

# Using Energy Wisely

Written by Dina McClellan

Newbridge Educational Publishing, 1999 ISBN 9781582730356



# TARGETED Treasure Hunt

## Listening Comprehension Text

### Gravity

Written by Dan Greenberg

Newbridge Educational Publishing, 1999 ISBN 9781582730240

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:**

### ***Using Energy Wisely***

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## INFORMATIONAL (7 DAY)

# Using Energy Wisely

Written by Dina McClellan

## Listening Comprehension Text

### Gravity

Written by Dan Greenberg

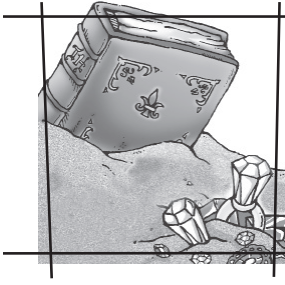
## Summary

When we feel tired and we need energy, we eat or sleep. However, energy isn't just something our bodies use. *Using Energy Wisely* explores some of the different types of energy found in nature and how businesses and industries use energy. This book also illustrates the importance of using energy and creating as little pollution as possible.

## Instructional Objectives

	READING	WORD POWER	WRITING
CYCLE 1	<b>Cause and effect (CE)</b>		<b>Write a poster.</b>
	Students will identify causes and effects in the text.	Use <i>Word Power Teacher's Manual Volume A, B, or C</i> to complete a Word Power lesson with your students.	Students will create informational posters about ways to save energy.





## 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

How do you use energy?



- 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 begin reading *Using Energy Wisely* by Dina McClellan. As we read, we will identify cause-and-effect relationships in the text. Good readers use cause-and-effect relationships to help them understand the information they find in a text.**

- Point out this lesson's strategy target, **predicting**.
- Point out that the text is informational, or have students explore the text to figure out that it is informational. Review how informational text differs from literature.
- Tell students they will use the TIGRRS process as they read, or ask them what process they use when they read informational text. Review the steps of the TIGRRS process: Topic, Intent of author, Graphic organizer, Read, Reread, and Summarize.



- Prompt students to identify the topic for the first step of TIGRRS by paging through the text. Use **Think-Pair-Share** to have them point to various text features and identify the text structure. Randomly select a few students to share.

**When we read informational texts, we use TIGRRS to help us make sure we understand all the important information an author has to share. What is the first**

**step of TIGRRS?** Wait for students' responses. **Right! The first step of TIGRRS is to tell the topic of the book. One way we can find clues to the topic of a book is by paging through it. With your partners, look through *Using Energy Wisely*. Talk about how this book is set up. Do you see any text features? Remember that text features are things like pictures and titles.** Allow students 1–2 minutes to survey the book. **What did you see when you looked through the book?** Listen to students' responses. **What do you think the topic of this book is?** *Energy.* **That's right. What helped you figure out the topic?** Wait for students' responses



- Use the items below to build or activate background knowledge about the story.
  - Show the background video.
  - Have students rub their palms together quickly. Use **Team Huddle** to ask students what happened when they rubbed their palms together. Tell students that when they did that, they created heat. Heat is a kind of energy.
  - Use **Think-Pair-Share** to have students discuss the ways they use electricity every day. Randomly select a few students to share.
  - Share a few important or interesting facts about energy. For example, humans get energy from the food we eat. Appliances, like computers and lightbulbs, get energy from electricity. Cars get energy from the fuel that is pumped into them at gas stations. Some new cars get energy from electricity as well.
- Prompt students to identify the next step of TIGRRS. Use **Think-Pair-Share** to have them identify the author's intent. Randomly select a few students to share.

**Now that we've completed the first step of TIGRRS and found the**

**topic, it is time to move on to the second step. What is the next step of TIGRRS?** *Identify the intent of the author.* **Right. We need to find the intent of the author. What do we mean when we say "intent of the author?"** Wait for students' responses. **That's right; it is the reason that the author wrote the book. That means we should find out what the author wants us to learn from reading her book. Why do you think the author wrote *Using Energy Wisely*?** Wait for students' responses. **Good ideas! When we read, we should look for information that describes what energy is and how to use it.**

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

**The next step of TIGRRS is to identify the graphic organizer we will use to help us record the most important ideas. We know that the topic is energy. Let's take a look at the text and find clues that might tell us how the text is organized. That will help us figure out what graphic organizer to use. Remember that we use Venn diagrams to compare and contrast, T-charts to help us record causes and effects or problems and solutions, idea trees to sort important ideas, and sequence chains to record the order of events. On pages 6 and 10, I see the word *cause*. That sounds like the text is explaining why things happen. Look through the text with your partner to see if you can find other clues. What organizer**

**should we use?** Allow time for partners to preview the text. Randomly select a few students to share. **Yes. This cycle, we will use a T-chart to help us record causes and effects.** Display a T-chart. **Talk to your partners. What should we write in the “cause” column? What should we write in the “effect” column? Why things happen; what happens.**

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

### 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 and for adding words to the **Vocabulary Vault**. **SR**

Finding Your Words
<ul style="list-style-type: none"> <li>• Find a vocabulary word in your reading.</li> <li>• Write the word and the page number where you found it in your journal.</li> <li>• Share with your team during vocabulary practice or on test day.</li> </ul>
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.

