

# Misty of Chincoteague

Written by Marguerite Henry

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**Literature**

# To Fly or Not to Fly

Written by Benjamin Capote

Success for All Foundation, 2012

**Drama**

**Reading  
Wings** 4th  
Edition

T A R G E T E D

# Treasure Hunt

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

***Targeted Treasure Hunt:  
Misty of Chincoteague and  
To Fly or Not to Fly***

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**LITERATURE** (6 DAY)

# Misty of Chincoteague

Written by Marguerite Henry

## Summary

Wild horses have been on Assateague Island for generations, and they have claimed the island for themselves. On nearby Chincoteague Island, Paul and Maureen Beebe look forward to the annual Pony Penning Day, when many of the wild horses are driven through the surf to Chincoteague for sale. This year, Paul and Maureen plan to buy the wildest horse of all—the Phantom. They work hard to earn money, only to discover that the Phantom has a foal. How much will both horses cost? When Pony Penning Day arrives, Paul and Maureen’s adventures teach them both about strength, freedom, and the liberty of Assateague Island.

## Instructional Objectives

	Reading	Word Power	Writing
<b>CYCLE 1</b>	<b>Setting (ST)</b> Students will identify the effects of the setting on the characters in the story.	<b>Synonyms</b> Students will use synonyms to improve their understanding of words.	<b>Write a short story.</b> Students will begin writing short stories about a pony that was separated from the herd when the Spanish galleon was shipwrecked. Students will plan and write the first part of their stories this cycle.
<b>CYCLE 2</b>	<b>Characterization (CH)</b> Students will identify qualities of the characters by analyzing their relationship with other characters in the story.	<b>Homographs</b> Students will recognize homographs and identify their meanings based on context.	<b>Write a short story, continued.</b> Students will write the middle and the end of their stories, then put them together with the beginning from last cycle.

*(continued on next page)*

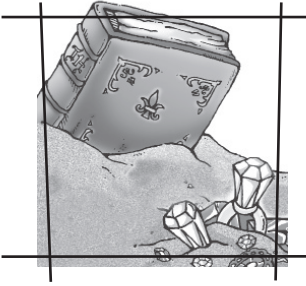
	Reading	Word Power	Writing
CYCLE 3	<p><b>Cause and effect (CE)</b></p> <p>Students will analyze events and situations in the story to determine the causes of characters' feelings and actions.</p>	<p><b>Base word and ending</b></p> <p>Students will break words into base word and ending and use the endings <i>-al</i>, <i>-ly</i>, <i>-ing</i>, and <i>-ed</i> to increase their understanding of words.</p>	<p><b>Write a radio commercial.</b></p> <p>Students will write radio commercials encouraging the people of Chincoteague to come to the horse race.</p>
CYCLE 4	<p><b>Problem and solution (PS)</b></p> <p>Students will identify how the main problem in the story has been solved.</p>	<p><b>Contractions</b></p> <p>Students will break contractions into their separate words to help read the words.</p>	<p><b>Write a book review.</b></p> <p>Students will write book reviews of <i>Misty of Chincoteague</i>, giving a brief summary of the book. Students will also explain whether they would recommend the book to friends, and why or why not.</p>

**CYCLE 1**

## Instructional Objectives

	Reading	Word Power	Writing
<b>CYCLE 1</b>	<b>Setting (ST)</b>	<b>Synonyms</b>	<b>Write a short story.</b>
	Students will identify the effects of the setting on the characters in the story.	Students will use synonyms to improve their understanding of words.	Students will begin writing short stories about a pony that was separated from the herd when the Spanish galleon was shipwrecked. Students will plan and write the first part of their stories this cycle.



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

Timing Goal: 40 minutes

**Rate New Vocabulary Words**

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

**Success Review and Keeping Score **TP****

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

**Team Cooperation Goal**

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

**Set the Stage**

- Introduce the story, author, and reading objective.

**This cycle we will begin reading *Misty of Chincoteague* by Marguerite Henry. As we read, we'll think about how the setting of the story affects the characters. Some characters act and feel certain ways because of where and when the story takes place. Good readers think about the setting to understand why some characters think, feel, and act the way they do.**

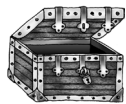


- Point out the strategy target on the team score sheet.
- Point out that the story is literature, or have students explore the story to figure out that it is literature. Review how literature differs from informational text.
- Use the items below to build or activate background knowledge about the story.
  - Point to the islands of Chincoteague and Assateague on a map. Explain to students that Assateague Island is one of the few places in the United States with a significant population of wild ponies. Use **Think-Pair-Share** to have students identify the difference between wild and domestic ponies. Randomly select a few students to share.
  - Show photographs of the islands and beaches of Chincoteague and Assateague. Use **Think-Pair-Share** to have students describe what they see and what they think life would be like in those settings. Randomly select a few students to share.

**Vocabulary TP**



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



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

Word and Page Number	Identification Strategy	Definition	Sentence
<b>hurling</b> page 14	base word + ending: hurl + ing	throwing	Barney, Britney, and Marshall spent the morning <i>hurling</i> snowballs at one another, laughing the entire time.
<b>plummeted</b> page 15	base word + ending: plummet + ed	fell	I dropped a brick off the roof of the house and watched as it <i>plummeted</i> to the ground.

Word and Page Number	Identification Strategy	Definition	Sentence
<b>exhausted</b> page 17	h = silent base word + ending: exhaust + ed	drained of energy	Hector was <i>exhausted</i> after his soccer game and fell fast asleep in the car on the way home.
<b>coaxing</b> page 25	base word + ending: coax + ing	persuading	Serena tried <i>coaxing</i> the frightened puppy out from under the bed with tasty treats.
<b>scarcely</b> page 25	base word + ending: scarce + ly	barely	The desert is so dry and hard to live in that <i>scarcely</i> any trees can be found there.
<b>trespassing</b> page 29	base word + ending: tresspass + ing	entering without permission	Although he saw the <b>NO TRESPASSING</b> sign, and his parents told him to stay away from the abandoned cemetery, Marco crept in.
<b>gnarled</b> page 37	-gn = /n/ base word + ending: gnarl + ed	knotty	The old cowboy's hands were <i>gnarled</i> and wrinkled from years of hard work.
<b>hesitated</b> page 52	base word + ending: hesitat(e) + ed	paused	Unsure if she should knock, Marsha <i>hesitated</i> in front of the principal's closed door.

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

- Introduce the skill, identifying the setting and how it affects characters, by reminding students that the setting is the time and place in which a story occurs.
- Have students practice the skill by using **Think-Pair-Share** to ask them to describe a hot summer day. Then ask students how being in this setting would affect them. Randomly select a few students to share.

**Let's imagine we are in a different setting right now. Instead of being in a classroom, we are outside on a hot summer day. With your partners, describe what this new setting might be like.** Allow students 1–2 minutes to discuss. Randomly select a few students to share. **Now let's think about how this hot summer day would affect us. What would we do if we were in this setting? Turn back to your partners and discuss.** Wait for students' responses. **Right. A hot summer day would affect all of us in different ways.**

**Some of us might go play in a pool or sprinkler. Others might go inside and find a cool place to relax.**

- Relate students' experiences to the skill by explaining that settings can affect how characters act, think, and feel. Remind students that they will think about how the setting affects characters as they read *Misty of Chincoteague*.

### Listening Comprehension



- Begin reading *Misty of Chincoteague* aloud, starting on page 11. Read through the first full paragraph on page 12, through the phrase “a look of vexation on his face.” Use a **Think Aloud** to model clarification.

**“We lie in the latitude of white squalls,’ he said, a look of vexation on his face.” I don’t know what *squalls* means. I’m going to read on to see if I can find out. Finish reading the paragraph. The captain says, “When the wind does strike, it will strike with fury.” He’s talking about wind that strikes. So white squalls must be storms. Also I know that latitude helps you find your location on a map. So the captain must mean that the ship is in a place where there are a lot of storms. Earlier he noted that there were warnings of a storm, so that must be right.**

- Use a **Think Aloud** to model identifying how the setting affects a character.

**The captain seems nervous. His flesh creeps, he plucks at his beard, and his steps quicken. Yes. He’s nervous. I think I know why. He’s on a ship in a place where storms are likely. So his location is what’s making him nervous. This is an example of how setting affects how a character acts and feels.**

- Continue reading through page 13 aloud. Use a **Think Aloud** to model identifying how the setting affects the bay stallion.

**We know the captain is nervous about being on the stormy ocean. I think I found another character that is also affected by the setting. Let’s see. The bay stallion has a shrill call, he paws the floor of his stall, and his nostrils flare. He’s upset. He really wants to get out and save the mares. We can see that the setting influences how the bay stallion feels and acts as well.**

- Remind students to think about the setting of the story and how it affects characters as they read *Misty of Chincoteague*.

### Preview Team Talk

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

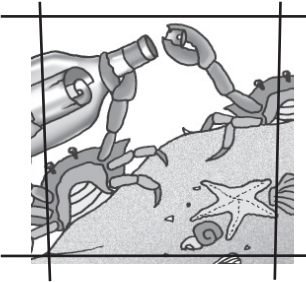
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page 2

### Team Talk

1. Why do you think the author includes a map of Assateague Island on page 16? |DC|
2. Explain what the author means when she writes, “The sea became a wildcat now, and the galleon her prey” on page 14. |LT|
3. Describe how the horses feel when they reach the island. Why does the island make them feel that way? (Write-On) |ST|
4. The mares stop frolicking on the sand because— |CE|
  - a. they grow scared of the island.
  - b. they realize the trouble they’re in.
  - c. the stallion rounds them up to find food.
  - d. the stallion grows very angry with them.

- Randomly assign team leaders.



## TEAMWORK

Timing Goal: 45 minutes

### Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**  
**pages 14–16 aloud with partners.**  
**pages 17–19 silently.**
- If some partners finish reading ahead of their teammates, have them begin looking over the Team Talk questions.

### Team Discussion **TP**

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**

- Remind students that they will need to prepare each team member to discuss the team’s strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

### Team Talk

1. Why do you think the author includes a map of Assateague Island on page 16? |DC|

*(Answers may vary.) 100 points = I think the author includes a map of Assateague Island on page 16 so the reader can have a better sense of where the island is. Also the places on the map remind the reader that this story takes place in a real place. 90 points = I think the author includes a map of Assateague Island on page 16 so the reader can have a better sense of where the island is. 80 points = Because the island is a real place.*

2. Explain what the author means when she writes, “The sea became a wildcat now, and the galleon her prey” on page 14. |LT|

*100 points = When the author writes this, she means that the sea is strong and powerful. The sea is attacking the ship just like a wildcat would attack her prey. 90 points = When the author writes this, she means that the sea is strong and powerful. The sea is attacking the ship just like a wildcat would. 80 points = The sea is attacking the ship just like a wildcat would.*

3. Describe how the horses feel when they reach the island. Why does the island make them feel that way? (Write-On) |ST|

*100 points = The horses feel happy, safe, and relieved when they reach the island. They are safe from the dark hold of the ship, and the island lets them run around. They are no longer cramped or scared. 90 points = The horses feel happy, safe, and relieved when they reach the island. They are safe from the dark hold of the ship. 80 points = The horses feel safe and free. They can run around.*

4. The mares stop frolicking on the sand because— |CE|

- a. they grow scared of the island.
- b. they realize the trouble they’re in.
- c. the stallion rounds them up to find food.
- d. the stallion grows very angry with them.

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

### Class Discussion **TP**

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



**Strategy-Use Discussion**

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

- 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.

**Think-and-Connect Discussion**

**Team Talk Extenders**

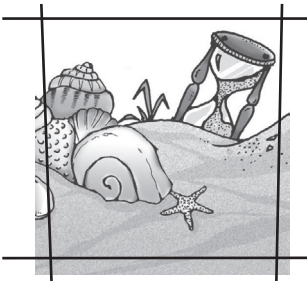
Have you ever been to a place that makes you feel happy and free? If so, describe the place. If not, what kind of place might make you feel free?

The ship that carried the ponies to the island was a Spanish ship. The ship probably had to sail for a long time to reach the United States. What do you think it would be like to be on a ship for that long?

- Award team celebration points.

**Write-On Discussion**

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



## FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes

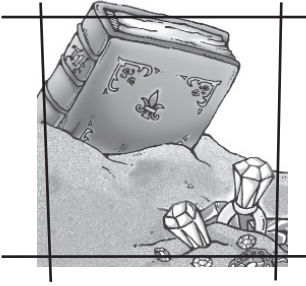
- Explain to students that when they read correctly, smoothly, and with expression, it shows that they understand what they are reading.
- Tell students to look at the Fluency rubric as you model fluent reading.

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

**Pages 15 (paragraph 1) and 16 (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.	<ul style="list-style-type: none"><li>- How many points did you earn today?</li><li>- How well did you use the team cooperation goal and behavior?</li><li>- How can you earn more points?</li></ul>

**DAY 2****ACTIVE INSTRUCTION**

Timing Goal: 30 minutes

**Team Cooperation Goal**

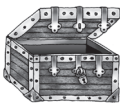
- Remind students of this lesson’s team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

**Set the Stage**

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

**Vocabulary TP**

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

**Strategic Review**

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



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

How did the horses feel when they reached the island?

## Listening Comprehension



- Read page 20 of the story aloud. Have students use **Team Huddle** to identify how the setting affects the characters. Use **Random Reporter** to select students to share their responses.

**The story says that the ponies “adopted the New World as their own” and “they learned how to take care of themselves.” How is the setting affecting the ponies? Give students time to discuss.** Wait for the students’ responses. **That’s right. The ponies are changing because of the setting. Because the ponies are on the island, they’ve learned how to find things to eat, keep themselves cool, and avoid the mosquitoes. This is an example of how the setting affects characters.**

- Read pages 21 and 22 aloud, pausing to make points, ask questions, or focus students’ attention as necessary. Ask students questions to prompt them to think about more ways that the setting affects the ponies in the story. Use **Random Reporter** to select students to share.

**What are some other ways that the ponies have been affected by the setting?** *Their coats have grown thicker, they’ve learned how to avoid the mud, and they are wiser.*

- Remind students to think about the setting of the story and how it affects characters as they read *Misty of Chincoteague*.

## Preview Team Talk

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

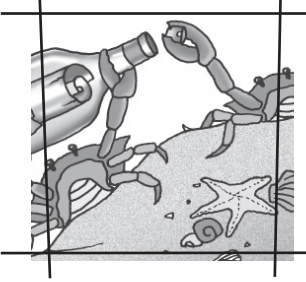
Student Edition, page 2

### Team Talk

1. Why do you think the author breaks the story into two parts? Explain your answer. |DC|
2. How can you tell that Paul doesn’t actually see a Spanish galleon out at sea? |DC|

Team Talk *continued*

3. How does being on Assateague Island make Maureen feel? Why? (Write-On) |ST|
4. Compare the herd of ponies on Assateague now with the herd of ponies at the beginning of the story. |CC|



## TEAMWORK

Timing Goal: 45 minutes

**Partner Reading TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**  
**pages 23–27 aloud with partners.**  
**pages 28–30 silently.**
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

**Team Discussion TP**

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

## Team Talk

1. Why do you think the author breaks the story into two parts? Explain your answer. |DC|

*(Answers may vary.)* **100 points** = *I think the author breaks the story into two parts to show how much time has passed. Many years have gone by since the first ponies arrived on Assateague, and now it's a new time.*

**90 points** = *I think the author breaks the story into two parts to show how much time has passed. 80 points* = *To show that many years have passed.*

Team Talk *continued*

2. How can you tell that Paul doesn't actually see a Spanish galleon out at sea? |DC|

**100 points** = *I can tell that Paul doesn't actually see a Spanish galleon out at sea because I know that he is imagining things, his sister asks him to make up more details, and because the story takes place in a time when those ships don't exist. 90 points* = *I can tell that Paul doesn't actually see a Spanish galleon out at sea because I know that he is imagining things, and his sister asks him to make up more details. 80 points* = *He is imagining it. That kind of ship doesn't exist anymore.*

3. How does being on Assateague Island make Maureen feel? Why? (Write-On) |ST|

**100 points** = *Being on Assateague makes Maureen feel as if she's trespassing. The island is wild, and the horses run free. There are no people or towns. There's no civilization, so Maureen feels that she shouldn't be there. 90 points* = *Being on Assateague makes Maureen feel like she is trespassing. There are no people, only wild animals. 80 points* = *She feels like she's trespassing. There are no people.*

4. Compare the herd of ponies on Assateague now with the herd of ponies at the beginning of the story. |CC|

**100 points** = *The two herds of ponies are very similar. They are both free to run around, and they are both composed of a stallion and many mares. 90 points* = *The two herds are both composed of a stallion and many mares. 80 points* = *Both have one stallion and many mares.*

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

Class Discussion **TP**

## Strategy-Use Discussion

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

Think-and-Connect Discussion	<ul style="list-style-type: none"> <li>– Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill.</li> <li>– Allow students time to discuss your questions.</li> <li>– Use <b>Random Reporter</b> to select students to respond to your questions.</li> </ul>
	Team Talk Extenders

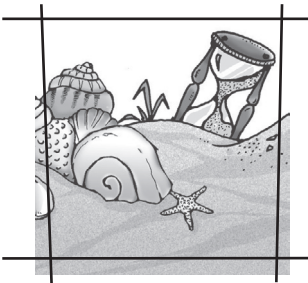
Maureen feels like she’s trespassing when she’s on Assateague Island. Do you think she should feel this way? Does she belong there? Why or why not?

Have you ever felt like you were trespassing? What does it feel like to be in a place where you might not belong?

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– Award team celebration points.

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

Timing Goal: 5 minutes

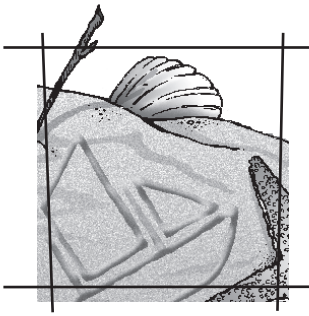
- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write or display these on the board.

Student Edition, page 1

**Page 29 (starting 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**

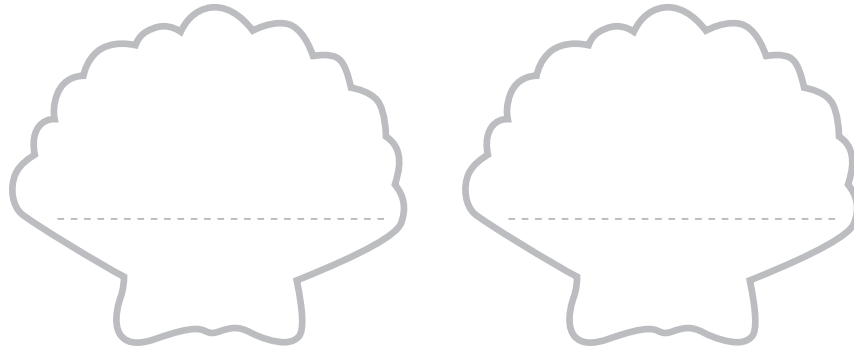
Timing Goal: 10 minutes

**Preparation:** Display the following words: *accuse, confess.*



- Direct students to the words you have displayed. Use **Think-Pair-Share** to have students identify a word that shares the same meaning, or almost the same meaning, for each word. Randomly select a few students to share. (*Accept reasonable answers.*) *Accuse: blame; confess: admit.*
- Display the Word Treasure clue, two shells that look the same. Use **Think-Pair-Share** to have students discuss what they think the Word Treasure clue means. Randomly select a few students to share.

Blackline master provided.



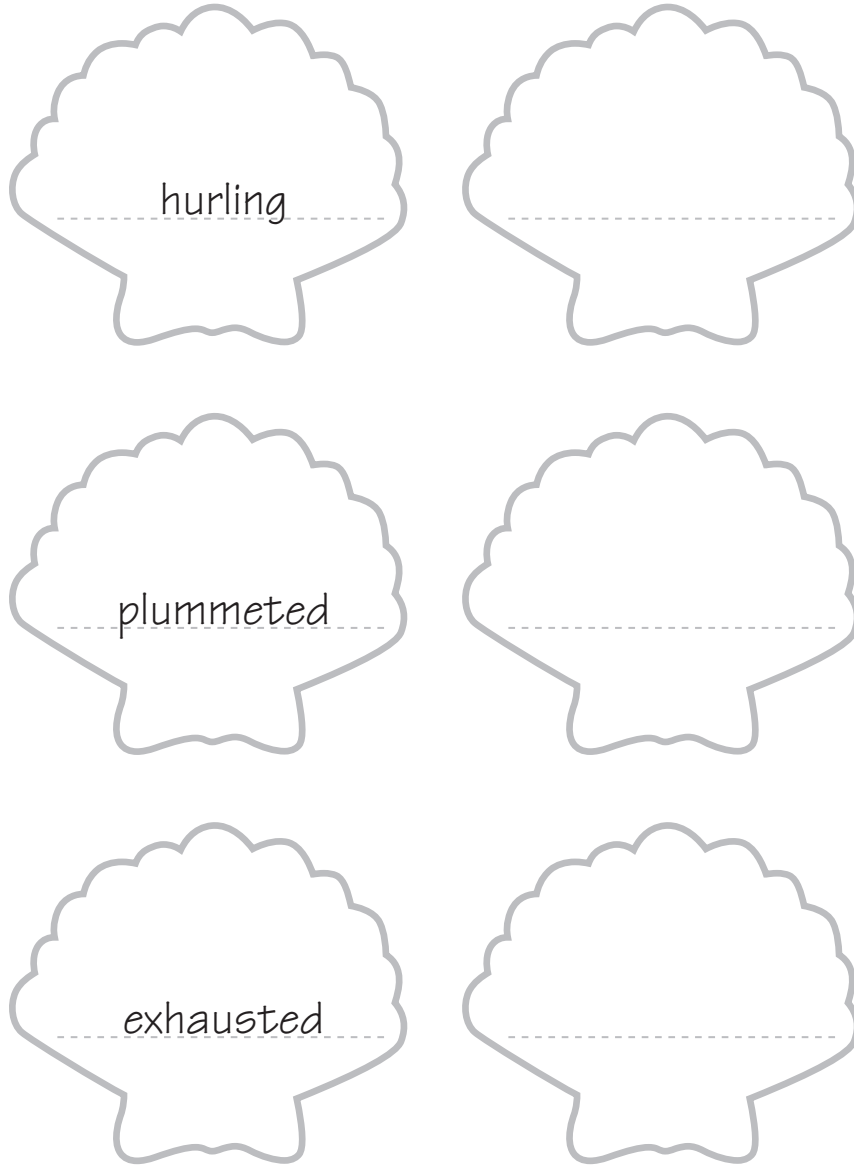
- Reveal the Word Treasure (skill).

### Word Treasure

Sometimes words can share the same, or almost the same, meaning. These words are called synonyms.

If you're having trouble understanding a word meaning, look for a synonym with a similar meaning and make connections between the words.

- Explain that synonyms help us define words, make connections between words, and become better speakers and writers.
- Tell students that Captain Read More has found several words from this cycle’s vocabulary list that have synonyms. Display three sets of shells on the board. For every pair of shells, write one of the following words (“hurling,” “plummeted,” “exhausted”) on one shell, leaving the matching shell blank.



- Use **Think-Pair-Share** to have students identify a synonym for each word. Randomly select a few students to share. Accept reasonable responses. Write the synonyms on the matching shell as students share their responses. *Hurling: throwing; plummeted: fell; exhausted: drained.*
- Tell students that more of the words in their vocabulary list have synonyms. Remind students to look for these words the next time they review their vocabulary.

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

Student Edition, page 2

**Skill Practice**

Write a synonym for each of the following words.

1. assist *help*
2. sorrow *sadness*
3. contain *hold*
4. blend *mix*

**Building Meaning**

hurling	plummeted	exhausted	coaxing
scarcely	trespassing	gnarled	hesitated

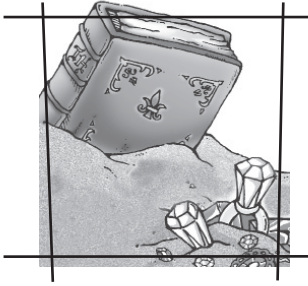
5. Choose a word from the vocabulary list, and write a meaningful sentence for that word.  
**100 points** = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.* **80 points** = *The sentence uses the word correctly.*
6. The tree was twisted and gnarled from years of harsh weather. *Gnarled* means—
  - a. smooth.
  - b. old.
  - c. bare.
  - d. knotty.



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

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

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

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

Timing Goal: 30 minutes

**Team Cooperation Goal**

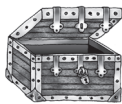
- Remind students of this lesson’s team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

**Set the Stage**

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

**Vocabulary **TP****

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

**Strategic Review**

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



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

What is Assateague Island like? Describe it.

### Listening Comprehension



- Read pages 31–33. Use **Team Huddle** and **Random Reporter** to have students identify how the setting affects the characters.

**As we know, where characters live can affect who they are and how they act. In your teams, discuss how you can tell that Paul and Maureen have been affected by where they grew up.** Wait for students' responses. **Right! Because they grew up on a farm, they love horses, they don't mind working hard, and they are very interested and excited whenever they see the wild horses. Once again we see how setting can influence characters.**

- Remind students to think about the setting of the story and how it affects characters as they read *Misty of Chincoteague*.

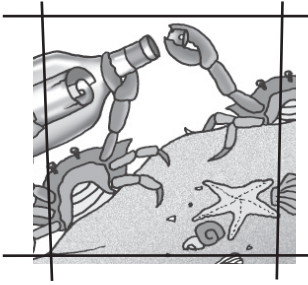
### Preview Team Talk

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

Student Edition, page 3

#### Team Talk

1. How can the people of Assateague tell the Phantom apart from the other ponies? |CC • CE|
2. In this section, you can conclude that Grandpa— |DC|
  - a. is happy to spend time on Assateague.
  - b. is eager to get away from Assateague.
  - c. doesn't really care about Assateague.
  - d. is not very familiar with Assateague.
3. According to Grandpa, why are legends better than facts? |CE|
4. Explain why Assateague is free of people. (Write-On) |ST • CE|



# TEAMWORK

Timing Goal: 45 minutes

## Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**  
**pages 34–37 aloud with partners.**  
**pages 38–41 silently.**
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

## Team Discussion **TP**

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

### Team Talk

1. How can the people of Assateague tell the Phantom apart from the other ponies? |CC • CE|

**100 points** = *The people of Assateague can tell the Phantom apart from the other ponies because she has a distinctive white spot on her back that the other ponies don’t have.* **90 points** = *They can tell her apart because she has a white spot the other ponies don’t have.* **80 points** = *She has a white spot the other ponies don’t.*

2. In this section, you can conclude that Grandpa— |DC|
  - a. *is happy to spend time on Assateague.*
  - b. *is eager to get away from Assateague.*
  - c. *doesn’t really care about Assateague.*
  - d. *is not very familiar with Assateague.*

Team Talk *continued*

3. According to Grandpa, why are legends better than facts? |CE|

**100 points** = *According to Grandpa, legends are better than facts because they are more important. Facts are just details, but legends tell the heart of a story.* **90 points** = *According to Grandpa, legends are better than facts because they are more important.* **80 points** = *Legends are more important.*

4. Explain why Assateague is free of people. (Write-On) |ST • CE|

**100 points** = *Assateague is free of people because it is too wild. People left the island just for the horses because it was so wild. People live on Chincoteague instead.* **90 points** = *Assateague is free of people because it is too wild. People left the island just for the horses.* **80 points** = *It's too wild.*

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

**Class Discussion TP**



Strategy-Use Discussion

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

Think-and-Connect Discussion

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

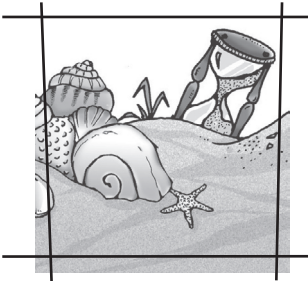
Team Talk Extenders

Is there a place that makes you happier than other places? Where is it, and when do you go there?  
 What qualities does it take to live in the wild? Which of these qualities do you have, and which do you lack?

- Award team celebration points.

## Write-On Discussion

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



## FLUENCY IN FIVE **TP**

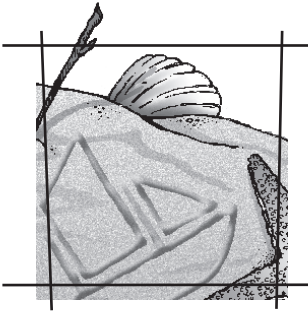
Timing Goal: 5 minutes

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

Student Edition, page 1

### Page 29 (starting at paragraph 1) or 38 (paragraphs 1–7)

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



## WORD POWER **TP**

Timing Goal: 10 minutes



**Preparation:** Display four sets of shells. Write the following words on the first shell of each set: “voyage,” “chef,” “clutter,” “forever.”

