

Save the Animals

Written by Robert E. Slavin and Richard Gifford
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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:

Save the Animals

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INFORMATIONAL (7 DAY)

Save the Animals

Written by Robert E. Slavin and Richard Gifford

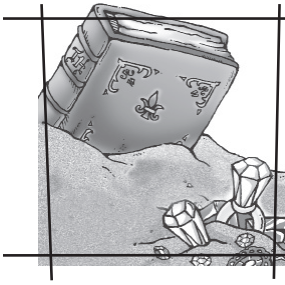
Summary

Animals around the world are endangered for various reasons. However, you don't have to be a scientist or a lawmaker to help save these animals. There are many ways that people can help protect animals and keep their environments safe.

Instructional Objectives

	READING	WORD POWER	WRITING
CYCLE 1	Author's purpose (AP)	Homographs	Write an answer to a research question.
	Students will identify the authors' purpose for writing and select examples that support the authors' intended purpose	Students will recognize homographs and identify their meanings based on context	Students will write at least one paragraph with the answers to their research question about endangered animals.

Teacher's Note: This book contains a glossary and an index. Point out to students that the bold words in the text can be found in the glossary.



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

Why do you think scientists study animals?



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

Team Cooperation and Achievement Goal

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

Set the Stage

- Introduce the text, author, and reading objective.

Today we will read *Save the Animals* by Robert E. Slavin and Richard Gifford. As we read, we'll identify the authors' purpose in writing this text and select examples that support their purpose. Good readers think about an author's purpose so they better understand an informational text and why it was written.

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



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

I know that the first step in the TIGRRS process is to identify the topic of the text, or what the text is about. A good way to figure out the topic is by paging

through the text and looking at text features. It is also helpful to see if any words are repeated. Let me look through the text now. Model how to page through the text. I see the word *endangered* repeated many times. I also see the phrase “endangered animals.” I see many pictures of different animals. I think the topic is animals that are in danger.

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- Use the items below to build or activate background knowledge about the text.
 - Use **Think-Pair-Share** to have students identify some endangered animals, and randomly select a few students to share.
 - Use **Team Huddle** to have students explain why glaciers, forests, and reefs are in danger, and use **Random Reporter** to select students to share
 - Use **Think-Pair-Share** to have students predict ways that they can help save endangered species, and randomly select a few students to share.
- Tell students the next step of TIGRRS. Use a **Think Aloud** to model identifying the intent of the author.

The second step in TIGRRS is to identify the author’s intent, or the reason the author wrote the text. I said that the topic is animals that are in danger. I think the authors probably wrote this text to explain which animals are in danger and why.

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

Remember that there are a lot of graphic organizers to choose from when we read an informational text. A good way to choose a graphic organizer is to page through the text again to see how the text is organized. I see that some pages have questions at the top written in large capital letters. Other pages have smaller headings. The headings are probably the main ideas of those pages, and there will probably be more information about these ideas on the pages that give details. When there are main ideas and details, the best graphic organizer to use is an idea tree. Display an idea tree. I will write “Endangered Animals” in the box that says “Topic” at the bottom. In the circles at the ends of the branches, I will write main ideas. On the smaller lines coming out of the circles, I will write details that tell more about the main ideas. An idea tree will help us keep track of the most important information as we read.

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

Vocabulary **TP**

- Display the vocabulary words.
- Have students rate their knowledge of each word. Remind students that they can say they know a word when they can read it, define it, and use it in a meaningful sentence.

- + Think they know the word
- ? Not sure if they know the word
- Ask teams to have teammates make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Introduce the vocabulary words by modeling the identification strategy and then completing a “My Turn, Your Turn,” modeling the use of the pronunciation strategies and correcting pronunciations when necessary.
- Have students review the vocabulary words with their partner. Ask them to use the vocabulary words in new, meaningful sentences, if possible, rather than reading the sentences provided. **SR**
 - Assign partners as either speaker or coach to review the vocabulary words.
 - Teach or model this student routine as necessary. Remind students that only the coach should look at the vocabulary chart.
 - Have students begin.

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



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

Finding Your Words
<ul style="list-style-type: none"> • Find a vocabulary word in your reading. • Write the word and the page number where you found it in your journal. • Share with your team during vocabulary practice or on test day.
Vocabulary Vault
<ul style="list-style-type: none"> • Listen for your vocabulary words. • Write down the word and the sentence you read or heard it in. • Put the voucher in the Vocabulary Vault in class. • Successfully explain the word to earn team celebration points. • Write the word on your team score sheet.

Student Edition, page 1.

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

WORD AND PAGE NUMBER	IDENTIFICATION STRATEGY	DEFINITION	SENTENCE
population page 10	chunk: pop-u-la-tion	group that lives somewhere	China is the largest country in the world and has a <i>population</i> of more than one billion.
reduced page 11	base word + ending: reduc(e) + ed	made smaller	The Earth Club's weekly cleanup <i>reduced</i> the amount of litter on the beach
drained page 12	base word + ending: drain + ed	got rid of water	Skylar <i>drained</i> the water from the pot of pasta before serving it
release page 23	chunk: re-lease	let go	Mr. Tomkins did not <i>release</i> Casey's hand until they crossed the busy street.
aware page 23	chunk: a-ware	know about something	"I wasn't <i>aware</i> that soccer practice was going to run late," Marcel's mom said.
provide page 24	chunk: pro-vid(e)	give	Ms. Ling is in charge of refreshments and will <i>provide</i> a snack for the meeting.
ignoring page 25	base word + ending: ignor(e) + ing	not paying attention to	"I am <i>ignoring</i> you because you are calling out instead of raising your hand," Mr. DiMera told Kalani.
research page 27	chunk: re-search	study to learn more	Jamar decided to <i>research</i> Saturn for his project because he did not know much about that planet.

Using the Targeted Skill

Introduction and Definition

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

For this cycle, we will focus on the authors' purpose for writing this text. Understanding why the authors wrote this text and what they want readers to learn will help us as we read the text.

Blackline master provided.

- Display the author's purpose anchor chart.

Author's Purpose	
Why do authors write?	
Explain	The author writes in steps.
Inform	The author gives information about a topic.
Describe	The author uses senses to tell about a topic.
Entertain	The author writes something the reader will enjoy.
Persuade	The author tries to convince the reader of something.

- Explain that the author's purpose differs depending on the type of text that an author writes.

