

Dancing Home

Written by Alma Flor Ada and Gabriel M. Zubizarreta

Atheneum Books for Young Readers, 2011 ISBN 9781442481756



TARGETED Treasure Hunt

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

Targeted Treasure Hunt:

Dancing Home

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LITERATURE (7 DAY)

Dancing Home

Written by Alma Flor Ada and Gabriel M. Zubizarreta

Summary

Margie has struggled her whole life to smother her Mexican heritage and to identify as American. When her cousin Lupe arrives from Mexico to live with her family, Margie feels that the American identity she's created for herself is falling apart. Meanwhile, Lupe struggles to make friends, learn English, and deal with being away from her family. She also misses her father, who left for the United States years before and disappeared. Both Margie and Lupe learn to love and appreciate each other, their differences, and their similarities.

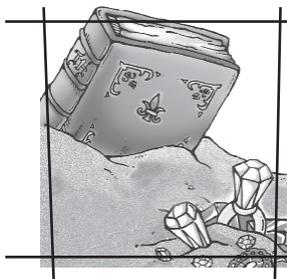
Instructional Objectives

	READING	WORD POWER	WRITING
CYCLE 1	Compare and contrast (CC) Students will compare and contrast characters, events, and situations in the text.	Latin and Greek roots Students will identify the meaning of words using their understanding of the Latin or Greek root.	Write a descriptive paragraph. Students will write paragraphs that describe major changes they made in their lives.
	Point of view (PV) Students will identify how the point of view of two different characters influences how the story is told.	Prefix + base word Students will break words into prefix and base word and use the prefixes <i>sub-</i> and <i>under-</i> to increase their understanding of words.	Write a free-form writing product. Students will write about something they are passionate about, using a writing format of their choice.
CYCLE 2			

Cycle 1

Instructional Objectives

	READING	WORD POWER	WRITING
CYCLE 1	Compare and contrast (CC)	Latin and Greek roots	Write a descriptive paragraph.
	Students will compare and contrast characters, events, and situations in the text.	Students will identify the meaning of words using their understanding of the Latin or Greek root.	Students will write paragraphs that describe major changes they made in their lives.



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

What do you think it would be like moving to a new country and not knowing the language or customs there?



- 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 *Dancing Home* by Alma Flor Ada and Gabriel M. Zubizarreta. As we read, we will compare and contrast the characters, events, and situations in the text. Good readers know it is important to compare and contrast as they read so they can better understand stories.

- 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 give reasons why people immigrate to the United States.
- Point to Mexico on a map. Explain that many people living in the southwestern United States are of Mexican heritage. Point out that Mexican culture is very prominent in bordering states, with many people being bilingual in English and Spanish, popularity of Mexican food, and taking part in traditional Mexican celebrations.



- Tell students that many Spanish words will appear in this text. Use **Team Huddle** and **Random Reporter** to have students come up with Spanish words that are often used in English. *Examples might include* rodeo, burrito, lasso, *etc.*

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

- 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

- 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
smarter page 13	base word + ending: smart + er	more stylish; neat	The boys looked <i>smarter</i> than usual in their dress pants, shirts, and ties for the concert.
embrace page 13	chunk: em-brace	hug	She greeted her sister with a long <i>embrace</i> and kind words.
cope page 27	blend	deal with problems	Jeena's cat learned to <i>cope</i> with losing her sight by walking slower to not bump into things.
pleaded page 32	base word + ending: plead + ed	begged	She <i>pleaded</i> with her parents to go outside, but they still said no.
resent page 39	chunk: re-sent	feel or express annoyance	"I really <i>resent</i> that you must always get the first choice," Archie said to his older brother.
unfazed page 45	prefix + base word + ending: un + faz(e) + ed	not bothered or disturbed	Mr. Cole was <i>unfazed</i> by the interruption to his class and continued teaching his lesson.
reminiscing page 59	base word + ending: reminisc(e) + ing	recalling past experiences	The families spent a lot of time <i>reminiscing</i> at the annual reunion picnic.

WORD AND PAGE NUMBER	IDENTIFICATION STRATEGY	DEFINITION	SENTENCE
lingering page 62	base word + ending: linger + ing	remaining in place	The smell of my grandmother's perfume was <i>lingering</i> in the air after she left the house.

Using the Targeted Skill

Independent Use

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

Blackline master provided.

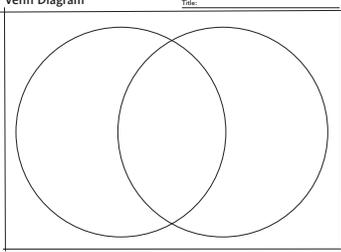
- Display or create a compare and contrast anchor chart with your students. A sample is provided.

Compare and Contrast

Compare	Contrast
How are things the same?	How are things different?
Clue Words: <ul style="list-style-type: none"> ■ also ■ too ■ and ■ both ■ similar ■ alike 	Clue Words: <ul style="list-style-type: none"> ■ unlike ■ however ■ only ■ but ■ not ■ difference

Graphic Organizer
Venn Diagrams help show what is different for each item being compared and what is the same in the overlapping space.

Venn Diagram Title:



- Use **Think-Pair-Share** to have students compare and contrast familiar sports, such as softball and baseball.

Let's compare softball and baseball. How are they the same? Give students time to respond. **That's right. They're both sports. They both use a bat and a ball. Both fields have bases, an infield, and an outfield. Good work comparing. Now, how are they different?** Give students time to respond. **That's right. A baseball is**

smaller and harder than a softball. Baseball is considered “America’s pastime,” but softball is not. Baseball is on television very often. Softball is not. Good work contrasting.

- Remind students that good readers compare and contrast characters, events, and situations in the texts they read.

Blackline master provided.

- Display the following passage. Read the first paragraph aloud.

Joanie and Maria

Joanie and Maria came from the same neighborhood. They went to the same school and had all the same friends. But they didn’t see each other much on the weekends. Joanie spent most of her time at the park, playing baseball, soccer, and kickball. Maria, on the other hand, spent most of her time at the library, reading books and studying.

- Use **Team Huddle** and **Random Reporter** to have students compare Joanie and Maria.

I just read about two characters, Joanie and Maria. As I read about them, I noticed ways they are alike and ways they are different. Let’s compare and contrast them. How are they similar? Give students time to discuss. **That’s right. They come from the same neighborhood, they go to the same school, and they have the same friends. Those are all ways Joanie and Maria are alike. How are they different?** Give students time to discuss. **That’s right. Joanie prefers to play sports, and Maria prefers to study and read. That’s how they are different.**

- Remind students to compare and contrast as they read *Dancing Home*.
- Award team celebration points for good discussions that demonstrate effective teamwork.

Listening Comprehension

- Read pages 1–6 (paragraph 1) aloud, stopping to ask questions, make points, or focus students’ attention as needed.
- Use **Think-Pair-Share** to have students identify some differences between Margie and her cousin Lupe. Randomly select a few students to share.

We’ve already been introduced to our two main characters, Margie and Lupe. What can you tell me about these characters? What is different about them? Wait for students’ responses. **Right. Margie considers herself American because she was born in Texas. She seems to be ashamed of her Mexican heritage. She was teased by classmates for that heritage. She is proud that she speaks English fluently. Her cousin Lupe was born in Mexico however, and is now living with Margie. She can only speak Spanish. She seems proud to wear the dress her mother made her, even though it is out of place in her new American school. As we continue to read, we’ll have more opportunities to compare and contrast Margie and Lupe.**

Blackline master provided.

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

Title: *Dancing Home*

Characters: Margie, Lupe, Mrs. Donaldson

Setting:

Where: California

When: 5th grade school year.

Event: When Margie brings Lupe to school in California, the bilingual class is full, so she has to join an English class.



- 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.

What can we predict about the next part of our story? We want to look for information, or clues, that hint at what will happen later. We are introduced to Margie, a 5th grader born in the United States. Her cousin Lupe just arrived in the United States for the first time and will be joining Margie not only in her school but the same class. Margie is proud to be born in the United States and does not share much about her Mexican heritage. Based on what we have read so far, we can predict that Margie will feel embarrassed to have Lupe in her class and will try to avoid her. As I continue to read, I will find out if my prediction is correct or not.

- Remind students that they will continue to compare and contrast as they read *Dancing Home* this cycle.

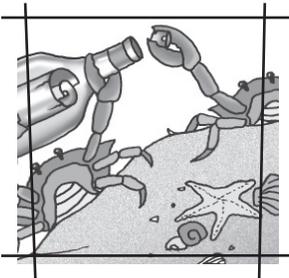
Preview Team Talk

- 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. Which of the following best matches how Margie thought Lupe would affect her life at first? |CE|
 - a. Lupe would do all the dishes after dinner for Margie.
 - b. Lupe would be in all of Margie's classes and need her to translate.
 - c. Lupe would be like a brother or sister to hang out with at home.
 - d. Lupe would not remind everyone that Margie is Mexican.
3. How do Margie and Lupe feel similar while in Miss Jones's class? How are their reasons for feeling this way different? **(Write-On)** |CC| (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 6 (paragraph 2)–11 aloud with partners.**pages 12–15 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

- 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

- Predict what will happen in the story. What clues did you use to make this prediction? |PR| (Strategy Use rubric)
 - 100 points** = *Uses a sticky note, tells what strategy was used to discuss it, and explains how the strategy helped to understand the text.*
 - 90 points** = *Uses a sticky note and tells what strategy was used to discuss it.*
 - 80 points** = *Uses a sticky note to mark a thought.*
- Which of the following best matches how Margie thought Lupe would affect her life at first? |CE|
 - Lupe would do all the dishes after dinner for Margie.
 - Lupe would be in all of Margie's classes and need her to translate.
 - Lupe would be like a brother or sister to hang out with at home.*
 - Lupe would not remind everyone that Margie is Mexican.
- How do Margie and Lupe feel similar while in Miss Jones's class? How are their reasons for feeling this way different? (**Write-On**) |CC| (Team Talk rubric)
 - 100 points** = *Margie and Lupe feel similar while in Miss Jones's class because they both feel embarrassed. Their reasons for feeling this way are different because Margie is embarrassed by Lupe, and Lupe is embarrassed by not understanding English. Margie has been trying to hide her Mexican heritage, and having her Mexican cousin with her in a fancy dress reminds her classmates about it. They start teasing her again. Lupe cannot speak English, but she does understand that the teasing and laughter is because of her. She is happy and confident about doing math, until it becomes word problems.*
 - 90 points** = *Margie and Lupe feel similar while in Miss Jones's class because they both feel embarrassed. Their reasons for feeling this way are different because Margie is embarrassed by Lupe, and Lupe is embarrassed by not understanding English.*
 - 80 points** = *They are both embarrassed. Margie is teased for being Mexican. Lupe cannot understand English, but knows the teasing is because of her.*

TEAM TALK EXTENSION

Team Talk Discussion

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

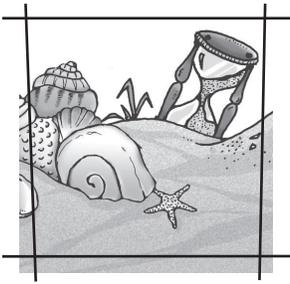
4. Why do you think the math workbook gives Lupe fewer problems at first?

Support your thinking. |DC| (Team Talk rubric)

100 points = *I think the math workbook gives Lupe fewer problems at first because math is the same in English as it is in Spanish. She can solve math problems without knowing English. She also seems to be good at math because she tries to help Margie on page 12 when she says, “no es así.” This seems like she is trying to correct her answer. She’s only confused when she gets to the word problems written in English.*

90 points = *I think the math workbook gives Lupe fewer problems at first because math is the same in English as it is in Spanish. She can solve math problems without knowing English.*

80 points = *Math is the same in English as it is in Spanish.*



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

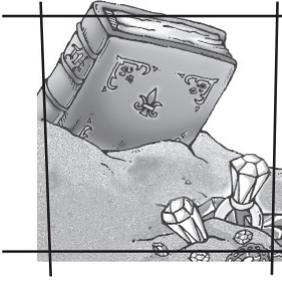
Page 14 (paragraphs 1–4)

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

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: *cope* page 27 and *pleaded* page 32.



- 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 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

- Use **Team Huddle** to have students review what they read yesterday in *Dancing Home*. Use **Random Reporter** to select students to share. *Margie is proud to be American and has tried to hide her Mexican heritage. When her cousin Lupe comes to live with her from Mexico, she is afraid that everyone will tease her for being Mexican again. Lupe has come to live with Margie’s family because life is hard for her mother in Mexico. Her father went to the United States illegally for work, but stopped sending her family money after a few months.*
- Read pages 16–18 (paragraph 1) aloud, stopping to ask questions, make points, or focus students’ attention as needed.
- Use **Team Huddle** to have students compare or contrast how Lupe’s relationship with her mother changed after her father left. Use **Random Reporter** to select students to share.

Compare or contrast Lupe’s relationship with her mother after her father left for the United States. Did anything stay the same or did it change completely?

Support your thinking. Wait for students’ responses. *Lupe’s relationship with her mother changed after her father left for the United States. When her mother learned that her father had possibly started a new family after three years in the U.S., she became very upset. She sent Lupe to eat at her grandmother’s all the time. After she found work, she barely saw Lupe anymore, and Lupe felt that her mother saw her as one more memory of her husband. Even after her mother spent more time at home and had twins, Lupe felt that home didn’t feel like home anymore. She felt that her mother treated her more like a friend than a daughter.*

Blackline master provided.



- Continue reading pages 18 (paragraph 2)–21 (paragraph 3) aloud, stopping to ask questions, make points, or focus students’ attention as needed.
- Display a sample story map. Model adding a key point from the Listening Comprehension selection to the story map.