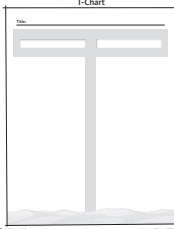
WORD AND PAGE NUMBER	IDENTIFICATION STRATEGY	DEFINITION	SENTENCE
<b>energy</b> page 2	chunk: en-er-gy	power, strength	I went to bed early so I would have enough <i>energy</i> the next day.
<b>cool</b> page 4	blend	make colder	Jorge puts his water bottle in the refrigerator to <i>cool</i> it.
<b>breathe</b> page 7	blend	take in air, inhale	People need to <i>breathe</i> air to survive.
<b>desert</b> page 8	chunk: des-ert	a hot, dry, sandy place	Only plants that can stand the dry heat live in the <i>desert</i> .
<b>built</b> page 10	ui = /i/ blend	put together, made	The second little pig <i>built</i> a house made of sticks.
<b>stored</b> page 11	base word + ending: stor(e) + ed	put away for later use	My aunt had enough food <i>stored</i> in the pantry to last all winter.

### Using the Targeted Skill

- Prompt and Reinforce
- Introduce the skill and its importance in reading and comprehending texts. Connect the skill to their reading.

This cycle, we will find cause-and-effect relationships. Effects are things or events that happen. Causes are the reasons why they happen. Understanding how causes and effects are related helps us better understand the information we read.

- Blackline master provided.
- Display or create a cause and effect anchor chart.

Cause and Effect			
When one event makes another thing happen.			
Cause		Effect	
<p><b>The cause is the reason something happened.</b></p> <p>It was hot outside.</p> <p>The weather called for rain.</p>		<p><b>The effect is the result of what happened.</b></p> <p>My ice cream cone melted.</p> <p>I brought an umbrella to school.</p>	
Signal Words			
because	so	if...then	as a result
since	consequently	therefore	due to
thus	which caused	in order to	causing
			

- Tell students that you want them to make a mind movie (or picture in their heads) as you describe something. Ask students to imagine cars driving on a road. Tell students that the traffic signal turned red, so the cars stopped. Have students turn to their partners and tell why the cars stopped. *The cars stopped because the traffic signal turned red.* Then ask students what happened when the traffic signal turned red. *The cars stopped.*
- Remind students that why something happens is called the cause, and what happens is the effect.
- Display a picture, or have students return to their mind pictures/movies. Use **Think-Pair-Share** to have students discuss with their partners which part of the mind movie is the cause and which is the effect.

**Let's look at the picture again. What do we see?** Wait for students' responses. **All right, the cars are stopped. Why are the cars stopped?** Wait for students' responses. **The cars are stopped because there is a red light. Did you hear a cause? Turn to your partner and share what you think the cause might be.** Pause while students discuss with their partners. **What do you think the cause**

is? Wait for students' responses. **Right. The traffic signal turned red. That is the cause. So what is the effect?** Wait for students' responses. **That's right. The effect is the cars stopping. We just identified a cause-and-effect relationship.**

- Tell students that they will identify cause-and-effect relationships as they read the text.
- Award team celebration points for good discussions that demonstrate effective teamwork.

## Listening Comprehension

- Introduce the Listening Comprehension text, *Gravity*, by previewing the title and author. Tell students that it is informational. Remind them you will use the TIGRRS process as you read.
- Model identifying the Topic, Intent of the author, and the Graphic organizer.

**This cycle, I will read *Gravity* by Dan Greenberg aloud. We will practice our targeted skill, identifying causes and effects, while I read.**

- Introduce the text, and remind students that it is informational. Remind them you will use the TIGRRS process as you read.
- Remind students of the Topic, Intent of the author, and the Graphic organizer.
- Read page 2 of *Gravity* aloud, stopping with “The answer is gravity.”
- Use a **Think Aloud** to clarify the word *gravity*. Read through page 3 aloud, and direct students to look at the pictures on pages 2 and 3.



**The reason that things go up and come back down is something called *gravity*. I don't know what gravity is. Maybe if I read on, I'll figure it out.** Read through page 3 aloud. **OK, now I know that gravity is an invisible force that pulls things back down, like the girl in the picture. It's the reason why she comes back down after she jumps in the air.** Show the picture on pages 2 and 3. **Now I know what gravity is.**

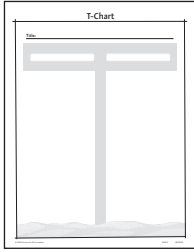
- Read aloud through page 5. Display a T-chart. Model using the T-chart to identify gravity as the cause.

**Things are pulled down to Earth because of gravity. That means gravity is the cause. Since gravity is the cause, I will write it on the “cause” side of the T-chart.**

- Use **Think-Pair-Share** to have students discuss the effects of gravity. Randomly select a few students to identify some of the effects of gravity.

**Now that we know gravity is a cause, we need to find its effects. What are the effects of gravity that we just heard about? Turn to your partner and discuss the effects of gravity.** Allow students time to discuss. **Now that you've talked with your partner, what are some of the effects of gravity?** Wait for students' responses. **Right. Gravity pulls the leaves down. Gravity also pulls water down. Those are effects of gravity, so I will add them to the “effect” side of the T-chart.** Model adding reasonable responses to the T-chart.

Blackline master provided.



- Display or create a sample T-Chart. Model adding a key point from the Listening Comprehension selection to the graphic organizer.

**Cause:** Gravity (pp. 4 and 5)

**Effect:** Pulls leaves and water down

- Continue reading through page 9 aloud, adding causes and effects to your T-chart as you read.
- Tell students that as they read *Using Energy Wisely*, they should look for information about what happens and why, and record this information as causes and effects on their T-charts.
- Use a **Think Aloud** to model following the steps on the Predicting Strategy Card to make a prediction based on what you have read so far.

**Good readers make predictions as they read. This helps readers to understand the text as a whole. I have learned gravity's effect on objects in the air and animals in the air. After reading today I can make a prediction that we will learn about the effect gravity has on things under water. As I continue to read, I can check my prediction to see if it is correct or not.**

- Remind students that they will continue identifying causes and effects as they read *Using Energy Wisely* this cycle.