An author's purpose for writing is different for different kinds of informational text. For example, think about the different types of writing in a newspaper. A news reporter writes an article to inform his or her readers, but a columnist writing for the opinion section wants to convince the readers that the writer's point of view is correct.

- Blackline master provided.
- Display the following passage, and read it aloud to students.

It is tempting to sometimes just throw things away. But before you do, consider recycling. When you recycle, you cut down on the amount of waste that goes to landfills. This is because instead of materials being deposited in landfills, they are repurposed, or reused, in some fashion. This also helps to conserve natural resources, such as timber and water, because recycled materials are used instead of raw materials. Using recycled products to manufacture goods also decreases the amount of pollution that is released into the environment. For example, making paper or aluminum from recycled materials is a cleaner, more efficient process—almost 95 percent less energy is used than when manufacturing using raw materials to make the same product. So the next time you're about to toss something in the trashcan, recycle it instead!

- Use a **Think Aloud** to identify the authors' purpose and provide examples that support those purposes.

I need to determine the authors' purpose for this text. I think the authors' purpose is to explain the importance of recycling and to persuade readers to recycle. Good readers look for evidence, or examples, that support an author's purpose and points that the author is trying to make. What are examples that support the authors' purpose? Examples that support the authors' purpose of explaining the importance of recycling include the authors' statement that recycling cuts down on waste in landfills and pollution in the environment. An example that supports that the authors are trying to persuade readers to recycle is that the authors ask readers at the beginning and the end of the text to consider recycling. All the facts that the authors provide about recycling not only inform readers about recycling, but give reasons why recycling is important.

- Tell students that they will identify the authors' purpose and provide examples that support this purpose as they read the text.
- Award team celebration points for good discussions that demonstrate effective teamwork.

Listening Comprehension

- Introduce the text, and remind students that it is informational. Remind them you will use the TIGRRS process as you read.
- Remind students of the Topic, Intent of the author, and the Graphic organizer.
- Tell students that you will start reading the text and applying the skill. Tell them that you will also record the important ideas on the graphic organizer.
- Before you begin reading, point out that a book's introduction helps a reader identify the authors' purpose. Remind students of the author's intent that you determined earlier when completing the second step of TIGRRS.

Save the Animals begins with an introduction to the text. This is very helpful since our focus is author's purpose. Remember that an introduction is the part

of a text that gives readers an idea about what they will read. When we began the TIGRRS process earlier, I said that the authors' intent was to explain which animals are in danger and why. As I read the introduction, I will keep this in mind.

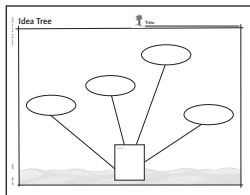
- Read pages 4 and 5 aloud, and use a **Think Aloud** to confirm the authors' purpose.

Reading the introduction helped me learn more about the authors' purpose for writing this text. I thought that it was to explain which animals are in danger and why. After reading the introduction, I learned that the authors will also explain how people are trying to help animals in danger. As I read further, I will look for information that supports this purpose.

- Read pages 6 and 7 aloud, and use a **Think Aloud** to model how to select an example from the reading that supports the author's purpose.

Remember that one of the authors' purposes for writing this text is to inform readers about the reasons why some animals are endangered. Let me see if I can find an example that supports this purpose. The authors share a lot of information about blue whales, which almost became extinct. Many blue whales were hunted and killed for their oil. This is why, for a period of time, there were almost no blue whales left, and this is an example that supports the authors' purpose in writing *Save the Animals*.

Blackline master provided.



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

Topic: Endangered Animals

Main Idea: introduction (pp. 4 and 5)

Main Idea: blue whale (pp. 6 and 7)

- 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.

The text begins with an introduction that defines endangered species. It also explains that scientists are studying these animals and identifying ways that we can save them. Informational texts often have text features that can help me to make a prediction. I am going to look ahead at page 8 since I will be reading that next. The section heading says "Why are species endangered?" Based on this heading, I think that this section is going to be about the causes of endangerment. I can keep this prediction in mind as I continue to read.

- Remind students that they will continue thinking about author's purpose as they read *Save the Animals* this cycle.

Preview Team Talk

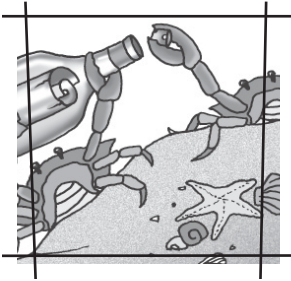
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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 1.

TEAM TALK

1. What prediction did you make about the text before reading? What clues did you use to make this prediction? |PR| (Strategy Use rubric)
2. What problem did animals that lived in the Florida Everglades face, and how was it solved? |PS| (Team Talk rubric)
3. Give one example from today’s reading that supports the authors’ purpose for writing. Support your answer. **(Write-On)** |AP| (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 8–15 aloud with partners.

INFORMATIONAL

Read Aloud

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

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

After Reading

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

Team Discussion TP

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

Team Discussion

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

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

Class Discussion TP

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



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

Answers may vary. Accept reasonable responses.

Strategy Use Discussion
<ul style="list-style-type: none"> • resolve a sticky note • describe team strategy use

Write-On Discussion
<ul style="list-style-type: none"> • read written answers • create a class answer and discuss what makes it good or how to improve it

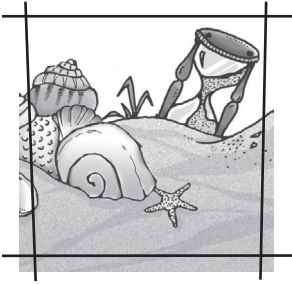
Team Talk Discussion
<ul style="list-style-type: none"> • ask students if they understood or enjoyed the reading • reinforce use of the skill

