

Where Does the Garbage Go?

Written by Paul Showers

HarperCollins, 1994 ISBN 9780062382009



TARGETED Treasure Hunt

Listening Comprehension Text

Floating in Space

Written by Franklyn M. Branley

HarperCollins, 1998 ISBN 97800644451420

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:
Where Does the Garbage Go?

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INFORMATIONAL (7 DAY)

Where Does the Garbage Go?

Written by Paul Showers

**Listening Comprehension Text
Floating in Space**

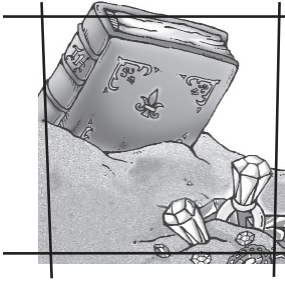
Written by Franklyn M. Branley

Summary

This book provides an explanation of how we deal with the problem of too much trash. Simple ideas are presented for easy things that we can all do to be part of the solution.

Instructional Objectives

	READING	WORD POWER	WRITING
CYCLE 1	Text features (TF) Students will use text features to gather information from the text.	Compound words Students will pronounce and determine the meanings of compound words by separating each word and thinking about their meanings.	Write a letter. Students will each write a letter in support of keeping the environment clean.



DAY 1

ACTIVE INSTRUCTION

Timing Goal: 35 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

Is it easy or difficult to recycle? Why?



- 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 *Where Does the Garbage Go?* by Paul Showers. As we read, we will use text features, such as maps, photographs, illustrations, fact boxes, and captions, to gather information from the text. Good readers use text features to learn additional information that is not in the main 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.



- Use a **Think Aloud** to model identifying the topic for the first step of TIGRRS by paging through the text. Point to various text features and note the text structure.

When I read, I use TIGRRS to help me make sure that I understand all the important information the author wants to share with me. The first step of TIGRRS is to find the topic of the book. Sometimes you can tell the topic of

a book just by looking at it. The word *garbage* is in the title of this book, and there is an illustration of children carrying items outside to a garbage can. I think those are pretty good clues about the topic of this book. Just to be sure, I can flip through the pages of the book to see if there is any more information about garbage. Model flipping through the book. I see more illustrations that show garbage and garbage dumps, so I think I was right about the topic of this book. It is about garbage.

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- Use the items below to build or activate background knowledge about the story.
 - Use **Think-Pair-Share** to have students discuss what they already know about garbage and recycling. Randomly select a few students to share.
 - Ask students if they have ever seen trash or garbage in inappropriate places, such as on the side of the road or on a beach. Use **Team Huddle** to have students discuss whether they think throwing trash in random places is good for the environment. Use **Random Reporter** to select students to share.
 - Share a few interesting or important facts about garbage and recycling. For example, explain that some items, such as plastic containers, will never break down. These items can be reused and made into new products. Single-stream recycling makes it even easier for families to recycle because cans, bottles, paper, and plastics do not have to be separated.

- Tell students the next step of TIGRRS. Use a **Think Aloud** to model identifying the intent of the author.

TIGRRS tells me that after I find the topic of a text, I should find the intent of the author. The intent of the author is the reason the author wrote the text. That means I should find out what the author wants readers to learn from reading this book. When I look through the pages of *Where Does the Garbage Go?*, I see a lot of illustrations and captions about garbage and recycling. The captions tell me that I will be reading about what we do with garbage and how we recycle. I think the author’s intent is to give information about garbage and recycling.

- Tell students the next step of TIGRRS. Use a **Think Aloud** to model identifying the graphic organizer they will use to record information from the text. Introduce and display an idea tree and sequence chain. Explain the different parts of the graphic organizer and what will be written in each part.

We know that the next step in TIGRRS is to identify the graphic organizer that we will use to record information from the text. Let’s look at the text to see if we can find clues that will point us to the right organizer. Model paging through the text. I see a lot of information about garbage and recycling, and I see details that support those ideas. I think that means we’ll use an idea tree for this text. Display an idea tree. When we use an idea tree, we write the topic in the box that says “Topic.” We write important ideas from the text in the circles. Then we write details that support those ideas at the end of the lines that stick out from the circles.

But, I think I see some information that might use a different organizer. I see several diagrams that tell me how places like landfills and recycling plants

work. I see steps in a process of getting rid of trash. I think a sequence chain might be a good organizer for that information. Display a sequence chain. When we fill out a sequence chain, we put each of the steps in the sequence in a box.

- 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	
SAY	Say the word.	AGREE	Agree if your partner is correct.
TELL	Tell what it means.		
USE	Use it in a sentence.		
		ADD	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"> • 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"> • Listen for your vocabulary words. • Write down the word and the sentence you read or heard it in. • Put the voucher in the Vocabulary Vault in class. • Successfully explain the word to earn team celebration points. • Write the word on your team score sheet.

Student Edition, page 1.

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

WORD AND PAGE NUMBER	IDENTIFICATION STRATEGY	DEFINITION	SENTENCE
empty page 6	chunk: emp-ty	unfilled	Kristen could fill those <i>empty</i> boxes with her books.
together page 7	chunk: to-geth-er	in one group	If you put all the puzzle pieces <i>together</i> , you will see that it is a picture of a field.
collected page 8	base word + ending: collect + ed	gathered	Our class went outside today and <i>collected</i> different kinds of leaves that fell from trees.
dumped page 10	base word + ending: dump + ed	emptied	We <i>dumped</i> all the trash into the back of the garbage truck.
mashed page 13	base word + ending: mash + ed	crushed	I <i>mashed</i> the soft potatoes and mixed them with milk, salt, and butter.
layer page 14	chunk: lay-er	level	The cake had one chocolate <i>layer</i> between two <i>layers</i> of vanilla.
pollutes page 19	base word + ending: pollute + s	spoils	Sometimes tankers spill oil that <i>pollutes</i> and harms the ocean, fish, birds, and mammals.

Student Edition, page 1.

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

WORD AND PAGE NUMBER	IDENTIFICATION STRATEGY	DEFINITION	SENTENCE
separate page 22	chunk: sep-a-rate	different	We put the tennis balls and the baseballs in <i>separate</i> containers so they would not get mixed up.

Using the Targeted Skill

Introduction and Definition

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

Our skill for this cycle is using text features. It is important to use text features because they tell us even more about the topic that we’re reading about in the text.

Blackline master provided.

- Display the text features anchor chart.

Text Features	
Added elements to help readers clarify information.	
Element	Purpose
Illustration/Photograph	Shows what something looks like.
Diagram	Identifies parts of something or steps of a process.
Caption	Explains what is in a photograph or picture.
Bold/Italicized/Highlighted Words	Words that are important.
Table/Chart/Graph	Shows data in a text.
Heading	Tells what the section is about.
Table of Contents	Shows the readers the page where certain information can be found.
Glossary	Tells us the definition of words in the text.
Timeline	Describes the order in which events happened.

- Blackline master provided.
- Display the following list of text features, and briefly describe each item on the list. If necessary, point out examples of each text feature in *Where Does the Garbage Go?*

Text Features

- diagram
- photograph
- illustration
- caption
- fact box
- chart

- Use a **Think Aloud** to identify different ways that information is presented in an informational text. As you share, use *Where Does the Garbage Go?* to show examples of each type of text feature.

When I read an informational text, sometimes the author gives me more information than just sentences and paragraphs. What are some other ways that an author can give me information in a book? The author can use tools like pictures, photographs, headings, maps, captions, illustrations, and fact boxes to give me extra information. These tools are called text features. As we read this cycle, we'll use the text features to learn more information about the topic.

- Explain to students that they can gather information from text features by reading what the text feature states directly or by drawing conclusions from the information in the text feature.
- Read page 5 aloud, and have students look at the illustration on pages 4 and 5. Use a **Think Aloud** to identify conclusions that you can draw from the illustration.

After reading this page and looking at the illustration, I think I can draw a conclusion about what we'll be learning from this text. The illustration shows children sitting in a classroom. The classroom has several bins on one wall. They are for paper, glass, plastic, and metal. I see a bulletin board above these bins with a piece of paper tacked to it. It reads, "We're separating our trash & recycling." Based on this illustration, I think we'll learn how to properly throw away our garbage to be recycled, which will help the environment.

- Tell students that they will gather information from text features as they read the text.
- Award team celebration points for good discussions that demonstrate effective teamwork.

Listening Comprehension

- Introduce the Listening Comprehension text, *Floating in Space*, 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.

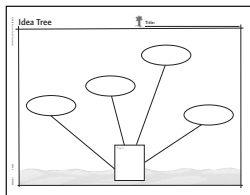
This cycle, I will read *Floating in Space* by Franklyn M. Branley aloud. We will practice our targeted skill, gathering information from text features, while I read.

