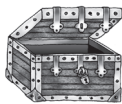
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

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

Vocabulary TP

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

**Strategic Review**

- Ask teammates to summarize the ideas recorded on their graphic organizers from the passage they read/reread the previous day. Use **Random Reporter** to have students share these items with the class.
- If appropriate, have students survey the section of text that they will reread today and predict that ideas will become more clear. Model this if necessary. Use **Random Reporter** to share the predictions with the class.

- 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 people try to save from their homes?

Listening Comprehension

- Review the topic and the author's intent with students.
- Remind them of the graphic organizer you are using to help you remember the text.
- Review the important ideas from yesterday's reading.

Yesterday, we read more about the great earthquake, and we continued to add main ideas to our idea tree. With your teams, review the main ideas we found. Allow students time to discuss with their teams. Use **Random Reporter** to select students to share.

- Tell students that as you reread you will look for details about the important ideas and add them to the graphic organizer. Tell students that you will also add any important information you missed the first time you read.
- Tell students that as they reread, they will check their main ideas by finding details that give more information about them.
- Reread pages 4 and 5 aloud. Then remind students of the main idea identified for pages 7–9 on day 1. Tell students to look for details that support this main idea as they read along.
- Reread pages 7–9 aloud. Use **Team Huddle** to have students identify details in the text that support the main idea. Use **Random Reporter** to select students to share their responses. Add supporting details to the idea tree accordingly.



This section was mainly about what San Francisco looked like after the earthquake. What details did you find that support this main idea? *Possible answers include: There were large cracks in the streets. Telephone and electric wires had snapped. Trees were uprooted and scattered around. Buildings had collapsed, and walls of some buildings had fallen down. Some buildings sunk into the ground. Other buildings moved in different directions on the street. Water was spurting up from the ground, and dust was everywhere. Great. These details all support the main idea, so we have further proof that it is correct.*

- Add additional supporting details to the idea tree as necessary.
- Remind students to look for details that support the main ideas they previously found as they reread the text.

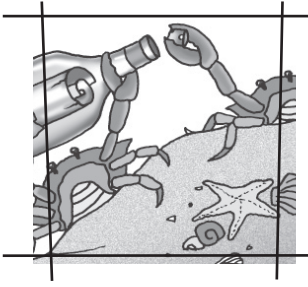
Preview Team Talk

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

Student Edition, page 3

Team Talk

1. Which of the following best describes someone who would have been awake at the time of the earthquake? |CL|
 - a. a person who liked to buy fruits and vegetables from the market instead of the grocery store
 - b. a barber waiting for people who need haircuts
 - c. a person who delivered milk early in the morning before people woke up and made their breakfast
 - d. a farmer harvesting crops from his fields
2. Which detail supports the main idea that people were not prepared for the earthquake? |MI|
 - a. People nailed their furniture to the ground so it wouldn't move.
 - b. People put on their shoes to protect them from broken glass.
 - c. People were outside buying fruit and vegetables.
 - d. People ran into the streets wearing their pajamas.
3. What did you identify as the main idea of page 14? What details support this main idea? (Write-On) |MI|
4. Will it ever be possible to know for sure how many people died in the earthquake? Support your answer with evidence from the text. |DC|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students reread and restate: **SR** **pages 10–19 aloud with partners.**
- If some partners finish reading and filling out their graphic organizers 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 best describes someone who would have been awake at the time of the earthquake? **|CL|**
 - a. a person who liked to buy fruits and vegetables from the market instead of the grocery store
 - b. a barber waiting for people who need haircuts
 - c. *a person who delivered milk early in the morning before people woke up and made their breakfast*
 - d. a farmer harvesting crops from his fields
2. Which detail supports the main idea that people were not prepared for the earthquake? **|MI|**
 - a. People nailed their furniture to the ground so it wouldn’t move.
 - b. People put on their shoes to protect them from broken glass.
 - c. People were outside buying fruit and vegetables.
 - d. *People ran into the streets wearing their pajamas.*

Team Talk *continued*

3. What did you identify as the main idea of page 14? What details support this main idea? (Write-On) |MI|

100 points = *The main idea of page 14 is how Gladys Hansen kept track of the people who died in the earthquake. One detail that supports this main idea is that Mrs. Hansen read old newspapers, magazines, and official city books from 1906, and she made a list of the names of people who died. Another detail is that she sent letters to people all over the country asking for information about people who lived in San Francisco during the earthquake. Mrs. Hansen kept getting letters sent to her and adding to her list of the dead.*

90 points = *The main idea of page 14 is how Gladys Hansen kept track of the people who died in the earthquake. One detail that supports this main idea is that she read old newspapers, magazines, and city books from 1906, and she made a list of the dead. She also sent letters asking about people who lived in San Francisco during the earthquake.*

80 points = *How Gladys Hansen kept track of the people who died in the earthquake. She read old newspapers, magazines, and city books and made a list of the dead. She wrote letters.*

4. Will it ever be possible to know for sure how many people died in the earthquake? Support your answer with evidence from the text. |DC|

100 points = *No. It probably will not ever be possible to know for sure how many people died in the earthquake. It is more than 100 years later, and letters with the names of the dead still arrive at the archivist's office.*

90 points = *No. It probably will never be possible to know for sure how many people died in the earthquake. The archivist is still learning about new people who died.*

80 points = *No. The archivist's list of the dead is still growing.*

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

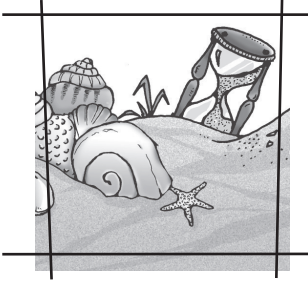
Class Discussion **TP**



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.
	Team Talk Extenders	<p>If you had been in San Francisco during the earthquake, what would you have done to protect yourself? Why?</p> <p>Do you think it is safer for an earthquake to happen at night or during the day? Explain.</p> <p>Do you think people were embarrassed to be outside in their pajamas during the earthquake? Why or why not?</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.



FLUENCY IN FIVE **TP**

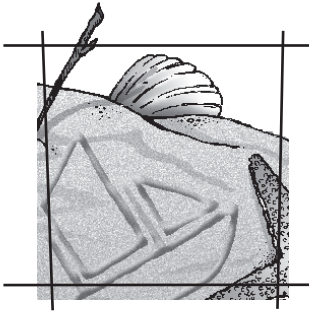
Timing Goal: 5 minutes

- 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 26 and 27 (ending at paragraph 1) or page 19

- 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 (contractions) and, if necessary, the Word Treasure clue that Captain Read More uses (a sailboat with overlapping sails).
- Use **Think-Pair-Share** to have students discuss if they found contractions as they read this cycle's story, and state the two words the contraction represents. Randomly select a few students to share responses. *The words couldn't = could not, didn't = did not, don't = do not, wouldn't = would not, we'll = we will, there's = there is, wasn't = was not.*
- Point out that the word *o'clock* is another contraction, and the actual words are *of the clock*.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition, page 3

Skill Practice

Write each word in your journal. Write the two words, draw a line through the extra letters, and add an apostrophe. Draw a sailboat if needed.

1. weren't were + '
~~not~~

2. you'd you + '
~~would~~

3. must've must + '
~~have~~

4. who's who + '
~~s~~

Building Meaning			
frightening	stunned	rescued	official
stampede	invisible	seeping	perched

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

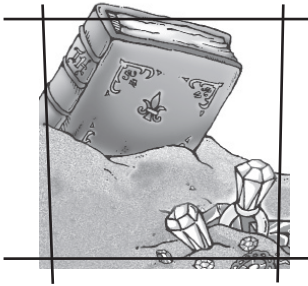
100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.* **80 points** = *The sentence uses the word correctly.*

6. List two things that are invisible.
(Answers will vary.) *Odors, germs.*



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

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



DAY 4

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

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

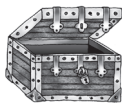
Set the Stage



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

Vocabulary **TP**

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



Strategic Review

- Ask teammates to summarize the ideas recorded on their graphic organizers from the passage they read/reread the previous day. Use **Random Reporter** to have students share these items with the class.
- If appropriate, have students survey the section of text that they will reread today and predict that ideas will become more clear. Model this if necessary. Use **Random Reporter** to share the predictions with the class.

- 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.

Are the people of San Francisco prepared for the earthquake?

Listening Comprehension

- Review the topic and the author's intent with students.
- Remind them of the graphic organizer you are using to help you remember the text.
- Review the information you added to your graphic organizer during yesterday's reading.

As we reread the text yesterday, we found supporting details and added them to our idea tree. We added details that told more about what the city looked like after the earthquake, including the fact that there were cracks in the streets, trees pulled up from the ground and scattered about, and wounded and dead people and animals in the streets.

- Tell students that as you reread you will look for details about the important ideas and add them to the graphic organizer. Tell students that you will also add any important information you missed the first time you read.
- Remind students that as they reread, they will check their main ideas by finding details that give more information about them.
- Reread the heading of page 20 aloud. Use **Team Huddle** to have students review the main idea they identified on day 2. Use **Random Reporter** to select students to share their responses. *How the earth split open.*
- Reread pages 20 and 21 aloud. Use **Team Huddle** to have students identify details in the text that support the main idea. Use **Random Reporter** to select students to share their responses. Add supporting details to the idea tree accordingly.



What details did you find that support this main idea? *Possible answers include: The ground split open for hundreds of miles. The ground on either side of the line was twenty feet apart in some places. The ground moved up and down and back and forth. Some houses split open.* **Yes. Those are supporting details because they tell us more about the main idea.**

- Continue reading aloud through page 25, adding supporting details to your idea tree as necessary.
- Remind students to look for details that support the main ideas they previously found as they reread the text.

Preview Team Talk

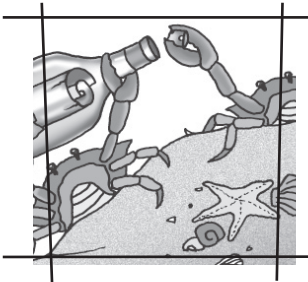
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #2, must be written individually, after students discuss it in their teams.

- 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.
- Point out that question #4 asks them to summarize the text using their graphic organizers. Tell them that this will complete the TIGRRS process.

Student Edition, page 4

Team Talk

1. Was the rescue of the horses from the stable successful? Support your answer with details from the text. |DC|
2. What did you identify as the main idea of pages 31 and 32? What details support this main idea? (Write-On) |MI|
3. Why do you think most people took things for sleeping? |DC • CE|
4. Use your idea tree to summarize what you learned from this cycle's reading of *...If You Lived at the Time of the Great San Francisco Earthquake*. |SU|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students reread and restate: **SR**
pages 26–35 aloud with partners.
- If some partners finish reading and filling out their graphic organizers 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. Was the rescue of the horses from the stable successful? Support your answer with details from the text. |DC|

(Accept supported answers.) 100 points = The rescue of the horses from the stable was not completely successful. 198 horses were saved, but two horses were lost. 90 points = The rescue of the horses from the stable was not completely successful. Two horses were lost. 80 points = No. Two horses were lost.

2. What did you identify as the main idea of pages 31 and 32? What details support this main idea? (Write-On) |MI|

(Answers may vary.) 100 points = The main idea of pages 31 and 32 is what people took from their homes during the earthquake. One detail that supports this is that people could not take everything with them, so they had to choose what was the most important to them. Most people took things for sleeping. Some people took their fancy clothes because they thought those were the most important. People who owned pets took their pets. People took a lot of different things. 90 points = The main idea of pages 31 and 32 is what people took from their homes during the earthquake. One detail that supports this is that people could not take everything with them, so they had to choose what was the most important to them. People who owned pets took their pets. 80 points = What people took from their homes. People took what was the most important to them.

3. Why do you think most people took things for sleeping? |DC • CE|

(Accept supported responses.) 100 points = I think most people took things for sleeping because they did not have anywhere to sleep. The fires were burning all the buildings, and they had nowhere to go. There probably were not any hotels or safe places for them to sleep. 90 points = I think people took things for sleeping because they did not have anywhere to sleep. The fire was burning homes and hotels. 80 points = They did not have anywhere to sleep.

4. Use your idea tree to summarize what you learned from this cycle’s reading of ...If You Lived at the Time of the Great San Francisco Earthquake. |SU|

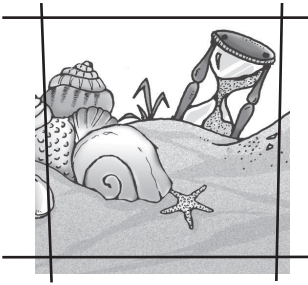
100 points = A very big earthquake hit San Francisco in 1906. It hit early in the morning when most people were asleep. No one knows how many people died during the earthquake, but the number is more than 3,000. The earthquake was very loud, and it made the ground roll like waves and split. Fires spread after the earthquake, and people tried to save the things that were the most important to them. 90 points = A very big earthquake hit San Francisco in 1906. More than 3,000 people died. The earthquake was very loud, and it made the ground roll and split. People saved things that were important to them. 80 points = A big earthquake hit San Francisco. A lot of people died. People saved things that were important to them.

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

Class Discussion TP



Strategy-Use Discussion	<ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team’s strategy use with the class. – Award team celebration points. 	
Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions. 	
	Team Talk Extenders	<p>Money from the banks was saved from the fires by being shipped out into the harbor. What are some other ways to protect important objects?</p> <p>Do you think the author organized the book wisely? What other ways could she have passed the information on to the reader?</p> <p>As you read for supporting details, did you change any of your main ideas? Which ones?</p>
	<ul style="list-style-type: none"> – Award team celebration points. – Allow students time to discuss their summaries. – Use Random Reporter to select students to share their summaries. 	
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 skill question 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**

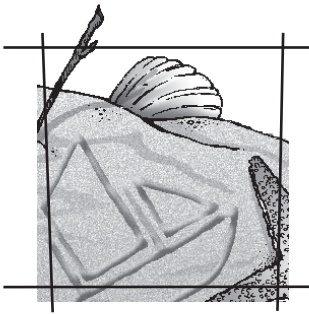
Timing Goal: 5 minutes

- 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.

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Pages 26 and 27 (ending at paragraph 1), page 19, or pages 31 and 32 (paragraph 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

Preparation: Display the Word Power Challenge.

Word Power Challenge	needn't
	what's



- Direct students' attention to the Word Power Challenge. Use **Think-Pair-Share** to have students read the words and identify the word parts. Randomly select a few students to share responses.

' '
need + not; what + /s

- Point out that there are other words that end in apostrophe s that are not contractions—they are possessives.
- Provide an example such as *Jamie's*, as in *Jamie's bike*. Explain that the apostrophe s in this case shows that the bike belongs to Jamie.
- Tell students to use the context of the sentence to figure out if the apostrophe s belongs to a contraction or is showing a possessive. Also tell students that contractions usually include an action word (verb), and a possession usually involves a person, place, thing, or idea (noun).
- 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**

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Skill Practice

Write each word in your journal. Write the two words, draw a line through the extra letters, and add an apostrophe. Draw a sailboat if needed.

- '
 1. there'd *there + ~~would~~*
- '
 2. who'd *who + ~~would~~*
- '
 3. where's *where + ~~/s~~*
- '
 4. might've *might + ~~have~~*

Building Meaning			
frightening	stunned	rescued	official
stampede	invisible	seeping	perched

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

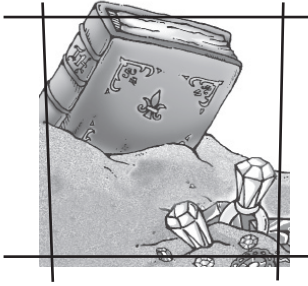
100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.* **80 points** = *The sentence uses the word correctly.*

6. List two things that are not invisible.
(Answers will vary.) Trees, people.



- 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.
- Introduce the text that students will read for their test. Relate it to their cycle text by telling what it is about, but do not give additional information or details.