TEAM TALK

1. What prediction did you make about the text before reading? What clues did you use to make this prediction? |PR| (Strategy Use rubric)
 - 100 points** = *Uses a sticky note, tells what strategy was used to discuss it, and explains how the strategy helped to understand the text.*
 - 90 points** = *Uses a sticky note and tells what strategy was used to discuss it.*
 - 80 points** = *Uses a sticky note to mark a thought.*
2. What problem did animals that lived in the Florida Everglades face, and how was it solved? |PS| (Team Talk rubric)
 - 100 points** = *The problem animals that lived in the Everglades faced was that they did not have places to live. Farmers had drained swamps so that they could grow crops, and this took homes away from the animals. Florida saved the rest of the Everglades from being drained so the animals would still have a place to live.*
 - 90 points** = *The problem animals that lived in the Everglades faced was that they did not have places to live. Florida saved the rest of the Everglades from being drained so the animals would still have a place to live.*
 - 80 points** = *They did not have homes, so Florida saved the rest of the Everglades.*
3. Give one example from today’s reading that supports the authors’ purpose for writing. Support your answer. **(Write-On)** |AP| (Team Talk rubric)
 - 100 points** = *One example from today’s reading that supports the author’s purpose is that the authors write about the reason that there are not many Siberian tigers left. Since these tigers have valuable fur and people hunt these animals illegally, there are only a few hundred left. Siberian tigers are now extinct in China and Korea. They are only found in Russia now.*
 - 90 points** = *One example from today’s reading that supports the author’s purpose is that the authors write about the reason that there are not many Siberian tigers left.*
 - 80 points** = *They explain why there are not many Siberian tigers left.*

TEAM TALK EXTENSION

4. Compare humans and chimpanzees. |CC| (Team Talk rubric)
 - 100 points** = *Humans and chimpanzees seem very different, but Jane Goodall found that chimpanzees also make tools and care for each other. Chimpanzees use stalks of grass to “fish” for termites in mounds. They hug, kiss, and pat each other on the back to show they care about each other.*
 - 90 points** = *Humans and chimpanzees seem very different, but Jane Goodall found that chimpanzees also make tools and care for each other.*
 - 80 points** = *They hug each other and make tools.*



FLUENCY IN FIVE

Timing Goal: 5 minutes

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

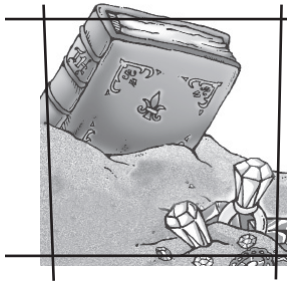
Pages 8 and 9

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

TEAM CELEBRATION POINTS

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

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



DAY 2

ACTIVE INSTRUCTION

Timing Goal: 25 minutes



Big Question

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



- Use **Random Reporter** to select students to share.

Team Cooperation and Achievement Goal

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

Set the Stage

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

Vocabulary **TP**

- Have students review the vocabulary words with their partner. Ask them to use the vocabulary words in new, meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Use **Random Reporter** to check for understanding. Review any words and/or definitions that students need additional support in understanding.
 - Focus on words that appear in the reading for the day if applicable: *release* page 23, *aware* page 23, *provide* page 24, *ignoring* page 25, and *research* page 27.



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

Text Review

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

Listening Comprehension

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

Yesterday we learned some of the reasons why species become endangered. We also read about the different reasons that animals lose their habitats. A scientist named Jane Goodall worked to save chimpanzees since they were in danger.

- Tell students that you will continue to record important ideas on the graphic organizer.
- Read pages 16–18 aloud, and stop to ask questions, make points, and focus students’ attention as needed.
- Add main ideas to the idea tree as you come across them in your reading.
- Before continuing to read, point out the section heading on page 19.

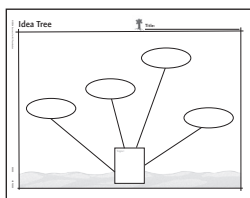
The section heading on page 19 asks the question “What are people doing to save endangered animals?” I think there will probably be some information that supports the authors’ purpose in this section. We identified the authors’ purpose as explaining how people help animals in danger. I will keep this in mind as I read.



- Read pages 19–21 aloud. Use a **Think Aloud** to model how to select two examples from the reading that supports the authors’ purpose.

Remember that we said the authors’ purpose in writing this text is to explain reasons that animals are in danger and how people are helping them. Let me think about what I just read. Many countries have laws to protect animals in danger of extinction. Some countries have parks that protect animals. These are two examples that show how people try to help endangered animals.

Blackline master provided.



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

Main Idea: Jane Goodall (pp. 14 and 15)

Main Idea: Why are species endangered: pollution (pp. 16 and 17)

Main Idea: Why are species endangered: climate change (p. 18)

Main Idea: What are people doing to save endangered animals (p. 19)

Main Idea: California Condor (p. 20)

- Use a **Think Aloud** to model following the steps on the Clarifying Strategy Card to clarify a word or phrase from the reading.

While reading today, I needed to clarify the word *refuges* on page 19. I clarified this word by using context clues on the page. The section is titled “What are people doing to save endangered animals”. In this section, the authors are explaining that there are many things that humans are doing to help save

endangered species. One of the ways people are saving these animals is by setting up parks to protect animals and their habitats. The text says that California has several refuges for the condor. Based off of these clues, I think that the word *refuges* is a place that provides safety for the animals.

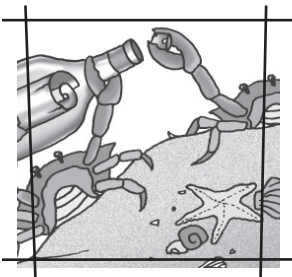
- Remind students that they will continue thinking about author’s purpose as they read *Save the Animals* this cycle.

Preview Team Talk

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

Student Edition, page 2.

TEAM TALK
1. What word, phrase, or passage did you clarify? How did you clarify it? CL (Strategy Use rubric)
2. What impact do tourists have on the gorillas living in Uganda? CE (Team Talk rubric)
3. Give an example from today’s reading that supports the authors’ purpose for writing. Support your answer. (Write-On) AP (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 22–30 aloud with partners.
- If some teams finish ahead of others, have them begin working on the following activities: **SR**

After Reading

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

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

Class Discussion **TP**



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



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

Answers may vary. Accept reasonable responses.