Characters: Lupe’s mom (Dolores), Margie’s mom (Tía Consuelo), Margie’s dad (Tío Francisco)

- 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.

Strategic readers clarify words and phrases as they read. This helps them to better understand the story. Today, I had to clarify the phrase, “Often they end up in debt to the coyotes who bring them across the border.” To understand this phrase, I reread the paragraph on page 20. Tio Consuelo is having a conversation with Lupe about the struggles her absent father could have faced while coming to the United States illegally. He goes on to explain to her that illegal immigrants face a lot of hardship and spend most of their life savings

trying to cross the border. Most of the time, these people end up living with others to save up. The author compares coyotes to the people that bring illegal immigrants to the United States because these immigrants end up spending their whole lives repaying them.

- Remind students that they will continue to compare and contrast as they read *Dancing Home* this cycle.

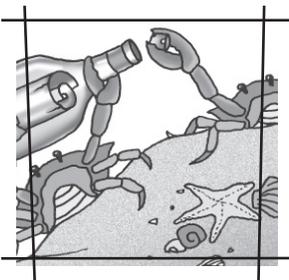
Preview Team Talk

- 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. Which of the following best describes how Margie feels about the way she's treated Lupe? |CH|
 - a. satisfied
 - b. innocent
 - c. guilty
 - d. happy
3. How is life at home different for Margie now that Lupe is living with her family? Support your thinking. **(Write-On)** |CC| (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 21 (paragraph 4)–26 (ending at the break) aloud with partners.

pages 26 (paragraph 1)–32 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.
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- **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. Which of the following best describes how Margie feels about the way she's treated Lupe? |CH|

- satisfied
- innocent
- guilty
- happy

3. How is life at home different for Margie now that Lupe is living with her family? Support your thinking. **(Write-On)** |CC| (Team Talk rubric)

100 points = *Margie's life at home is different now that Lupe is living with her family because she feels left out at home. Now Margie's father enjoys telling Lupe stories about his childhood in Mexico while speaking in Spanish. She also watches her mother carefully brush and braid Lupe's long hair. Margie had pleaded with her mother to let her get a perm so her hair would be more American.*

90 points = *Margie's life at home is different now that Lupe is living with her family because she feels left out at home.*

80 points = *Margie feels left out at home.*

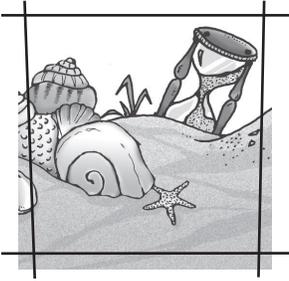
TEAM TALK EXTENSION

4. Does moving Lupe into the bilingual class solve Margie's problems at school? Why or why not? |PS| (Team Talk rubric)

100 points = *Moving Lupe into the bilingual class does not solve Margie's problems at school. It doesn't return her life to how it was before Lupe arrived. She can't move her seat back next to Liz because she and Betty are getting along well and Betty doesn't want to move. Peter and John continue to tease her by mispronouncing her full name. John keeps asking nasty questions about Lupe. Margie feels she was only pretending to fit in at school.*

90 points = *Moving Lupe into the bilingual class does not solve Margie's problems at school. It doesn't return her life to how it was before Lupe arrived.*

80 points = *No. It doesn't return her life to how it was before Lupe arrived.*



FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes

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

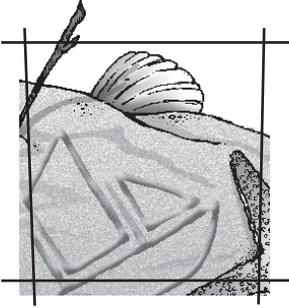
Fluency Routine	
1.	Choose a partner to read first.
2.	Begin reading.
3.	Listening partner: <ul style="list-style-type: none"> • When did the reader stop? • How many words did the reader miss? • Did the reader meet the rate goal?
4.	Use the Fluency rubric to share feedback with the reader.
5.	Switch 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 31 (paragraph 1)

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

- Introduce the Word Power skill by showing a graphic of the anchor. Tell students that an anchor holds the boat in place, much like the roots of a tree hold the tree in place. Tell students that words also have roots.
- Explain that word roots are used to build other words and that understanding the word root can help us define words.
- Write the word “senses” on the board. Use **Think-Pair-Share** to have students discuss what they think this word means. Randomly select a few students to share. *Feelings.*

Blackline master provided.



senses

- Tell students that many words have old origins and come from Latin and Greek. Point to the letters *sens* in the word *senses*. Explain that this is a Latin root word meaning feel. Make the connection that senses means feelings and our five senses of sight, hearing, smell, taste, and touch. Explain that our senses help us “feel” the world around us.
- Display the following chart. Write “sens” in the first column and “feel” in the second column. Explain that you will add roots and their meanings each day.

Preparation: Create a two-column chart. Title the first column “Latin or Greek Root” and the second column “Meaning.”

Latin or Greek Root	Meaning
sens	feel

- Point out that knowing the word root can help us find the meaning of the word.

Display the Word Treasure.

Word Treasure

Many words have Latin or Greek roots that give the basic meaning for many related words.
If you have trouble reading and understanding words, look for Latin or Greek roots to help you figure out the words' meanings.

- Tell students that Captain Read More has discovered that one of the vocabulary words includes the Latin root *sens* and that you want them to look for that 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, pages 2 and 3.

SKILL PRACTICE

The Latin root *sens* means to feel. Use this information to answer the following questions.

1. What does *sensitive* mean?
 - a. unable to smell
 - b. *aware of or responsive to emotions*
 - c. thorny to the touch
 - d. unaware of your impact on others
2. What does *sensible* mean?
 - a. foolish or unwise
 - b. small in size
 - c. *feels right to do*
 - d. hidden from view

BUILDING MEANING

smarter	embrace	cope	pleaded
resent	unfazed	reminiscing	lingering

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

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

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

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

4. Which of the following objects would be something you would like to embrace?

- a. a porcupine
- b. a saw blade
- c. a cactus
- d. a plush animal

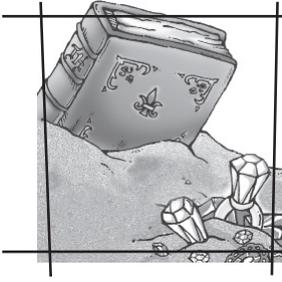


- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration 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: *resent* page 39 and *unfazed* page 45.



- 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 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

- Use **Team Huddle** to have students review what they read yesterday in *Dancing Home*. Use **Random Reporter** to select students to share. *Lupe decided to move to the United States after Tía Consuelo, Margie’s mother, visited her home and invited her to move. Margie is still struggling with being teased, even though Lupe has moved to the bilingual class. Margie feels like Lupe has grown closer to her parents than she has. She misses how things were before Lupe arrived.*
- Read pages 33–35 (paragraph 2) aloud, stopping to ask questions, make points, or focus students’ attention as needed.
- Use **Team Huddle** to have students compare or contrast Lupe’s experiences in school in Mexico and the United States. Use **Random Reporter** to select students to share.

Compare or contrast Lupe’s experiences in school in Mexico and the United States. Wait for students’ responses. *School in the United States is very different than school in Mexico. In Mexico, the teacher did most of the talking, students sat in rows of desks, and only went to the board to do work occasionally. In Mrs. Rodriguez’s class, the students sit in small groups and talk together to solve problems. They can get up to do research on the computer. Lupe feels like she went from being one of the smarter kids in her class in Mexico to feeling lost in the United States because she doesn’t understand English. **In yesterday’s reading, Margie said she felt lost when her parents and Lupe spoke in Spanish. How does Lupe feel similarly to Margie at school?** Lupe feels lost when everyone speaks English. She doesn’t like not understanding why everyone is laughing because she can’t tell when something is a joke or sarcasm.*

- Continue reading pages 35 (paragraph 3)–39 (paragraph 1) aloud, stopping to ask questions, make points, or focus students’ attention as needed.
- Display a sample story map. Model adding a key point from the Listening Comprehension selection to the story map.

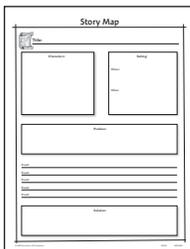
Characters: Mrs. Rodriguez

Event: Lupe is doing well in her bilingual classes during the Spanish part, but struggles in the English speaking classes. She misses her old school and worries that people think she isn’t smart in her new school.

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

Rereading today’s selection made me think about the question, “Why does Lupe always compare her life in Mexico to the life in America?” We know that Lupe recently came to the United States for the first time. In Mexico, her school life was very different. Students sat in rows and listened quietly to

Blackline master provided.



the teacher speaking. They were not allowed to get up and mingle with other students. In Mrs. Rodriguez’s classroom, the students sat in groups and worked together often. For Lupe, this is strange because she has never experienced this before. Lupe is used to how things are in her old school and compares it to her new school because it is a culture shock for her. This is a Think question because the answer isn’t found directly in the text but is answered based on our background knowledge of Lupe.

- Remind students that they will continue to compare and contrast as they read *Dancing Home* this cycle.

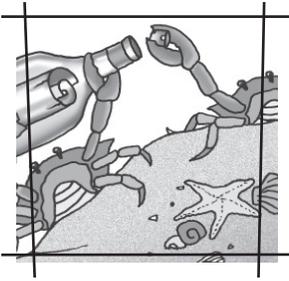
Preview Team Talk

- 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. Which of the following best describes Camille’s character so far? |CH|
 - a. She is confident and sure about herself and her passions.
 - b. She is shy and easily bothered by laughter and teasing.
 - c. She is not interested in most things and struggles to brainstorm.
 - d. She is a bully and has no interest in being friends with Margie.
3. Contrast mealtimes at Margie’s house now that Lupe is living with her family with mealtimes before Lupe arrived. How does Margie feel about this? Support your thinking. **(Write-On)** |CC| (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 39 (paragraph 2)–44 aloud with partners.

pages 45–49 (ending at paragraph 1) silently.

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

After Reading

- 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.
- Add key understandings to your story maps or graphic organizers.
- Reread the text by alternating who begins reading first.
- Reread the pages in unison for fluency practice.

Team Discussion **TP**

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



Class Discussion **TP**

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



Answers may vary. Accept reasonable responses.

Strategy Use Discussion

- resolve a sticky note
- describe team strategy use

Write-On Discussion

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

TEAM TALK

1. What question can you ask about today's reading? Is this a Right There or a Think question? How would you answer it? |QU| (Strategy Use rubric)
100 points = *Uses a sticky note, tells what strategy was used to discuss it, and explains how the strategy helped to understand the text.*
90 points = *Uses a sticky note and tells what strategy was used to discuss it.*
80 points = *Uses a sticky note to mark a thought.*
2. Which of the following best describes Camille's character so far? |CH|
 - a. She is confident and sure about herself and her passions.
 - b. She is shy and easily bothered by laughter and teasing.
 - c. She is not interested in most things and struggles to brainstorm.
 - d. She is a bully and has no interest in being friends with Margie.
3. Contrast mealtimes at Margie's house now that Lupe is living with her family with mealtimes before Lupe arrived. How does Margie feel about this? Support your thinking. **(Write-On)** |CC| (Team Talk rubric)
100 points = *Mealtimes at Margie's house now that Lupe is living with her family are different than they were before she arrived. Margie's mother cooks more Mexican foods now that Lupe is living with them. She had been cooking American foods because Margie insisted on it. Margie hates to admit that she missed her mother's Mexican cooking and enjoys this change. On page 41 she enjoys some chocolate caliente and pan dulce before school. She tells her mother the pan dulce is really nice on page 42.*
90 points = *Mealtimes at Margie's house now that Lupe is living with her family are different than they were before she arrived. Margie's mother cooks more Mexican foods now.*
80 points = *Margie's mother cooks more Mexican foods now.*

Team Talk Discussion

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

TEAM TALK EXTENSION

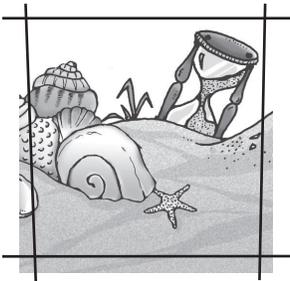
4. Do you think Lupe is aware of how Margie feels about sharing her home with her? Support your thinking with evidence from the text. |DC|

(Team Talk rubric)

100 points = *Yes, I think Lupe is aware of how Margie feels about sharing her home with her. On pages 39 and 40, Lupe hopes that Margie doesn't resent sharing her parents. Lupe feels that her aunt and uncle have filled the gaps in her life. She wants Margie to know that she is not losing her parents by sharing them and does not want to hurt her. In yesterday's reading, we learned that Margie does sometimes feel like she is losing her parents to Lupe.*

90 points = *Yes, I think Lupe is aware of how Margie feels about sharing her home with her. Lupe hopes that Margie doesn't resent sharing her parents.*

80 points = *She is aware. She doesn't want Margie to resent her.*

**FLUENCY IN FIVE TP**

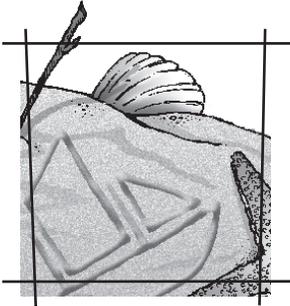
Timing Goal: 5 minutes

- 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 31 (paragraph 1) or 41 (paragraphs 1 and 2)

- 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

- Remind students of the Word Power skill (Latin and Greek roots) and the Word Treasure clue that Captain Read More uses for them (an anchor).
- Use **Think-Pair-Share** to have students identify the vocabulary word that contains the root *sens* and what the word means. Randomly select a few students to share. The word *resent*: *feel or express annoyance at something*.
- Display a graphic of two anchors side by side. Write the word “thermometer,” making sure the letters *therm* appear under the first anchor and *meter* appear under the second anchor. Point out that some words are made up of two roots.



thermometer

- Tell students that *therm* means heat and *meter* means measure. Record these ideas on the two-column Latin or Greek Root chart.