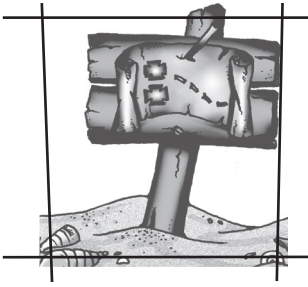
Today you will read about earthquakes in California and beyond.

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

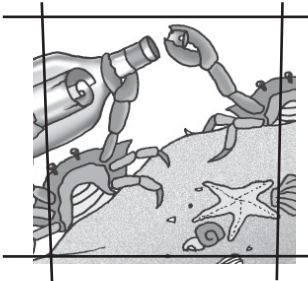
- Distribute the test, and preview it with students without providing information about the answers. Point out that questions #3 and #4 ask about the main idea and supporting details.
- Ask students to underline key words or phrases in question #3.
- Make sure that students understand that the test is 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 ideas from this reading to their graphic organizers and to do so without assistance.
- Remind students that they have 35 minutes for the test.



TEST

Timing Goal: 35 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 and graphic organizers.



TEAMWORK

Timing Goal: 35 minutes

Teacher procedures for Teamwork vary with strategy instruction.

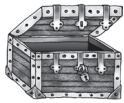
Team Discussion **TP**

- 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 put on their graphic organizers.

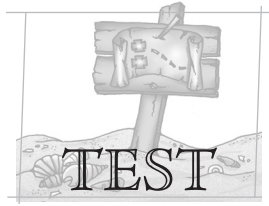


Class Discussion TP

- 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 graphic organizers.
- 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.



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?



Test Passage

Read the test passage, and complete a graphic organizer. Then reread the passage, and add more ideas to your organizer.

Are earthquakes felt in every state?

Scientists think that several million earthquakes occur in the world each year. More than one million take place in the United States. Most of these earthquakes are so small, they are not detected. Only ten states have ever been struck by a major earthquake.

Alaska and California are the states with the most earthquakes. More than half of the country's earthquakes take place in Alaska. In 1964, a large earthquake shook Alaska. It was the biggest earthquake ever in the U.S. It was the second biggest in the world.

About twenty-three percent of the earthquakes in the U.S. take place in California. The southern part of the state has about 10,000 earthquakes per year. That adds up to twenty-seven a day! A few of these are powerful, but most are too small to be felt. Sometimes, this area is referred to as Earthquake Country.

Some states rarely feel earthquakes. Iowa, Maryland, and Vermont have not felt a strong earthquake in more than thirty years. Florida and North Dakota have the fewest earthquakes of all. No deaths have ever been caused by earthquakes in these states.

Source: U.S. Geological Survey (earthquake.usgs.gov/earthquakes/)

Comprehension Questions

Use your graphic organizer to answer the following questions. The score for comprehension questions equals 90 points. The graphic organizer is worth 10 points. The total possible score equals 100 points.

20 points

1. What is the topic of this text? How do you know? [MI]

20 points = *The topic of this text is earthquakes in the United States. I know because the text tells about where earthquakes happen in the United States and how often they occur there.* **15 points** = *The topic of this text is earthquakes in the United States. I know because the text tells about earthquakes in some states.* **10 points** = *Earthquakes in the United States. It tells about earthquakes in some states.*

10 points

2. What is the intent of the author? |AP|
- to tell which states have the most and least earthquakes
 - to tell about the largest earthquakes to hit the United States
 - to tell the reader where to move to avoid earthquakes
 - to tell the reader where to go to see a big earthquake

30 points

3. The main idea of this passage is— |MI|
- more earthquakes occur in Alaska than in any other state.
 - some states are affected by earthquakes much more than other states.
 - more earthquakes occur on the west coast than on the east coast.
 - states like Florida and North Dakota are never affected by earthquakes.

Did the heading of this section help you predict the main idea? Explain your answer.

(Expected answer is yes, but answers may vary.) 20 points = Yes. The heading of this section did help me predict the main idea. The heading made me think the passage would be about some of the different states where earthquakes have been felt. The passage was mainly about what states are affected by earthquakes. 15 points = Yes. The heading of this section did help me predict the main idea. The heading made me think the passage would be about some of the different states where earthquakes have been felt. 10 points = Yes. I thought it would be about earthquakes in different states.

10 points

4. What detail supports the main idea you identified? |MI|
- Most earthquakes are too small to be felt.
 - Some states never feel earthquakes.
 - Alaska's 1964 earthquake is the second largest earthquake in the world.
 - California feels earthquakes every day, but states like Maryland do not.

20 points

5. Use information from your graphic organizer to summarize the text. |SU|
- 20 points =** *Earthquakes happen all over the world, but most of them are too small to be felt. More than a million earthquakes hit the United States every year. Most of these earthquakes strike in Alaska and California. Some states rarely feel earthquakes. Florida and North Dakota have the fewest earthquakes.*
- 15 points =** *Earthquakes happen all over the world. More than a million earthquakes hit the United States every year. Alaska and California have the most earthquakes. Florida and North Dakota have the least.*
- 10 points =** *More than a million earthquakes hit the U.S. every year. Most of them are in Alaska and California.*

Word Power

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

Skill Questions

Write each word on your paper. Write the two words, draw a line through the extra letters, and add an apostrophe. Draw a sailboat if needed.

5 points 1. mustn't *must + n~~o~~t* □ '

5 points 2. should've *should + ~~h~~ave* □ '

5 points 3. what'll *what + ~~w~~ill* □ '

5 points 4. what're *what + ~~f~~re* □ '

Building Meaning

frightening	stunned	rescued	official
stampede	invisible	seeping	perched

10 points 5. Write a meaningful sentence for the word *rescued*.

10 points = *I saw a news story where firemen rescued a dog from a deep well it had fallen into.* **5 points** = *Firemen rescued a dog from a well.*
1 point = *Firemen rescued a dog.*

10 points 6. The mayor signed an official document making the sports hero a citizen of the city.

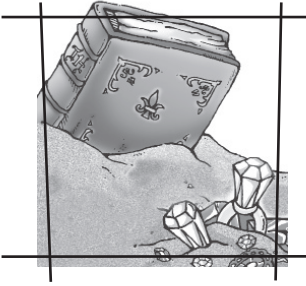
10 points 7. My cat thinks thunder is frightening, and she hides under the bed.
Frightening means—

- a. comfortable.
- b. playful.
- c. interesting.
- d. scary.

10 points 8. Every morning a bird is perched in the tree outside my window, and he sings loudly.
Perched means—

- a. flew fast.
- b. laid flat.
- c. crouched down.
- d. seated atop.

- 10 points** 9. When I noticed water *seeping* around the faucet, I told my father so he could fix it.
- 10 points** 10. A low-flying plane caused the horses in the field to *stampede*, almost running into the fence.
- 10 points** 11. Heavy clouds made the top of the mountain *invisible*.
- 10 points** 12. Rita was *stunned* to hear that her aunt had identical triplets.

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

Timing Goal: 25 minutes

Set the Stage

- Introduce the writing goal.

Today you will begin writing a news report about what the city of San Francisco looked like after the earthquake in 1906. The city was not prepared or built to handle big earthquakes, and buildings that didn't fall down were burned down in the fires afterward.

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 news story, by telling students that newspapers are important for spreading news around the world.

Newspapers used to be the main way that news was spread around the world. Some news organizations have offices in foreign countries. Sometimes reporters in these offices write stories about events happening in that country. Other times they bring news into that country from other parts of the world. Many big newspapers have websites where people all over the planet can use the Internet to read stories.

- Ask students if they have ever read a news story from a newspaper across the country or world.
- Display the following news story. Read the story aloud to students.

Blackline master provided.

City Ruined by Fire

by Gregory Cooper

October 10, 1871—The largest fire ever experienced in Chicago ripped through the city from Sunday Oct. 8 through late Monday Oct. 9, destroying more than 18,000 buildings and causing more than \$200 million in damages.

The fire started in the southwestern part of the city near a shed belonging to Mr. and Mrs. Patrick O'Leary. A strong wind from the southwest quickly pushed the fire north and east, deep into the city. The blaze was helped by hot, dry weather and the mostly wooden structures in the city.

(continued on next page)

The fire crossed the Chicago River, and the blasting heat from the wind ignited wooden rooftops before the actual fire even reached buildings. Despite the fire department's efforts, the blaze was too big to handle. All efforts were stopped when the fire destroyed the city waterworks. Even after the fire burned itself out, the city remained too hot for people to inspect. Smoking piles of timber quickly reignited when disturbed, starting more fires.

It is estimated that more than 100,000 Chicagoans became homeless during the fire. Despite the size of the blaze, reports estimate that only 300 people died in the fire.



- Ask students what this news story tells about. Use **Think-Pair-Share** to hear responses. *A great fire in Chicago.*

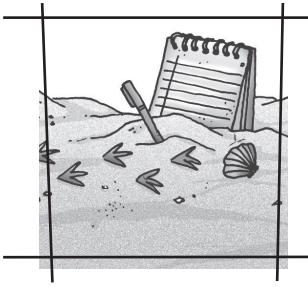
- Use **Random Reporter** to ask students about the 5 Ws of the story.

A good news story should answer the 5 Ws of news: who, what, when, where, and why. Most stories try to answer as many of these in the first sentence, or lead of the story, as possible, but details later in the story answer these questions too. What happened? *A fire broke out and spread through the city. Excellent! When did this happen?* *October 8 and 9, 1871. Great! Where did it happen?* *In Chicago. The fire started in the southwestern part of the city and spread north and east. Good! Why was there a fire?* *A fire started in someone's shed. Strong winds from the southwest pushed it north and east. It was hot and dry. Most of the city was made of wooden buildings. Yes! There were many reasons for the fire and why it did so much damage. Note that there is not really a who in this story. The fire affected a whole city, not just one person, and the story does not mention who specifically started the fire.*

- Point out to students that new stories have specific features.

All news stories have certain features. They all have a headline that draws your attention to the story. They all have a byline that tells who wrote the story. They all have a lead paragraph that answers as many of the 5 Ws as possible. In addition, some stories have what is called a dateline. This is a line that tells the month, day, year, sometimes even the time the story was written. Where is the dateline in the posted story? *It is before the lead. Right!*

- Tell students that they will write news stories about the aftermath of the Great San Francisco Earthquake.



ADVENTURES IN WRITING

Timing Goal: 65 minutes

Planning

- Introduce the activity.

Remember that today you will begin to write a news story about what San Francisco looked like after the great earthquake.



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

Student Edition, page 4

Writing Prompt

Pretend that you are a reporter for the *San Francisco Chronicle* in 1906. Your editor has assigned you to report what San Francisco looks like after the earthquake on April 18, 1906. In your article, be sure to answer and explain the 5 Ws—what happened; when and where did it happen; why was there so much damage; and who was there. Choose at least one person mentioned in the text, and invent a quote from that person. Include supporting details to make your article more interesting. Your article should have a catchy headline, a byline, a dateline, and a lead that mentions as many of the 5 Ws as possible.

You will plan your articles and write the headline, byline, and dateline, a good lead paragraph, and a quote from someone in the text today.

Scoring Guide

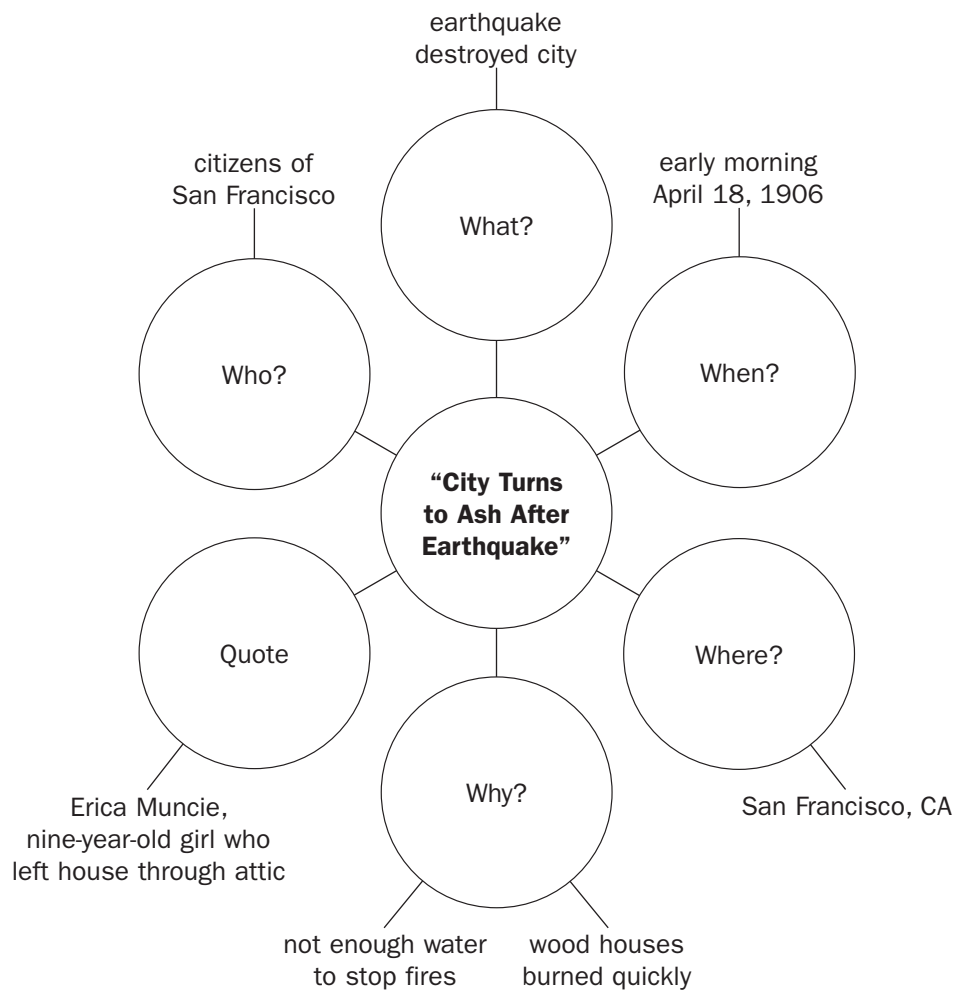
You began writing a news story about what the city of San Francisco looked like after the April 18, 1906 earthquake.	25 points
You wrote a catchy headline that will attract readers' attention.	15 points
You wrote a byline and a dateline.	10 points
You wrote a good lead paragraph that tells as many of the 5 Ws as possible.	25 points
You created a quote from someone in the text.	25 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 the information we need to write our news stories.

- 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.
- Discuss writing a good headline and lead paragraph with students.

The headline and lead paragraph are usually the first things people read in a news article. The headline needs to be catchy to make the reader interested. It needs to give the most important information in the fewest number of words possible. The lead needs to contain as many of the 5 Ws as possible to give the reader the information he or she is probably most curious about. Think of the lead as a summarization of the information in the article. The lead is usually one sentence long, so there is no space for details. You will write the supporting details later in the article.

- Remind students that they will write a quote from a witness to the earthquake in their articles.

Most news stories contain quotes from several people. Quotes add interest to stories because people always like to hear a personal account of what happened. You will make up a quote from someone who is mentioned in your text. You will have to imagine what that person might have said about the earthquake and fires. In some cases, you might have to make up a name for that person as well.