Strategy Use Discussion

- resolve a sticky note
- describe team strategy use

Write-On Discussion

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

Team Talk Discussion

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

TEAM TALK

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

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

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

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

2. What impact do tourists have on the gorillas living in Uganda? |CE| (Team Talk rubric)

100 points = *Tourists spend a lot of money to see gorillas in Uganda, and that money helps the gorillas. A trip to see the gorillas costs \$500, and tourists also have to pay for hotels and food. With the money Uganda makes from tourists, this country can buy land to give the gorillas more space to live.*

90 points = *They spend a lot of money to see gorillas in Uganda, and that money helps the gorillas.*

80 points = *Tourists spend a lot of money to see them.*

3. Give an example from today’s reading that supports the authors’ purpose for writing. Support your answer. (Write-On) |AP| (Team Talk rubric)

100 points = *One example from today’s reading that supports the author’s purpose is that the authors tell readers that planting trees is a good way to protect the environment for animals. Trees soak up carbon dioxide and clean the air, so more trees are better for the environment. This is one way that humans can help keep animals safe.*

90 points = *One example from today’s reading that supports the author’s purpose is that the authors tell readers that planting trees is a good way to protect the environment for animals.*

80 points = *They tell why it is good to plant trees.*

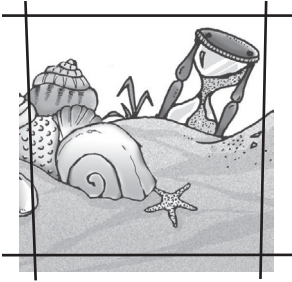
TEAM TALK EXTENSION

4. Why do you think the authors chose to include the section “What can you do to save animals?” |AP| (Team Talk rubric)

100 points = *I think the authors chose to include this section because it shows that you do not have to be a scientist or a lawmaker to save animals. The authors give simple tips that anyone can do to save animals. For example, anyone can stop throwing trash in water or can remember to take trash home from the beach.*

90 points = *I think the authors chose to include this section because it shows that you do not have to be a scientist or a lawmaker to save animals. The authors give simple tips to save animals.*

80 points = *It shows that you do not have to be a scientist or a lawmaker to save animals.*



FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes

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

Fluency Routine

1. Choose a partner to read first.
2. Begin reading.
3. Listening partner:
 - When did the reader stop?
 - How many words did the reader miss?
 - Did the reader meet the rate goal?
4. Use the Fluency rubric to share feedback with the reader.
5. Switch roles, and then repeat the routines.

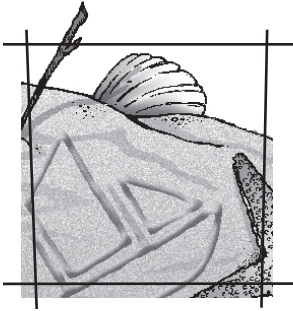
Not ready yet? Practice reading the same passage again with your partner. Ask your teacher to hear you read when you are ready.

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

Student Edition, page 1.

Page 24

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



WORD POWER **TP**

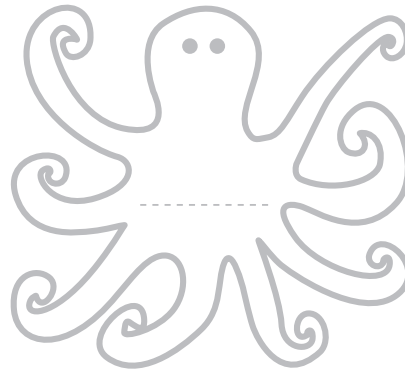
Timing Goal: 10 minutes

Preparation: Display the word *desert*.



- Direct students to the word you have displayed. Use **Think-Pair-Share** to have students identify this word’s meaning. Randomly select a few students to share, and list the definitions on the board or on chart paper. *A hot, dry place; to leave alone.*
- Remind students that some words have more than one meaning and that these words are called homographs, or multiplemeaning words. Point out that these words may or may not sound the same. Use **Think-Pair-Share** to have students identify the Word Treasure clue that Captain Read More uses for homographs, and randomly select a few students to share.
- Display the Word Treasure clue for homographs (an octopus). Point out that the octopus has many legs and that they can write the multiple meanings they find for a word on them.

Blackline master provided.



- Write the word “wave” on the octopus. Use **Think-Pair-Share** to have students identify the meanings of the word. Randomly select a few students to share. Write each definition on a leg of the octopus. *To move your hand back and forth to say hello; water coming onto the shore.*
- Review the Word Treasure (homographs). Review why Captain Read More thinks it is important to know homographs, and explain that they help readers to stop and consider a word and its context. Point out that this helps them make sure they understand the correct meaning of a word.

Display the Word Treasure.

Word Treasure

Some words may look the same, but they have more than one meaning.

If you come across a word that you know has more than one meaning, stop and consider the word and how it is used.

- Tell students that Captain Read More has found a few homographs in this cycle’s vocabulary list, and remind them to look out for these words when they review vocabulary.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

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

Student Edition, page 2.

SKILL PRACTICE	
1.	<p>Read the following sentence. Mikaila had to pay a <u>fine</u> because her library book was overdue. Which of the following sentences uses <i>fine</i> the same way?</p> <ol style="list-style-type: none"> “I feel fine; thank you for asking,” Mr. Abrams said. Gwen’s teacher said that it was fine for students to talk quietly as they worked. <i>You can get a fine if you drive above the speed limit.</i> “Whatever you would like to order for dinner is fine with me,” Brinley told his mom.
2.	<p>Read the following sentence. The <u>base</u> of the cake needs to be strong to support such a tall cake. Which of the following sentences uses <i>base</i> the same way?</p> <ol style="list-style-type: none"> <i>The base of the castle is made of solid rock that has lasted for years.</i> As soon as Javier hit the ball, he ran to the next base on the field. Kacey wanted to base her story on a trip she had taken. You should base your decision on what is best for you, not for others.

BUILDING MEANING

population	reduced	drained	release
aware	provide	ignoring	research

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.*

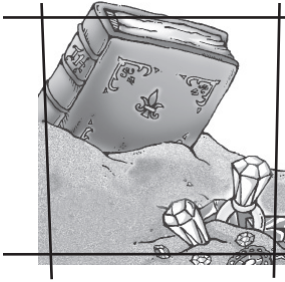
4. Choose the word that best completes the sentence.
 Serena was not aware that her dance class was canceled until she got to the studio and read the sign on the door.



- 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?
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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: *population* page 10, *reduced* page 11, and *drained* page 12.



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

Text Review

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

Listening Comprehension

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

When we read yesterday, we learned that it is important for people to help save animals. There are many ways that people can help. You do not have to be a scientist or a lawmaker to help endangered animals.

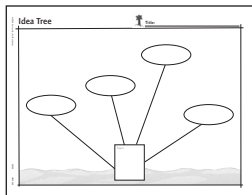
- Tell students that as you reread you will look for details about the important ideas and add them to the graphic organizer. Tell students that you will also add any important information you missed the first time you read.
- Reread pages 4 and 5 aloud, and remind students that the authors have included many examples in the text that support their purpose for writing.

Remember that when we read the introduction on day 1, it helped us understand the authors’ purpose. We said that the authors wrote this text to explain which animals are endangered and why and how people can help these animals. We have identified many examples that support the authors’ purpose for writing *Save the Animals*.

