

The Name Jar

Written by Yangsook Choi

Dragonfly Books, 2003 ISBN 9780440417996



TARGETED Treasure Hunt

Listening Comprehension Text

Chrysanthemum

Written by Kevin Henkes

Greenwillow Books, 2020 ISBN 9780062983374

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

Targeted Treasure Hunt:

The Name Jar

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LITERATURE (7 DAY)

The Name Jar

Written by Yangsook Choi

Listening Comprehension Text
Chrysanthemum

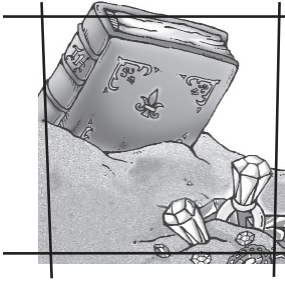
Written by Kevin Henkes

Summary

Unhei has just moved from Korea to the United States and is worried about fitting in. She is embarrassed of her name, which no one can pronounce. Her classmates try to help her choose an American name by picking one out of a glass jar. None of their suggested names feel right to Unhei.

Instructional Objectives

	READING	WORD POWER	WRITING
CYCLE 1	Characterization (CH) Students will describe the main character using their actions, words, and feelings.	Contractions Students will break contractions into separate words to help them read difficult words.	Write a paragraph. Students will write a paragraph.



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

How can we celebrate our differences?



- 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 story, author, and reading objective.

Today we will read *The Name Jar* by Yangsook Choi. As we read, we will identify the main character's traits. Good readers pay close attention to a character's thoughts, actions, and words in order to identify their true nature.

- Point out this lesson's strategy target, **predicting**.
- Point out that the story is literature, or have students explore the story to figure out that it is literature. Review how literature differs from informational text.
- Use the items below to build or activate background knowledge about the story.



- Use **Think-Pair-Share** to have students discuss the following questions. Randomly select a few students to share.

Who named you?

Does your name have a meaning?

Is your name easy for people to pronounce? If not, how does it make you feel when people mispronounce it?

Do other students in your class have the same name?

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
pronounced page 4	base word + ending: pronounc(e) + ed	said correctly	We used the chunking strategy and correctly <i>pronounced</i> the word "opinion."
broadly page 6	base word + ending: broad + ly	extending wide	Cora smiled <i>broadly</i> when she heard her name announced for winning an award.
identity page 7	chunk: i-den-ti-ty	who or what a person or thing is	We know the <i>identity</i> of the person in the mascot costume.
graceful page 12	base word + ending: grace + ful	smooth; beautiful	The dancer moved across the stage in a <i>graceful</i> manner.
gleamed page 17	base word + ending: gleam + ed	shined brightly	The cats' eyes <i>gleamed</i> in the darkness.
signature page 17	chunk: sig-nat-ure	person's name written in their handwriting	I asked for the soccer player's <i>signature</i> on my jersey.
dismissed page 27	base word + ending: dismiss + ed	to let go from a place	The football team was <i>dismissed</i> from the field after putting away the cones.
souvenir page 29	chunk: sou-ven-ir	keepsake; something kept as a reminder	Taylor bought a magnet of the Eiffel Tower as a <i>souvenir</i> for her trip to Paris.

Using the Targeted Skill

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

This cycle we will be working on characterization. Characterization is important because the action in a story happens through the characters. We can learn more about the events in a story by studying the characters. Good readers use characterization to analyze character’s traits.

- The characterization anchor chart can be posted for students to refer to throughout the cycle. Additionally, the sample can be accessed via the anchor chart icon when using the technology.

Blackline master provided.

- Display or create the characterization anchor chart

Characterization	
Determining the character’s true nature.	
Internal Traits	External Traits
Traits that describe the character’s personality.	Traits that describe how a character looks.
Based on what a character says, their actions, thoughts, feelings, and motivations.	Based on what we see or how an author describes a character.
Examples: <ul style="list-style-type: none"> ■ hardworking ■ honest ■ shy ■ energetic ■ friendly 	Examples: <ul style="list-style-type: none"> ■ tall/short ■ smiling ■ young/old ■ black hair ■ clothing

- Prompt students to identify what we can use to study characters in a story. Use **Think-Pair-Share** to have students discuss their answers. Randomly select a few students to share.

We know that characters are important to a story. Authors don’t always tell us a character’s trait or true nature directly. We have to infer this by studying the character. How can we analyze or study a character while reading? Tell your partner. Allow time for partners to discuss. Randomly select a few students to share. **Yes. We must pay close attention to what characters do, say, and feel. It is also important to remember that the events in a story happen to the characters. How does studying events help us learn about the characters? Tell your partner.** Allow time for partners to discuss. Randomly select students to share. **Good. It is important to study events because we can learn about characters through their reactions to events. We can learn how a character thinks or feels by studying their reactions to events.**

- Use **Think-Pair-Share** to have students describe what the Big Bad Wolf in The

Three Little Pigs is like, or select a character from another familiar story. Randomly select a few students to share.

Think about the story *The Three Little Pigs*. What does the wolf do in the story? Randomly select a few students to share. That's right. The wolf tries to eat the three little pigs. He tries to blow down their houses to get to them. What does this tell us about the wolf? Randomly select a few students to share. Good. We can look at his actions to tell us the wolf's true nature. His actions tell us that he is cruel because he is willing to hurt the pigs.

- Tell students that they will identify the main character's traits as they read *The Name Jar*.
- Award team celebration points for good discussions that demonstrate effective teamwork.

Listening Comprehension

- Introduce the Listening Comprehension text, *Chrysanthemum*, by previewing the title and author.

This cycle, I will read *Chrysanthemum* by Kevin Henkes aloud. We will practice our targeted skill, characterization, while I read aloud.

- Read pages 1–7 aloud. Stop to ask questions, make points, or focus students' attention as needed.
- Summarize what happened in the story. Use **Think-Pair-Share** to have students identify how Chrysanthemum feels about her name through the things she says and does.

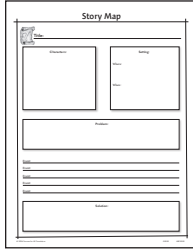


When she is born, her parents think she is perfect and they give her the name Chrysanthemum. When Chrysanthemum grows up, she hears her parents call her name and she sees her name written. How does Chrysanthemum feel about her name? Use the information from the text to discuss this. Remember to discuss details from the story to support your answers.

- Randomly select a few students to share their answers with the class. Prompt students with questions as necessary.

How does Chrysanthemum feel about her name? Wait for students' responses. Yes! Chrysanthemum loves her name. She loves the way it sounds, she loves the way it looks. What does this say about Chrysanthemum? Wait for students' responses. Good. It says that Chrysanthemum is proud. What details from the text support this conclusion? Wait for students' responses. Right. The text says that Chrysanthemum loves hearing her mom's voice when she wakes up, and she loves hearing her name whispered. She also loves seeing her name written in icing and when she writes it herself.

Blackline master provided.



- Display or create a sample story map. Model adding a key point from the Listening Comprehension selection to the story map.