- Display the following quote. Ask a volunteer to read the quote aloud.

Blackline master provided.

“I remember my dad helping me leave the house after the earthquake,” Erica Muncie, who is nine years old, said. “We couldn’t leave through the front door because the house sank into the ground. We were able to walk out the third-floor attic window right onto the street!”

- Describe writing a quote to students while using the displayed quote as a model.

A quote in a news story is very similar to a line of dialogue in a book. You put the person's words inside quotation marks, just like in a story. Point out the quotation marks in the quote. A good writer always tells who said the quote. You should always give the first and last name of the person you quoted, along with any other details you might have. The reporter of the displayed quote knew that Erica Muncie was nine years old, so he included that fact. Erica told the reporter three other things. The reporter split them up. Look at the end of the first quote. The reporter ends the quote with a comma, followed by a quotation mark. Point out the end punctuation in the quote. The reporter did not end it with a period because he or she continues the sentence with information about who said the quote. Note that the period comes after the word *said* in this case. The other two sentences in Erica's quote are punctuated normally. Remember that periods and commas always go inside the quotation marks. Exclamation points or question marks only go inside the quotation marks if they are part of the actual quote.

- Point out to students that the nine-year-old girl who left her house through the attic window was not named in the text, so you created a name for her.

Sharing, Responding, and Revising

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

Editing

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

- Ask students to read their partners' drafts to check them against the editing list a second time. If they find additional errors, ask them to mark the errors on their partners' papers.
- Have students share their edits with their partners.

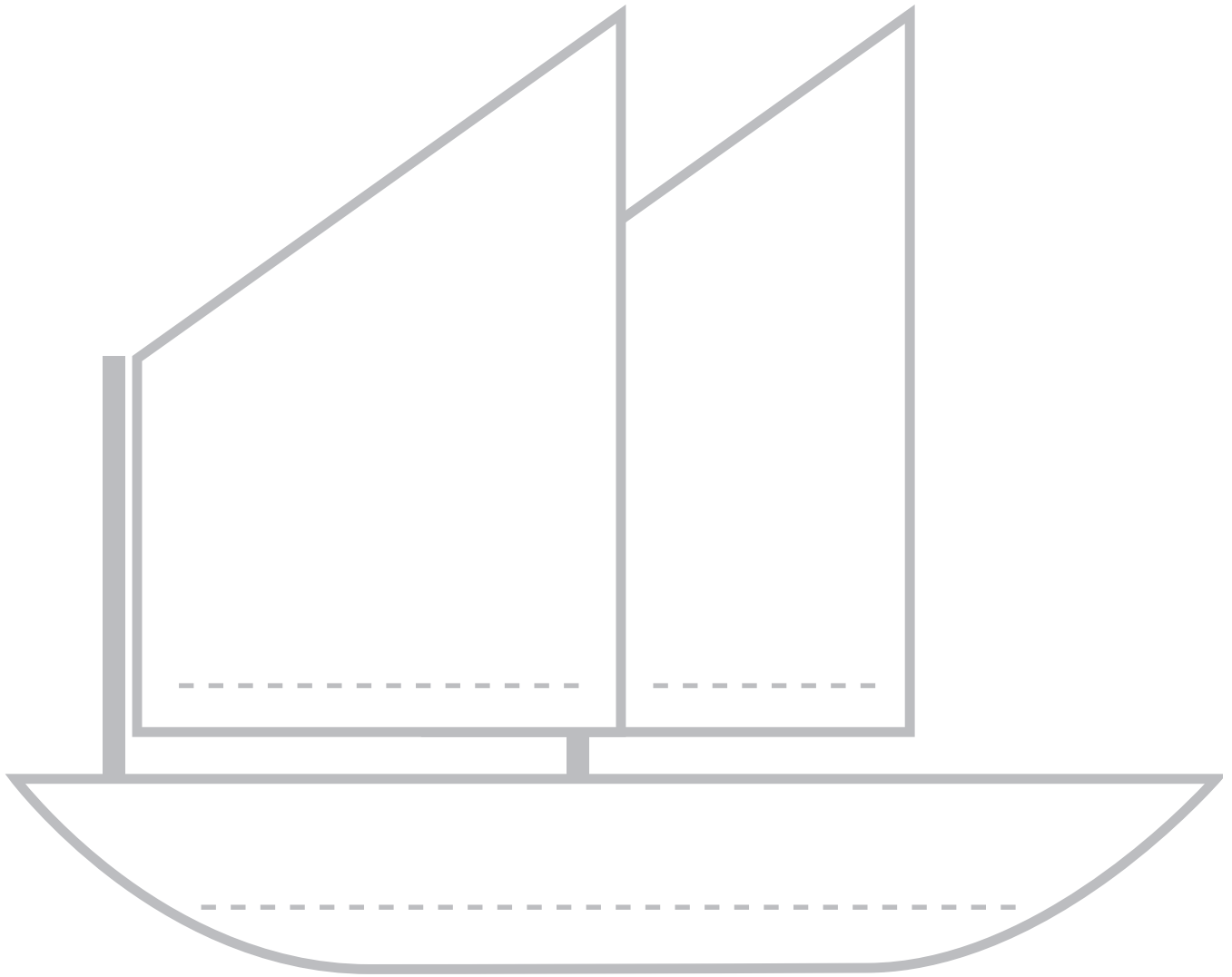
Rewriting

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

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

Aliens Invade!

If you love stories about spaceships and alien encounters, *Aliens Invade!* is the book for you. This is Dax Destino's second book, and it follows the same characters as his first book, *Spaceship Surprise*. Borrow it from your local library, and read what happens when Margo and Jake's town is taken over by Martians. *Aliens Invade!* should be on everyone's list of books to read.



City Ruined by Fire

by Gregory Cooper

October 10, 1871—The largest fire ever experienced in Chicago ripped through the city from Sunday Oct. 8 through late Monday Oct. 9, destroying more than 18,000 buildings and causing more than \$200 million in damages.

The fire started in the southwestern part of the city near a shed belonging to Mr. and Mrs. Patrick O’Leary. A strong wind from the southwest quickly pushed the fire north and east, deep into the city. The blaze was helped by hot, dry weather and the mostly wooden structures in the city.

The fire crossed the Chicago River, and the blasting heat from the wind ignited wooden rooftops before the actual fire even reached buildings. Despite the fire department's efforts, the blaze was too big to handle. All efforts were stopped when the fire destroyed the city waterworks.

Even after the fire burned itself out, the city remained too hot for people to inspect. Smoking piles of timber quickly reignited when disturbed, starting more fires.

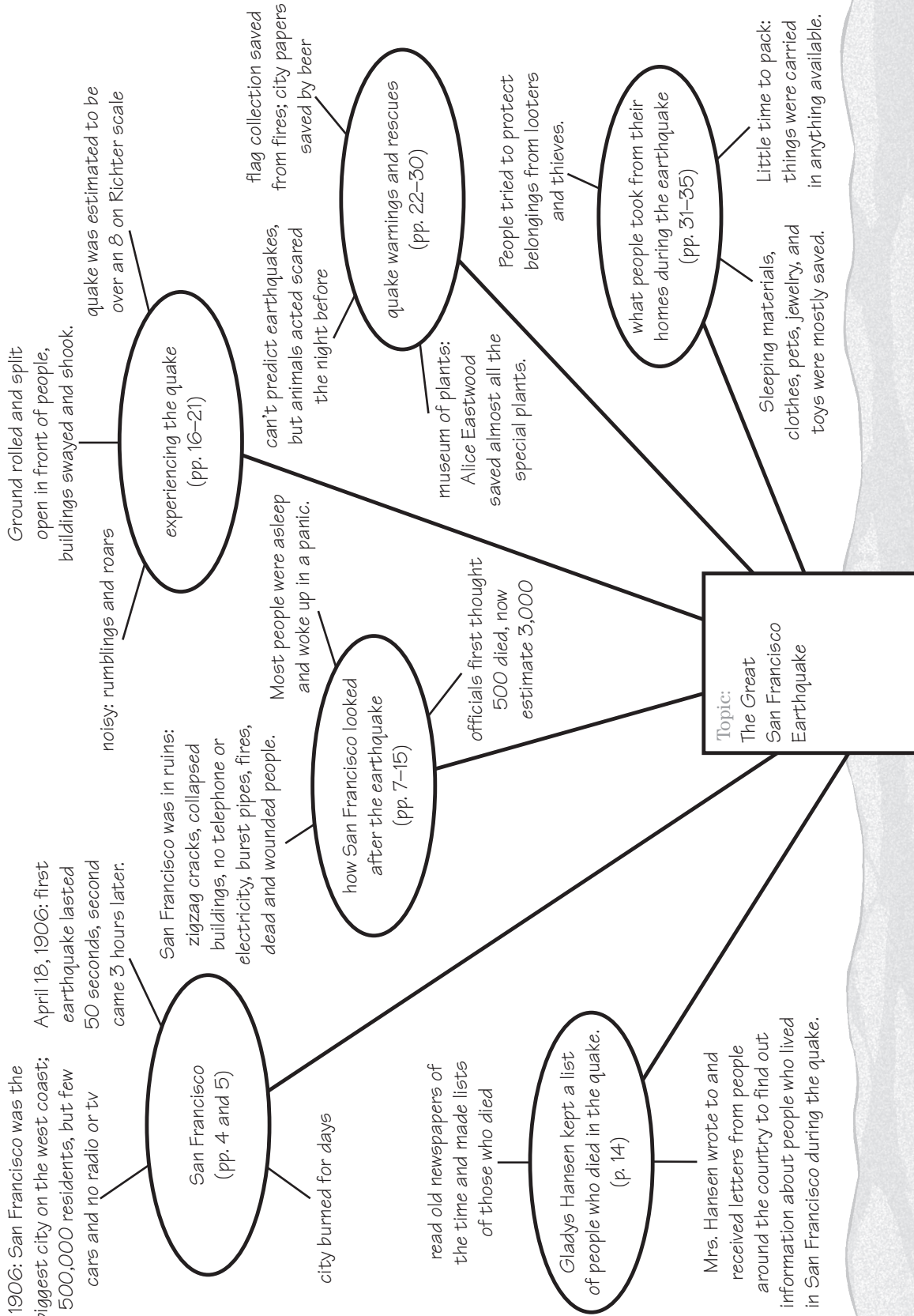
It is estimated that more than 100,000 Chicagoans became homeless during the fire. Despite the size of the blaze, reports estimate that only 300 people died in the fire.

“I remember my dad helping me leave the house after the earthquake,” Erica Muncie, who is nine years old, said. “We couldn’t leave through the front door because the house sank into the ground. We were able to walk out the third-floor attic window right onto the street!”

Idea Tree



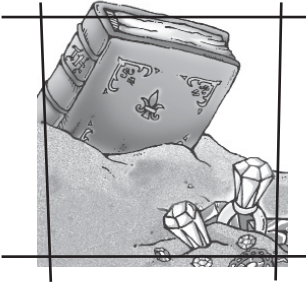
...If you lived at the Time of the Great San Francisco
Title: Earthquake, cycle 1



CYCLE 2

Instructional Objectives

	Reading	Word Power	Writing
CYCLE 2	Main idea and supporting details (MI)	Antonyms	Write a newspaper article, continued.
	Students will identify the main idea by using section headings to predict the important information in informational passages. Students will rewrite section headings to represent the main ideas and identify details in the text that support them.	Students will identify words that are opposites or antonyms.	Students will continue to work on the articles they started last cycle. This cycle students will continue writing the body of their stories by describing the 5 Ws in detail.

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

Timing Goal: 40 minutes

Rate New Vocabulary Words

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

Success Review and Keeping Score **TP**

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

Team Cooperation Goal

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

Set the Stage

- Introduce the text, author, and reading objective.

This cycle we will continue to read ...*If You Lived at the Time of the Great San Francisco Earthquake* by Ellen Levine. Last cycle we predicted the main idea of each section based on the headings. We learned that some headings are meant to help us predict main ideas, and others are meant to grab our attention. As we read this cycle, we'll continue to use headings to predict the main ideas, but we will also rewrite headings that are not helpful to us. This will help us to further confirm our understanding of the main ideas—something good readers do, especially when reading informational texts.



- Point out the strategy target on the team score sheet.
- Point out that the text is informational, or have students explore the text to figure out that it is informational. Review how informational texts differ from literature.
- Tell students that they will use the TIGRRS process as they read, or ask them what process they use when they read informational text. Review the steps of the TIGRRS process: topic, intent of author, graphic organizer, read, reread, summarize.
- Prompt students to identify the topic for the first step of TIGRRS by paging through the text. Use **Think-Pair-Share** to have them point to various text features and identify the text structure. Randomly select a few students to share.

Before we continue reading ...If You Lived at the Time of the Great San Francisco Earthquake, let's use the TIGRRS process to review some important information about this text. With your partners, discuss the topic of this text and what you learned about it from reading the first half of the book. Allow students 1–2 minutes to discuss.

- Prompt students to identify the next step of TIGRRS. Use **Think-Pair-Share** to have them identify the intent of the author. Randomly select a few students to share.

We know the topic of this text is a great earthquake that hit San Francisco. What do we do next in the TIGRRS process after we identify the topic? Identify the intent of the author. Right. Before we began reading last cycle, we determined that the intent of the author is for the readers to know what it was like to live through the earthquake and how it would have changed their lives. Do you still agree with this statement? With your partners, use what you now know about the text to discuss the author's intent. Allow students 1–2 minutes to discuss.

- Refer to the next step in TIGRRS. Use **Think-Pair-Share** to have students identify the graphic organizer they will use to record information from the text. Randomly select a few students to share. Display an idea tree. Use **Think-Pair-Share** to have students tell what will be written in each part, and randomly select a few students to share.

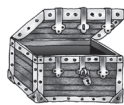
Think back to when we read the first half of ...If You Lived at the Time of the Great San Francisco Earthquake. What organizer did we use to record the main ideas and supporting details we found in the text? An idea tree. Right. With your partners, page through the second half of this text (page 36–end) and discuss whether or not we should continue to use an idea tree as we read more of this text. Allow students 1–2 minutes to discuss. **Yes. We will continue to record important ideas on an idea tree as we read.** Display an idea tree. **With your partners, briefly review what kind of information should be recorded in each part of an idea tree.**

- Establish the purpose for reading by telling students that they will learn more about the topic as they read.

Vocabulary TP



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



Student Edition, page 5
 Student Edition chart does not contain page numbers or identification examples.

Word and Page Number	Identification Strategy	Definition	Sentence
immediately page 42	base word + ending: immediate + ly	right away, at once	Nora’s mom told her to take off her boots <i>immediately</i> when she came in the house so she wouldn’t track mud on the carpet.
separated page 42	base word + ending: separat(e) + ed	split up	Best friends Doug and Paul were <i>separated</i> when they were chosen for different kickball teams.
published page 42	base word + ending: publish + ed	printed	If you want the most current news, you should read the newspaper that was <i>published</i> the most recently.
dynamiting page 57	base word + ending: dynamit(e) + ing	using an explosive to blow things up and destroy them	The crew spent months <i>dynamiting</i> the mountain that stood in the way of the train tracks they were trying to lay down.
humor page 58	chunk: hum-or	amusing quality	Hector tried to see the <i>humor</i> in the situation when he had smashed cherry pie all over his face, but he was really hurt and upset.

