

# The Llama Who Had No Pajama

Written by Mary Ann Hoberman  
Sandpiper, 2006, ISBN 9780152055714



## TARGETED Treasure Hunt

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

**Targeted Treasure Hunt:**  
***The Llama Who Had No Pajama***

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## POETRY (7 DAY)

# The Llama Who Had No Pajama

Written by Mary Ann Hoberman

## Summary

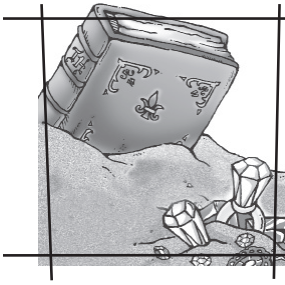
This collection of poems takes readers on a journey through nature, play, growing up, and observations of life. The poems are presented in a variety of formats and lengths.

## Instructional Objectives

	READING	WORD POWER	WRITING
CYCLE 1	<b>Figurative language (FL)</b>		<b>Write an acrostic poem.</b>
	Students will identify how authors use figurative language in poems.	Use <i>Word Power Teacher's Manual Volume A, B, or C</i> to complete a Word Power lesson with your students.	Students will each write an acrostic poem about one of the seasons.

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





## DAY 1

# ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Students discuss responses to the Big Question.

### Big Question

- Display the Big Question. Have students answer the Big Question orally with partners and teams.

#### THE BIG QUESTION

Have you ever imagined something silly like a llama wearing pajamas?



- Use **Random Reporter** to select a few students to share their team's response.

### Team Cooperation and Achievement 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.
- Direct teams to review the achievement goal they set for the cycle.

### Set the Stage

- Introduce the text, author, and reading objective.

**Today we will read *The Llama Who Had No Pajama* by Mary Ann Hoberman. As we read, we will identify how the author uses figurative language to create images, or pictures in the mind. Good readers know that understanding figurative language is important to knowing what authors are trying to say in their poems.**

- Point out this lesson's strategy target, **clarifying**.
- Point out that the text is a collection of poems, or have students explore the text to figure out that it is poetry. Review how poetry differs from stories.
- Use the items below to build or activate background knowledge about the story.
  - Use **Think-Pair-Share** to have students discuss how poetry about common, everyday topics might be different than informational writing or literature. Randomly select a few students to share.
  - Tell students that they will identify figurative language in poems as they read. Use **Think-Pair-Share** to have students discuss why they think authors of poems would want readers to create mind movies of their writing. Randomly select a few students to share.



## Vocabulary **TP**

- Display the vocabulary words.
- Have students rate their knowledge of each word. Remind students that they can say they know a word when they can read it, define it, and use it in a meaningful sentence.
  - + Think they know the word
  - ? Not sure if they know the word
- 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 by modeling the identification strategy and then completing a “My Turn, Your Turn,” modeling the use of the pronunciation strategies and correcting pronunciations when necessary.
- Have students review the vocabulary words with their partner. Ask them to use the vocabulary words in new, meaningful sentences, if possible, rather than reading the sentences provided. **SR**
  - Assign partners as either speaker or coach to review the vocabulary words.
  - Teach or model this student routine as necessary. Remind students that only the coach should look at the vocabulary chart.
  - Have students begin.

SPEAKER		COACH	
<b>SAY</b>	Say the word.	<b>AGREE</b>	Agree if your partner is right.
<b>TELL</b>	Tell what it means.		
<b>USE</b>	Use it in a sentence.		
		<b>ADD</b>	Add ideas to help your partner.



- Review the procedures for students finding words in their daily reading reading and for adding words to the **Vocabulary Vault**. **SR**

### Finding Your Words

- Find a vocabulary word in your reading.
- Write the word and the page number where you found it in your journal.
- Share with your team during vocabulary practice or on test day.

Vocabulary Vault
<ul style="list-style-type: none"> <li>• Listen for your vocabulary words.</li> <li>• Write down the word and the sentence you read or heard it in.</li> <li>• Put the voucher in the Vocabulary Vault in class.</li> <li>• Successfully explain the word to earn team celebration points.</li> <li>• Write the word on your team score sheet.</li> </ul>

Student Edition, page 1.

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

WORD AND PAGE NUMBER	IDENTIFICATION STRATEGY	DEFINITION	SENTENCE
<b>misbehaves</b> page 10	prefix + base word+ ending: mis + behave + s	acts badly	Nico’s little brother <i>misbehaves</i> when he gets tired and throws his toys around the room.
<b>procession</b> page 23	chunk: pro-ces-sion	parade; a group moving in an orderly way	The <i>procession</i> of baby ducks followed their mother across the yard to the pond.
<b>shrink</b> page 41	blend	become smaller	A cube of ice will <i>shrink</i> the longer it sits outside of the freezer.
<b>enlarge</b> page 42	chunk: en-large	make bigger	“Can you <i>enlarge</i> the picture so that we can put it on a poster?” Kali asked.
<b>dozed</b> page 43	base word + ending: doz(e) + ed	fell asleep	Grandpa <i>dozed</i> during the movie because we started it late in the evening.
<b>strolled</b> page 63	base word + ending: stroll + ed	walked	We <i>strolled</i> down the beach to watch the sunset while we were on vacation.

### Using the Targeted Skill

Introduction and Definition

- Introduce the skill and its importance in poetry. Connect the skill to their reading.  
**This cycle we will read poems and identify how the author uses figurative language. Authors of poems often use figurative language to help readers make mind movies of what is being described in the poem. The authors may use metaphors to compare objects with other objects to help readers create mind**

movies. Figurative language helps make poems more creative and interesting for readers.

- Tell students that poems can take many forms.

Authors can write poems any way they want. Some poems rhyme and have a rhyme pattern, but others don't. There are some types of poems that have a certain number of lines or a certain rhythm. Some poems even make shapes. The poems you will read in *The Llama Who Had No Pajama* take a variety of forms.

Blackline master provided.

- Display the figurative language anchor chart. Read the list and examples aloud, answering questions as they come up.

Figurative Language		
Words or phrases that mean something other than their literal meaning.		
Simile	Compares two unlike objects using <i>like</i> or <i>as</i> .	Jim swims <u>like</u> a fish. Georgia was <u>as</u> quiet <u>as</u> a mouse.
Metaphor	Compares two unlike things but does not use <i>like</i> or <i>as</i> .	Melissa is a walking dictionary.
Hyperbole	An exaggeration.	My backpack <u>weighs a ton</u> .
Personification	Giving human features to nonhuman things.	The <u>stars danced</u> at night.
Idiom	A word or phrase that is not meant to be taken literally.	He <u>got cold feet</u> and couldn't ask his boss for a raise.

- Display the following acrostic poem. Explain that an acrostic poem is a poem in which a word that is the subject of the poem is written down the page instead of across it. Read the poem aloud.

<p><b>Telephone</b></p> <p>Talking and chatting</p> <p>Everyday yakking</p>
---

Little chickens clucking to each other.  
 Each ring of the machine  
 Puts everything on hold,  
 Hurrying to answer,  
 Only  
 No one is on the line.  
 Everyone is sad.



- Use a **Think Aloud** to model how to use the list to identify figurative language used in the poem “Telephone.”