Characters: Chrysanthemum, Chrysanthemum’s mom and dad, Mrs. Chud, Victoria, Rita,

Setting: Where – School

Setting: When – Beginning of the school the year

Event: Chrysanthemum loves her name, but when she gets to school, the other students giggle.

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

Good readers make predictions as they read. This helps them to better understand what is going on in the story. I am going to make a prediction and ask myself if I think Chrysanthemum’s feelings about her name are going to change. I read that students giggled when they heard the teacher say Chrysanthemum’s name. Before, Chrysanthemum loved hearing her name, but she never heard someone laugh at it. I think Chrysanthemum isn’t going to feel happy about her name after this reaction.

- Remind students that they will continue identifying the main character’s traits as they read *The Name Jar* this cycle.

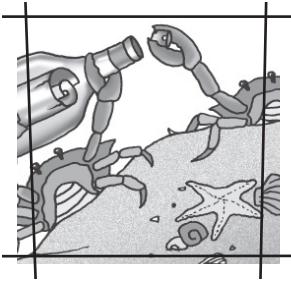
Preview Team Talk

- 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. Predict what will happen in the story. What clues did you use to make this prediction? |PR| (Strategy Use rubric)
2. What special item did Unhei’s grandmother give her? |DC|
 - a. a wooden stamp with her name
 - b. a necklace with her name
 - c. a family picture
 - d. a Korean post card
3. What does Unhei’s reaction to the other students on the bus say about her? **(Write-On)** |CH| (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 before having students read and restate: **SR**

pages 1–5 aloud with partners.

page 6 silently.

LITERATURE

Read Aloud

1. Take turns reading paragraphs aloud with your partner.
2. Use strategies, as necessary, as you read.
3. Retell the main events from your partner's reading before beginning your turn.

Read Silently

1. Retell the main events from each page silently to yourself.
2. Add information from the reading to your story map.
3. Restate the main events with your partner after you both finish reading.

- 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. Predict what will happen in the story. 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>

TEAM TALK CONTINUED

2. What special item did Unhei's grandmother give her? |DC|
- a wooden stamp with her name
 - a necklace with her name
 - a family picture
 - a Korean post card
3. What does Unhei's reaction to the other students on the bus say about her? **(Write-On)** |CH| (Team Talk rubric)
- 100 points** = *Unhei's reaction says that she wants people to say her name correctly. When she is on the bus and the children were saying Unhei's name incorrectly, she corrected them.*
- 90 points** = *Unhei's reaction says that she wants people to say her name correctly.*
- 80 points** = *She wants people to say her name correctly.*

Write-On Discussion

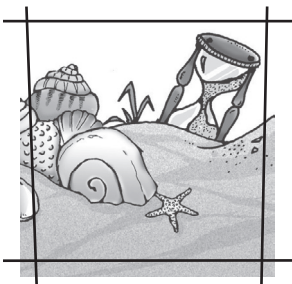
- read written answers
- create a class answer and discuss what makes it good or how to improve it

TEAM TALK EXTENSION

4. How does Unhei feel in her new class? |DC| (Team Talk rubric)
- 100 points** = *Unhei feels nervous in her new class. She is a new student and is from a different country.*
- 90 points** = *Unhei feels nervous in her new class.*
- 80 points** = *She is nervous.*

Team Talk Discussion

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



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 choppy, and finally without expression to show a lack of fluency skills.

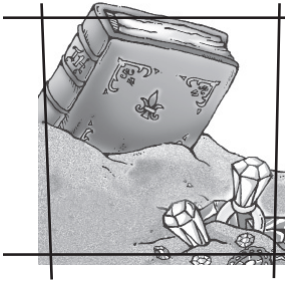
Page 6

- 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: *identity* page 7.



- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.

Text Review

- Have students work in teams and use their story maps to retell what has happened in the story up to this point—the main events in the plot. Use **Random Reporter** to review these ideas with the class. Model this if necessary.

Listening Comprehension



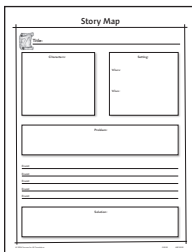
- Read pages 8–15 aloud. Stop to ask questions, make points, or focus students’ attention as needed.
- Summarize what happened in the story. Use **Think-Pair-Share** to have students identify how Chrysanthemum feels about her name through the things she says and does.

Chrysanthemum’s classmates keep pointing out that her name is long. How did Chrysanthemum’s feelings about her name change after this interaction? Use the information from the text to discuss this. Remember to discuss details from the story to support your answers.

- Randomly select a few students to share their answers with the class. Prompt students with questions as necessary.

We’re trying to figure out how Chrysanthemum’s feelings about her name change after her interactions with Victoria and the other students. Wait for students’ responses. Yes! Chrysanthemum no longer likes her name. What does this say about Chrysanthemum? Wait for students’ responses. Good. It tells us that Chrysanthemum is ashamed of her name because she is being teased about it. What details from the text support this conclusion? Wait for students’ responses. Right. The text says that Chrysanthemum doesn’t think her name is perfect anymore. She now thinks that her name is absolutely dreadful. Chrysanthemum wishes she could change her name and dreams about her name being Jane.

Blackline master provided.



- Display or create a sample story map. Model adding a key point from the Listening Comprehension selection to the story map.

Event: Chrysanthemum doesn’t like school and wants to shorten her name.

Event: Chrysanthemum’s classmates tease her about her name.

Problem: Chrysanthemum’s classmates are laughing at her and making fun of her name.

- 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.

While reading, I had to clarify the word *wilted* on page 8. To clarify the word, I reread the section and looked at the illustrations. In the text the author says that Chrysanthemum doesn’t think her name is perfect but instead thinks it is dreadful. In the illustration it shows that Chrysanthemum is sad and looks like she puts her head down instead of holding it up high and proud. From these clues, I think the word *wilted* means to droop or sag down.

- Remind students that they will continue identifying the main character’s traits as they read *The Name Jar* this cycle.

Preview Team Talk

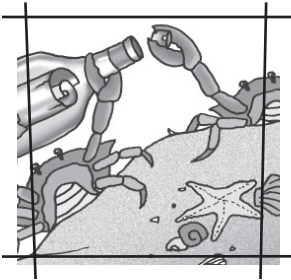
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually after students discuss it in their teams.

- 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 question is answered on page 8? |QU|
 - a. How does Unhei's class feel about her name?
 - b. What is in the satin pouch from Unhei's grandmother?
 - c. Where did Unhei's mother and grandmother get Unhei's name?
 - d. What does Unhei's name mean?
3. Why doesn't Unhei share her name with the class? What does this say about her? **(Write-On)** |CH| (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 before having students read and restate: **SR**

pages 7–9 aloud with partners.

pages 10 and 11 silently.
- 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 question is answered on page 8? |QU|
- How does Unhei's class feel about her name?
 - What is in the satin pouch from Unhei's grandmother?
 - Where did Unhei's mother and grandmother get Unhei's name?
 - What does Unhei's name mean?