- 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.
- Tell students that you will start reading the text and applying the skill. Tell them that you will also record the important ideas on the graphic organizer.
- Read pages 4–11 aloud, stopping to make points, ask questions, or focus students' attention as needed. Use a **Think Aloud** to identify the purpose of the illustrations on page 11.

Let me see if I can tell the purpose of the illustrations on page 11. There is an illustration at the top of the page with a girl standing on a scale. There is a caption above the picture that reads, "Gravity 50 lbs." This picture shows the information that the passage next to it describes. Your weight on Earth is the amount of gravity pulling you down. The little girl in the illustration weighs fifty pounds on Earth. The second picture shows astronauts floating in the space shuttle. This picture also shows what the text next to it is telling us: there is no gravity in the space shuttle, so there is no force to pull a person down. People just float around the shuttle.

- Read pages 12–17 aloud, stopping to make points, ask questions, or focus students' attention as needed.
- Summarize the main ideas from your reading, and write these on the idea tree.
- Display a sample idea tree. Model adding a key point from the Listening Comprehension selection to the graphic organizer.

Blackline master provided.



Topic: Outer Space

Gravity is different on Earth and in space. (pp. 4–7)

Getting used to zero gravity (pp. 9 and 10)

Everything is weightless in space. (p. 11)

Your body changes in space. (p. 12)

Living in space (pp. 13–16)



- 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 based on what they have read. In today's reading we learned about gravity and how astronauts eat. I think that the next section is going to be about what the astronauts' work day is like while they're in space. I will keep this prediction in mind as I continue to read.

- Remind students that they will continue to identify text features today as they read *Where Does the Garbage Go?* this cycle.

Preview Team Talk

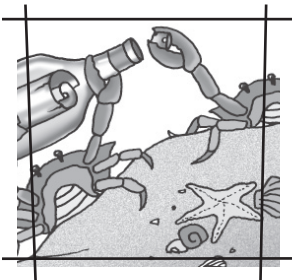
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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. Which of the following happens after waste is mashed and piled at a landfill? |SQ|
 - a. The waste is put into trucks.
 - b. Trucks dump the waste into big piles.
 - c. Bulldozers with scrapers spread out the waste.
 - d. Bulldozers spread soil over the waste.
3. Which text feature appears on page 7? |TF|
 - a. chart
 - b. paragraph
 - c. caption
 - d. illustration

What extra information does this text feature give about garbage and waste?
(Write-On) (Team Talk rubric)



TEAMWORK

Timing Goal: 50 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 5–17 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
<ul style="list-style-type: none"> • resolve a sticky note • describe team strategy use

TEAM TALK
<p>1. What prediction did you make about the text before reading? What clues did you use to make this prediction? PR (Strategy Use rubric)</p> <p>100 points = <i>Uses a sticky note, tells what strategy was used to discuss it, and explains how the strategy helped to understand the text.</i></p> <p>90 points = <i>Uses a sticky note and tells what strategy was used to discuss it.</i></p> <p>80 points = <i>Uses a sticky note to mark a thought.</i></p> <p>2. Which of the following happens after waste is mashed and piled at a landfill? SQ </p> <ol style="list-style-type: none"> The waste is put into trucks. Trucks dump the waste into big piles. Bulldozers with scrapers spread out the waste. <i>Bulldozers spread soil over the waste.</i>

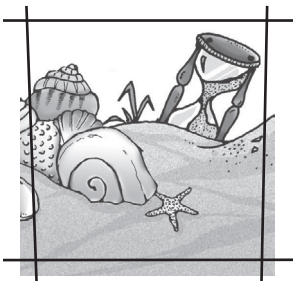
Answers may vary. Accept reasonable responses.

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. Which text feature appears on page 7? |TF|
- chart
 - paragraph
 - caption
 - illustration

What extra information does this text feature give about garbage and waste?

(Write-On) (Team Talk rubric)

100 points = *The illustration gives me extra information about what garbage and waste might look like. There are pieces of food, newspapers, boxes, a bottle, and a can falling toward a trash can. There are similar items in the trash can. This shows me the kinds of things that are garbage and waste.*

90 points = *The illustration gives me extra information about what garbage and waste might look like.*

80 points = *It shows me what garbage and waste look like.*

TEAM TALK EXTENSION

4. Why do you think New York City doesn't throw its waste into the ocean anymore? Support your answer. |DC| (Team Talk rubric)

100 points = *I think New York City doesn't throw its waste into the ocean anymore because some of the trash floated back to New York and landed on beaches. I don't think people liked visiting beaches where trash was on the beach and floating on the waves. People probably complained about the trash.*

90 points = *I think New York City doesn't throw its waste into the ocean anymore because some of the trash floated back to New York and landed on beaches.*

80 points = *The trash floated back and landed on beaches.*

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.

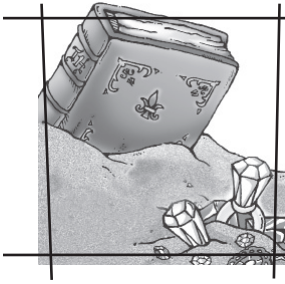
Pages 7–9

- 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.

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: 25 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, **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: *pollutes* page 19 and *separate* page 22.



- 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 learning about space. On Earth, we have gravity that keeps us from floating off the planet. But there is no gravity in space. Astronauts float around the space shuttle. Because there’s no gravity, they have to exercise to stay strong. They also eat special food and use special tools.

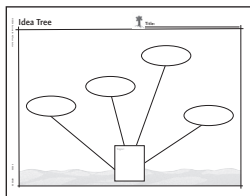


- Tell students that you will continue to record important ideas on the graphic organizer.
- Read pages 18–23 aloud, stopping to make points, ask questions, or focus students’ attention as needed. Use a **Think Aloud** to identify the purpose of the text features on page 23.

There are two text features on page 23: an illustration and a caption. Let’s see if I can identify the purpose of those text features. The illustration shows us an astronaut holding a very large object in his hands. The caption tells us that the object weighs 600 pounds. The illustration and caption show how astronauts can easily pick up heavy objects in space. I know that on Earth, one person wouldn’t be able to carry a 600-pound object at all!

- Read pages 24–32 aloud, stopping to make points, ask questions, or focus students’ attention as needed.
- Summarize the main ideas from your reading, and write these on the idea tree.
- Display a sample idea tree. Model adding a key point from the Listening Comprehension selection to the graphic organizer.

Blackline master provided.



Astronauts need spacesuits (pp. 16–19)

Astronauts do hard jobs (pp. 19–23)

Sleeping in space (pp. 24 and 25)

Returning from space (pp. 26–32)

- 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 words and phrases as they read. This helps them to better understand what they are reading. Today I had to clarify the word *gradually* on page 28. To clarify this word, first I used the base word and ending strategy. This helped me to separate the base word *gradual* from the ending *ly*. Then I chunked the base word by marking the vowels. I noticed that the first *a* is followed by a consonant, making it an open syllable, so I read this word part with a short vowel sound – *grad*. The *u* is not followed by a consonant, making it an open syllable, so I am going to try to say that, with a long vowel sound. Then I looked at the letters *al* at the end of the word. I blended the word parts

–grad–u–al. I chunked the word parts, grad-u-al, and got the base word gradual. Finally, I added the ending –ly. Gradual + ly. Gradually.

- Remind students that they will continue identify text features today as they read *Where Does the Garbage Go?* this cycle.