Latin or Greek Root	Meaning
sens	feel
therm	heat
meter	measure

th

- Use **Team Huddle** to have students use that information to define the word. Use **Random Reporter** to select students to share. *A thermometer is something used to measure heat.*
- 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, pages 3 and 4.

SKILL PRACTICE

- The Greek root *therm* means heat. Using this information, *thermostat* means—
 - a device for adjusting sound.
 - a device for adjusting heat.
 - a device for adjusting fun.
 - a device for adjusting attitude.
- The Greek root *alt* means high and the Greek root *meter* means measure. Using this information, *altimeter* means—
 - a device for measuring cold.
 - a device for adjusting heat.
 - a device for measuring height.
 - a device for adjusting sound.

BUILDING MEANING

smarter	embrace	cope	pleaded
resent	unfazed	reminiscing	lingering

- 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.*

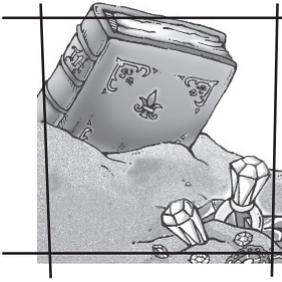
90 points = *The sentence uses the word correctly and includes one detail.*

80 points = *The sentence uses the word correctly.*
- Which of the following objects would be something you would not like to embrace?
 - a venomous snake
 - a cozy blanket
 - a good friend
 - a soft pillow

- 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: *reminiscing* page 59 and *lingering* page 62.



- 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 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

- Use **Team Huddle** to have students review what they read yesterday in *Dancing Home*. Use **Random Reporter** to select students to share. *Despite the differences in school, Lupe really appreciates living with Margie’s family. She hopes that Margie does not resent her. Margie does like that her mother is cooking more Mexican foods again, but she had asked her to cook American food in the first place. Camille is a new girl in Margie’s class and they become friends.*
- Read pages 49 (paragraph 1)–54 (paragraph 1) aloud, stopping to ask questions, make points, or focus students’ attention as needed.
- Use **Team Huddle** to have students compare or contrast Margie and Camille. Use **Random Reporter** to select students to share.

Compare or contrast Margie and her new friend Camille. How are they alike or different? Wait for students’ responses. *Margie and Camille like to read different kinds of books from the library. Camille likes books that have to do with nature and surviving in the wild. Margie likes adventure books. How do each girls’ interests in books reflect who they are? Wait for students’ responses. *Camille is very interested in nature, especially dolphins. At the beginning of the book, Margie said she likes looking at maps and imagining all the places she would visit.**

Blackline master provided.



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

Characters: Camille

Event: Camille joins Margie’s class and she is excited to make a new friend. Margie struggles to think of a topic for her writing project
- Use a **Think Aloud** to model following the steps on the Summarizing Strategy Card based on what you have read so far.

I am going to summarize the text that we have been reading. Remember, good readers summarize to keep track of what they have read and to better understand the text. Summaries are composed of only the most important information from the text. To summarize today’s reading, I will say that Margie has found a new friend, Camille, that she can spend time with. Margie is struggling with life at home because she feels left out since Lupe has joined her family. Margie feels a disconnect with her parents because all a sudden they have become “Mexican” since Lupe came. Margie decides to spend more time with Camille, and they pick up an afternoon job at the school library a few times a week. This keeps Margie busy and her mind off her family and Lupe.

- Remind students that they will continue to compare and contrast as they read *Dancing Home* this cycle.

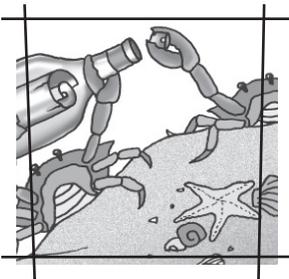
Preview Team Talk

- 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 story map to write a summary of *Dancing Home* so far. |SU| (Summarizing rubric)
2. What effect does working on the nacimiento with Lupe have on Margie? |CE|
 - a. It makes her storm upstairs and shut her door for the holidays.
 - b. She tries even harder to force her family to celebrate American style.
 - c. It makes her dislike her Mexican heritage and traditions more.
 - d. She enjoys some of the new Mexican traditions she is learning.
3. Contrast how Margie wants to celebrate Christmas with how her family will celebrate Christmas now that Lupe is with them. Support your thinking with details from the text. **(Write-On)** |CC| (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 54 (paragraph 2)–58 aloud with partners.
 pages 59–64 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 *Dancing Home* 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. What effect does working on the nacimiento with Lupe have on Margie? |CE|
 - a. It makes her storm upstairs and shut her door for the holidays.
 - b. She tries even harder to force her family to celebrate American style.
 - c. It makes her dislike her Mexican heritage and traditions more.
 - d. She enjoys some of the new Mexican traditions she is learning.

3. Contrast how Margie wants to celebrate Christmas with how her family will celebrate Christmas now that Lupe is with them. Support your thinking with details from the text. **(Write-On)** |CC| (Team Talk rubric)

100 points = *Margie wants to celebrate Christmas in an American way while her parents want to celebrate with Mexican traditions for Lupe. Margie enjoys having a Christmas tree and listening to American carols in English. Her parents have brought out supplies to make a Nacimiento instead of putting up a tree. Her mother sings Spanish carols and encourages Lupe to sing them. Margie felt that celebrating Christmas in an American way would make her parents more American, but now she feels too Mexican.*

90 points = *Margie wants to celebrate Christmas in an American way while her parents want to celebrate with Mexican traditions for Lupe.*

80 points = *Margie wants to celebrate Christmas in an American way instead of with Mexican traditions.*

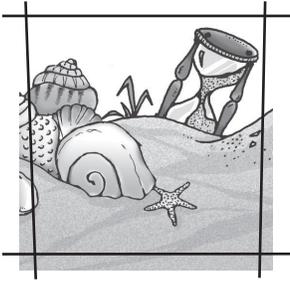
TEAM TALK EXTENSION

4. How does Lupe feel about being rushed home away from Camille? What words or thoughts helped you figure this out? |CH| (Team Talk rubric)

100 points = *Lupe feels hurt and confused about being rushed away from Camille. Even though she is shy and doesn't respond at first, her thoughts show that she didn't get a chance to say hello back. Lupe tries to understand why Margie rushed her away and wonders if it is because she doesn't speak English or live with her own family. Lupe doesn't know why Margie is ashamed of her.*

90 points = *Lupe feels hurt and confused about being rushed away from Camille. She is shy and doesn't respond at first, but her thoughts show that she didn't get a chance to say hello back.*

80 points = *She feels hurt and confused.*



FLUENCY IN FIVE **TP**

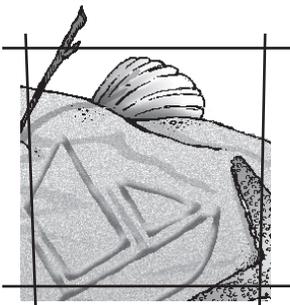
Timing Goal: 5 minutes

- 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 31 (paragraph 1), 41 (paragraphs 1 and 2), or 62 (paragraphs 1–4)

- 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

- Remind students of the Word Power skill (Latin and Greek roots) and the Word Treasure clue that Captain Read More uses for them.
- Use **Think-Pair-Share** to prompt students about why Captain Read More wants them to learn Latin and Greek roots. *Many words contain Latin and Greek roots. Knowing the root word can help you define the word.*
- Display the Latin or Greek Root chart. Point out that you added alt to the list from their practice the day before.

Latin or Greek Root	Meaning
sens	feel
therm	heat
meter	measure
alt	high

Preparation: Display the Word Power Challenge

- Display the Word Power Challenge. Have students work in teams to identify the meaning of the underlined word.

Word Power Challenge

What does thermos mean?



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

Student Edition, pages 4 and 5.

SKILL PRACTICE

1. The Greek root *alt* means high. Using this information, *altitude* means—
 - a. deep in the ocean.
 - b. deep underground.
 - c. very loud music.
 - d. *height above sea level.*
2. The Greek root *therm* means heat. Using this information, *thermal* means—
 - a. made to keep you dry.
 - b. *made to keep you warm.*
 - c. made to keep you cold.
 - d. made to keep you wet.

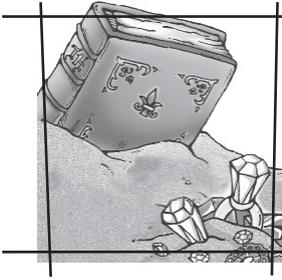
BUILDING MEANING			
smarter	embrace	cope	pleaded
resent	unfazed	reminiscing	lingering

- 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.*
- Choose the word that best completes the sentence.

Even though the weatherman assured us we would have sunny skies for the afternoon, we had a plan to help us cope with the possibility of thunderstorms interrupting our picnic.

- 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.	<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 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.



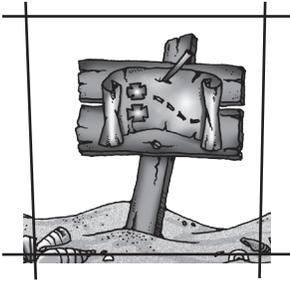
In yesterday's reading, Margie began enjoying learning about some Mexican Christmas traditions. Today we will find out how Lupe's first holiday away from home goes.

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 comparing and contrasting.
- 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.

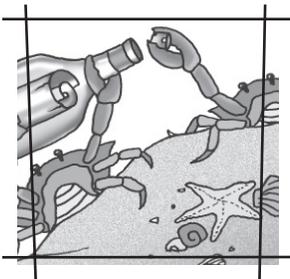


TEST

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

Team Discussion **TP**

Teacher procedures for
Teamwork vary with
strategy instruction.

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

After the Test	
INDEPENDENT STRATEGY USE	<ul style="list-style-type: none"> • How did you resolve a sticky note? • Describe your strategy use with the team.
SKILL-QUESTION DISCUSSION	<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.

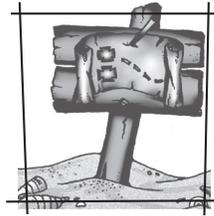


- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.
- Use information from student tests to plan modeling and/or Think Alouds for the next lesson that will build upon the skills 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 65–69 of *Dancing Home*, and answer the following questions. The total score for comprehension questions equals 100 points.

30 points

1. Compare and contrast how both Margie and Lupe feel on Lupe's first day of school in America. Support your thinking. |CC| (Team Talk rubric)

30 points = *On Lupe's first day of school in America, both Margie and Lupe feel embarrassed, but for different reasons. Margie is embarrassed because Lupe does not speak English and she cannot translate into Spanish for her. Margie's classmates laugh and tease her. Margie has been trying to hide her Mexican heritage. Lupe is embarrassed because she feels shy and she can't understand anything except the math problems. She understands the laughing is because of her.*

25 points = *On Lupe's first day of school in America, both Margie and Lupe feel embarrassed, but for different reasons. Margie is embarrassed because Lupe does not speak English and she cannot translate into Spanish for her. Lupe is embarrassed because she feels shy and she can't understand anything except the math problems.*

20 points = *They both feel embarrassed. Margie is embarrassed because Lupe does not speak English. Lupe is embarrassed because she can't understand anything.*

30 points

2. A metaphor is a figure of speech comparing two unlike objects. How is a CD player a metaphor for Lupe's life in the United States? |FL|

30 points = *A CD player is a metaphor for Lupe's life in the United States because Lupe feels like she is always on fast-forward. When Lupe and Margie listen to music on Margie's CD player, Margie often skips through songs before they finish. Lupe would rather listen to the whole song. Lupe feels that just as she starts to understand something in the United States, she needs to learn something completely new.*

25 points = *A CD player is a metaphor for Lupe's life in the United States because Lupe feels like she is always on fast-forward. Lupe feels that just as she starts to understand something in the United States, she needs to learn something completely new.*

20 points = *Lupe feels like she is always on fast-forward. Just as she starts to understand something, she needs to learn something new.*

10 points

3. Which of the following best shows Margie's feelings toward Lupe by the ending of the reading. |CH|

- She resents that Lupe took presents away from her.
- She wishes Lupe understood American music better.
- She is more patient and understanding of Lupe.
- She believes Lupe will draw a good portrait.

30 points

4. Contrast Margie and Lupe’s initial reactions and feelings about the gifts they receive for Christmas. Support your thinking. **(Write-On)** |CC| (Team Talk rubric)

30 points = *Margie and Lupe’s initial reactions and feelings about the gifts they receive are different. Margie is a little disappointed in her gifts because she didn’t get the iPod she really wanted. She even feels like she didn’t receive the iPod because of Lupe, since her parents had to buy Lupe presents too. Lupe is very excited and grateful for her gifts, especially the artists’s box. Lupe never expected very many nice gifts when she lived in Mexico, so she appreciates what she receives more.*

25 points = *Margie and Lupe’s initial reactions and feelings about the gifts they receive are different. Margie is a little disappointed in her gifts because she didn’t get the iPod she really wanted. Lupe is very excited and grateful for her gifts. She never expected very many nice gifts when she lived in Mexico.*

20 points = *Margie is a little disappointed in her gifts. Lupe is very excited and grateful for her gifts.*

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

Use your understanding of Greek and Latin roots to answer the following questions.