**Let me take a look at my list of types of figurative language to help me identify examples of figurative language used in the poem “Telephone.” I don’t see any words that appeal to my senses. I also don’t see any descriptions that make a telephone seem human. I see a comparison though. The third line reads, “Little chickens clucking to each other.” I think the author is comparing people talking on the telephone with chickens clucking. I don’t see the words *like* or *as*, so this isn’t a simile. This must be a metaphor.**

- Tell students that they will refer to the figurative language anchor chart as they read poems from *The Llama Who Had No Pajama*.
- Award team celebration points for good discussions that demonstrate effective teamwork.

## Listening Comprehension

- Point out that you will read poems from *The Llama Who Had No Pajama* for Listening Comprehension.
- Read “Let’s Dress Up” on page 30 aloud, stopping to ask questions, make points, or focus students’ attention as needed. Use a **Think Aloud** to model how to identify figurative language used in the poem.

**Let’s see what kinds of figurative language I can identify in this poem. I don’t see anything that compares unlike objects or that makes nonhuman objects act human. But I do see language that appeals to my senses. In the first verse, the poet used words like *swishing* and *wispy* to describe the sound the dress-up skirts make and how the veils are thin and see-through. This helps me imagine what it sounds, feels, and looks like to try on dress-up clothes. I identified imagery in this poem.**

- Use a **Think Aloud** to model following the steps on the Clarifying Strategy Card to clarify a word or phrase based on what you have read so far.

**Let me clarify something from the reading. It’s important to clarify as we read so that we can make sure we understand what poems and stories are about. I read the word *rouge*, but I had trouble saying it at first. I read it as *r-ou* (as in *cow*)-*g* (hard *g*), but that didn’t sound like any word I was familiar with. I looked at the vowel team *ou* and remembered that it usually says /ou/ as in *out*,**

but I’ve seen it say /ou/ as in *soup*, too. I tried saying it that way—*rou-g* (hard *g*)—and it still didn’t sound quite right. I saw that the *g* is followed by an *e*, and I know that can make *g* sound more like /j/. I tried that—*rouge*. That was more familiar! *Rouge* is word for makeup you put on your cheeks. It’s also a word for the color red. That makes sense because in the poem, the kids are dressing up and wearing lipstick.

- Remind students that they will continue to identify how the author uses figurative language as they read *The Llama Who Had No Pajama*.

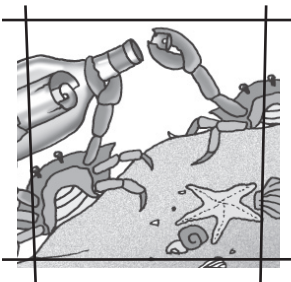
### Preview Team Talk

- 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. What word or phrase did you clarify? How did you clarify it? |CL| (Strategy Use rubric)
2. In “Brother” on page 10, what happens when the speaker complains about his little brother to his father? |CE|
  - a. He agrees to find a new brother for him.
  - b. He tells the speaker that he is misbehaving himself.
  - c. He punishes him for teasing his little brother.
  - d. He tells him all brothers misbehave sometimes.
3. How does the author use exaggeration, or hyperbole, in “Magic Hand”? (Write-On) |FL| (Team Talk rubric)



## TEAMWORK

Timing Goal: 35 minutes

### Partner Reading **TP**

Students read and restate aloud.

- Explain, or review, if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**

pages 34–35 aloud with partners.

## LITERATURE

### Read Aloud

1. Take turns reading paragraphs aloud with your partner.
2. Use strategies, as necessary, as you read.
3. Retell the main events from your partner’s reading before beginning your turn.
4. Add information from the reading to your story map.

- If some teams finish ahead of others, have them begin working on the following activities: **SR**

### After Reading

1. Discuss your sticky notes with your partner. Use the Clarifying Strategy Card to help each other determine how to say a word and/or its meaning.
2. Add key understandings to your story maps or graphic organizers.
3. Reread the text by alternating who begins reading first.
4. Reread the pages in unison for fluency practice.

## Team Discussion **TP**

- Remind teams to discuss any sticky notes that are still unresolved.
- 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**

### Team Discussion

1. Have a strategy discussion about sticky notes.
2. Pass out role cards.
3. Have a discussion about the Team Talk questions using the rubrics.
4. Discuss story maps or graphic organizers.
5. Prepare for Class Discussion and **Random Reporter**.

- Remind students that they will need to prepare each team member to report on Strategy Use, Write-On, and Team Talk discussions to earn challenge scores from the rubrics during Class Discussion.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson’s team cooperation goal.

### Class Discussion **TP**



- Use **Random Reporter** to select a team to share responses to each question.
- Students should listen to the team selected and provide feedback based on the rubric.
- Award team celebration points.
- Add individual rubric scores to the teacher cycle record form.
- Students record their rubric scores on the team score sheet.



- **Optional:** If you have time or your students would benefit from an additional question, ask the Team Talk Extension question. Allow students time for a quick **Team Huddle** before **Random Reporter**.

Answers may vary. Accept reasonable responses.

#### Strategy Use Discussion

- resolve a sticky note
- describe team strategy use

#### Write-On Discussion

- read written answers
- create a class answer and discuss what makes it good or how to improve it

## TEAM TALK

1. What word or phrase did you clarify? How did you clarify it? |CL| (Strategy Use rubric)
  - 100 points** = *Uses a sticky note, tells what strategy was used to discuss it, and explains how the strategy helped to understand the text.*
  - 90 points** = *Uses a sticky note and tells what strategy was used to discuss it.*
  - 80 points** = *Uses a sticky note to mark a thought.*
2. In “Brother” on page 10, what happens when the speaker complains about his little brother to his father? |CE|
  - a. He agrees to find a new brother for him.
  - b. He tells the speaker that he is misbehaving himself.
  - c. He punishes him for teasing his little brother.
  - d. He tells him all brothers misbehave sometimes.
3. How does the author use exaggeration, or hyperbole, in “Magic Hand”? **(Write-On)** |FL| (Team Talk rubric)
  - 100 points** = *The author uses exaggeration in “Magic Hand” on page 34 by exaggerating what the speaker’s hand can do. The speaker says her hand can make houses, mountains, or hippopotamuses disappear. The speaker’s hand is not really magic. You have to be standing far enough away from an object to make it look like you covered it with your hand.*
  - 90 points** = *The author uses exaggeration in “Magic Hand” on page 34 by exaggerating what the speaker’s hand can do.*
  - 80 points** = *She exaggerates what the speaker’s hand can do.*

**Team Talk Discussion**

- ask students if they understood or enjoyed the reading
- reinforce use of the skill

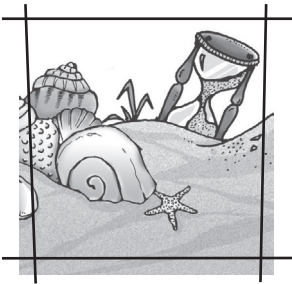
**TEAM TALK EXTENSION**

4. How do you think the speaker in “Comparisons” on page 35 feels about being the shortest and the youngest? Support your thinking. |DC|

**100 points** = *I think the speaker in “Comparisons” on page 35 does not mind being the shortest and the youngest. She says that if you turn around the comparison of tall, taller, tallest to short, shorter, shortest, then it is better for her. She is the shortest and the youngest. She thinks that makes her special.*

**90 points** = *I think the speaker in “Comparisons” on page 35 does not mind being the shortest and the youngest.*

**80 points** = *She does not mind being the shortest and the youngest.*

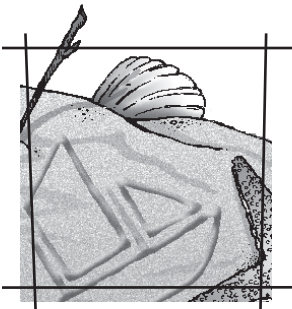
**FLUENCY IN FIVE**

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 35 (verse 1)**

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

**WORD POWER**

Timing Goal: 20 minutes

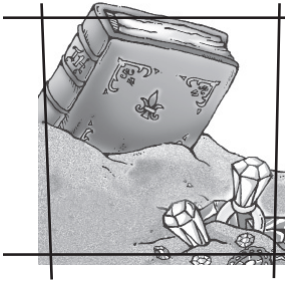
- Use *Word Power Teacher’s Manual Volume A, B, or C* to complete a Word Power lesson with your students.