Word and Page Number	Identification Strategy	Definition	Sentence
rebuild page 59	prefix + base word: re + build	make or put together again, reconstruct	When Tabitha crashed her go-cart, her father had to <i>rebuild</i> it so she could race again.
properly page 60	base word + ending: proper + ly	correctly	If you tie your shoes <i>properly</i> , they won't come undone so easily.
rubble page 60	chunk: rub-ble	ruins, wreckage	After the fire, Vera dug through the <i>rubble</i> , trying to find any belongings that could be saved.

Using the Targeted Skill (Prompt and Reinforce)

- Introduce the skill and its importance in informational text.

Why is it important to find the main ideas in the sections of text we read?

Finding main ideas helps us find the most important information the author wants us to know. Right. Why are some headings good clues to the main ideas? Wait for students' responses. Are all headings good clues to the main idea of a passage? Why? No. Some headings are just grabbers to get your attention. They tell a little bit about the passage but not the information the passage is mostly about.

- Remind students that in the last cycle, they used headings to predict the main ideas of the sections in the text. Explain that this cycle, they will continue to practice this skill.
- Display the title of the following passage on the board while keeping the passage itself covered.

Blackline master provided.

Hold your horses!

Have you ever heard anyone use this expression? It's what people say sometimes when they want someone else to be patient. It is an example of an idiom. An idiom is a phrase whose whole means something different than its parts. You may not realize it, but you probably use idioms every day. One example is saying that it is raining cats and dogs. Of course, this doesn't mean that animals are falling from the sky. Instead, it describes how noisy a rainstorm is. And when people say that something costs an arm and a leg, they don't really mean they have to give up their limbs to get something. They just mean that something is very expensive.

- Read the heading aloud. Based on the heading, prompt students to predict the main idea of the passage that you're about to read.

“Hold your horses!” I wonder what this passage is going to be about. Do you have any ideas? Wait for students' responses. **Those are good predictions! Maybe it will be about wrangling wild ponies, or maybe it will be about cowboys at a rodeo. Let's read the passage to find out.**



- Use **Team Huddle** to have students state the main idea of the passage and decide whether their predictions based on the heading were correct. Use **Random Reporter** to select students to share their responses. Explain that it is always important that students check their predictions based on the heading after they have read a passage.

What is the main idea of the passage? *People use idioms as a different way to describe things.* **Were our predictions of the main idea of this passage correct?** The expected response is no. **Right. The passage has nothing to do with horses. The heading is what we call a grabber. It is meant to get our attention, rather than give us a good clue about the main idea. Grabbers are not bad, but sometimes they would be better at leading us to the main idea if they were clearer. Remember that we always need to check our predictions to confirm the main idea.**

- Remind students that a good heading should help the readers correctly predict the main idea. Use **Team Huddle** to have students determine a good heading for this passage.
- Use **Random Reporter** to select students to share their headings with the class. List several of the ideas on the board. Ask students to confirm whether each one represents what the passage is about by having them review supporting details to confirm the main idea. Explain that this is a good way to check one's understanding of the main idea.
- Point out that this cycle, as they read the second half of *...If You Lived at the Time of the Great San Francisco Earthquake*, students will continue to predict the main ideas of sections based on the sections' headings and decide whether their predictions were correct by reading the text of the sections. They will also rewrite some headings that don't give enough information about the main ideas of those sections.
- Tell students that they will use headings to predict main ideas and identify supporting details as they read the text.

Listening Comprehension

- Introduce the text, and remind students that it is informational. Remind them you will use the TIGRRS process as you read.
- Remind students of the topic, intent of the author, and the graphic organizer.
- Tell students that you will start reading the text and applying the skill. Tell them that you will also record the important ideas on the graphic organizer.

- Review the important ideas from the previous cycle’s reading of *...If You Lived at the Time of the Great San Francisco Earthquake*. Remind students that the people of San Francisco were not prepared for the earthquake to strike. Most people were asleep when the earthquake strikes. The earthquake shook the city, and fires broke out. People rushed to save their most treasured items from their homes before escaping the fires. More than 3,000 people died during the disaster.
- Display a blank idea tree. Remind students that you will only read for main ideas as you read the first time.
- Remind students of the additional clues they can use to lead them to the main idea of a section, like key words that may be repeated or information from pictures.
- Read the heading on page 36 aloud. Use **Team Huddle** to ask students to predict the main idea of this section based on the heading. Use **Random Reporter** to select students to share their predictions with the class.
- Read pages 36–39 aloud. Use **Team Huddle** to have students identify the main idea of the passage. Add the main idea to the idea tree, and prompt students to decide whether their predictions were correct. Use **Random Reporter** to check students’ responses.

What is this section mainly about? *This section describes the barracks and shacks.* **Were our predictions of the main idea correct?** Wait for students’ responses. **By reading the section to identify the main idea, we confirmed that the heading does not help us. In this case, the heading does not give us enough information.**



- Use a **Think Aloud** to model thinking of a different heading that would be better at representing the main idea.

Now that we know the heading is not a good clue about the main idea of this section, let’s think of a better one that would be a good clue. The important information is about what the barracks and shacks are like, how people got them, and how they move them. So maybe a better heading would be, “What were earthquake refugee camps and barracks like?” Yes, that’s a better heading. It gives a clue about the main idea of the passage.

- Continue reading aloud through page 41, adding main ideas to your idea tree as you read.

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.

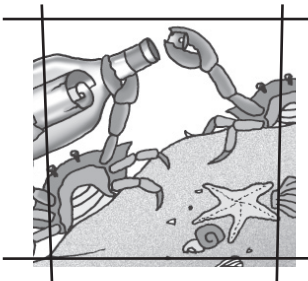
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page 6

Team Talk

1. Describe the streets of San Francisco immediately after the earthquake. |ST|
2. What is the main idea of pages 46 and 47? Did the heading help you predict the main idea? If not, what would have been a better heading? Explain your answer. (Write-On) |MI|
3. What caused people to send donations to refugees in San Francisco? |CE|
4. Which is not a problem people faced after the earthquake? |PS|
 - a. Children could not find their parents.
 - b. Most of the hospitals were destroyed.
 - c. There were not many doctors or nurses to birth babies.
 - d. The rest of the country didn't care about the earthquake.

- 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 and TIGRRS before having students read and restate: **SR** **pages 42–49 aloud with partners.**
- If some partners finish reading and filling out their graphic organizers 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. Describe the streets of San Francisco immediately after the earthquake. |ST|

100 points = *The streets of San Francisco were filled with people immediately after the earthquake. There was smoke everywhere because of the fires. Also, buildings were collapsing, and people were screaming and crying.* **90 points** = *The streets of San Francisco were filled with people immediately after the earthquake. Buildings were collapsing, and people were screaming.* **80 points** = *It was smoky. People were in the streets. Buildings were collapsing.*

2. What is the main idea of pages 46 and 47? Did the heading help you predict the main idea? If not, what would have been a better heading? Explain your answer. (Write-On) |MI|

100 points = *The main idea of this section is who helped the people of San Francisco and how they helped. (The expected response to the second part is yes, but answers may vary.) The heading of this section helped me predict that this section would be about who helped the people of San Francisco.* **90 points** = *The main idea of this section is about who helped the people of San Francisco and how they helped. The heading helped me predict the main idea.* **80 points** = *Who helped and how they helped. Yes.*

3. What caused people to send donations to refugees in San Francisco? |CE|

100 points = *People sent donations to refugees in San Francisco because they read about the earthquake in the newspapers. People wanted to help any way they can.* **90 points** = *People sent donations to San Francisco because they read about the earthquake and want to help.* **80 points** = *They read about the earthquake.*

4. Which is not a problem people faced after the earthquake? |PS|

- a. Children could not find their parents.
- b. Most of the hospitals were destroyed.
- c. There were not many doctors or nurses to birth babies.
- d. *The rest of the country didn't care about the earthquake.*

- If some teams finish ahead of others, have them work on their graphic organizers.
- 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.



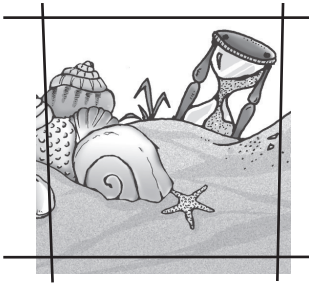
Strategy-Use Discussion	<ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team’s strategy use with the class. – Award team celebration points.
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Think-and-Connect Discussion	<ul style="list-style-type: 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.
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Team Talk Extenders	<p>Do you think people got along with one another after the earthquake? Explain.</p> <p>Often, when there is a major disaster like the San Francisco earthquake, people receive help from strangers in other cities and countries. Help comes in many forms, not just food and money. Is there a way you can help a disaster victim?</p> <p>If you got separated from your family in a disaster today, would it be easier to find them now than it was for the people in San Francisco? Explain.</p>
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	<ul style="list-style-type: none"> – Award team celebration points.
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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 skill question 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 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.

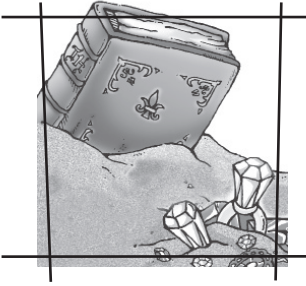
Pages 42 and 43 (ending at paragraph 1)

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

Team Celebration Points

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

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



DAY 2

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

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

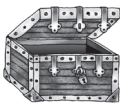
Set the Stage

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

- Ask teammates to summarize the ideas recorded on their graphic organizers from the passage they read/reread the previous day. Use **Random Reporter** to have students share these items with the class.
- If appropriate, have students survey the section of text that they will read today and predict the topic of this section. Model this if necessary. Use **Random Reporter** to share the predictions with the class.

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

What is San Francisco like after the earthquake?

Listening Comprehension

- Review the topic and the author's intent with students.
- Remind them of the graphic organizer you are using to help you remember the text.
- Review the important ideas from yesterday's reading.

Yesterday we began reading the second half of ...If You Lived at the Time of the Great San Francisco Earthquake. We learned that victims of the earthquake and the fires that followed are assigned barracks and shacks to live in. We learned about the problems the earthquake victims face and the aid they receive from people around the world.

- Tell students that you will continue to record important ideas on the graphic organizer.
- Read the heading on page 50 aloud. Use **Think-Pair-Share** to have students predict the main idea of this section based on the heading. Randomly select a few students to share their predictions with the class.
- Read pages 50 and 51 aloud. Use **Team Huddle** to have students identify the main idea of the passage. Add the main idea to the idea tree and prompt students to decide whether their predictions were correct. Ask students what this tells them about the heading. Use **Random Reporter** to check students' responses.

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What is this section mainly about? *This section describes how people cook outside and what that makes the neighborhood like. Were our predictions of the main idea correct?* Wait for students' responses. **Some of our predictions were not correct. What does this tell us about the heading?** *The heading should have more useful clues about the main idea.*

- Have students use **Team Huddle** to think of headings that would better represent the main idea. Give examples if necessary (e.g., "What is it like to cook outside with your neighbors?").

We can rewrite this heading so it gives more useful clues about the main idea of the section. Can you think of some better headings for this section? Wait for students' responses. **Yes. Those headings give more information about the main idea and are much better clues.**

- Continue reading through page 56, adding main ideas to your idea tree as you read.

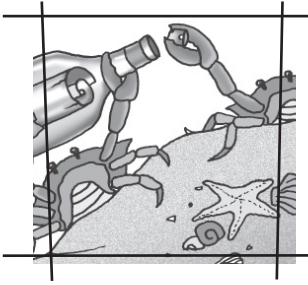
Preview Team Talk

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

Student Edition, page 6

Team Talk

1. What is the main idea of pages 57–59? Did the heading help you to predict the main idea? If not, what would have been a better heading? Explain your answer. (Write-On) |MI|
2. In one or two sentences, summarize how people cheered themselves up after the earthquake and the fires. |SU|
3. What effect did the earthquake have on schools and students? Support your answer with evidence from the text. |CE|
4. Many small stores lost everything after the earthquake and fires. How did the city of San Francisco fix this problem? |PS|
 - a. The city government paid to rebuild all the shops that were destroyed.
 - b. The city government opened their own shops and hired the people who lost their stores to work in them.
 - c. A special committee was set up to design new fireproof shops for storeowners.
 - d. A special committee was set up to give money to storeowners who lost their businesses.



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students read and restate: **SR** pages 57–64 aloud with partners.
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

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

Team Talk

1. What is the main idea of pages 57–59? Did the heading help you to predict the main idea? If not, what would have been a better heading? Explain your answer. (Write-On) **IMI**

100 points = *The main idea of this section is how people kept up their spirits. (The expected response to the second part is yes, but answers may vary.) Yes, the heading helped me to predict that the section would be about the different ways that people try to be happy after the earthquake. That is what the section is mainly about. 90 points* = *The main idea of this section is how people kept up their spirits. Yes, the heading helped me predict the main idea. 80 points* = *How people kept up their spirits. Yes.*

Team Talk *continued*

2. In one or two sentences, summarize how people cheered themselves up after the earthquake and the fires. |SU|

100 points = *People cheered themselves up after the earthquake and the fires by gathering with their neighbors and singing. They also cracked jokes and hung funny signs to keep their sense of humor and make people laugh.* **90 points** = *People cheered themselves up after the earthquake and the fires by singing and cracking jokes. They also hung funny signs.* **80 points** = *They sang and cracked jokes.*

3. What effect did the earthquake have on schools and students? Support your answer with evidence from the text. |CE|

100 points = *All the schools were closed after the earthquake. Many schools burned down, and the ones that did not were used for other things like relief stations or police headquarters. Some students went to class over the summer, but most students did not go back to school until the end of September.* **90 points** = *All the schools were closed after the earthquake. Many schools were burned, and the ones that were not were used in other ways. Most students did not go back to class until September.* **80 points** = *They were closed. Many were burned. Students went back in September.*

4. Many small stores lost everything after the earthquake and fires. How did the city of San Francisco fix this problem? |PS|

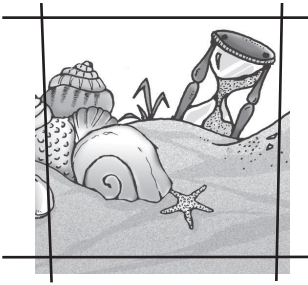
- a. The city government paid to rebuild all the shops that were destroyed.
- b. The city government opened their own shops and hired the people who lost their stores to work in them.
- c. A special committee was set up to design new fireproof shops for storeowners.
- d. *A special committee was set up to give money to storeowners who lost their businesses.*

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

Class Discussion TP



<p>Strategy-Use Discussion</p>	<ul style="list-style-type: none"> - Use Random Reporter to select two or three students to describe their team’s strategy use with the class. - Award team celebration points. 		
<p>Think-and-Connect Discussion</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. <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #cccccc; vertical-align: top; padding: 5px;"> <p>Team Talk Extenders</p> </td> <td style="padding: 5px;"> <p>People had to cook all of their meals outside. Do you think this had an effect on the neighborhoods and the relationships neighbors had with one another? Explain.</p> <p>If you lost your home and possessions like the people in San Francisco did, what kinds of things would you do to keep your spirits up?</p> <p>In San Francisco, the post office was one of the first businesses to begin running again after the earthquake. Would that be the case today? Explain.</p> </td> </tr> </table>	<p>Team Talk Extenders</p>	<p>People had to cook all of their meals outside. Do you think this had an effect on the neighborhoods and the relationships neighbors had with one another? Explain.</p> <p>If you lost your home and possessions like the people in San Francisco did, what kinds of things would you do to keep your spirits up?</p> <p>In San Francisco, the post office was one of the first businesses to begin running again after the earthquake. Would that be the case today? Explain.</p>
<p>Team Talk Extenders</p>	<p>People had to cook all of their meals outside. Do you think this had an effect on the neighborhoods and the relationships neighbors had with one another? Explain.</p> <p>If you lost your home and possessions like the people in San Francisco did, what kinds of things would you do to keep your spirits up?</p> <p>In San Francisco, the post office was one of the first businesses to begin running again after the earthquake. Would that be the case today? Explain.</p>		
<p>Write-On Discussion</p>	<ul style="list-style-type: none"> - Award team celebration points. - Use Random Reporter to ask one or two students to read their written answers to the class. If desired, display student answers on the board. - Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it. 		