Preview Team Talk

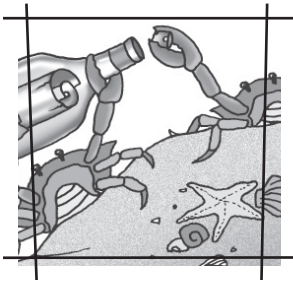
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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, phrase, or passage did you clarify? How did you clarify it? |CL|
(Strategy Use rubric)
2. What happens after paper is shredded into pulp at the paper mill? |SQ|
 - a. The pulp is washed and bleached.
 - b. It is read and recycled by the owners of the paper mill.
 - c. It is purchased by a recycling company.
 - d. It is printed and sent out for delivery.
3. What text feature appears on page 21? |TF|
 - a. diagram
 - b. fact box
 - c. caption
 - d. photograph

What extra information does this text feature give about garbage and recycling?
(Write-On) (Team Talk rubric)



TEAMWORK

Timing Goal: 50 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 18–32 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

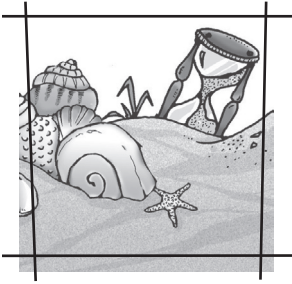
1. What word, phrase, or passage did you clarify? How did you clarify it? |CL| (Strategy Use rubric)
 - 100 points** = *Uses a sticky note, tells what strategy was used to discuss it, and explains how the strategy helped to understand the text.*
 - 90 points** = *Uses a sticky note and tells what strategy was used to discuss it.*
 - 80 points** = *Uses a sticky note to mark a thought.*
2. What happens after paper is shredded into pulp at the paper mill? |SQ|
 - a. *The pulp is washed and bleached.*
 - b. *It is read and recycled by the owners of the paper mill.*
 - c. *It is purchased by a recycling company.*
 - d. *It is printed and sent out for delivery.*
3. What text feature appears on page 21? |TF|
 - a. *diagram*
 - b. *fact box*
 - c. *caption*
 - d. *photograph*

What extra information does this text feature give about garbage and recycling? **(Write-On)** (Team Talk rubric)

- 100 points** = *The fact box gives extra information about how half of our trash can be recycled and used again. It tells me to look for the recycling symbol that also appears in the fact box. If I see that symbol on glass, metal, or plastic, I can recycle it.*
- 90 points** = *The fact box gives extra information about how half of our trash can be recycled and used again.*
- 80 points** = *It says half our trash can be recycled.*

TEAM TALK EXTENSION

4. What solution does the text provide to help us stop using paper and plastic bags at the grocery store? |PS| (Team Talk rubric)
 - 100 points** = *A solution that the text provides to help us stop using paper and plastic bags at the grocery store is to take our own bags to the store. The children in the text use string bags that are strong and can hold a lot of groceries.*
 - 90 points** = *A solution the text provides to help us stop using paper and plastic bags at the grocery store is to take our own bags to the store.*
 - 80 points** = *It says to take our own bags to the store.*



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:
 - 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.

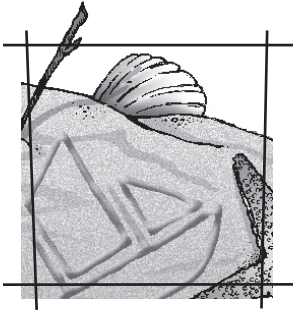
Not ready yet? Practice reading the same passage again with your partner. Ask your teacher to hear you read when you are ready.

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

Student Edition, page 1.

Pages 22 and 23

- 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.

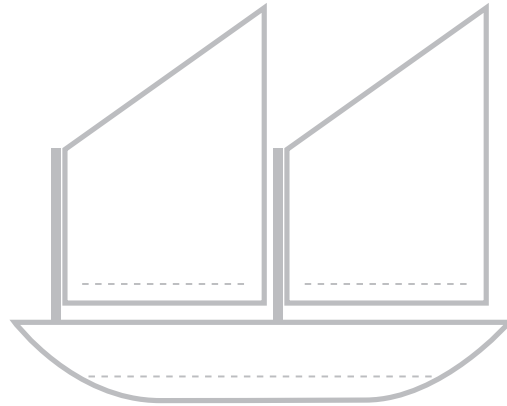


WORD POWER **TP**

Timing Goal: 10 minutes

- Tell students that Captain Read More sent another message. Display the Word Treasure clue (a sailboat with two sails of equal size).

Blackline master provided.



tps

- Use **Think-Pair-Share** to have students figure out what the Word Treasure clue means. Randomly select a few students to share. *Two main or big sails mean there are two whole words in a word.*
- Write the word “backside” on the bottom of the boat. Remind students that a word made up of two whole words is called a *compound word*.
- Use **Think-Pair-Share** to have students identify what words go on each sail. Randomly select a few students to share. Write each word on a sail as students respond. *The words back and side.*
- Use the sails to read the compound word boat, write **backside** on bottom, **back** on first sail, **side** on second sail, and have students say the word with you. Point out that the compound word sounds the same as the two smaller words put together. Remind students that thinking about the meaning of each word in a compound word helps us define the compound word.

th



- Use **Team Huddle** to have students define the meaning of *backside*, and use **Random Reporter** to select students to share. *The word back means something behind you or the opposite of the front. A side is a part of an object. A backside must mean the part of an object that is behind or in back.*
- Review the Word Treasure (skill).

Display the Word Treasure.

Word Treasure	<p>Some words are two words put together. They are called compound words.</p> <p>If you are having trouble reading these words, read the two words separately first, then read them together.</p>
----------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

- Tell students that Captain Read More found a few words in their text that are compound words. Remind them to look for these words the next time they read *Where Does the Garbage Go?*
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

STUDENTS		TEAMS	
1.	Number your papers.	4.	Share the practice item answers. If you disagree on an answer, tell why.
2.	Complete the practice items.	5.	Be prepared to share your answers with the class.
3.	Write your answers.		

Student Edition, page 3.

SKILL PRACTICE			
<p>Write each compound word in your journal. Then write the two words that make up each compound word. Write a definition for each word. Draw a sailboat if you need help.</p>			
1. pipeline	<i>pipe + line; a long string or line of tubes</i>		
2. doorknob	<i>door + knob; a handle that opens a door</i>		
BUILDING MEANING			
empty	together	collected	dumped
mashed	layer	pollutes	separate
<p>3. Choose a word from the vocabulary list, and write a meaningful sentence for that word.</p> <p>100 points = <i>The sentence uses the word correctly and includes details to create a mind movie.</i></p> <p>90 points = <i>The sentence uses the word correctly and includes one detail.</i></p> <p>80 points = <i>The sentence uses the word correctly.</i></p>			
<p>4. Choose the word that best completes the sentence.</p> <p>Henry <u>mashed</u> the medicine into his dog's food so she would eat it without any problems.</p>			

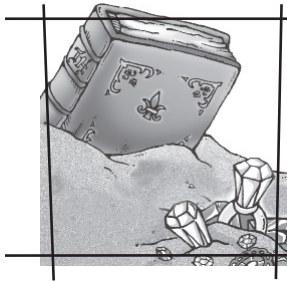
- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.

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

TEAM CELEBRATION POINTS

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

- How many points did you earn today?
- How well did you use the team cooperation goal and behavior?
- What did you do to work toward your achievement goal?



DAY 3

ACTIVE INSTRUCTION

Timing Goal: 25 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 the teams review the vocabulary words using one of the following choices: **SR**
 - Concept Maps
 - Draw It Out
 - Act It Out
 - Examples/Non-Examples
 - Other interactive activity
- Use **Random Reporter** to check the review.
 - Focus on words that appear in the reading for the day if applicable: *empty* page 6, *together* page 7, *collected* page 8, *dumped* page 10, *mashed* page 13, and *layer* page 14.



- 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 how astronauts work in space. They often have to work outside the shuttle, and they wear special suits. They have special sleeping bags so they can sleep without floating around the shuttle. Eventually, the astronauts return to Earth.

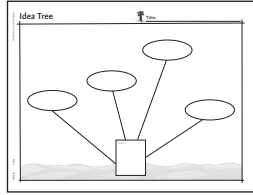
- Tell students that as you reread you will look for details about the important ideas and add them to the graphic organizer. Tell students that you will also add any important information you missed the first time you read.
- Reread pages 4–17 aloud, stopping to make points, ask questions, or focus students’ attention as needed. Use a **Think Aloud** to identify the purpose of the text features on page 17.



Let me see if I can identify the purpose of the illustration on page 17. The picture shows an astronaut floating in space in a space suit. The illustration has captions that tell me the purpose of different parts of the space suit. The caption with the arrow that points to the backpack tells me that this life-support backpack carries enough oxygen and water for the astronaut for six hours. The caption with the arrow that points to the astronaut’s glove tells me that the astronaut wears special pressure gloves with molded rubber fingertips to allow a sense of touch.

- Summarize the main ideas and supporting details from your reading, and write these on the idea tree.

Blackline master provided.



- Display a sample idea tree. Model adding supporting details from the Listening Comprehension selection to the graphic organizer.

Gravity is different on Earth and in space (pp. 4–7)

- The space shuttle’s gravity is very weak
- Earth’s gravity pulls you down
- The moon’s gravity is weaker than Earth’s

Getting used to zero gravity (pp. 9 and 10)

- There is no up or down
- Astronauts have to move very carefully
- might cause dizziness at first, but it’s better after 3 or 4 days

Everything is weightless in space (p. 11)

- Astronauts don’t feel heavy in space
- Everything is easy to lift in space, even things that are heavy on Earth

Your body changes in space (p. 12)

- Astronauts need to exercise or their muscles and bones get weak
- Astronauts get taller in space and shorter back on Earth
- Hardly need to use their muscles in space

Living in space (pp. 13–16)

- Spaceship makes water
- Tanks of air fill the spaceship with air to breathe
- Food is dried and mixed with water.
- Astronauts drink and use the bathroom differently

- 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 to help them to better understand the text. Today I read about gravity and how it is different on the Earth than it is in space. Based off of what I read, I am going to ask the question “how do astronauts practice being in zero gravity?” I reread today’s reading and didn’t see the answer, so this is a Think question I can keep in mind as I continue reading.