- Reread pages 6 and 7 aloud, and have students use **Think-Pair-Share** to identify how people helped blue whales when they were in danger of becoming extinct. Randomly select a few students to share.

On day 1, we learned that thousands of blue whales were killed for their oil. Part of the authors’ purpose in writing this text is to explain how people help animals. What did people do to help the blue whales? Allow students time to discuss. Yes, in 1966, a law was passed to ban the hunting of blue whales. What was the result of this law? Wait for students’ responses. That’s right. The blue whale population increased again. Today there are

Blackline master provided.



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

Main Idea: introduction (pp. 4 and 5)

- endangered species: not many left
- studying animals helps you learn about the environment
- helping animals survive may help humans survive

Main Idea: blue whale (pp. 6 and 7)

- biggest animals on Earth: more than 100 ft. long and 200 tons



- Thousands were killed for their oil, so a law in 1966 banned hunting them.
- They make noises heard from miles away.

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

After reading today I wanted to ask the question, “Why do blue whales make vocalizations?” This is a Think question. The text does provide some information by saying that the sounds may be used for communication, but it doesn’t say more than that. I have learned about echolocation and I wonder if the whales are doing something similar to find food and communicate with others. To fully answer this question, I may have to do additional research.

- Remind students that they will continue thinking about author’s purpose as they read *Save the Animals* this cycle.

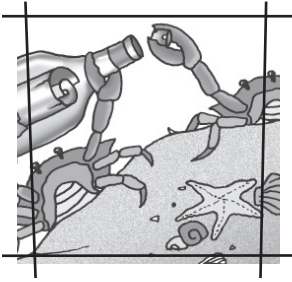
Preview Team Talk

- 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. Pandas in China are starving because— |CE|
 - a. of the bamboo they eat.
 - b. their habitat has been destroyed for farming.
 - c. they live in the mountains.
 - d. logging was limited in the United States.
3. Give an example from today’s reading that supports the authors’ purpose for writing. Support your answer. **(Write-On)** |AP| (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 8–15 aloud with partners.
- If some teams finish ahead of others, have them begin working on the following activities: **SR**

After Reading

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

Team Discussion **TP**

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

Class Discussion **TP**



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



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

Answers may vary. Accept reasonable responses.

Strategy Use Discussion

- resolve a sticky note
- describe team strategy use

Write-On Discussion

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

Team Talk Discussion

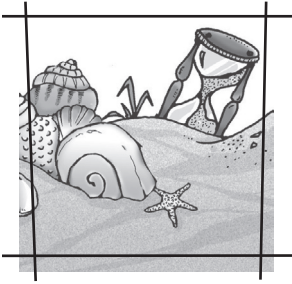
- ask students if they understood or enjoyed the reading
- reinforce use of the skill

TEAM TALK

1. 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. Pandas in China are starving because— |CE|
 - a. of the bamboo they eat.
 - b. *their habitat has been destroyed for farming.*
 - c. they live in the mountains.
 - d. logging was limited in the United States.
3. Give an example from today’s reading that supports the authors’ purpose for writing. Support your answer. **(Write-On)** |AP| (Team Talk rubric)
100 points = *One example from today’s reading that supports the author’s purpose is that the authors explain why the spotted owl became endangered. In states such as Oregon, forests are cut down for lumber. This is dangerous for the spotted owl because these forests are its habitat, so the government limited logging in these areas.*
90 points = *One example from today’s reading that supports the author’s purpose is that the authors explain why the spotted owl was in danger. I*
80 points = *They explain that the spotted owl was in danger because forests were cut down.*

TEAM TALK EXTENSION

4. What do you think animals do when they lose their habitat? |DC| (Team Talk rubric)
100 points = *When animals lose their habitat, I think they try to find a new one. This is probably difficult because animals need to live in a certain kind of habitat. For example, a polar bear needs to live in very cold temperatures. Monkeys need to live in rainforests where it is warm.*
90 points = *When animals lose their habitat, I think they try to find a new one. This probably is not easy since animals need to live in a certain kind of habitat.*
80 points = *I think they try to find a new one. This probably isn’t easy.*



FLUENCY IN FIVE **TP**

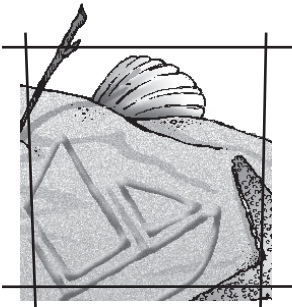
Timing Goal: 5 minutes

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

Student Edition, page 1.

Page 24 or 14

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



WORD POWER **TP**

Timing Goal: 10 minutes

- Remind students of the Word Power skill (homographs) and the Word Treasure clue that Captain Read More uses for homographs (an octopus).



- Use **Think-Pair-Share** to have students identify the homographs in the vocabulary list, and randomly select a few students to share. *Drained, release, and research.*

- Display the graphic of the octopus, and write the word “research” in the middle.



- Use **Team Huddle** to have students discuss the meanings of the word. Use **Random Reporter** to select students to share, and list each answer on a different leg of the octopus. *To study to learn more; a study that people do (often in science).*





- Repeat this activity with *drained* and *release*.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

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

Student Edition, page 3.

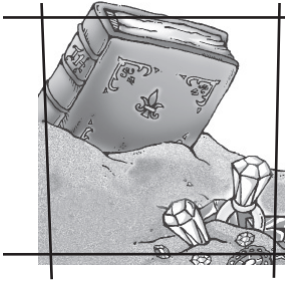
SKILL PRACTICE	
1.	<p>Read the following sentence. Camilla <u>scrambled</u> to catch the bus before it drove away. Which of the following sentences uses <i>scrambled</i> the same way?</p> <ol style="list-style-type: none"> When the bell rang, Kelvin scrambled to get to soccer practice on time. Jazmyn scrambled the eggs by mixing the yellow and white parts. Before drawing a winner, Drew scrambled the tickets in the jar. Regina scrambled the tiles in the box for the next time she played the game.
2.	<p>Read the following sentence. “Please shut the door all the way so it does not <u>swing</u> open,” Mr. Munson said. Which of the following sentences uses <i>swing</i> the same way?</p> <ol style="list-style-type: none"> Darcie liked to sit on her porch swing and relax at the end of the day. Ms. Yung’s son liked it when she pushed him high in his swing. Haley’s earrings swing back and forth when she shakes her head. You must follow the directions to put the swing together properly.