- Remind students of the Word Power skill (synonyms) and the Word Treasure clue Captain Read More uses for synonyms.
- Have students look at their vocabulary words. Point out that the “Definition” column contains words that are synonyms for some of the vocabulary words. Remind students they found synonyms on day 2 for *hurling*, *plummeted*, and *exhausted*.
- Use **Think-Pair-Share** to have students find the remaining four words on the vocabulary list that have synonyms. Randomly select a few students to share the vocabulary words and their synonyms. *Coaxing*: *persuading*; *scarcely*: *barely*; *gnarled*: *knotty*; *hesitated*: *paused*.
- Direct students’ attention to the four sets of shells on the board.
- Use **Think-Pair-Share** to have students identify a synonym for each word. Randomly select a few students to share. As students share, write the synonym in the matching shell. (*Accept reasonable responses.*) *Voyage*: *trip or journey*; *chef*: *cook*; *clutter*: *mess*; *forever*: *always*.
- 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 a synonym for each of the following words.

1. slender *thin*
2. behave *act*
3. spoil *ruin or rot*
4. conceal *hide*

Building Meaning			
hurling	plummeted	exhausted	coaxing
scarcely	trespassing	gnarled	hesitated

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.*

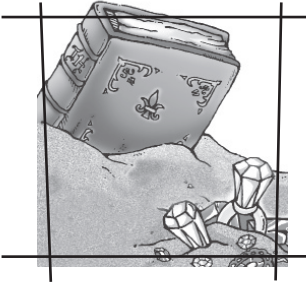
6. List two activities that would cause a person to be exhausted.

*(Answers will vary.) Running a long distance; playing a tough game of soccer; doing many things at once.*



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

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

**DAY 4****ACTIVE INSTRUCTION**

Timing Goal: 30 minutes

**Team Cooperation Goal**

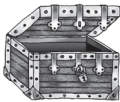
- Remind students of this lesson’s team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

**Set the Stage**

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

**Vocabulary **TP****

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

**Strategic Review**

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

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

Why is Assateague free of people?

### Listening Comprehension

- Read pages 42–44 aloud. Use **Think-Pair-Share** to have students discuss how Assateague has affected the people who live on Chincoteague. Randomly select a few students to share their responses with the class.

**Think about what Assateague is like. In your groups, discuss how the setting of Assateague has affected the characters in the story that live on Chincoteague.** Wait for students' responses. **Right. It has created some traditions. It has made Chincoteague famous. People come to Chincoteague from all over to see the wild ponies on Assateague. These are ways setting affects characters.**

- Remind students to think about the setting of the story and how it affects characters as they read *Misty of Chincoteague*.

### Preview Team Talk

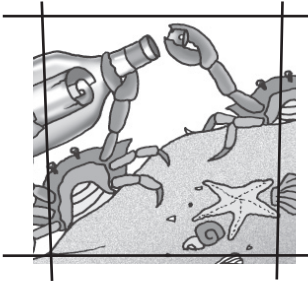
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #2, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide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

Student Edition, page 3

### Team Talk

1. Paul decides to halter-break the colts on Grandpa's farm. What problem does he think this will help solve? |PS|
2. Think about the jobs that Paul and Maureen get to raise money for the Phantom. How are their job choices affected by the setting? (Write-On) |ST • CE|
3. How can you tell that the Phantom is very important to the children? |DC|
4. Which of the following is the best prediction to make at the end of this section? Why? |PR|
  - a. Grandpa won't let the kids buy the Phantom.
  - b. Grandpa won't see why the kids want the Phantom.
  - c. Grandpa will let the kids buy the Phantom.
  - d. Grandpa will buy the Phantom for the kids.

Explain your answer.



# TEAMWORK

Timing Goal: 45 minutes

## Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**  
**pages 46–49 aloud with partners.**  
**pages 50–53 (ending at paragraph 1) silently.**
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

## Team Discussion **TP**

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

### Team Talk

1. Paul decides to halter-break the colts on Grandpa's farm. What problem does he think this will help solve? |PS|  
**100 points** = *Paul thinks this will help solve the problem of needing to quickly raise money to buy the Phantom.* **90 points** = *He thinks this will help solve the problem of needing to raise money to buy the Phantom.*  
**80 points** = *The problem of needing to raise money to buy the Phantom.*
2. Think about the jobs that Paul and Maureen get to raise money for the Phantom. How are their job choices affected by the setting? (Write-On) |ST • CE|  
**100 points** = *Paul and Maureen's job choices are affected by the setting. Their job choices have to do with living on an island by the ocean. They catch and sell crabs. They tread for clams.* **90 points** = *Because they live on an island, Paul and Maureen catch and sell crabs. They tread for clams.*  
**80 points** = *They tread for clams. They live on an island.*

Team Talk *continued*

3. How can you tell that the Phantom is very important to the children? |DC|

**100 points** = *I can tell that the Phantom is very important to the children. They plan to keep her instead of selling her like the other ponies. They work really hard to earn the money for her. They get nervous and excited about the plan as Pony Penning Day approaches.* **90 points** = *I can tell that the Phantom is very important to the children. They plan to keep her instead of selling her like the other ponies. They work really hard to earn the money for her.* **80 points** = *They work hard for the money.*

4. Which of the following is the best prediction to make at the end of this section? Why? |PR|

- Grandpa won't let the kids buy the Phantom.
- Grandpa won't see why the kids want the Phantom.
- Grandpa will let the kids buy the Phantom.*
- Grandpa will buy the Phantom for the kids.

Explain your answer.

**100 points** = *I think Grandpa will let the kids buy the Phantom because he smiles when he hears their plan.* **90 points** = *Grandpa smiles when he hears their plan.* **80 points** = *He smiles.*

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

### Class Discussion **TP**



#### Strategy-Use Discussion

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

Think-and-Connect Discussion	<ul style="list-style-type: none"> <li>– Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill.</li> <li>– Allow students time to discuss your questions.</li> <li>– Use <b>Random Reporter</b> to select students to respond to your questions.</li> </ul>
	Team Talk Extenders

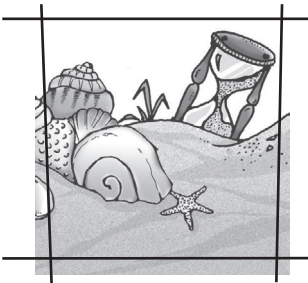
Paul and Maureen try to keep their plan to buy the Phantom a secret. Why is it so hard to keep secrets? How do you feel about people who keep secrets from you?

Do you think spending time on Assateague has been good for the children? Why or why not?

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– Award team celebration points.

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

Timing Goal: 5 minutes

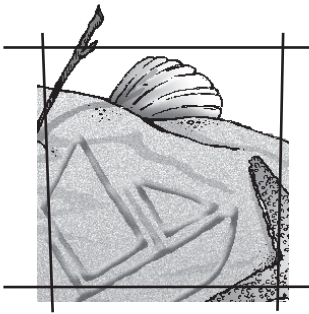
- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

Student Edition, page 1

**Page 29 (starting at paragraph 1), 38 (paragraphs 1–7), or 48 (paragraphs 1–8)**

- 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.

- Remind students of the Word Power skill (synonyms) and the Word Treasure clue that Captain Read More uses for synonyms.
- Use **Think-Pair-Share** to prompt students about why Captain Read More wants them to learn synonyms. Randomly select a few students to share. *Synonyms help us define words and make connections between words; synonyms help us choose different words when we speak and write.*
- Direct students' attention to the Word Power Challenge. Tell students that they will work in teams to identify a synonym for the underlined words.
- Point out that the underlined words are simple and challenge the teams to find more advanced words to replace them. Explain to students that they might be able to find more than one synonym for each underlined word.

### Word Power Challenge

The elephant looked big next to the tiny mouse.

Lana is rude and always interrupts her mother.



- Use **Random Reporter** to select students to share responses. *Big: huge, giant, massive; rude: impolite.*
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

**Skill Practice**

Write a synonym for each of the following words.

1. symbol *sign*
2. right *correct*
3. horrify *frighten*
4. courage *bravery*

**Building Meaning**

hurling	plummeted	exhausted	coaxing
scarcely	trespassing	gnarled	hesitated

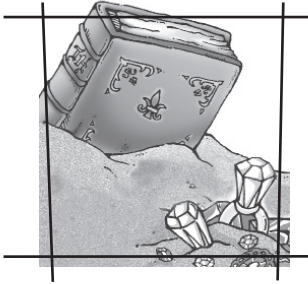
5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.

**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 activities that would not cause a person to be exhausted.  
(Answers will vary.) *Taking a nap, watching a movie, relaxing in a hammock.*

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

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

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

Timing Goal: 20 minutes

**Team Cooperation Goal**

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

**Set the Stage**

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



**In yesterday's reading, Paul and Maureen's secret was let out. Grandpa and Grandma know that the kids want to buy the Phantom. Today we will find out what Grandpa and Grandma think about this idea.**

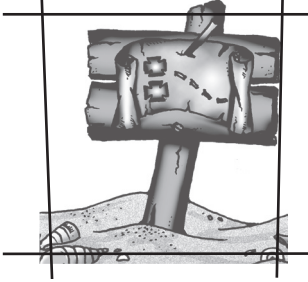
**Vocabulary TP**

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

**Prepare Students for the Test**

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

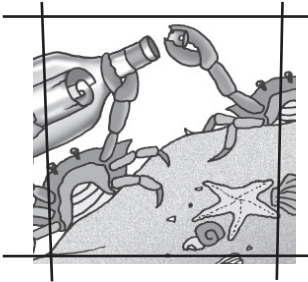
- Tell students to add any relevant events from this reading to their story maps and to do so without assistance.
- Remind students that they have 20 minutes for the test.



## TEST

Timing Goal: 20 minutes

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



## TEAMWORK

Timing Goal: 30 minutes

Teacher procedures for Teamwork vary with strategy instruction.

### Team Discussion **TP**

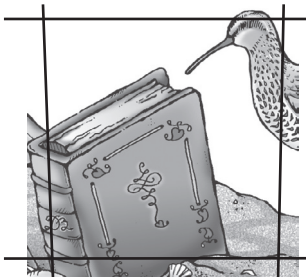
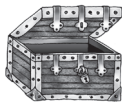
- Modify the procedures for Team Discussion to have students discuss independent strategy use and answers to the test. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use during Class Discussion.
- Pass out a colored pen (e.g., red or green ink)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



- Use **Random Reporter** to have students share additions that they made to the targeted skill question.
- Award team celebration points.
- Have students share the information that they added to their story maps.

**Class Discussion TP**

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

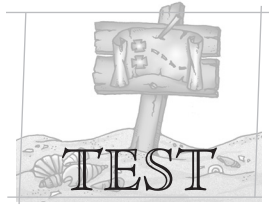


## BOOK CLUB

Timing Goal: 20 minutes

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

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



## Comprehension Questions

Read pages 53–56 of *Misty of Chincoteague*, and answer the following questions. The total score for comprehension questions equals 100 points.

**20 points**

1. After the shipwreck, how does Assateague make the horses feel? Why? |ST • CE|

**20 points** = Assateague makes the horses feel happy, safe, and relieved. The island is much better than the ship and the stormy ocean. It makes the horses feel free. **15 points** = Assateague makes the horses feel happy, safe, and relieved. The island is much better than the ship. **10 points** = Assateague makes the horses feel happy, safe, and relieved.

**20 points**

2. What makes the Phantom look different from the other horses? |CC|

**20 points** = The Phantom looks different from the other horses because she has a white map on her withers, and the other horses don't. **15 points** = The Phantom looks different from the other horses because she has a white map on her withers. **10 points** = She has a white map on her withers.

**10 points**

3. Why does Paul want to halter-break Grandpa's colts? |CE|

- He wants to learn to ride horses better.
- He can sell halter-broken colts for more money.
- He wants to train the colts for the circus.
- He wants to ride a good colt on Pony Penning Day.

**10 points**

4. Grandpa tells Paul that the Phantom is "just a piece of wind and sky" so— |DC|

- Paul won't feel bad if he can't catch her.
- Paul won't forget about her.
- Paul will not go to the Pony Penning Day activities.
- Paul will forget he ever saw the Phantom.

**20 points**

5. Why do you think Grandpa offers the stall to Paul after all? Support your answer. |DC|

(Answers may vary.) **20 points** = Grandpa offers Paul the stall because he sees Paul's determination. Even though Grandpa thinks that Paul won't be able to catch the Phantom, he knows how much Paul wants to try. **15 points** = Grandpa offers Paul the stall because he sees Paul's determination. **10 points** = He sees Paul's determination.

20 points

6. Describe how you think the Phantom’s move to Chincoteague will affect her when Paul and Maureen buy her. |ST • CE|

**20 points** = *I think the Phantom’s move to Chincoteague will affect her a lot. She will go from living in a free and open space to living in a small, dark stall. This will probably make her unhappy. I know how much the horses like living on Assateague, where they can run wild and be happy. Living in a stall will probably make her sad.* **15 points** = *I think the Phantom’s move to Chincoteague will affect her a lot. She will go from living in a free and open space to living in a small, dark stall. This will probably make her unhappy.* **10 points** = *The move will make her unhappy.*

## Word Power

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

### Skill Questions

Write a synonym for each of the following words.

5 points            1. encounter    *meet*

5 points            2. ashamed    *embarrassed*

5 points            3. miserable    *unhappy*

5 points            4. abandon    *desert*

### Building Meaning

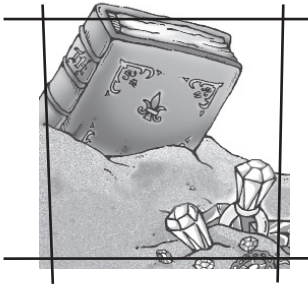
hurling	plummeted	exhausted	coaxing
scarcely	trespassing	gnarled	hesitated

10 points

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

**10 points** = *The airplane plummeted to the ground after its engine failed and the pilot lost control.* **5 points** = *The airplane plummeted to the ground after its engine failed.* **1 point** = *The airplane plummeted to the ground.*

- 10 points**      6. Aisha tried coaxing the kitten down from the tree by calling her name and holding out treats. *Coaxing* means—
- chasing.
  - persuading*.
  - following.
  - asking.
- 10 points**      7. The rancher's hands were scarred and gnarled from the years he spent chopping logs and herding cattle.
- 10 points**      8. Omar hesitated before entering the house because his friends warned him it might be haunted.
- 10 points**      9. Mei was disappointed when scarcely any of her friends showed up to her slumber party.
- 10 points**      10. Leanna was exhausted after running ten miles and wanted to sit and relax. *Exhausted* means—
- hungry.
  - sleepy.
  - full of energy.
  - drained of energy*.
- 10 points**      11. The sign warned hunters that no trespassing was allowed inside the borders of the wildlife preserve.
- 10 points**      12. During the food fight, the students took turns hurling items from their lunchboxes across the cafeteria. *Hurling* means—
- throwing*.
  - kicking.
  - shooting.
  - aiming.



## DAY 6

# ACTIVE INSTRUCTION

Timing Goal: 25 minutes

### Set the Stage

- Introduce the writing goal.

**Today you will begin writing a short story about one of the horses aboard the Spanish galleon that was shipwrecked near Assateague Island.**

***Misty of Chincoteague* begins with the story about how the wild ponies came to Assateague Island.**

### 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 short story, by telling students that all stories share the same basic structure.

**Every story you read shares the same basic structure. Most have a setting, characters, plot events, a climax, a problem, and a solution. Combining these elements makes stories that are balanced and interesting to read. Would a story be interesting if there was no conflict for the characters to solve? What if there was no climax or exciting moment in the story? Using the elements of story structure is important for writing entertaining stories.**

**Preparation:** Blackline master provided.

- Display a blank story map for students.

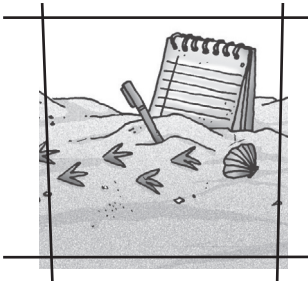
Characters:  
Setting:  
Problem:  
Plot events:  
Climax:  
Solution:



- Use **Random Reporter** to ask students what information from *Misty of Chincoteague* they can fill in the story map. Fill in the answers as students provide them.

**Let's fill in the story map with information from *Misty of Chincoteague*. We will only use information from pages 24–56 of the story, since part I of the book was about a past event. What is the setting of the story?** *Chincoteague and Assateague Islands, off the coast of Maryland and Virginia.* **Great! Who are the main characters in the story?** *Paul and Maureen Beebe, Grandpa and Grandma Beebe, the Phantom.* **Excellent! What has happened in the story so far?** *Paul and Maureen see the Phantom when they visit Assateague. They decide they want to catch the Phantom on Pony Penning Day. Paul and Maureen work on making money so they can buy the Phantom if she is caught on Pony Penning Day.* **What problem do Paul and Maureen have?** *The Phantom is famously hard to catch. She always escapes. They need money to buy her.* **Does this story have a climax yet?** *No.* **Right! We have not read enough of the story to really have rising action and a climax. Does the story have a solution?** *No.* **Right! We know the problem and how Paul and Mary want to solve that problem, but we do not know if it will work yet.**

- Tell students that they will begin writing their own stories about a horse that was aboard the Spanish galleon that shipwrecked off the coast of Assateague Island. Remind students that they will have to plan the setting, characters, plot events, climax, problem, and solution for their stories.



## ADVENTURES IN WRITING

Timing Goal: 65 minutes

### Planning

- Introduce the activity.

**Remember that today you will begin writing a short story about one of the ponies aboard the shipwrecked Spanish galleon.**



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

### Writing Prompt

Not all the horses from the Spanish galleon stayed together as they swam to Assateague Island. Write a short story about a pony that was separated from the herd. Think about what you want to happen in your short story. What adventures will your pony have? What other characters will it meet? Will it look for the other ponies? If so, will it ever find them? Your short story will have a beginning that introduces the main character and the problem it has, a middle that describes the pony's adventures and how it works to solve the problem, and an end that tells how the pony solves its problem. You will include details that make your story exciting and fun to read. Remember to give your story a catchy title. You will plan your story and write the beginning today.

### Scoring Guide

You began writing a short story about one of the ponies aboard the shipwrecked Spanish galleon.	<b>25 points</b>
The beginning of your story introduces the main character and the problem it faces.	<b>50 points</b>
You include details that make the story exciting.	<b>20 points</b>
You gave your story a title.	<b>5 points</b>

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

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

**Title:** *Swim for Your Life!*

Beginning

The Spanish galleon sinks in the violent storm.

The pony swims for her life.

She hears the other ponies neighing, but cannot see them.

She washes ashore far up the coast.



Middle

The lost pony calls for her herd but realizes she is alone.

Some Indians find her and give her food.

She allows them to catch her and ride her.

She is happy but lonely for other ponies.

The Indians bring her to visit another tribe down the coast.

She sees the other ponies across the channel on Assateague.



End

The lost pony neighs in excitement.

She bucks and fights against her rope halter.

She leaps in the channel and swims to the other ponies.

The Indians wish her a happy life with the other wild ponies.

### 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.
- Point out to students an approximate time and place for their stories.

**Your stories take place several hundred years in the past. Spanish galleons were ships often used to cross the ocean from Europe to South America between the 1500s and 1700s. This means your story could take place before there were even colonies in North America! There weren't many Europeans living in North America, and none of the big cities existed yet. This story also takes place in the Mid-Atlantic region. Look at the map on page 16 of the text. The rest of the ponies landed on Assateague Island off the coast of Virginia, but your pony may have landed further north in Maryland or even Delaware.**

### **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.
- Point out that students may have to use words that have unusual capitalization or spelling in their stories.

**You might have to use some unfamiliar words in your story. Assateague and Chincoteague are unusual sounding names of islands. They are Indian names, as Indians were the first people to discover the islands. Remember to capitalize these names, because they are the names of places. You might also include the name of the ship. It is a Spanish galleon**

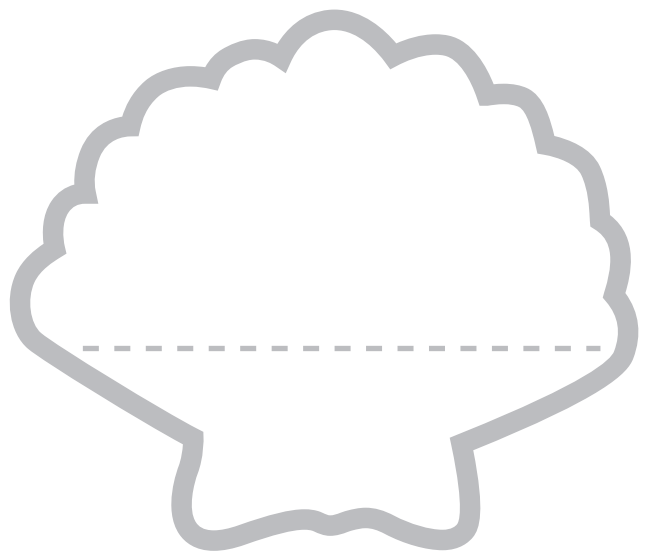
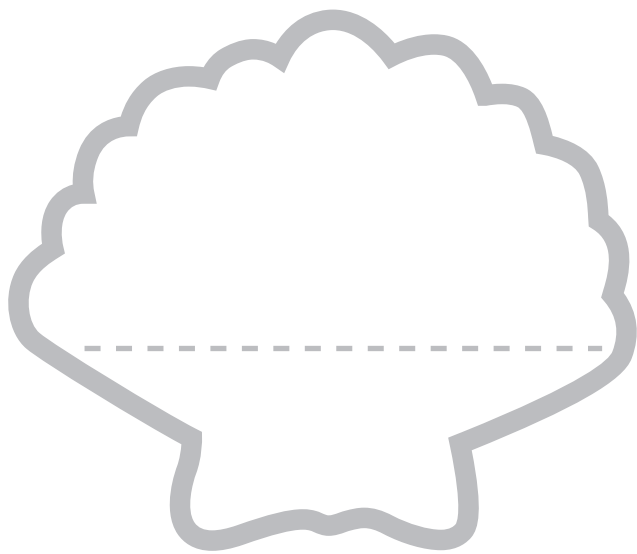
called *Santo Cristo*. Remember to capitalize the word *Spanish*, because it refers to something from Spain. You always capitalize the names of countries. The word *galleon* refers to a type of ship. It does not need to be capitalized, but the name of the ship does. Just like you capitalize your name, you capitalize the name of a ship.

- Tell students to check their work that they have spelled unusual names and capitalized words correctly.
- If helpful, have students copy the checklist in their journals as a reference.
- Have students reread their first drafts, looking for the types of errors listed and correcting these on their drafts. If your students are familiar with proofreading marks, encourage students to use them.
- Ask students to read their partners' drafts to check them against the editing list a second time. If they find additional errors, ask them to mark the errors on their partners' papers.
- Have students share their edits with their partners.

### Rewriting

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

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



# Story Map



**Title:** \_\_\_\_\_

**Characters:**

**Setting:**

Where:

When:

**Problem:**

Event: \_\_\_\_\_

Event: \_\_\_\_\_

Event: \_\_\_\_\_

Event: \_\_\_\_\_

Event: \_\_\_\_\_

**Solution:**

# Story Map



**Title:** *Misty of Chincoteague*, cycle 1

**Characters:**

Paul and Maureen Beebe  
the Phantom  
Grandma and Grandpa Beebe  
the Pied Piper  
Misty  
the fire chief

**Setting:**

**Where:** *the ocean*  
*Assateague Island*  
*Chincoteague Island*

**When:**

**Problem:**

Paul and Maureen want to catch and buy the Phantom on Pony Penning Day. Catching the Phantom is very difficult.

The ponies first come to Assateague when the ship carrying them wrecks near the beach during  
**Event:** *a storm.*

**Event:** *Paul and Maureen work hard to save enough money to buy the Phantom on Pony Penning Day.*

**Event:**

**Event:**

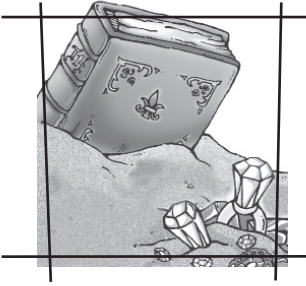
**Event:**

**Solution:**

**CYCLE 2****Instructional Objectives**

	Reading	Word Power	Writing
	<b>Characterization (CH)</b>	<b>Homographs</b>	<b>Write a short story, continued.</b>
<b>CYCLE 2</b>	Students will identify qualities of the characters by analyzing their relationship with other characters in the story.	Students will recognize homographs and identify their meanings based on context.	Students will write the middle and the end of their stories, then put them together with the beginning from last cycle.



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

Timing Goal: 40 minutes

**Rate New Vocabulary Words**

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

**Success Review and Keeping Score **TP****

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

**Team Cooperation Goal**

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

**Set the Stage**

- Introduce the story, author, and reading objective.

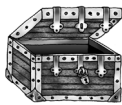
**During this cycle, we will continue reading *Misty of Chincoteague* by Marguerite Henry. As we read, we'll analyze the qualities of characters by analyzing their relationship with other characters in the story. Good readers look at the relationships of the characters to develop a deeper understanding of the author's purpose.**

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

- Point out that the story is literature, or have students explore the story to figure out that it is literature. Review how literature differs from informational text.

**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
<b>dependable</b> page 59	base word + ending: depend + able	reliable, trustworthy	Charlie’s <i>dependable</i> car starts every time he turns the key.
<b>taunted</b> page 61	base word + ending: taunt + ed	teased, made fun of	After being <i>taunted</i> by the bully, the new kid cried.
<b>subdued</b> page 70	base word + ending: subdu(e) + ed	quiet, softened	The kids in the hall talked in <i>subdued</i> voices so they wouldn’t disturb the class nearby.
<b>hindered</b> page 71	base word + ending: hinder + ed	got in the way of	The thick, deep mud <i>hindered</i> my way through the swamp.
<b>scrambled</b> page 80	base word + ending: scrambl(e) + ed	climbed fast, especially on one’s hands and knees	After Sarah <i>scrambled</i> up the rocky slope, the knees of her pants were scuffed and torn.
<b>hysterically</b> page 82	base word + ending: hysterical + ly	without control	The lost little girl cried <i>hysterically</i> , not knowing if her mother would return.

Word and Page Number	Identification Strategy	Definition	Sentence
<b>dejectedly</b> page 85	chunk: de-jec-ted-ly	sadly, especially after a failure	Pablo hung his head <i>dejectedly</i> when he saw the F he received on his science project.
<b>previous</b> page 86	-ous= /us/ chunk: pre-vi-ous	preceding	Winnie did really well in <i>previous</i> math classes, so she was sure she'd do well in this year's class.

### Using the Targeted Skill (Independent Use)



- Introduce the skill and its importance in literature. Use **Think-Pair-Share** to have students review what they know about characterization. Randomly select a few students to share.

**Our skill this cycle is characterization. We know that we analyze characters through their thoughts, words, and actions. However there are other ways to identify qualities of characters in a story. Can you think of another way to identify a character's qualities? Wait for students' responses. Very good. We can identify the qualities of characters by looking at their relationships with other characters. We can analyze their interactions with other characters to develop an understanding of what they're like.**

- Have students turn to page 33 in *Misty of Chincoteague*. Read the following passage aloud.

**Maureen drew a quick breath. "I can earn as much as any boy. I can rake clams and gather oysters, and I can catch soft-shell crabs, and if Grandma doesn't need me, I suppose I could clean out people's chicken houses. I won't mind the work if ever we could *keep* a pony for our very own."**

- Use **Think-Pair-Share** to have students identify a quality of Maureen's character through her relationship with Paul.

**Think about the relationship between Paul and Maureen. Talk with your partner to identify a quality of Maureen's character that is revealed through her relationship with Paul. Remember to discuss details from the story to support your answer.**

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

**What is a quality of Maureen's character that is revealed through her relationship with Paul? Wait for the students' responses. Yes. Maureen is determined. She wants to show Paul that she can earn as much as he, or any boy, can. She is willing to work very hard. She is even willing to do tasks that she hates, like cleaning out chicken houses. She is determined to show Paul that she is equal to him.**

- Tell students that they will use characters' relationships to identify qualities of the characters as they continue reading *Misty of Chincoteague*.