FLUENCY IN FIVE **TP**

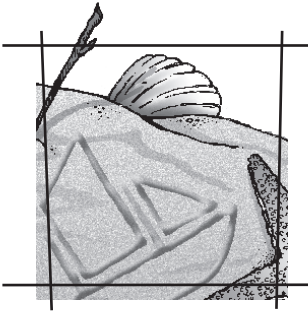
Timing Goal: 5 minutes

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

Student Edition, page 5

Pages 58 and 59 (ending with "...All shook up!")

- 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 tell you what the Word Treasure clue means. Randomly select a few students to share.
- Reveal the Word Treasure (skill).

<h2>Word Treasure</h2>	<p>Some words are opposites of other words. They are called antonyms.</p> <p>Thinking about a word and its opposite helps us understand the relationship between words and helps us understand the word more easily.</p>
------------------------	--

- Present the words *bend* and *straighten*. Use **Think-Pair-Share** to have students identify the relationship between the two words. Randomly select a few students to share. *The words are opposites or antonyms.*
- Point out that Captain Read More uses antonyms to help him see the relationships between words and that will help him understand words.
- If necessary, write the words “bend” and “straighten” on opposite ends of the compass.

bend



straighten

- Tell students that Captain Read More found words in the vocabulary list that have antonyms. Remind students to look for those words the next time they review their vocabulary with their partners.
- 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; many words have more than one antonym.

Student Edition, page 6

Skill Practice

Write an antonym for each of the following words.

1. rage *joy*
2. playful *serious*
3. pause *continue*
4. remove *replace*
5. rise *fall*

Building Meaning

immediately	separated	published	dynamiting
humor	rebuild	properly	rubble

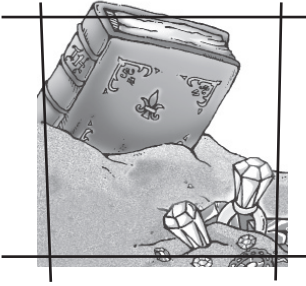
6. Choose a word from the vocabulary list, and write a meaningful sentence for that word.
100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.* **80 points** = *The sentence uses the word correctly.*
7. Choose the word that best fits in the blank.
 Bobby separated the light-colored clothes from the dark-colored clothes before doing the wash.



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

- Use **Random Reporter** to check responses on the remaining item for building meaning.
- Award team celebration points.
- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

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



DAY 3

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

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

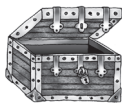
Set the Stage

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



Vocabulary **TP**

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



Strategic Review

- Ask teammates to summarize the ideas recorded on their graphic organizers from the passage they read/reread the previous day. Use **Random Reporter** to have students share these items with the class.
- If appropriate, have students survey the section of text that they will reread today and predict that ideas will become more clear. Model this if necessary. Use **Random Reporter** to share the predictions with the class.

- 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.

Did students go to school after the earthquake?

Listening Comprehension

- Review the topic and the author's intent with students.
- Remind them of the graphic organizer you are using to help you remember the text.
- Review the important ideas from yesterday's reading.

Yesterday we finished reading ...*If You Lived at the Time of the Great San Francisco Earthquake*. As we read, we continued to find main ideas and added them to our idea tree. We learned that people cooked outside with their neighbors after the earthquake. We also read about how people cheered themselves up after the disaster.

- Tell students that as you reread, you will look for details about the important ideas and add them to the graphic organizer. Tell students that you will also add any important information you missed the first time you read.
- Tell students that as they reread, they will check their main ideas by finding details that give more information about them.
- Reread pages 36–39 aloud. Use **Think-Pair-Share** to have students review the main idea they identified on day 1. Randomly select a few students to share their responses. *This section is mainly about the barracks and shacks the people of San Francisco lived in after the earthquake.*
- Use **Think-Pair-Share** to have students identify details in the text that support the main idea. Randomly select a few students to share their responses. Add supporting details to the idea tree accordingly.



What details did you find that support this main idea? *Possible answers include: The president ordered the Army to send tents and blankets to San Francisco. He also ordered the Army to build barracks for some of the refugees. There were not enough barracks, so the city built refugee shacks. The apartments and shacks were very small. People were allowed to keep their shacks when they moved, so they moved them and make them into houses. Yes. Those are supporting details because they tell us more about the main idea.*

- Continue reading aloud through page 41, adding supporting details to your idea tree as you read.

Preview Team Talk

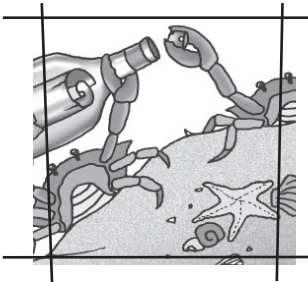
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #2, must be written individually, after students discuss it in their teams.

- 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 7

Team Talk

1. How did the newspapers help separated family members find one another? |PS|
2. What did you identify as the main idea of pages 46 and 47? What details support this main idea? (Write-On) |MI|
3. Why do you think it was important for doctors and nurses from other parts of the country to come to San Francisco? |DC|
4. What was one effect of the earthquake? |CE|
 - a. The city of San Francisco was destroyed forever.
 - b. Some babies were named for places in San Francisco.
 - c. Many babies died at birth because there were no hospitals.
 - d. The newspaper only printed lists of names of missing people.



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students reread and restate: **SR** **pages 42–49 aloud with partners.**
- If some partners finish reading and filling out their graphic organizers 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 did the newspapers help separated family members find one another? |PSI

100 points = *The newspapers helped separated family members find one another in several ways. One way they helped was by printing the names of all the people in each camp. This could help people who were looking for family members find them. The newspapers also printed lists of people who were missing and the names of the people who were trying to find them. Another way newspapers helped was by printing advertisements. People wrote advertisements telling their lost family members where to find them, in the hope that they would see the newspapers.* **90 points** = *The newspapers helped separated family members find one another in several ways. Newspapers printed lists of all the people in each camp. They also printed lists of people who were missing and the names of the people who were looking for them. Also, the newspapers printed advertisements people wrote for missing family members.* **80 points** = *They printed lists of people in camps and missing people. They printed advertisements for missing people.*

2. What did you identify as the main idea of pages 46 and 47? What details support this main idea? (Write-On) |MII

100 points = *The main idea of this section is who helped the people of San Francisco and how they helped. One detail that supports this main idea is that people from all over the country sent things like clothes, blankets, and food to San Francisco. Schoolchildren raised money to help build a new school in San Francisco. People from all over the world sent money to help.* **90 points** = *The main idea of this section is who helped the people of San Francisco and how they helped. One detail that supports this main idea is that people from all over the country sent clothes, blankets, and food to San Francisco. Children raised money to help build a new school.* **80 points** = *Who helped and how they helped. People sent clothes, blankets and food. Children raised money for a school.*

3. Why did you think it is important for doctors and nurses from other parts of the country to come to San Francisco? |DCI

(Accept supported answers.) **100 points** = *I think it was important for doctors and nurses from other parts of the country to come to San Francisco because a lot of people were hurt in the earthquake. Also, many hospitals were probably ruined in the earthquake and the fires, so they might have needed a lot of extra help.* **90 points** = *I think it was important for doctors and nurses to come to San Francisco because many people were injured. Also, many hospitals were probably ruined, and doctors needed help.* **80 points** = *Many people were injured, and hospitals were ruined. They needed help.*

Team Talk *continued*

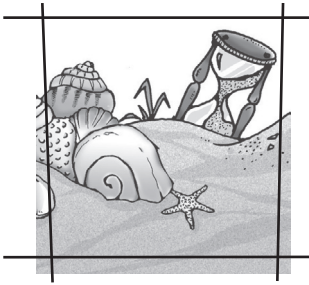
4. What was one effect of the earthquake? |CE|
 - a. The city of San Francisco was destroyed forever.
 - b. *Some babies were named for places in San Francisco.*
 - c. Many babies died at birth because there were no hospitals.
 - d. The newspaper only printed lists of names of missing people.

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

Class Discussion TP



Strategy-Use Discussion	<ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team’s strategy use with the class. – Award team celebration points. 		
Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions. <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #cccccc; vertical-align: top; padding: 5px;">Team Talk Extenders</td> <td style="padding: 5px;"> <p>What do you think the people of San Francisco needed the most after the earthquake? Why?</p> <p>Have you ever been lost in a crowd or become separated from someone before? How did it feel? What did you do?</p> <p>How long do you think it took for help to reach San Francisco? Why?</p> </td> </tr> </table>	Team Talk Extenders	<p>What do you think the people of San Francisco needed the most after the earthquake? Why?</p> <p>Have you ever been lost in a crowd or become separated from someone before? How did it feel? What did you do?</p> <p>How long do you think it took for help to reach San Francisco? Why?</p>
Team Talk Extenders	<p>What do you think the people of San Francisco needed the most after the earthquake? Why?</p> <p>Have you ever been lost in a crowd or become separated from someone before? How did it feel? What did you do?</p> <p>How long do you think it took for help to reach San Francisco? Why?</p>		
Write-On Discussion	<ul style="list-style-type: none"> – Award team celebration points. – Use Random Reporter to ask one or two students to read their written answers to the class. If desired, display student answers on the board. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it. 		



FLUENCY IN FIVE **TP**

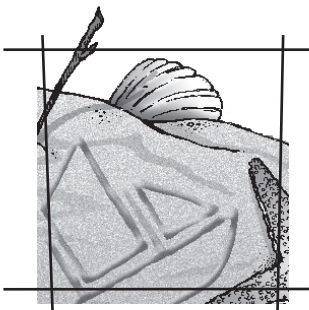
Timing Goal: 5 minutes

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

Student Edition, page 5

Pages 58 and 59 (ending with “...All shook up!”) or 46 and 47 (paragraphs 1 and 2)

- 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 (antonyms) and, if necessary, the Word Treasure clue that Captain Read More uses (the compass).
- Have students look at the vocabulary words *immediately* and *separated*. Have students review the definitions and example sentences for these words.



- Use **Think-Pair-Share** to have students think of an antonym for these words. Randomly select a few students to share. *Immediately: later, slowly; separated: joined, connected, etc.* Use the Word Treasure clue to help record the answers. Display a compass and write the opposites on it.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition, page 7

Skill Practice

Write an antonym for each of the following words.

1. particular *general*
2. precious *cheap*
3. quit *continue*
4. retreat *advance*
5. rude *polite*

Building Meaning

immediately	separated	published	dynamiting
humor	rebuild	properly	rubble

6. Choose a word from the vocabulary list and write a meaningful sentence for the 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.*

7. The tornado left piles of rubble all over town. *Rubble* means—

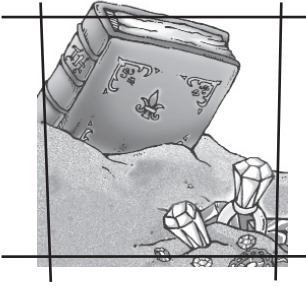
- a. ruins.
- b. food.
- c. wind.
- d. rain.



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

- Award team celebration points.
- Remember to add individual scores to the teacher cycle record form.
- Use **Random Reporter** to check responses on the remaining item for building meaning.
- Award team celebration points.
- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

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



DAY 4

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

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

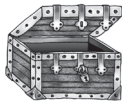
Set the Stage

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



Vocabulary **TP**

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



Strategic Review

- Ask teammates to summarize the ideas recorded on their graphic organizers from the passage they read/reread the previous day. Use **Random Reporter** to have students share these items with the class.
- If appropriate, have students survey the section of text that they will reread today and predict that ideas will become more clear. Model this if necessary. Use **Random Reporter** to share the predictions with the class.

- 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 do people find their missing family members after the earthquake?

Listening Comprehension

- Review the topic and the author's intent with students.
- Remind them of the graphic organizer you are using to help you remember the text.
- Review the information you added to your graphic organizer during yesterday's reading.

Yesterday we reread to find details that support the main ideas of the text. We added details, such as who built the barracks, what the apartments and shacks were like, and how the people converted some of the shacks into real houses. These details helped us make better mind movies of what life was like in San Francisco after the earthquake.

- Tell students that as you reread you will look for details about the important ideas and add them to the graphic organizer. Tell students that you will also add any important information you missed the first time you read.
- Remind students that as they reread, they will check their main ideas by finding details that give more information about them.
- Reread pages 50 and 51 aloud. Use **Think-Pair-Share** to have students review the main idea they identified on day 1. Randomly select a few students to share their responses. *This section was mainly about how people cooked outside and what that made the neighborhood like.*
- Use **Think-Pair-Share** to have students identify details in the text that support the main idea. Randomly select a few students to share their responses. Add supporting details to the idea tree accordingly. *Possible answers include: People were not allowed to use their stoves, so they built stoves in the streets and cooked outdoors. People built small fires at first, but then they built bigger stoves. People created small kitchens in the streets. Everyone was outside, and children went from kitchen to kitchen. Even restaurants cooked outside in the streets.*
- Continue reading aloud through page 56, adding supporting details to your idea tree as you read.



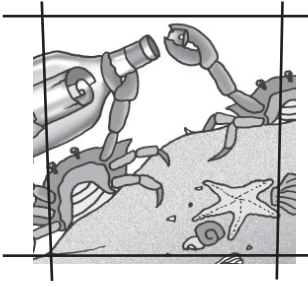
Preview Team Talk

- 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.
- Point out that question #4 asks them to summarize the text using their graphic organizers. Tell them that this will complete the TIGRRS process.

Student Edition, page 8

Team Talk

1. What did you identify as the main idea of pages 57–59? What details support this main idea? (Write-On) |MI|
2. People in San Francisco told jokes about the earthquake. Does that mean that they didn't take it seriously? Why or why not? |DC|
3. How did music help people after the earthquake?
 - a. People listened to their favorite singers on the radio as a way to cheer themselves up.
 - b. People gathered on the streets and sang as a way to distract themselves from the destruction.
 - c. School children used their free time to learn new instruments.
 - d. People sang sad songs about the earthquake to remind themselves of their losses.
4. Use your idea tree to summarize this cycle's reading of ...*If You Lived at the Time of the Great San Francisco Earthquake*. |SU|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students reread and restate: **SR** **pages 57–64 aloud with partners.**
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

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

Team Talk

1. What did you identify as the main idea of pages 57–59? What details support this main idea? (Write-On) |MI|

100 points = *The main idea of this section is how people kept up their spirits. One detail that supports this is that some people kept pianos out in the streets. People gathered around it and sang at night. People also told jokes about life after the earthquake, and they hung silly signs to make people laugh.*

90 points = *The main idea of this section is how people kept up their spirits. People gathered around pianos and sang songs. They also told jokes about life after the earthquake and hung silly signs.*

80 points = *How people kept up their spirits. They sang, told jokes, and hung silly signs.*

Team Talk *continued*

2. People in San Francisco told jokes about the earthquake. Does that mean that they didn't take it seriously? Why or why not? |DC|

100 points = *No. People telling jokes about the earthquake does not mean that they didn't take it seriously. People told jokes to make one another feel better during such a painful time. It helped them make the best of a hard time.* **90 points** = *No. People telling jokes about the earthquake does not mean that they didn't take it seriously. Laughing helped them feel better.* **80 points** = *No. Laughing helped them feel better.*

3. How did music help people after the earthquake?

- People listened to their favorite singers on the radio as a way to cheer themselves up.
- People gathered on the streets and sang as a way to distract themselves from the destruction.*
- School children used their free time to learn new instruments.
- People sang sad songs about the earthquake to remind themselves of their losses.