- Select a lesson to review skills based on your students' needs or based on this story's vocabulary words. For example:
  - *Volume A*, Lesson 16: Reviewing Ending n-blends
  - *Volume C*, Lesson 1: Mixed Practice 1: Base Word + Ending, Chunking

## 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?
- What did you do to work toward your achievement goal?



## DAY 2

# ACTIVE INSTRUCTION

Timing Goal: 20 minutes



### Big Question

- Refer back to the Big Question. Use **Team Huddle** to have students discuss their answers to the question. Ask whether students have additions or changes to make after reading.



- Use **Random Reporter** to select a few students to share their team's response.

### Team Cooperation and Achievement 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.
- Direct teams to review the achievement goal they set for the cycle.

### Set the Stage

- Remind students of the story, author, and reading objective.
- Point out this lesson's strategy target, **clarifying**.

### Vocabulary **TP**

- Have students review the vocabulary words with their partner. 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 for understanding. Review any words and/or definitions that students need additional support in understanding.
  - Focus on words that appear in the reading for the day if applicable: *procession* page 23.



- 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.

### Text Review

- Have students work in teams and use their story maps 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.



## Listening Comprehension

- Read “Ducks” on page 17 and “Rabbit” on page 18 aloud, stopping to ask questions, make points, or focus students’ attention as needed. Use a **Think Aloud** to model how to identify figurative language used in the poem.

**Let’s see what kinds of figurative language I can identify in these poems. I don’t see any examples of words that make me think of my senses or comparisons. But I do think I see some word play, or puns. In “Ducks,” the author says “All they do is Duck their bill,” in lines 5 and 6. Duck is the name of the animal, but the word *duck* also means to lower your head or body, so it describes how ducks find food in the water. In “Rabbit,” the author repeats the word *bit* throughout the poem. This word makes up the end of the word *rabbit* and the beginning of the word *bitter*, but it is also used to mean a small amount or to take a bite of something. The author makes puns in these poems.**

- If necessary, point out to students that you did not say the poem “Rabbit” had personification even though the rabbit speaks like a human in the poem.

**I did not say that the poem “Rabbit” had personification, or nonhuman things acting like humans. In the poem, the rabbit is like a human character. It talks and says it feels unwell. When you think about personification, look for examples of when the author imagines human actions onto an ordinary animal. For example, saying that the cat smiled happily after eating its dinner is personification, because a cat cannot actually smile, but we might imagine that the cat is happy after eating.**

- Use a **Think Aloud** to model following the steps on the Clarifying Strategy Card to clarify a word or phrase based on what you have read so far.

**Good readers clarify as they read. Clarifying helps us to understand what we are reading. Today I had to clarify the word *beet*. To clarify this word, I used the vowel team strategy. I recognized the word has a vowel team of *ee*. I know that the vowel team *ee* makes the long *e* sound. After identifying this, I was able to blend the word to get *beet*.**

- Remind students that they will identify how the author uses figurative language as they read *The Llama Who Had No Pajama*.

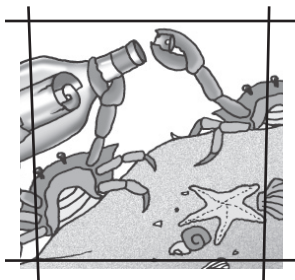
## Preview Team Talk

- 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. What word or phrase did you clarify? How did you clarify it? |CL| (Strategy Use rubric)
2. In “How Many?” on pages 22 and 23, what happens to the dog that sees the skunks out walking? How do you know? |DC|
3. How does the author give human characteristics to something not human, or use personification, in “Raccoon” on page 19? **(Write-On)** |FL| (Team Talk rubric)



## TEAMWORK

Timing Goal: 45 minutes

### Partner Reading **TP**

Students read and restate aloud.

- Explain, or review, if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**  
 pages 19 (“Raccoon,” “Nuts to You”), 20 and 21 (“Mouse”), and 22 and 23 (“How Many?”) aloud with partners.
- If some teams finish ahead of others, have them begin working on the following activities: **SR**

**After Reading**

1. Discuss your sticky notes with your partner. Use the Clarifying Strategy Card to help each other determine how to say a word and/or its meaning.
2. Add key understandings to your story maps or graphic organizers.
3. Reread the text by alternating who begins reading first.
4. Reread the pages in unison for fluency practice.

### Team Discussion **TP**

- Remind teams to discuss any sticky notes that are still unresolved.
- 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 report on Strategy Use, Write-On, and Team Talk discussions to earn challenge scores from the rubrics during Class Discussion.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson’s team cooperation goal.

**Class Discussion TP**



- Use **Random Reporter** to select a team to share responses to each question.
- Students should listen to the team selected and provide feedback based on the rubric.
- Award team celebration points.
- Add individual rubric scores to the teacher cycle record form.
- Students record their rubric scores on the team score sheet.



- **Optional:** If you have time or your students would benefit from an additional question, ask the Team Talk Extension question. Allow students time for a quick **Team Huddle** before **Random Reporter**.

Answers may vary. Accept reasonable responses.

**Strategy Use Discussion**

- resolve a sticky note
- describe team strategy use

**TEAM TALK**

1. What word or phrase did you clarify? How did you clarify it? |CL| (Strategy Use rubric)
  - 100 points** = *Uses a sticky note, tells what strategy was used to discuss it, and explains how the strategy helped to understand the text.*
  - 90 points** = *Uses a sticky note and tells what strategy was used to discuss it.*
  - 80 points** = *Uses a sticky note to mark a thought.*
2. In “How Many?” on pages 22 and 23, what happens to the dog that sees the skunks out walking? How do you know? |DC|
  - 100 points** = *In “How Many” on pages 22 and 23, the dog that sees the skunks out walking gets sprayed by the skunks. I know because the last line of the poem is “ONE BIG SMELL!” All five skunks sprayed the dog. Skunks have a smelly spray to scare away enemies.*
  - 90 points** = *In “How Many” on pages 22 and 23, the dog that sees the skunks out walking gets sprayed by the skunks. I know because the last line of the poem is “ONE BIG SMELL!”*
  - 80 points** = *It gets sprayed by the skunks.*

**Write-On Discussion**

- read written answers
- create a class answer and discuss what makes it good or how to improve it

**TEAM TALK CONTINUED**

3. How does the author give human characteristics to something not human, or use personification, in “Raccoon” on page 19? **(Write-On)** |FL| (Team Talk rubric)