BUILDING MEANING			
population	reduced	drained	release
aware	provide	ignoring	research

3. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.
- 100 points** = *The sentence uses the word correctly and includes details to create a mind movie.*
- 90 points** = *The sentence uses the word correctly and includes one detail.*
- 80 points** = *The sentence uses the word correctly.*
4. “I will research different places before planning our vacation,” Mrs. Enriquez told her family. *Research* means—
- visit to have fun.
 - study to learn more.
 - visit to meet people.
 - study to learn less.

- 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: *release* page 23, *aware* page 23, *provide* page 24, *ignoring* page 25, and *research* page 27.



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

Text Review

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

Listening Comprehension

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

Yesterday when we reread, we found details about poaching and loss of habitat, which are two reasons that species are endangered. We also learned more details about how Jane Goodall started programs to help animals in need.

- Tell students that as you reread you will look for details about the important ideas and add them to the graphic organizer. Tell students that you will also add any important information you missed the first time you read.



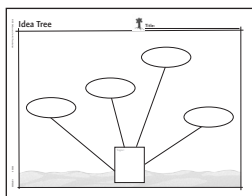
- Reread pages 16 and 17 aloud. Use **Think-Pair-Share** to have students identify why birds were in danger and how people helped them. Then have students explain how this example supports the authors’ purpose. Randomly select a few students to share.

Why were some birds, such as bald eagles, in danger of becoming extinct? Allow students time for discussion. Correct. Some birds were in danger of becoming extinct because of DDT, a chemical used to kill insects. How did people help these birds? Give students a moment for discussion. Yes, DDT was banned in the U.S. in 1972. How does this example support the authors’ purpose? Wait for students’ responses. I agree that this example shows why birds were in danger and how people helped them. The authors’ purpose is not just to tell which animals are in danger but also to explain how people help them.

- Reread pages 18–21 aloud, and stop to ask questions, make points, or focus students’ attention as needed.
- Use **Think-Pair-Share** to have students select another example from the reading that supports the authors’ purpose. Randomly select a few students to share.

What is another example from the reading that supports the authors’ purpose? Wait for students’ responses. (Accept reasonable responses.) There are many examples that support the authors’ purpose. One example is rising temperatures, which put polar bears in danger.

Blackline master provided.



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

Main Idea: Jane Goodall (pp. 14 and 15)

- She found that humans and chimps have behavior in common.
- She has a program to find homes for chimps whose parents were killed.

- She studied chimpanzees in Africa.

Main Idea: Why are species endangered: pollution (pp. 16 and 17)

- Blue walleye in Great Lakes are now extinct.
- When humans eat fish with mercury, it causes problems.
- DDT harmed birds, so it was banned in 1972 in the U.S.

Main Idea: Why are species endangered: climate change (p. 18)

- Less sea ice in the Arctic is bad for polar bears.
- Coral reefs can't survive in warmer water.

Main Idea: What are people doing to save endangered animals (p. 19)

- Laws, parks and reserves protect these animals.
- national wildlife refuges
- Costa Rica has wildlife parks.

Main Idea: California Condor (p. 20)

- largest flying bird in N. America
- suffered from poaching and harmed by DDT
- almost extinct in the 1970s



- 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 what I've read today to help me have a better understanding of the information. When I summarize, I will only share the most important main ideas and a few details. To summarize today's reading, I will say that *pollution* is a problem for both animals and people. Different pollutants, including chemicals, are harming animals and people that are ingesting them. Climate change is also causing problems for animals. Due to the high temperatures, polar bears' habitats are disappearing and coral reefs are dying out. It is becoming more difficult for animals living in these habitats to survive.

- Remind students that they will continue thinking about author's purpose as they read *Save the Animals* this cycle.

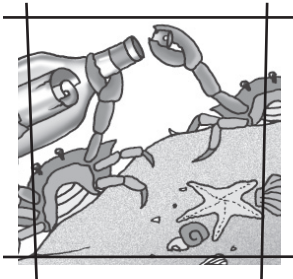
Preview Team Talk

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

Student Edition, page 4.

TEAM TALK

1. Use information from your graphic organizer to write a summary of *Save the Animals*. |SU| (Summarizing rubric)
2. Why did scientists remove the egg that the mother condor laid? |DC • CE| (Team Talk rubric)
3. Give an example from today's reading that supports the authors' purpose for writing. Support your answer. **(Write-On)** |AP| (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 22–30 aloud with partners.
- If some teams finish ahead of others, have them begin working on the following activities: **SR**

After Reading

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

Team Discussion **TP**

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

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

Class Discussion **TP**



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



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

Answers may vary. Accept reasonable responses.

Strategy Use Discussion

- resolve a sticky note
- describe team strategy use

Write-On Discussion

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

TEAM TALK

1. Use information from your graphic organizer to write a summary of *Save the Animals*. |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. Why did scientists remove the egg that the mother condor laid? |DC • CE| (Team Talk rubric)
 - 100 points** = *Scientists removed the egg from the mother condor’s nest because it makes the mother lay more eggs. More chicks were hatched, which was important because there were hardly any condors left.*
 - 90 points** = *Scientists removed the egg from the mother condor’s nest because this makes the mother lay more eggs.*
 - 80 points** = *So more eggs could be produced.*
3. Give an example from today’s reading that supports the authors’ purpose for writing. Support your answer. **(Write-On)** |AP| (Team Talk rubric)
 - 100 points** = *One example from today’s reading that supports the author’s purpose is that the authors explain how using less energy helps animals. When people use a lot of energy, a lot of oil and coal is burned. When people turn off lights they’re not using, it helps save energy.*
 - 90 points** = *One example from today’s reading that supports the author’s purpose is that the authors explain how using less energy helps animals.*
 - 80 points** = *If people use less energy, it helps animals.*

Team Talk Discussion

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

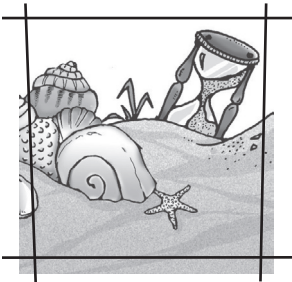
TEAM TALK EXTENSION

4. Do environmental changes impact humans and animals in similar ways? If so, how? |CC • CE| (Team Talk rubric)

100 points = *Environmental changes impact animals and humans in similar ways. When water becomes polluted, people and fish can become sick. Climate change can result in flooding and force both animals and humans from their homes. This is dangerous for animals and humans.*

90 points = *Environmental changes impact animals and humans in similar ways. When water becomes dirty, both people and fish can become sick.*

80 points = *The impact of changes to the environment can harm animals and humans.*



FLUENCY IN FIVE **TP**

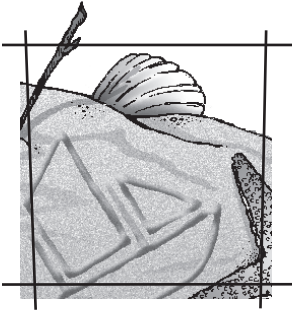
Timing Goal: 5 minutes

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

Student Edition, page 1.