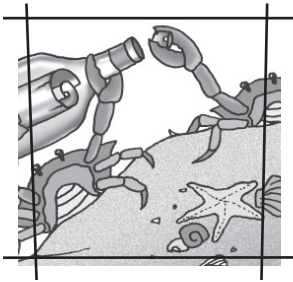
### Preview Team Talk

- 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 prediction did you make about the text before reading? What clues did you use to make this prediction? |PR| (Strategy Use rubric)
2. What is the main idea of page 4? |MI|
  - a. machines
  - b. homes
  - c. energy
  - d. electricity
3. What effect does food have on our bodies? **(Write-On)** |CE| (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 and TIGRRS before having students read and restate: **SR**

pages 2–7 aloud with partners.

### INFORMATIONAL

#### Read Aloud

1. Take turns reading or rereading the paragraphs aloud with your partner.
2. Use strategies, as necessary, as you read.
3. Add information to your graphic organizer after each page.

- 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

### TEAM TALK

1. What prediction did you make about the text before reading? What clues did you use to make this prediction? |PR| (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 is the main idea of page 4? |MI|
  - a. machines
  - b. homes
  - c. energy
  - d. *electricity*

**Write-On Discussion**

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

**Team Talk Discussion**

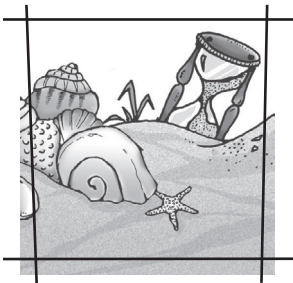
- ask students if they understood or enjoyed the reading
- reinforce use of the skill

**TEAM TALK CONTINUED**

3. What effect does food have on our bodies? **(Write-On)** |CE| (Team Talk rubric)
- 100 points** = *Food gives our bodies energy. The energy it gives us helps us work and play.*
- 90 points** = *Food gives our bodies energy.*
- 80 points** = *It gives us energy.*

**TEAM TALK EXTENSION**

4. Look at the picture on page 3. How are the children using energy? |TF| (Team Talk rubric)
- 100 points** = *The children are using energy to play. They are using energy by swinging and laughing.*
- 90 points** = *They are using energy to play.*
- 80 points** = *To play.*



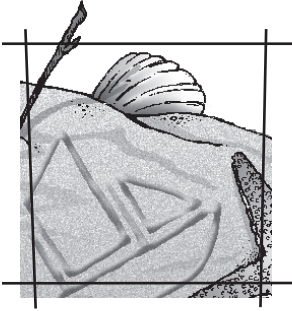
# FLUENCY IN FIVE

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.

**Pages 2–4**

- 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

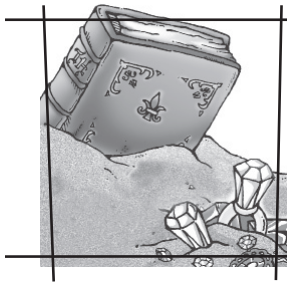
Timing Goal: 20 minutes

- 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 7: R-Controlled Vowel Syllables
  - *Volume B*, Lesson 12: Base Word + Ending: Dropping Silent *e*

## 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 students to share.

## 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 text, 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: *desert* page 8, *built* page 10, and *stored* page 11.



- 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 to summarize the ideas recorded on their graphic organizers from the passage they read the previous day. Use **Random Reporter** to review these ideas with the class. Model this if necessary.

## Listening Comprehension

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

**Yesterday we began to read about gravity. We read that gravity is an invisible force that pulls things to the ground. We learned that when we throw objects like balls or leaves into the air, gravity is what brings them back down to us. We also learned that gravity is always at work on Earth.**

- Tell students that you will continue to record important ideas on the graphic organizer.
- Read pages 10 and 11 of *Gravity* aloud.

**So far, we’ve seen that gravity is what makes waterfalls act the way they do. It’s also what makes blocks fall out of a box when we hold that box upside down. Now let’s see what happens with gravity in space. Let’s use a T-chart and look for a cause and an effect.**



- Display the T-chart from Day 1. Use a **Think Aloud** to model identifying the effect gravity has on the moon. Add information to the T-chart accordingly.

**Gravity acts differently on the moon than it does on the blocks we saw yesterday. What happens to the moon because of the earth’s gravity? The moon stays in place. It does not float away. This is what happens, so I know it is an effect. I will add it to the “effect” side of my T-chart.**

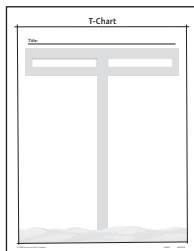


- Use **Think-Pair-Share** to have students identify gravity as what causes the moon to stay in place. Randomly select a few students to share. Add the cause to the T-chart accordingly.

**If we have an effect, there must be a cause. With your groups, talk about what causes the moon to stay in place. Wait for students’ responses. Right. Gravity is what keeps the moon in place. That is the cause, so we can add it to our T-chart. We found a cause-and-effect relationship. The earth’s gravity keeps the moon in place. That is the effect gravity has on the moon.**

- Continue reading through page 16 of *Gravity*, adding causes and effects to your T-chart as you read.

Blackline master provided.



- Display a sample T-chart. Model adding a key point from the Listening Comprehension selection to the graphic organizer.

**Cause:** Earth’s gravity (p. 10)

**Effect:** Keeps the moon in place

- 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 as they read. Clarifying helps readers to understand what they are reading. Today I had to clarify the word *circling* on page 11. To clarify**

**this word, I used the base word + ending strategy. I noticed the ending is *-ing*. This means that the base word is *circle*. When writing the word on the board, mark the *e* with a slash (/). I remember that when *ing* is added to a word that ends in *e*, the *e* is scrubbed. Then, I chunked the word parts to get *circling*.**

- Remind students that they will continue identifying causes and effects as they read *Using Energy Wisely* this cycle.