**100 points** = *The author gives human characteristics to something not human in “Raccoon” on page 19 by making the raccoon seem like a human thief or pirate. The speaker also says the raccoon has manners and is lucky he won’t go to jail. In the poem, the raccoon makes a mess from the speaker’s trash. I know that this is something raccoons do. The author compares the raccoon to humans that make a mess or steal things.*

**90 points** = *The author gives human characteristics to something not human in “Raccoon” on page 19 by making the raccoon seem like a human thief or pirate.*

**80 points** = *They make the raccoon seem like a human thief or pirate.*

**TEAM TALK EXTENSION**

4. What do you think the author’s purpose for writing the poem “Mouse” on pages 20 and 21? Support your thinking. |AP • DC|

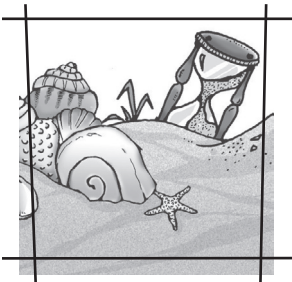
**100 points** = *I think the author’s purpose for writing the poem “Mouse” on pages 20 and 21 is to teach readers about mice. The poem asks a mouse questions about where it lives and what it does, eats, and fears. The mouse answers with information, like it lives in holes, nests, or hollow trees.*

**90 points** = *I think the author’s purpose for writing the poem “Mouse” on pages 20 and 21 is to teach readers about mice.*

**80 points** = *It teaches readers about mice.*

**Team Talk Discussion**

- ask students if they understood or enjoyed the reading
- reinforce use of the skill

**FLUENCY IN FIVE TP**

Timing Goal: 5 minutes

- Explain, or have team leaders review, if necessary, the routine and rubric for fluency. **SR**

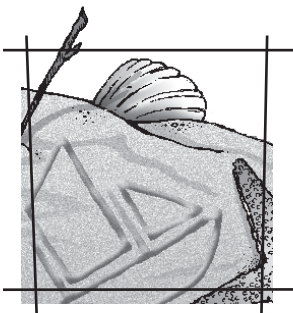
Fluency Routine	
1.	Choose a partner to read first.
2.	Begin reading.
3.	Listening partner: <ul style="list-style-type: none"> <li>• When did the reader stop?</li> <li>• How many words did the reader miss?</li> <li>• Did the reader meet the rate goal?</li> </ul>
4.	Use the Fluency rubric to share feedback with the reader.
5.	Switch roles, and then repeat the routines.
<p><b>Not ready yet?</b> Practice reading the same passage again with your partner. Ask your teacher to hear you read when you are ready.</p>	

- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

Student Edition, page 1.

**Page 19 (“Raccoon,” lines 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 as students read with their partners.
- Award team celebration points. Remember to add individual scores to the teacher cycle record form.
- Students record their fluency rubric scores on the team score sheets.



## WORD POWER

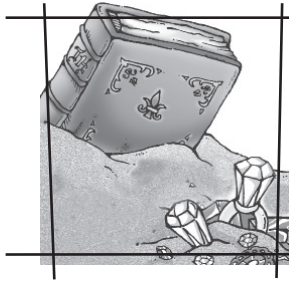
Timing Goal: 20 minutes

- Use *Word Power Teacher’s Manual Volume A, B, or C* to continue the Word Power lesson you selected on Day 1 with your students.

## 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?
- What did you do to work toward your achievement goal?



## DAY 3

# ACTIVE INSTRUCTION

Timing Goal: 20 minutes

### Big Question



- Refer back to the Big Question. Use **Team Huddle** to have students discuss their answers to the question. Ask whether students have additions or changes to make after reading.



- Use **Random Reporter** to select a few students to share their team's response.

### Team Cooperation and Achievement 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.
- Direct teams to review the achievement goal they set for the cycle.

### Set the Stage

- Remind students of the story, author, and reading objective.
- Point out this lesson's strategy target, **questioning**.

### Vocabulary **TP**

- Have students review the vocabulary words with their partner. 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.
  - Focus on words that appear in the reading for the day if applicable: *shrink* page 41, *enlarge* page 42, and *dozed* page 43.



- 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.

### Text Review

- Have students work in teams and use their story maps 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.



## Listening Comprehension

- Read “Waiters” on page 36 aloud, stopping to ask questions, make points, or focus students’ attention as needed. Use a **Think Aloud** to model how to identify figurative language used in the poem.

**Let’s see what kind of figurative language I can identify in this poem. I don’t see any examples of personification, and I don’t see any words or descriptions that seem to compare things. I see a play on words, or pun, though. The poem is about a dad and his daughter eating at a restaurant. The daughter is waiting for the waiter to bring her water. Waiters are the people who bring you food when you eat out. But after waiting for so long, the daughter wonders who is really the “waiter,” as in, the one who is waiting. I just identified a pun in this poem.**

- Use a **Think Aloud** to model following the steps on the Questioning Strategy Card based on what you have read so far.

**Good readers ask questions. This helps them understand what they are reading. A question I can ask about the poem is, why is the daughter waiting for the waiter? She is waiting for the waiter to bring her dad some water. This is a Right There question. The poem says why she is waiting. I didn’t need any background knowledge to answer it.**

- Remind students that they will identify how the author uses figurative language as they read *The Llama Who Had No Pajama*.

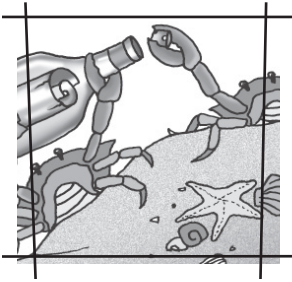
## Preview Team Talk

- 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. What question can you ask about today’s reading? Is this a Right There or a Think question? How would you answer it? |QU| (Strategy Use rubric)
2. What effect did a year passing have on the speaker in “A Year Later” on page 41? |CE|
  - a. They have to use a rubber tube to float.
  - b. They can enjoy swimming this summer.
  - c. They have to hang onto the side of the boat.
  - d. They can stay on the shore with everyone else.
3. How does the author use exaggeration, or hyperbole, in “The Llama Who Had No Pajama” on pages 42 and 43? (**Write-On**) |FL| (Team Talk rubric)



# TEAMWORK

Timing Goal: 45 minutes

## Partner Reading **TP**

Students read and restate aloud.

- Explain, or review, if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**  
**page 41 (“How Far,” “Growing,” and “A Year Later”) and 42 and 43 (“The Llama Who Had No Pajama”) aloud with partners.**
- If some teams finish ahead of others, have them begin working on the following activities: **SR**

### After Reading

1. Discuss your sticky notes with your partner. Use the Clarifying Strategy Card to help each other determine how to say a word and/or its meaning.
2. Add key understandings to your story maps or graphic organizers.
3. Reread the text by alternating who begins reading first.
4. Reread the pages in unison for fluency practice.

## Team Discussion **TP**

- Remind teams to discuss any sticky notes that are still unresolved.
- 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 report on Strategy Use, Write-On, and Team Talk discussions to earn challenge scores from the rubrics during Class Discussion.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson’s team cooperation goal.

## Class Discussion **TP**



- Use **Random Reporter** to select a team to share responses to each question.

- Students should listen to the team selected and provide feedback based on the rubric.
- Award team celebration points.
- Add individual rubric scores to the teacher cycle record form.
- Students record their rubric scores on the team score sheet.
- **Optional:** If you have time or your students would benefit from an additional question, ask the Team Talk Extension question. Allow students time for a quick **Team Huddle** before **Random Reporter**.