4. Use your idea tree to summarize this cycle's reading of ...*If You Lived at the Time of the Great San Francisco Earthquake*. |SU|

100 points = *Many people lost their homes after the earthquake and had to live in tiny barrack apartments and shacks. People got food, water, and clothing from relief stations. Many families were separated after the earthquake, and newspapers helped people find their missing family members. People from all over the world heard about the earthquake and sent help to San Francisco. People tried to keep up their spirits and be glad they were still alive. Some businesses started running within a few weeks of the earthquake, and it only took a few years to rebuild the city.* **90 points** = *Many people lost their homes and had to live in barrack apartments and shacks. People got food and supplies from relief stations and donations from around the world. Newspapers helped people find missing family members, and people tried to keep up their spirits. The city was rebuilt in a few years.* **80 points** = *People lived in barracks and shacks. They got food from relief stations and donations. Donations came from around the world. The city was rebuilt in a few years.*

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

Class Discussion TP



Strategy-Use Discussion

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

Think-and-Connect Discussion

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

Team Talk Extenders

If a major city were destroyed today, would it take more time or less to rebuild than San Francisco did? Explain.

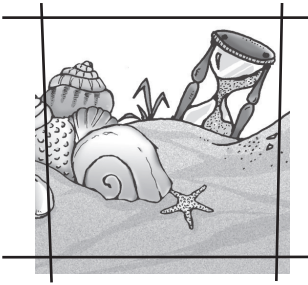
What did you learn about the character of the people of San Francisco from this text?

If you could, would you rewrite most of the headings in this text, or would you leave them as they are? Why or why not?

- Award team celebration points.
- Allow students time to discuss their summaries.
- Use **Random Reporter** to select students to share their summaries.

Write-On Discussion

- Use **Random Reporter** to ask one or two students to read their written answers to the skill question 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**

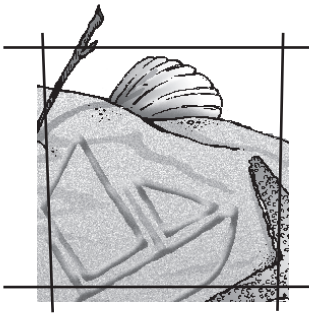
Timing Goal: 5 minutes

- 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.

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Pages 58 and 59 (ending with “...All shook up!”), 46 and 47 (paragraphs 1 and 2), or 62 and 63 (paragraph 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 of the Word Power skill (antonyms).
- Use **Think-Pair-Share** to have students explain how knowing antonyms can help them understand what they read. Randomly select a few students to share responses. *Knowing antonyms for words helps me see the relationship between words and improves my understanding of them.*

Preparation: Display the Word Power Challenge.

Word Power Challenge

1. pupil
2. regular

- Direct students' attention to the Word Power Challenge. Use **Think-Pair-Share** to have students tell you an antonym for each word. Randomly select a few students to share. *Pupil: teacher; regular: unusual.*
- 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**

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Skill Practice

Write an antonym for each of the following words.

1. persuade *forbid*
2. ruin *build*
3. responsible *unreliable*
4. racket *quiet*
5. ragged *smooth*

Building Meaning			
immediately	separated	published	dynamiting
humor	rebuild	properly	rubble

6. 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.*

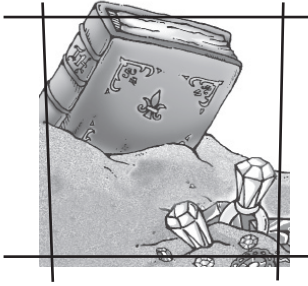
7. Choose the word that best fits in the blank.

After the tornado, the town planned to rebuild the community center.



- 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.
- Introduce the text that students will read for their test. Relate it to their cycle text by telling what it is about, but do not give additional information or details.

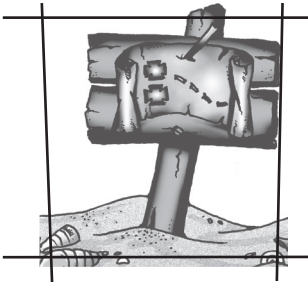
Today you will read about some of the deadly effects of an underwater earthquake.

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

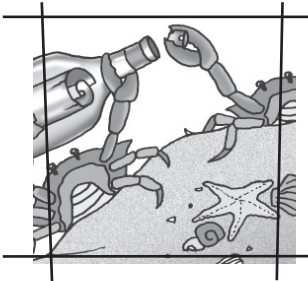
- Distribute the test, and preview it with students without providing information about the answers. Point out that question #3 asks about main ideas and supporting details.
- Ask students to underline key words or phrases in question #3.
- Make sure that students understand that the test is independent 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 ideas from this reading to their graphic organizers and to do so without assistance.
- Remind students that they have 35 minutes for the test.



TEST

Timing Goal: 35 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 and graphic organizers.



TEAMWORK

Timing Goal: 35 minutes

Teacher procedures for Teamwork vary with strategy instruction.

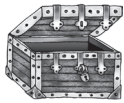
Team Discussion **TP**

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

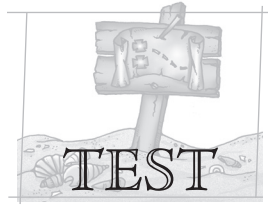


Class Discussion TP

- 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 graphic organizers.
- 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.



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?



Test Passage

Read the test passage, and complete a graphic organizer. Then reread the passage, and add more ideas to your organizer.

Deadly Waves

In 1946, a major earthquake struck off the coast of Alaska. During the earthquake, part of the ocean floor was uplifted. This created a massive tsunami. A tsunami is a series of large waves caused by major movement under the sea. The waves grow bigger as they approach land. When they hit the shore, they can cause great destruction.

Soon after the earthquake, a massive wave approached Unimak Island. It reached more than 100 feet over the sea level. The wave destroyed a lighthouse on the island and killed all five men inside.

The waves continued across the Pacific Ocean. They traveled at about 500 miles per hour. Less than five hours later, the tsunami reached Hawaii.

The huge waves came about fifteen to twenty minutes apart. A thirty-two-foot wave struck the city of Hilo. One-third of the city was destroyed, and ninety-six people were killed. On some parts of the island, the waves reached more than fifty feet high. One such wave crushed a schoolhouse in a nearby town. The teacher and twenty-five students inside were lost to the wave. In total, the tsunami took 159 lives in Hawaii.

Sources: U.S. Geological Survey

(earthquake.usgs.gov/earthquakes/states/us_deaths.php)

Dr. George Pararas-Carayannis

(www.drgeorgepc.com/Tsunami1946.html)

History.com

(www.history.com/this-day-in-history/alaskan-earthquake-triggers-massive-tsunami)

University of Southern California Tsunami Research Center

(www.usc.edu/dept/tsunamis/2005/index.php)

Comprehension Questions

Use your graphic organizer to answer the following questions. The score for comprehension questions equals 90 points. The graphic organizer is worth 10 points. The total possible score equals 100 points.

20 points

1. What is the topic of this text? How do you know? |MI|

20 points = *The topic of this text is a tsunami that was triggered by an earthquake in 1946. I know because the text gives details about how and where the tsunami started and where it traveled. It also tells about the deaths it caused.* **15 points** = *The topic of this text is a tsunami that was triggered by an earthquake in 1946. I know because the text gives a lot of details about this tsunami.* **10 points** = *A tsunami in 1946. The text gives a lot of details about it.*

30 points

2. What is the intent of the author? |AP|

- a. to compare and contrast tsunamis and earthquakes
- b. to explain the deadliness of tsunamis
- c. to inform the reader about one particular tsunami
- d. to ask the reader to send help and donations to Hawaii

How do you know?

20 points = *I know this is the intent of the author because the text tells what caused the tsunami. It also explains the effects of the tsunami on an island in Alaska and one in Hawaii.* **15 points** = *I know this is the intent of the author because the text tells what caused the tsunami and what happened in Hawaii as a result of it.* **10 points** = *It tells what caused the tsunami and what happened because of it.*

20 points

3. What is the main idea of this passage? What details support this main idea? |MI|

20 points = *The main idea of this passage is a tsunami that destroyed parts of Hawaii. One detail that supports this main idea is that the tsunami was caused by an underwater earthquake near Alaska. Another detail is that the tsunami traveled at almost 500 miles per hour to Hawaii. The waves reached higher than fifty feet tall. The tsunami killed many people.* **15 points** = *The main idea of this passage is a tsunami that destroyed parts of Hawaii. One detail that supports this main idea was that the tsunami was caused by an underwater earthquake. The tsunami traveled at almost 500 miles per hour. It killed a lot of people.* **10 points** = *A tsunami that hit Hawaii. It was caused by an earthquake. It traveled at almost 500 miles per hour.*

20 points

4. Use information from your graphic organizer to summarize the text. |SU|

20 points = *In 1946, a tsunami was caused by an underwater earthquake near Alaska. Giant waves killed people on an Alaskan island. The tsunami moved quickly to Hawaii. The waves destroyed parts of Hawaiian cities and towns and killed many people.* **15 points** = *In 1946, a tsunami was caused by an underwater earthquake near Alaska. The tsunami moved quickly to Hawaii. The waves destroyed cities and killed many people.* **10 points** = *A tsunami began near Alaska and traveled to Hawaii. It destroyed cities. Many people died.*

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 an antonym for each of the following words.

5 points 1. popular *disliked*

5 points 2. quarrel *agree*

5 points 3. preserve *end*

5 points 4. praise *blame*

Building Meaning

immediately	separated	published	dynamiting
humor	rebuild	properly	rubble

10 points 5. Write a meaningful sentence for the word *properly*.

10 points = *My mother taught me how to set the table properly with the knife and spoon on the right side of the plate and the fork on the left side.*

5 points = *My mother taught me how to set the table properly.* **1 point** = *My mother taught me properly.*

10 points 6. When June lost the basketball, I immediately went for it.

10 points 7. Mr. Lake was happy to see that the newspaper published his letter to the editor in Sunday's edition. *Published* means—

- ignored.
- printed*.
- rejected.
- forbid.

10 points 8. The cashier separated the money into bills of the same amount to put into the cash register.

10 points 9. I heard they were dynamiting the old factory to make way for new homes. *Dynamiting* means—

- blowing up*.
- building up.
- drilling up.
- patching up.

10 points

10. My father has a good sense of *humor* and always makes me laugh.

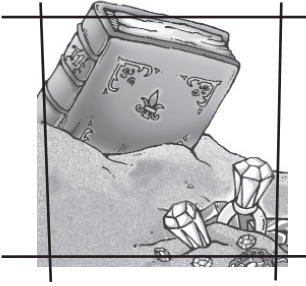
10 points

11. The doctor will *rebuild* the patient's nose using a piece of the patient's ear.

10 points

12. Many ancient buildings are now only *rubble*, and it is hard to imagine what they once looked like. *Rubble* means—

- a. *ruins*.
- b. beautiful.
- c. tall.
- d. wonderful.

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

Timing Goal: 25 minutes

Set the Stage

- Introduce the writing goal.

Today you will finish writing the news stories you began last cycle. Remember that you wrote the headline, byline, and dateline, a lead paragraph, and a quote from someone mentioned in the text. Today you will write the paragraphs that describe and explain what happened in San Francisco the morning of April 18, 1906.

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.

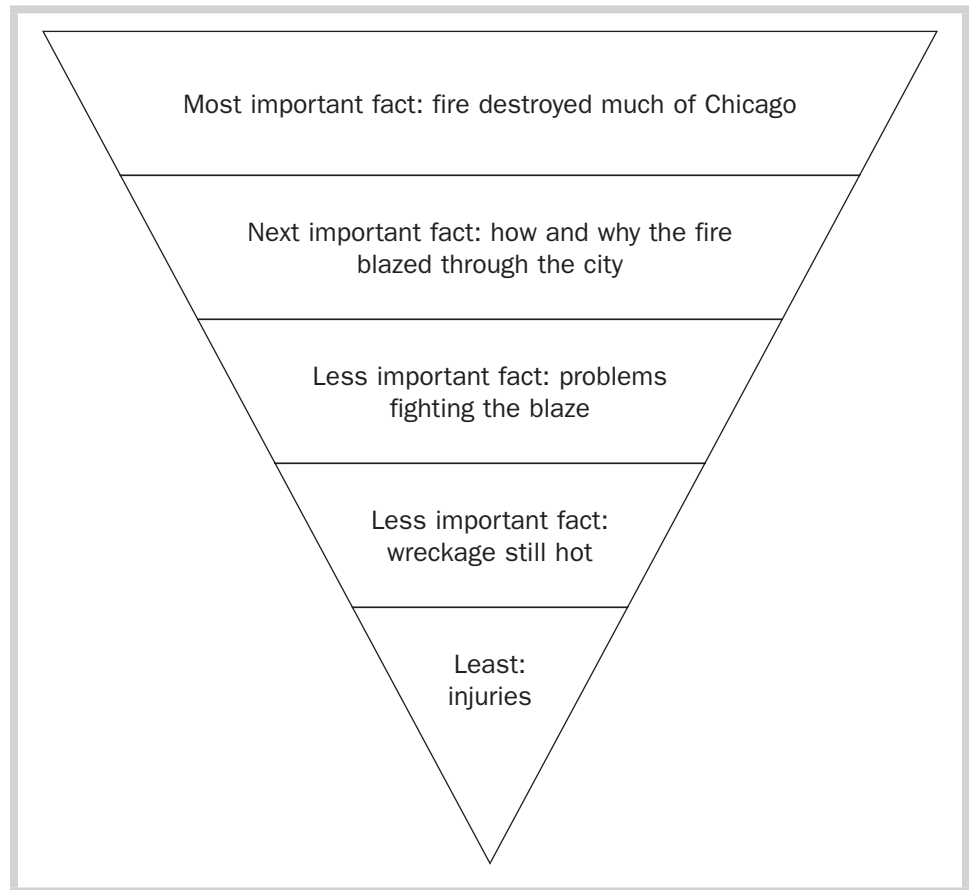
Build Background

- Introduce the activity, writing a news story, by telling students about how news stories for newspaper are usually written.

Last cycle we discussed the parts of a news story, including the headline, byline, dateline, lead paragraph, and body. Today we will discuss the format of a news story. Reporters write news stories a certain way to provide readers with the most important information first. This is called the inverted triangle. Imagine a triangle flipped upside down with the widest part of the triangle at the top.

- Display the following diagram of the inverted triangle.

Blackline master provided.

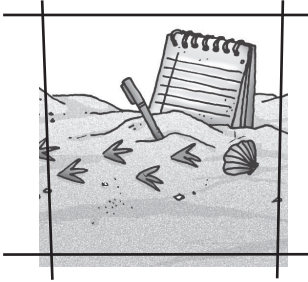


- Explain to students that reporters use the inverted triangle to organize their stories from the most important facts to the least important.
- Tell students that this inverted triangle is filled out with information from the article you read about the Great Chicago Fire. Use **Think-Pair-Share** to have students discuss the information in the triangle.