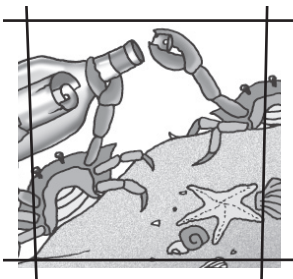
### Preview Team Talk

- 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. Where would you be most likely to find a solar collector? |DC|
  - a. someplace windy
  - b. someplace rainy
  - c. someplace sunny
  - d. someplace cloudy
3. What are the effects of wind turbines and solar collectors? **(Write-On)** |CE| (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 and TIGRRS before having students read and restate: **SR**

**pages 8–15 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
- discuss predictions from day 1
- 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 Discussion**

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

**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. Where would you be most likely to find a solar collector? |DC|

- someplace windy
- someplace rainy
- someplace sunny
- someplace cloudy

3. What are the effects of wind turbines and solar collectors? (Write-On) |CE| (Team Talk rubric)

**100 points** = *Wind turbines and solar collectors make electricity naturally. Wind turbines make electricity from wind. Solar collectors make electricity from sunshine. They do not cause air pollution.*

**90 points** = *Wind turbines and solar collectors make electricity naturally.*

**80 points** = *They make electricity.*

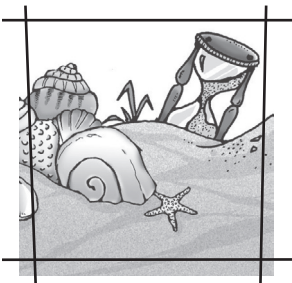
**TEAM TALK EXTENSION**

4. What is a problem with dams? |PS| (Team Talk rubric)

**100 points** = *One problem with dams is that they can only be built in places where there is a lot of water. Dams use water to create electricity.*

**90 points** = *One problem with dams is that they can only be built where there is a lot of water.*

**80 points** = *They can only be built where there is water.*



**FLUENCY IN FIVE**

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:
  - When did the reader stop?
  - How many words did the reader miss?
  - Did the reader meet the rate goal?
4. Use the Fluency rubric to share feedback with the reader.
5. Switch roles, and then repeat the routines.

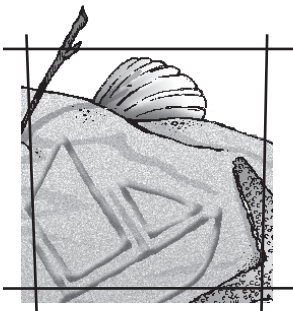
**Not ready yet?** Practice reading the same passage again with your partner. Ask your teacher to hear you read when you are ready.

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

Student Edition, page 1.

### Pages 10 and 11

- Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.
- Tell the reading students when they should begin reading, and then time them for one minute. Have the listening students identify where the readers stopped, how many words they missed, and if they met their reading goal. Also have partners share their feedback using the Fluency rubric. Have partners switch roles and repeat the process.
- Assign individual fluency goals as needed, monitor practice, and assign scores 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

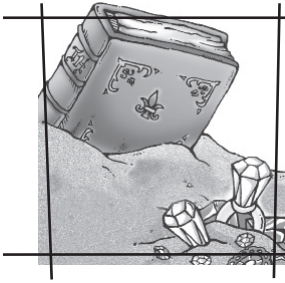
Timing Goal: 20 minutes

- Use *Word Power Teacher's Manual 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 students to share.

### 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 text, 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: *energy* page 2, *cool* page 4, and *breathe* page 7.



- 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 to summarize the ideas recorded on their graphic organizers from the passage they read the previous day. Use **Random Reporter** to review these ideas with the class. Model this if necessary.

## Listening Comprehension

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

**Yesterday we learned more about gravity. We read that gravity acts differently on the moon than it does on Earth. Gravity is what keeps the moon floating in the sky. We also learned that when people are far away from the earth, they can float. This is because Earth’s gravity lessens far away from Earth.**

- Tell students that as you reread you will look for details about the important ideas and add them to the graphic organizer. Tell students that you will also add any important information you missed the first time you read.
- Explain to students that rereading the text will help them better understand the cause-and-effect relationships about gravity that they heard on Day 1.
- Reread pages 4–9 of *Gravity* aloud. Use **Team Huddle** to have students identify what caused the blocks to fall out of the box on page 8.

**Look at page 8. The pictures show us different ways that gravity affects the blocks. What happens to the blocks because of gravity? In your teams, discuss what gravity does to the blocks.**

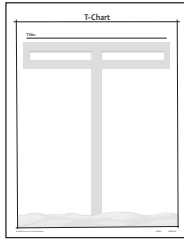
- Use **Random Reporter** to select students to share their responses. Prompt students to determine whether each event is a cause or an effect. Display the T-chart, and add students’ responses accordingly.

**Now that you’ve talked about it with your teams, tell what gravity does to the blocks when their box is turned over. Gravity makes the blocks fall to the ground. That’s right. Let’s add that to our T-chart. Where should it go? Is the blocks falling to the ground a cause or an effect? With your teams, figure out whether what happens to the blocks is a cause or an effect.** Wait for students to consult with their team members. **Is what happens to the blocks a cause or an effect?** Wait for students’ responses. **Right. It is an effect. Let’s add that to our T-chart.** Model adding the effect to the T-chart. **Now that we have an effect, we need a cause. What causes the blocks to fall?** Wait for students’ responses. **Yes. Gravity is the cause. Let’s add that to our T-chart. We found another cause-and-effect relationship. Gravity caused the blocks to fall out of the box. That is the effect gravity had on the blocks.**

- Use **Team Huddle** to ask what effect gravity has on the blocks stacked on the table. Use **Random Reporter** to select students to share their responses. Add responses to the T-chart accordingly.