Answers may vary. Accept reasonable responses.

**Strategy Use Discussion**

- resolve a sticky note
- describe team strategy use

**Write-On Discussion**

- read written answers
- create a class answer and discuss what makes it good or how to improve it

**TEAM TALK**

1. What question can you ask about today’s reading? Is this a Right There or a Think question? How would you answer it? |QU| (Strategy Use rubric)
  - 100 points** = *Uses a sticky note, tells what strategy was used to discuss it, and explains how the strategy helped to understand the text.*
  - 90 points** = *Uses a sticky note and tells what strategy was used to discuss it.*
  - 80 points** = *Uses a sticky note to mark a thought.*
2. What effect did a year passing have on the speaker in “A Year Later” on page 41? |CE|
  - a. They have to use a rubber tube to float.
  - b. They can enjoy swimming this summer.
  - c. They have to hang onto the side of the boat.
  - d. They can stay on the shore with everyone else.
3. How does the author use exaggeration, or hyperbole, in “The Llama Who Had No Pajama” on pages 42 and 43? (**Write-On**) |FL| (Team Talk rubric)
  - 100 points** = *The author uses exaggeration in “The Llama Who Had No Pajama” on pages 42 and 43 when the llama is afraid that he cannot sleep without pajamas. The llama repeats, “And all will be sleeping but I” and says the rest of the world will be wearing pajamas to bed. This is an exaggeration because he is a llama, and llamas and other animals do not wear pajamas to bed. He falls asleep easily without pajamas.*
  - 90 points** = *The author uses exaggeration in “The Llama Who Had No Pajama” on pages 42 and 43 when the llama is afraid that he cannot sleep without pajamas.*
  - 80 points** = *The llama exaggerates that he cannot sleep without pajamas.*

## TEAM TALK EXTENSION

### Team Talk Discussion

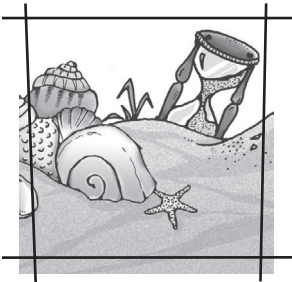
- ask students if they understood or enjoyed the reading
- reinforce use of the skill

4. How is the speaker in “Growing” on page 41 the same as the llama in “The Llama Who Had No Pajama”? | CC |

**100 points** = *The speaker in “Growing” on page 41 is the same as the llama in “The Llama Who Had No Pajama” because they are both growing too big for their clothes. The speaker in “Growing” is growing tall and says that their clothes are growing small. The llama learns that he has outgrown all of his pajamas.*

**90 points** = *The speaker in “Growing” on page 41 is the same as the llama in “The Llama Who Had No Pajama” because they are both growing too big for their clothes.*

**80 points** = *They are both growing too big for their clothes.*



## FLUENCY IN FIVE **TP**

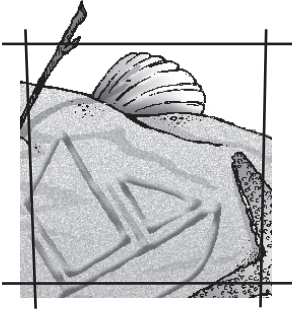
Timing Goal: 5 minutes

- 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 19 (“Raccoon,” lines 1–9) or 42 (lines 1–12)**

- 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 as students read with their partners.
- Award team celebration points. Remember to add individual scores to the teacher cycle record form.
- Students record their fluency rubric scores on the team score sheets.



# WORD POWER

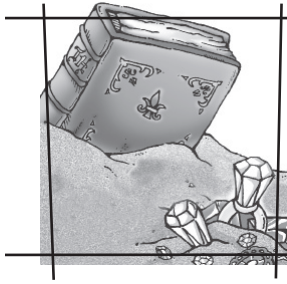
Timing Goal: 20 minutes

- Use *Word Power Teacher's Manual Volume A, B, or C* to continue the Word Power lesson you selected on Day 1 with your students.

## 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?
- What did you do to work toward your achievement goal?



## DAY 4

# ACTIVE INSTRUCTION

Timing Goal: 20 minutes

### Big Question



- Refer back to the Big Question. Use **Team Huddle** to have students discuss their answers to the question. Ask whether students have additions or changes to make after reading.



- Use **Random Reporter** to select a few students to share their team's response.

### Team Cooperation and Achievement 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.
- Direct teams to review the achievement goal they set for the cycle.

### Set the Stage

- Remind students of the story, author, and reading objective.
- Point out this lesson's strategy target, **clarifying**.

### Vocabulary **TP**

- Have students review the vocabulary words with their partner. Ask them to use the vocabulary words in new, meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Students will individually write a meaningful sentence for one of the words in preparation for the assessment.
- Use **Random Reporter** to select students to share their meaningful sentence and lead a discussion using the Meaningful Sentence rubric.
- Use **Random Reporter** to check the review.
  - Focus on words that appear in the reading for the day if applicable: *strolled* page 63.



- 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.

## Text Review

- Have students work in teams and use their story maps 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.



## Listening Comprehension

- Read “B” on page 49 aloud, stopping to ask questions, make points, or focus students’ attention as needed. Use a **Think Aloud** to model how to identify figurative language used in the poem.

**Let’s see what kinds of figurative language I can identify in this poem. In “B” on page 49, I see puns. Remember, puns are a play on words, using words that sound alike but meaning different things. First, the author uses the letter *b* to mean the word *bee*, for the insect. Then the author uses the words *bred* and *bread*. These words sound alike, but they mean different things. *Bred* means raised on, and *bread* is the food you eat. When the poem is read aloud, it’s almost a tongue twister.**

- Read “Sloth” on page 60 aloud, stopping to ask questions, make points, or focus students’ attention as needed. Use **Think-Pair-Share** to have students identify other types of figurative language used in this poem. Randomly select a few students to share. *The author compares a tree to a trapeze.*
- Use a **Think Aloud** to model following the steps on the Clarifying Strategy Card to clarify a word or phrase from the reading.

**Good readers clarify while they read. Today I had to clarify the word *knobby*. At first, I read it as *k-n-obby*, but that didn’t sound right. I thought about other words I have seen that start with *kn*, like *know* or *knit*, and realized it starts with an /n/ sound. Then I thought this could be a base word and ending, because *-y* is an ending. That left the base word *knobb*. I know some letters get doubled when endings are added, so the base word is really *knob*.**

- Remind students that they will identify how the author uses figurative language as they read *The Llama Who Had No Pajama*.

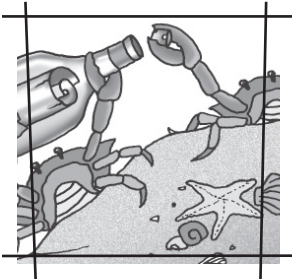
## Preview Team Talk

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

Student Edition, page 3.

## TEAM TALK

1. What word or phrase did you clarify? How did you clarify it? |CL| (Strategy Use rubric)
2. Which of the following are sound words that appear in poems on page 63? |LT|
  - a. hot and gaze
  - b. roar and grr
  - c. few and passes
  - d. spotted and striped
3. How does the author use a simile in “Advice” on page 64? **(Write-On)** |FL| (Team Talk rubric)



## TEAMWORK

Timing Goal: 45 minutes

### Partner Reading **TP**

Students read and restate aloud.