### Listening Comprehension

- Use **Think-Pair-Share** to have students discuss what happened during the first cycle's reading. Randomly select a few students to share.
- Read pages 57 and 58 aloud, stopping to ask questions, make points, or focus students' attention as needed.
- Summarize what happens in the story. Use **Think-Pair-Share** to have students identify a quality of Maureen's character through her relationship to Paul. Remind them to discuss details to support their answer.

**Let's review what we've read. Maureen offers to do Paul's chores for him. Talk with your partner to identify a quality of Maureen's character that is revealed through her relationship to Paul. Remember to discuss details from the story to support your answer.**

- Use **Random Reporter** to have students share their answers with the class.  
**What is a quality of Maureen's character that is revealed through her relationship with Paul? Wait for the students' responses. Very good. Maureen is thoughtful. She knows that Paul wants to focus his efforts on the pony pens, so she offers to do his chores for him. This is very thoughtful, as Maureen has to do twice as many chores while Paul is able to do something he likes.**
- Tell students that they will continue to use characters' relationships to identify qualities of the characters as they read *Misty of Chincoteague*.

### 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 6

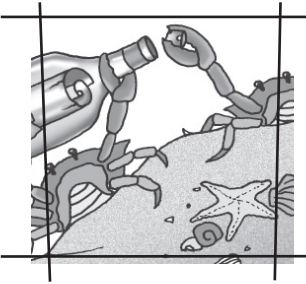
### Team Talk

1. Why does Paul feel like a grown man when he wakes up? |CE|
  - a. His grandpa shakes his hand and wishes him luck.
  - b. His sister gives him advice about the roundup.
  - c. His grandma makes him breakfast and coffee.
  - d. He rides one of the big stallions to the roundup.

Team Talk *continued*

2. The roundup men split into three groups. Explain what problem this might solve for them. |PS|
3. Wyle Maddox sends Paul off to get the straggler, and Paul thinks Wyle is trying to get rid of him. Do you agree? Why or why not? |DC|
4. Identify a quality of Paul's character through his relationship to Wyle Maddox. How does he show this quality? (Write-On) |CH|

- Randomly assign team leaders.



## TEAMWORK

Timing Goal: 45 minutes

**Partner Reading TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**  
**pages 59–62 aloud with partners.**  
**pages 63–66 (ending at paragraph 1) silently.**
- If some partners finish reading ahead of their teammates, have them begin looking over the Team Talk questions.

**Team Discussion TP**

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

## Team Talk

1. Why does Paul feel like a grown man when he wakes up? |CE|
  - a. His grandpa shakes his hand and wishes him luck.
  - b. His sister gives him advice about the roundup.
  - c. *His grandma makes him breakfast and coffee.*
  - d. He rides one of the big stallions to the roundup.
2. The roundup men split into three groups. Explain what problem this might solve for them. |PS|

**100 points** = *The roundup men split into three groups, which allows them to cover more ground. They have a better chance of finding horses in three smaller groups than in one big group. It can also help them when they are chasing the horses. One big group is harder to control and slower than three small groups.* **90 points** = *The roundup men split into three groups, which allows them to cover more ground. They will also be able to chase the horses better because one big group is hard to control and slow.* **80 points** = *Cover more ground.*

3. Wyle Maddox sends Paul off to get the straggler, and Paul thinks Wyle is trying to get rid of him. Do you agree? Why or why not? |DC|

**100 points** = *I don't think Wyle Maddox tries to get rid of Paul. Wyle wouldn't have chosen Paul to ride with his group if he planned to get rid of him. I think he actually wants Paul to round up the straggler.* **90 points** = *I don't think Wyle Maddox tries to get rid of Paul. He wouldn't have chosen Paul to ride with his group if he wanted to get rid of him.* **80 points** = *No. He asks him to go.*

4. Identify a quality of Paul's character through his relationship to Wyle Maddox. How does he show this quality? (Write-On) |CH|

**100 points** = *Paul is obedient. He obeys Wyle's direction even though he thinks Wyle wants to get rid of him. He is angry at Wyle, but he still listens to him. This shows that Paul is obedient.* **90 points** = *Paul is obedient because he obeys Wyle's direction even though he thinks Wyle wants to get rid of him.* **80 points** = *He is obedient because he listens to Wyle.*

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

### Class Discussion **TP**

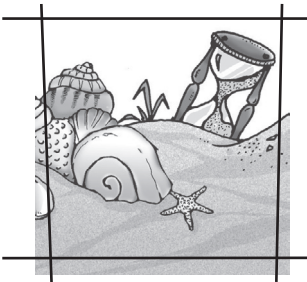
- Ensure participation by calling on teams to share responses to all discussions.
- Remember to add individual scores to the teacher cycle record form.



Strategy-Use Discussion	<ul style="list-style-type: none"> <li>- Use <b>Random Reporter</b> to select two or three students to describe their team’s strategy use with the class.</li> <li>- Award team celebration points.</li> </ul>
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Think-and-Connect Discussion	<ul style="list-style-type: none"> <li>- Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill.</li> <li>- Allow students time to discuss your questions.</li> <li>- Use <b>Random Reporter</b> to select students to respond to your questions.</li> </ul>	
	<table border="1" style="width: 100%;"> <tr> <td style="background-color: #cccccc; vertical-align: top; padding: 5px;">Team Talk Extenders</td> <td style="padding: 5px;"> <p>What conclusion can you draw about why Wyle allows Paul to go off on his own? Support your answer.</p> <p>Would you be excited or afraid to work with grown-ups? Explain.</p> </td> </tr> </table> <ul style="list-style-type: none"> <li>- Award team celebration points.</li> </ul>	Team Talk Extenders
Team Talk Extenders	<p>What conclusion can you draw about why Wyle allows Paul to go off on his own? Support your answer.</p> <p>Would you be excited or afraid to work with grown-ups? Explain.</p>	

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

Timing Goal: 5 minutes

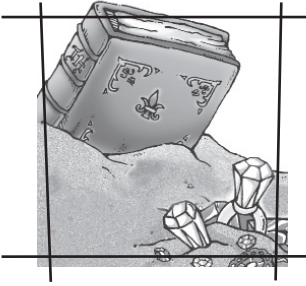
- Explain to students that when they read correctly, smoothly, and with expression, it shows that they understand what they are reading.
- Tell students to look at the Fluency rubric as you model fluent reading.

- 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.

**Page 59 (paragraphs 1–4)**

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

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

**DAY 2****ACTIVE INSTRUCTION**

Timing Goal: 30 minutes

**Team Cooperation Goal**

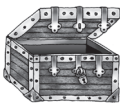
- Remind students of this lesson’s team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

**Set the Stage**

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

**Vocabulary TP**

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

**Strategic Review**

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



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

Why is Paul upset at the beginning of the roundup? Explain.

### Listening Comprehension

- Read pages 66 (paragraph 1) and 68 (ending at paragraph 1) aloud, stopping to ask questions, make points, or focus students' attention as needed.
- Use **Think-Pair-Share** to have students identify a quality of Paul's character through his relationship with the Phantom and her colt. Remind them to discuss details to support their answer. Randomly select a few students to share.

**What is a quality of Paul's character that is revealed through his relationship with the Phantom and her colt? Wait for the students' responses. That's right. Paul is caring. He knows that the Phantom does not want to be caught and thinks about setting the Phantom and her colt free. He decides to buy the Phantom and her colt to make sure they stay together. This shows that Paul cares about the Phantom and the colt.**

- Tell students that they will continue to use characters' relationships to identify qualities of the characters as they read *Misty of Chincoteague*.

### 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.

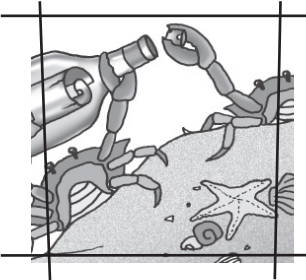
Student Edition, page 6

### Team Talk

1. Describe the mood of the story after the roundup as the men wait for Paul to return. [MD]
2. Why are the men surprised that Paul is able to round up the Phantom and her colt? [CE]

Team Talk *continued*

3. At the end of the reading, you can make the prediction that— |PR|
  - a. the Phantom will enjoy the channel crossing.
  - b. the Phantom will try to escape during the crossing.
  - c. the Phantom will go peacefully across the channel.
  - d. Paul will refuse to send Phantom across the channel.
4. Identify a quality of Paul's character through his relationship with the Phantom. How does he show this quality? (Write-On) |CH|



## TEAMWORK

Timing Goal: 45 minutes

**Partner Reading TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**  
**pages 69–71 aloud with partners.**  
**pages 72 and 73 silently.**
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

**Team Discussion TP**

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

## Team Talk

1. Describe the mood of the story after the roundup as the men wait for Paul to return. |MD|

**100 points** = *The mood of the story after the roundup is nervous and tense. The men's eyes are narrowed while they laugh nervously and speak in subdued voices. It feels like the calm before a storm hits.* **90 points** = *The mood after the roundup is nervous and tense. The men laugh nervously while they speak in subdued voices.* **80 points** = *It is tense.*

2. Why are the men surprised that Paul is able to round up the Phantom and her colt? |CE|

**100 points** = *The men are surprised that Paul is able to round up the Phantom and her colt because none of them have been able to do it. They have been after her for two years, but it is a young man who is finally able to round her up. They are also surprised because it is his first day on the roundup.* **90 points** = *The men are surprised that Paul is able to round up the Phantom and her colt because none of them have been able to do it for two years. Paul does it on his first day.* **80 points** = *They couldn't for two years.*

3. At the end of the reading, you can make the prediction that— |PR|

- a. the Phantom will enjoy the channel crossing.
- b. the Phantom will try to escape during the crossing.
- c. the Phantom will go peacefully across the channel.
- d. Paul will refuse to send Phantom across the channel.

4. Identify a quality of Paul's character through his relationship with the Phantom. How does he show this quality? (Write-On) |CH|

**100 points** = *Paul is ashamed. He feels bad for rounding up Phantom and her colt. He sees that she no longer holds her head high. Even though the men are congratulating him and cheering him, Paul is miserable as he watches the Phantom and her colt.* **90 points** = *Paul is ashamed that he rounded up Phantom and her colt. He can see the Phantom is unhappy.* **80 points** = *He is ashamed that he rounded up the Phantom and her colt.*

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

Class Discussion **TP**

## Strategy-Use Discussion

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

### Think-and-Connect Discussion

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

#### Team Talk Extenders

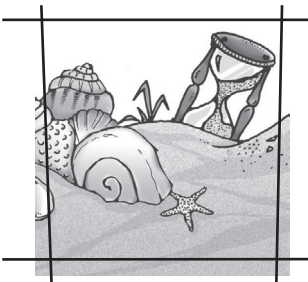
Do you think the men feel bad about rounding up the horses like Paul does? Why or why not?

Would you have felt bad about rounding up the Phantom and her colt? Why or why not?

- Award team celebration points.

### Write-On Discussion

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



## FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes

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

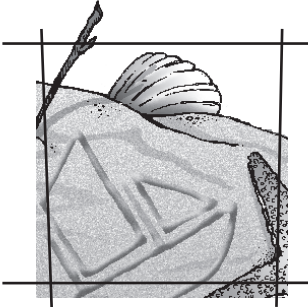
Student Edition, page 5

### Page 71 (paragraphs 1–10)

- Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.
- Tell the reading students when they should begin reading, and then time them for one minute. Have the listening students identify where the readers

stopped, how many words they missed, and if they met their reading goal. Also have partners share their feedback using the Fluency rubric. Have partners switch roles, and repeat the process.

- Assign individual fluency goals as needed, monitor practice, and assign scores.
- Select two or three students to read the fluency section that they practiced for a score.
- Award team celebration points. Remember to add individual scores to the teacher cycle record form.



## WORD POWER **TP**

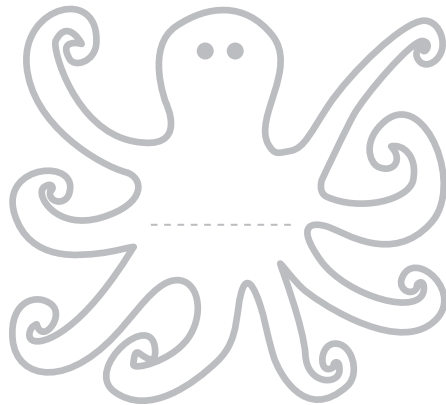
Timing Goal: 10 minutes

**Preparation:** Display the following word: *light*.



- Direct students to the word you have displayed. Use **Think-Pair-Share** to ask students if they can tell you what this word means. Randomly select a few students to share the definition for *light*. List the definitions on the board or chart paper. *The opposite of dark; not heavy.*
- Remind students that some words have more than one meaning. We call these words homographs, or multiple-meaning words. Point out that these words may or may not sound the same. Use **Think-Pair-Share** to prompt the Word Treasure clue Captain Read More uses for homographs. Randomly select a few students to share.
- Display the Word Treasure Clue for homographs (an octopus). Point out that the octopus has many legs and that we can write the multiple meanings we find for a word on them.

Blackline master provided.



- Write the word “peer” in the octopus. Use **Think-Pair-Share** to have students identify the meanings of the word. Randomly select a few students to share. Write each definition on a leg of the octopus. *Someone of the same age/in the same grade; to look.*

- Review the Word Treasure (homographs). Review why Captain Read More thinks it is important to know homographs by explaining that they help us to stop and consider a word and its context. Point out that this helps us make sure we understand the correct meaning of a word.

## Word Treasure

Some words may look the same but have more than one meaning. If you come across a word that you know has more than one meaning, stop and consider the word and how it is used.

- Tell students that Captain Read More has found a word from this cycle's vocabulary list that is a homograph. Tell students to be on the lookout for this word the next time they review their vocabulary words.
- 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 6 and 7

## Skill Practice

- Read the following sentence.

The newborn kitten was tiny and weighed less than one pound.

Which of the following sentences use *pound* the same way?

- Kelsey found her missing dog at the pound.
- The cookie recipe called for three eggs and one pound of butter.*
- The stray puppy was taken to the pound.
- If your pet is lost, you should look for it at the pound.

- Read the following sentence.

Juanita barely made a splash when she dove into the pool.

Which of the following sentences uses *dove* the same way?

- In many cultures around the world, the dove is a sign of peace.
- Bailey likes to listen to the dove coo outside her window at night.
- Derrick dove into the water before his brother could push him in.*
- The magician used magic to make a dove disappear from its cage.

Building Meaning			
dependable	taunted	subdued	hindered
scrambled	hysterically	dejectedly	previous

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

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

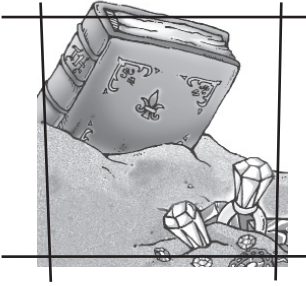
4. Choose the word that best fits in the blank.

Hank's previous coach told his new soccer coach what a star player he was for the team.



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

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

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

Timing Goal: 30 minutes

**Team Cooperation Goal**

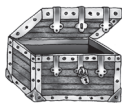
- Remind students of this lesson’s team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

**Set the Stage**

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

**Vocabulary **TP****

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

**Strategic Review**

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

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

Why are the men surprised that Paul rounds up the Phantom and her colt?

### Listening Comprehension

- Read pages 74 and 75 aloud, stopping to ask questions, make points, or focus students' attention as needed.
- Use **Think-Pair-Share** to have students identify a quality of Maureen's character through her relationship with the man with the binoculars. Remind them to discuss details to support their answer. Randomly select a few students to share.

**What is a quality of Maureen's character that is revealed through her relationship with the man with the binoculars? Wait for the students' responses. Yes. Maureen is impatient. She has to know what is going on with the wild ponies. She blames the man with the binoculars for being slow. She stands on her mount's back and strains her eyes to see what is happening. She wants to know so badly that she feels "gasp" and clutches the neck of her blouse.**

- Tell students that they will continue to use characters' relationships to identify qualities of the characters as they read *Misty of Chincoteague*.

### 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.

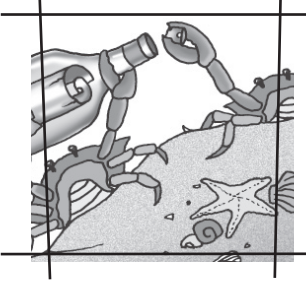
Student Edition, page 7

### Team Talk

1. Why does the Phantom turn around during the crossing? |CE|
  - a. She is afraid of the water and confused.
  - b. She is going to attack Paul for rounding her up.
  - c. She is trying to escape back to the island.
  - d. She wants to save her colt from drowning.
2. What conclusion can you draw about why Grandpa calls to Paul? |DC|

Team Talk *continued*

3. Why does Grandpa tell Paul that he is the “most wonderful and the craziest young’un in the world”? |CE|
4. Identify a quality of Paul’s character through his relationship to the Phantom. How does he show this quality? (Write-On) |CH|



## TEAMWORK

Timing Goal: 45 minutes

**Partner Reading** **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**  
**pages 76–79 aloud with partners.**  
**pages 80–82 silently.**
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

**Team Discussion** **TP**

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

## Team Talk

1. Why does the Phantom turn around during the crossing? |CE|
  - a. She is afraid of the water and confused.
  - b. She is going to attack Paul for rounding her up.
  - c. She is trying to escape back to the island.
  - d. *She wants to save her colt from drowning.*

Team Talk *continued*

2. What conclusion can you draw about why Grandpa calls to Paul? |DC|

**100 points** = *I can draw the conclusion that Grandpa calls to Paul in an effort to help him cross the channel. Paul is struggling to swim Misty across the water. He can hear Grandpa's voice and swims toward it.*

*Grandpa wants to help him know where to swim.* **90 points** = *I can draw the conclusion that Grandpa calls to Paul in an effort to help him cross the channel. Paul hears Grandpa's voice and swims toward it.* **80 points** = *To help him cross.*

3. Why does Grandpa tell Paul that he is the “most wonderful and the craziest young’un in the world”? |CE|

**100 points** = *Grandpa tells Paul that he is the “most wonderful and the craziest young’un in the world” because Paul jumps off the boat to save Misty. Not only does Paul round up the Phantom and her colt, but he jumps into the water to save Misty. He does something none of the men could do in one day.* **90 points** = *Grandpa tells Paul that he is the “most wonderful and the craziest young’un in the world” because Paul jumps off the boat to save Misty. He also rounds up the Phantom and her colt in the same day.* **80 points** = *Saves Misty. Rounds up the Phantom.*

4. Identify a quality of Paul’s character through his relationship to the Phantom. How does he show this quality? (Write-On) |CH|

**100 points** = *Paul is brave. He sees that Misty is drowning, so he jumps off the boat to save her. He cares about her and doesn't want her to drown. Jumping off the boat into the water is very dangerous, but Paul doesn't think about that. He only thinks about saving Misty, which shows that he is very brave and cares for Misty.* **90 points** = *Paul is brave because he jumps into the water to save Misty from drowning. He cares about her and doesn't want her to drown. Jumping off the boat is a dangerous thing to do.* **80 points** = *He is brave because he jumps off the boat.*

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

**Class Discussion** **TP****Strategy-Use Discussion**

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

Think-and-Connect Discussion	<ul style="list-style-type: none"> <li>– Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill.</li> <li>– Allow students time to discuss your questions.</li> <li>– Use <b>Random Reporter</b> to select students to respond to your questions.</li> </ul>
	Team Talk Extenders

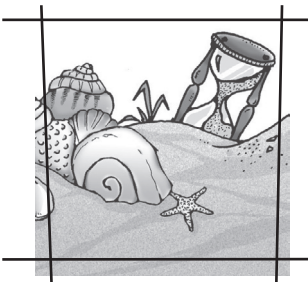
What conclusion can you draw about how Grandpa feels about Paul after he jumps off the boat to save Misty? Explain your answer.

Would you have jumped into the water to save Misty? Why or why not?

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- Award team celebration points.

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

Timing Goal: 5 minutes

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

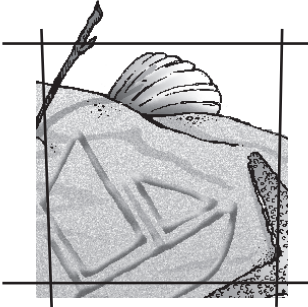
Student Edition, page 5

**Page 71 (paragraphs 1–10) or 77 (paragraphs 1–6)**

- 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 (homographs/multiple-meaning words) and the Word Treasure clue Captain Read More uses for homographs (the octopus).
- Use **Think-Pair-Share** to ask students if they were able to find the homograph from their vocabulary list. Randomly select a few students to share. *The word scrambled.*
- Display the graphic of the octopus. Write the word “scrambled” in the middle of the octopus. Use **Team Huddle** to have students discuss the meanings of the word. Use **Random Reporter** to select students to share answers, listing each definition on a different leg of the octopus. *Climbed fast on hands and knees; mixed together; undid the order of something/disarranged.*

tps

th



- 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 7 and 8

### Skill Practice

1. Read the following sentence.

The man tried to frame his enemy for the crime he had committed.

Which of the following sentences uses *frame* the same way?

- a. *The robber made a plan to steal the queen’s jewelry and frame her maid.*
- b. Brianne hung her painting inside a beautiful gold frame.
- c. The museum put a special frame around the masterpiece to protect it.
- d. Tina carefully selected a frame that fit her photo perfectly.

2. Read the following sentence.

The bug was so minute, the scientist needed a microscope to see it.

Which of the following sentences uses *minute* the same way?

- a. John asked his father to count how many laps he could swim in one minute.
- b. Each minute seemed to pass slower as George counted down to the end of the day.
- c. The race started off close, but Vickie beat the other runners by more than a minute.
- d. *Thumbelina was a minute little girl who slept in a bed made from a walnut shell.*

### Building Meaning

dependable	taunted	subdued	hindered
scrambled	hysterically	dejectedly	previous

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

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

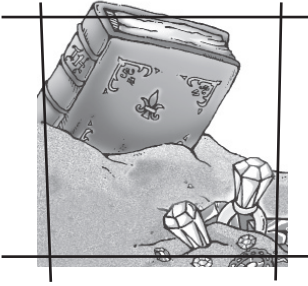
4. Jonas hung his head dejectedly and walked away when the coach told him he was cut from the team. *Dejectedly* means—

- a. *sadly, especially after a failure.*
- b. gladly, especially after a success.
- c. angrily, especially after a fight.
- d. calmly, especially after a nap.

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

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

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

**DAY 4****ACTIVE INSTRUCTION**

Timing Goal: 30 minutes

**Team Cooperation Goal**

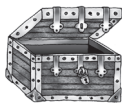
- Remind students of this lesson’s team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

**Set the Stage**

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

**Vocabulary **TP****

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

**Strategic Review**

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

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

What did we learn about Paul from his reaction to Misty in the water? Explain.

### Listening Comprehension

- Read page 83 aloud, stopping to ask questions, make points, or focus students' attention as needed.
- Use **Think-Pair-Share** to have students identify a quality of Maureen's character through her relationship with the Phantom's colt. Remind them to discuss details to support their answer. Randomly select a few students to share.

**What is a quality of Maureen's character that is revealed through her relationship with the Phantom's colt?** Wait for the students' responses. **Yes. Maureen is compassionate. She knows what it is like to be without a mother. She is worried that they won't be able to afford both the Phantom and her colt. She doesn't want the colt to grow up without her mother. She cares about the colt because she doesn't want it to ever know what it is like to live without a mother.**

- Tell students that they will continue to use characters' relationships to identify qualities of the characters as they read *Misty of Chincoteague*.

### 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.

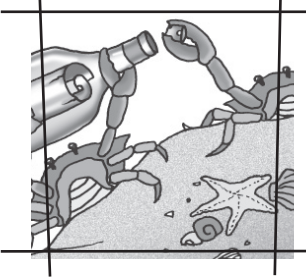
Student Edition, page 8

### Team Talk

1. Why do the men let Misty stay with the Phantom? |CE|
  - a. Misty is too young to be separated from her mother.
  - b. They are afraid the Phantom will go wild.
  - c. They think they can get a better price for both.
  - d. Misty will not leave the Phantom, and they give up.
2. What do you learn about Maureen from the reading? |CH|
3. Why does Paul name the colt Misty? |CE|

Team Talk *continued*

4. Identify a quality of Paul's character through his relationship to the Phantom and Misty. How does he show this quality? (Write-On) |CH|



## TEAMWORK

Timing Goal: 45 minutes

**Partner Reading** **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**  
**pages 86–88 aloud with partners.**  
**pages 89–91 silently.**
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

**Team Discussion** **TP**

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

## Team Talk

1. Why do the men let Misty stay with the Phantom? |CE|
  - a. *Misty is too young to be separated from her mother.*
  - b. They are afraid the phantom will go wild.
  - c. They think they can get a better price for both.
  - d. Misty will not leave the Phantom, and they give up.

Team Talk *continued*

2. What do you learn about Maureen from the reading? |CH|

**100 points** = *I learned that Maureen is determined to raise the money to buy the Phantom and her colt. She lets herself get pecked and scratched by chickens to help raise the money. She is willing to work and get hurt to buy the horses.* **90 points** = *I learned that Maureen is determined to raise the money to buy the Phantom and her colt. She is willing to work and get hurt to raise the money.* **80 points** = *Determined to raise money.*

3. Why does Paul name the colt Misty? |CE|

**100 points** = *Paul names the colt Misty because he can't tell what he is seeing as he chases it. One moment he thinks he has a colt, and the next moment it only looks like white mist with the sun on it. He says he keeps thinking "Misty" when he knows for sure that it is a colt.* **90 points** = *Paul names the colt Misty because he can't tell what he is seeing as he chases it. Sometimes he thinks it is a colt, and other times it looks like mist.* **80 points** = *Looks like mist when he chases it.*

4. Identify a quality of Paul's character through his relationship to the Phantom and Misty. How does he show this quality? (Write-On) |CH|

**100 points** = *Paul is determined. He thinks of a way to buy the Phantom and Misty. He knows he doesn't have all the money he needs. He thinks of a way to explain to the fire chief that he will have the rest of the money in four months. Paul does not give up trying to solve his problem.* **90 points** = *Paul is determined because he thinks of a way to buy the Phantom and Misty. He knows he doesn't have all the money he needs, so he thinks of a way to convince the fire chief to let him pay later. He does not give up.* **80 points** = *He is determined because he thinks of a way to buy the Phantom.*

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

### Class Discussion **TP**



#### Strategy-Use Discussion

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

### Think-and-Connect Discussion

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

#### Team Talk Extenders

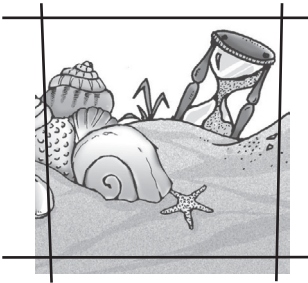
Do you think the fire chief will allow Paul to buy the Phantom and Misty? Why or why not?

Would you spend all that money to buy a wild pony and her colt? Why or why not?

- Award team celebration points.

### Write-On Discussion

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



## FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes

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

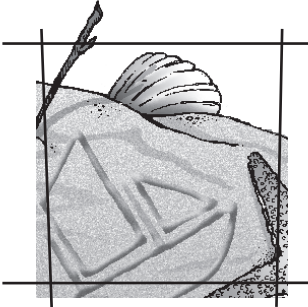
Student Edition, page 5

**Page 71 (paragraphs 1–10), 77 (paragraphs 1–6), or 90 (paragraphs 4–12)**

- 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.

- Remind students of the Word Power skill (homographs/multiple-meaning words) and the Word Treasure clue Captain Read More uses for homographs.
- Use **Think-Pair-Share** to prompt students about why Captain Read More wants them to learn homographs. Randomly select a few students to share. *Learning about homographs helps us stop and think about the meaning of the word.*
- Direct students' attention to the Word Power Challenge. Tell students that they will work in teams to identify the word that goes in both blanks. Point out that the words are homographs, so the same word will be used for both blanks.

### Word Power Challenge

Lila made a wish to meet her favorite movie \_\_\_\_\_ when she saw the shooting \_\_\_\_\_ soar across the sky.



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

Skill Practice

1. Read the following sentence.

The family waited at the entrance of the palace to see the royal family when they left their house.

Which of the following sentences uses *entrance* the same way?

- a. The performer used bright colors and amazing tricks to entrance his audience.
- b. The beautiful dresses served to entrance shoppers to enter the store.
- c. *Joe waited for Vinny at the entrance because he didn't want to track mud through the house.*
- d. The flashing lights and neon signs in the big city entrance some tourists from the country.

2. Read the following sentence.

The teacher liked to alternate her seating chart and have the students sit boy-girl-boy-girl.