- Remind students that they will continue to identify text features today as they read *Where Does the Garbage Go?* 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.

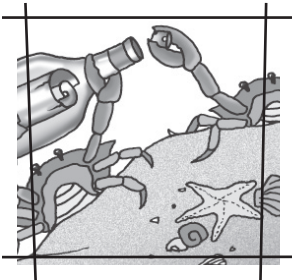
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

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 happens to a landfill when it is completely full? |CE| (Team Talk rubric)
3. What text feature appears on page 17? |TF|
 - a. fact box
 - b. illustration
 - c. chart
 - d. photograph

What extra information does this text feature give about garbage and recycling?
(Write-On) (Team Talk rubric)



TEAMWORK

Timing Goal: 50 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 5–17 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

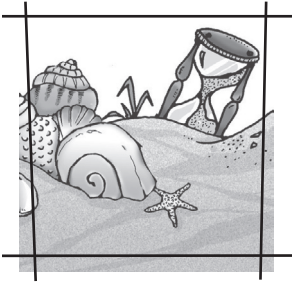
1. What question can you ask about today's reading? Is this a Right There or a Think question? How would you answer it? |QU| (Strategy Use rubric)
 - 100 points** = *Uses a sticky note, tells what strategy was used to discuss it, and explains how the strategy helped to understand the text.*
 - 90 points** = *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 happens to a landfill when it is completely full? |CE| (Team Talk rubric)
 - 100 points** = *When a landfill is completely full, a final layer of dirt is spread over the trash. Then grass and trees are planted over it. The landfill can become a park or playground.*
 - 90 points** = *When a landfill is completely full, a final layer of dirt is spread over the trash and grass is planted.*
 - 80 points** = *Dirt is spread over it and grass is planted.*
3. What text feature appears on page 17? |TF|
 - a. fact box
 - b. illustration
 - c. chart
 - d. photograph

What extra information does this text feature give about garbage and recycling? **(Write-On)** (Team Talk rubric)

- 100 points** = *The chart gives extra information about what kinds of items are in landfills. The circle is divided into sections that show how much of each item is in our landfills. I learned that fifty percent of the trash in landfills is paper. Twenty percent of our trash is called "other." Thirteen percent of the trash is food and yard waste. Ten percent of the trash is plastic. Six percent of the trash is metal. Glass makes up one percent of the trash in landfills.*
- 90 points** = *The chart gives extra information about what kinds of items are in landfills.*
- 80 points** = *It tells me what is in landfills.*

TEAM TALK EXTENSION

4. How is a landfill different from a dump? |CC| (Team Talk rubric)
 - 100 points** = *A landfill is different from a dump because in a landfill, the trash is mashed and compacted into piles. Then the piles are covered with soil. This helps keep out rats and flies. In a dump, garbage is piled up and left to rot.*
 - 90 points** = *A landfill is different from a dump because in a landfill, the trash is mashed, compacted, and covered in soil. In a dump, garbage is piled up.*
 - 80 points** = *Landfill trash is mashed and then covered with soil. Trash just gets piled up at a dump.*



FLUENCY IN FIVE

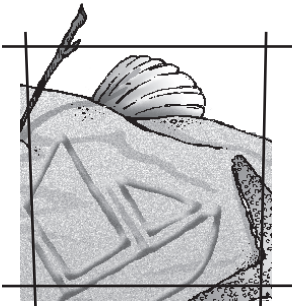
Timing Goal: 5 minutes

- 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 22 and 23 or 10–12

- 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.

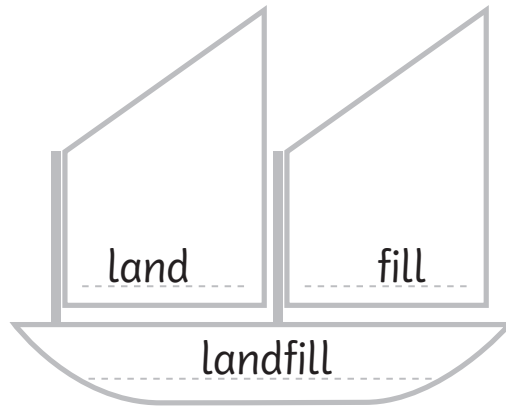


WORD POWER **TP**

Timing Goal: 10 minutes

- Remind students of the Word Power skill (compound words) and, if necessary, the Word Treasure clue that Captain Read More uses (a sailboat with two big sails).
- Display the Word Treasure clue.
- Tell students that the words *newspapers*, *tugboats*, and *landfill* appear in *Where Does the Garbage Go?*
- Use **Team Huddle** to have students identify the two words that make up each of these words. Use **Random Reporter** to select students to share, and record their answers on the boat. *Newspapers* = *news* + *papers*; *tugboats* = *tug* + *boats*; *landfill* = *land* + *fill*.





- Remind students that we can use the meanings of the two words to help us figure out the meaning of the compound word. Use **Think-Pair-Share** to have students discuss the meaning of *landfill*. Randomly select a few students to share. *Land means the part of the earth we walk on. Fill means to put something into a space so it isn't empty. A landfill must be a place where you fill the land with something. In the book, you fill the land with trash.*
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

STUDENTS		TEAMS	
1.	Number your papers.	4.	Share the practice item answers. If you disagree on an answer, tell why.
2.	Complete the practice items.	5.	Be prepared to share your answers with the class.
3.	Write your answers.		

Student Edition, page 3.

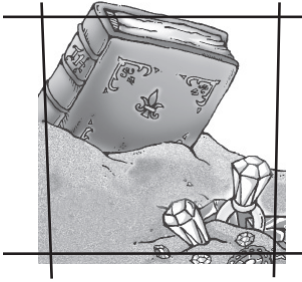
SKILL PRACTICE	
Write each compound word in your journal. Then write the two words that make up each compound word. Write a definition for each word. Draw a sailboat if you need help.	
1. hardwood	<i>hard + wood; wood that is hard or strong</i>
2. sleepwalk	<i>sleep + walk; walk around when you aren't awake</i>

BUILDING MEANING			
empty	together	collected	dumped
mashed	layer	pollutes	separate

3. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.
- 100 points** = *The sentence uses the word correctly and includes details to create a mind movie.*
- 90 points** = *The sentence uses the word correctly and includes one detail.*
- 80 points** = *The sentence uses the word correctly.*
4. I collected all of my books the night before school started so I would be ready the next morning. *Collected* means—
- scattered.
 - read.
 - bought.
 - gathered.*

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

TEAM CELEBRATION POINTS	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	<ul style="list-style-type: none"> • How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?



DAY 4

ACTIVE INSTRUCTION

Timing Goal: 25 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 the teams review the vocabulary words using one of the following choices: **SR**
 - Concept Maps
 - Draw It Out
 - Act It Out
 - Examples/Non-Examples
 - Other interactive activity
- Use **Random Reporter** to check the review.
 - Focus on words that appear in the reading for the day if applicable: *pollutes* page 19 and *separate* page 22.
- 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 details about gravity and working in space. Earth has pretty strong gravity because there is a lot of rock, water, and metal in the planet. We can jump higher and farther on the moon because it has less gravity. There are fewer materials in the moon. There is no gravity in space, so astronauts in the space shuttle float around. They use straps to pull themselves through the ship or to stay in place. It takes astronauts a while to get used to floating. They have to exercise on the ship because they lose muscle from the lack of gravity. They also become taller because gravity isn’t pulling them down. Astronauts use special toilets to collect waste and send it into space. They drink through straws and eat foods that won’t float away from them too much. The space shuttle can make its own water with electricity, but astronauts have to bring all of their food and oxygen into space with them. There is no air in space, so astronauts have to wear special suits to work outside the ship.

- 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.



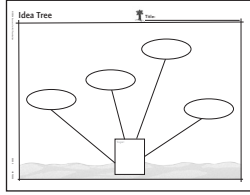
- Reread pages 18–27 aloud, stopping to make points, ask questions, or focus students’ attention as needed. Use a **Think Aloud** to identify the purpose of the text features on pages 26 and 27.

Let me see if I can identify the purpose of the illustrations on pages 26 and 27. The pictures show the space shuttle preparing to return to Earth. The drawings show how the shuttle turns around to get into position to drop out of orbit and land on Earth again.