- Explain, or review, if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**  
**page 63 (“Bear,” “Ocelot,” “Tiger,” and “Gazelle”) and page 65 (“Advice”) aloud with partners.**
- If some teams finish ahead of others, have them begin working on the following activities: **SR**

#### After Reading

1. Discuss your sticky notes with your partner. Use the Clarifying Strategy Card to help each other determine how to say a word and/or its meaning.
2. Add key understandings to your story maps or graphic organizers.
3. Reread the text by alternating who begins reading first.
4. Reread the pages in unison for fluency practice.

### Team Discussion **TP**

- Remind teams to discuss any sticky notes that are still unresolved.

- 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 report on Strategy Use, Write-On, and Team Talk discussions to earn challenge scores from the rubrics during Class Discussion.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

### Class Discussion **TP**



- Use **Random Reporter** to select a team to share responses to each question.
- Students should listen to the team selected and provide feedback based on the rubric.
- Award team celebration points.
- Add individual rubric scores to the teacher cycle record form.
- Students record their rubric scores on the team score sheet.



- **Optional:** If you have time or your students would benefit from an additional question, ask the Team Talk Extension question. Allow students time for a quick **Team Huddle** before **Random Reporter**.

Answers may vary. Accept reasonable responses.

#### Strategy Use Discussion

- resolve a sticky note
- describe team strategy use

### TEAM TALK

1. What word or phrase did you clarify? How did you clarify it? |CL| (Strategy Use rubric)

**100 points** = *Uses a sticky note, tells what strategy was used to discuss it, and explains how the strategy helped to understand the text.*

**90 points** = *Uses a sticky note and tells what strategy was used to discuss it.*

**80 points** = *Uses a sticky note to mark a thought.*

2. Which of the following are sound words that appear in poems on page 63? |LT|
  - a. hot and gaze
  - b. roar and grr
  - c. few and passes
  - d. spotted and striped

**Write-On Discussion**

- read written answers
- create a class answer and discuss what makes it good or how to improve it

**Team Talk Discussion**

- ask students if they understood or enjoyed the reading
- reinforce use of the skill

**TEAM TALK CONTINUED**

3. How does the author use a simile in “Advice” on page 64? **(Write-On) | FL |**  
(Team Talk rubric)

**100 points** = *The author uses a simile in “Advice” to compare a rolled up armadillo to a pillow. The author warns that even though the armadillo looks like a pillow, it does not make a good one because of its armor and its temper. The author uses the word like to compare things.*

**90 points** = *The author uses a simile in “Advice” to compare a rolled up armadillo to a pillow. The word like compares things.*

**80 points** = *She compares a rolled up armadillo to a pillow with the word like.*

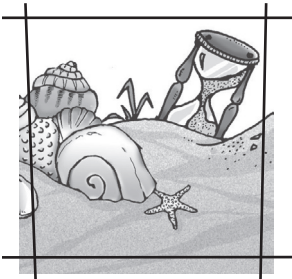
**TEAM TALK EXTENSION**

4. Sometimes authors repeat the beginning sounds of words in poems. This is called alliteration. How does the author do this in “Gazelle” on page 63? **| LT |**

**100 points** = *The author repeats beginning sounds in the poem “Gazelle” by using words that begin with g. The poem uses the words gaze, graceful, gazelle, grazes, green, growing, grasses, and gracefully. Most of the words in the poem begin with g.*

**90 points** = *The author repeats beginning sounds in the poem “Gazelle” by using words that begin with g.*

**80 points** = *She uses words that begin with g.*



**FLUENCY IN FIVE TP**

Timing Goal: 5 minutes

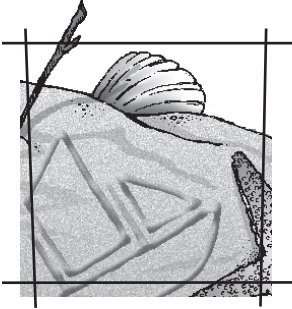
- Explain, or have team leaders review, if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

Student Edition, page 1.

**Page 19 (“Raccoon,” lines 1–9), 42 (lines 1–12), or 64 (lines 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 as students read with their partners.
- Award team celebration points. Remember to add individual scores to the teacher cycle record form.
- Students record their fluency rubric scores on the team score sheets.



## WORD POWER

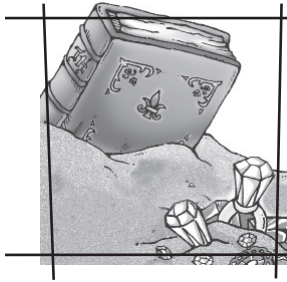
Timing Goal: 20 minutes

- Use *Word Power Teacher's Manual Volume A, B, or C* to continue the Word Power lesson you selected on Day 1 with your students.

### 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?
- What did you do to work toward your achievement goal?



## DAY 5

# ACTIVE INSTRUCTION

Timing Goal: 20 minutes

### Rate Vocabulary Words

- Have students restate the vocabulary words individually as they arrive for class.
  - + Think they know the word
  - ? Not sure if they know the word

### Team Cooperation and Achievement 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.
- Direct teams to review the achievement goal they set for the cycle.

### Set the Stage

- Tell students that their reading test today includes comprehension questions, vocabulary, 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 on their story maps from the reading on days 1–4.
- 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.



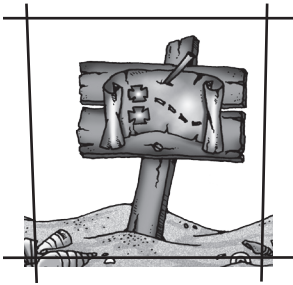
**In yesterday's reading, we read poems about animals. Today we will read poems about time and winter.**

### Vocabulary **TP**

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

## Prepare Students for the Test

- Distribute the test, and preview it with students without providing information about the answers. Point out that question #4 asks about figurative language.
- Ask students to underline key words or phrases in question #4.
- Make sure 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 40 minutes for the test.

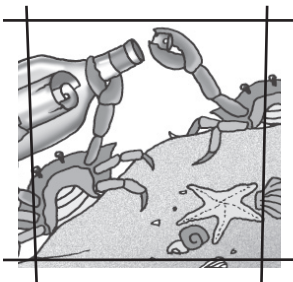


## TEST

Timing Goal: 40 minutes

**Suggested timing:**  
Reading/comprehension  
questions: 30 minutes  
Vocabulary/Word Power:  
10 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**

- Students discuss independent strategy use and answers to the test. **SR**

After the Test	
<b>INDEPENDENT STRATEGY USE</b>	<ul style="list-style-type: none"> <li>• How did you resolve a sticky note?</li> <li>• Describe your strategy use with the team.</li> </ul>
<b>SKILL-QUESTION DISCUSSION</b>	<ul style="list-style-type: none"> <li>• Discuss the skill question in teams.</li> <li>• Say the question in your own words, and tell what key words or phrases you underlined.</li> <li>• Read your answer to your team.</li> <li>• Think about what you like about your answer and what you could have said differently.</li> <li>• Use your colored pen to add comments to your answer.</li> </ul>

- Remind students that they will need to prepare each team member to discuss words or phrases that needed clarification 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**

- Collect the test answers.
- Use **Random Reporter** to have students share a word or phrase that needed clarification.
- Award team celebration points.
- Use **Random Reporter** to review assessment answers as time permits.
- Award team celebration points.
- Have students share with their teammates which vocabulary words they found in the text and on what page. Use **Random Reporter** to select a few students to share with the class.