Which of the following sentences uses *alternate* the same way?

- a. *The black and white squares on a checkerboard form a pattern because of the way they alternate.*
- b. When the lead actor got sick, the director asked for an alternate to play his role.
- c. The restaurant was out of Chung's favorite flavor of ice cream, so the waiter asked if he had an alternate choice.
- d. Joy packed an alternate change of clothes, in case she was too dressy and needed something more casual.

Building Meaning

dependable	taunted	subdued	hindered
scrambled	hysterically	dejectedly	previous

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

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

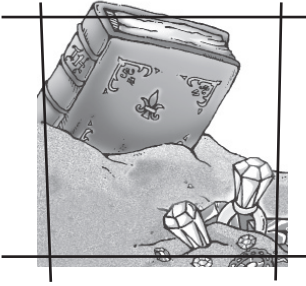
4. Choose the word that best fits in the blank.

Felipe laughed *hysterically* at each of the comedian's hilarious jokes.

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

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

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

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

Timing Goal: 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**

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



**In yesterday's reading, we saw the relationship Paul and Maureen had with the Phantom and Misty. Today we will find out more about Paul's relationship to the Phantom.**

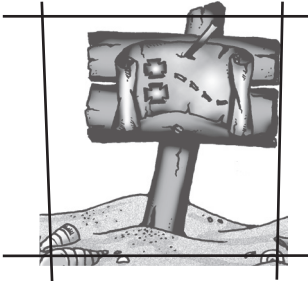
**Vocabulary TP**

- 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 #6 ask about characterization.
- Ask students to underline key words or phrases in question #6.
- Make sure that students understand that the test is independent work and that they should continue to use their strategies with sticky notes as they read without their partners' assistance.

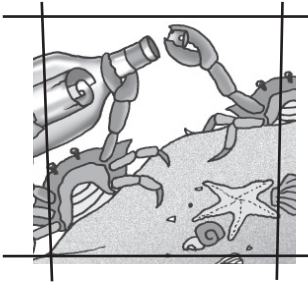
- Tell students to add any relevant events from this reading to their story maps and to do so without assistance.
- Remind students that they have 20 minutes for the test.



## TEST

Timing Goal: 20 minutes

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



## TEAMWORK

Timing Goal: 30 minutes

Teacher procedures for Teamwork vary with strategy instruction.

### Team Discussion **TP**

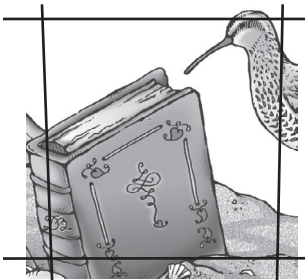
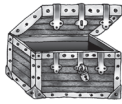
- Modify the procedures for Team Discussion to have students discuss independent strategy use and answers to the test. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use during Class Discussion.
- Pass out a colored pen (e.g., red or green ink)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



- Use **Random Reporter** to have students share additions they made to the targeted skill question.
- Award team celebration points.
- Have students share the information that they added to their story maps.

**Class Discussion TP**

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

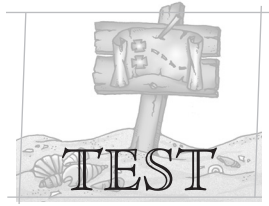


## BOOK CLUB

Timing Goal: 20 minutes

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

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



## Comprehension Questions

Read pages 92 and 93 of *Misty of Chincoteague*, and answer the following questions. The total score for comprehension questions equals 100 points.

**20 points**

1. Why does the Phantom turn around during the crossing? |CE|

**20 points** = *The Phantom turns around during the crossing because her colt can't swim. Misty is caught in a whirlpool and is drowning. The Phantom wants to save Misty.* **15 points** = *The Phantom turns around during the crossing because her colt can't swim and she wants to save it from drowning.* **10 points** = *Save it from drowning.*

**10 points**

2. How does Grandpa help Paul cross the channel? |CE|

- He takes his own boat out to Paul in the water.
- He calls to Paul so Paul can follow his voice.
- He throws Paul a rope and a life jacket.
- He calls in the National Guard to help.

**20 points**

3. Identify a quality of Paul's character through his relationship to the Phantom from earlier in this cycle's reading. How does he show this quality? |CH|

**20 points** = *Paul is brave. He jumps into the water to save Misty. Paul doesn't think about the danger he is in by jumping off the boat. He only cares about saving Misty.* **15 points** = *Paul is brave. He jumps into the water to save Misty.* **10 points** = *He is brave because he tries to save Misty.*

**20 points**

4. Does Grandpa know how important the race is to the children? How can you tell? |DC|

**20 points** = *Yes. Grandpa knows how important the race is to the children. I can tell because he convinces Grandma that the storm will arrive after the races, not before. She will not let them go if it is storming.* **15 points** = *Yes. Grandpa knows how important the race is to the children because he convinces Grandma to let them go.* **10 points** = *Yes. He convinces Grandma.*

**10 points**

5. On page 92, Grandpa says, "No one of sound mind ever buys a three-year-old wild pony." He says this because— |DC|

- he's not sure Paul and Maureen's plan is a good idea.
- he's jealous that Paul and Maureen have a plan.
- he can't hear Paul and Maureen talk about their plan.
- he refuses to listen to Paul and Maureen's plan.

20 points

6. Identify a quality of Paul's character through his relationship to the Phantom from today's reading. How does he show this quality? |CHI|

**20 points** = *Paul is stubborn. Grandpa tells him that he is worried about buying a wild pony, but Paul only thinks about what he wants. He thinks that he will only ever want the Phantom. He promises to look at the other colt pens, but he knows in his mind that he will only buy the Phantom and Misty.* **15 points** = *Paul is stubborn. Grandpa tells him that he is worried about buying a wild pony, but Paul doesn't listen to Grandpa. Paul knows that he will only buy the Phantom anyway.* **10 points** = *He is stubborn because he will only buy the Phantom and Misty.*

## 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

5 points

1. Read the following sentence.

The neighbors asked us to turn down the volume because our stereo was too loud.

Which of the following sentences uses *volume* the same way?

- The neighborhood pool holds a much larger volume of water than the small pool in my backyard.
- I asked Jennifer what letter the state started with so I was sure to check out the right encyclopedia volume.
- A can of soda holds a much smaller volume of liquid than a two-liter bottle.
- I had a hard time hearing the person next to me in the car because the volume on the radio was turned up so loud.*

5 points

2. Read the following sentence.

The men had very grave faces as they listened to the serious anchorman report the news about the war.

Which of the following sentences uses *grave* the same way?

- Every year, Ming-Li visits her mother's *grave* and leaves a bouquet of flowers.
- The father wore a very grave expression when he lectured his son about the dangers of drugs.*
- Simone cried uncontrollably as the coffin was lowered into the grave.
- Rhett took a shortcut through the cemetery but was careful not to step on a grave.

5 points

3. Read the following sentence.

The opera singer is able to project his deep voice to the back of the concert hall.

Which of the following sentences uses *project* the same way?

- a. *Actors learn how to project their voices so they can be heard by people in the back of the theater.*
- b. Gemma decided to build a volcano for her science fair project.
- c. At the end of each unit, Mrs. McGarvey assigns her students a project to test their knowledge.
- d. If he had the choice, Darrel would rather work alone on the project than in a group.

5 points

4. Read the following sentence.

Delilah’s boyfriend brought her a single red rose before their date Friday night.

Which of the following sentences uses *rose* the same way?

- a. When Mario heard his name called, he rose from his seat and went to receive his award.
- b. The tourists got soaked when the water rose up from the fountain unexpectedly.
- c. Sara smiled as she rose from her bed because she knew it was going to be a great day.
- d. *Dominique bought a new perfume that was scented with jasmine and rose.*

**Building Meaning**

dependable	taunted	subdued	hindered
scrambled	hysterically	dejectedly	previous

10 points

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

**10 points** = *Gabi’s mom is very dependable, and she can always be counted on for good advice.* **5 points** = *Gabi’s mom is very dependable, and she can always be counted on.* **1 point** = *Gabi’s mom is very dependable.*

10 points

6. Hunter crept away dejectedly after the group of boys wouldn’t let him enter their clubhouse.

10 points

7. Anxious to be the first to reach the top of the play set, Jordan scrambled up the slide, slipping as she climbed.

10 points

8. The thunderstorms and flash floods hindered the hikers’ progress as they climbed up the mountain. *Hindered* means—

- a. helped.
- b. *got in the way of.*
- c. improved.
- d. brought to an end.

**10 points**

9. Jayden thought his team would do well at the state championship because they had won all of their previous games. *Previous* means—
- preceding.*
  - easier.
  - later.
  - challenging.

**10 points**

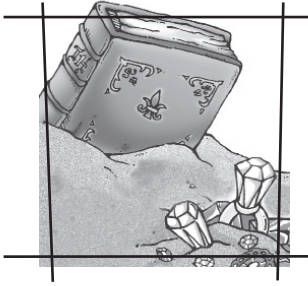
10. Marco refused to ride the bus because he was sick of being taunted by the rude bully.

**10 points**

11. Haley cried hysterically when she learned her dog had been hurt after he escaped from the yard. *Hysterically* means—
- gently.
  - without end.
  - without control.*
  - loudly.

**10 points**

12. In places like libraries and museums, it is important to speak in a subdued voice so you don't distract others.



**DAY 6**

# ACTIVE INSTRUCTION

Timing Goal: 25 minutes

## Set the Stage

- Introduce the writing goal.

**Today you will finish writing your short story about a pony that was separated from the rest of the herd when the Spanish galleon shipwrecked off the coast of Assateague Island. You planned your stories and wrote the beginning of them last cycle in class. Today you will write the middle and end.**

## 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 the middle and end of a story, by telling students about rising action, climax, and resolution.

**At the beginning of the story, you introduced your pony and what happened to it. Now you have to write a middle that describes the pony’s adventures trying to solve the problem and an end that includes the solution. The middle of your story will have rising action. These are the plot events that lead to the climax and the solution. The climax is the turning point in the story. It is also often the most exciting part of the story. The events after the climax are called the resolution. They describe how the problem was solved and what happened afterward.**

- Display the following chart.

Blackline master provided.

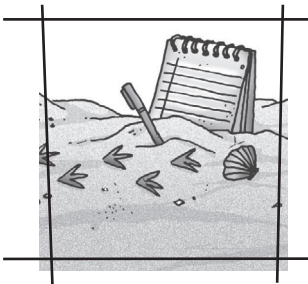
Rising action: Climax: Resolution:
--



- Ask students to think back about part I of *Misty of Chincoteague*, and the story about the Spanish galleon. Use **Random Reporter** to ask students for information to fill in the three parts of the story.

We have discussed the elements of story structure, but we will concentrate on three specific parts of a story. Remember that the rising action is the action leading up to the climax. In the story about the Spanish galleon, what are some of the events leading to the climax? *The winds go calm as the ship approaches a storm. The stallion in the hold neighs and begins panicking. He tries to escape his pen to rescue the mares, and the mares start panicking too. The seas get rough and toss the ship. The ship begins to crack apart.* **Great! Now, what is the climax of these events?** *The ship runs aground on a shoal and breaks apart. The ponies escape and swim. Everyone on the ship drowns except the ponies. They reach dry land.* **What is the resolution and solution to the problem?** *The ponies are on Assateague Island. They learn there are no humans there, and there is plenty of food. They are free to roam the island.* **Excellent.**

- Tell students that the rising action, climax, and resolution help make stories more exciting and fun to read. Remind students that they will be writing the middle and end of their stories. Point out that they should make the middle and ending exciting and fun to read.



## ADVENTURES IN WRITING

Timing Goal: 65 minutes

### Planning

- Introduce the activity.

**Remember that today you will finish writing your stories by writing the middle and end. You planned your stories and wrote the beginning last week.**



- 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 9

### Writing Prompt

You will finish writing your stories about a pony that was separated from the rest of the herd after the Spanish galleon sank. The middle describes the pony's adventures and how it works to solve the problem. The end tells how the pony solves its problem. You will include details that make your story exciting and fun to read. When you finish writing the middle and end, you will combine the beginning, middle, and end to share with the class.

Scoring Guide	
You finished writing a short story about one of the ponies aboard the shipwrecked Spanish galleon.	<b>25 points</b>
The middle of your story describes the pony's adventures and how it works to solve the problem.	<b>30 points</b>
The end explains how the pony solves the problem.	<b>30 points</b>
You include details that make your story exciting and fun to read.	<b>15 points</b>

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

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

**Title:** *Swim for Your Life!*

Beginning

The Spanish galleon sinks in the violent storm.

The pony swims for her life.

She hears the other ponies neighing, but cannot see them.

She washes ashore far up the coast.



Middle

The lost pony calls for her herd but realizes she is alone.

Some Indians find her and give her food.

She allows them to catch her and ride her.

She is happy but lonely for other ponies.

The Indians bring her to visit another tribe down the coast.

She sees the other ponies across the channel on Assateague.



End

The lost pony neighs in excitement.

She bucks and fights against her rope halter.

She leaps in the channel and swims to the other ponies.

The Indians wish her a happy life with the other wild ponies.

### 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.
- Tell students that the details they provide will help make events in their stories more exciting.

**Remember that the middle part of your story has the rising action. The plot events need to lead to the exciting climax. Details help make story events more exciting and interesting.**

- Display the following excerpts. Ask volunteers to read the excerpts aloud.

Blackline master provided.

#### **Excerpt 1**

The lost pony called for the herd, but she heard no reply. She could not smell the herd or see them along the beach.

#### **Excerpt 2**

The lost pony called wildly for the herd, but she heard no reply. All the sounds she heard were different from anything she heard before. She tried sniffing the wind, hoping to smell the familiar smell of the herd, but nothing. She smelled the ocean, grass, and other things, but they did not comfort her. She ran up and down the beach and inland, but could not see signs of other ponies.



- Ask students how the two excerpts are similar and different. Use **Random Reporter** to share responses. *The excerpts are similar because they tell about the same event. The lost pony is on the beach and cannot find her herd. They are different because the second excerpt gives more detail. It tells what the pony does. I can figure out how she feels.*
- Tell students to make sure they include details that make their stories exciting, fun, and interesting.
- While they have their plans in front of them, have students review their ideas with partners and begin to write.
- Remind students to periodically check their writing against the prompt and scoring guide to make sure they are meeting the goal for the activity.
- Monitor students as they begin working. Give specific feedback to reinforce good drafting, and assist students as needed.
- As students complete their drafts, have them read their writing aloud to a partner to see that it includes the intended ideas and makes sense.
- Ask one or two students to share their first drafts with the class to celebrate.

### **Sharing, Responding, and Revising**

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

## Editing

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

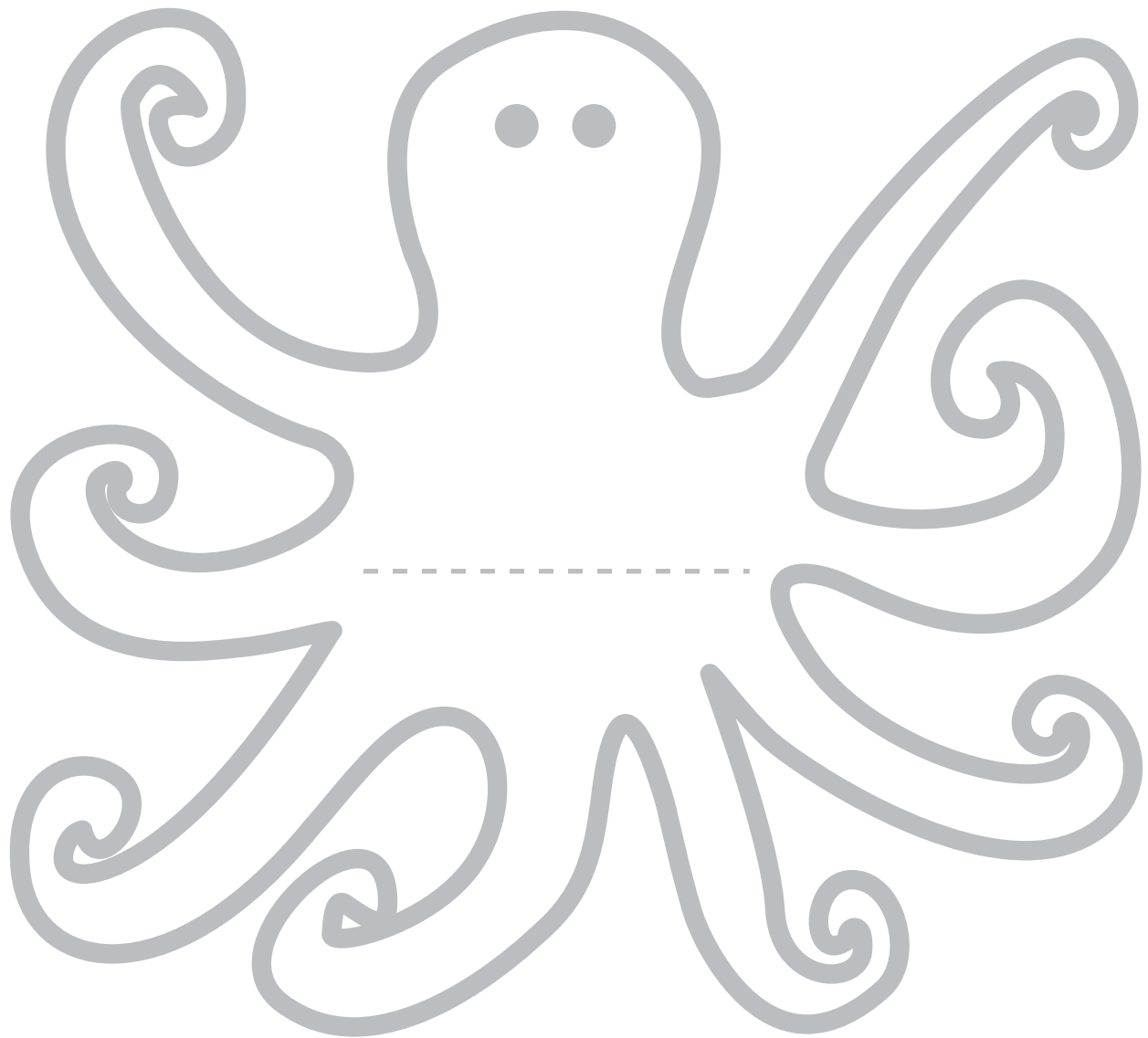
**You began writing this story last cycle and checked your story for spelling and capitalization errors. You should check your stories this cycle to make sure you are consistent. Make sure to correct any errors in spelling of places, such as Assateague and Chincoteague, or in capitalization. You do not want to have a word capitalized or spelled correctly in one place, but incorrectly in another.**

- 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 beginning, middle, and end of their stories before sharing them with the class.
- Ask students to begin rewriting, and assist them as needed.
- When they are finished, have students read over their writing and then read it aloud to their partners as a final check.
- Celebrate by asking one or two volunteers to share their work with the class.
- Collect and score the completed writing activities.

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



Rising action:

Climax:

Resolution:

## **Excerpt 1**

The lost pony called for the herd, but she heard no reply. She could not smell the herd or see them along the beach.

## **Excerpt 2**

The lost pony called wildly for the herd, but she heard no reply. All the sounds she heard were different from anything she heard before. She tried sniffing the wind, hoping to smell the familiar smell of the herd, but nothing. She smelled the ocean, grass, and other things, but they did not comfort her. She ran up and down the beach and inland, but could not see signs of other ponies.

# Story Map



**Title:** Misty of Chincoteague, cycle 2

**Characters:**

Paul and Maureen Beebe  
the Phantom  
Grandma and Grandpa Beebe  
the Pied Piper  
Misty  
the fire chief

**Setting:**

**Where:** the ocean  
Assateague Island  
Chincoteague Island  
**When:**

**Problem:**

Paul and Maureen want to catch and buy the Phantom on Pony Penning Day. Catching the Phantom is very difficult.

The ponies first come to Assateague when the ship carrying them wrecks near the beach during  
**Event:** a storm.

**Event:** Paul and Maureen work hard to save enough money to buy the Phantom on Pony Penning Day.

**Event:** Paul finds the Phantom and her colt and helps them swim to Chincoteague on Pony Penning Day.

**Event:**

**Event:**

**Solution:**

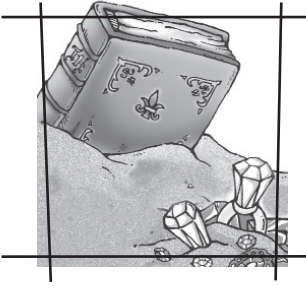


**CYCLE 3**

## Instructional Objectives

	Reading	Word Power	Writing
	<b>Cause and effect (CE)</b>	<b>Base word and ending</b>	<b>Write a radio commercial.</b>
<b>CYCLE 3</b>	Students will analyze events and situations in the story to determine the causes of characters' feelings and actions.	Students will break words into base word and ending and use the endings <i>-al</i> , <i>-ly</i> , <i>-ing</i> , and <i>-ed</i> to increase their understanding of words.	Students will write radio commercials encouraging the people of Chincoteague to come to the horse race.



**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 story, author, and reading objective.

**This cycle we will continue to read *Misty of Chincoteague* by Marguerite Henry. As we read, we'll notice how the two main characters' feelings and actions are caused by the situations and events in the story. Good readers do this to understand how the events and situations in a story affect the characters.**

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

- Point out that the story is literature, or have students explore the story to figure out that it is literature. Review how literature differs from informational text.

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

Word and Page Number	Identification Strategy	Definition	Sentence
<b>breathlessly</b> page 98	base word + ending + ending: breath + less + ly	without breath, as from excitement or exercise	After running and hiding from the police, one of the bank robbers <i>breathlessly</i> whispered, “I think we’re safe.”
<b>pelting</b> page 100	base word + ending: pelt + ing	hitting with	Pablo’s older brothers were <i>pelting</i> him with snowballs.
<b>nudged</b> page 102	base word + ending: nudg(e) + ed	gently pushed	To get Sally’s attention, Geena softly <i>nudged</i> her shoulder.
<b>steadied</b> page 108	base word + ending: stead(y) + i + ed	made firm	The bobsled team <i>steadied</i> themselves by holding tightly to the sides of the sled.
<b>occasional</b> page 110	base word + ending: occasion + al	every now and then, off and on	I drive in the city every day, but my drives out to the country are only <i>occasional</i> .
<b>impulse</b> page 111	chunk: im-pulse	sudden desire	Molly felt the <i>impulse</i> to go shopping, so she dropped her homework and headed to the mall.

Word and Page Number	Identification Strategy	Definition	Sentence
<b>ecstasy</b> page 112	chunk: ec-sta-sy	overwhelming delight	<i>Ecstasy</i> for me is playing baseball, which is my favorite thing to do.
<b>lodged</b> page 125	base word + ending: lodg(e) + ed	got stuck	When the clump of food <i>lodged</i> in the pipe, the water in the sink wouldn't drain properly.

### Using the Targeted Skill (Independent Use)



- Review the skill, identifying causes of feelings and actions, by using **Think-Pair-Share** to have students discuss times they felt nervous. Have students describe the times and think about the causes of their nervousness. Randomly select a few students to share.

**Think about a time when you were nervous. Maybe it was before a big test, or the night before an important sports game. Why were you nervous?** Wait for students' responses.



- Use a **Think Aloud** to tell students that sometimes, situations or events cause us to feel or act certain ways. Explain that this happens to characters in stories too.

**You just identified the causes of your nervousness. Sometimes situations or events cause us to feel or act certain ways. I know that this does not just happen to people, but to characters in stories too. Sometimes it can be hard to figure out why a character feels or acts the way he or she does. When I'm not sure, I think about the events and details in the story. These events and details are what cause the character's feelings and actions. That means I am looking for cause-and-effect relationships to help me know more about the character.**

- Connect the reading goal with the text. Explain that as they continue reading *Misty of Chincoteague* this cycle, students will identify how certain events in the story cause Paul and Maureen to do certain things and feel certain ways.

### Listening Comprehension

- Pose questions about the prior reading to students, and use **Think-Pair-Share** to have them review what has happened so far in *Misty of Chincoteague*.

**Why are Paul and Maureen excited for Pony Penning Day? What happens on Pony Penning Day? What do Paul and Maureen plan to do to get Phantom and Misty?**



- Read pages 95–97 (paragraph 9) aloud. Use **Team Huddle** to have students identify the cause of Paul’s actions in the Pony Pen.

**Paul acts differently in the Pony Pen. He is very still and very quiet. What emotion is Paul feeling?** Wait for students’ responses. **Right. Paul is afraid. With your teams, discuss how Paul is acting and what causes him to act the way he does.**

- Use **Random Reporter** to have students identify a cause-and-effect relationship.

**Now that you’ve had a chance to talk about it with your teams, how does Paul act in the Pony Pen, and why?** Wait for students’ responses. **Yes. Paul stands very still and speaks very quietly because he is afraid of the Pied Piper. He knows the Pied Piper could easily hurt him, so fear causes him to be so still and quiet.**

- Remind students to look for the causes of Paul’s and Maureen’s actions in the story as they read.

### Preview Team Talk

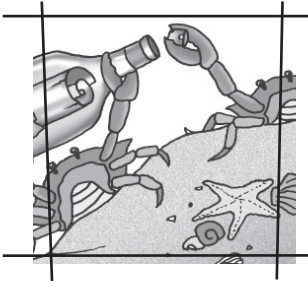
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #2, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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.

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### Team Talk

1. Why do you think the Pied Piper bunches his mares behind him when another stallion approaches? |DC|
2. What causes Paul and Maureen’s anger in this section? Explain your answer. (Write-On) |CE|
3. Which of the following is an example of a simile? |FL|
  - a. “They’re children, lost and scared.”
  - b. “...the masts of the fishing boats formed spider-thin lines...”
  - c. “...they’re as close packed as oysters in a barrel!”
  - d. “They felt very young and foolish...”
4. Paul is more concerned with talking to the fire chief than with answering questions from the crowd. What does this tell you about his character? |CH|

- Randomly assign team leaders.



# TEAMWORK

Timing Goal: 45 minutes

## Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**  
**pages 97 (last paragraph)–99 aloud with partners.**  
**pages 100–102 silently.**
- If some partners finish reading ahead of their teammates, have them begin looking over the Team Talk questions.

## Team Discussion **TP**

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

### Team Talk

1. Why do you think the Pied Piper bunches his mares behind him when another stallion approaches? |DC|

**100 points** = *I think the Pied Piper bunches his mares behind him when another stallion approaches to show that they are his. The Pied Piper wants to protect his family.* **90 points** = *I think the Pied Piper bunches his mares behind him because he wants to protect his family.* **80 points** = *He wants to protect his family.*

2. What causes Paul and Maureen's anger in this section? Explain your answer. (Write-On) |CE|

**100 points** = *Paul and Maureen are angry because they do not like the way the colts were being treated. They think the colts are lost, scared, and hungry.* **90 points** = *Paul and Maureen are angry because they do not like the way the colts are being treated.* **80 points** = *They don't like the way the colts are treated.*

Team Talk *continued*

3. Which of the following is an example of a simile? (FL)
  - a. “They’re children, lost and scared.”
  - b. “...the masts of the fishing boats formed spider-thin lines...”
  - c. “...they’re as close packed as oysters in a barrel!”
  - d. “They felt very young and foolish...”
  
4. Paul is more concerned with talking to the fire chief than with answering questions from the crowd. What does this tell you about his character? (CHI)
 

**100 points** = *I can tell Paul is a kind person who cares more about the health of the ponies than his own fame.* **90 points** = *This tells me that Paul cares more about the ponies than being famous.* **80 points** = *He cares about the ponies.*

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

**Class Discussion** **TP**

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



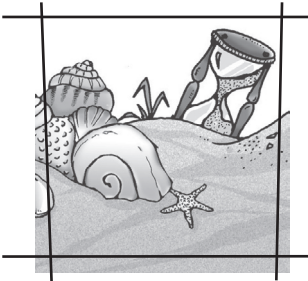
Strategy-Use Discussion	<ul style="list-style-type: none"> <li>– Use <b>Random Reporter</b> to select two or three students to describe their team’s strategy use with the class.</li> <li>– Award team celebration points.</li> </ul>
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Think-and-Connect Discussion	<ul style="list-style-type: none"> <li>– Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill.</li> <li>– Allow students time to discuss your questions.</li> <li>– Use <b>Random Reporter</b> to select students to respond to your questions.</li> </ul>
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Think-and-Connect Discussion	Team Talk Extenders	<p>Paul and Maureen offer to take care of the ponies. Have you ever cared for an animal? Was it hard work? Explain.</p> <p>Paul and Maureen feel young and foolish after the fire chief explains how colts learn to grow up. If you were Paul or Maureen, would you have been embarrassed? Why or why not?</p> <p>Have you ever been so worried or upset by the way someone else was doing things that you took matters into your own hands? Tell about it.</p>
<ul style="list-style-type: none"> <li>– Award team celebration points.</li> </ul>		

Write-On Discussion

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



## FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes



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

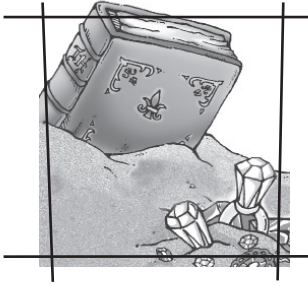
### Page 100 (paragraphs 1–7)

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

#### Team Celebration Points

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

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



## DAY 2

## ACTIVE INSTRUCTION

Timing Goal: 30 minutes

## Team Cooperation Goal

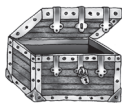
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

## Set the Stage

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

Vocabulary **TP**

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



## Strategic Review

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



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

What is Paul and Maureen's reaction to how the colts were being treated? Explain.