**Gravity has a different effect on blocks stacked on a table. How is gravity affecting the blocks on the bottom of page 8? Wait for students’ responses. Right. Gravity is holding them in place. That is another effect of gravity, so we can add it to our T-chart.**

Blackline master provided.



- Add any additional supporting details to the cause-and-effect T-chart.

**Cause:** Box turns over. (p. 8)

**Effect:** Gravity sends blocks to the ground.

- 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 as they read. This helps readers to understand the text as a whole. Readers can ask Right There questions or Think questions. Right There questions can be answered using only the text. Think questions are answered using the text and the reader's background knowledge. After reading I can ask, "Why don't people float away?" This is a Right There question because the answer is found directly in the text. The text says "everything on earth is pulled by gravity" and "gravity is always at work." This tells me that gravity keeps people from floating.**

- Remind students that they will continue identifying causes and effects as they read *Using Energy Wisely* this cycle.

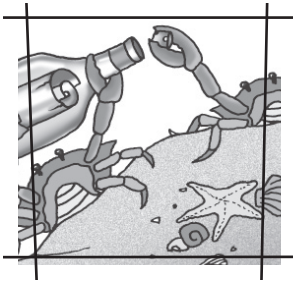
### Preview Team Talk

- 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 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 is one problem with power plants? |PS|
  - a. There is not enough coal and oil to continue making electricity.
  - b. They don't use enough coal and oil to make electricity.
  - c. There is only enough coal and oil to last a few more years.
  - d. They have enough coal and oil to last forever.
3. What causes air pollution? (**Write-On**) |CE| (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 and TIGGRS before having students reread and restate: **SR**  
pages 2–7 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 Discussion**

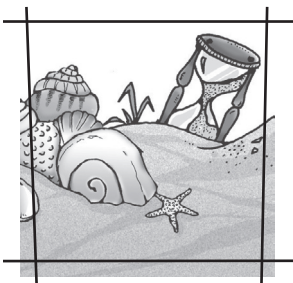
- ask students if they understood or enjoyed the reading
- reinforce use of the skill

## 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 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 is one problem with power plants? |PS|
  - a. *There is not enough coal and oil to continue making electricity.*
  - b. *They don’t use enough coal and oil to make electricity.*
  - c. *There is only enough coal and oil to last a few more years.*
  - d. *They have enough coal and oil to last forever.*
3. What causes air pollution? **(Write-On)** |CE| (Team Talk rubric)  
**100 points** = *Air pollution is caused by burning a lot of coal and oil. This sends smoke and gases into the air.*  
**90 points** = *Air pollution is caused by burning a lot of coal and oil.*  
**80 points** = *Burning coal and oil.*

## TEAM TALK EXTENSION

4. What effect does air pollution have on our planet? |CE| (Team Talk rubric)  
**100 points** = *Air pollution makes it hard for us to breathe. It also hurts animals, plants, and water.*  
**90 points** = *Air pollution makes it hard for us to breathe.*  
**80 points** = *Makes it hard to breathe.*



# FLUENCY IN FIVE

Timing Goal: 5 minutes

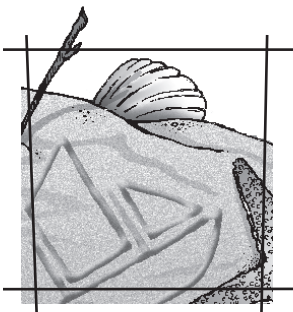
- Explain, or have team leaders review, if necessary, the routine and rubric for fluency. **SR**

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

Student Edition, page 1.

**Pages 10 and 11 or 5–7**

- 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 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

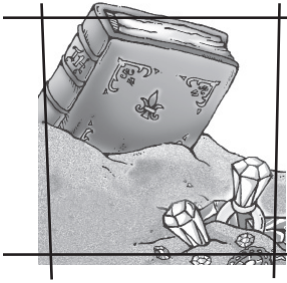
Timing Goal: 20 minutes

- Use *Word Power Teacher's Manual 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 students to share.

### 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, **summarizing**.

### 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: *desert* page 8, *built* page 10, and *stored* page 11.
- 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 to summarize the ideas recorded on their graphic organizers from the passage they read the previous day. Use **Random Reporter** to review these ideas with the class. Model this if necessary.

## Listening Comprehension

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

**Yesterday we reread the first half of *Gravity* to learn more about the effect that gravity has on people and objects. We learned how gravity can pull things down to the ground. We also learned how gravity can hold things, like a stack of blocks, in place. By rereading, we were able to better understand the different ways that gravity works. We could connect the ideas we read with the pictures we saw and understand why some blocks fell and some stayed still. We were also able to connect the text with the heading “Is gravity always working?” Rereading helped us understand that gravity is always at work.**

- Tell students that as you reread you will look for details about the important ideas and add them to the graphic organizer. Tell students that you will also add any important information you missed the first time you read.
- Remind students that they should listen for causes and effects in the text.
- Reread pages 10–14 of *Gravity*. Use **Think-Pair-Share** to have students discuss the effect that gravity has on astronauts when they return to Earth.

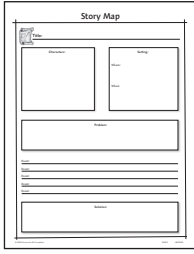


**We know that in space, people can float. What happens to astronauts when they come back down to Earth? Can they still float? Turn to your partners and discuss what happens when astronauts leave space and come back to Earth.**

- Randomly select a few students to describe the effect that gravity has on astronauts when they return to Earth. Display the T-chart, and add students’ responses accordingly.