Let's look at the inverted triangle to see how we can use it to write good news stories. This inverted triangle is filled out with information from the article I displayed last cycle about the Great Chicago Fire. In the widest part of the triangle, the most important fact from that article is listed. What is it? *A fire burned through Chicago.* Right! This is the most important fact, and should come first in the story. Let's move to the next line. It is a little shorter, isn't it? This is the next most important fact. What should come next in an article? *How and why the fire spread.* Good! Information and details about how the fire started and why it spread are important. The next line is even smaller. This is for less important facts. What would these facts be? *Information about the problems firefighters had fighting the blaze.* Great! People want to know this information, but it is not as important as knowing about the fire and how it spread. The next two lines are even smaller. They tell less important facts. What do they tell? *These are facts about the wreckage of the city and about the injuries.* Good. This is information people might still want to know, but it is less important than the earlier information.

- Tell students that they will use the inverted triangle to organize the rest of their news stories about the Great San Francisco Earthquake.



ADVENTURES IN WRITING

Timing Goal: 65 minutes

Planning

- Introduce the activity.

Remember that today you will finish writing your news story about the Great San Francisco Earthquake. You will combine the parts of the story you wrote last cycle with the information you write today.



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

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Writing Prompt

Remember that you are a reporter for the *San Francisco Chronicle* in 1906. Your editor has assigned you to report what San Francisco looks like after the earthquake on April 18, 1906. In your article, be sure to answer and explain the 5 Ws—what happened, when and where it happened, why there was so much damage, and who was there. Include supporting details to make your article more interesting. When rewriting, you will combine the parts of the story you wrote last cycle with the information you will write today.

Scoring Guide

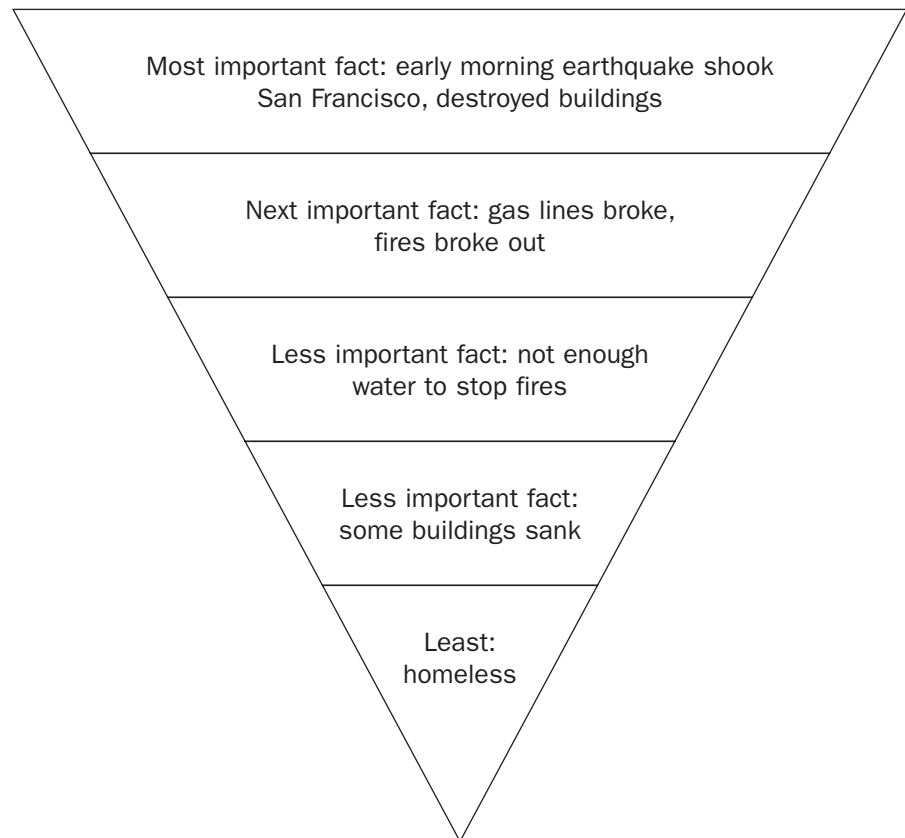
You finished writing a news story about what the city of San Francisco looked like after the April 18, 1906 earthquake.	10 points
Your article answers the 5 Ws.	15 points each (75 points maximum)
You provided details about the 5 Ws to make the story more interesting.	15 points

- 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 an inverted triangle. This will help us put our thoughts in the right order as we write our news stories.

- Demonstrate how to draw the graphic organizer, modeling to the extent necessary.
- Remind students that they used web organizers to write down ideas for their articles last cycle. Tell students to use information from their graphic organizers to fill out the inverted triangle.
- Point out to students that they might want to add information from this cycle's reading to their graphic organizers.
- 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.
- Remind students to use the inverted triangle to make sure that they organize the information in their articles from most important to least important.

Sharing, Responding, and Revising

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

Editing

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

Rewriting

- Tell students that they will rewrite their drafts to include their revisions and edits.
- Remind students that they will combine the two parts of their stories today.

Remember how you wrote the headline, byline, dateline, lead paragraph, and a quote from someone in the text last cycle. You will add these parts of your story to the information that you wrote today. The headline, byline, dateline, and lead paragraph all belong at the beginning of the story.

- Tell students to think about where their quote from someone in the text would best fit in the story.

You should place your quote where you think it would best fit in the story. What does the person in the quote talk about? What did he or she witness? Do you discuss what he or she witnessed in the story?

- Display the following completed news story. Ask a volunteer to read the story aloud.

Blackline master provided.

City Turns to Ash After Earthquake

by Markus Smith

April 18, 1906—A great earthquake shook San Francisco early this morning, destroying hundreds of buildings.

The earthquake shook for nearly a minute, twisting the ground and causing walls and buildings to collapse and damage houses. Pictures fell from walls, and sleeping people were thrown from their beds.

The shaking broke gas and water pipes and split electrical wires. Fires broke out all over the city and were soon uncontrollable. The mostly wooden buildings of the city provided fuel for the huge blaze. Firefighters could not battle the flames due to the broken water pipes.

Many buildings sank into huge holes and cracks that formed when the ground shook.

“I remember my dad helping me leave the house after the earthquake,” Erica Muncie, who is nine years old, said. “We couldn’t leave through the front door because the house sank into the ground. We were able to walk out the third-floor attic window right onto the street!”

The earthquake left thousands of San Francisco citizens homeless. The city has set up camps in the parks and other areas to care for them.

- Point out to students where the author placed the quote he or she created last cycle.

Last cycle we read a sample quote from Erica Muncie, about how her home sank into the ground. Notice where the author placed the quote. The author wrote about how some buildings sank into holes and cracks in the ground. The author used the quote to describe what happened to a witness of the quake.

- 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?

Hold your horses!

Have you ever heard anyone use this expression?

It's what people say sometimes when they want someone else to be patient. It is an example of an idiom. An idiom is a phrase whose whole means something different than its parts. You may not realize it, but you probably use idioms every day.

One example is saying that it is raining cats and dogs. Of course, this doesn't mean that animals are falling from the sky. Instead, it describes how noisy a rainstorm is. And when people say that something costs an arm and a leg, they don't really mean they have to give up their limbs to get something. They just mean that something is very expensive.





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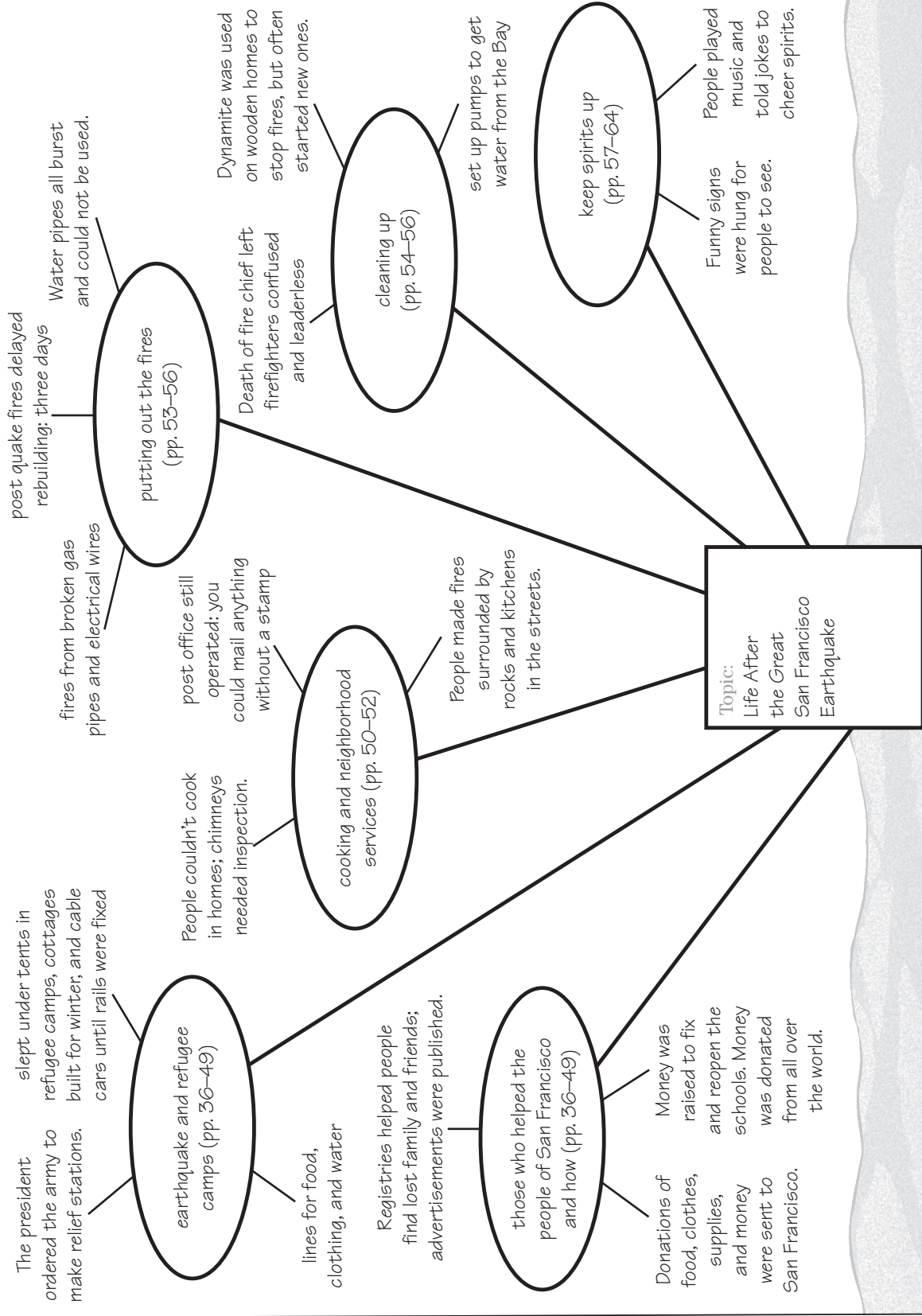
The earthquake left thousands of San Francisco citizens homeless. The city has set up camps in the parks and other areas to care for them.

...If you lived at the Time of the Great San Francisco Earthquake, cycle 2



Idea Tree

Title:



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 5 / ...If You Lived at the Time of the Great San Francisco Earthquake

English Language Arts Standards: *Reading: Informational Text*

Key Ideas and Details

RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Integration of Knowledge and Ideas

RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

English Language Arts Standards: *Language*

Vocabulary Acquisition and Use

L.5.5c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

English Language Arts Standards: *Writing*

Text Types and Purposes

W.5.2a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

W.5.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic

DRAMA (1 DAY)

The Great Fire

Written by Brian Sevier

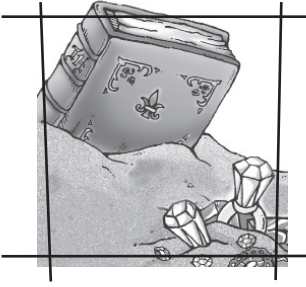
Linked to ...*If You Lived at the Time of the Great San Francisco Earthquake*

Summary

In this drama, the characters try to overcome a huge fire that is spreading throughout their city and destroying their homes.

Instructional Objectives

Reading	Word Power
Problem and solution (PS)	Antonyms
Students will identify the problem in this short drama.	Students will identify antonyms to figure out word meanings from context.



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

Set the Stage

- Introduce the text, author, and reading objective.
Today we will read *The Great Fire* by Brian Sevier. As we read we'll identify a problem that the characters face. Identifying problems and solutions helps good readers 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 literature text.



- Use the items below to build or activate background knowledge about the text.
 - Tell students to think about the narrator in any dramas that they have read. Use **Think-Pair-Share** to have students discuss the importance of a narrator. Ask them what they expect to learn from a narrator as they read a drama. Randomly select a few students to share.
 - Tell students that the drama they will read today takes place at the same time as the text ...*If You Lived at the Time of the Great San Francisco Earthquake*. Use **Think-Pair-Share** to have students review the main ideas and supporting details from that text. 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 13
 Student Edition chart does not contain page numbers or identification examples.

Word and Page Number	Identification Strategy	Definition	Sentence
hovering page 9	base word + ending: hover + ing	hanging in the air	The helicopter was <i>hovering</i> over the accident, ready to transport the victims to a hospital.
frantic page 9	chunk: fran-tic	in a panic	Tory was <i>frantic</i> with trying to get ready on her wedding day.
capable page 9	chunk: ca-pa-ble	able	Dr. Mission needed a very <i>capable</i> assistant to help him with his delicate experiments.
exasperated page 12	chunk: ex-as-per-at-ed	annoyed	Johnny was <i>exasperated</i> because he was continuously interrupted during his speech.

Using the Targeted Skill (Prompt and Reinforce)

- Introduce the skill and its importance in drama.

Our skill for this lesson is finding the problem and solution, which are important parts of any story we read. It is important to recognize and identify problems and solutions in dramas also. The problem in a drama is what the characters try to identify and solve. Throughout the story of many dramas, the characters have to try to find a solution to their problem.

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

Blackline master provided.

NARRATOR: General Northside and Sergeant Talward stand over maps in the supply tent. There are explosions in the distance. Soldiers run about as the two men talk.

GENERAL NORTHSIDE: What is the situation with our supply lines, Sergeant?

SERGEANT TALWARD: Well, General, it seems that the enemy has managed to stop our supply lines. We cannot get our supplies to the front lines. They have only a limited amount of ammunition.

GENERAL NORTHSIDE: We need to get supplies to them!

SERGEANT TALWARD: Agreed, sir. How should we proceed?

GENERAL NORTHSIDE: Where is the enemy in relation to our troops on the front line?

NARRATOR: Sergeant Talward shows General Northside the positions on the maps. General Northside looks over the information and sits in a chair facing out of the tent. He is quiet for a long time.

SERGEANT TALWARD: General, can I get you something?

GENERAL NORTHSIDE: (*Smiles.*) Yes! I'll need two supply ships.

SERGEANT TALWARD: Sir?

GENERAL NORTHSIDE: Yes! I've got it, and it's quite possibly genius, Sergeant! Get two supply ships organized. We'll need a good number of wooden boxes also. Make sure the boxes are good and empty. This is genius!

SERGEANT TALWARD: Yes, sir! I'm on it.

NARRATOR: General Northside's plan worked. The supply ships left the empty wooden boxes on a beach behind the enemy. The enemy soldiers broke lines and hurried to grab the supplies. They didn't know that General Northside had tricked them. With the enemy out of the way, he was able to get supplies to the front lines. The plan worked and helped them win the battle.