1. The Greek root *micro* means small, and the Greek root *meter* means measure. What is a *micrometer*?
 - a. a device for measuring small distances
 - b. a device for measuring long distances
 - c. a device for measuring loud sounds
 - d. a device for measuring high heat

2. The Greek root *sens* means feeling. What does being *sentimental* mean?
 - a. easily tossed aside
 - b. uninterested in the outcome
 - c. ruled by strong feelings and memories
 - d. practical about an object’s use

3. The Greek root *meter* means measure. What is a *speedometer*?
 - a. a device for adjusting heat
 - b. a device for measuring loud sounds
 - c. a device for adjusting cold
 - d. a device for measuring speed

4. The Greek root *meter* means measure. What is a *water meter*?
- a device for measuring temperature
 - a device for measuring the flow of water*
 - a device for adjusting temperature
 - a device for measuring low sounds

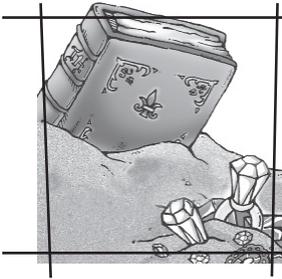
10 points each

Building Meaning

smarter	embrace	cope	pleaded
resent	unfazed	reminiscing	lingering

5. Write a meaningful sentence for the word *cope*.
- 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. Students tend to dress smarter on school picture day because they want to look good in their yearbook photos.
7. My mother said that she would miss me, and she gave me an embrace so tight that I could hardly breathe. *Embrace* means—
- tap.
 - hug.*
 - kiss.
 - push.
8. After being knocked out of the geography bee in the first round, Farouk tried not to resent his brother for winning the whole competition.
9. There were only a few leaves lingering on the trees after a strong autumn storm with howling winds passed through. *Lingering* means—
- falling to the ground
 - looking for options
 - beginning to bloom
 - remaining in place*
10. The service dog was unfazed by loud noises thanks to training that kept him focused on his owner. *Unfazed* means—
- not bothered.*
 - surprised.
 - frightened.
 - made nervous.

11. Morton pleaded with his mother to buy him a new video game, but she could not afford it. *Pleaded* means—
- called.
 - forced.
 - reached.
 - begged.*
12. Pia and Channah spent the last day of summer vacation reminiscing about all the fun they had together.



DAY 6

ACTIVE INSTRUCTION

Timing Goal: 5 minutes

Two-Minute Edit **TP**

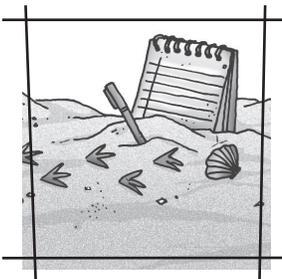
- Display and have students complete the Two-Minute Edit to start the class.
- Identify a frequently occurring grammatical or mechanical problem from the students' writing.
- Prepare a sentence that illustrates the problem (with no more than four errors).
- Display the sentence, and indicate the number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

Two-Minute Edit

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



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



ADVENTURES IN WRITING

Timing Goal: 85 minutes

Suggested timing:

Planning: 20 minutes

Drafting: 20 minutes

Team Discussion: 20 minutes

Class Discussion: 25 minutes

- Introduce the activity.

Today you will write a two-paragraph personal essay to describe something that happened to you or something you did that changed your life. This cycle you read about Margie and Lupe, who both have big changes in their lives: Lupe moving in with Margie's family in America, and Margie having to learn to live with her Mexican cousin. Think about the changes they experienced while you think about your own experiences.



- 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
Today you will write a two-paragraph personal essay that describes something that happened to you or something you did that caused a change in your life.

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 paragraph organizer. This will help us put our thoughts in the right order as we write our personal essays about a change we experienced.

- 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

Topic Sentence: A big change happened in my life when I switched schools in fourth grade.

Paragraph 1: Made a pros/cons list for each school, talked to my parents and friends; it was difficult to choose.

Paragraph 2: Went to a bigger school with more kids, learned more subjects, met different people.

Closing: Making a change in your life can be hard, but it can also be the best thing you do.

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	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.

- Tell students that as they read their partners' drafts, they should check the drafts for clarity.

It is very important that your writing is clear and easy for your audience to understand. When you revise your draft for clarity, you are making sure your draft is easy to read. Sometimes a writer includes details in a draft that stray from the main idea or topic. These extra details can make the writing seem muddled and unclear. By sharing your drafts with others, you learn what ideas you need to revise to make them clearer.

- Display the following first paragraph based on the graphic organizer. Ask a volunteer to read the paragraph aloud to the class.

Blackline master provided.

Switching Schools

A big change happened in my life when I switched schools in fourth grade. My old school was very small, but I was close with many people there. I had the opportunity to switch to a different school. This was not an easy decision to make. I thought very hard about what I should do. I made a list of the good and bad things about each school, which helped me think about whether it would be a good change. I talked to my parents about switching. They told me they supported my decision, no matter what I chose. I also talked to my friends. I had a lot of friends in each school, so I knew I would not be lonely with their choice. I decided it would be exciting and fun to go to a new school.

- Tell students that the passage is the first paragraph of a personal essay about a change that took place in the writer's life. Ask students the topic of the essay. *Changing to a new school.*



- Use **Team Huddle** to have students discuss if the paragraph could be revised for clarity. Use **Random Reporter** to select students to share.

Is this paragraph as clear as it could be? I think the topic sentence is very clear. It tells me what change the writer went through in fourth grade. The paragraph supports the topic sentence, so I don't think that is a problem. What about the second sentence? Is this clear or necessary to the paragraph? No. It provides details, but they are not necessary. The sentence does not make sense in the paragraph. You're right. I think the paragraph could be clearer if we took that sentence out.

- Tell students to read their partners' drafts for clarity and make suggestions to help their partners revise their 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.

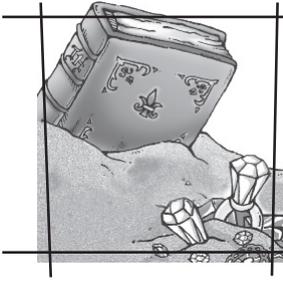
Class Discussion **TP**

- 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.	<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?



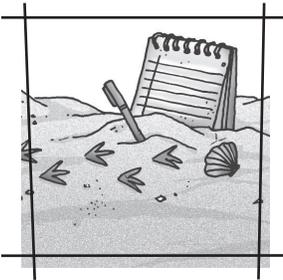
DAY 7

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.

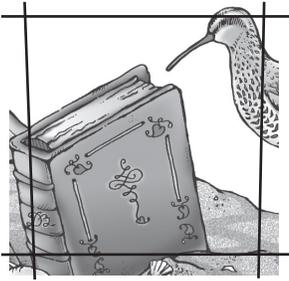


ADVENTURES IN WRITING

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.

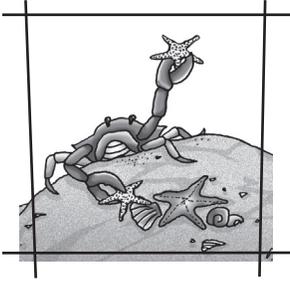


Class Discussion

- 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 **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.

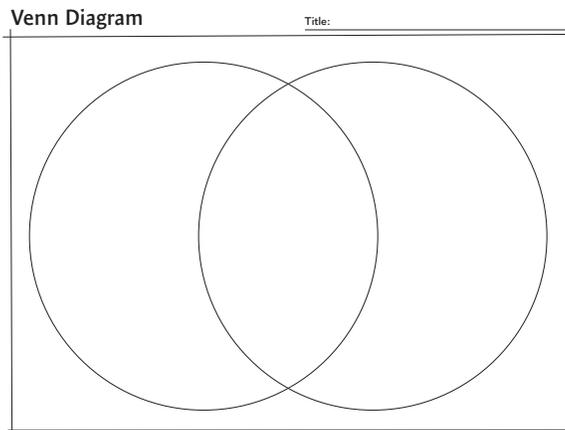
- How many points did you earn today?
- How well did you use the team cooperation goal and behavior?
- What did you do to work toward your achievement goal?

Compare and Contrast

Compare	Contrast
How are things the same?	How are things different?
<p>Clue Words:</p> <ul style="list-style-type: none"> ■ also ■ too ■ and ■ both ■ similar ■ alike 	<p>Clue Words:</p> <ul style="list-style-type: none"> ■ unlike ■ however ■ only ■ but ■ not ■ difference

Graphic Organizer

Venn Diagrams help show what is different for each item being compared and what is the same in the overlapping space.



Joanie and Maria

Joanie and Maria came from the same neighborhood. They went to the same school and had all the same friends. But they didn't see each other much on the weekends. Joanie spent most of her time at the park, playing baseball, soccer, and kickball. Maria, on the other hand, spent most of her time at the library, reading books and studying



Switching Schools

A big change happened in my life when I switched schools in fourth grade. My old school was very small, but I was close friends with many people there. I had the opportunity to switch to a different school. This was not an easy decision to make. I thought very hard about what I should do. I made a list of the good and bad things about each school, which helped me think about whether it would be a good change. I talked to my parents about switching. They told me they supported my decision, no matter what I chose. I also talked to my friends. I had a lot of friends in each school, so I knew I would not be lonely with either choice. I decided it would be exciting and fun to go to a new school.

Story Map



Title: *Dancing Home*, cycle 1

Characters:

Margie	Margie's mom (tía Consuelo)
Lupe	
Miss Jones	Margie's dad (tío Francisco)
Liz	Camille
John	Mrs. Rodriguez
Peter	
Lupe's mom (Dolores)	

Setting:

Where: California, Mexico

When: 5th grade school year

Problem:

Margie has tried to hide her Mexican heritage so she can fit in at school, but Lupe coming to live with her family brings it back.

Event: Margie brings Lupe back to her class, but she cannot translate what they are doing into Spanish for her. The boys make fun of them.

Event: Margie starts to feel left out at home because her father tells Lupe stories in Spanish, and Margie cannot keep up, and her mother treats her like another daughter.

Event: Camille joins Margie's class and she is excited to make a new friend. Margie struggles to think of a topic for her writing project.

Event: Margie is upset at first that her family will celebrate the holidays with Mexican traditions instead of American ones.

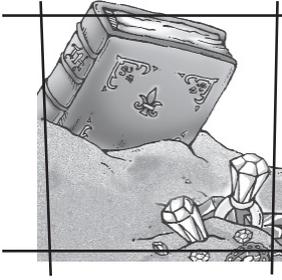
Event: Margie finds herself enjoying relearning about the Mexican traditions, and eating Mexican food again.

Solution:

Cycle 2

Instructional Objectives

	READING	WORD POWER	WRITING
CYCLE 1	Point of view (PV)	Prefix + base word	Write a free-form writing product.
	Students will identify how the point of view of two different characters influences how the story is told.	Students will break words into prefix and base word and use the prefixes <i>sub-</i> and <i>under-</i> to increase their understanding of words.	Students will write about something they are passionate about, using a writing format of their choice.



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

What is something you want to learn that might be out of your comfort zone?



- 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.

We will continue reading *Dancing Home* by Alma Flor Ada and Gabriel M. Zubizarreta. As we read, we will identify how the point of view of our two main characters, Margie and Lupe, affects how they experience events in the story. Good readers think about the point of view of the characters and how that impacts how stories are told.

- 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.

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 7.

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

WORD AND PAGE NUMBER	IDENTIFICATION STRATEGY	DEFINITION	SENTENCE
savoring page 80	base word + ending: savor + ing	enjoying; taking delight in	Renata spent the car ride home <i>savoring</i> the feeling of being a county champion sprinter.
substitute page 83	chunk: sub-sti-tute	person or thing taking the place of another	"We had a <i>substitute</i> teacher today while Ms. Moulds was out sick with the flu," Lin said.
urgency page 97	base word + ending: urgen(t) + cy	the quality or state of needing immediate attention; important	"Come inside now!" Mom commanded with <i>urgency</i> in her voice as dark storm clouds gathered overhead.
rattled page 100	base word + ending: rattl(e) + ed	said in a quick or lively fashion	The clerk <i>rattled</i> off the list of toppings available on the shop's ice cream cones.
fallible page 111	chunk: fal-li-ble	capable of making mistakes	"Everyone is <i>fallible</i> , so there is no shame in having to try a few times to be successful," Mr. Helzburg explained.
understudy page 118	prefix + base word: under + study	person who learns the part of another performer to fill in if needed	"As the <i>understudy</i> , you will have to memorize all of the character's lines so that you are ready to go on stage if anything happens to Diego," Mr. Dutterer said.
lulling page 130	base word + ending: lull + ing	causing to sleep or rest	The warm air and gentle ocean sounds were <i>lulling</i> me to sleep on my day at the beach.
decked page 133	base word + ending: deck + ed	decorated; clothed	On the first day of spring, our classroom was <i>decked</i> with bright paper flowers and green plants to celebrate the end of winter.

Using the Targeted Skill

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

Today we will learn about point of view. Point of view is two things: it is how the story is narrated and it is the perspective of the characters in the story. Point of view can change how we read a text. When we read a text, we only get the narrator’s point of view, so what the narrator sees, thinks, and feels influences what we see, think, or feel. If the narrator is writing about a friend of his or hers, then as we read, we might end up liking the friend too. If the narrator writes about how something he or she ate tasted, then as we read, we can imagine what this experience was like. In this way, point of view is really important for understanding a text.

- Blackline master provided.
- Display or create a point of view anchor chart with your students. A sample is provided.

Point of View		
Who is telling the story?		
1st person	2nd person	3rd person
Told by a character in the story.	Told by a narrator that is in the story.	Told by a narrator that is NOT in the story.
Look For:	Look For:	Look For:
I, me, we	you, your, yours	he, she, names of characters
Perspective		
A unique way of seeing something. What makes people view the same experience in different ways?		
Character	Author	Reader
What the character says, thinks, feels, or does.	The way the author describes characters, settings, and events.	The reader might agree or disagree with a character or author’s perspective.