### Listening Comprehension



- Read pages 103–105 (paragraph 5) aloud. Use **Team Huddle** to have students identify what causes Paul to disobey the fire chief. Use **Random Reporter** to select students to share their responses.

**We just heard the fire chief order everyone to go home and get out of the storm. Does Paul listen to the fire chief? Wait for students' responses. No. He does not listen to the fire chief. Why doesn't he listen? What does he do instead? With your teams, discuss what causes Paul to ignore the fire chief's orders to go home. Paul is worried about Misty. He wants to protect her from the storm.**

- Remind students to look for causes of the characters' feelings and actions as they read.

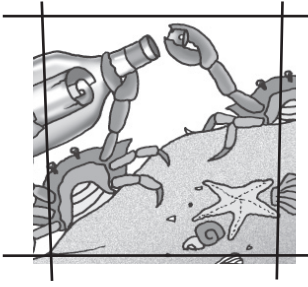
### Preview Team Talk

- 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 12

#### Team Talk

1. Why do you think Grandpa brings the Phantom and Misty to shelter? |DC|
2. What causes Paul to have the best moment of his life? (Write-On) |CE|
3. Which of the following describes how Paul changes during this section? |CH|
  - a. frightened to confused
  - b. confident to happy
  - c. confident to frightened
  - d. frightened to happy
4. Compare how Paul and the ponies feel about each other at the beginning of the night with how they feel about each other at the end. |CC|



# TEAMWORK

Timing Goal: 45 minutes

## Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**  
**pages 105–110 (last paragraph) aloud with partners.**  
**pages 111–113 silently.**
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

## Team Discussion **TP**

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

### Team Talk

1. Why do you think Grandpa brings the Phantom and Misty to shelter? |DC|

*(Answers will vary. Accept supported answers.)* **100 points** = I think Grandpa brings the Phantom and Misty to shelter because he knows Paul will look for them. He does not want Paul to get hurt trying to save them.

**90 points** = I think Grandpa brings the ponies to shelter because he knows Paul will look for the ponies, and he does not want him to get hurt.

**80 points** = He knows Paul will look for them, and he doesn't want him to get hurt.

2. What causes Paul to have the best moment of his life? (Write-On) |CE|

**100 points** = Paul has the best moment of his life when the Phantom eats the tobacco from his hand. He is amazed that such a wild animal can be so calm around him, and he is happy to be growing closer to Misty and the Phantom. **90 points** = Paul has the best moment of his life when the Phantom eats from his hand. He is happy to be growing closer to Misty and the Phantom. **80 points** = The Phantom eats from his hand.

Team Talk *continued*

3. Which of the following describes how Paul changes during this section? |CH|
  - a. frightened to confused
  - b. confident to happy
  - c. confident to frightened
  - d. *frightened to happy*

4. Compare how Paul and the ponies feel about each other at the beginning of the night with how they feel about each other at the end. |CC|

**100 points** = *At the beginning of the night, Paul and the ponies are afraid of each other. At the end of the night, they are comfortable together and they trust each other.* **90 points** = *In the beginning, they are afraid of each other. In the end, they are comfortable and trust each other.* **80 points** = *At first, they are afraid. Then they trust each other.*

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

**Class Discussion TP**



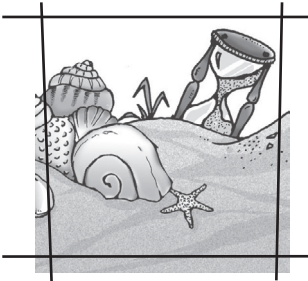
Strategy-Use Discussion	<ul style="list-style-type: none"> <li>– Use <b>Random Reporter</b> to select two or three students to describe their team’s strategy use with the class.</li> <li>– Award team celebration points.</li> </ul>
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Think-and-Connect Discussion	<ul style="list-style-type: none"> <li>– Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill.</li> <li>– Allow students time to discuss your questions.</li> <li>– Use <b>Random Reporter</b> to select students to respond to your questions.</li> </ul>
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Think-and-Connect Discussion	Team Talk Extenders	<p>Do you think Paul does the right thing by ignoring the fire chief’s orders? Should he put himself in so much danger? Why or why not?</p> <p>Paul bonds with the Phantom. Have you ever bonded with an animal? Do you have a pet you feel close to? Explain.</p> <p>Paul puts the safety of Misty and the Phantom ahead of his own. Is this a smart decision? Why or why not?</p>
		– 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**

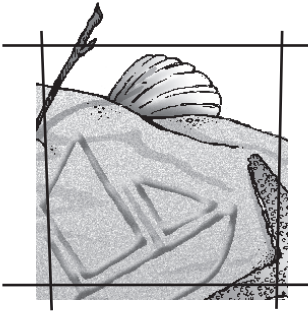
Timing Goal: 5 minutes

- 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 11

### Page 111 (paragraphs 3–5)

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

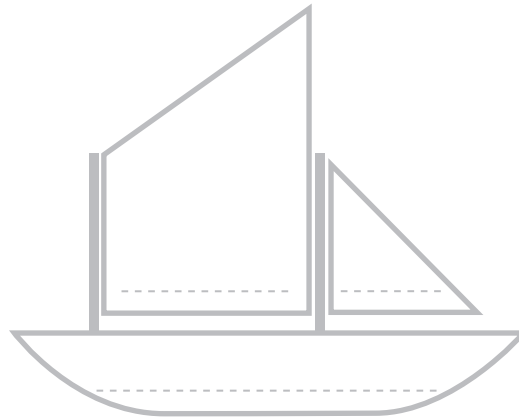


## WORD POWER **TP**

Timing Goal: 10 minutes

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

Blackline master provided.



**tps**

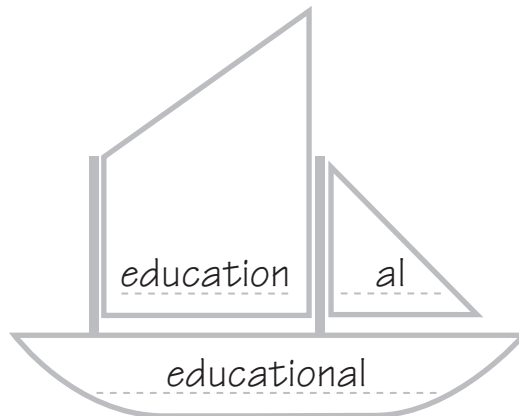
- Use **Think-Pair-Share** to have students tell you what they think the Word Treasure clue means. Randomly select a few students to share.
- Reveal the Word Treasure (skill).

### Word Treasure

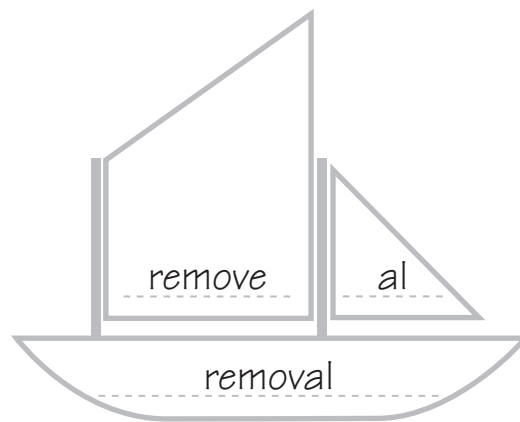
Some base words have additional endings.

If you're having trouble reading these words, first read the base word, next read the ending, and then read the whole word and figure out its meaning.

- Write the word “educational” on the board. Use **Think-Pair-Share** to have students separate the base word from the suffix. Randomly select a few students to share. Write the base word and the suffix on the appropriate sails.



- Use the word parts written in the sails to pronounce the word *educational*. Have students say the word with you.
- Explain that endings, or suffixes, change the meaning of the base words they are attached to. Tell students that suffixes can help us define a word.
- Explain that the suffix *-al* means relating to, activity, or the result of an action. Tell students that this suffix changes word meanings to form descriptive words. Point out that *educational* means relating to education, like an educational movie.
- Tell students that sometimes the base word needs to be changed in order to add this suffix. Tell them that we use the scrubber tool to scrub out or erase the final *e* at the end of certain words. Demonstrate this on the board with the word *removal*. Erase or cross out the *e* at the end of *remove*.



- Tell students that this word describes the activity of removing something.
- Tell students that Captain Read More has found several words with suffixes in their vocabulary list this cycle. Review the endings *-ly*, *-ing*, and *-ed* by providing examples, showing division between base word and ending, and giving the word meaning. Create a chart if necessary:

Ending	Meaning	Example	Word Parts	Word Meaning
<i>-ly</i> (pronounced lee)	in the manner of	nicely	nice + ly	in a nice manner
<i>-ing</i>	activity, result of an activity	piercing	pierc(e) + ing	activity of making a hole
<i>-ed</i>	occurred in the past	danced	danc(e) + ed	did dance

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

**Skill Practice**

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

1. herbal *herb + al; having to do with herbs*
2. amusing *amuse + ing; giving amusement, causing to be amused*

**Building Meaning**

breathlessly	pelting	nudged	steadied
occasional	impulse	ecstasy	lodged

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

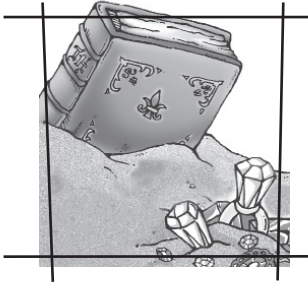
**100 points** = The sentence uses the word correctly and includes details to create a mind movie. **90 points** = The sentence uses the word correctly and includes one detail. **80 points** = The sentence uses the word correctly.

4. Brandi could hear the hard sleet pelting the windows as the center of the storm got closer to her house. *Pelting* means—
  - a. tapping.
  - b. hitting.
  - c. rubbing.
  - d. painting.



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

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



## DAY 3

## ACTIVE INSTRUCTION

Timing Goal: 30 minutes

## Team Cooperation Goal

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

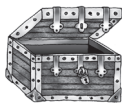
## Set the Stage



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

Vocabulary **TP**

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



## Strategic Review

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



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

How does Paul's relationship with the ponies change during the storm?

### Listening Comprehension

- Read page 114 aloud. Use **Think-Pair-Share** to have students identify what causes Paul to ignore Grandpa. Randomly select a few students to share.

**When Grandpa tries to wake Paul up in the morning, Paul ignores him. Turn to your partners, and discuss why Paul does not want to wake up.**

*Paul wants to stay asleep because he is so happy. He had such a good night that he thinks he might be dreaming.*

- Continue reading pages 115 and 116 aloud. Remind students to look for causes of the characters' feelings and actions as they read.

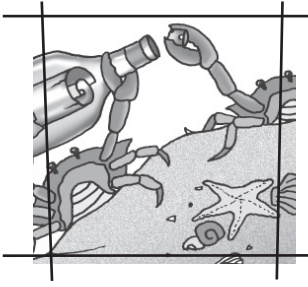
### Preview Team Talk

- 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 13

### Team Talk

1. Have any of the colts changed since they were rounded up? Support your answer. |CC|
2. What happens **after** Maureen sees the sold rope around Misty's neck? |SQ|
  - a. Maureen convinces the fire chief to sell Misty to her and Paul instead.
  - b. Maureen finds the fire chief and yells at him for selling Misty.
  - c. Maureen takes off the sold rope and puts her own sold rope on Misty.
  - d. Maureen cries for the Phantom to pull the rope off of Misty.
3. If the fire chief knew Paul and Maureen wanted to buy Misty and the Phantom, he— |CE|
  - a. would not have sold the ponies to Mr. Foster.
  - b. would have sold the ponies to Mr. Foster anyway.
  - c. would have given them the ponies for free.
  - d. would not have given the ponies new names.
4. What causes Maureen to feel sorry for Tom? Explain your answer. (Write-On) |CE|



# TEAMWORK

Timing Goal: 45 minutes

## Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**  
**pages 117–119 aloud with partners.**  
**pages 120–122 silently.**
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

## Team Discussion **TP**

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

### Team Talk

1. Have any of the colts changed since they were rounded up? Support your answer. |CC|

**100 points** = Yes. Some of the colts have changed since they were rounded up. They have begun to grow up and have learned how to eat for themselves. Only some of the colts are still frightened. **90 points** = Yes. Some of the colts have changed since they were rounded up. Some of them have learned how to eat for themselves. **80 points** = Yes. Some of them have learned how to eat.

2. What happens **after** Maureen sees the sold rope around Misty's neck? |SQ|
  - a. Maureen convinces the fire chief to sell Misty to her and Paul instead.
  - b. Maureen finds the fire chief and yells at him for selling Misty.
  - c. Maureen takes off the sold rope and puts her own sold rope on Misty.
  - d. Maureen cries for the Phantom to pull the rope off of Misty.

Team Talk *continued*

3. If the fire chief knew Paul and Maureen wanted to buy Misty and the Phantom, he— |CE|
  - a. *would not have sold the ponies to Mr. Foster.*
  - b. would have sold the ponies to Mr. Foster anyway.
  - c. would have given them the ponies for free.
  - d. would not have given the ponies new names.
  
4. What causes Maureen to feel sorry for Tom? Explain your answer. (Write-On) |CE|

**100 points** = *Maureen feels sorry for Tom because she thinks he does not know what it feels like to ever really want something. He does not understand how important buying the Phantom and Misty is to her and Paul.* **90 points** = *Maureen feels sorry for Tom because she thinks he does not know what it feels like to really want something, and he does not understand how important the ponies are.* **80 points** = *He does not understand how she feels.*

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

**Class Discussion TP**

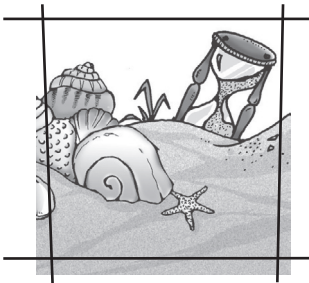


Strategy-Use Discussion	<ul style="list-style-type: none"> <li>– Use <b>Random Reporter</b> to select two or three students to describe their team’s strategy use with the class.</li> <li>– Award team celebration points.</li> </ul>
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Think-and-Connect Discussion	<ul style="list-style-type: none"> <li>– Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill.</li> <li>– Allow students time to discuss your questions.</li> <li>– Use <b>Random Reporter</b> to select students to respond to your questions.</li> </ul>	
	<table border="1" style="width: 100%;"> <tr> <td style="background-color: #cccccc; vertical-align: middle;">Team Talk Extenders</td> <td> <p>Have you ever wanted anything as badly as Paul and Maureen want Misty? What did you want, and what did you do to get it?</p> <p>What do you think Maureen would have done if Mr. Foster had bought only Misty and not the Phantom as well? What would you have done if you had been Maureen?</p> </td> </tr> </table> <ul style="list-style-type: none"> <li>– Award team celebration points.</li> </ul>	Team Talk Extenders
Team Talk Extenders	<p>Have you ever wanted anything as badly as Paul and Maureen want Misty? What did you want, and what did you do to get it?</p> <p>What do you think Maureen would have done if Mr. Foster had bought only Misty and not the Phantom as well? What would you have done if you had been Maureen?</p>	

## Write-On Discussion

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



## FLUENCY IN FIVE **TP**

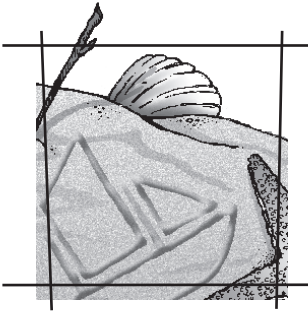
Timing Goal: 5 minutes

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

Student Edition, page 11

### Page 111 (paragraphs 3–5) or 121 (paragraphs 2–6)

- 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.



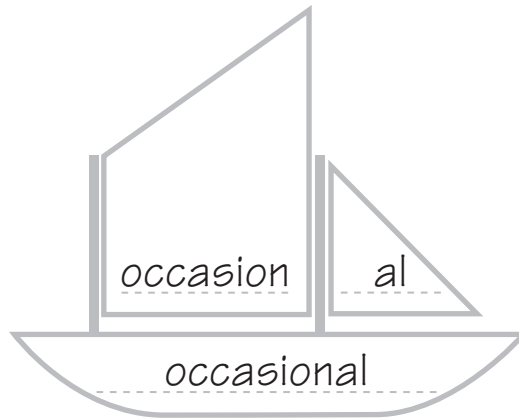
## WORD POWER TP

Timing Goal: 10 minutes

- Remind students of the Word Power skill (base word and ending) and, if necessary, the Word Treasure clue Captain Read More uses (big sail + little sail). Have students identify the suffixes they are working with in this cycle (-al, -ly, -ing, and -ed).
- Use **Think-Pair-Share** to have students look at their vocabulary list and find words that have these endings. Randomly select a few students to share. *Breathlessly, pelting, nudged, steadied, occasional, lodged.*
- Remind students that they are working with the scrubber this week. Point out that the base words *nudge* and *lodge* both have a final *e* that needs to be scrubbed off to add the *-ed*.
- Have students practice applying the new suffix *-al*. Display the sail clue, and write the word “occasional” on the bottom of the boat. Use **Team Huddle** to have students identify the base word and ending. Use **Random Reporter** to select students to respond. Write “occasion” on the big sail and “al” on the little sail.

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- Use **Team Huddle** to have students use the suffix to define the word. Use **Random Reporter** to select students to share. *Every now and then, off and on.*
- 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 13

## Skill Practice

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

1. additional *addition + al; extra*
2. probably *probabl~~e~~ + ly; probable to happen, likely*

## Building Meaning

breathlessly	pelting	nudged	steadied
occasional	impulse	ecstasy	lodged

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

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

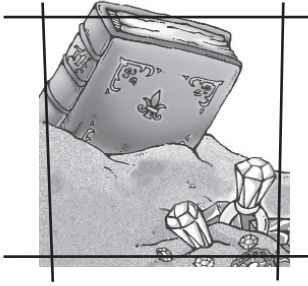
4. Choose the word that best fits in the blank.

After running the marathon, Chad breathlessly reached for a bottle of water to cool down his body.

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

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

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

**DAY 4****ACTIVE INSTRUCTION**

Timing Goal: 30 minutes

**Team Cooperation Goal**

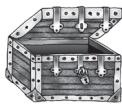
- Remind students of this lesson’s team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

**Set the Stage**

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

**Vocabulary **TP****

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

**Strategic Review**

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



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

How does Maureen react to finding out Misty has been sold?

### Listening Comprehension

- Read pages 123 and 124 aloud. Use **Think-Pair-Share** to have students identify how Paul and Maureen feel, and why. Randomly select a few students to share.

**Paul and Maureen have looked forward to this day for a long time, but they are not enjoying it. Why aren't they having any fun? Turn to your partners and discuss how Paul and Maureen are feeling, and why.** *Paul and Maureen are unhappy because they were not able to buy Misty or the Phantom. They cannot stop thinking about losing the ponies.*

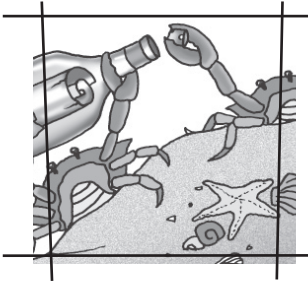
### Preview Team Talk

- 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 13

### Team Talk

1. What causes Paul, Maureen, and Grandpa not to be able to eat? Explain your answer. (Write-On) |CE|
2. Do Paul and Maureen enjoy the bronco busting? How can you tell? |DC|
3. Whom do Paul and Maureen blame for their problems? Explain your answer. |DC|
4. Paul and Maureen might be interested in Mr. Foster because— |CE|
  - a. he is from Norfolk.
  - b. he has a son about their age.
  - c. he bought Misty and the Phantom.
  - d. his son won the raffle.



# TEAMWORK

Timing Goal: 45 minutes

## Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**  
**pages 125–127 (paragraph 1) aloud with partners.**  
**pages 127 (paragraph 2)–129 silently.**
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

## Team Discussion **TP**

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

### Team Talk

1. What causes Paul, Maureen, and Grandpa not to be able to eat? Explain your answer. (Write-On) |CE|

**100 points** = Paul, Maureen, and Grandpa are not able to eat because they do not have an appetite. They are all so upset about losing Misty and the Phantom that none of them can eat the good food. **90 points** = Paul, Maureen, and Grandpa are not able to eat because they are so upset about losing the ponies. **80 points** = They are too upset. They have no appetite.

2. Do Paul and Maureen enjoy the bronco busting? How can you tell? |DC|

**100 points** = No. Paul and Maureen do not enjoy the bronco busting. I can tell because they do not laugh or cheer like everyone else. **90 points** = No. They do not enjoy the bronco busting. They do not laugh or cheer. **80 points** = No. They do not laugh or cheer.

Team Talk *continued*

3. Whom do Paul and Maureen blame for their problems? Explain your answer. |DC|

**100 points** = *Paul and Maureen blame themselves for their problems. Paul is angry at himself. He thinks they would not have this problem if he never rounded up Misty and the Phantom in the first place. Maureen thinks she should have gone to buy the ponies an hour earlier.* **90 points** = *Paul and Maureen blame themselves for their problems. Paul wishes he had never gone on the roundup, and Maureen thinks she should have tried to buy the ponies earlier.* **80 points** = *They blame themselves. They should have done things differently.*

4. Paul and Maureen might be interested in Mr. Foster because— |CE|
- he is from Norfolk.
  - he has a son about their age.
  - he bought Misty and the Phantom.*
  - his son won the raffle.

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

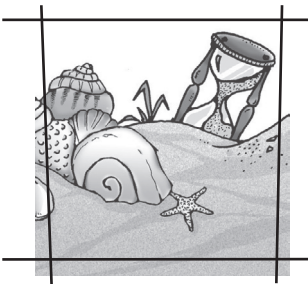
**Class Discussion** **TP**

## Strategy-Use Discussion

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

Think-and-Connect Discussion		<ul style="list-style-type: none"> <li>- Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill.</li> <li>- Allow students time to discuss your questions.</li> <li>- Use <b>Random Reporter</b> to select students to respond to your questions.</li> </ul>
	Team Talk Extenders	<p>Do you think Paul and Maureen are smart to save their money for college? What would you do with one hundred dollars?</p> <p>Paul and Maureen are upset and blame themselves for losing Misty and the Phantom. What advice would you give them to cheer them up?</p> <p>Paul and Maureen have an opportunity to speak to Mr. Foster. Predict what they will say to him.</p>
		<ul style="list-style-type: none"> <li>- Award team celebration points.</li> </ul>

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

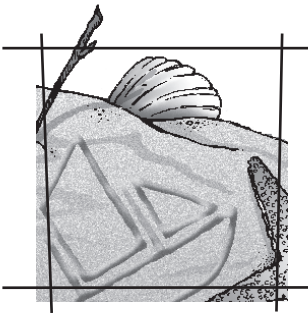
Timing Goal: 5 minutes

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

Student Edition, page 11

**Page 111 (paragraphs 3–5), 121 (paragraphs 2–6), or 129 (paragraphs 1–9)**

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



## WORD POWER **TP**

Timing Goal: 10 minutes

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- Remind students of the Word power skill (base words and endings).
- Use **Think-Pair-Share** to prompt students about why it is useful to learn different endings for base words, and give an example. Randomly select a few students to share. *Different endings change word meanings slightly. For example, adding -al to a word means it is an activity, the result of an activity, or relating to something.*

### Word Power Challenge

magical

informed

**th**



- Direct students' attention to the Word Power Challenge. Have students use **Team Huddle** to read the words and give a meaning for each word. If necessary, have students use the sail clues and identify base word and ending. Use **Random Reporter** to check pronunciation and meanings. *The word magical = magic + al, means relating to magic; informed = inform + ed, means told someone.*
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

**Skill Practice**

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

1. approval *approve* + *al*; the act of approving something
2. behaving *behave* + *ing*; acting, minding one's manners

**Building Meaning**

breathlessly	pelting	nudged	steadied
occasional	impulse	ecstasy	lodged

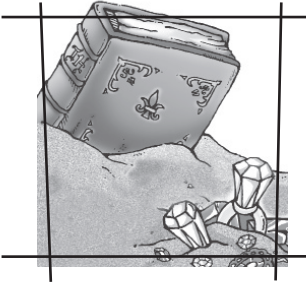
3. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.

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

4. Shanna began choking when a piece of food became lodged in her throat. *Lodged* means—
  - a. tiny.
  - b. stuck.
  - c. smooth.
  - d. loose.

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

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

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

Timing Goal: 20 minutes

**Team Cooperation Goal**

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

**Set the Stage**

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



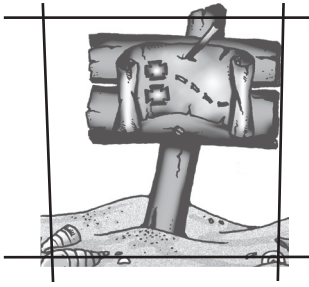
**In yesterday's reading, Paul and Maureen met the man who bought Misty and the Phantom. Today we will find out what will happen to the ponies.**

**Vocabulary TP**

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

**Prepare Students for the Test**

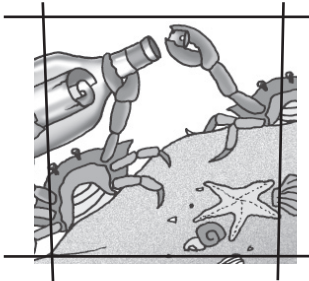
- Distribute the test and preview it with students without providing information about the answers. Point out that questions #1, #4, and #5 ask about the causes of Paul and Maureen's actions.
- Ask students to underline key words or phrases in the question #5.
- Make sure that students understand that the test is independent work and that they should continue to use their strategies with sticky notes as they read without their partners' assistance.
- Tell students to add any relevant events from this reading to their story maps and to do so without assistance.
- Remind students that they have 20 minutes for the test.



## TEST

Timing Goal: 20 minutes

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



## TEAMWORK

Timing Goal: 30 minutes

Teacher procedures for Teamwork vary with strategy instruction.

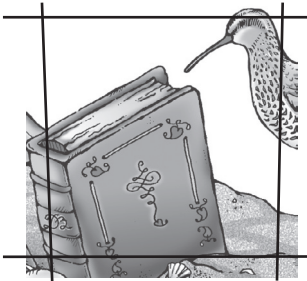
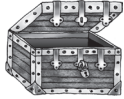
### Team Discussion **TP**

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



**Class Discussion TP**

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

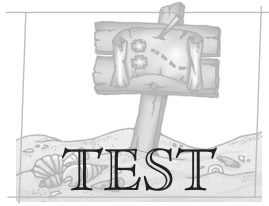


**BOOK CLUB**

Timing Goal: 20 minutes

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

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



## Comprehension Questions

Read pages 130–132 of *Misty of Chincoteague*, and answer the following questions. The total score for comprehension questions equals 100 points.

**20 points**

1. What causes Paul to go to the corral during the storm? Explain your answer. |CE|

**20 points** = Paul goes to the corral during the storm because he wants to protect Misty. He thinks she might be storm-shy, and he does not want her to get hurt. **15 points** = Paul goes to the corral during the storm because he thinks Misty might be storm-shy, and he wants to protect her. **10 points** = He wants to protect Misty.

**20 points**

2. What details show how Paul and Maureen feel after they learn Misty and the Phantom have been sold? |CH • DC|

**20 points** = Paul and Maureen are sad and disappointed when they learn Misty and the Phantom have been sold. They cannot talk about it for a while, and they have no appetite. **15 points** = Paul and Maureen are sad and disappointed when they learn Misty and Phantom have been sold. They cannot talk or eat. **10 points** = They are sad. They cannot talk or eat.