- Use **Think-Pair-Share** to have students identify how the captions on pages 26 and 27 help them understand the text. Randomly select a few students to share. *The captions explain what the shuttle is doing in each step of reentry. They explain how the shuttle slows down at different distances from Earth’s surface.*
- Reread pages 28–32 aloud, stopping to make points, ask questions, or focus students’ attention as needed.
- Summarize the main ideas and supporting details in the reading, and write these on the idea tree.

Blackline master provided.



- Display a sample idea tree. Model adding supporting details from the Listening Comprehension selection to the graphic organizer.

Main Ideas:

Astronauts need spacesuits (pp. 16–19)

- There is no air in space.
- Tanks of air help the astronauts to breathe.
- The suits are used to do jobs outside the spaceship.

Astronauts do hard jobs (pp. 19–23)

- They fix satellites, build space stations, and fix telescopes.
- They must hold things tightly, or they will float away.

Sleeping in space (pp. 24 and 25)

- Astronauts wear eye-shades to block out cabin lights and the sun.
- Sleeping bags hang from the walls of the spaceship.

Returning from space (pp. 26–32)

- The shuttle drops from orbit, and gravity increases.
- The shuttle glides down to earth.
- Astronauts have to get used to gravity again.

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

We should summarize what we've read. This will help us to keep track of what we have read. Remember, when we summarize, we only share the most important details. To summarize the text *Floating in Space*, I can say the following "Gravity is what keeps us on the ground". When in space, there is zero gravity. This means that things float around unless they are tied down. This affects the astronauts that fly into space. They must eat, exercise, and sleep very differently than we do on Earth. Astronauts have really difficult jobs that they must do while in space that are also affected by there not being gravity. Once they return to Earth, astronauts' bodies have to readjust to gravity.

- Remind students that they will continue to identify text features today as they read *Where Does the Garbage Go?* 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.

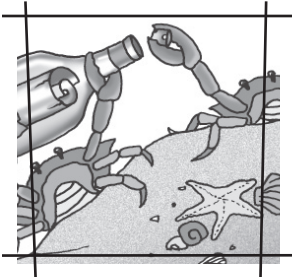
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page 4.

TEAM TALK

1. Use information from your graphic organizer to write a summary of *Where Does the Garbage Go?* |SU| (Summarizing rubric)
2. How is the last step in the processes of recycling metal, glass, and plastic the same? |CC| (Team Talk rubric)
3. What text feature appears on page 26? |TF|
 - a. diagram
 - b. photograph
 - c. fact box
 - d. chart

What extra information does this text feature give about garbage and recycling?
(Write-On) |TF| (Team Talk rubric)



TEAMWORK

Timing Goal: 50 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 reread and restate: **SR**
pages 18–32 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. Use information from your graphic organizer to write a summary of *Where Does the Garbage Go?* |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. How is the last step in the processes of recycling metal, glass, and plastic the same? |CC|
 - 100 points** = *The last step in the processes of recycling metal, glass, and plastic is the same because in each process, the metal, glass, and plastic is melted and poured into a mold. Then the metal, glass, and plastic can be reused as something else.*
 - 90 points** = *The last step in the processes of recycling metal, glass, and plastic is the same because in each process, the metal, glass, and plastic is melted and poured into a mold.*
 - 80 points** = *The metal, glass, and plastic are melted and poured into a mold.*

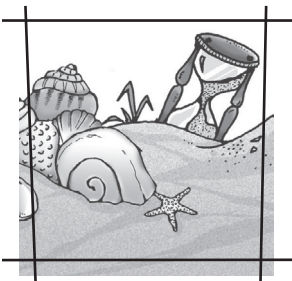
Answers may vary. Accept reasonable responses.

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 text feature appears on page 26? |TF|
- diagram
 - photograph
 - fact box
 - chart

What extra information does this text feature give about garbage and recycling?
(Write-On) (Team Talk rubric)

100 points = *This diagram gives extra information about how glass bottles are recycled. It shows how the glass goes into machines that break it down and melt it. Then the glass is used again for another purpose. The captions in the diagram explain what happens in each step of the recycling process.*

90 points = *This diagram gives extra information about how glass bottles are recycled.*

80 points = *It shows how glass bottles are recycled.*

TEAM TALK EXTENSION

4. What conclusion can you draw about how recycling helps our landfills? Support your answer. |DC| (Team Talk rubric)

100 points = *I can draw the conclusion that recycling helps our landfills by reducing the amount of waste that goes into them that can be reused. If less paper, plastic, metal, and glass go into the landfills, then there is more room for other garbage that does belong there. We won't fill up landfills as quickly.*

90 points = *I can draw the conclusion that recycling helps our landfills by reducing the amount of waste that goes into them that can be reused.*

80 points = *Recycling reduces the amount of waste in landfills.*

FLUENCY IN FIVE TP

Timing Goal: 5 minutes

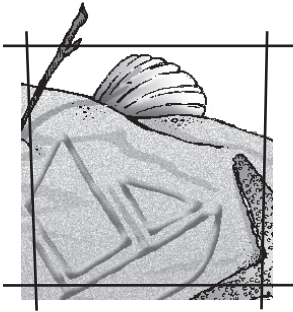
- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

Student Edition, page 1.

Pages 22 and 23, 10–12, or 24–26

- 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 **TP**

Timing Goal: 10 minutes



- Remind students of the Word Power skill (compound words).
- Use **Think-Pair-Share** to have students discuss why it is useful to learn about compound words. Randomly select a few students to share. *Compound words are made up of two different words. Understanding the meaning of each word helps us define the compound word.*
- Display the Word Power Challenge. Tell students that they will work in teams to identify the two words in each compound word.

Preparation: Display the Word Power Challenge

Word Power Challenge

inkblot
backstroke



- Use **Random Reporter** to select students to check pronunciations and meanings. *Inkblot = ink + blot, a blob or spot of ink from a pen; backstroke = back + stroke, a stroke or motion you make toward the back.*
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition, page 4.

SKILL PRACTICE

Write each compound word in your journal. Then write the two words that make up each compound word. Write a definition for each word. Draw a sailboat if you need help.

1. courthouse *court + house; a building where court trials are held*
2. footrest *foot + rest; a place where you rest your feet or legs*

BUILDING MEANING

empty	together	collected	dumped
mashed	layer	pollutes	separate

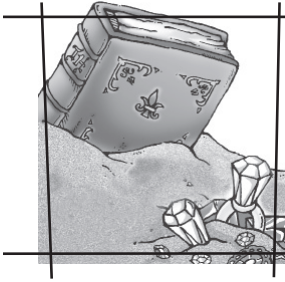
3. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.
100 points = *The sentence uses the word correctly and includes details to create a mind movie.*
90 points = *The sentence uses the word correctly and includes one detail.*
80 points = *The sentence uses the word correctly.*
4. Draw a picture to show your understanding of the word *empty*.
(Answers may vary.) The picture and explanation of the picture should support a clear understanding of the word.

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

TEAM CELEBRATION POINTS

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

- How many points did you earn today?
- How well did you use the team cooperation goal and behavior?
- 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 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 recycling cell phones. Anything that can be recycled should be, but some items need special care when they are recycled.

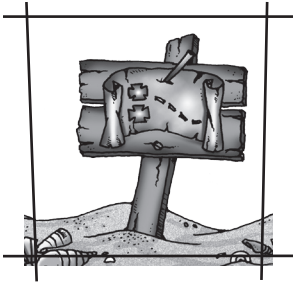
Vocabulary **TP**

- 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 text features.
- 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 events from this reading to their graphic organizers and to do so without assistance.
- Remind students that they have 40 minutes for the test.

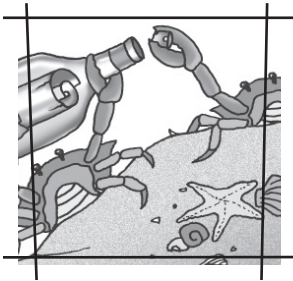


TEST

Timing Goal: 40 minutes

Suggested timing:
Reading/comprehension
questions: 30 minutes
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	
<p>INDEPENDENT STRATEGY USE</p>	<ul style="list-style-type: none"> • How did you resolve a sticky note? • Describe your strategy use with the team.
<p>SKILL-QUESTION DISCUSSION</p>	<ul style="list-style-type: none"> • Discuss the skill question in teams. • Say the question in your own words, and tell what key words or phrases you underlined. • Read your answer to your team. • Think about what you like about your answer and what you could have said differently. • Use your colored pen to add comments to your answer.

- 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.