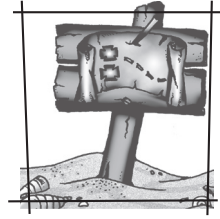


- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.
- Use information from student tests to plan modeling and/or Think Alouds for the next lesson that will build upon the skills students need. If necessary, add or modify questions on the next student test to address a particular skill, quality of expression, or question format.

## 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?
- What did you do to work toward your achievement goal?



# TEST

## Comprehension Questions

Answers may vary.  
Accept reasonable responses.

Read pages 24 (“Time,” “It’s Dark Out”) and 25 (“Snow,” “Ice-Skating”) of *The Llama Who Had No Pajama*, and answer the following questions. The total score for comprehension questions equals 100 points.

30 points

1. In “Magic Hand” on page 34, what does the author use exaggeration, or hyperbole, to describe? |FL|

**30 points** = In “Magic Hand,” the author uses exaggeration to describe the speaker’s hand. She says that her hand can make houses, mountains, or hippopotamuses disappear. These are big objects. Her hand can only make them disappear when they are far away. Her hand is not really magic.

**25 points** = In “Magic Hand,” the author uses exaggeration to describe the speaker’s hand.

**20 points** = She uses exaggeration to say the speaker’s hand can make big objects disappear.

30 points

2. Do you think the speakers in “Snow” and “Ice-Skating” on page 25 feel the same way about winter weather? Why or why not? |CC • DC|

**30 points** = I do not think that the speakers in “Snow” and “Ice-Skating” feel the same way about winter weather. I think the speaker in “Snow” does not like winter and the speaker in “Ice-Skating” does like winter. The speaker in “Snow” says there is snow on the sandbox, slide, and bike. I don’t think they can play with these things in the snow. The speaker in “Ice-Skating” enjoys ice skating even though they are not good at it.

**25 points** = I do not think that the speakers in “Snow” and “Ice-Skating” feel the same way about winter weather. I think the speaker in “Snow” does not like winter and the speaker in “Ice-Skating” does like winter.

**20 points** = They don’t feel the same way about winter weather. One likes it and one doesn’t.

10 points

3. Which of the following best describes the mood, or feeling, of “Time” on page 24? |MD|

- a. angry
- b. frightening
- c. peaceful
- d. nervous

30 points

4. In “It’s Dark Out” on page 24, what does the author have the sun do that makes it act like a human (personification)? **(Write-On)** | FL | (Team Talk rubric)

**30 points** = *The author makes the sun act like a human in “It’s Dark Out” when she says the sun goes to bed. The poem is about how it gets dark outside early in winter. The sun does not really go to bed like a person when it is dark. It sets as the Earth turns.*

**25 points** = *The author makes the sun act like a human in “It’s Dark Out” when she says the sun goes to bed.*

**20 points** = *The author says the sun goes to bed.*

**Word Power  
Building Meaning**

10 points each

Number your paper from 1 to 6. Write your answers next to the matching numbers on your paper. The total possible score for Vocabulary and Word Power questions equals 100 points.

misbehaves	procession	shrink
enlarge	dozed	strolled

1. Write a meaningful sentence for the word *shrink*.

**10 points** = *Uses the word correctly and includes details to create a mind movie.*

**5 points** = *Uses the word correctly and includes one detail in the sentence.*

**1 point** = *Uses the word correctly.*

2. On the hot day, the family strolled down the street to the snowcone stand for a treat.

3. Janelle wanted to stay up until midnight on New Year’s Eve, but she dozed off and missed the countdown. *Dozed* means—

- a. *fell asleep.*
- b. *snored loudly.*
- c. *rolled over.*
- d. *woke up.*

4. A magnifying glass will enlarge the objects or words you hold it over so that you can see them better.

5. Rami followed the procession of tiny ants until he found the piece of food they were attracted to on the kitchen counter.

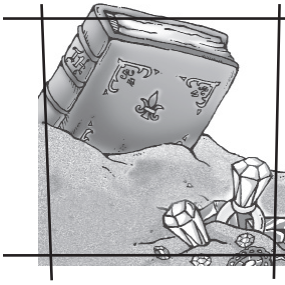
6. Keesha never misbehaves when her grandparents are visiting because she knows it will spoil their visit and make them unhappy.

**Skill Questions**

**10 points each**

**Teacher's Note:** Use the *Word Power Teacher's Manual Volume A, B, or C* to use the assessment items from the Word Power lesson you selected on Day 1.

**Number your paper from 7 to 10, and complete the Word Power items as directed.**



## DAY 6

## ACTIVE INSTRUCTION

Timing Goal: 5 minutes

Two-Minute Edit **TP**

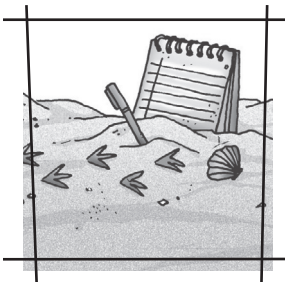
- Display and have students complete the Two-Minute Edit to start the class.
- Identify a frequently occurring grammatical or mechanical problem from the students' writing.
- Prepare a sentence that illustrates the problem (with no more than four errors).
- Display the sentence, and indicate the number of errors that students should find. **SR**
  - Teach or model this student routine as necessary.

## Two-Minute Edit

1. Read the sentence with your team.
2. Work together to find errors.
3. Use team consensus to decide how the errors can be corrected.
4. Make sure every team member is prepared to orally correct errors for **Random Reporter**.



- Use **Random Reporter** to check corrections.



## ADVENTURES IN WRITING

Timing Goal: 85 minutes

**Suggested timing:**

Planning: 20 minutes

Drafting: 20 minutes

Team Discussion: 20 minutes

Class Discussion: 25 minutes

- Introduce the activity.

**Remember that today you will write an acrostic poem about a season using figurative language.**



- 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 3.

WRITING PROMPT	
<p>Many of the poems in <i>The Llama Who Had No Pajama</i> were about nature and the seasons. How would you describe the seasons in an acrostic poem? Choose one of the seasons—spring, summer, autumn, or winter—and write an acrostic poem about it. The poem should describe the season. In your poem, use at least one example of figurative language: simile, metaphor, personification, or imagery. Write your poem in the proper format for acrostic poems.</p>	

Student Edition Writing Guide contains no point values.

WRITING GUIDE		
<b>IDEAS</b>	<ul style="list-style-type: none"> <li>Clearly introduces ideas, a topic, or a story and supports it with details.</li> </ul>	<b>30 points</b>
<b>ORGANIZATION</b>	<ul style="list-style-type: none"> <li>Has a clear beginning that introduces the topic or story.</li> <li>The middle has details that support the topic or moves the story forward.</li> <li>Ends with a closing statement or solution.</li> </ul>	<b>30 points</b>
<b>STYLE</b>	<ul style="list-style-type: none"> <li>Uses words, phrases, quotes, or dialogue to support their writing or help the reader make a mind movie.</li> </ul>	<b>30 points</b>
<b>MECHANICS</b>	<ul style="list-style-type: none"> <li>Uses correct punctuation, capitalization, spelling, and grammar.</li> </ul>	<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 an acrostic organizer. This will help us put our thoughts in the right order as we write our acrostic poems.**

- Demonstrate how to draw the graphic organizer, modeling to the extent necessary.
- Use **Think-Pair-Share** to have students discuss what they will include in their writing. Randomly select a few students to share. Then have students draw their organizers and fill them in with these ideas.