**30 points**

3. What problem does Mr. Foster have after the raffle drawing? |PS|

- He does not want the sorrel pony at all.
- He owns two colts and a wild pony.
- His son wants the Phantom and the sorrel, but not Misty.
- His son wants only the Phantom, but not the sorrel or Misty.

How does the fire chief solve Mr. Foster's problem?

**20 points** = The fire chief solves Mr. Foster's problem by giving him his money back for Misty and the Phantom. **15 points** = The fire chief gives Mr. Foster his money back for the horses. **10 points** = He gives him his money back.

**10 points**

4. Freddy likes the sorrel pony better than Misty because— |CE|

- the sorrel is more gentle.
- the sorrel is younger.
- the sorrel looks like his toy pony.
- the sorrel looks like his father's pony.

20 points

5. What causes Maureen to kiss Freddy? Explain your answer. |CE|

**20 points** = Maureen kisses Freddy because she is glad he does not want Misty. Mr. Foster returns Misty and the Phantom, and Paul and Maureen can buy them. **15 points** = Maureen kisses Freddy because she is glad he does not want Misty. Now she and Paul can buy Misty and the Phantom. **10 points** = She is glad she and Paul can buy Misty and the Phantom.

## Word Power

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

### Skill Questions

Write the words in your journal. Then write the base word and ending. Write a definition for each word. Draw the sail clues if necessary.

5 points

1. arrival *arriv* + *al*; the act of arriving

5 points

2. gambled *gamb* + *ed*; bet

5 points

3. emotional *emotion* + *al*; relating to an emotion, feeling emotions

5 points

4. fortunately *fortunat* + *ly*; with fortune, luckily

### Building Meaning

breathlessly	pelting	nudged	steadied
occasional	impulse	ecstasy	lodged

10 points

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

**10 points** = Pedro had an impulse to eat pizza, so he threw away the lunch his mother had packed him and quickly joined his friends in the lunch line.

**5 points** = Pedro had an impulse to eat pizza, so he threw away the lunch his mother had packed him. **1 point** = Pedro had an impulse to eat pizza.

10 points

6. The fifth-graders were pelting the third-graders with pizza and mashed potatoes during the food fight.

10 points

7. Ira steadied his legs on the ground when he got back to shore because they were wobbly from being on the boat for so long. *Steadied* means—
- made firm.
  - relaxed.
  - made bent.
  - straightened.

10 points

8. Sonya *nudged* Brian when he didn't hear Mrs. Taylor call on him for the answer.

10 points

9. The sink became clogged because food was *lodged* in the drain.

10 points

10. Iban threw his hand over his head in joy as he *breathlessly* crossed the finish line.

*Breathlessly* means—

- a. without breath, as from a deadly illness.
- b. *without breath, as from excitement or exercise.*
- c. with tiredness, as from excitement or exercise.
- d. with tiredness, as from a deadly illness.

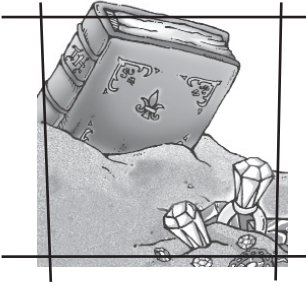
10 points

11. Kyra was in *ecstasy* when her favorite singer pulled her on stage and sang to her.

10 points

12. Liza loves to listen to rap music on the radio, so her switch to the country station is only *occasional*. *Occasional* means—

- a. never.
- b. often.
- c. every other song.
- d. *every now and then.*

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

Timing Goal: 25 minutes

**Set the Stage**

- Introduce the writing goal.

**Today you will write a commercial for the local Chincoteague radio station to persuade people to go to the horse race. Every year at the end of Pony Penning Day, there is a big horse race. Paul hopes to train the Phantom and have her ready to race next year.**

**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 commercial, by telling students that a commercial is a type of persuasive text.

**Have you ever seen a commercial on television or in a magazine? Have you ever felt like buying the product being advertised? If you did, then the advertisement did its job! Commercials and advertisements are a type of persuasive text. They use persuasive language to try to convince the audience that they need or want the product on the screen or page.**

- Ask students if they can think of an advertisement that made them really want to purchase a product.
- Display the following advertisement. Read the advertisement aloud.

Blackline master provided.

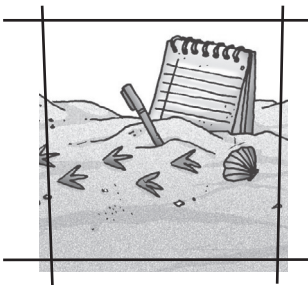
**Get your hair gorgeous with Beauta Shampoo!**

Beauta Shampoo is specially formulated for all hair types to improve the look, feel, and health of hair! Just one wash and your hair will feel smooth and luxurious. Straight hair will be straighter, curls will be curlier, and frizz will be gone! Knots will be a problem of the past, and your fingers will glide through your hair like water. Beauta Shampoo wraps each strand of hair in moisture, eliminating split ends and frizz forever!

*So don't wait for gorgeous hair later... buy Beauta Shampoo TODAY!*

tps

- Tell students that persuasive text is text that tries to make a product or event sound like the best you can experience. Point out advertisements may use adjectives to describe their products and make them appealing.
- Use **Think-Pair-Share** to ask students to identify ways the advertisement for Beauta Shampoo tries to persuade you to purchase the product. *The advertisement says it will make hair gorgeous. It is for all hair. Hair will feel smooth and luxurious. It will make your hair look its best.*
- Point out that the advertisement uses exclamation points at the end of nearly every sentence. Remind students that exclamation points indicate excitement. Explain that advertisements try to make products seem new and exciting.
- Tell students that they will use persuasive language to write a commercial for a Chincoteague radio station.



## ADVENTURES IN WRITING

Timing Goal: 65 minutes

### Planning

- Introduce the activity.

**Remember that today you will write a commercial advertising the horse race at the end of Pony Penning Day. Your commercial will play over the air on the local Chincoteague radio station.**

tps

- 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 14

### Writing Prompt

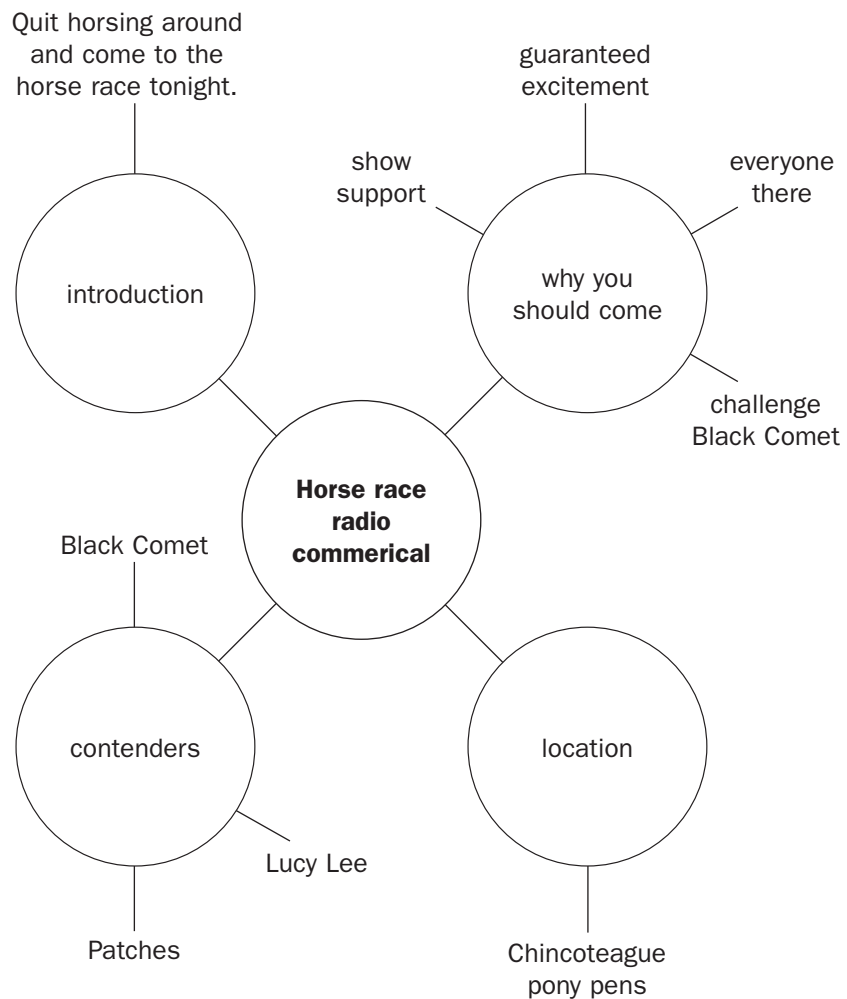
Will people show up for the horse race tonight? It is your job to make sure they do! Write a radio commercial to encourage people to come watch the race. Start your commercial with a catchy introductory sentence that will get your listeners' attention. Give at least four reasons people should come to the race. Include details about where the race will take place and who the contenders are. Remember, your goal is to persuade people to show up for the race.

Scoring Guide	
You wrote a radio commercial for the horse race on Pony Penning Day.	<b>15 points</b>
Your commercial begins with a catchy introductory sentence.	<b>15 points</b>
You provide four reasons to come to the race.	<b>15 points each (60 points maximum)</b>
You tell where the race takes place and who the contenders are.	<b>10 points</b>

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

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

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

**Sample Graphic Organizer****Drafting**

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

## Sharing, Responding, and Revising

- Tell students that they will work with partners to improve their writing. They will share and respond to provide feedback for each other's drafts.
- Using the chart in the student routines, explain and model, or review if necessary, how to share and respond with partners. **SR**
- Ask students to share and respond with their partners.
- As students read and respond with their partners, tell them that they should make sure their partner's commercial is exciting and persuasive.

**You are writing a commercial about a horse race. The commercial needs to get people excited about the race and want to go see it. As you read your partner's paper, ask yourself "How does this make me feel about the horse race?" Does it make you excited? Do you feel suspense? Does it make you feel bored?**

- Display the following sentence from the commercial. Ask a volunteer to read the sentence aloud.

Blackline master provided.

See Black Comet win the Pony Penning Day race for the third time in a row!



- Use **Random Reporter** to ask students how they could improve this sentence to make it more exciting.

**Is this sentence really exciting? Does it make you want to see the race? *It is exciting, and I want to see if Black Comet will win again; It is not exciting, and I don't want to watch a race where the winner is a given.* You might have different opinions about the sentence, but many people might say no, it does not get them excited. Some people might think watching Black Comet win again is dull. How can we make it more exciting? How can you add suspense to the sentence? You could say "See whether Patches or Lucy Lee can snatch a victory from two-time winner Black Comet!" Great! This sentence mentions the other contenders in the race. It adds suspense and interest. It mentions that Black Comet has a winning history, but he is racing against two horses. They could win too!**

- Tell students to work with their partners and offer suggestions about how to revise their work to make it more exciting and persuasive.
- 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.

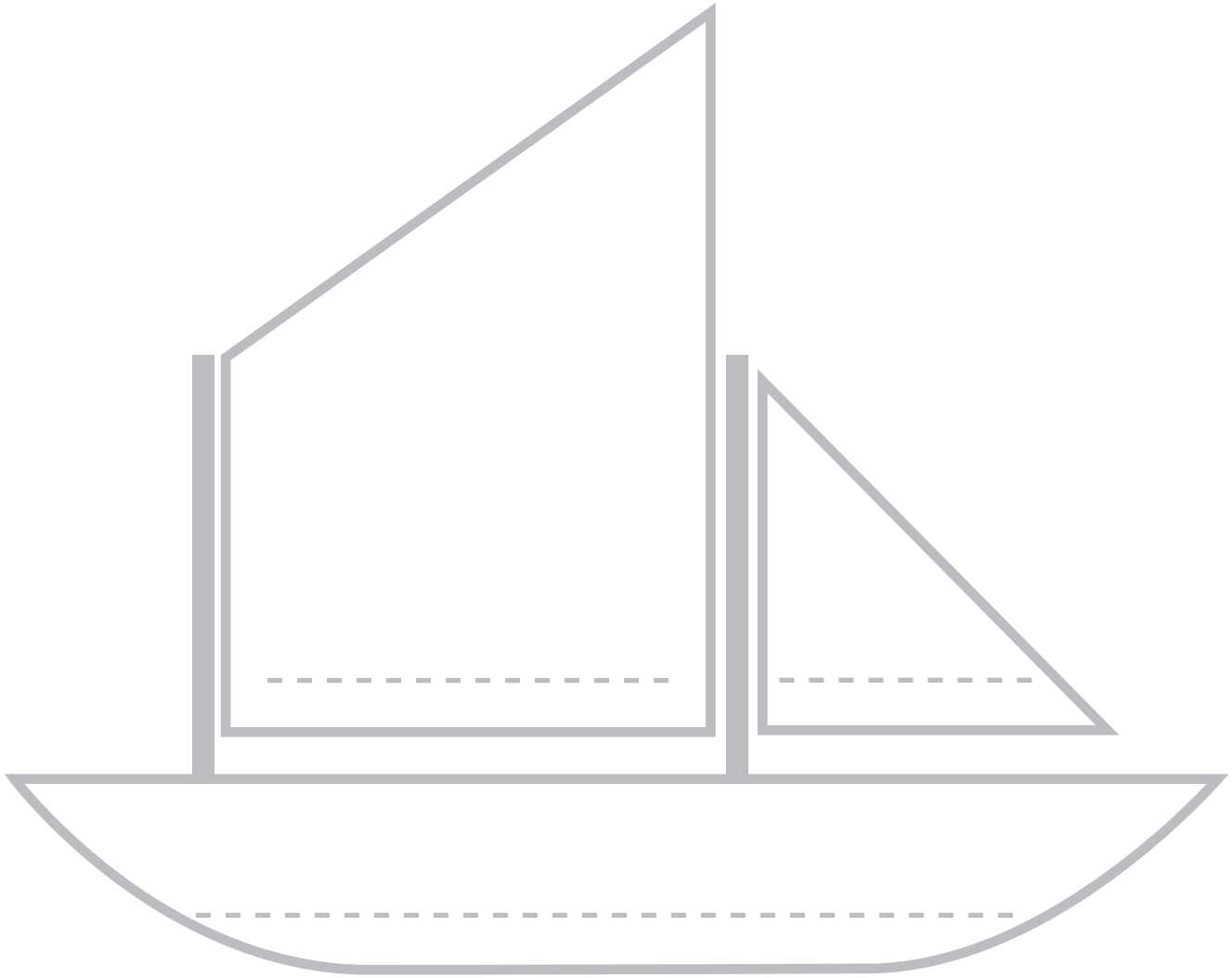
### Editing

- 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"> <li>- What is your team celebration score?</li> <li>- How well did you use the team cooperation goal and behavior?</li> <li>- How can you earn more points?</li> </ul>



## **Get your hair gorgeous with Beauta Shampoo!**

Beauta Shampoo is specially formulated for all hair types to improve the look, feel, and health of hair! Just one wash and your hair will feel smooth and luxurious. Straight hair will be straighter, curls will be curlier, and frizz will be gone! Knots will be a problem of the past, and your fingers will glide through your hair like water. Beauta Shampoo wraps each strand of hair in moisture, eliminating split ends and frizz forever!

*So don't wait for gorgeous hair later...*

*buy Beauta Shampoo TODAY!*

See Black Comet win the Pony Penning Day race for  
the third time in a row!

# Story Map



**Title:** *Misty of Chincoteague*, cycle 3

**Characters:**

Paul and Maureen Beebe  
the Phantom  
Grandma and Grandpa Beebe  
the Pied Piper  
Misty  
the fire chief

**Setting:**

**Where:** *the ocean*  
*Assateague Island*  
*Chincoteague Island*

**When:**

**Problem:**

Paul and Maureen want to catch and buy the Phantom on Pony Penning Day. Catching the Phantom is very difficult.

The ponies first come to Assateague when the ship carrying them wrecks near the beach during  
**Event:** *a storm.*

**Event:** *Paul and Maureen work hard to save enough money to buy the Phantom on Pony Penning Day.*

**Event:** *Paul finds the Phantom and her colt and helps them swim to Chincoteague on Pony Penning Day.*

**Event:** *Paul and Maureen buy the Phantom and her colt, Misty, after Mr. Foster changes his mind.*

**Event:**

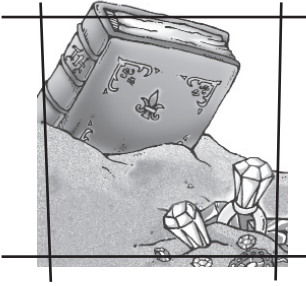
**Solution:**

**CYCLE 4**

## Instructional Objectives

	Reading	Word Power	Writing
	<b>Problem and solution (PS)</b>	<b>Contractions</b>	<b>Write a book review.</b>
<b>CYCLE 4</b>	Students will identify how the main problem in the story has been solved.	Students will break contractions into their separate words to help read the words.	Students will write book reviews of <i>Misty of Chincoteague</i> , giving a brief summary of the book. Students will also explain whether they would recommend the book to friends, and why or why not.



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

Timing Goal: 40 minutes

**Rate New Vocabulary Words**

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

**Success Review and Keeping Score **TP****

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

**Team Cooperation Goal**

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

**Set the Stage**

- Introduce the story, author, and reading objective.

**This cycle we will continue reading *Misty of Chincoteague* by Marguerite Henry. As we read, we'll identify how the main problem in the story is solved. Good readers study the problem and solution in a story to develop a deeper understanding of the author's purpose.**

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

- Point out that the story is literature, or have students explore the story to figure out that it is literature. Review how literature differs from informational text.

**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 15  
 Student Edition chart does not contain page numbers or identification examples.

Word and Page Number	Identification Strategy	Definition	Sentence
<b>quivered</b> page 141	base word + ending: quiver + ed	trembled	The small leaves <i>quivered</i> in the breeze.
<b>liable</b> page 142	chunk: li-a-ble	likely	If you keep calling me names, I'm <i>liable</i> to get angry.
<b>glorious</b> page 148	-ous = /us/ chunk: glo-ri-ous	wonderful, splendid	Rafael's new painting was <i>glorious</i> , so everyone wanted to buy it.
<b>perched</b> page 152	base word + ending: perch + ed	set atop something	The weather vane was <i>perched</i> on the barn's roof.
<b>gingerly</b> page 152	chunk: gin-ger-ly	carefully	Serena walked <i>gingerly</i> across the frozen pond, hoping not to slip or fall through.
<b>lingered</b> page 156	base word + ending: linger + ed	delayed before leaving	After the play ended, Ben and Jerry <i>lingered</i> in the theater, hoping they could meet the star.

Word and Page Number	Identification Strategy	Definition	Sentence
<b>anguish</b> page 168	chunk: ang-uish	great pain or sadness	When Sally heard the awful news about the plane crash, she cried out in <i>anguish</i> .
<b>imprisoned</b> page 168	prefix + base word + ending: im + prison + ed	put in captivity, jailed	After he was found guilty of robbery, the thief was <i>imprisoned</i> for ten years.

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

- Introduce the skill, problem and solution, by reminding students that all stories have main problems that the characters in the story must face.
- Use **Team Huddle** and **Random Reporter** to have students identify the two things Paul does to try and solve the main problem in the story.

th

**We know that the main problem in this story is that Paul wants the Phantom more than anything else in the world, but she is difficult to capture. What are the two things Paul does to try to solve this problem? Give students time to discuss. First he works hard and actually catches the Phantom to bring her in for Pony Penning Day. Then he works and saves up all of his money so he can buy her.**

- Use **Team Huddle** and **Random Reporter** to have students discuss how the main problem gets worse in this story.

**Sometimes main problems in stories get worse before they are solved. This happens in *Misty of Chincoteague*. In your teams, discuss what happens when Paul goes to buy the Phantom. Give students time to discuss. That's right. He finds that someone else has already bought her.**

- Remind students to think about the main problem in the story as they continue reading *Misty of Chincoteague*.

### Listening Comprehension

tps

- Use **Think-Pair-Share** to have students summarize what has happened so far in the story and to describe the main characters.
- Read pages 133–135 aloud. Use **Team Huddle** and **Random Reporter** to have students identify how Misty helps solve the main problem in the story.

**We know that the main problem in the story is that it is very hard for Paul to become the owner and controller of the Phantom. In this passage, how does Misty try to help solve this problem? Give students time to respond. That's right. Misty acts very interested and friendly toward Paul. This makes the Phantom more interested and friendly toward him.**

- Remind students to think about the main problem in the story and how it might be solved as they continue reading.

### Preview Team Talk

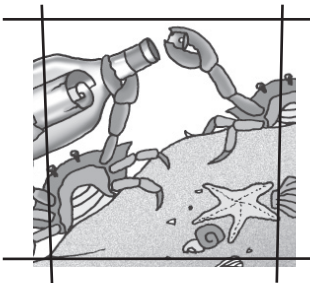
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #1, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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 16

Team Talk

1. In today’s reading, how do Paul and Maureen try to solve the main problem in the story? (Write-On) |PS|
  
2. Which of the following best describes Misty in this section? |CH|
  - a. lost
  - b. playful
  - c. confused
  - d. mean
  
3. In two or three sentences, summarize why Grandpa is proud of Paul and Maureen. |SU • CE|
  
4. In what way does Misty think she is different from the other ponies at the Beebe Farm? |CC|

- Randomly assign team leaders.



## TEAMWORK

Timing Goal: 45 minutes

### Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**  
 pages 136–139 aloud with partners.  
 pages 140–143 silently.
- If some partners finish reading ahead of their teammates, have them begin looking over the Team Talk questions.

**Team Discussion TP**

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

**Team Talk**

1. In today's reading, how do Paul and Maureen try to solve the main problem in the story? (Write-On) |PS|

**100 points** = *In today's reading, Paul and Maureen try to solve the main problem in the story by slowly using straps and sandbags to make the Phantom become used to being ridden. Paul and Maureen have to make sure that a person can ride the Phantom. They will not be able to race the Phantom if she is not trained. They don't want to lose.* **90 points** = *In today's reading, Paul and Maureen try to solve the main problem in the story by slowly using straps and sandbags to make the Phantom become used to being ridden. They want to make sure the Phantom is trained to race.* **80 points** = *They use straps and sandbags.*

2. Which of the following best describes Misty in this section? |CH|
  - a. lost
  - b. playful
  - c. confused
  - d. mean

3. In two or three sentences, summarize why Grandpa is proud of Paul and Maureen. |SU • CE|

**100 points** = *Grandpa is proud of Paul and Maureen because they have done such a good job taming Misty and the Phantom. The Phantom was a difficult horse. It took a lot of work to tame her. Grandpa is proud of Paul and Maureen's effort.* **90 points** = *He is proud because they have done such a good job taming Misty and the Phantom. He knows it was a difficult job. He is proud of their effort.* **80 points** = *Because they have done such a good job taming Misty and the Phantom.*

Team Talk *continued*

4. In what way does Misty think she is different from the other ponies at the Beebe Farm? |CC|

**100 points** = *Misty thinks that she's different from the other ponies because she thinks she's the only pony that actually lives on the farm. The text says that Misty prances around the other ponies as if she knows they will be sold. She thinks of the farm as her home, and she thinks she is one of the family.*

**90 points** = *Misty thinks that she's different because she thinks she's the only pony that actually lives on the farm. The text says that Misty acts like she knows the other ponies will be sold while she is part of the family.*

**80 points** = *Misty thinks she's the only pony that actually lives on the farm.*

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

**Class Discussion TP**

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



Strategy-Use Discussion

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

Think-and-Connect Discussion

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

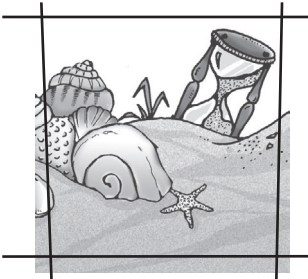
Team Talk Extenders

Grandpa says that he's very proud of Paul and Maureen. Is Grandpa right to be proud of Paul and Maureen? Why or why not?  
 Tell about a time that you did something you were proud of. What was it? What did other people think?

- Award team celebration points.

Write-On Discussion

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



## FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes

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

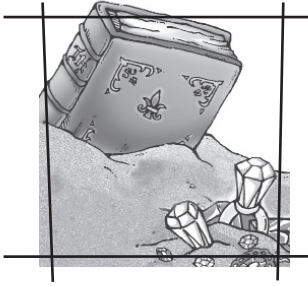
**Page 138 (paragraphs 1–7)**

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

Team Celebration Points

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

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

**DAY 2****ACTIVE INSTRUCTION**

Timing Goal: 30 minutes

**Team Cooperation Goal**

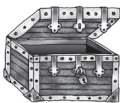
- Remind students of this lesson’s team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

**Set the Stage**

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

**Vocabulary **TP****

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

**Strategic Review**

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

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

How do Paul and Maureen try to tame and train the Phantom?

### Listening Comprehension



- Read pages 144–146. Use **Team Huddle** and **Random Reporter** to have students identify how the fire chief helps solve the main problem in the story. *The fire chief helps solve the main problem in the story by asking Paul to ride the Phantom in the race. The fire chief says he came to see “the owners of the Phantom.” This shows that he thinks of them as owning the Phantom. He asks their permission for the Phantom to race.*
- Remind students to think about the main problem in the story and how it might be solved as they continue reading.

### Preview Team Talk

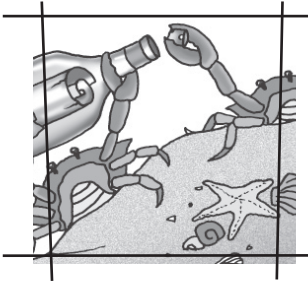
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #2, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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 16

### Team Talk

1. Which of the following words from page 147 helps clarify the meaning of *conditioning*? |CL|
  - a. liberally
  - b. excitement
  - c. training
  - d. rising

Explain your answer.
2. In today’s reading, how do Paul and Maureen try to solve the main problem in the story? (Write-On) |PS|
3. Describe some of the trouble that Misty causes. How do people feel about the trouble she causes? |DC|
4. In one or two sentences, describe how Grandma Beebe thinks the children should decide who will race the Phantom. |PL|



# TEAMWORK

Timing Goal: 45 minutes

## Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**  
**pages 147–149 aloud with partners.**  
**pages 150–153 silently.**
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

## Team Discussion **TP**

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

### Team Talk

1. Which of the following words from page 147 helps clarify the meaning of *conditioning*? |CL|
  - a. liberally
  - b. excitement
  - c. *training*
  - d. rising

Explain your answer.

**100 points** = I chose c because I think conditioning means training. The kids need to get the Phantom ready for the race, so they are training her. Training is something that is done on a regular basis, like practicing a sport or musical instrument. **90 points** = I chose c because I think conditioning means training. The kids are training the Phantom to get her ready for the race. **80 points** = They are training for the race.

Team Talk *continued*

2. In today's reading, how do Paul and Maureen try to solve the main problem in the story? (Write-On) |PS|

**100 points** = *In today's reading, Paul and Maureen try to solve the main problem in the story by gradually getting the Phantom ready for the race. They feed her more grain. They ride her three miles a day.* **90 points** = *In today's reading, Paul and Maureen try to solve the main problem in the story by gradually getting the Phantom ready for the race.* **80 points** = *By gradually getting the Phantom ready for the race.*

3. Describe some of the trouble that Misty causes. How do people feel about the trouble she causes? |DC|

**100 points** = *Misty causes quite a bit of trouble. She bites people's clothes and steals hats. People don't seem to mind. Instead of getting angry, they laugh about it.* **90 points** = *Misty bites people's clothes and steals hats. People laugh about it and don't get angry.* **80 points** = *Misty bites clothes and steals things. People laugh.*

4. In one or two sentences, describe how Grandma Beebe thinks the children should decide who will race the Phantom. |PL|

**100 points** = *Grandma Beebe thinks the children should pull a pulley bone so whoever gets the longer side will race. She thinks this is a fair way to decide. She thinks that both children deserve the chance to ride the Phantom.* **90 points** = *She thinks the children should pull a pulley bone. She thinks this is a fair way to decide.* **80 points** = *A pulley bone is a fair way to decide.*

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

**Class Discussion** TP**Strategy-Use Discussion**

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

Think-and-Connect Discussion

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

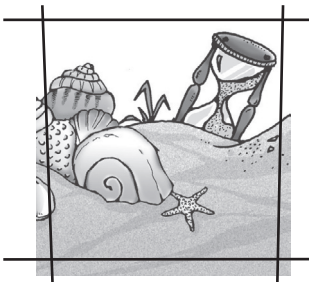
Team Talk Extenders

Is using the pully bone a fair way to decide who will race the Phantom? What are some other fair ways of deciding that?  
 How do you think the loser of the pully bone will feel about not riding Phantom? How would you feel?