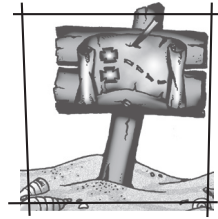


- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.
- Use information from student tests to plan modeling and/or Think Alouds for the next lesson that will build upon the skills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

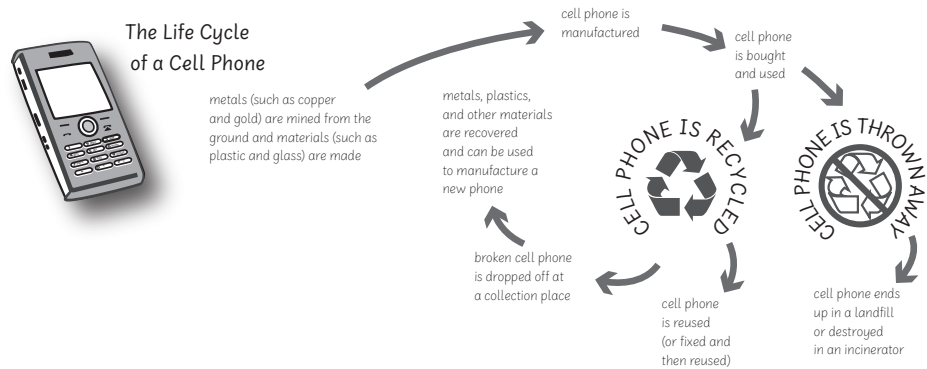
Test Passage

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

Don't dump that cell phone!

Did you know that you can recycle cell phones? They are made from plastic, metal, and glass. But you have to be careful about how you recycle them. You can't just throw one into the bin. Cell phones have expensive metals in them. They need to be recycled in a special way. Then those metals can be reused to make new cell phones.

If a phone is still working, it can be reused first. People can give phones to special charities. They will fix up the phones and give them to people who need less expensive ones. If a phone is really broken, it should be recycled. Some stores have special collections for old phones. People can take phones to those stores, and they will make sure that the phones are recycled correctly.



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| (Team Talk rubric)
 - a. How to use a cell phone.
 - b. Why cell phones are important.
 - c. *Why cell phones should be recycled.*
 - d. How cell phones are put into the trash.

What is the intent of the author in writing about this topic? How do you know?

30 points = *The author's intent is to inform readers about recycling cell phones. I know this is the intent because most of the information is about this. There is no information that persuades, entertains, or compares and contrasts.*

25 points = *The author's intent is to inform readers about recycling cell phones. I know this is the intent because most of the information is about this.*

20 points = It is to inform. Most of the information is about recycling cell phones.

30 points

2. What text feature appears with this passage? |TF|
 - a. photograph
 - b. chart
 - c. *diagram*
 - d. factbox

What extra information does this text feature give about recycling cell phones? (**Write-On**) (Team Talk rubric)

30 points = *The extra information the diagram gives about recycling cell phones is how phones can be reused before they are recycled. When cellphones are recycled, the whole phone can be used again or it can be taken apart for its parts to be reused.*

25 points = *The extra information the diagram gives about recycling cell phones is how phones can be reused before they are recycled.*

20 points = It shows me how phones can be reused before they are recycled.

3. Use information from your graphic organizer to write a summary of the passage. |SU| (Summarizing rubric)

30 points = *Restates the main ideas. and gives important details that support them.*

25 points = *Restates the main ideas.*

20 points = Restates some important ideas, but includes less important details.

Word Power

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

5 points each

Skill Questions

Write each compound word in your journal. Then write the two words that make up each compound word. Write a definition for each word. Draw a sailboat if you need help.

- | | |
|-------------|-------------------------------------------------|
| 1. seasick | <i>sea + sick; feeling ill while on a boat</i> |
| 2. goatskin | <i>goat + skin; the skin or fur from a goat</i> |
| 3. keyhole | <i>key + hole; a hole where you put a key</i> |
| 4. mailman | <i>mail + man; a person who brings the mail</i> |

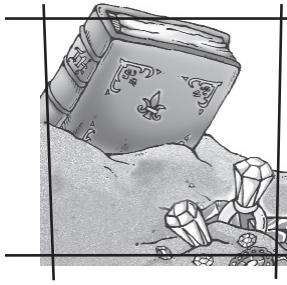
10 points each

Building Meaning

empty	together	collected	dumped
mashed	layer	pollutes	separate

5. Write a meaningful sentence for the word *together*.
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.*
6. “This company pollutes our rivers with trash, and they should have to clean it up!” Mr. Hainey said.
7. Mari dumped the water out of the baby pool so she could put the pool away for the night. *Dumped* means—
- emptied*
 - filled*
 - changed*
 - cleaned*
8. The detective collected a list of people who he thought could be guilty of the crime.

9. Damien's coin jar remained empty because he spent his money on candy instead of putting it in the jar. *Empty* means—
- full.
 - packed.
 - unfilled*.
 - stuffed.
10. Light-colored laundry should be washed in a separate load from dark laundry so the dark colors don't bleed onto the light-colored clothes.
11. Kellie mashed the banana in a bowl to feed it to her baby sister. *Mashed* means—
- sliced.
 - crushed*.
 - peeled.
 - ripened.
12. My favorite kind of cookie has a layer of chocolate fudge icing between two cookies.



DAY 6

ACTIVE INSTRUCTION

Timing Goal: 5 minutes

Two-Minute Edit **TP**

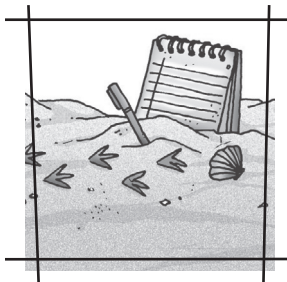
- Display and have students complete the Two-Minute Edit to start the class.
- Identify a frequently occurring grammatical or mechanical problem from the students' writing.
- Prepare a sentence that illustrates the problem (with no more than four errors).
- Display the sentence, and indicate the number 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.

Think of a public place that you would like to remain free of trash and litter. Today you will write a letter to a friend about keeping that place clean and helping the environment.



- 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 5.

WRITING PROMPT

Choose one outdoor place that you would like kept free of litter or trash. Write a letter to a friend about this place. The body of your letter should have two paragraphs. In the first paragraph, explain what is dirty about the place and why you want it to be kept clean. In the second paragraph, suggest a way to clean the location.

Student Edition Writing Guide contains no point values.

WRITING GUIDE

IDEAS	<ul style="list-style-type: none"> • Clearly introduces ideas, a topic, or a story and supports it with details. 	30 points
ORGANIZATION	<ul style="list-style-type: none"> • Has a clear beginning that introduces the topic or story. • The middle has details that support the topic or moves the story forward. • Ends with a closing statement or solution. 	30 points
STYLE	<ul style="list-style-type: none"> • Uses words, phrases, quotes, or dialogue to support their writing or help the reader make a mind movie. 	30 points
MECHANICS	<ul style="list-style-type: none"> • Uses correct punctuation, capitalization, spelling, and grammar. 	10 points

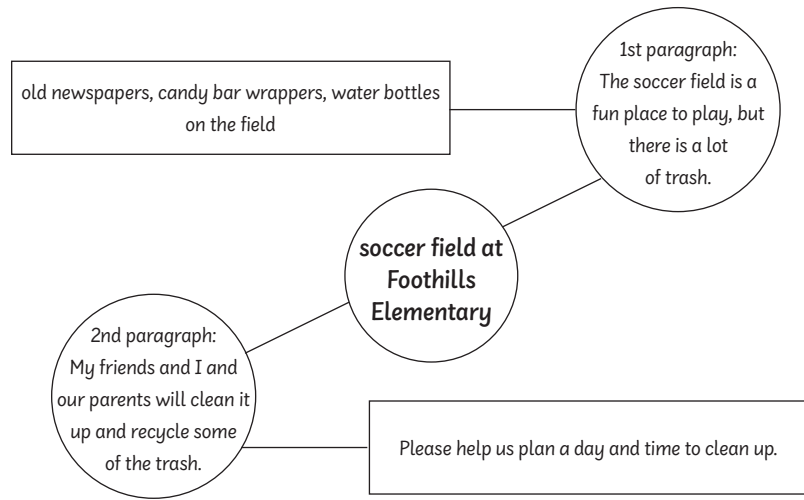
- Remind students of the importance of planning their writing before they actually begin to write. Introduce the graphic organizer—the type of organizer and how it is used.

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

- 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.

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

- Read your writing once to yourself, and then read it aloud with expression to your partner.
- When your partner responds, write suggestions that they make for improving your writing.

Responding

- Listen carefully with your writing guide in front of you as your partner reads their draft.
- When your partner has finished reading, tell what you liked about the writing.
- Then use the writing guide to give the author suggestions for how to make the writing better.

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

Revising

- Look at the suggestions you wrote when your partner responded to your writing.
- Decide which changes you want to make to your draft.
- Draw arrows to show where the new ideas belong in your work.