3. Why doesn't Unhei share her name with the class? What does this say about her? **(Write-On)** |CH| (Team Talk rubric)

100 points = *Unhei doesn't share her name with the class because she thinks about the kids from the bus. This says that Unhei is worried her class will laugh. She tells the class that she hasn't picked a name yet.*

90 points = *Unhei doesn't share her name with the class because she thinks about the kids from the bus. This says that Unhei is worried her class will laugh.*

80 points = *She thinks about the kids from the bus. She is worried the class will laugh.*

TEAM TALK EXTENSION

4. How does Unhei feel when she sees Kim's Market?

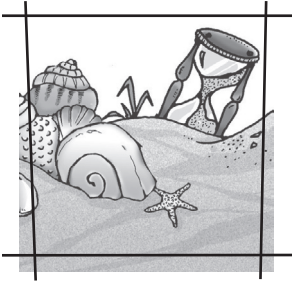
- upset
- confused
- sad
- happy

How do you know? |CH| (Team Talk rubric)

100 points = *Unhei feels happy when she sees Kim's Market because it looks familiar to her. Kim's Market's sign is in both Korean and English. When she goes in with her mother, they buy ingredients for her favorite soup.*

90 points = *Unhei feels happy when she sees Kim's Market because it looks familiar to her.*

80 points = *Unhei feels happy.*



FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes

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

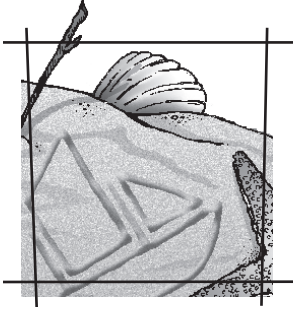
Fluency Routine	
1.	Choose a partner to read first.
2.	Begin reading.
3.	Listening partner: <ul style="list-style-type: none"> • When did the reader stop? • How many words did the reader miss? • Did the reader meet the rate goal?
4.	Use the Fluency rubric to share feedback with the reader.
5.	Switch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

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

Student Edition, page 1.

Page 8

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



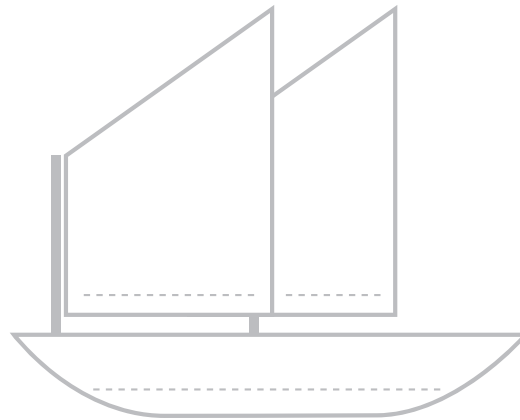
WORD POWER **TP**

Timing Goal: 10 minutes

- Pretend to take a message from Captain Read More out of the bottle. Use the message to review the Word Power skill (contractions) and the Word Treasure clue for reading contractions.

Captain Read More has sent a message. It's a Word Treasure! Point to the boat. Here is the clue he has given us.

Blackline master provided.



tps

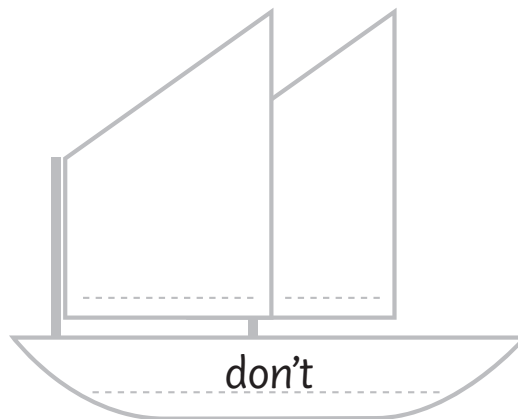
- Use **Think-Pair-Share** to have students discuss what is different about the sails on this boat. Randomly select a few students to share.

What do the sails on this boat tell us about this word? Think, and then share your thoughts with your partner. Allow time for students to think and share with their partners before accepting responses. **Good! Two overlapping sails mean that two words have been pushed together.**

- Explain that the two main sails overlap because they have been pushed together, just like contractions are two words that have been pushed together.
- Point out the apostrophe, and explain that the apostrophe stands for one or more missing letters from one of the words.

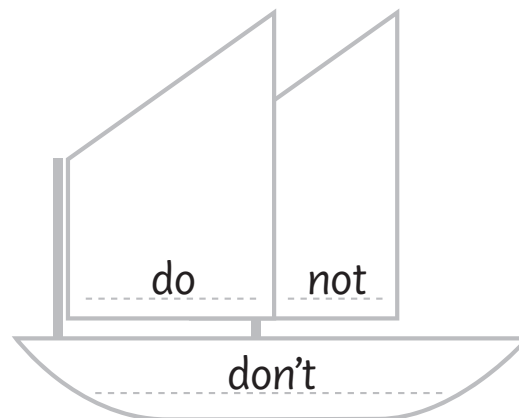
- Display a sailboat with two overlapping sails, and write the word “don’t” on the bottom of the boat.

Blackline master provided.



- Model and prompt students to figure out how the clues can help them read the word and what should go on the sails. Write the word parts on the sails. If necessary, write “n_t” on the second sail to help students visualize *not*.

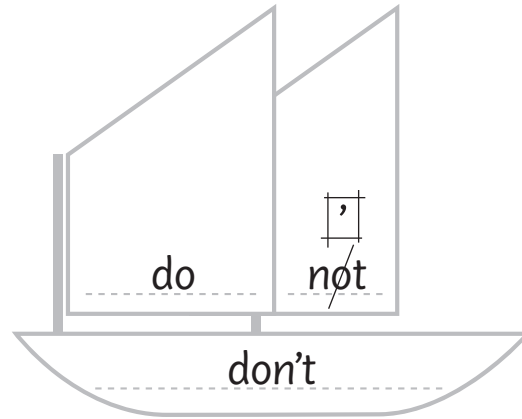
Blackline master provided.



- Ask students to read the sail parts and compare those to the boat to see if they are the same. Explain that the word on the boat and the words on the sail parts sound different because the *o* is missing when you put the parts together. Ask students to blend the sounds on the boat, omitting the /*o*/ sound until they pronounce *don't* correctly. Model if necessary.
- Explain to students that Captain Read More uses the scrubber to clean off the *o* and a patch to add the apostrophe.

- Model the changes on the sails.

Blackline master provided.



- Repeat the activity with *they're*.
- Use **Think-Pair-Share** to have students identify the Word Power skill.
- Confirm, or model by reading Captain Read More's Word Treasure clue.

Display the Word Treasure.

Word Treasure

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

If you are having trouble reading these words, try to read the parts of the word first, then read the whole word.

- 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 2.

SKILL PRACTICE

Write each word below in your journal. Then, write the correct word parts. Draw a line to show what letters are dropped. Use a box to show what is added. Draw a boat if needed.