**Does gravity have the same effect on astronauts on Earth as it did in space? Now that you’ve talked about it with your partners, what happens when astronauts return to Earth? Wait for students’ responses. That’s right, they can no longer float. Is no longer being able to float a cause or an effect? Turn back to your partners and discuss where this belongs on the T-chart. Pause while students talk to their partners. Where does no longer being able to float belong on the chart? Wait for students’ responses. Yes. It is an effect because it is the result of something else. Let’s add it to the “effect” side of the T-chart. Model adding the effect to the T-chart. Now that we know the effect, what is the cause? What causes the astronauts to stop floating? Wait for students’ responses. Right. It’s gravity. When astronauts come back to Earth, gravity is the same as when they left, so it causes them to stay on the ground. Let’s add this to our T-chart. Model adding the cause to the T-chart. Great. We’ve found another cause-and-effect relationship.**

Blackline master provided.



- Finish reading through page 16. Add any additional supporting details to the cause-and-effect T-chart.

**Cause:** Astronauts return to Earth. (p. 14)

**Effect:** They no longer float.

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

**Good readers summarize as they read. This helps readers to understand the text as a whole. When I summarize I will use only the most important details. To summarize what I have read so far, I can say, “Gravity pulls everything on Earth. Gravity pulls things down. Without gravity things would float up in the air. When people are far away from Earth, gravity does not pull them as much. People and things float inside a spaceship.”**

- Remind students that they will continue identifying causes and effects as they read *Using Energy Wisely* this cycle.

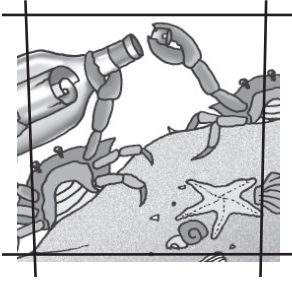
### Preview Team Talk

- 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. Use information from your graphic organizer to write a summary of *Using Energy Wisely*. |SU| (Summarizing rubric)
2. According to the chart on page 14, how can you use less electricity? |TF|
  - a. Keep the refrigerator door open.
  - b. Overheat your home in the winter.
  - c. Turn off lights you don’t need.
  - d. Use energy-wasting bulbs.
3. What causes less electricity to be used in homes? **(Write-On)** |CE| (Team Talk rubric)



# TEAMWORK

Timing Goal: 45 minutes

Students read and restate aloud.

## Partner Reading **TP**

- Explain, or review, if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students reread and restate: **SR**  
**pages 8–15 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 Discussion**

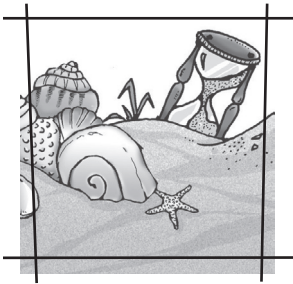
- ask students if they understood or enjoyed the reading
- reinforce use of the skill

**TEAM TALK**

1. Use information from your graphic organizer to write a summary of *Using Energy Wisely*. |SU| (Summarizing rubric)  
**100 points** = *Restates the main ideas and gives important details that support them.*  
**90 points** = *Restates the main ideas.*  
**80 points** = *Restates some important ideas but includes less important details.*
2. According to the chart on page 14, how can you use less electricity? |TF|
  - a. Keep the refrigerator door open.
  - b. Overheat your home in the winter.
  - c. Turn off lights you don't need.
  - d. Use energy-wasting bulbs.
3. What causes less electricity to be used in homes? (**Write-On**) |CE| (Team Talk rubric)  
**100 points** = *Insulation causes less electricity to be used in homes. It keeps out the heat and the cold. Turning off lights and the TV also causes less electricity to be used.*  
**90 points** = *Insulation causes less electricity to be used in homes.*  
**80 points** = *Insulation.*

**TEAM TALK EXTENSION**

4. What are two problems with nuclear power? |PS| (Team Talk rubric)  
**100 points** = *Two problems with nuclear power are that it is expensive and dangerous. It costs a lot of money to build a nuclear power plant. Nuclear waste must be stored carefully.*  
**90 points** = *Two problems with nuclear power are that it is expensive and dangerous.*  
**80 points** = *It is expensive and dangerous.*



# FLUENCY IN FIVE

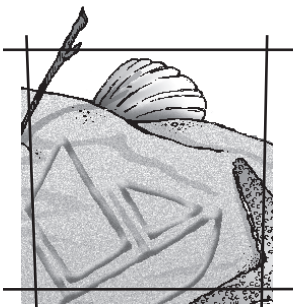
Timing Goal: 5 minutes

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

Student Edition, page 1.

**Pages 10 and 11, 5–7, or page 14**

- 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

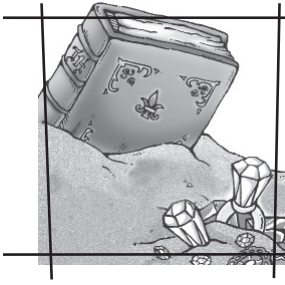
Timing Goal: 20 minutes

- Use *Word Power Teacher's Manual 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 rerate 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.
- Use **Random Reporter** to review these elements with the class.
- Introduce the passage students will read for their test. Tell what it is about, but do not give additional information or details.



**Today you will read about another way that you can help save the world's energy.**

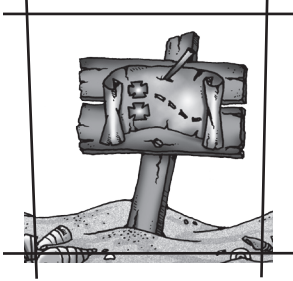
**Vocabulary TP**

- 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 #2 asks about cause-and-effect relationships.