- Blackline master provided.
- Display the following blackline master. Read the poem aloud to students.

Two sides of the Story

From behind my house I saw
An animal with an enormous jaw

It held its head up to the air
And for just a moment, I swear

It blocked out the sun, and so
I screamed,

Its teeth as long as daggers
it seemed.

With a brand new ball in tow,
I searched for a new friend to show.

I came upon one such chum,
But my appearance caused quite
a scrum.

I did not mean to be such a fright,

I hope she realizes my looks are
scariest than my bite.



- Use a **Think Aloud** to discuss the points of view presented in the poem.

First I need to know what type of point of view is in the poem. I see the words *I*, *me*, and *my*. From this information, I know that the poem is written in the first person and that I am reading exactly what the narrators see, think, and feel. I said narrators because this poem seems to have two different narrators. Now I ask myself: How do the narrators experience the events of the poems? Well, when I read the verse on the left, I can tell the narrator is scared, and her description of big teeth and jaws makes me scared. Neither I nor the narrator know what is going to happen. When I read the verse on the right, I feel sympathetic to the narrator. It sounds like he or she wants to play, but feels bad for frightening the narrator of the verse on the left. So, the narrator in the verse on the left is frightened and surprised by the narrator of the verse on the right, and the narrator of the verse on the right is sad and apologetic for frightening the narrator of the verse on the left. They are both telling the same story, but I can see how their points of view and perspectives are different.

- Remind students that as they've read *Dancing Home*, they have read the story from the points of view of Margie and Lupe.

***Dancing Home* is written so that we read the points of view of Margie and Lupe. If I look back in the text, I know this book is written from the third-person point of view because a narrator who is not a character is telling the story. The narrator can tell us the thoughts and feelings of the two main characters in the book. When a narrator knows the thoughts of multiple characters, it is called the third person multiple point of view. This is how we can see how Margie and Lupe experience events in the story differently**

- Award team celebration points for good discussions that demonstrate effective teamwork.

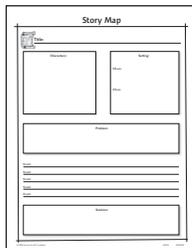


Listening Comprehension

- Remind students that they have been reading *Dancing Home*. Use **Team Huddle** to have students summarize what has happened in the story so far. Use **Random Reporter** to select students to share. *Lupe comes from Mexico to live with her cousin Margie’s family in California. Margie has been trying to ignore her Mexican heritage, but Lupe reminds her of it every day. Margie is getting teased again, but she is also enjoying some parts of Mexican culture again, like food. She makes a new friend in Camille.*
- Read pages 70–75 aloud, stopping to ask questions, make points, or focus students’ attention as needed.
- Use a **Think Aloud** to model identifying how the point of view of Margie influences how she experiences the events in the story.

Let me think about Margie’s point of view in this section of the text. I know that Margie has been embarrassed of her Mexican heritage. She tries to be as American as she can be. She sees her friend Camille as being an all-American girl. But today, she learns that Camille is also a Latina. Her father speaks Spanish because his family is from Cuba and Peru. Margie is surprised that Camille is embarrassed that she cannot speak Spanish better, since Margie has actively avoided speaking Spanish. Now Margie is questioning what it means to be American. From her point of view, it is surprising that someone so American would be willing to embrace her Latina heritage.

Blackline master provided.



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

Characters: Miss Jones

Event: Camille’s family invites Margie and Lupe to visit Discovery Kingdom Park. Margie learns that half of Camille’s family is Latino.

- 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.

What can we predict for the next part of our story, based on Margie’s conversation with Camille? We learned that Camille’s family is Latino. This is a shock for Margie because she thought she was American and had no clue she was part Latino. Based on what we know, we can predict that Margie will embrace to her Mexican heritage so she can become closer to her family. We will keep this prediction in mind as we continue to read to see if it is correct or not.

- Remind students that they will continue think about how the point of view of the characters affects how they experience events as they read *Dancing Home* this cycle.

Preview Team Talk

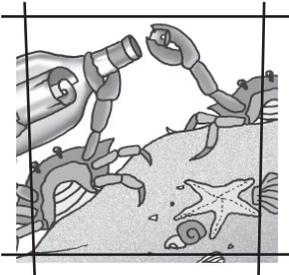
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually after students discuss it in their teams.

- 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 8.

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 was one thing Margie feared would happen if she became close with Lupe? |CE|
 - a. She would begin speaking Spanish again.
 - b. Her parents would love Lupe more than her.
 - c. Camille would become better friends with Lupe.
 - d. Other kids would start teasing her again.
3. How does Lupe's point of view affect the way that she remembers her day at Discovery Kingdom? (**Write-On**) |PV| (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 76–82 aloud with partners.

pages 83–87 silently.

INFORMATIONAL

Read Aloud

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

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

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

Team Discussion **TP**

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

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

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

Class Discussion **TP**



- Use **Random Reporter** to select a team to share responses to each question.
- Students should listen to the team selected and provide feedback based on the rubric.
- Award team celebration points.



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

Answers may vary. Accept reasonable responses.

Strategy Use Discussion

- resolve a sticky note
- describe team strategy use

Write-On Discussion

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

TEAM TALK

1. Predict what will happen in the story. What clues did you use to make this prediction? |PR| (Strategy Use rubric)

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

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

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

2. What was one thing Margie feared would happen if she became close with Lupe? |CE|

- a. She would begin speaking Spanish again.
- b. Her parents would love Lupe more than her.
- c. Camille would become better friends with Lupe.
- d. Other kids would start teasing her again.

3. How does Lupe's point of view affect the way that she remembers her day at Discovery Kingdom? (**Write-On**) |PV| (Team Talk rubric)

100 points = *Lupe's point of view affects the way that she remembers her day at Discovery Kingdom because it makes her realize how happy a family can be. She tries to imagine what it must be like to be a part of a family like Camille's. She thinks about how Camille's parents are together and are able to give Camille and her sisters fun experiences. Her own parents are separated and her mother was sad for so long. Lupe thinks just being together as a family would be enough to make her happy.*

90 points = *Lupe's point of view affects the way that she remembers her day at Discovery Kingdom because it makes her realize how happy a family can be.*

80 points = *It makes her realize how happy a family can be when everyone can be together.*

Team Talk Discussion

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

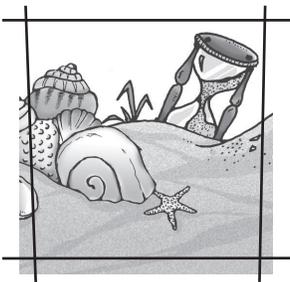
TEAM TALK EXTENSION

4. What does Margie realize about the crowd watching the orca show? Why is this important for her character? |LT • CL| (Team Talk rubric)

100 points = *Margie realizes that the crowd watching the orca show probably originally came from many different countries and they may speak different languages, but they are all there enjoying the show together. This is important because Margie is realizing that it is okay to be different. You can be from a different country and still enjoy the same things as everyone else.*

90 points = *Margie realizes that the crowd watching the orca show probably originally came from many different countries and speak different languages. This is important because Margie is realizing that it is okay to be different.*

80 points = *The crowd is probably originally from different countries. It's okay to be different.*



FLUENCY IN FIVE

Timing Goal: 5 minutes

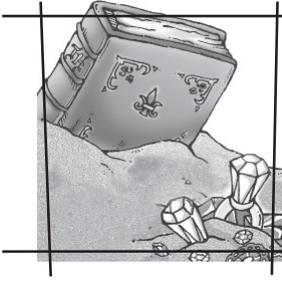
- Explain to students that when they read correctly, smoothly, and with expression, it shows that they understand what they are reading.
- Tell students to look at the Fluency rubric as you model fluent reading.
- Explain and model reading fluently. Read a passage from the student text. Then reread it,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

Page 83 (paragraphs 1 and 2)

- 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

<p>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.</p>	<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 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: *urgency* page 97 and *rattled* page 100.



- 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.

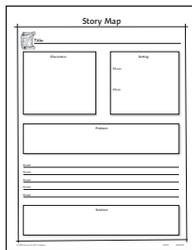
Listening Comprehension



- Use **Team Huddle** to have students review what they read yesterday in *Dancing Home*. Use **Random Reporter** to select students to share. *Camille’s family brought Margie and Lupe to Discovery Kingdom to see the marine-life park and other animals. Margie is pleased that Lupe fits in with Camille and her family so well. Lupe enjoyed the park and getting to ride an elephant.*
- Read pages 88–93 aloud, stopping to ask questions, make points, or focus students’ attention as needed.
- Use a **Think Aloud** to model identifying how the point of view of Margie influences how she experiences the events in the story.

Let me think about what I read in this passage and how Margie’s point of view influences how she experiences events in the story. Lupe’s teacher Mrs. Rodriguez asks Margie to practice dancing with the folklórico group while one dancer is out sick. Margie has actively avoided doing things that are culturally Mexican, so she does not know how to do folklórico dancing. She finds herself really enjoying it and not wanting to give it up. Margie’s point of view, or perspective, about cultural activities is changing.

Blackline master provided.



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

Characters: Liz, John

Event: Mrs. Rodriguez asks Margie to be an understudy folklórico dancer for the Cinco de Mayo show. Margie enjoys learning the dances.

- 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.

Today we’re going to use the clarifying strategy to help us better understand the word *slender* on page 89. First, I am going to make sure I understand how to say the word. I notice the ending is R-controlled and says *er*. I can put the glued sounds together to get *sl*. Then I read the rest of the word as *ender*. I blend the sounds together to get the word *slender*. Next, I am going to use context clues to help me understand the definition of the word *slender*. On page 89, the narrator says, “Mrs. Rodriguez was tall and slender, and her round black eyes seemed to reach right inside Margie’s heart.” Based on this phrase, I can say that the word *slender* means someone who is thin and delicate.

- Remind students that they will continue to think about how the point of view of the characters affects how they experience events in the story as they read *Dancing Home* 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.

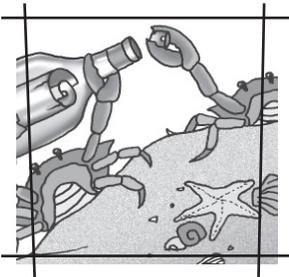
Student Edition, page 8.

TEAM TALK

1. What word, phrase, or passage did you clarify? How did you clarify it? |CL| (Strategy Use rubric)
2. Which of the following words best describes how Lupe feels when she sees her father for the first time in many years? |CH|
 - a. overjoyed
 - b. disappointed
 - c. excited
 - d. relieved

What details from the text helped you choose this answer? (Team talk rubric)

3. How does Lupe's point of view affect how she feels about Margie using a nickname? How is this different from Margie's perspective about her name? (Write-On) |PV| (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 94–98 aloud with partners.
 pages 98 (paragraph 5)–103 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

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. Which of the following words best describes how Lupe feels when she sees her father for the first time in many years? |CH|

- overjoyed
- disappointed*
- excited
- relieved

What details from the text helped you choose this answer? (Team talk rubric)

100 points = *I think Lupe is disappointed because she does not even recognize her father. She has dreamed about meeting her father again, and has imagined what it would be like. But she always pictured her father as she last saw him. Now he is overweight and has a broken leg. On page 101, she has to ask if it's really him.*

90 points = *I think Lupe is disappointed because she does not even recognize her father.*

80 points = *She doesn't recognize him.*

3. How does Lupe's point of view affect how she feels about Margie using a nickname? How is this different from Margie's perspective about her name? (Write-On) |PV| (Team Talk rubric)

100 points = *Lupe's point of view affects how she feels about Margie using a nickname because she wants Margie to use her full name, Margarita. She feels that it is a beautiful name. She thinks that Margie should just teach others to say it correctly and laugh when they try to tease her. Margie shortened her name to stop kids from teasing her. Margie sounds more American than Margarita.*

90 points = *Lupe's point of view affects how she feels about Margie's nickname because she wants Margie to use her full name. Margie shortened her name to stop kids from teasing her.*

80 points = *Margarita is a beautiful name. Margie shortened it to stop kids from teasing her.*

TEAM TALK EXTENSION

Team Talk Discussion

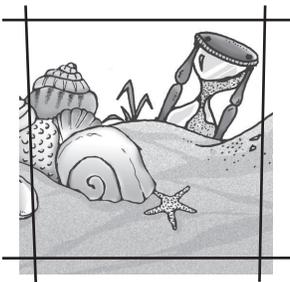
- ask students if they understood or enjoyed the reading
- reinforce use of the skill

4. How has Margie’s opinion about speaking Spanish changed since the beginning of the book? |CC| (Team Talk rubric)

100 points = *Margie’s opinion about speaking Spanish has changed since the beginning of the book because she uses Spanish more often now. In the beginning, she didn’t want to speak Spanish, even to help Lupe. Now she uses Spanish words and phrases more often. On page 98 she even gets upset with herself for not using the correct form for a word.*

90 points = *Margie’s opinion about speaking Spanish has changed since the beginning of the book because she uses Spanish more often now.*

80 points = *She uses Spanish words and phrases more often.*



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

- Choose a partner to read first.
- Begin reading.
- Listening partner:
 - When did the reader stop?
 - How many words did the reader miss?
 - Did the reader meet the rate goal?
- Use the Fluency rubric to share feedback with the reader.
- 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.

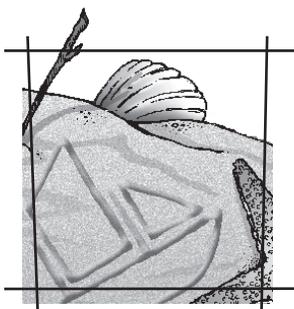
- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

Student Edition, page 7.