- Use a **Think Aloud** to model how to identify the problem and solution in the passage.

Let me think about this passage. The problem is that General Northside's troops need more supplies, but the enemy is in the way. The general tries to solve the problem by discussing it with Sergeant Talward and then thinking it through himself. He solves the problem by dropping empty boxes that look like supplies behind the enemy. When the enemy goes to investigate the boxes and is out of the way, General Northside is able to get supplies to his troops.

- Use **Think-Pair-Share** to have students identify how they know the main problem in the drama is solved. Randomly select a few students to share. *The narrator explains how the problem is solved. The characters don't explain how they solve the problem. The characters only discuss the problem. Without the narrator, the reader would not know if the problem is solved or how.*
- 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 *The Great Fire*.

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 14

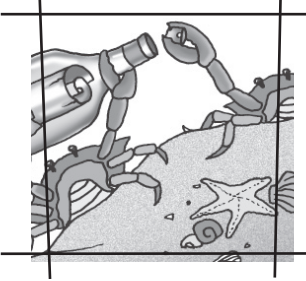
Team Talk

1. How do you know that Papa is focused on protecting his family in scene 2? |GSI|
 - a. Papa tells his family.
 - b. Mama tells Mrs. Brantley.
 - c. The narrator tells the reader.
 - d. The stage directions tell the reader.
2. What does Thomas do **after** he finds Andrew and Sally? |SQ|
 - a. He makes Andrew and Sally find Papa.
 - b. He makes Andrew and Sally help with the fire.
 - c. He takes Andrew and Sally to Papa.
 - d. He takes Andrew and Sally to Mama.

Team Talk *continued*

3. What is the setting like in the temporary camp? How does it affect the characters? |ST • CH|
4. What is the problem in the drama? Do the characters get closer to solving the problem at the end of scene 3? Explain. (Write-On) |PS|

- 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 9–12 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 know that Papa is focused on protecting his family in scene 2? |GSI|
 - a. Papa tells his family.
 - b. Mama tells Mrs. Brantley.
 - c. *The narrator tells the reader.*
 - d. The stage directions tell the reader.

2. What does Thomas do **after** he finds Andrew and Sally? |SQ|
 - a. He makes Andrew and Sally find Papa.
 - b. He makes Andrew and Sally help with the fire.
 - c. He takes Andrew and Sally to Papa.
 - d. *He takes Andrew and Sally to Mama.*

3. What is the setting like in the temporary camp? How does it affect the characters? |ST • CH|

100 points = *The setting in the temporary camp is noisy and dirty. There are people and trash everywhere. It makes Mama and Mrs. Brantley very uncomfortable. They think the camp is awful. They do not want to stay in the camp for long.* **90 points** = *The setting in the temporary camp is noisy and dirty. There are people everywhere. Mama and Mrs. Brantley do not want to stay in the camp for long.* **80 points** = *The camp is noisy and dirty. The characters do not want to stay there.*

4. What is the problem in the drama? Do the characters get closer to solving the problem at the end of scene 3? Explain. (Write-On) |PS|

100 points = *The problem in the drama is that there is a huge fire burning in the city. The people of the city try to put the fire out, but it continues to burn. Many homes are destroyed, and people must live in a camp. The characters don't get any closer to solving the problem at the end of scene 3. The fire is still burning, and the characters are still living in the camp.*

90 points = *The problem in the drama is that there is a huge fire burning in the city. The people of the city try to put out the fire, but it continues to burn. The characters don't get any closer to solving the problem. The fire still burns.* **80 points** = *There is a huge fire burning in the city. The characters do not get closer to solving the problem.*

- 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.

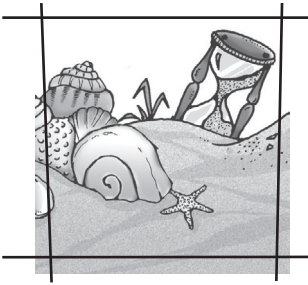
Class Discussion TP

- 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. 	
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"> <tr> <td style="background-color: #cccccc;">Team Talk Extenders</td> <td> <p>Which do you think would be more interesting to read: a drama about the fire or an informational text about the fire? Explain.</p> <p>What is a difference between the drama you read today and the text <i>...If You Lived at the Time of the Great San Francisco Earthquake?</i></p> </td> </tr> </table> <ul style="list-style-type: none"> – Award team celebration points. 	Team Talk Extenders
Team Talk Extenders	<p>Which do you think would be more interesting to read: a drama about the fire or an informational text about the fire? Explain.</p> <p>What is a difference between the drama you read today and the text <i>...If You Lived at the Time of the Great San Francisco Earthquake?</i></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. 	

- 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**

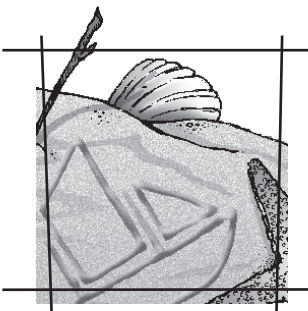
Timing Goal: 5 minutes

- 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.

Student Edition, page 13

Page 9 (paragraphs 1–11)

- 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 *stoop* and *stand*.



- Tell students that Captain Read More wants to check their memories on a Word Power skill that they have learned.
- Point out the words you have displayed. Use **Think-Pair-Share** to have students identify what they notice about the two words. Randomly select a few students to share. *They are opposites.*

Blackline master provided.



- Tell students that words that are opposites are called antonyms. Display the Word Treasure clue for antonyms (a compass rose). Point to the directions on the compass rose (north and south). Explain that north and south are opposites. Point to the directions east and west on the compass rose, and explain that they are also opposites.
- Explain to students that sailors use the compass rose to tell what direction they are going. If they are heading north and are supposed to be heading south, they know that they need to head in the opposite direction.
- Tell students that Captain Read More thinks it is important to know antonyms because they help us define words and make connections between words.
- Use **Think-Pair-Share** to have students identify the treasure (skill).
- Confirm, or model, by reading Captain Read More's treasure note.

Word Treasure

Some words have opposites.

If you come across a word that has an opposite, think about what each word means. This will help you have a better understanding of each word's meaning.

- Use **Think-Pair-Share** to have students identify words from today's vocabulary list that have antonyms and list the antonyms. Randomly select a few students to share. Frantic: *calm*; capable: *unable*.
- 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; many words have more than one antonym.

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Skill Practice

Write an antonym for each of the following words.

1. quaint *grand*
2. decode *confuse*
3. navigate *follow*
4. sullen *joyous*

Building Meaning			
hovering	frantic	capable	exasperated
<p>5. Choose a word from the vocabulary list, and write a meaningful sentence for that word.</p> <p>100 points = <i>The sentence uses the word correctly and includes details to create a mind movie.</i> 90 points = <i>The sentence uses the word correctly and includes one detail.</i> 80 points = <i>The sentence uses the word correctly.</i></p> <p>6. Choose the word that best fits in the blank.</p> <p>The fashion designer was <u>capable</u> of designing gowns to be worn by queens and celebrities.</p>			



- 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?

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SERGEANT TALWARD: Well, General, it seems that the enemy has managed to stop our supply lines. We cannot get our supplies to the front lines. They have only a limited amount of ammunition.

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GENERAL NORTHSIDE: Yes! I've got it, and it's quite possibly genius, Sergeant! Get two supply ships organized. We'll need a good number of wooden boxes also. Make sure the boxes are good and empty. This is genius!

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NARRATOR: General Northside's plan worked. The supply ships left the empty wooden boxes on a beach behind the enemy. The enemy soldiers broke lines and hurried to grab the supplies. They didn't know that General Northside had tricked them. With the enemy out of the way, he was able to get supplies to the front lines. The plan worked and helped them win the battle.



Story Map



Title: The Great Fire

Characters:

Narrator
Mama
Papa
Thomas
Mrs. Brantley
Andrew
Sally

Setting:

Where: a city

When: nighttime

Problem:

A huge fire has destroyed the Hallowfields' home. The fire continues to grow.

Event: Mama cannot find Andrew and Sally. Thomas and Papa decide to help fight the fire.

Event: Thomas finds Andrew and Sally as he fights the fire.

Event: Thomas, Andrew, and Sally find out that their house has burned down.

Event: Thomas, Andrew, and Sally look for Mama. They find her at the lake.

Event: Papa takes his family to a camp where Mama and Mrs. Brantley find it difficult to live.

Solution:

Mama and Mrs. Brantley decide to work together to make things better.

The Great Fire

Cast of Characters	NARRATOR	MRS. BRANTLEY
	MAMA	ANDREW
	PAPA	SALLY
	THOMAS	

Scene I: A city street

A city, just after nightfall.

NARRATOR: A city is on fire! There are people running in the street. Smoke is hovering just over the heads of the frantic people. The growing fire lights their faces and the buildings in an eerie, yellow glow.

MAMA: *(Calling loudly.)* Andrew! Sally!

PAPA: We'll find them, dear. I'm sure they're around here somewhere. There are so many people, and it's dark. Don't worry.

THOMAS: Papa, I think we should help fight the fire. It looks like it's headed this direction.

PAPA: *(Thinking.)* That's a good idea, Thomas. We should lend our capable hands to the general good of the city.

(Papa and Thomas walk off toward the fire, leaving Mama alone, looking for her children.)

MAMA: *(Worried.)* Andrew! Sally! *(Walking in an erratic path.)* Please! Andrew! Sally!

MRS. BRANTLEY: Mrs. Hallowfield, hello! Thank goodness I've found someone I know! Have you seen Mr. Brantley or Paul?

MAMA: Oh, Mrs. Brantley. No, I haven't seen them. Have you seen Andrew and Sally? I can't find them anywhere. I'm getting so worried.

MRS. BRANTLEY: No. How can we find anyone in this throng of people? I'm sure they're here somewhere.

MAMA: That's what everyone keeps saying, but I'm not so sure. I have a bad feeling.

MRS. BRANTLEY: Well, let's look around for them. Maybe they're worried and looking for us.

(Mrs. Brantley and Mama walk around. They dodge people and try to stay together.)

MAMA: *(Crying.)* This is no use! We'll never find them. They're lost, and that fire is spreading!

MRS. BRANTLEY: It'll be all right, Mrs. Hallowfield. Let's try to find a place to sit down. I don't think it's a good idea to go back to our houses. Let's go down to the lake.

(Mama and Mrs. Brantley walk down to the lake.)

Scene II: A city street

Later in the night of the fire, Thomas and Papa are fighting the fire.

THOMAS: *(Shouting above the noise.)* Andrew! What are you doing here? You shouldn't be this close to the fire!

ANDREW: Thomas! We just wanted to see the fire. It's so exciting.

THOMAS: It's not exciting! It's dangerous. Mama is worried sick. Where's your sister?

SALLY: I'm right here, Thomas. We're sorry. *(Looking at Andrew.)* I told you we shouldn't leave.

THOMAS: Come on! I have to get you two back to Mama.

NARRATOR: Thomas, Andrew, and Sally walk away from the fire toward their end of town. As they get closer, they see that their house has burned down.

SALLY: *(Crying.)* Our house is gone! It's gone! What are we going to do?

ANDREW: *(Shocked.)* I can't believe it. Our house is really gone.

THOMAS: We can't think about that right now. We need to find Mama and get somewhere safe.

SALLY: Where do you think Mama is?

ANDREW: I hope she wasn't in the house! *(Starts to cry.)* Do you think she was in the house? Do you, Thomas?

THOMAS: No! She's fine. She probably went down to the lake. It would be safest there. I'm sure that's where she went. Come on!

NARRATOR: Thomas leads Andrew and Sally down to the lake to find Mama. They find her sitting with Mrs. Brantley under a tree.

SALLY: Mama!

ANDREW: Mama!

MAMA: Oh, thank goodness! Where have you been? *(Hugging Andrew and Sally.)* Thank you, Thomas! What's the fire like?

THOMAS: It's bad, Mama, and it seems to be getting worse. It's spreading fast.

MAMA: How's the house?

THOMAS: (*Looking down and shaking his head.*) It's gone, Mama. I'm sorry.

MAMA: (*Trying to hide her tears.*) At least we're all safe.

SALLY: When is Papa coming back? Will he know where to find us?

MAMA: I don't know, honey, but don't worry. He'll find us.

NARRATOR: As day breaks, Papa finds his family. He is dirty and tired but focused on protecting his family.

SALLY: Papa! I knew you would find us!

PAPA: Hello, sweetheart. Hi, Mama.

MRS. BRANTLEY: Mr. Hallowfield! Hello! I'm very worried about my husband and my son. Have you seen them? They left to help put out the fires.

PAPA: Mrs. Brantley, I'm sorry. I haven't heard anything about your husband and son. There are a lot of people working to put out the fires. It's chaos!

MRS. BRANTLEY: (*Worried.*) Thank you, Mr. Hallowfield. I don't know what I'm going to do. I have to find them.

MAMA: Nonsense! You'll stay with us until you can find your husband and your son. We'll sort this out together. Don't you worry, Mrs. Brantley. We'll take care of you.

MRS. BRANTLEY: (*Trying to control her crying.*) Oh, thank you, Mrs. Hallowfield! You're too kind.

Scene III: A camp

NARRATOR: During the night, Papa led his family and Mrs. Brantley to a temporary camp set up to help families who lost their homes in the fire. The camp is full of people and noise. Mama and Mrs. Brantley are struggling to adjust to the camp.

MAMA: This is awful. I can't live like this. The dirt is everywhere, the noise is deafening, and the smell from the trash is making me sick.

MRS. BRANTLEY: (*Shaking her head.*) I'm not sure how long I can stand this, but look at the city! It's terrible. The fires aren't even out yet. It'll take months to rebuild and years before the city is back to what it once was.

MAMA: Papa has already left to fight the fires. He says the only way we can rebuild is to work together as a city.

MRS. BRANTLEY: Well, what can we do from here? Mr. Hollowfield is right, though. We can all make it through this disaster if we work together. People always have.

(Sally and Andrew run up to the tent.)

SALLY: Mama, can I go play with those children?

MAMA: No, you and Andrew need to stay close.

ANDREW: Pleeese, Mama! We won't get into any trouble.

MAMA: No! There are too many people! *(Exasperated.)* Just stay here, and help us!

SALLY: Mama!

ANDREW: Please, Mama!

MRS. BRANTLEY: Sally, why don't you help me over here with my socks? Have you ever knitted socks?

SALLY: No, Mama always did that. It looks boring.

MRS. BRANTLEY: Oh no, it's great fun. You can make them any color you want! You'll be the hit of the camp! And, Andrew, since you'll be the man of the house when Thomas leaves, why don't you find us some wood for our fire?

ANDREW: *(Excited.)* Really? I'm the man of the house?

MRS. BRANTLEY: Yup. What do you think? Can you get us some wood for our fire?

ANDREW: *(Jumping up.)* Yes!

SALLY: Can I start knitting socks now, Mrs. Brantley?

MRS. BRANTLEY: *(Winking at Mama.)* Sure! Let's get started, Sally. *(To Mama.)* See? Everyone helps everyone out! We'll be just fine.

(Mama stands there with a smile on her face. Andrew finds firewood, and Sally is busy with the socks.)

MAMA: Well! *(Thoughtfully.)* We might just be okay if everyone works together.

• 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 5 / <i>The Great Fire</i>
<p>English Language Arts Standards: <i>Reading: Literature</i></p> <p>Key Ideas and Details</p> <p>RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p>
<p>English Language Arts Standards: <i>Language</i></p> <p>Vocabulary Acquisition and Use</p> <p>L.5.5c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>