1. I'm I + ~~am~~
2. can't can + ~~not~~
3. she's she + ~~s~~
4. we've we + ~~have~~

BUILDING MEANING

pronounced	broadly	identity	graceful
gleamed	signature	dismissed	souvenir

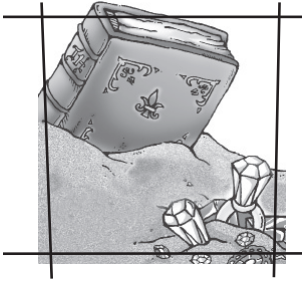
5. Choose a word from the vocabulary list, and write a meaningful sentence for that word.
100 points = *The sentence uses the word correctly and includes details to create a mind movie.*
90 points = *The sentence uses the word correctly and includes one detail.*
80 points = *The sentence uses the word correctly.*
6. Choose the word that best completes the sentence.
 Gil chose a new character identity in the game he was playing.

- 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 story, 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: *gleamed* page 17 and *signature* page 17.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.



Text Review

- Have students work in teams and use their story maps to retell what has happened in the story up to this point—the main events in the plot. Use **Random Reporter** to review these ideas with the class. Model this if necessary.

Listening Comprehension



- Read pages 16–21 aloud. Stop to ask questions, make points or focus students' attention as needed.
- Summarize what happened in the story. Use **Think-Pair-Share** to have students identify what Chrysanthemum is like through the things she says and does. Remind them to discuss details to support their answers.

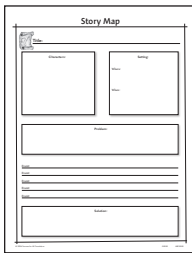
Chrysanthemum is continuing to listen to her classmates say unkind things about her name. How does she react? What does this say about her? Use the information from the text to discuss this. Remember to discuss details from the story to support your answers.

- Randomly select a few students to share their answers with the class. Prompt students with questions as necessary.

What is Chrysanthemum like? Wait for students' responses. **Yes.**

Chrysanthemum is miserable and doesn't like being treated badly by her classmates. When her classmates are unkind to her, she agrees with them that her name isn't perfect anymore. She says school isn't for her. What does this tell you about Chrysanthemum? Wait for students' responses. **Good. It says that Chrysanthemum is embarrassed about her name. What details from the text support this conclusion?** Wait for students' responses. **Right. The text says that Chrysanthemum's classmates pretend to pick her and smell her like a flower. She thinks that her name is absolutely dreadful and has a nightmare that she is really a flower.**

Blackline master provided.



- Display or create a sample story map. Model adding a key point from the Listening Comprehension selection to the story map.

Event: Chrysanthemum's mom and dad give her advice to help her feel better.

- 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. When I was reading I asked myself why Chrysanthemum's mom says "they're just jealous" on page 18. This is a Right There question that I can answer by reading the text. To answer my question I reread the page and realized that her mom says that the other students are jealous of her beautiful name because it is absolutely perfect.

- Remind students that they will continue identifying the main character's traits as they read *The Name Jar* this cycle.

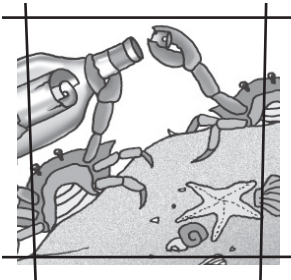
Preview Team Talk

- 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 does Unhei's name mean? |DC|
 - a. grace
 - b. friendly
 - c. beauty
 - d. treasure
3. What did you learn about Unhei from today's reading? (**Write-On**) |CH| (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 before having students read and restate: **SR**
 pages 12–15 aloud with partners.
 pages 16 and 17 silently.
- 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

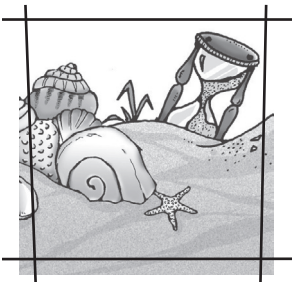
- resolve a sticky note
- describe team strategy use

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 does Unhei’s name mean? |DC|
 - a. grace
 - b. friendly
 - c. beauty
 - d. treasure
3. What did you learn about Unhei from today’s reading? (**Write-On**) |CH| (Team Talk rubric)
100 points = *I learned that Unhei is worried that the American kids will not like her. She worries and tries out American names to tell her class. This shows me that fitting in is important to Unhei.*
90 points = *I learned that Unhei is worried that the kids in class won’t like her. She tries American names she could use.*
80 points = *Unhei is someone who wants to be liked.*

TEAM TALK EXTENSION

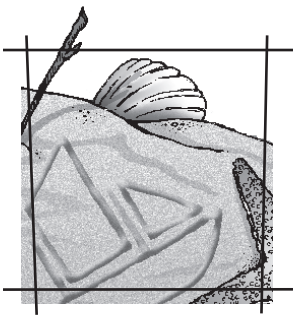
4. How does Joey treat Unhei? What does this say about him? |CH| (Team Talk rubric)
100 points = *Joey is kind. When Unhei shows him her name stamp, Joey says that Unhei’s name is beautiful and asks to keep the paper.*
90 points = *Joey is kind to Unhei when she shows him her name stamp.*
80 points = *Joey is kind to Unhei.*

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.

- 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

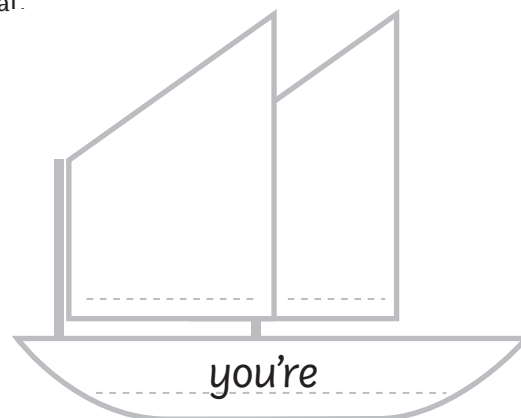
tps

- Pretend to take a message from Captain Read More out of the bottle. Use the message and **Think-Pair-Share** to review the Word Power skill (contractions) and the Word Treasure clue for reading contractions. Randomly select a few students to share.

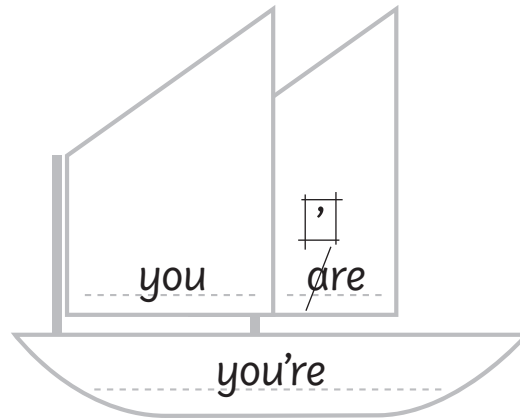
Who remembers Captain Read More's clue that we have been working on this cycle? Contractions. Good. What do the sails mean? Wait for students' responses. Yes. Two overlapping sails mean that two words have been pushed together. What tools does Captain Read More use with these words? Wait for students' responses. Right! Captain Read More uses a scrubber to clear away the sounds we no longer hear. He uses a patch for the apostrophe.