Pages 97 and 98 (ending at paragraph 1)

- Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.

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



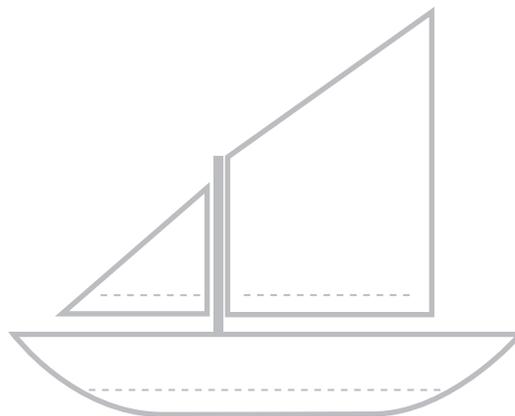
WORD POWER **TP**

Timing Goal: 10 minutes

tps

- Tell students that Captain Read More has sent another message. Display the Word Treasure clue.
- Use **Think-Pair-Share** to have students tell what they think the Word Treasure clue means. Randomly select a few students to share.

Blackline master provided.



- Reveal the Word Treasure (skill).

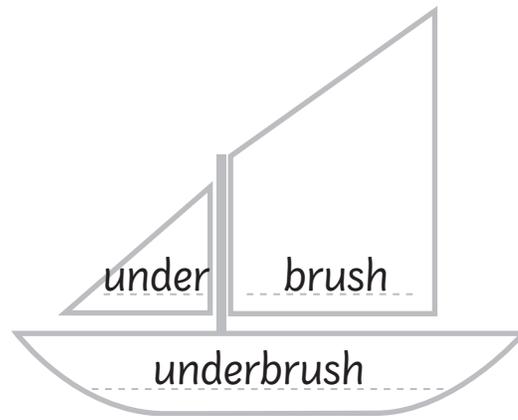
Display the Word Treasure.

Word Treasure

Sometimes words start with prefixes.

If you're having trouble reading a word like this, read the base word first, then the prefix, and then read the whole word.

- Write “underbrush” on the bottom of the boat. Use **Think-Pair-Share** to have students divide the prefix from the base word. Randomly select a few students to share. Write the prefix and the base word on the appropriate sails as students respond.



- Use the word parts written in the sails to pronounce underbrush, and have students say the word with you.
- Explain that prefixes can sometimes help us define a word. Explain that the prefix *under-* in a word can mean below or beneath, lower in grade, of lesser amount, or not enough.
- Use **Team Huddle** to have students discuss the meaning of *underbrush*. Use **Random Reporter** to select students to share responses. Explain that the word brush in this instance refers to plant life, such as bushes and shrubs if needed. *Below or beneath the bushes.*
- Tell students to be on the lookout for a word with the prefix under- in their vocabulary list.
- 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, pages 8 and 9.

SKILL PRACTICE

Write each word in your journal. Then write the prefix and base word. Draw a sailboat if you need help.

1. underarm	<i>under + arm; the area beneath your arm, your armpit</i>
2. undercooked	<i>under + cook; not cooked enough</i>

BUILDING MEANING

savoring	substitute	urgency	rattled
fallible	understudy	lulling	decked

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

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

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

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

3. Draw a picture to show your understanding of the word decked.

(Answers may vary.) The picture and explanation of the picture should support a clear understanding of the word.

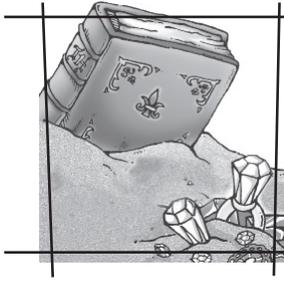


- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration 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 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: *fallible* page 111 and *understudy* page 118.



- 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.

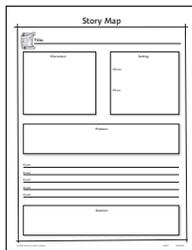
Listening Comprehension

- Use **Team Huddle** to have students review what they read yesterday in *Dancing Home*. Use **Random Reporter** to select students to share. *Lupe’s father shows up at Margie’s home. Lupe does not recognize him at first—he is heavier than when he left her in Mexico, and his leg is broken. Her father has not had an easy time since moving to the United States.*
- Read pages 104–109 aloud, stopping to ask questions, make points, or focus students’ attention as needed.
- Use a **Think Aloud** to model identifying how the point of view of Margie influences how she experiences the events in the story.



Let me think about what I read in this passage and how Margie’s point of view influences how she experiences events in the story. Lupe’s father has been staying with her family for a few weeks while his leg heals. Even though Lupe’s father, Juan, is her uncle, she feels a lot of anger toward him. He doesn’t acknowledge that he hurt Lupe by leaving her years ago. Lupe doesn’t say that she is hurt, but Margie can tell. From Margie’s point of view, Lupe’s father has been a bad father. Margie feels so strongly about this that she confronts him about it, telling him the things that Lupe is too afraid or shy to say to him. Margie believes he needs to know this so that he can stop hurting Lupe.

Blackline master provided.



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

Characters: Lupe’s dad (Juan)

Event: Lupe learns that he has another family in Texas.

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

Strategic readers ask questions as they read. They can ask Right There questions which are answered by rereading the text or Think questions which are answered with a combination of reading the text and the reader’s background knowledge. Today I am going to ask the question, “Why does Margie feel so much anger towards Lupe’s father?” This is a Think question because the answer can be found within the text and the reader’s background knowledge. We know that Lupe’s father had not been in Lupe’s life. After her parents divorced, he moved away and didn’t keep in touch. Lupe never talked about her father and how she felt about him leaving her. As Margie got to know Lupe, she learned that Lupe was hurt but never told anyone how she felt. Margie felt the need to speak to Juan because she felt it would take a lot off her chest about how she felt also.

- Remind students that they will continue think about how the point of view of the characters affects how they experience events in the story as they read *Dancing Home* this cycle.

Preview Team Talk

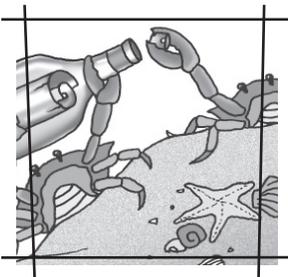
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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 9.

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. How would you describe the mood of the story when Juan asks Lupe if she would like to move to Texas with him? |MD|
 - a. upset
 - b. delighted
 - c. calm
 - d. confused

How does the author show this mood in this part of the story?
(Team Talk Rubric)
3. How do Margie and Lupe react to Juan’s suggestion that Lupe moves to Texas with him? How do their points of view affect their response to this suggestion?
(Write-On) |PV| (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 110–116 (paragraph 2) aloud with partners.

pages 116 (paragraph 3)–120 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

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. How would you describe the mood of the story when Juan asks Lupe if she would like to move to Texas with him? |MD|
 - a. upset
 - b. delighted
 - c. calm
 - d. confused

How does the author show this mood in this part of the story?
(Team Talk Rubric)

100 points = *The author shows the upset mood with the dialog in this part of the story. Margie and Lupe cry out and they alternate saying things to Margie's parents and Juan. They both switch between speaking in Spanish and English. The author describes that they are both crying and laughing at the same time. This helps me see how they are upset.*

90 points = *The author shows the upset mood with the dialog in this part of the story.*

80 points = *Through the dialog.*

3. How do Margie and Lupe react to Juan's suggestion that Lupe moves to Texas with him? How do their points of view affect their response to this suggestion? (Write-On) |PV| (Team Talk rubric)

100 points = *Margie and Lupe react to Juan's suggestion that Lupe moves to Texas with him by both saying no and crying. From Lupe's point of view, she has a new family with Margie, her aunt, and her uncle. She is learning English and has friends at school. She says she does not want to start over again. From Margie's perspective, Lupe has become like a sister to her. She doesn't feel that Lupe should have to give up her new life with them.*

90 points = *Margie and Lupe react to Juan's suggestion that Lupe moves to Texas with him by both saying no and crying. Lupe has a new family with Margie, her aunt, and her uncle. To Margie, Lupe has become like a sister.*

80 points = *They both say no and cry. Lupe has a new family and does not want to start over again. She is like a sister.*

Team Talk Discussion

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

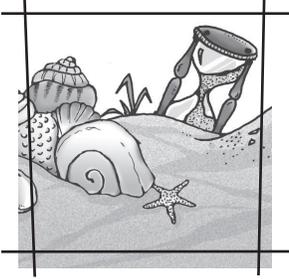
TEAM TALK EXTENSION

4. What does Juan do after Margie questions him? |SQ| (Team Talk rubric)

100 points = *After Margie questions him, Juan decides to talk to Lupe. He tells Lupe that he is sorry for being a bad father and a bad husband. Juan wants Lupe to learn from his mistakes and not be angry so that she can do better than him.*

90 points = *After Margie questions him, Juan decides to talk to Lupe.*

80 points = *He talks to Lupe.*

FLUENCY IN FIVE **TP**

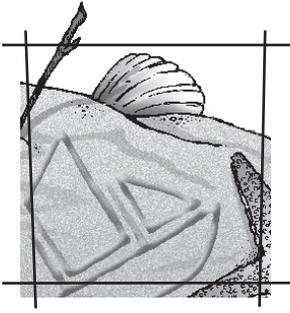
Timing Goal: 5 minutes

- 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 7.

Pages 97 and 98 (ending at paragraph 1) or page 110 (paragraphs 1–4)

- 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.

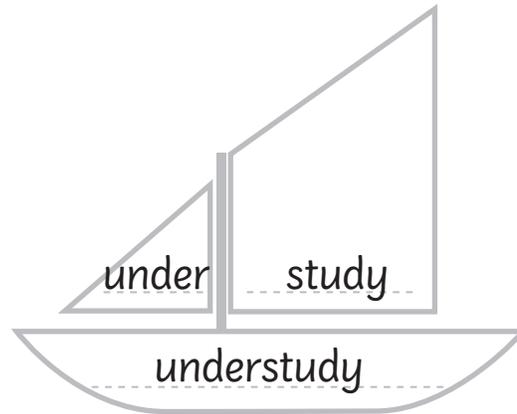


WORD POWER **TP**

Timing Goal: 10 minutes

tps

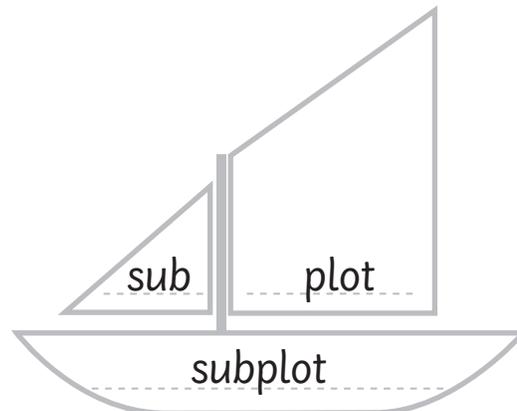
- Remind students of the Word Power skill (prefix and base word) and, if necessary, the Word Treasure clue Captain Read More uses (little sail and big sail). Have students identify the prefix they are working with. *The prefix under-*.
- Use **Think-Pair-Share** to have students look at their vocabulary words and find a word with the prefix *under-*. Randomly select a few students to share. *The word understudy.*
- Display a prefix and base word sailboat. Write “understudy” on the bottom of the boat. Write “under” on the small sail and “study” on the big sail.



th



- Display the sail clue, and write the word “subplot” in the bottom of the boat.
- Use **Team Huddle** to have students identify the base word and the prefix. Use **Random Reporter** to select students to share. Write “sub” on the little sail and “plot” on the big sail.



- Explain that *sub-* is another prefix and that in a word it often means under, below, beneath, or secondary.
- Use the word parts to say the word. Have students say the word with you.

- Use **Team Huddle** to have students identify a word from their vocabulary list that contains the prefix *sub-* and how the prefix helps them understand the meaning of the word. Use **Random Reporter** to select students to share. *The word substitute. A substitute is someone or something that takes the place of another. They are secondary to the main thing, like a substitute teacher.*
- Point out that the word *substitute* does not work well with the boat clue because the base word comes from Latin, *statuere*, and is not easily recognized.
- 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, pages 9 and 10.

SKILL PRACTICE			
Write each word in your journal. Then write the prefix and base word. Draw a sailboat if you need help.			
1.	subway	<i>sub + way; a way under, an underground train</i>	
2.	underfoot	<i>under + foot; beneath your feet</i>	
BUILDING MEANING			
savoring	substitute	urgency	rattled
fallible	understudy	lulling	decked
3. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday. 100 points = <i>The sentence uses the word correctly and includes details to create a mind movie.</i> 90 points = <i>The sentence uses the word correctly and includes one detail.</i> 80 points = <i>The sentence uses the word correctly.</i>			
4. Davon was <u>savoring</u> his first taste of the sugary snowcone on the hot summer day. <i>Savoring</i> means—			
a. disgusted by.			
b. inhaling.			
c. enjoying.			
d. forgetting.			

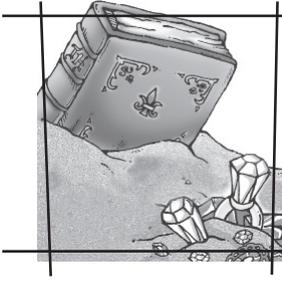
- Use **Random Reporter** to check responses on the skill-practice items.

- 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 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: *lulling* page 130 and *decker* page 133.



- 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.