- Ask students to underline key words or phrases in question #2.
- 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 ideas from this reading to their graphic organizers and to do so without assistance.
- Remind students that they have 40 minutes for the test.

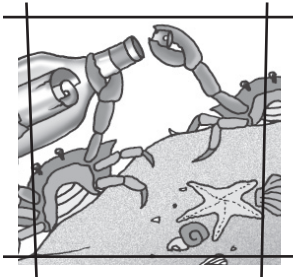


## TEST

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 graphic organizers.



### 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.

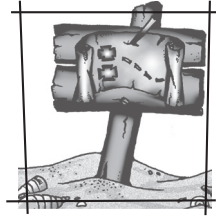


- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.
- Use information from student tests to plan modeling and/or Think Alouds for the next lesson that will build upon the skills 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

## Test Passage

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

Trees are important because they make oxygen. Oxygen is in the air we breathe. We need oxygen to live.

Trees are cut down every day. People use trees in a lot of ways. We use their wood to build houses. We also use them to make paper.

We have to be careful, though. If we cut down too many trees, it will hurt nature. It is important to plant new trees. Planting new trees will help us keep the oxygen we need to survive.

## Comprehension Questions

Answers may vary.  
Accept reasonable responses.

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

30 points

1. What is the topic of this text? |MI • AP|
  - a. cutting down trees
  - b. all about trees
  - c. planting new trees
  - d. using trees to build

What is the intent of the author in writing about this topic? How do you know? (Team Talk rubric)

**30 points** = *The intent of the author is to tell the reader about why we need trees. I know this is the intent of the author because the text tells us how trees help us breathe. It tells us how we need the oxygen they make to live.*

**25 points** = *The intent of the author is to tell the reader about why we need trees. I know this is the intent of the author because the text tells about how trees help us breathe.*

**20 points** = *It tells us how trees help us breathe.*

30 points

2. What are some effects of trees? (**Write-On**) |CE| (Team Talk rubric)

**30 points** = *One effect of trees is that they make oxygen. People need oxygen to breathe. Trees also give us wood to build houses and make paper.*

**25 points** = *One effect of trees is that they make oxygen.*

**20 points** = *They make oxygen.*

30 points

3. Use information from your graphic organizer to write a summary of the passage.  
 |SU| (Summarizing rubric)  
**100 points** = *Restates the main ideas and gives important details that support them.*  
**90 points** = *Restates the main ideas.*  
**80 points** = *Restates some important ideas but includes less important details.*

**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.

energy	cool	breathe
desert	built	stored

- Write a meaningful sentence for the word *breathe*.  
**10 points** = *The sentence uses the word correctly and includes details to create a mind movie.*  
**5 points** = *The sentence uses the word correctly and includes one detail.*  
**1 point** = *The sentence uses the word correctly*
- The chipmunk’s extra acorns were stored for later.
- Dad and I built a new wooden fence around the yard. *Built* means—
  - Painted.
  - made.
  - broke.
  - saw.
- The desert is like the beach in many ways, but it’s much drier.
- I needed more energy, so I ate a healthy snack. *Energy* means—
  - dinner.
  - hunger.
  - powder.
  - power.

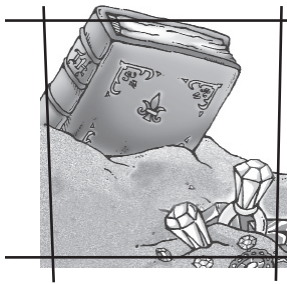
6. Henry knew that running through the cold sprinkler would cool him. *Cool* means—
- make wetter.
  - make hotter.
  - make colder.*
  - make clearer.

### Skill Questions

10 points each

**Teacher's Note:** Use *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**

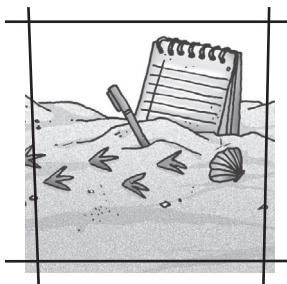
- Display and have students complete the Two-Minute Edit to start the class.
- Identify a frequently occurring grammatical or mechanical problem from the students' writing.
- Prepare a sentence that illustrates the problem (with no more than four errors).
- Display the sentence, and indicate the number 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.
  - Today you will create an informational poster about ways to save energy.**
- 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**

In the book *Using Energy Wisely*, we learned how energy is made and why using energy more wisely will help our planet. We are going to create posters for our school and community to inform people about ways to save energy. Give your poster a title, and write at least one sentence that explains why this subject is important. Then tell at least three ways to save energy. Be sure to write in complete sentences and use correct capitalization and punctuation.

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>

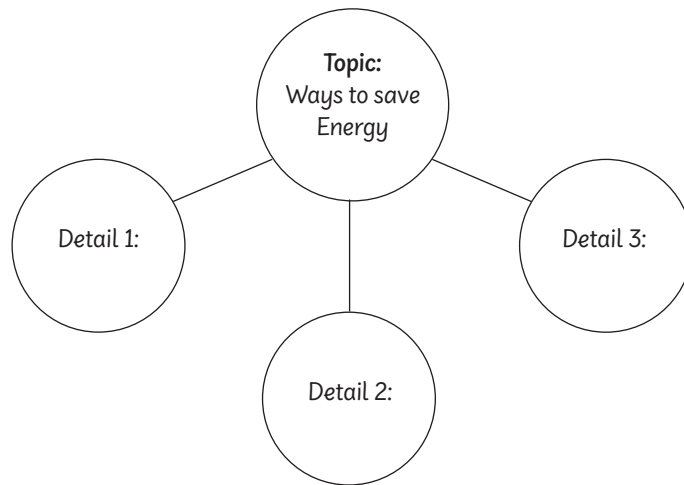
- Remind students of the importance of planning their writing before they actually begin to write. Introduce the graphic organizer—the type of organizer and how it is used.