- Tell students to check that their partners have included all the parts of a letter in their drafts.
- Display the following blackline master, and review the parts if necessary.

Blackline master provided.

Parts of a Letter

- date
- greeting
- body
- closing
- signature

- 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.

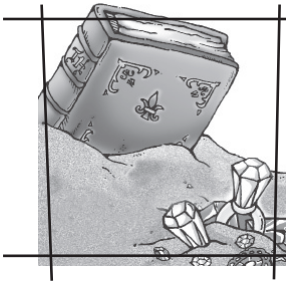
Class Discussion **TP**

- 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.	<ul style="list-style-type: none"> • 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?



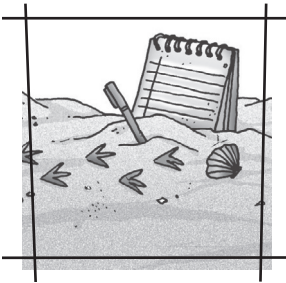
DAY 7

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.

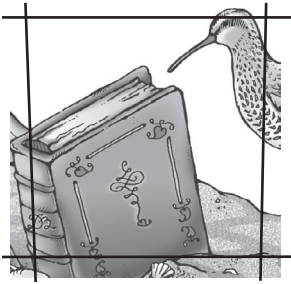


ADVENTURES IN WRITING

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

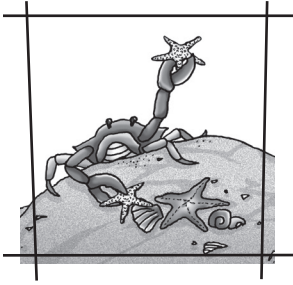
- Is your book literature or informational? Summarize what you read.
 - Why did you choose this book? How did it make you feel while reading it?
 - What is something you liked about the book? Would you recommend it to others?
- As you visit teams, take this opportunity to check students' homework for 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 **explain your ideas/tell why**. 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?

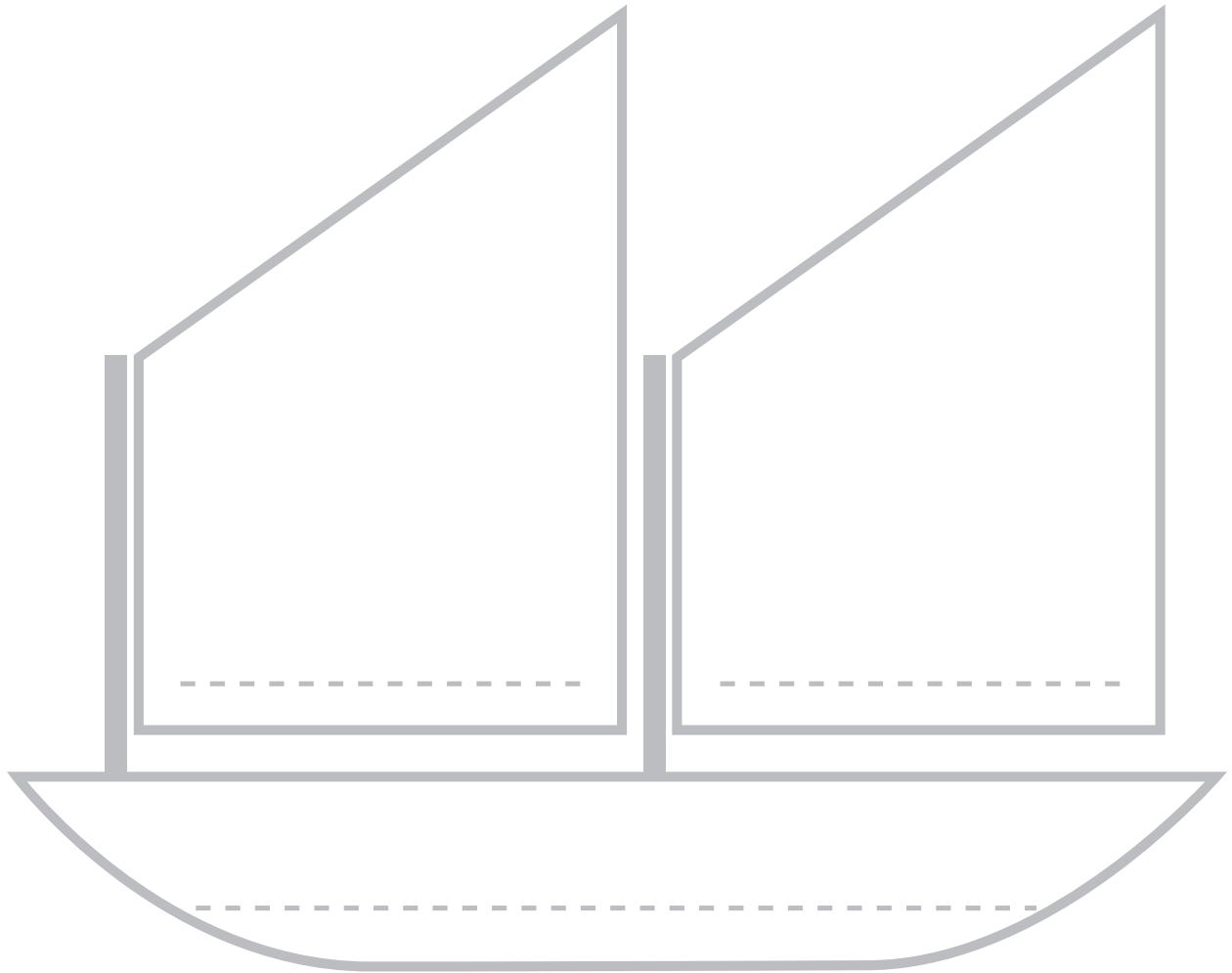
Text Features

Added elements to help readers clarify information.

Element	Purpose
Illustration/Photograph	Shows what something looks like.
Diagram	Identifies parts of something or steps of a process.
Caption	Explains what is in a photograph or picture.
Bold/Italicized/Highlighted Words	Words that are important.
Table/Chart/Graph	Shows data in a text.
Heading	Tells what the section is about.
Table of Contents	Shows the readers the page where certain information can be found.
Glossary	Tells us the definition of words in the text.
Timeline	Describes the order in which events happened.

Text Features

- diagram
- photograph
- illustration
- caption
- fact box
- chart



Parts of a Letter

- date
- greeting
- body
- closing
- signature



Title: *Where Does the Garbage Go?*

Idea Tree

New York City collected waste onto barges and dumped it at sea.

Trash and waste often floated back to land on beaches and where people played.

garbage collection in the past, cont. (pp. 6-11)

Garbage was piled up at dumps and left to rot and attract rats.

People threw everything away in the garbage.

garbage collection in the past (pp. 6-11)

Old food went in the garbage with empty bottles, tin cans, cardboard boxes, and newspapers.

Waste was collected once a week and taken to dump.

Most cities use landfills now; trash is layered and buried in holes. Full landfills are turned into parks and playgrounds.

garbage collection today (pp. 12-19)

Ashes pollute the air. burn garbage in furnace: provide electricity

can reduce trash in landfills

recycling (pp. 20-32)

Separate garbage from things that can be recycled, which are taken to different places.

Paper, plastic, metal, and glass can be broken down and reused.

People need to create less waste.

Donate old clothes, use reusable lunch boxes.

recycling, cont. (pp. 20-32)