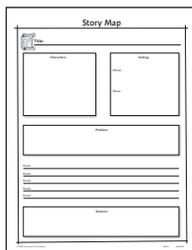
Listening Comprehension

- Use **Team Huddle** to have students review what they read yesterday in *Dancing Home*. Use **Random Reporter** to select students to share. *After he heals, Lupe’s father Juan asks if Lupe would like to move to Texas with him. Lupe and Margie both say no. Mrs. Rodriguez asks Margie to continue dancing with the group and to attend the dress rehearsal, even though she won’t have a costume.*
- Read pages 121–125 (paragraph 2) aloud, stopping to ask questions, make points, or focus students’ attention as needed.
- Use a **Think Aloud** to model identifying how the point of view of Margie influences how she experiences the events in the story.



Let me think about what I read in this passage and how Margie’s point of view influences how she experiences events in the story. A package arrives at the house and Margie explains to the delivery person that it is Lupe’s folklórico dress. The delivery person asks Margie what color her dress will be, and Margie responds that she doesn’t have one because she’s not Mexican. The delivery girl interrupts her saying, “I never knew you needed to be Mexican to dance folklórico.” Margie’s point of view about not being Mexican causes her to continue thinking she can’t take part in cultural events. Meanwhile, an American who must not be Latina tells her that she wants to learn folklórico for fun.

Blackline master provided.



- Display a sample story map. Model adding supporting details from the Listening Comprehension selection to the story map.

Event: Dolores sends both Lupe and Margie dresses for the folklórico dance for Cinco de Mayo.

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

I am going to summarize the text that we have been reading. Remember, good readers summarize to keep track of what they have read and to better understand the text. Summaries are composed of only the most important information from the text. To summarize today’s reading, I can say that Margie is excited for Lupe to be part of the folklórico dance for Cinco de Mayo. Margie and Lupe are anxiously waiting for her dress to arrive all the way from Mexico. Margie feels that she can’t take part in folklórico because she isn’t Mexican. Margie, her mom and Lupe eagerly open the package and see two beautiful dresses in there. The second dress is for Margie and is white with red and blue ribbons.

- Remind students that they will continue think about how the point of view of the characters affects how they experience events in the story as they read *Dancing Home* this cycle.

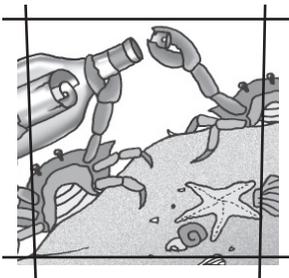
Preview Team Talk

- 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 10.

TEAM TALK

1. Use information from your graphic organizer to write a summary of *Dancing Home* so far. |SU| (Summarizing rubric)
2. Read the following passage.
 "...she felt the music sweeping her along, a white margarita decked with red and blue, blossoming more fully with each step of her Mexican dance."
 What type of figurative language is this an example of? |FL|
 - a. simile
 - b. personification
 - c. hyperbole
 - d. metaphor
3. How does Margie's point of view affect how she experiences Lupe's reading of "A Margarita" during the Cinco de Mayo celebration? (**Write-On**) |PV| (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 125 (paragraph 3) and 129 (paragraph 3) aloud with partners.

pages 129 (paragraph 4)–133 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 graphic organizer to write a summary of *Dancing Home* 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. Read the following passage.

“...she felt the music sweeping her along, a white margarita decked with red and blue, blossoming more fully with each step of her Mexican dance.”

What type of figurative language is this an example of? |FL|

- a. simile
- b. personification
- c. hyperbole
- d. *metaphor*

3. How does Margie’s point of view affect how she experiences Lupe’s reading of “A Margarita” during the Cinco de Mayo celebration? **(Write-On)** |PV| (Team Talk rubric)

100 points = *Margie’s point of view affects how she experiences Lupe’s reading of “A Margarita” because she hears how musical Spanish can sound and enjoys it. Margie had been avoiding speaking Spanish for years, and only started speaking it more often because of Lupe. She even recognizes the story as Lupe reads, so she understands Spanish better than she did earlier in the text.*

90 points = *Margie’s point of view affects how she experiences Lupe’s reading of “A Margarita” because she hears how musical Spanish can sound and enjoys it.*

80 points = *She hears how musical Spanish can sound after avoiding speaking it for years.*

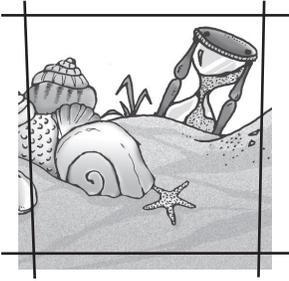
TEAM TALK EXTENSION

4. Do you think Lupe has been planning what happens at the Cinco de Mayo celebration as a surprise for Margie? Support your thinking with evidence from the text. |DC| (Team Talk rubric)

100 points = *Yes, I think Lupe has been planning what happens at the Cinco de Mayo celebration for Margie. She gets Margie involved in folklórico dancing, and she probably asked her mother to make Margie a dress. She knew Margie would dance in her place at the celebration. She is also the person who tells Margie about the poem “A Margarita.” I think Lupe wants to thank Margie for becoming close to her, and she wants to remind Margie of the best parts of their Mexican heritage.*

90 points = *Yes, I think Lupe has been planning what happens at the Cinco de Mayo celebration for Margie. She gets Margie involved in folklórico dancing.*

80 points = *Yes. She got Margie into folklórico dancing.*



FLUENCY IN FIVE **TP**

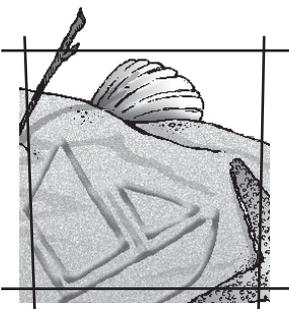
Timing Goal: 5 minutes

- 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 7.

Pages 97 and 98 (ending at paragraph 1), page 110 (paragraphs 1–4), or 129 (paragraphs 1–3)

- 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

- Remind students of the Word Power skill (prefix and base word).
- Use **Think-Pair-Share** to ask students what the prefixes *under-* and *sub-* at the beginning of a word can tell them about the word's meaning. Randomly select a few students to share. *Below, beneath, secondary.*
- Display the Word Power Challenge. Tell students that they will work in teams to read the sentences, concentrating on the underlined words.

Preparation: Display the Word Power Challenge

Word Power Challenge

The dogs rescued from the empty lot were undernourished after living off of whatever scraps of trash they could find.

If you live in a subarctic area, such as parts of Alaska and Canada, you will experience slightly longer and warmer summers than living directly at the North Pole.



- Use **Random Reporter** to select students to read each sentence orally, identify the prefix and base word and give its meaning. *Under + nourished: not well fed; sub + arctic: below the arctic or North Pole, south.*
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition, pages 10 and 11.

SKILL PRACTICE

Write each word in your journal. Then write the prefix and base word. Draw a sailboat if you need help.

1. submarine *sub + marine; below water, a ship that travels under water*
2. undersecretary *under + secretary; a secretary lower in rank to another*

BUILDING MEANING

savoring	substitute	urgency	rattled
fallible	understudy	lulling	decked

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

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

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

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

4. Choose the word that best completes the sentence.

“Come look at this!” Leisha said with urgency when she spotted some foxes playing in the yard.

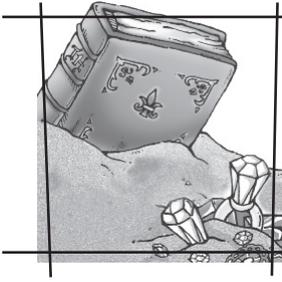
- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration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



In yesterday's reading, Margie began to accept that she can be both American and Mexican. Today we will find out how Margie answers some of the questions she has been thinking about over the course of the story.

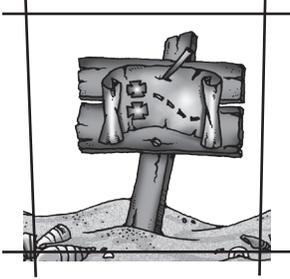
Vocabulary **TP**

- 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 point of view.

- 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.

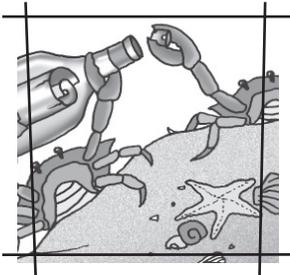


TEST

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	
INDEPENDENT STRATEGY USE	<ul style="list-style-type: none"> • How did you resolve a sticky note? • Describe your strategy use with the team.
SKILL-QUESTION DISCUSSION	<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.

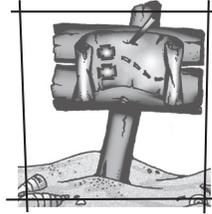


- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.
- Use information from student tests to plan modeling and/or Think Alouds for the next lesson that will build upon the skills 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 134–137 of *Dancing Home*, and answer the following questions. The total score for comprehension questions equals 100 points.

30 points

1. What does Margie fear will happen if she gets close to Lupe? |CE| (Team Talk rubric)

30 points = *Margie fears that she will be teased again if she gets close to Lupe. When Margie first moved, she was teased about her name and her Mexican heritage. This caused her to want to be as American as possible. She is afraid Lupe will remind everyone that she has Mexican heritage.*

25 points = *Margie fears that she will be teased again if she gets close to Lupe. She is afraid Lupe will remind everyone that she has Mexican heritage.*

20 points = *She will be teased again.*

2. What lesson has Margie learned from her experiences in this story? Support your thinking. |TH| (Team Talk rubric)

30 points = *Margie says she has learned the lesson that good things can come with change. When Lupe first arrived, it changed her family. Margie could not ignore her Mexican heritage at school, and her parents began speaking Spanish more often. Margie felt left out at home. But now she and Lupe are like sisters, and she has enjoyed learning more about her Mexican heritage. She feels better about herself.*

25 points = *Margie says she has learned the lesson that good things can come with change.*

20 points = *Good things can come with change.*

30 points

3. Which of the following best states a difference Margie realizes she will always have from her parents? |CC|

- They will always be older and taller than her.
- They will always be more Mexican than American.
- They will always speak Spanish better than English.*
- They will always love Lupe more than she does.

30 points

4. How has Margie’s point of view on being both Mexican and American changed? How does this affect the final writing project she has been working on? **(Write-On)** |PV| (Team Talk rubric)

30 points = *Margie’s point of view on being both Mexican and American has changed because now she believes it is something she can be proud of. Lupe has showed her that she doesn’t have to be ashamed of her heritage. Being Mexican is as important as being American. This affects her final writing project because she writes about her family and how they are a blend of Mexican and American culture.*

25 points = *Margie’s point of view on being both Mexican and American has changed because now she believes it is something she can be proud of. She writes about her family and how they are a blend of cultures.*

20 points = *Being Mexican and American is something she can be proud of. She writes about her family.*

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 on your paper. Then write the prefix and base word. Draw a sailboat if you need help.

- | | |
|----------------|---|
| 1. underpaid | <i>under + paid; not paid well or enough</i> |
| 2. subheading | <i>sub + heading; a heading below a main heading</i> |
| 3. subfreezing | <i>sub + freezing; below freezing, below the freezing point</i> |
| 4. undercoat | <i>under + coat; a coat or layer below another</i> |

10 points each

Building Meaning

savoring	substitute	urgency	rattled
fallible	understudy	lulling	decked

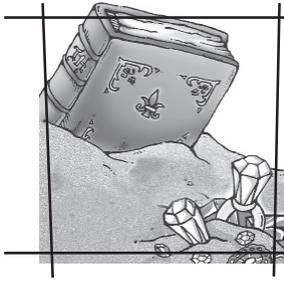
5. Write a meaningful sentence for the word *substitute*.

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. “Please be quiet and line up quickly!” Ms. Campanello said with urgency as the fire alarm sounded throughout the school.
7. The school cafeteria was decked with hay bales, pumpkins, and cornstalks for the fall festival. *Decked* means—
 - a. *decorated*.
 - b. *sparse*.
 - c. *empty of*.
 - d. *attacked*.
8. “I admit that I am fallible and I made a mistake in writing your test, so that question will not count,” Mr. Fuss said.
9. “I’m just savoring the smell of your delicious chili before I eat it, Abuelita,” Diego said. *Savoring* means—
 - a. *hating*.
 - b. *admiring*.
 - c. *smelling*.
 - d. *enjoying*.
10. The warm temperature and quiet chirping of frogs were lulling me to sleep on our camping trip.
11. We saw the understudy to the main actor perform in the play because the main actor had lost his voice.
12. Yolanda rattled off the names of the girls in her class, hoping one sounded familiar to her brother, who couldn’t remember which one called her.



DAY 6

ACTIVE INSTRUCTION

Timing Goal: 5 minutes

Two-Minute Edit **TP**

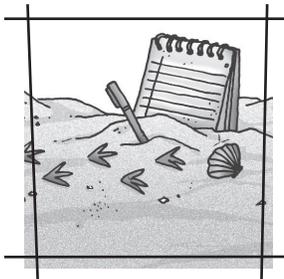
- Display and have students complete the Two-Minute Edit to start the class.
- Identify a frequently occurring grammatical or mechanical problem from the students' writing.
- Prepare a sentence that illustrates the problem (with no more than four errors).
- Display the sentence, and indicate the number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

Two-Minute Edit

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



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



ADVENTURES IN WRITING

Timing Goal: 85 minutes

Suggested timing:

Planning: 20 minutes

Drafting: 20 minutes

Team Discussion: 20 minutes

Class Discussion: 25 minutes

- Introduce the activity.

Remember that today you will write about something you are passionate about.



- 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 11.

WRITING PROMPT

What is something you are passionate about? Create a writing product that tells your classmates about something that is important to you.

Student Edition Writing Guide contains no point values.