- Use **Think-Pair-Share** to have students tell if they have found a contraction as they read this cycle's story. Randomly select a few students to share.
- Display a sailboat with two overlapping sails, and write the word "you're" on the bottom of the boat.

Blackline master provided.



- Use **Think-Pair-Share** to have students identify which words should go on the sails and how to use the tools to change the words. Randomly select a few students to share. *The words you and are. You scrub out the a, and patch in an apostrophe.*



- 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 word below in your journal. Then, write the correct word parts. Draw a line to show what letters are dropped. Use a box to show what is added. Draw a boat if needed.

1. we're	$we + \overset{\boxed{'}}{\cancel{a}}re$
2. couldn't	$could + \overset{\boxed{'}}{\cancel{n}}ot$
3. here's	$here + \overset{\boxed{'}}{\cancel{e}}s$
4. they'd	$they + \overset{\boxed{'}}{\cancel{a}}id$

BUILDING MEANING			
pronounced	broadly	identity	graceful
gleamed	signature	dismissed	souvenir

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

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

90 points = *The sentence uses the word correctly and includes one detail.*

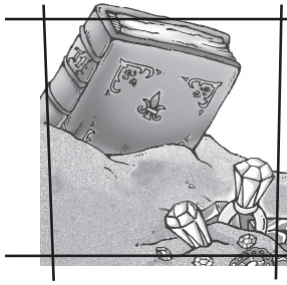
80 points = *The sentence uses the word correctly.*

6. The ornaments on the tree gleamed in the light. *Gleamed* means—

- moved.
- shined.
- frowned.
- glanced.

- 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.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.

Text Review

- Have students work in teams and use their story maps to retell what has happened in the story up to this point—the main events in the plot. Use **Random Reporter** to review these ideas with the class. Model this if necessary.

Listening Comprehension



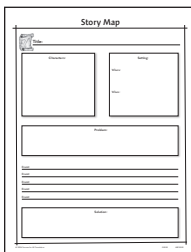
- Read pages 22–30 aloud. Stop to ask questions, make points or focus students' attention as needed.
- Summarize what happened in the story. Use **Think-Pair-Share** to have students identify what Chrysanthemum is like through the things she says and does. Remind them to discuss details to support their answers.

Chrysanthemum and her classmates meet Mrs. Twinkle, the music teacher. What does Mrs. Twinkle share with the class? How does this change Chrysanthemum's feelings? What does this say about Chrysanthemum? Use the information from the text to discuss this. Remember to discuss details from the story to support your answers.

- Randomly select a few students to share their answers with the class. Prompt students with questions as necessary.

What does Mrs. Twinkle share with the class? Wait for student's responses. **Mrs. Twinkle shares that her name is long and she is named after a flower. How does this change Chrysanthemum's feelings?** Wait for students' responses. **Yes. Chrysanthemum blushes and beams she feels much better about her name now. What does this say about Chrysanthemum?** Wait for students' responses. **Yes. Chrysanthemum is unique. Chrysanthemum's name isn't like many others' names. What details from the text support this conclusion?** Wait for students' responses. **Right. The text says that Chrysanthemum's classmates pretend to change their names so they have flower names as well. It also says that Chrysanthemum now knows her name is absolutely perfect.**

Blackline master provided.



- Display or create a sample story map. Model adding a key point from the Listening Comprehension selection to the story map.

Character: Mrs. Twinkle

Event: Mrs. Twinkle tells the class she has a long name, Delphinium and that she was also named after a flower.

Solution: Chrysanthemum's music teacher, Mrs. Twinkle, helps her and her classmates understand that her name is absolutely perfect.



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

Today we finished reading Chrysanthemum. Good readers summarize what they have read by sharing the most important details without being too specific. To summarize, I want to think about the important events that we put on our story map. A story map is a helpful tool that allows readers to organize important story and plot information. I am going to summarize this story by

saying—“Chrysanthemum loves her unique name until she goes to school. Victoria and the other students tease Chrysanthemum about her name, saying that it is too long and that she is a flower. Her mom and dad help her to feel better, but Chrysanthemum still thinks her name is dreadful. Then she goes to music class with Mrs. Delphinium Twinkle who helps Chrysanthemum to know that her name is perfect.”

- Remind students that they will continue identifying the main character’s traits as they read *The Name Jar* this cycle.

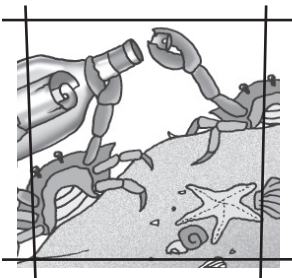
Preview Team Talk

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

Student Edition, page 3.

TEAM TALK

1. Use information from your story map to write a summary of *The Name Jar* so far. |SU| (Summarizing rubric)
2. Who did Unhei see at Mr. Kim’s market? |DC|
 - a. her mother
 - b. her grandmother
 - c. Joey from school
 - d. Mr. Cocotos
3. What did you learn about Unhei in today’s reading? **(Write-On)** |CH| (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 before having students read and restate: **SR**

pages 18–21 aloud with partners.

pages 23 and 24 silently.

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

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

Team Discussion **TP**

- Remind teams to discuss any sticky notes that are still unresolved.
- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review, if necessary, how to use role cards during Team Discussion. **SR**
- Remind students that they will need to prepare each team member to report on Strategy Use, Write-On, and Team Talk discussions to earn challenge scores from the rubrics during Class Discussion.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

Class Discussion **TP**



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



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

Answers may vary. Accept reasonable responses.

Strategy Use Discussion

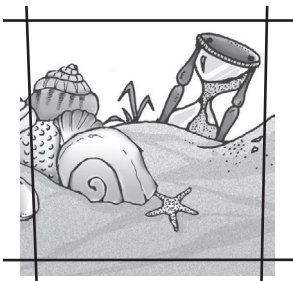
- resolve a sticky note
- describe team strategy use

Write-On Discussion

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

Team Talk Discussion

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



TEAM TALK

1. Use information from your story map to write a summary of *The Name Jar* so far. |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. Who did Unhei see at Mr. Kim’s market? |DC|
 - a. her mother
 - b. her grandmother
 - c. *Joey from school*
 - d. Mr. Cocotos
3. What did you learn about Unhei in today’s reading? (**Write-On**) |CH| (Team Talk rubric)
100 points = *In today’s reading I learned that Unhei hasn’t picked a name yet. Unhei likes a lot of the names in the name jar but still hasn’t picked one. This tells me that choosing a name is important to her and that she is thoughtful. Unhei doesn’t want to pick a name that doesn’t fit her.*
90 points = *I learned that Unhei hasn’t picked a name yet. This tells me she is thoughtful and wants to pick the perfect name.*
80 points = *Unhei is thoughtful about picking a name.*

TEAM TALK EXTENSION

4. How are Unhei’s classmates helping her? |DC| (Team Talk rubric)
100 points = *Unhei’s classmates are helping her choose a name. They have started a name jar and put in their favorite name ideas for Unhei to pick.*
90 points = *Unhei’s classmates are helping her choose a name.*
80 points = *They’re helping her choose a name.*

FLUENCY IN FIVE TP

Timing Goal: 5 minutes

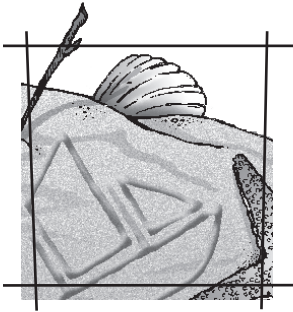
- Explain, or have team leaders review, if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

Student Edition, page 1.