- Monitor students as they complete their plans. Give specific feedback to reinforce good planning, and assist students as needed.
- Ask one or two students who have examples of good planning to share their ideas with the class.

### Sample Graphic Organizer

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S

### 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 to think about the kind of figurative language that they want to use in their poems.

**Remember that you will need to include an example of simile, metaphor, personification, or imagery in your poem. Think about your season carefully. What kinds of things can you compare the season with? How would you describe the season so a reader makes a good mind movie about how it smells, looks, tastes, feels, or sounds? Can you make the season act like a human in some way?**

- 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 writing 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.

## Team Discussion

### 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**

Sharing	Responding
<ul style="list-style-type: none"> <li>• Read your writing once to yourself, and then read it aloud with expression to your partner.</li> <li>• When your partner responds, write suggestions that they make for improving your writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen carefully with your writing guide in front of you as your partner reads their draft.</li> <li>• When your partner has finished reading, tell what you liked about the writing.</li> <li>• Then use the writing guide to give the author suggestions for how to make the writing better.</li> </ul>

- Ask students to share and respond with their partners.
- Using the chart in the student routines, review how to make revisions. **SR**

Revising
<ul style="list-style-type: none"> <li>• Look at the suggestions you wrote when your partner responded to your writing.</li> <li>• Decide which changes you want to make to your draft.</li> <li>• Draw arrows to show where the new ideas belong in your work.</li> </ul>

- 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.

- Remind students about capital letters in their poems.

**Remember that each line of your poem will begin with a capital letter, even if the line is not a complete sentence. Don't forget to capitalize any other words that should be capitalized in your poems either. Remember that proper names of people and places are capitalized. If you use the word *I* in your poem, it should be capitalized too.**

- 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.
- Have teams put their writing projects in a pile in the middle of their tables so a writing project can be randomly selected for Class Discussion.

### Class Discussion **TP**

- Randomly select a writing project from one or two teams' piles without revealing their authors. Display a writing project, and read it aloud.
- Refer students to the writing guide and the writing objective.
- Using the writing guide, discuss and evaluate the selected writing project(s) with the class. For example, ask:
  - Does the writer introduce the topic/story clearly?
  - Does the writer include details to help readers understand the information/story?
  - Does the writer end with a closing statement/solve the story problem?
  - Does the writer use language and details to help readers make a mind movie?

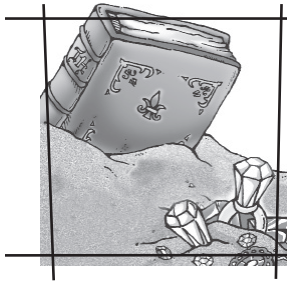


- Use **Random Reporter** to select a few students to share responses.
- Award points to teams whose writing projects meet the criteria. Record these points on the team poster.

### 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?
- What did you do to work toward your achievement goal?



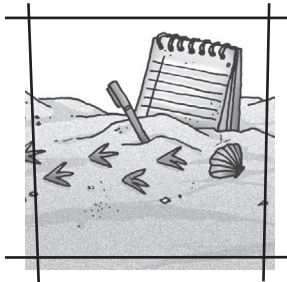
## DAY 7

# ACTIVE INSTRUCTION

Timing Goal: 5 minutes

### Two-Minute Edit **TP**

- Display and have students complete the Two-Minute Edit to start the class.
- Identify a frequently occurring grammatical or mechanical problem from the students' writing.
- Prepare a sentence that illustrates the problem (with no more than four errors).
- Display the sentence, and indicate the number of errors that students should find. **SR**
  - Teach or model this student routine as necessary.
- Use **Random Reporter** to check corrections.

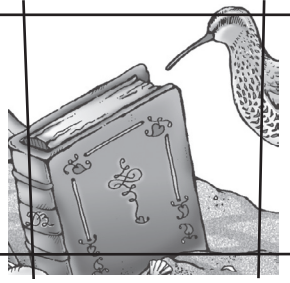


# ADVENTURES IN WRITING

Timing Goal: 25 minutes

### Rewriting

- Tell students that they will rewrite their drafts to include their revisions and edits from the previous day.
- 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.



# BOOK CLUB

Timing Goal: 40 minutes

- Have students get out their reading selections and Read and Respond forms.

## Team Discussion

- Tell students that they will discuss their reactions to their reading selections with their teammates using the Read and Respond questions as a guide.

### READ AND RESPOND QUESTIONS

- Is your book literature or informational? Summarize what you read.
  - Why did you choose this book? How did it make you feel while reading it?
  - What is something you liked about the book? Would you recommend it to others?
- As you visit teams, take this opportunity to check students' homework for completion (Read and Respond forms). Enter the information on your teacher cycle record form.

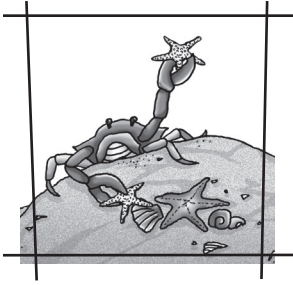


## Class Discussion

- Use **Random Reporter** to select a student to briefly share about their book.
- Award team celebration points.

## Book Presentation

- Have one or two 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.



# SUCCESS REVIEW AND KEEPING SCORE

Timing Goal: 20 minutes

Add Super, Great, or Good Team designations to the poster.

## Success Review and Keeping Score

- Hand out team score sheets and team certificates to each team.
- Point to the Team Celebration Points poster, and celebrate super teams from the cycle.
- Remind students how to earn team celebration points. Remind them that team celebration points help them to become super teams.
- Have one student from each team write the team achievement goal on the team score sheet. Note each team's achievement goal on the teacher cycle record form.
- If needed, explain the challenge scores using the rubrics on the team folders.
- Students will brainstorm and make notes of the actions they will take to help their team meet the goal on the back of their team score sheet.

## Team Cooperation Goal

- Set the team cooperation goal for the next cycle based on your class's needs or use **help and encourage others**. 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.

### 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?
- What did you do to work toward your achievement goal?

# Figurative Language

**Words or phrases that mean something other than their literal meaning.**

Simile	Compares two unlike objects using <i>like</i> or <i>as</i> .	Jim swims <u>like</u> a fish. Georgia was <u>as</u> quiet <u>as</u> a mouse.
Metaphor	Compares two unlike things but does not use <i>like</i> or <i>as</i> .	Melissa is a walking dictionary.
Hyperbole	An exaggeration.	My backpack <u>weighs a ton</u> .
Personification	Giving human features to nonhuman things.	The <u>stars danced</u> at night.
Idiom	A word or phrase that is not meant to be taken literally.	He <u>got cold feet</u> and couldn't ask his boss for a raise.

# Telephone

Talking and chatting

Everyday yakking

Little chickens clucking to each other.

Each ring of the machine

Puts everything on hold,

Hurrying to answer,

Only

No one is on the line.

Everyone is sad.

## College and Career Readiness Standards

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

### LEVEL 2 / *The Llama Who Had No Pajama*

#### English Language Arts Standards: *Reading: Literature*

##### Craft and Structure

Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

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

##### Conventions of Standard English

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

##### Vocabulary Acquisition and Use

Demonstrate understanding of word relationships and nuances in word meanings.

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