Page 24, 14, or pages 22 and 23 (stopping at “It is important...”)

- 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

Preparation: Display the Word Power Challenge

- Remind students of the Word Power skill (homographs) and the Word Treasure clue that Captain Read More uses for homographs.
- Use **Think-Pair-Share** to have students identify why Captain Read More wants them to learn homographs, and randomly select a few students to share. *Learning about homographs helps us stop and consider the meaning of the word.*
- Direct students' attention to the Word Power Challenge. Tell students that they will work in teams to identify the word that belongs in both blanks. Point out that the same word will be used in both blanks because it is a homograph.

Word Power Challenge

After you _____ out your report, let the _____ dry so it does not smear.



- Use **Random Reporter** to select students to share. *The word that belongs in both blanks is print.*
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition, page 4.

SKILL PRACTICE

1. Read the following sentence.
 “Excuse me,” CJ said after he bumped into Frankie’s desk.
 Which of the following sentences uses *excuse* the same way?
 - a. Mrs. Echevarria did not want to hear Tyler’s excuse for not doing his homework.
 - b. There is no excuse for littering because it is very bad for the environment.
 - c. Brooke used the rainy weather as her excuse for not taking the trash outside.
 - d. *Since Marco does not feel well, his mom will excuse him from washing the dishes.*

2. Read the following sentence.
 Thalia came in second place at the science fair.
 Which of the following sentences uses *second* the same way?
 - a. “Give me one second, and I’ll be right over,” Thomas told his brother.
 - b. *The first and second students to enter the room should take the chairs down from the desks.*
 - c. It only takes a second to turn off the light when you leave a room.
 - d. “Does everyone have a second to talk now?” Coach Cross asked after the game.

BUILDING MEANING

population	reduced	drained	release
aware	provide	ignoring	research

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.
 California’s population increased in 1848 after gold was found in this state and people moved there.

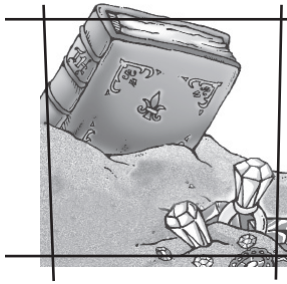
- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration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

- Students add their rubric score on the team score sheet.
- Use **Random Reporter** to check for responses on the remaining item for building meaning.
- Award team celebration points.
- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

TEAM CELEBRATION POINTS

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

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



DAY 5

ACTIVE INSTRUCTION

Timing Goal: 20 minutes

Rate Vocabulary Words

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

Team Cooperation and Achievement Goal

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

Set the Stage

- Tell students that their reading test today includes comprehension questions and Word Power items.
- Remind students that their scores on this test will contribute to their team scores.
- Use **Random Reporter** to review these elements with the class.
- Introduce the passage students will read for their test. Tell what it is about, but do not give additional information or details.



Today you will read about tigers and why they are an endangered species.

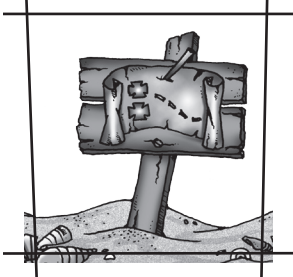
Vocabulary **TP**

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

Prepare Students for the Test

- Distribute the test, and preview it with students without providing information about the answers. Point out that question #2 asks about author's purpose.
- Ask students to underline key words or phrases in question #2.

- Make sure students understand that the test is independent work and that they should continue to use their strategies with sticky notes as they read without their partners' assistance.
- Remind students that they have 40 minutes for the test.

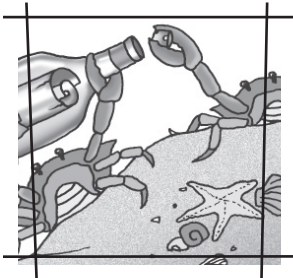


TEST

Timing Goal: 40 minutes

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

- Allow students to begin.
- Help students monitor their timing by indicating once or twice how much time remains.
- When students are finished, collect pencils or pens, but have students retain the test.



TEAMWORK

Timing Goal: 30 minutes

Teacher procedures for
 Teamwork vary with
 strategy instruction.

Team Discussion **TP**

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

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

- Remind students that they will need to prepare each team member to discuss words or phrases that needed clarification during Class Discussion.
- Pass out a colored pen (e.g., red or green ink) to each student.
- Point to the skill question. Ask students to specifically discuss the skill question.
- Ask students to state the question in their own words and tell what key words or phrases they underlined.
- Have students read their answers to the question. Ask the teams to think about what they like about their answers and what they wish they had said differently. Tell them to use their colored pens to add comments to their answers.
- Circulate during Team Discussion, and listen to discussions about test answers.
- Use **Random Reporter** to have students share additions they made to the targeted skill question.
- Award team celebration points.
- Have students share the information that they added to their graphic organizers.



Class Discussion **TP**

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

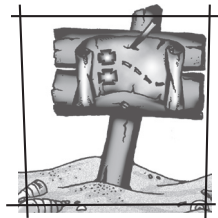


- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.
- Use information from student tests to plan modeling and/or Think Alouds for the next lesson that will build upon the skills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

TEAM CELEBRATION POINTS

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

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



TEST

Test Passage

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

Tigers are an endangered species. There are fewer than 4,000 tigers left in the wild. Tigers live in Asia in places like China and India. Tigers are the largest member of the big cat family. The illegal hunting of tigers is a big threat to tigers. Hunters poison tigers and set traps. People hunt tigers for their fur. Some parts of the tiger can be used in medicines. Another problem tigers face is loss of their homes. Tigers lose their homes when people tear down jungles and build homes. Today, tigers live on only seven percent of the land they once did. As tigers lose land, they also lose their food supply. People have begun to take an interest in protecting tigers. In 1993, a group in China decided that the use of tiger bones was illegal. There are also other groups that work with government officials and business leaders to make protected areas. They hope to repair tiger homes. They have also started a Wildlife Crimes Unit with the goal to stop the illegal trade of tiger parts in the world.