Page 8, 14, or 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

Preparation: Display the Word Power Challenge

- Remind students of the Word Power skill (contractions) and the Word Treasure clue and tools that Captain Read More uses for contractions (sailboat, scrubber, and patch).
- Display the Word Power Challenge. Tell students that they will work in teams to read the sentences, concentrating on the underlined words.

Word Power Challenge

Eli couldn't ride the rollercoaster because he was too short.

Aubrey told us that there's going to be cupcakes at the party.



- Use **Random Reporter** to select students to read each sentence aloud and identify the words that make up the contraction.

couldn't = could + ^rnot

there's = there + ^r's

- 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 word below in your journal. Then, write the correct word parts. Draw a line to show what letters are dropped. Use a box to show what is added. Draw a boat if needed.

1. you've you + have
2. shouldn't should + not
3. I'll I + will
4. where's where + 's

BUILDING MEANING

pronounced	broadly	identity	graceful
gleamed	signature	dismissed	souvenir

5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.
 - 100 points** = *The sentence uses the word correctly and includes details to create a mind movie.*
 - 90 points** = *The sentence uses the word correctly and includes one detail.*
 - 80 points** = *The sentence uses the word correctly.*
6. Choose the word that best completes the sentence.

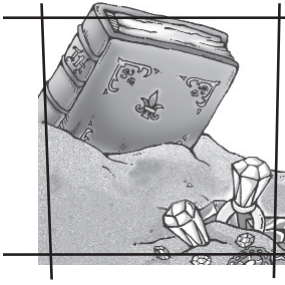
The gymnast earned extra points for a graceful floor routine with extra dance components.

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

Team Cooperation and Achievement Goal

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

Set the Stage

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



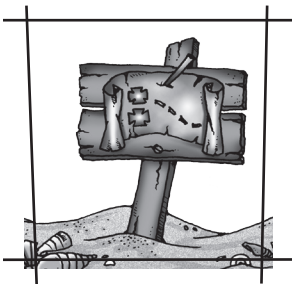
In yesterday's reading, Unhei's classmates had put a lot of names in the name jar, but Unhei still hadn't picked the perfect one. When she got home there was a letter from Unhei's grandmother that made her think. Then when Unhei got to school, the name jar was missing. Today we will find out what happened to the name jar and what name Unhei picks.

Vocabulary **TP**

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

Prepare Students for the Test

- Distribute the test, and preview it with students without providing information about the answers. Point out that question #4 asks about characterization.
- Ask students to underline key words or phrases in question #4.
- Make sure students understand that the test is independent work and that they should continue to use their strategies with sticky notes as they read without their partners' assistance.
- Tell students to add any relevant events from this reading to their story maps and to do so without assistance.
- Remind students that they have 40 minutes for the test.

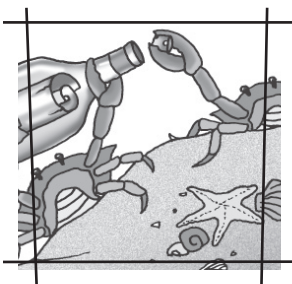


TEST

Timing Goal: 40 minutes

Suggested timing:
Reading/comprehension
questions: 30 minutes
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 story maps.



Class Discussion TP

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



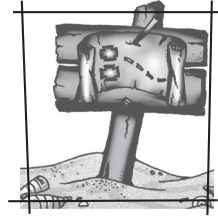
their **Vocabulary Vault** words on the team score sheet.

- Award team celebration points.
- Use information from student tests to plan modeling and/or Think Alouds for the next lesson that will build upon the skills students need. If necessary, add or modify questions on the next student test to address a particular skill, quality of expression, or question format.

TEAM CELEBRATION POINTS

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

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



TEST

Comprehension Questions

Answers may vary.
Accept reasonable responses.

Read pages 26–30 of *The Name Jar*, and answer the following questions. The total score for comprehension questions equals 100 points.

30 points

1. Why did Unhei hide her name from others? |DC| (Team Talk rubric)

30 points = *Unhei thinks her name is too hard to pronounce. The kids on the bus were not being kind to Unhei. She decides she wants an American name because it is easier and she wants people to like her.*

25 points = *Unhei thinks her name is too hard to pronounce and she wants people to like her.*

20 points = *Unhei thinks her name is too hard to say.*

30 points

2. What name did Unhei choose? Why? |DC| (Team Talk rubric)

30 points = *Unhei picked her own name. Unhei likes all of the names her classmates share but likes her own best.*

25 points = *Unhei picks her own name because she likes it best.*

20 points = *Her own name.*

10 points

3. What does Joey’s stamp say? |DC|

- a. grace
- b. boy
- c. friend
- d. Joey

30 points

4. What did you learn about Unhei from today’s reading? **(Write-On)** |CH| (Team Talk rubric)

30 points = *In today’s reading I learned that Unhei is proud of her name. After looking at all of the names in the name jar, Unhei decided that she likes her name best. She shows her class her name in English and Korean and tells them it means grace.*

25 points = *In today’s reading I learned that Unhei is proud of her name.*

20 points = *Unhei is proud of her name.*

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 word in your journal. Write the two words that make up each word, draw a line through the extra letters, and draw a patch to add the apostrophe. Draw a sailboat if you need help.

- | | |
|-------------|-------------------------|
| 1. what've | what + h ave |
| 2. wouldn't | would + n ot |
| 3. that's | that + i s |
| 4. weren't | were + n ot |

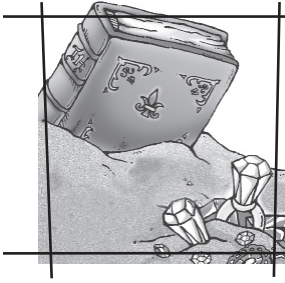
10 points each

Building Meaning

pronounced	broadly	identity	graceful
gleamed	signature	dismissed	souvenir

5. Write a meaningful sentence for the word *identity*.
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. Mr. Matthews dismissed the volleyball squad after a long practice.
7. Rosario told Dawson how her name was pronounced in Spanish. *Pronounced* means—
 a. said correctly.
 b. looked at.
 c. moved with.
 d. said slowly.
8. The jack-o’lantern she carved smiled broadly.
9. Tracie’s dance demonstrated graceful leaps and spins. *Graceful* means—
 a. smooth.
 b. awkward.
 c. clumsy.
 d. quick.