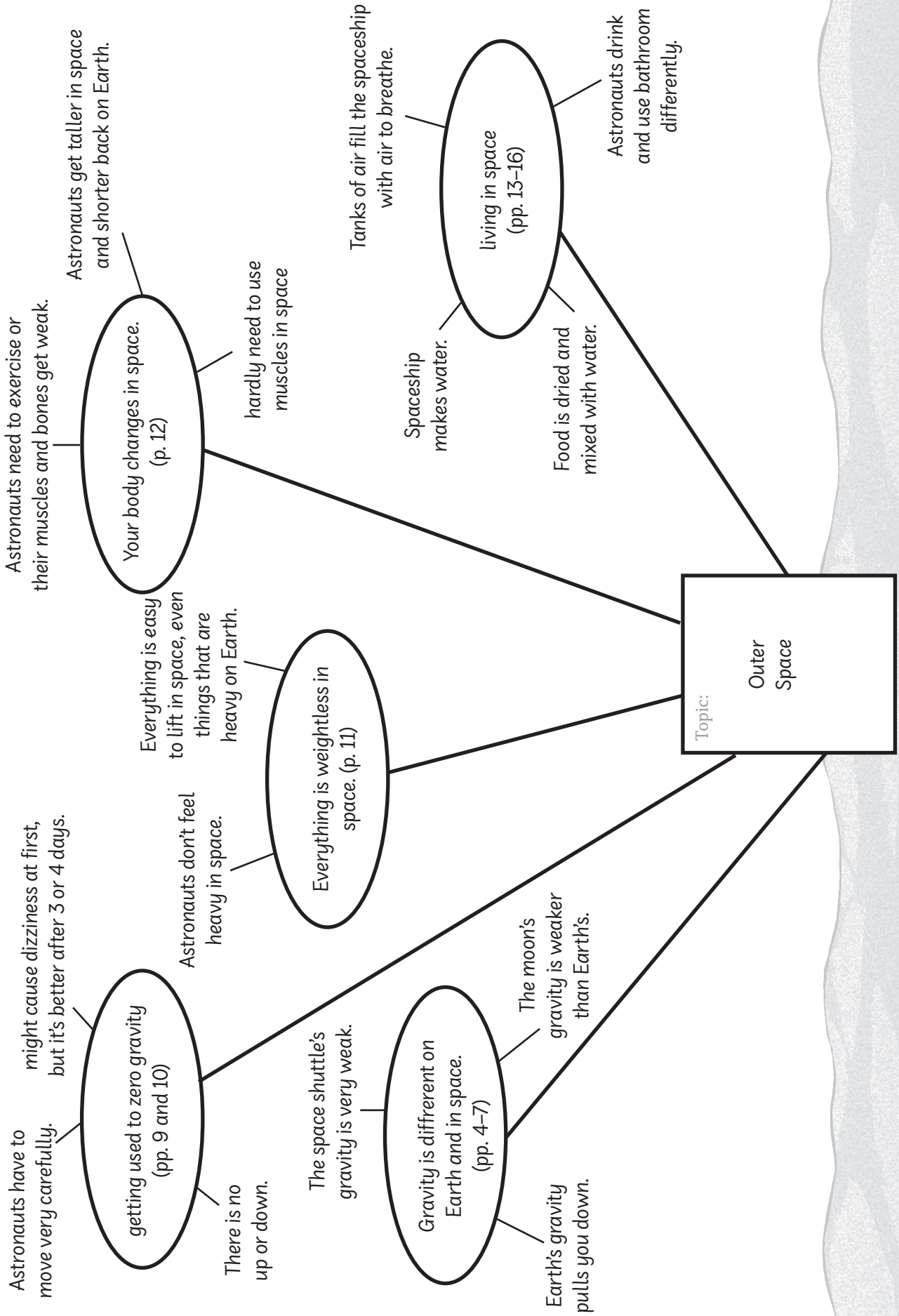
Make your own dog toys and grocery bags.

Topic: Garbage and Recycling



Title: Floating in Space

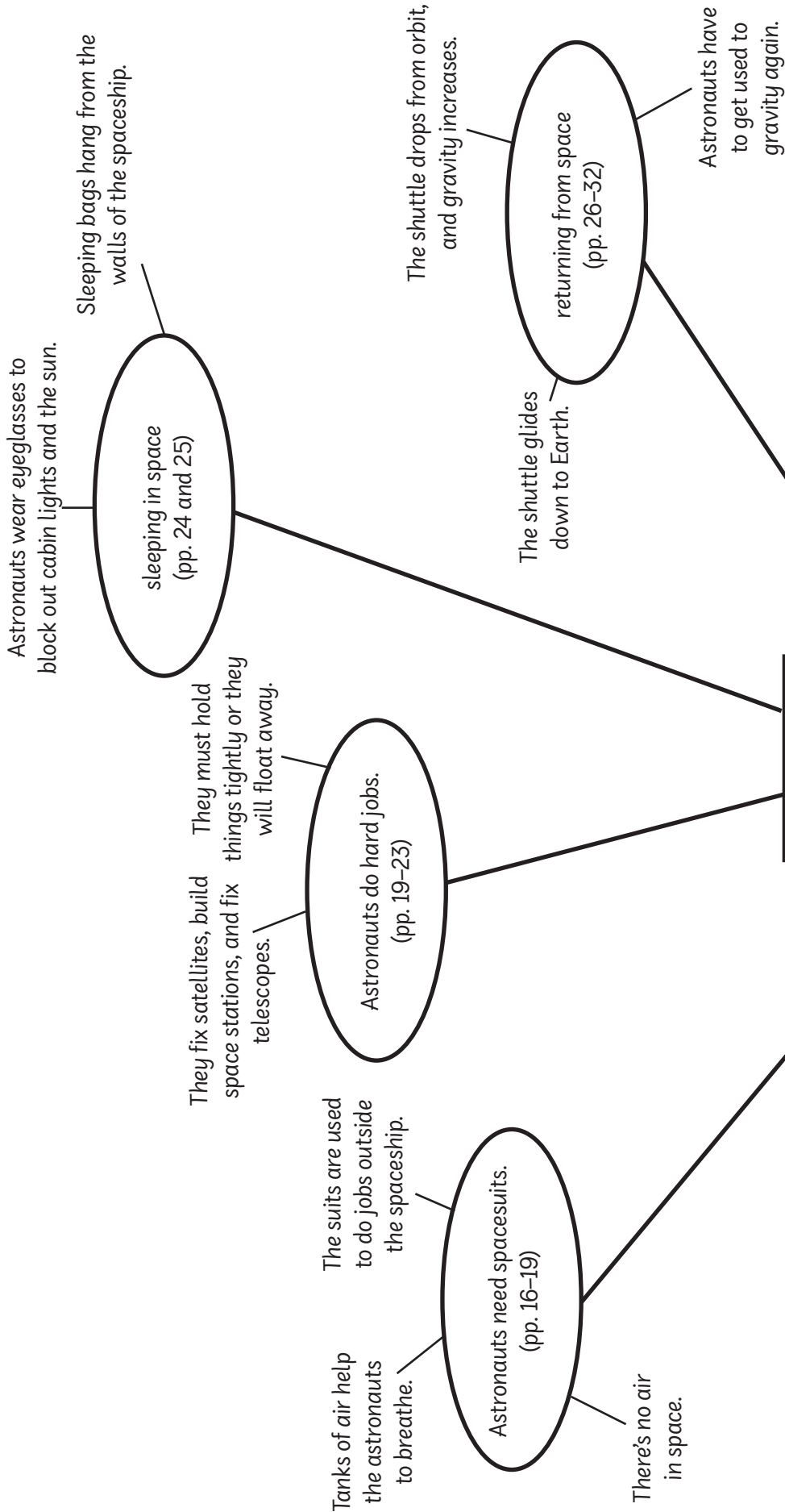
Idea Tree





Idea Tree

Title: *Floating in Space*, cont.



Sequence Chain

Title: *Where Does the Garbage Go?* (pp. 13 and 14)

Trucks take garbage to landfills and dump it in piles.



Bulldozers with scrapers spread out the garbage.



Compactor trucks drive over the garbage to smash it. Then it is piled up again.



Trucks dump soil over the garbage, and the soil is spread over it.



This happens over and over, making layers of garbage and soil until the landfill is full.

Sequence Chain

Title: *Where Does the Garbage Go?* (pp. 18 and 19)

Trucks take garbage to an incinerator.



The garbage is fed into the furnace and burned up in about thirty minutes.



Gases from the burning go through a cleaning and filtering process.



The cleaned gases are released into the air.



Empty box for student input.

Sequence Chain

Title: *Where Does the Garbage Go?* (p. 24)

Paper is taken to a paper mill where it is shredded into pulp.



The pulp is washed and bleached.



Water is drained from the pulp.



The paper is dried and rolled for use.



Blank box for student input.

Sequence Chain

Title: *Where Does the Garbage Go?* (p. 25)

Aluminum cans are taken to a factory where they are chopped into pieces.



The metal is blasted with hot air to take the paint off.



The scraps are melted in a furnace.



Melted aluminum is poured into molds for reuse.



Blank box for student input.

Sequence Chain

Title: *Where Does the Garbage Go?* (p. 26)

Some glass bottles are cleaned and reused. Other are crushed into pieces.



The crushed glass is melted in a furnace.



Globs of melted glass are poured into molds.



Cold air is blown into the molds to cool the glass and harden it.



The glass is a new bottle that can be reused.

Sequence Chain

Title: *Where Does the Garbage Go?* (p. 27)

Plastic is taken to a factory where it is chopped up.



The plastic pieces are washed and dried.



The plastic goes into a furnace and melts.



The melted plastic is poured into a mold and reused.



Blank box for student input.

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 3 / *Where Does the Garbage Go?*

Reading: *Informational*

Craft and Structure

Use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

Integration of Knowledge and Ideas

Use information gained from illustrations (e.g. maps, photographs) and the words in a text to demonstrate understanding of the text (e.g. where, when, why, and how key events occur).

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 to examine a topic and convey ideas and information clearly.