**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 a web. This will help us put our thoughts in the right order as we create our posters.**

- 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 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.
- Tell students that the title of their poster is important. Explain how to write a good title.

**The title of your poster is important. It should grab the reader’s attention and tell him or her what your poster is about. A good title is written in a way that makes the reader want to know more. To begin writing a title, let’s think about our topic. If we look in the middle of our web, we see that the topic is “Ways to Save Energy.” Maybe a good title would be “Three Easy Ways to Save Energy.”**

- Explain to students that after the title, they should write a sentence that tells why this topic is important to the reader. Refer to the sample poster. Point out that most people like to save money, and that makes the topic interesting.

- Point out that they should also be sure to make the poster neat and easy to read.

**Posters usually hang on the wall where people can easily see them, so you want to be sure your poster is easy to read. Good information that's written clearly and neatly will make the reader want to read your poster.**

## 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.

- 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?

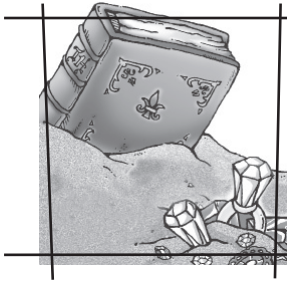


- Use **Random Reporter** to select a few students to share responses.
- Award points to teams whose writing projects meet the criteria. Record these points on the team poster.

### 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?



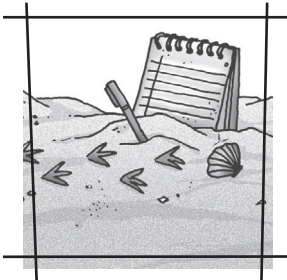
## DAY 7

# 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.

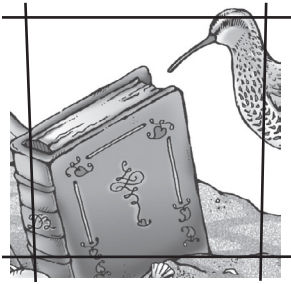


# ADVENTURES IN WRITING

Timing Goal: 25 minutes

### Rewriting

- Tell students that they will rewrite their drafts to include their revisions and edits from the previous day.
- Instruct students to prepare the final copy of their poster on 11" x 17" paper or small poster board, if available. If time allows, encourage students to illustrate their posters. After grading, display the posters in the hall or around the school.
- 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.

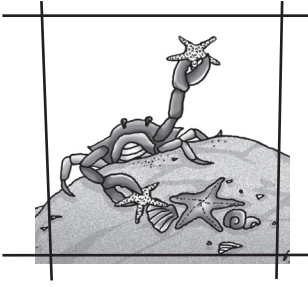


## Class Discussion

- 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 **everyone participates**. 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?

# Cause and Effect

When one event makes another thing happen.

## Cause

## Effect

**The cause is the reason something happened.**

It was hot outside.

The weather called for rain.

**The effect is the result of what happened.**

My ice cream cone melted.

I brought an umbrella to school.

## Signal Words

because

so

if...then

as a result

since

consequently

therefore

due to

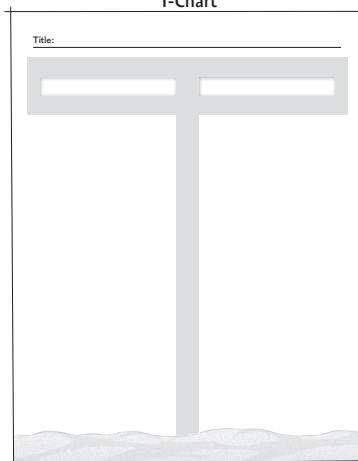
thus

which caused

in order to

causing

T-Chart



# T-Chart

**Title:** Using Energy Wisely

Cause

Effect

We eat food. (p. 2)

Food gives our bodies the energy to work and play.

Electricity is used in our homes. (p. 4)

Lights turn on, appliances can be used, and our homes are heated and cooled.

We burn coal and oil for energy. (p. 6)

Smoke and gases pollute our air, hurting people, plants, and animals.

Use wind turbines and solar collectors to collect energy. (p. 8)

Clean power is available when there is wind and sunshine.

Dams are built near lots of water. (p. 10)

Electricity is collected as water flows and spins the dam turbines.

Nuclear power plants are built. (p. 11)

A lot of electricity is made but costs a lot of money to keep safe.

Insulation is used in walls of homes and buildings. (p. 13)

Less electricity will be used to cool and heat homes and buildings.

# T-Chart

**Title:** Gravity

Cause	Effect
-------	--------

Gravity (pp. 4 and 5)

Pulls leaves and water down.

Box turns over. (p. 8)

Gravity sends blocks to the ground.

Earth's gravity (p. 10)

Keeps the moon in place

Spaceships take people far from Earth. (p. 12)

People and things in a spaceship float.

Astronauts return to Earth. (p. 14)

They no longer float.

Batter can send the ball flying. (p. 15)

Gravity will pull it back down.

## 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 / *Using Energy Wisely*

#### **Reading:** *Informational*

##### **Key Ideas and Details**

Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

#### **Reading:** *Foundational Skills*

##### **Phonics and Word Recognition**

Know and apply grade-level phonics and word analysis skills in decoding words.

#### **Writing**

##### **Text Types and Purposes**

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points and provide a concluding statement or section.

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