10. The vampire's white teeth gleamed as the flashlight shone on them in the darkness.
11. Yoli buys a snow globe to bring home as a souvenir every time she goes on a trip.
Souvenir means—
- a. marker.
 - b. gift.
 - c. *keepsake*.
 - d. talent.
12. I was asked to write my signature on the bottom of the receipt.



DAY 6

ACTIVE INSTRUCTION

Timing Goal: 5 minutes

Two-Minute Edit **TP**

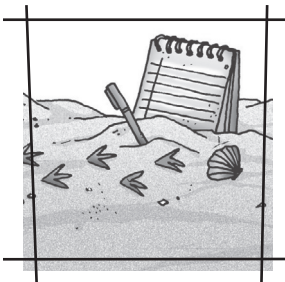
- Display and have students complete the Two-Minute Edit to start the class.
- Identify a frequently occurring grammatical or mechanical problem from the students' writing.
- Prepare a sentence that illustrates the problem (with no more than four errors).
- Display the sentence, and indicate the number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

Two-Minute Edit

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



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



ADVENTURES IN WRITING

Timing Goal: 85 minutes

Suggested timing:

Planning: 20 minutes
 Drafting: 20 minutes
 Team Discussion: 20 minutes
 Class Discussion: 25 minutes

- Introduce the activity.

Today you are going to write a paragraph about what makes you unique. A paragraph is a group of sentences that always starts with an introduction or opening sentence and ends with a conclusion or closing sentence. In your paragraph you are going to tell three reasons why you are unique.



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

Student Edition, page 4.

WRITING PROMPT	
What makes you unique? Write a paragraph that gives three reasons you are unique.	

Student Edition Writing Guide contains no point values.

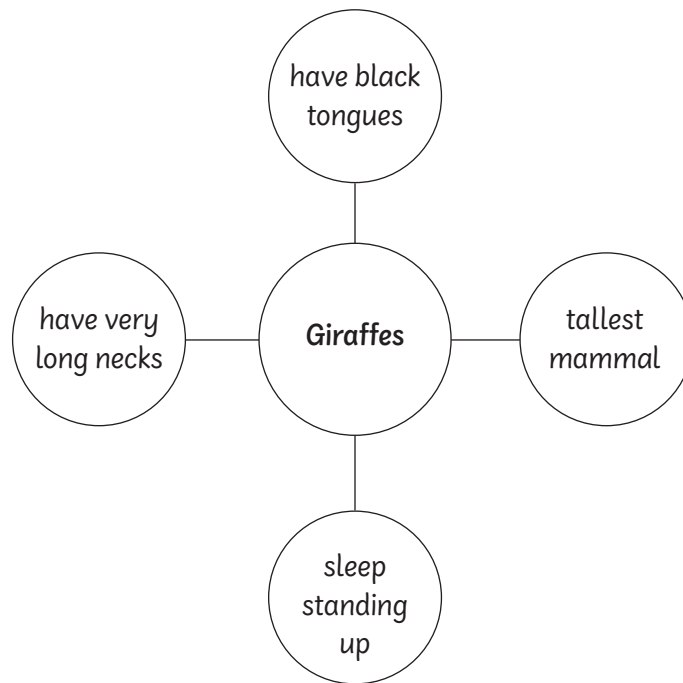
WRITING GUIDE		
IDEAS	<ul style="list-style-type: none"> • Clearly introduces ideas, a topic, or a story and supports it with details. 	30 points
ORGANIZATION	<ul style="list-style-type: none"> • Has a clear beginning that introduces the topic or story. • The middle has details that support the topic 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 paragraph.

- 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.
- Explain to students that good writers use reasons to support their answers. Use **Think-Pair-Share** to ask students how many reasons the prompt wants them to use.

Good writers use reasons to support their answers. As you are drafting your writing, be sure that you have three reasons to support that you are unique. These reasons are written in complete sentences.

- Model writing a paragraph using the graphic organizer about giraffes. Model writing the introduction sentence and reasons.

When I begin my paragraph, I start with an introduction sentence. Then I'm going to write my reasons. Good writers use reasons to support their answers. As you are drafting your writing, be sure that you have three reasons to support that you are unique. These reasons are written in complete sentences.

Team Discussion

Sharing, Responding, and Revising

- Tell students that they will work with partners to improve their writing. They will share and respond to provide feedback for each other's drafts.
- Using the chart in the student routines, explain and model, or review, if necessary, how to share and respond with partners. **SR**

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

- Ask one or two students to share how they might revise their own work based on their partners' feedback. Then tell the class to make changes as suggested to their own drafts. Monitor students as they work, giving specific feedback to reinforce and assist as needed.

Editing

- Tell students that they will edit their work to get it ready for rewriting.
- Develop a checklist with students by asking them what kinds of errors they should look for when they edit. Add to, or modify, students' suggestions with your own list

of capitalization, punctuation, grammar, and spelling skills. If necessary, go over a few examples of each kind of error.

- If helpful, have students copy the checklist in their journals as a reference.
- Have students reread their first drafts, looking for the types of errors listed and correcting these on their drafts. If your students are familiar with proofreading marks, encourage students to use them.
- Ask students to read their partners' drafts to check them against the editing list a second time. If they find additional errors, ask them to mark the errors on their partners' papers.
- Have students share their edits with their partners.
- Have teams put their writing projects in a pile in the middle of their tables so a writing project can be randomly selected for Class Discussion.

Class Discussion **TP**

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

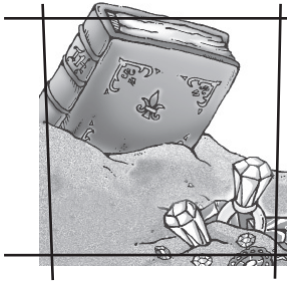


- Use **Random Reporter** to select a few students to share responses.
- Award points to teams whose writing projects meet the criteria. Record these points on the team poster.

TEAM CELEBRATION POINTS

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

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



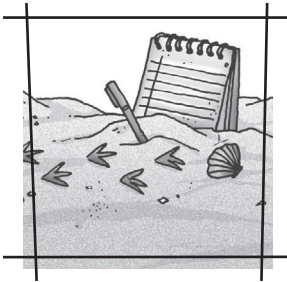
DAY 7

ACTIVE INSTRUCTION

Timing Goal: 5 minutes

Two-Minute Edit **TP**

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

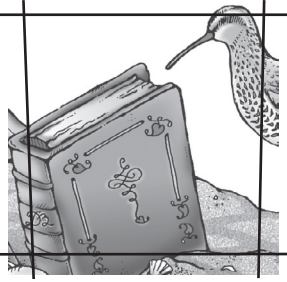


ADVENTURES IN WRITING

Timing Goal: 25 minutes

Rewriting

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



BOOK CLUB

Timing Goal: 40 minutes

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

Team Discussion

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

READ AND RESPOND QUESTIONS

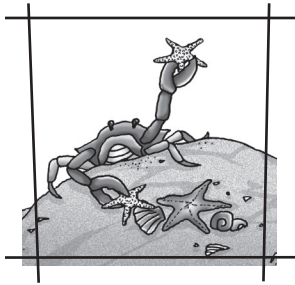
- Is your book literature or informational? Summarize what you read.
 - Why did you choose this book? How did it make you feel while reading it?
 - What is something you liked about the book? Would you recommend it to others?
- As you visit teams, take this opportunity to check students' homework for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