- 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.

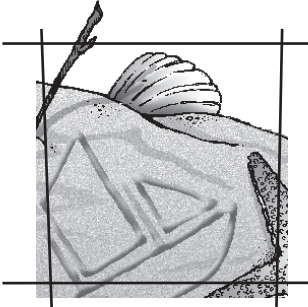
Student Edition, page 15

**Page 152 (paragraphs 1–9)**

- Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.
- Tell the reading students when they should begin reading, and then time them for one minute. Have the listening students identify where the readers

stopped, how many words they missed, and if they met their reading goal. Also have partners share their feedback using the Fluency rubric. Have partners switch roles, and repeat the process.

- Assign individual fluency goals as needed, monitor practice, and assign scores.
- Select two or three students to read the fluency section that they practiced for a score.
- Award team celebration points. Remember to add individual scores to the teacher cycle record form.

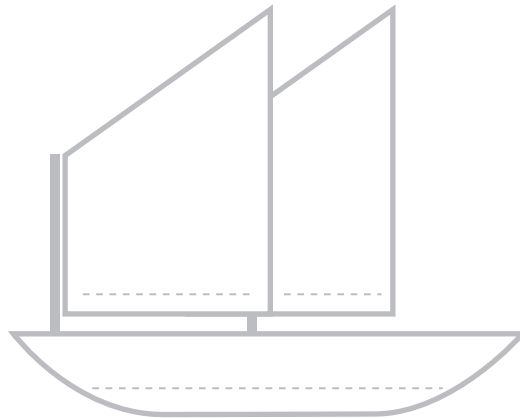


## WORD POWER **TP**

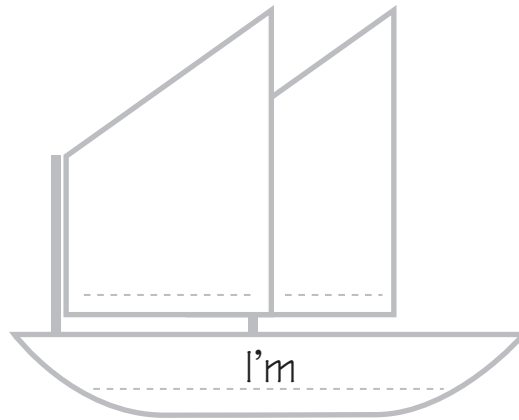
Timing Goal: 10 minutes

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

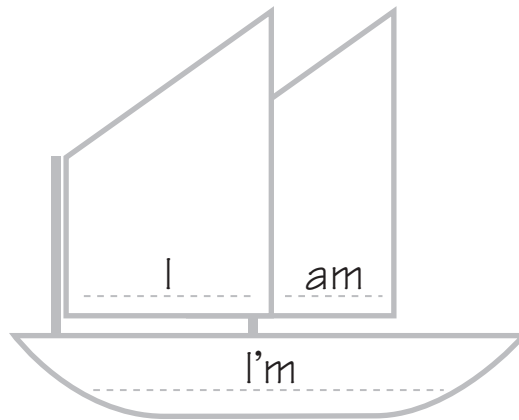
Blackline master provided.



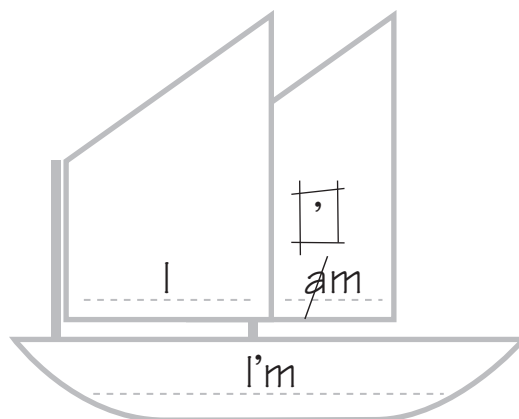
- Use **Think-Pair-Share** to have students tell you the meaning of the Word Treasure clue. Randomly select a few students to share.
- Remind students that contractions are words made from two words: a base word and a second word, and that when the words are put together, the base word stays the same 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. Write “I’m” 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 “\_m” on the second sail to help students visualize *am*.



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



- Reveal the Word Treasure (skill).

<h2 style="margin: 0;">Word Treasure</h2>	<p>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.</p> <p>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.</p>
---	---

- Tell students to be on the lookout for contractions in this cycle's story.
- 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 16

### 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.

- ' □
- she'd    *she + ~~would~~*

□ ' □

  - aren't    *are + ~~not~~*

□ ' □

  - they'll    *they + ~~will~~*

□ ' □

  - who've    *who + ~~have~~*

### Building Meaning

quivered	liable	glorious	perched
gingerly	lingered	anguish	imprisoned

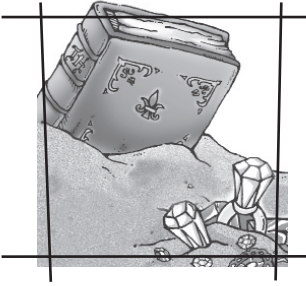
- Choose a word from the vocabulary list, and write a meaningful sentence for that word.  
**100 points** = The sentence uses the word correctly and includes details to create a mind movie. **90 points** = The sentence uses the word correctly and includes one detail. **80 points** = The sentence uses the word correctly.
- Choose the word that best fits the blank.  
 You're liable to hurt yourself if you run with scissors in your hand.



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

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

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

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

Timing Goal: 30 minutes

**Team Cooperation Goal**

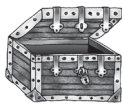
- Remind students of this lesson’s team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

**Set the Stage**

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

**Vocabulary **TP****

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

**Strategic Review**

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

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

How does Misty cause trouble for Paul and Maureen?

### Listening Comprehension



- Read pages 154 and 155 aloud. Use **Team Huddle** and **Random Reporter** to have students identify why Maureen wants to be alone. *She wants to be alone so she can focus on rooting for Paul and the Phantom.*
- Remind students to think about the main problem in the story and how it might be solved as they continue reading the story.

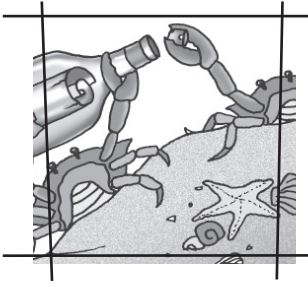
### Preview Team Talk

- 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 17

### Team Talk

1. Does the Phantom feel the same as, or different from, the other horses right before the race? Support your answer. |CC|
2. On page 157, Maureen digs her fingernails into the fence rail and prays for the Phantom to get going. Which of the following conclusions can you draw from these clues? |DC|
  - a. Maureen is anxious and nervous during the race.
  - b. Maureen is confident the Phantom will win.
  - c. Maureen doesn't want the Phantom to win.
  - d. Maureen wishes she hadn't come to the race.
3. In today's reading, how does Paul help solve the main problem in the story? (Write-On) |PS|
4. Why does Paul immediately look for Maureen after he wins the race? Support your answer. |DC|



# TEAMWORK

Timing Goal: 45 minutes

## Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**  
**pages 156–159 aloud with partners.**  
**pages 160–162 silently.**
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

## Team Discussion **TP**

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

### Team Talk

1. Does the Phantom feel the same as, or different from, the other horses right before the race? Support your answer. |CC|  
**100 points** = *The Phantom feels differently from the other horses. The Phantom is eager right before the race. She's trembling with excitement, and she doesn't understand the delay. The other horses aren't as eager. Black Comet is bored, and Firefly is nervous.* **90 points** = *The Phantom feels differently. She is eager and trembling with excitement. The other horses are bored or nervous.* **80 points** = *She is eager, they are not.*
2. On page 157, Maureen digs her fingernails into the fence rail and prays for the Phantom to get going. Which of the following conclusions can you draw from these clues? |DC|
  - a. *Maureen is anxious and nervous during the race.*
  - b. *Maureen is confident the Phantom will win.*
  - c. *Maureen doesn't want the Phantom to win.*
  - d. *Maureen wishes she hadn't come to the race.*

Team Talk *continued*

3. In today’s reading, how does Paul help solve the main problem in the story? (Write-On) |PS|

**100 points** = *In today’s reading, Paul helps solve the main problem in the story by riding the Phantom in the race. He rides her very fast, and she wins. The Phantom wins the race, which shows that she is tame and was able to be trained.* **90 points** = *In today’s reading, Paul helps solve the main problem in the story by riding the Phantom in the race. Not only is Phantom able to race, but she wins too.* **80 points** = *By riding the Phantom in the race.*

4. Why does Paul immediately look for Maureen after he wins the race? Support your answer. |DC|

**100 points** = *Paul looks for Maureen because he wants to share the victory with her. He knows that she really wanted to race, and that she deserves as much credit for training the Phantom as he does.* **90 points** = *He wants to share the victory with her because she wanted to race and she helped train the Phantom.* **80 points** = *He wants share the victory with her.*

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

**Class Discussion TP**



Strategy-Use Discussion

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

Think-and-Connect Discussion

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

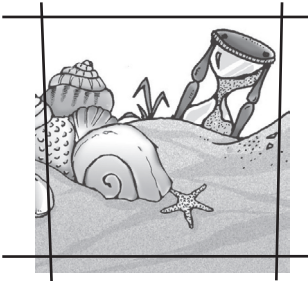
Team Talk Extenders

What do you think Paul and Maureen should do with their prize money? What would you do with it?  
Should Paul and Maureen be proud of themselves? Why or why not?

- Award team celebration points.

## Write-On Discussion

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



## FLUENCY IN FIVE **TP**

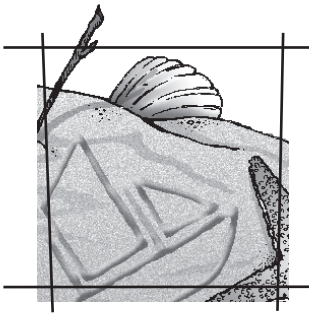
Timing Goal: 5 minutes

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

Student Edition, page 15

### Page 152 (paragraphs 1–9) or 160 (paragraphs 1–7)

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



## WORD POWER **TP**

Timing Goal: 10 minutes

**tps**

- Remind students of the Word Power skill (contractions) and, if necessary, the Word Treasure clue that Captain Read More uses (a sailboat with overlapping sails).
- Use **Think-Pair-Share** to ask students 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. *Answers may include:* it's = *it is*, she'll = *she will*, won't = *will not*, we'll = *we will*, they'd = *they would*.
- 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 17

### 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. who'd    *who + ~~would~~*

'

2. one's    *one + ~~s~~*

'

3. weren't    *were + ~~ndt~~*

'

4. what've    *what + ~~have~~*

Building Meaning			
quivered	liable	glorious	perched
gingerly	lingered	anguish	imprisoned

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.*

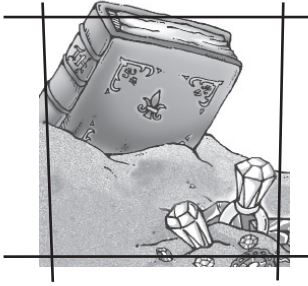
6. The glorious day was filled with sunshine and light breezes. *Glorious* means—

- cloudy.
- horrible.
- short.
- wonderful.



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

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

**DAY 4****ACTIVE INSTRUCTION**

Timing Goal: 30 minutes

**Team Cooperation Goal**

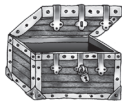
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

**Set the Stage**

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

**Vocabulary **TP****

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

**Strategic Review**

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



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

How does Paul help to solve the main problem in the story?

### Listening Comprehension



- Read pages 163 and 164. Use **Team Huddle** and **Random Reporter** to have students identify how Maureen helps solve the main problem in the story. *Maureen helps solve the main problem in the story by teaching the Phantom how to jump over fences. The children need the Phantom to be tamed. With each new skill the children teach the Phantom, the closer they come to taming her.*
- Remind students to think about the main problem in the story and how it might be solved as they continue reading the story.

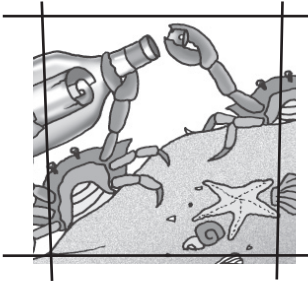
### Preview Team Talk

- 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 17

### Team Talk

1. Why does Grandpa come running when he hears the Pied Piper? |CE|
2. On pages 168 and 169, the Phantom whinnies in excitement, jumps around, and runs to greet the Pied Piper. Which of the following conclusions can you draw from these clues? |DC|
  - a. The Phantom will miss Paul and Maureen.
  - b. The Phantom fears the Pied Piper.
  - c. The Phantom is happy to be free.
  - d. The Phantom will return for Misty one day.
3. In today's reading, how does the main problem in the story get worse? (Write-On) |PS|
4. Why does Paul let the Phantom go? Support your answer. |CE|



# TEAMWORK

Timing Goal: 45 minutes

## Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**  
**pages 165–167 aloud with partners.**  
**pages 168–170 (paragraph 5) silently.**
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

## Team Discussion **TP**

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

### Team Talk

1. Why does Grandpa come running when he hears the Pied Piper? |CE|

**100 points** = Grandpa comes running when hears the Pied Piper because he knows what is about to happen and he wants to stop it. He doesn't want Paul and Maureen to lose the Phantom. **90 points** = Grandpa comes running when hears the Pied Piper because he knows what is about to happen. He wants to stop it. **80 points** = He knows what is about to happen and he wants to stop it.

2. On pages 168 and 169, the Phantom whinnies in excitement, jumps around, and runs to greet the Pied Piper. Which of the following conclusions can you draw from these clues? |DC|
  - a. The Phantom will miss Paul and Maureen.
  - b. The Phantom fears the Pied Piper.
  - c. The Phantom is happy to be free.
  - d. The Phantom will return for Misty one day.

Team Talk *continued*

3. In today’s reading, how does the main problem in the story get worse?  
(Write-On) |PS|

**100 points** = *In today’s reading, the main problem in the story gets worse when the Pied Piper comes to get the Phantom. The Phantom runs away. The children think that they have the Phantom trained and tamed, but she runs after the Pied Piper.* **90 points** = *In today’s reading, the main problem in the story gets worse when the Pied Piper comes to get the Phantom. The Phantom leaves.* **80 points** = *The Pied Piper comes to get the Phantom.*

4. Why does Paul let the Phantom go? Support your answer. |CE|

**100 points** = *Paul lets the Phantom go because he knows how unhappy she is. He is aware that she is restless on the farm, and he knows she will be happy with the Pied Piper on Assateague.* **90 points** = *Paul lets the Phantom go because he knows how unhappy she is. He is aware that she is restless on the farm.* **80 points** = *Paul lets the Phantom go because he knows how unhappy she is.*

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

**Class Discussion** **TP**



Strategy-Use Discussion

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

Think-and-Connect Discussion

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

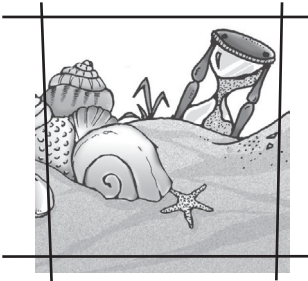
Team Talk Extenders

Do you think Paul does the right thing when he lets the Phantom go? Why or why not?  
  
Tell about a time when you had to say good-bye to someone or something you really cared about. How did it feel? How did you cope with these feelings?

- Award team celebration points.

## Write-On Discussion

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



## FLUENCY IN FIVE **TP**

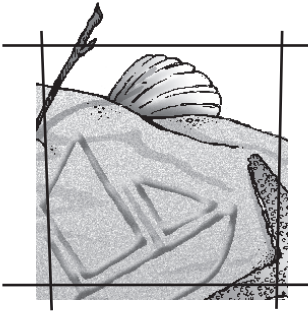
Timing Goal: 5 minutes

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

Student Edition, page 15

**Page 152 (paragraphs 1–9), 160 (paragraphs 1–7), or 168 (paragraphs 1–6)**

- 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.

- Remind students of the Word Power skill (contractions).

## Word Power Challenge

shouldn't

should've



- 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.

'                      '  
*should + ~~n~~ot; should + ~~h~~ave*

- Point out that the same word can have different contractions depending on the meaning to be expressed.
- 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. who'll    *who + ~~w~~ill*

'

2. who're    *who + ~~d~~re*

'

3. would've    *would + ~~h~~ave*

'

4. you've    *you + ~~h~~ave*

Building Meaning			
quivered	liable	glorious	perched
gingerly	lingered	anguish	imprisoned

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

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

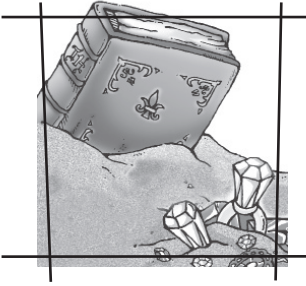
6. Choose the word that best fits in the blank.

The cat was perched high on top of the bookshelf.



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

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

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

Timing Goal: 20 minutes

**Team Cooperation Goal**

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

**Set the Stage**

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



**In yesterday's reading, we read that the problem in the story became worse when Phantom ran away. Today we will find out if Paul is able to solve his problem.**

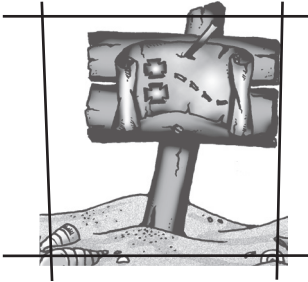
**Vocabulary TP**

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

**Prepare Students for the Test**

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

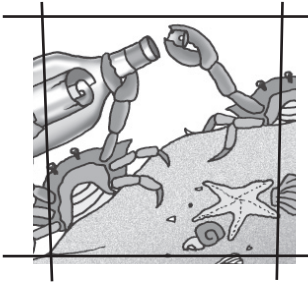
- Tell students to add any relevant events from this reading to their story maps and to do so without assistance.
- Remind students that they have 20 minutes for the test.



## TEST

Timing Goal: 20 minutes

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



## TEAMWORK

Timing Goal: 30 minutes

Teacher procedures for Teamwork vary with strategy instruction.

### Team Discussion **TP**

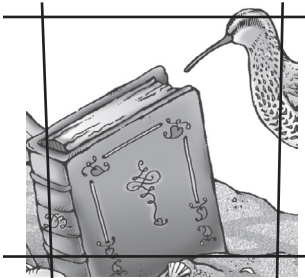
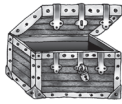
- Modify the procedures for Team Discussion to have students discuss independent strategy use and answers to the test. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use during Class Discussion.
- Pass out a colored pen (e.g., red or green ink)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



- Use **Random Reporter** to have students share additions that they made to the targeted skill question.
- Award team celebration points.
- Have students share the information that they added to their story maps.

**Class Discussion TP**

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

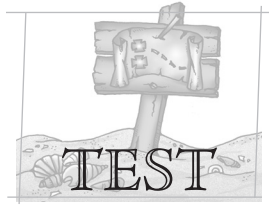


## BOOK CLUB

Timing Goal: 20 minutes

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

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



## Comprehension Questions

Read pages 170 (paragraph 6)–173 of *Misty of Chincoteague*, and answer the following questions. The total score for comprehension questions equals 100 points.

**20 points**

1. Tell one thing Paul or Maureen does to solve the main problem in the story. |PS|

**20 points** = One thing Paul does to solve the main problem in the story is train the Phantom. He wants her to be able to have a rider so they can win the race. **15 points** = One thing Paul does is train the Phantom to be used to having a rider. **10 points** = Paul trains the Phantom.

**20 points**

2. How does Paul show that he appreciates Maureen's help with the Phantom? |DC|

**20 points** = Paul shows that he appreciates Maureen's help with the Phantom by looking for her after the race. He wants to share the victory with her. He thinks that she deserves the win as much as he does. **15 points** = Paul shows that he appreciates Maureen's help with the Phantom by finding her after the race. **10 points** = By finding her after the race.

**10 points**

3. Paul lets the horse go to help— |CE|

- Maureen.
- the Phantom.
- the Comet.
- Misty.

**10 points**

4. Misty always craves more attention than the Phantom. She enjoys spending time with Paul and Maureen. Which of the following conclusions can you draw from these clues? |DC|

- Misty could win more races than the Phantom.
- Misty could be just as happy on Assateague.
- Misty is wilder than the Phantom.
- Misty is not as wild as the Phantom.

**20 points**

5. Has the main problem in the story been solved? Support your answer. |PS|

**20 points** = Yes. The main problem in the story has been solved. Although the Phantom has run away for good, the kids have Misty. They are happy to have Misty. They also know that the Phantom would not be happy on the farm. **15 points** = Yes. The main problem in the story has been solved. The kids have Misty, and they are happy. **10 points** = Yes. The kids have Misty.

20 points

6. Make a prediction about how Misty will grow up. Support your prediction with evidence from the text. |PR|

**20 points** = *Misty will grow up happy. She loves the children and living on the farm. The children love her and will take care of her.* **15 points** = *Misty will grow up happy. She loves the farm.* **10 points** = *She'll be happy.*

## 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 Test

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. it's     $it + \overset{\boxed{'}}{s}$   
~~its~~
- 5 points      2. he'll     $he + \overset{\boxed{'}}{ll}$   
~~will~~
- 5 points      3. don't     $do + \overset{\boxed{'}}{nt}$   
~~not~~
- 5 points      4. we've     $we + \overset{\boxed{'}}{ve}$   
~~have~~

### Building Meaning

quivered	liable	glorious	perched
gingerly	lingered	anguish	imprisoned

10 points

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

**10 points** = *I gingerly stepped over my sleeping dog because I didn't want to wake him.* **5 points** = *I gingerly stepped over my dog.* **1 point** = *I stepped gingerly.*

10 points

6. Kaylee told Megan that she was liable to get hurt if she rode her skateboard without a helmet.

10 points

7. Everyone throughout the kingdom rejoiced at the glorious news of the princess's wedding to the handsome prince. *Glorious* means—
- wonderful.
  - playful.
  - terrible.
  - bad.

**10 points**

8. Zeke howled in anguish when he hit his thumb with the hammer. *Anguish* means—
- laughter.
  - tune.
  - pain*.
  - victory.

**10 points**

9. The smoke from the fire lingered in the air for a few hours after the fire was put out.

**10 points**

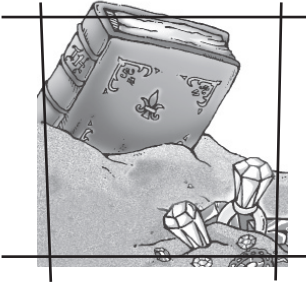
10. The branches and leaves quivered as the breeze swept through the trees.

**10 points**

11. The criminal was to be imprisoned for ten years, but was released after only six because of good behavior.

**10 points**

12. There is a pigeon perched high up on the flagpole.

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

Timing Goal: 25 minutes

**Set the Stage**

- Introduce the writing goal.

**Today you will write a book review to tell how you liked reading *Misty of Chincoteague*. You will pretend you are a book reviewer for a magazine, and want to tell readers whether the book is good.**

**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 book review, by telling students that a book review is a type of opinion essay.

**Has a friend ever asked you if you enjoyed a particular book, movie, television show, or song? If so, you probably gave your friend a short review about it, telling him or her whether you liked it and why. Many newspapers and magazines have book reviewers so readers can learn about new books that might be interesting to read.**

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

Blackline master provided.

**Three Little Pigs Fall Flat**

by Liam Faulkner

I recently read *The Three Little Pigs* and was disappointed. The story is about three pig brothers who decide to go out and live on their own. Each brother builds a house out of different materials; straw, sticks, and bricks. Everything seems good, until the Big Bad Wolf comes to visit. The wolf causes problems for the brothers, who have to learn how to fight back against him.

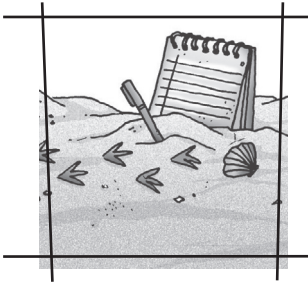
I think the story is too old-fashioned. Wolves are always the villains in these stories. I wish that more stories showed the good side of wolves. I also think the story is overly violent. I do not like that the wolf attacks the pigs, and how the wolf is punished in the end. Stories should not be so violent. I would not recommend this story to a friend because it is too old-fashioned and fairytale-like.



- Use **Random Reporter** to ask students what the book review is about and what the author thinks of it. *The book review is about The Three Little Pigs. The author does not like the story. He thinks it is old-fashioned and unfair to wolves. He also thinks it is too violent.*



- Use **Think-Pair-Share** to ask students why they think the review included a summary of the story in his review. Randomly select a few students to share. *He included a summary so people who have not read the story will know what it is about. People who read the review can tell whether they will like the story from the summary.*
- Point out to students that the author of the review provided reasons to support his opinion. Explain that a good reviewer must explain his or her opinions so others can understand why he or she believes something.
- Tell students that most book reviews appear in newspapers or magazines, and therefore have catchy headlines to grab attention, and bylines to tell who wrote the review.
- Tell students that they will write their own reviews for *Misty of Chincoteague*.



## ADVENTURES IN WRITING

Timing Goal: 65 minutes

### Planning

- Introduce the activity.

**Remember that today you will write a book review for a magazine about *Misty of Chincoteague*. You will tell readers of the magazine whether they should read the book.**



- 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

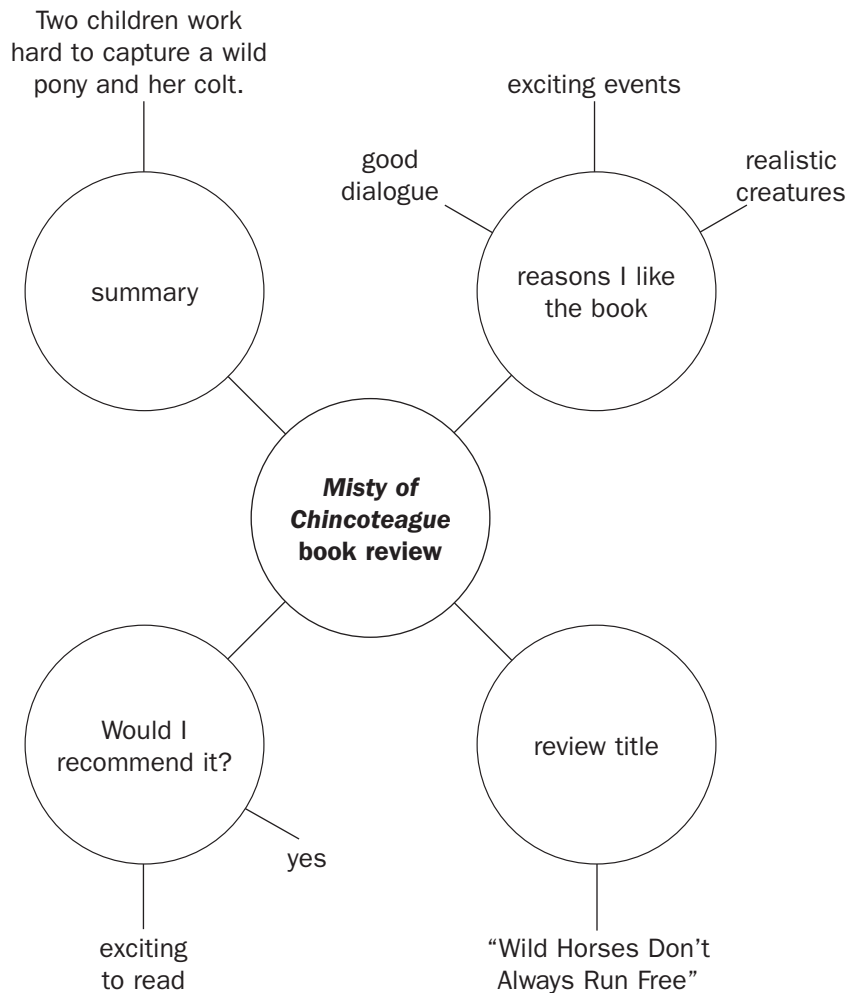
Now that you have finished reading *Misty of Chincoteague*, the magazine *Books and More* wants you to write a review of the book. Your review should include a summary of the story that explains the most important details. Tell whether you enjoyed the story, giving at least three reasons why you did or did not. Tell whether you would recommend this story to a friend. Remember that you are writing this for a magazine, so give your review a catchy title and include a byline under the title.