WRITING GUIDE

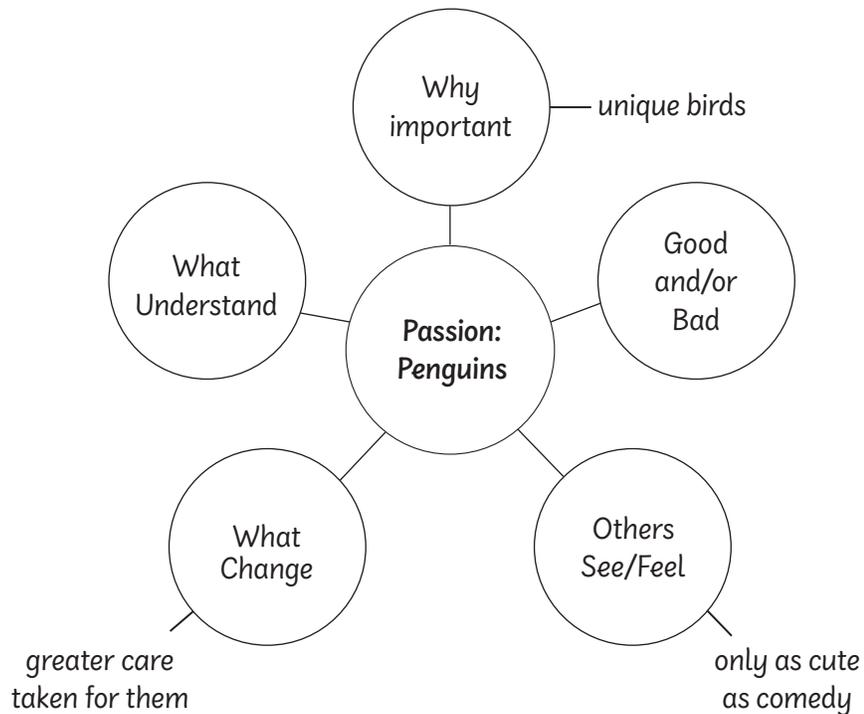
IDEAS	<ul style="list-style-type: none"> Clearly introduces ideas, a topic, or a story and supports it with details. 	30 points
ORGANIZATION	<ul style="list-style-type: none"> Has a clear beginning that introduces the topic or story. The middle has details that support the topic or moves the story forward.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

- 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.
- Point out that in *Dancing Home*, Margie’s teach did not set a particular format for their writing product.

Miss Jones did not set down a specific format for her students’ writing products. She gives the class a few ideas, such as short essays, poems, or letters to themselves to read at a future date. These are a few formats you can consider for your writing project. And while Miss Jones didn’t set a format, she did have some requirements. She wanted students to tell why that topic was important to them, to explain the good sides and/ or bad sides of their topic, how others view their topic, what could be changed about their topic, and what others should understand about their topic. You can choose any format for your writing, such as a letter, journal, poem, or essay. Your product must answer the following questions: Why is this topic important to you? What is good and/ or bad about your topic? How do others see or feel about your topic? What would you like to see change about your topic? What do you want others to understand about it? Be sure to use proper spelling and grammar appropriate to your project format.

- Review different writing formats with students if needed.

Let’s briefly review some possible writing formats you might choose. Letters generally begin with “Dear X” and end with “Sincerely, X,” or “Yours truly, X.” Poems can take almost any form, but think of how you can creatively share your information. Can you use similes, metaphors, rhyme, alteration, onomatopoeia to help talk about your passion? Essays are more formal. They

should have an introductory sentence, a body that shares the important information, and a good conclusion.

- 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	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

- 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 that they can help their partners create stronger writing projects by making sure they cover all the parts in the rubric.

Sometimes we miss details when we're writing. One of the best ways you can help your partner have a strong writing project is to make sure they've covered all of the parts of the rubric in their writing. If a detail is missing or could use more explanation, you should let your partners know.

Blackline master provided.

- Display the following first paragraph based on the graphic organizer. Ask a volunteer to read the paragraph aloud to the class.

Penguins.

Not just cute tuxedoed birds
 But unique swimming machines.
 Their health tells us about the oceans' health.
 They are fed by the ocean
 And are food for the ocean.
 They are losing their sea ice homes,
 And coastal nesting grounds.
 Human activity causes the most danger.
 Ships, oil, out of control pets,
 All threats.
 Greater care should be taken for these flightless friends
 So we can continue enjoying
 Their silly waddling.

- Use **Think-Pair-Share** to ask students to review this poem compared to the rubric to identify whether the author has covered all parts of the rubric. Randomly select a few students to share.

This student chose to write a poem about their passion, penguins. Have they covered all the parts of the rubric? Wait for students' responses. *No. They don't mention how others view their topic. That's a good catch. The author needs to explain better how other people see or feel about their project. They should look back at their graphic organizer to see if they missed a piece of information, and add it in during Editing.*

- 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?

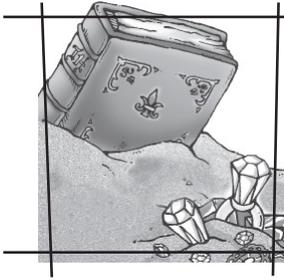


- Use **Random Reporter** to select a few students to share responses.
- Award points to teams whose writing projects meet the criteria. Record these points on the team poster.

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?



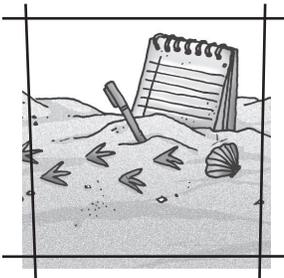
DAY 7

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.
- Display the edited poem for students. Read the poem aloud for students.

Blackline master provided.

Penguins.

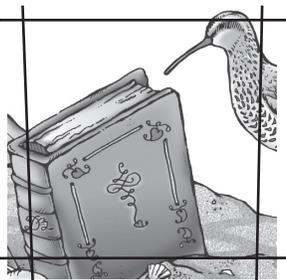
Not just cute tuxedoed birds
 But unique swimming machines.
 Their health tells us about the oceans' health.
 They are fed by the ocean
 And are food for the ocean.
 They are losing their sea ice homes,
 And coastal nesting grounds.
 Human activity causes the most danger.
 Ships, oil, out of control pets,
 All threats.
 Greater care should be taken for these flightless friends
 So we can continue enjoying
 Their silly waddling.



- Use **Team Huddle** to have students identify whether the author has made corrections and added missing information to the poem. Use **Random Reporter** to select students to share.

We identified that the author need to add information about how others see or feel about their passion. Have they added this into their poem? Wait for students responses. *Yes. They added a line that says that penguins are not just cute sources of comedy as many see them. They are saying that other people might just think penguins are cute and nothing else.* **Good. Thanks to your help, this student is now covering all parts of the rubric in his or her writing.**

- 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.

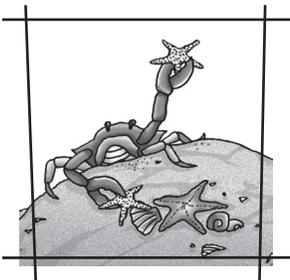


Class Discussion

- 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

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.

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

Team Cooperation Goal

- Set the team cooperation goal for the next cycle based on your class's needs or use **practice active listening**. 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?

Point of View and Perspective

Point of View		
Who is telling the story?		
1st person	2nd person	3rd person
Told by a character in the story.	Told by a narrator that is in the story.	Told by a narrator that is NOT in the story.
Look For:	Look For:	Look For:
I, me, we	you, your, yours	he, she, names of characters
Perspective		
A unique way of seeing something. What makes people view the same experience in different ways?		
Character	Author	Reader
What the character says, thinks, feels, or does.	The way the author describes characters, settings, and events.	The reader might agree or disagree with a character or author's perspective.

Two sides of the Story

From behind my house
I saw

An animal with an
enormous jaw.

It held its head up to
the air

And for just a moment,
I swear

It blocked out the sun,
and so I screamed,

Its teeth as long as
daggers it seemed.

With a brand new ball
in tow,

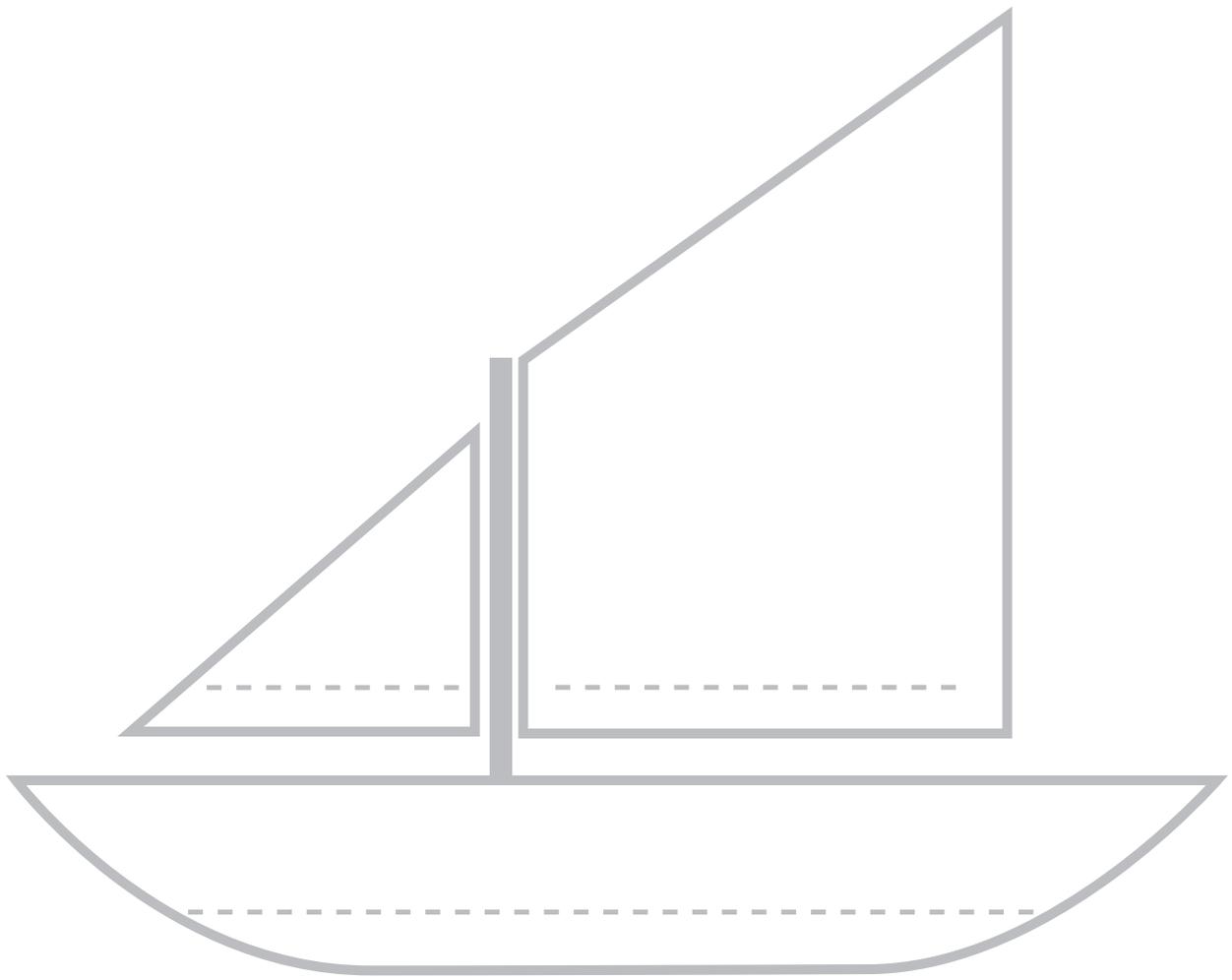
I searched for a new friend
to show.

I came upon one
such chum,

But my appearance caused
quite a scrum.

I did not mean to be such
a fright,

I hope she realizes my
looks are scarier than
my bite.



Penguins

Not just cute tuxedoed birds

But unique swimming machines.

Their health tells us about the oceans' health.

They are fed by the ocean

And are food for the ocean.

They are losing their sea ice homes,

And coastal nesting grounds.

Human activity causes the most danger.

Ships, oil, out of control pets,

All threats.

Not just cute sources of comedy as many see them.

Greater care should be taken for these flightless friends

So we can continue enjoying

Their silly waddling.

Story Map



Title: *Dancing Home, cycle 2*

Characters:

Margie	Margie's mom (tía Consuelo)
Lupe	
Miss Jones	Margie's dad (tío Francisco)
Liz	Camille
John	Mrs. Rodriguez
Peter	
Lupe's mom (Dolores)	Lupe's dad (Juan)

Setting:

Where: California, Mexico

When: 5th grade school year

Problem:

Margie has tried to hide her Mexican heritage so she can fit in at school, but Lupe coming to live with her family brings it back.

Event: Camille's family invites Margie and Lupe to visit the Discovery Kingdom park. Margie learns that half of Camille's family is Latino.

Event: Mrs. Rodriguez asks Margie to be an understudy folklórico dancer for the Conco de Mayo show. Margie enjoys learning the dances.

Event: Lupe's father shows up at Margie's family's house. His leg is broken. Lupe learns that he has another family in Texas.

Event: Juan is leaving for Texas and asks Lupe to come with him. She and Margie cry and say that she belongs in California with Margie's family.

Event: Dolores sends both Lupe and Margie dresses for the folklórico dance for Cinco de Mayo.

Solution:

Margie learns that she can be proud to be both Mexican and American.

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 4 / *Dancing Home*

Reading: *Literature*

Key Ideas and Details

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Craft and Structure

Assess how point of view or purpose shapes the content and style of a text.

Reading: *Foundational Skills*

Phonics and Word Recognition

Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Writing

Text Types and Purposes

Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

Language

Vocabulary Acquisition and Use

Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*).