Class Discussion

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

Book Presentation

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



SUCCESS REVIEW AND KEEPING SCORE

Timing Goal: 20 minutes

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

Success Review and Keeping Score

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

Team Cooperation Goal

- Set the team cooperation goal for the next cycle based on your class’s needs or use **everyone participates**. Point out the related behavior on the team score sheet. Explain, or model, as necessary.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

TEAM CELEBRATION POINTS

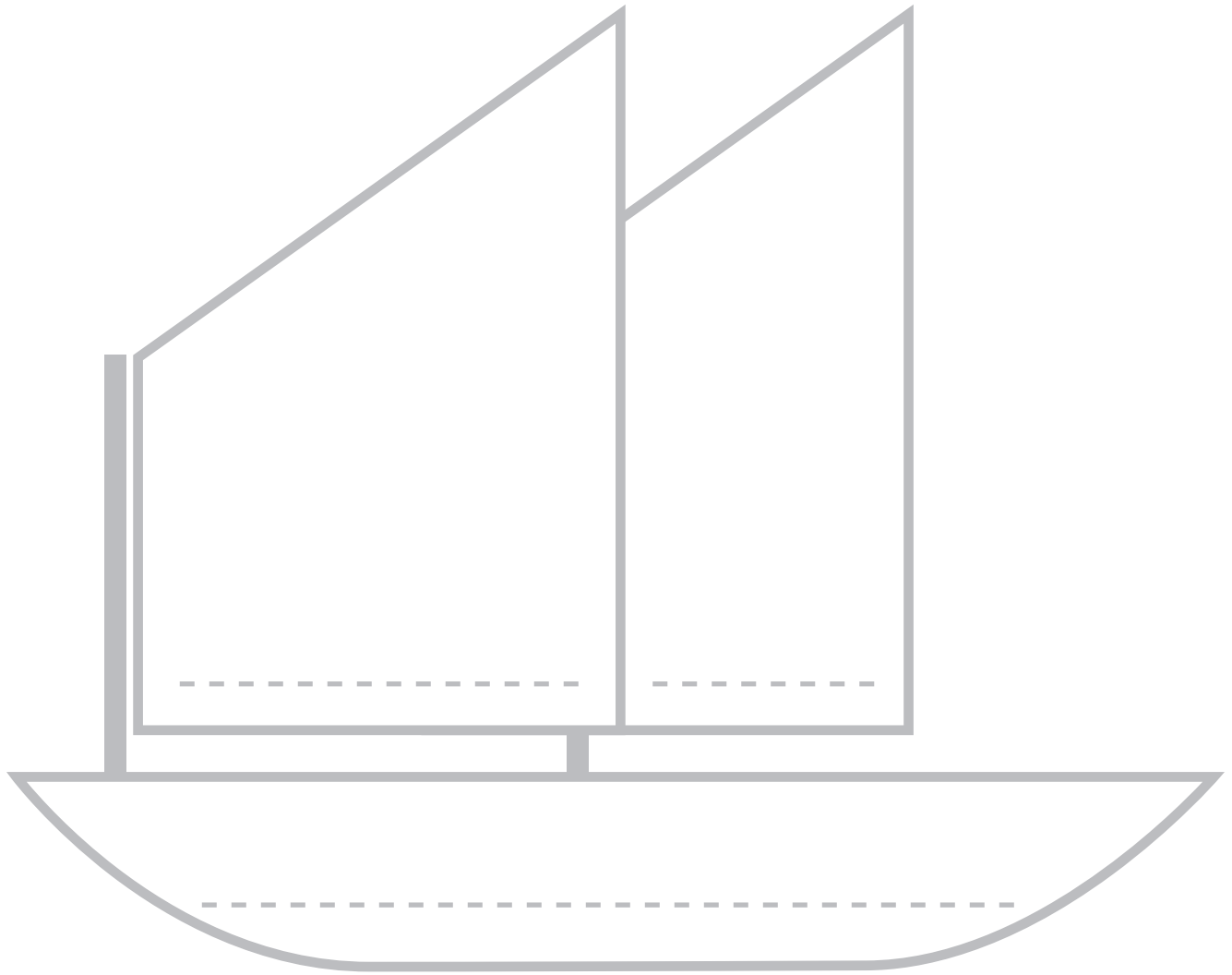
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.

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

Characterization

Determining the character's true nature.

Internal Traits	External Traits
Traits that describe the character's personality.	Traits that describe how a character looks.
Based on what a character says, their actions, thoughts, feelings, and motivations.	Based on what we see or how an author describes a character.
<p>Examples:</p> <ul style="list-style-type: none"> ■ hardworking ■ honest ■ shy ■ energetic ■ friendly 	<p>Examples:</p> <ul style="list-style-type: none"> ■ tall/short ■ smiling ■ young/old ■ black hair ■ clothing



Story Map



Title: Chrysanthemum

Characters:

Chrysanthemum
 Chrysanthemum's mom and dad
 Mrs. Chud
 Victoria
 Rita
 Jo
 Mrs. Twinkle

Setting:

Where: School

When: Beginning of the school year

Problem:

Chrysanthemum's classmates are teasing her about her name.

Event: Chrysanthemum loves her name, but when she gets to school, the other students giggle.

Event: Chrysanthemum doesn't like school and wants to shorten her name.

Event: Chrysanthemum's classmates tease her about her name.

Event: Chrysanthemum's mom and dad give her advice to help her feel better.

Event: Mrs. tells the class she has a long name, Delphinium, and that she was also named after a flower.

Solution:

Chrysanthemum's music teacher, Mrs. Twinkle, helps her and her classmates understand that her name is absolutely perfect.

Story Map



Title: The Name Jar

Characters:

Unhei
Unhei's grandmother
Unhei's mother
Mr. Cocotos
Mr. Kim
Joey

Setting:

Where: School

When: During the school year

Problem:

Unhei is a new student and is worried about her name being too unique and difficult to pronounce.

Event: Unhei is given a special name stamp from her grandmother when their family leaves Korea.

Event: On her first day of school, Unhei is teased on the bus about her name being difficult to pronounce.
Event: She doesn't tell her class her name.

Event: Unhei tells her parents she wants an American name.

Event: Unhei's classmates start a name jar and put in names for Unhei to choose.

Event: Unhei's classmate Joey learns how to say her name and gets his own Korean name that means friend.

Solution:

Unhei ends up picking her own name because she realizes it is unique and has meaning.

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 / *The Name Jar*

Reading: *Literature*

Key Ideas and Details

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Reading: *Foundational Skills*

Phonics and Word Recognition

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

Writing

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