Scoring Guide	
You wrote a review about <i>Misty of Chincoteague</i> for <i>Books and More</i> magazine.	<b>20 points</b>
You give a summary of the story, telling the most important details.	<b>15 points</b>
You provide at least three reasons why you do or do not like the story.	<b>15 points each (45 points maximum)</b>
You tell whether you would recommend the story to a friend.	<b>15 points</b>
Your review has a catchy title and byline.	<b>5 points</b>

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

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

- 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 that a summary is a short retelling of a story or text that only gives the most important details of the story.

**When you write a book review, you should always include a short summary of the story. Book reviewers assume that people have not read the books they are reviewing. A summary gives readers an idea of what the story is about, and whether it is the kind of story they are interested in. You wouldn't want to read a glowing review of a book, only to discover it is a mystery and you hate mysteries!**

- Display the following excerpt from a summary of *Misty of Chincoteague*. Ask a volunteer to read the excerpt aloud.

Blackline master provided.

*Misty of Chincoteague* begins by telling the story of the ponies that arrived on Assateague Island after the Spanish galleon they were on shipwrecked off the coast. Then you meet Paul and Maureen Beebe, the grandchildren of Grandpa and Grandma Beebe. They are fascinated by a legendary pony called the Phantom. They want to catch her for their own. They plan to make money to buy the Phantom on Pony Penning Day. On the big day, Paul rides in his first roundup, and by chance is sent to chase after the Phantom and her foal, who Paul names Misty. Paul cannot believe his luck, but he worries about how the little foal will swim across the channel. When Misty is pulled under by a whirlpool, Paul jumps off the boat and swims with her, holding her head above the water. They make it to shore and Misty is tired, but alive.

- Use **Think-Pair-Share** to ask students what is wrong with the summary. Randomly select a few students to share. *It has too many details. It does not summarize the story, it tells it.*
- Tell students that a good summary does not give away every plot detail or event. Explain that students should be able to summarize the story in a short paragraph, telling only the most important plot details. Point out that most summaries do not give away the ending of the story.
- Use **Think-Pair-Share** to ask students what information they might leave in the summary. Randomly select a few students to share. *I might leave the information about how the ponies arrived on Assateague. I might leave in information that Paul and Maureen Beebe want to catch and buy the Phantom on Pony Penning Day.*
- Remind students to periodically check their writing against the prompt and scoring guide to make sure they are meeting the goal for the activity.
- Monitor students as they begin working. Give specific feedback to reinforce good drafting, and assist students as needed.
- As students complete their drafts, have them read their writing aloud to a partner to see that it includes the intended ideas and makes sense.
- Ask one or two students to share their first drafts with the class to celebrate.

### Sharing, Responding, and Revising

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

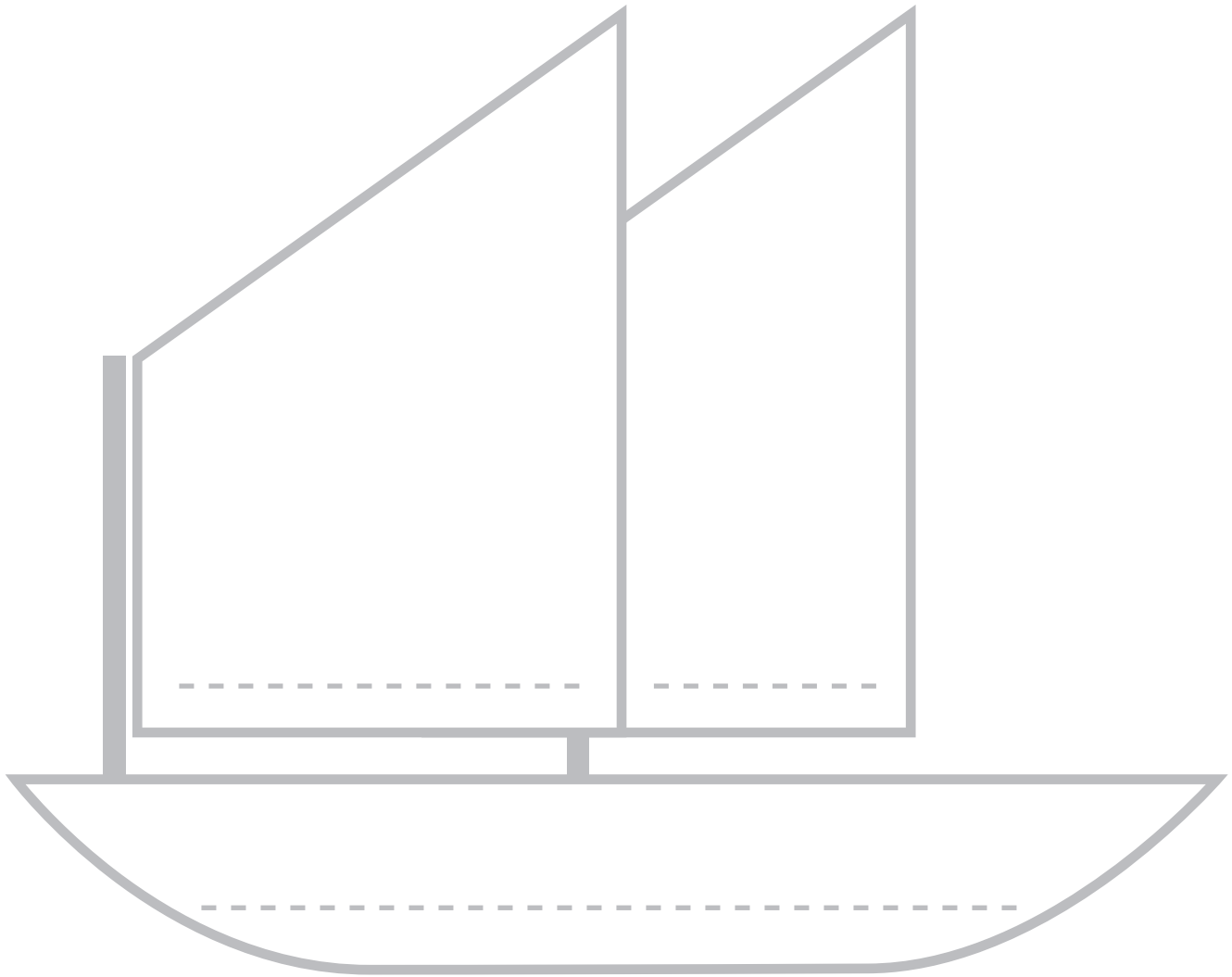
### Editing

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

### Rewriting

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

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



## **Three Little Pigs Fall Flat**

by Liam Faulkner

I recently read *The Three Little Pigs* and was disappointed. The story is about three pig brothers who decide to go out and live on their own. Each brother builds a house out of different materials; straw, sticks, and bricks. Everything seems good, until the Big Bad Wolf comes to visit. The wolf causes problems for the brothers, who have to learn how to fight back against him.

I think the story is too old-fashioned. Wolves are always the villains in these stories. I wish that more stories showed the good side of wolves. I also think the story is overly violent. I do not like that the wolf attacks the pigs, and how the wolf is punished in the end. Stories should not be so violent. I would not recommend this story to a friend because it is too old-fashioned and fairytale-like.

*Misty of Chincoteague* begins by telling the story of the ponies that arrived on Assateague Island after the Spanish galleon they were on shipwrecked off the coast. Then you meet Paul and Maureen Beebe, the grandchildren of Grandpa and Grandma Beebe. They are fascinated by a legendary pony called the Phantom. They want to catch her for their own. They plan to make money to buy the Phantom on Pony Penning Day. On the big day, Paul rides in his first roundup, and by chance is sent to chase after the Phantom and her foal, who Paul names Misty. Paul cannot believe his luck, but he worries about how the little foal will swim across the channel. When Misty is pulled under by a whirlpool, Paul jumps off the boat and swims with her, holding her head above the water. They make it to shore and Misty is tired, but alive.

# Story Map



**Title:** *Misty of Chincoteague*, cycle 4

**Characters:**

Paul and Maureen Beebe  
the Phantom  
Grandma and Grandpa Beebe  
the Pied Piper  
Misty  
the fire chief

**Setting:**

**Where:** *the ocean*  
*Assateague Island*  
*Chincoteague Island*

**When:**

**Problem:**

Paul and Maureen want to catch and buy the Phantom on Pony Penning Day. Catching the Phantom is very difficult.

The ponies first come to Assateague when the ship carrying them wrecks near the beach during  
**Event:** *a storm.*

**Event:** *Paul and Maureen work hard to save enough money to buy the Phantom on Pony Penning Day.*

**Event:** *Paul finds the Phantom and her colt and helps them swim to Chincoteague on Pony Penning Day.*

**Event:** *Paul and Maureen buy the Phantom and her colt, Misty, after Mr. Foster changes his mind.*

**Event:** *Paul races the Phantom against Black Comet at the next year's Pony Penning Day. The Phantom wins.*

**Solution:**

The Pied Piper swims to Chincoteague to find the Phantom. She returns with him to Assateague. Misty stays behind with Paul and Maureen.

## 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.

<b>LEVEL 5 / <i>Misty of Chincoteague</i></b>
<p><b>English Language Arts Standards: <i>Reading: Literature</i></b></p> <p><b>Craft and Structure</b></p> <p>RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p>
<p><b>English Language Arts Standards: <i>Reading: Foundational Skills</i></b></p> <p><b>Phonics and Word Recognition</b></p> <p>RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>
<p><b>English Language Arts Standards: <i>Language</i></b></p> <p><b>Vocabulary Acquisition and Use</b></p> <p>L.5.5c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>
<p><b>English Language Arts Standards: <i>Writing</i></b></p> <p><b>Text Types and Purposes</b></p> <p>W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>



**DRAMA** (1 DAY)

# To Fly or Not to Fly

Written by Benjamin Capote

Linked to *Misty of Chincoteague*

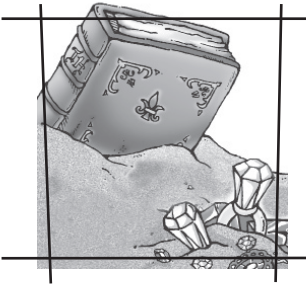
## Summary

In this play, Vince struggles with a difficult decision. His mother helps him see the situation, but will he make the right choice in the end?

## Instructional Objectives

Reading	Word Power
<b>Compare and contrast (CC)</b>	<b>Synonyms</b>
Students will compare and contrast how the characters feel about the main problem in the drama.	Students will use synonyms to improve their understanding of words.





# ACTIVE INSTRUCTION

Timing Goal: 30 minutes

## Rate New Vocabulary Words

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

## Success Review and Keeping Score **TP**

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

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

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

## Team Cooperation Goal

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

## Set the Stage

- Introduce the text, author, and reading objective.

**Today we will read *To Fly or Not to Fly* by Benjamin Capote. As we read, we'll compare and contrast how the characters feel about the main problem in the story. Good readers make comparisons to develop a deeper understanding of the story.**

- 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.
- Use the items below to build or activate background knowledge about the text.
  - Use **Think-Pair-Share** to have students describe a play that they have seen or participated in. Have students describe the experience with their partners. Randomly select a few students to share.
  - Use **Think-Pair-Share** to have students summarize the main characters, events, and theme in *Misty of Chincoteague*. Randomly select a few students to share. Tell students to think about these elements as they read the drama *To Fly or Not to Fly*.



**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 23  
 Student Edition chart does not contain page numbers or identification examples.

Word and Page Number	Identification Strategy	Definition	Sentence
<b>fluttering</b> page 19	base word + ending: flutter + ing	flapping of wings	The <i>fluttering</i> over our heads scared my mom and forced her to run from the cave.
<b>temporary</b> page 19	chunk: tem-po-rar-y	brief	It was only a <i>temporary</i> stay at camp, but I still missed my home.
<b>attached</b> page 19	base word + ending: attach + ed	connected	Travis became very <i>attached</i> to his pet goldfish and cried when it died.
<b>grumbling</b> page 20	base word + ending: grumbl(e) + ing	groaning	My brother Kevin was <i>grumbling</i> because he did not want to rake the leaves.

### Using the Targeted Skill (Independent Use)

- Introduce the skill and its importance in drama.

**The skill, compare and contrast, helps readers learn more about characters by identifying how they are alike and different from other characters in a drama.**

- Display the following drama, and read it aloud to students.

Blackline master provided.

CAST OF CHARACTERS	CARSON	XAVIER
<b>Scene I: Carson's living room</b>		
<b>CARSON:</b> Wow! What a beautiful day!		
<b>XAVIER:</b> It is! We shouldn't waste it.		
<b>CARSON:</b> I know. We should do something outside.		
<b>XAVIER:</b> I agree. What do you think? Should we go fishing or maybe ride our bikes?		
<b>CARSON:</b> I was thinking we could go play basketball.		
<b>XAVIER:</b> I don't really like basketball. How about soccer?		
<b>CARSON:</b> No, I don't really like soccer.		
<b>XAVIER:</b> ( <i>Laughs.</i> ) Well, we have to do something! We can't let this great day slip away!		
<b>CARSON:</b> How about we start by taking a walk to the park, and then we can figure out what to do.		
<b>XAVIER:</b> That sounds like a plan.		

- Use **Think-Pair-Share** to have students contrast how drama is different from the literature that they have read. Randomly select a few students to share.

**Think about dramas and other literature that you've read. How are they different?** Wait for students' responses. **Very good. There are no paragraphs in a drama. How else are dramas different from other literature that you've read?** Wait for students' responses. **That's right. The characters are listed at the very beginning of the drama. There is mostly dialogue in a drama, with some stage directions for the actors where they are needed.**

- Use **Think-Pair-Share** to have students compare the characters in the drama. Randomly select a few students to share. *They both think it's a beautiful day, and they both want to do something outside.*
- Use **Think-Pair-Share** to have students contrast the characters in the drama. Randomly select a few students to share. *Xavier wants to go fishing or ride bikes, and Carson wants to play basketball. Carson likes basketball, but Xavier doesn't. Xavier likes soccer, but Carson doesn't.*
- Tell students that they will compare and contrast as they read *To Fly or Not to Fly*.

### Preview Team Talk

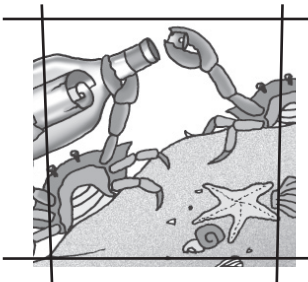
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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.

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### Team Talk

1. From where do you learn about the setting in this drama? |GS • ST|
  - a. the narrator
  - b. the stage directions
  - c. Vince describes it.
  - d. the dialogue
2. Why does Vince decide to let Feathers go? |CE|
  - a. He's tired of taking care of Feathers.
  - b. He's bored with Feathers's flying inside the house.
  - c. He wants to prove his mother wrong.
  - d. He thinks Feathers belongs outside.
3. How does Mom feel differently from Vince about keeping the bird? Explain. (Write-On) |CC|
4. How is Vince similar to Paul in *Misty of Chincoteague*? |CC|

- 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 19–21 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. From where do you learn about the setting in this drama? |GS • ST|
  - a. the narrator
  - b. *the stage directions*
  - c. Vince describes it.
  - d. the dialogue

2. Why does Vince decide to let Feathers go? |CE|
  - a. He's tired of taking care of Feathers.
  - b. He's bored with Feathers's flying inside the house.
  - c. He wants to prove his mother wrong.
  - d. *He thinks Feathers belongs outside.*

3. How does Mom feel differently from Vince about keeping the bird? Explain. (Write-On) |CC|

**100 points** = *Mom thinks Vince should let Feathers go, but Vince wants to keep him. Mom believes Feathers should be released back outside where he can fly. Vince wants to keep Feathers. Vince comes up with reasons and excuses to keep Feathers.* **90 points** = *Mom thinks Vince should let Feathers go, but Vince wants to keep him. Mom thinks Feathers should go outside where he can fly.* **80 points** = *Mom thinks Vince should let Feathers go, but Vince wants to keep him.*

Team Talk *continued*

4. How is Vince similar to Paul in *Misty of Chincoteague*? |CC|

**100 points** = *Vince is similar to Paul in Misty of Chincoteague because they both want to take care of animals. Vince and Paul both care about the animals they look after. Vince wants the best for Feathers, and Paul wants the best for the Phantom and Misty.* **90 points** = *Vince is similar to Paul in Misty of Chincoteague because they both want to take care of animals. Vince wants the best for Feathers, and Paul wants the best for the Phantom and Misty.* **80 points** = *They both want to take care of animals.*

- 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

- 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

Compare the theme in this drama with the theme in the story *Misty of Chincoteague*. How are they similar?

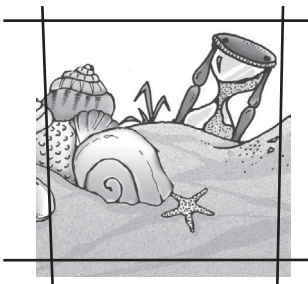
What is a quality of Mom’s character that you learn from the drama? Support your answer.

- 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.

- 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**

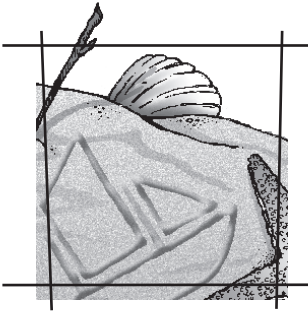
Timing Goal: 5 minutes

- 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 23

## Page 19 (paragraphs 1–16)

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



# WORD POWER **TP**

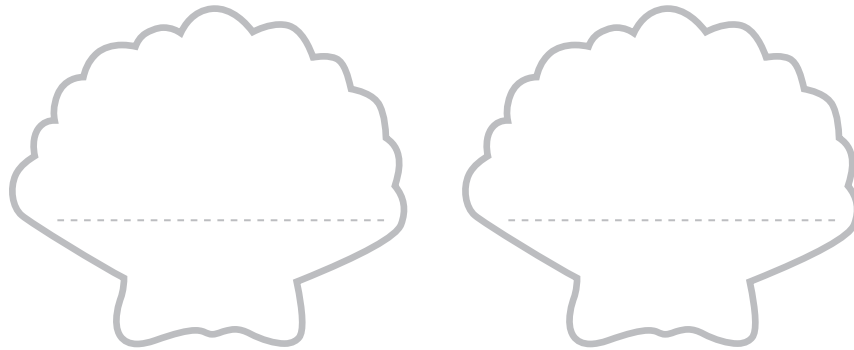
Timing Goal: 10 minutes

**Preparation:** Display the words *reverse* and *loop*.



- Tell students that Captain Read More wants to check their memories on a Word Power skill that they have learned.
- Direct students to the two words you have displayed. Use **Think-Pair-Share** to have students think of a word that means the same or almost the same for each word. (*Accept any reasonable answers.*) Reverse: *backward*; loop: *circle*.

Blackline master provided.



- Remind students that words with the same or almost the same meaning are called synonyms. Use **Think-Pair-Share** to have students identify the Word Treasure clue that Captain Read More uses for synonyms. Display the Word Treasure clue (two shells that look the same).
- Review the Word Treasure (skill). Review why Captain Read More thinks it is important to know synonyms by explaining that they help us define words and make connections between words. Knowing synonyms also helps us become better speakers and writers because we can use more advanced words.

<p style="font-size: 1.5em; margin: 0;">Word Treasure</p>	<p>Sometimes more than one word can mean the same or almost the same thing. These words are called synonyms.</p> <p>Learning synonyms helps us define words, make connections between words, and become better speakers and writers because we can use more advanced words.</p>
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- Tell students that there are words in today’s vocabulary list that have synonyms. Use **Think-Pair-Share** to have students identify the words and their synonyms. Temporary: *brief*; attached: *connected*; grumbling: *groaning*.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

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

## Skill Practice

Write a synonym for each of the following words.

1. companion *friend*
2. corridor *hallway*
3. well-known *famous*
4. uncivilized *wild*

## Building Meaning

fluttering

temporary

attached

grumbling

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.

Tina sat *grumbling* in the back of the car during the whole trip to the dentist.



- 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.

- What is your team celebration score?
- How well did you use the team cooperation goal and behavior?
- How can you earn more points?

CAST OF CHARACTERS

CARSON

XAVIER

## **Scene I: Carson's living room**

**CARSON:** Wow! What a beautiful day!

**XAVIER:** It is! We shouldn't waste it.

**CARSON:** I know. We should do something outside.

**XAVIER:** I agree. What do you think? Should we go fishing or maybe ride our bikes?

**CARSON:** I was thinking we could go play basketball.

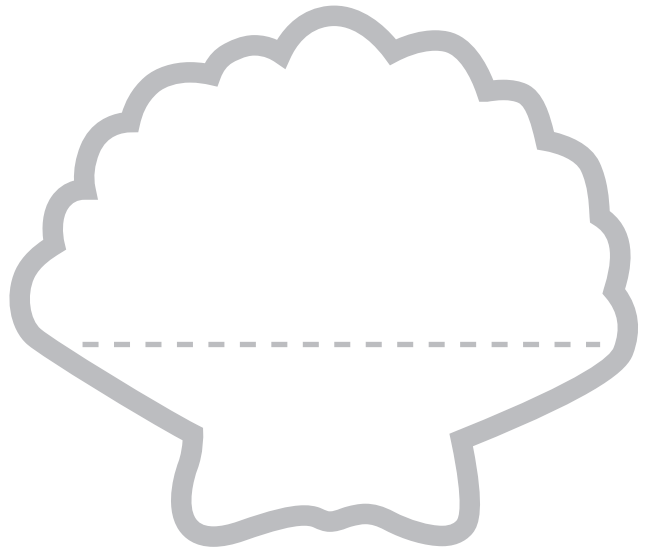
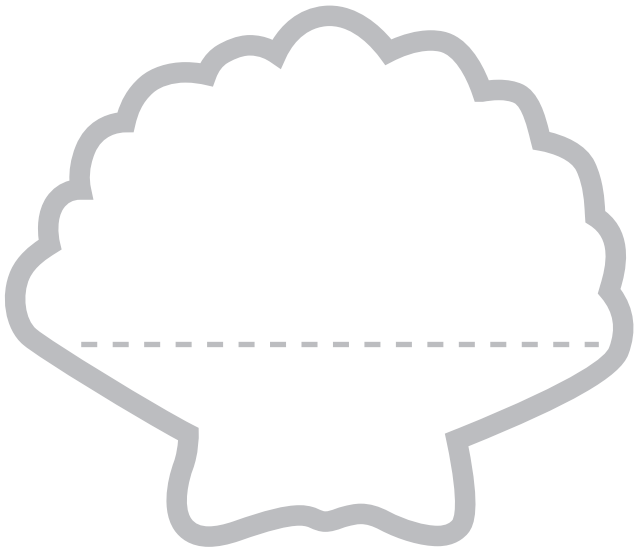
**XAVIER:** I don't really like basketball. How about soccer?

**CARSON:** No, I don't really like soccer.

**XAVIER:** *(Laughs.)* Well, we have to do something! We can't let this great day slip away!

**CARSON:** How about we start by taking a walk to the park, and then we can figure out what to do.

**XAVIER:** That sounds like a plan.



# Story Map



**Title:** To Fly or Not to Fly

**Characters:**

Vince  
Mom  
Feathers, a bird

**Setting:**

**Where:** Vince's home

**When:**

**Problem:**

Vince has found a bird and wants to keep it after he nurses it back to health.

**Event:** Vince and Mom find an injured bird in their backyard.

**Event:** Vince nurses the bird back to health and names it Feathers.

**Event:** Mom tells Vince that it's time for Feathers to be released back outside.

**Event:** Vince tells Mom that he wants to continue taking care of Feathers.

**Event:** Mom tells Vince that it would be selfish to keep Feathers.

**Solution:**

Vince makes the hard decision and releases Feathers.

## To Fly or Not to Fly

Cast of Characters	VINCE	MOM
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### Scene I: Vince's backyard

*Vince and Mom are in their backyard. There is squawking and fluttering toward the back of the yard.*

**VINCE:** Do you hear that, Mom?

**MOM:** *(Looking around the yard.)* Yes, I do. Where is it coming from?

**VINCE:** *(Pointing.)* I think it's coming from over there.

**MOM:** Look, Vince. It's a bird. I think it's hurt.

**VINCE:** Yeah, look! It can't move its wing.

**MOM:** What do you think we should do?

**VINCE:** Let's take it inside and help it. We can look after it until it heals.

*(Mom and Vince take the bird inside and make a place for it in a shoebox.)*

**VINCE:** Look, Mom! I think it likes me.

**MOM:** It probably knows that you're taking care of it.

**VINCE:** Yeah. I think it'll trust me once it sees that I'm not going to hurt it.

**MOM:** *(Laughing.)* It might even think of you as its mother.

**VINCE:** You mean father.

**MOM:** *(Winking.)* Right. I mean father.

**VINCE:** Maybe I should name it. What do you think?

**MOM:** That would be nice. However, you need to keep in mind that you'll have to let the bird go once it's healthy.

**VINCE:** I know. This is only temporary.

**MOM:** I just don't want you to get attached to it.

**VINCE:** I won't, Mom! *(Pauses.)* I think I'll name it Feathers. *(Looks at Mom.)* What do you think?

**MOM:** Feathers is a nice name, but I really don't think you should get too attached to it, honey.

**VINCE:** What do you think, Feathers? Do you like your new name?

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## Scene II: Vince's kitchen

*Two weeks later, Vince watches proudly as Feathers flies around the kitchen.*

**VINCE:** Look at him go, Mom! He loves flying around in here.

**MOM:** Sweetheart, I think he wants to fly around outside.

**VINCE:** If he flies around outside, he'll fly away. Who will take care of him then?

**MOM:** *(Softly.)* Honey, I think it's time for you to let Feathers go. He belongs outside.

**VINCE:** What? No! I don't think he's ready to leave yet.

**MOM:** He seems to be flying around perfectly with no problems.

**VINCE:** We don't know if he's healthy enough to catch food or fly away from another animal. What happens if we let him go, and he gets attacked? That would be our fault, Mom.

**MOM:** Vince, I'm sorry. I think it's time to let him go. It's the right thing to do.

**VINCE:** No! I've taken care of him, so it should be my decision.

**MOM:** Vince, if you keep him when he's ready to go, then you're being selfish. That's not fair to Feathers.

**VINCE:** Whatever, Mom. Just let me spend time with Feathers.

**MOM:** *(Kindly.)* Okay, honey, but just keep in mind what I said.

**VINCE:** *(Grumbling.)* Fine. I'll think about it.

**MOM:** Okay. Thank you. Just think about Feathers. *(Leaves the kitchen.)*

**VINCE:** *(To Feathers.)* You want to stay here with me, don't you? I'll take care of you like I did before. You won't have to worry about finding food or hiding from other animals. That's a good life for you, right?

*(Vince watches Feathers fly around the kitchen for a couple minutes.)*

**VINCE:** *(To himself.)* Or maybe I'm just being selfish like Mom said.

### Scene III: Vince's backyard

*It is the next day. Vince and Mom are in their backyard.*

**VINCE:** Mom, I think it's time to let Feathers go.

**MOM:** Are you sure you're okay with this?

**VINCE:** Yeah, I thought about what you said.

**MOM:** Really? That's great, Vince.

**VINCE:** Feathers belongs outside so he can fly. He shouldn't be stuck in a house.

**MOM:** I agree. He needs the freedom of the skies.

**VINCE:** Okay. I'm going to go get Feathers. Now is a good time to let him go, I guess.

*(Vince goes into the house and gets Feathers.)*

**VINCE:** *(Looking at Feathers.)* Okay, little buddy, time to go. Good luck out there.

*(Feathers flies away from Vince's hands.)*

**MOM:** I think you made the right decision, honey.

**VINCE:** Well, you were right. I was being selfish.

**MOM:** He belongs out here flying around. It's his nature, you know?

**VINCE:** *(Sniffing.)* I know. I just wish I could have kept him. I liked taking care of him.

**MOM:** Well, you did a great job. His wing is like new now.

**VINCE:** *(Smiling weakly.)* Yeah, I did a good job of taking care of him. And I guess it feels good to know that he's out where he belongs.

**MOM:** Exactly. It was a hard decision, but it was the right one. Sometimes the right thing to do is the hardest thing to do.

**VINCE:** Yeah. I just hope I don't have to make any more hard decisions like this one for a long time.

**MOM:** *(Smiling.)* Let's hope we don't find any more wounded animals. *(Winks.)* That way, you don't have to make more of these hard decisions.

• 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>To Fly or Not to Fly</i>
<b>English Language Arts Standards: <i>Reading: Literature</i></b>
<b>Key Ideas and Details</b> RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
<b>English Language Arts Standards: <i>Language</i></b>
<b>Vocabulary Acquisition and Use</b> L.5.5c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.