Sources:

www.worldwildlife.org/species/finder/tigers/index.html

www.tigersin crisis.com/

<https://www.nationalgeographic.com/animals/mammals/facts/bengal-tiger>

Comprehension Questions

Answers may vary.
Accept reasonable responses.

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

30 points

1. What is the topic of this text? |MI • AP|
 - a. tigers are the largest big cat
 - b. tigers are endangered
 - c. what tigers eat
 - d. tigers in China

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

30 points = *The intent of the author is to explain the problems tigers face and how people try to solve them. I know this is the authors' intent because the text explained that tigers are endangered and face many problems. For example, tigers face hunters and the loss of their habitats. The text also told how people are trying to solve this problem.*

25 points = *The intent of the author is to explain the problems tigers face and how people try to solve them. I know this is the authors' intent because the text told about why they are endangered.*

20 points = *The text told about problems tigers face.*

30 points

2. Give an example from the reading that supports the authors' purpose for writing.

(Write-On) |AP| (Team Talk rubric)

30 points = *One example from the reading that supports the author's purpose is that they explain that tigers are hunted illegally. Hunters poison them and set traps to catch them. They are hunted for their fur, and some people use parts of the tiger for medicine.*

25 points = *One example from the reading that supports the author's purpose is that they explain that tigers are hunted illegally.*

20 points = *There is illegal hunting.*

30 points

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

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

25 points = *Restates the main ideas.*

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

Word Power

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

5 points each

Skill Questions

1. Read the following sentence.

Miguel decided to research Japan for his social studies project.

Which of the following sentences uses *project* the same way?

- "I project that you should spend twenty minutes for math homework each night," Kari's teacher told her class.
- Evan was excited to share his project since he'd worked so hard on his poster.*
- The city council did not project that the population would increase as much as it did last year.
- The actor needed to project so the audience could hear him.

2. Read the following sentence.

Jayda was happy to live in such a friendly neighborhood.

Which of the following sentences uses *live* the same way?

- a. “3...2...1, and we’re live,” said the cameraman before the news report.
- b. Carson was happy to watch the football game he taped, but he preferred to watch it live.
- c. *When Mrs. Lucas retired, she decided to live in Florida because she liked the warm climate.*
- d. Watching the live awards show was exciting because no one knew who would win.

3. Read the following sentence.

The movie Vanessa watched was very sad, and a tear rolled down her cheek.

Which of the following sentences uses *tear* the same way?

- a. *A tear trickled out of Jonah’s eye when he said goodbye to his grandma at the airport.*
- b. Anastasia worried that her sleeve would get caught on something and tear.
- c. Rafael will tear up the papers that he does not need and throw them away.
- d. Omarion was careful not to tear his jeans since they were brand new.

4. Read the following sentence.

The gust of wind blew the leaves around and ruined Shaun’s neat pile.

Which of the following sentences uses *wind* the same way?

- a. If the bus doesn’t come, Gia’s mom will wind up driving her to school.
- b. The clock in Corey’s kitchen had stopped working, so he had to wind it up again.
- c. “I always wind up hitting the snooze button on my alarm even though I try to get up early,” said Micah.
- d. *Mr. Vasquez knew there would be a lot of wind, so he put a rubber band around his papers to keep them together.*

10 points each

Building Meaning

population	reduced	drained	release
aware	provide	ignoring	research

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

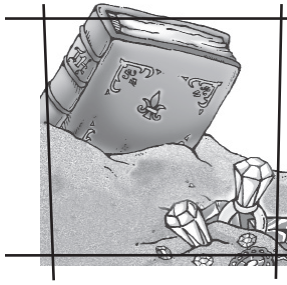
10 points = *Uses the word correctly and includes details to create a mind movie.*

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

1 point = *Uses the word correctly.*

6. When you research a topic, it is good to use many different sources to help you learn.

7. Lilia was excited when the shoe store reduced the price of the shoes she wanted. *Reduced* means—
- studied more.
 - made smaller.*
 - studied less.
 - made larger.
8. Benny did not realize that his sister had not seen him wave hello and thought she was ignoring him.
9. Jaclyn's dad wrote a note to make her teacher aware that she needed to leave early for a doctor's appointment. *Aware* means—
- to do something.
 - to ignore something.
 - to find something.
 - to know something.*
10. Mr. Harris drained all the water in the bathtub so there would not be a leak downstairs.
11. The city's population has grown a lot because of all the available jobs.
12. It is always exciting to release a kite and see how high it flies. *Release* means—
- let go.*
 - hold up.
 - sit down.
 - hold tight.



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.

Timing Goal: 5 minutes

Set the Stage **TP**

- Introduce the main topic of study for this research project.

The main topic of study for our research project is endangered animals..



- Use **Team Huddle** to have students identify one fact about the topic and one thing that they want to learn about the topic. Use **Random Reporter** to share student responses, and record them on chart paper.
- Introduce the research purpose.

RESEARCH PURPOSE

In this unit, you will ask questions, find information, and present your findings to others.

Timing Goal: 5 minutes

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.

Timing Goal: 10 minutes

Get Organized **TP**

- Present the research focus and product.

RESEARCH FOCUS	How humans can help endangered animals?
RESEARCH PRODUCT	You will write at least one paragraph with the answers to your research question. You will prepare a presentation of your findings and deliver it to your team.

- Display the routine for asking research questions. Review each step. **SR**

Asking Research Questions	
FIRST	Ask as many questions as you can.
NEXT	Write down every question. Turn statements into questions.
LAST	Make sure that every teammate is ready to share one or two questions during Random Reporter .

- Have teams use the routine to ask as many questions about the research focus as possible in five to six minutes.
- Use **Random Reporter** to select a student from each team to share a question or two with the class.
- Explain that the type of question that they ask can affect their research and the amount of information that they find.

Research is supposed to help you explore a topic in more detail. How you ask a question can impact the amount of information that you find when you research. There are two types of questions: close-ended and open-ended. Close-ended questions have one word answers, such as “yes” or “no,” or require very little detail. For example, “Is it sunny outside?” Close-ended questions are a lot like our Right There questions. You don’t have to search very far for the answer.

Open-ended questions have longer, more descriptive answers. For example, “What is the best weather for a garden?” Open-ended questions are a lot like our Think questions. You have to search in more than one place for the answer.

When you read, Both types of questions are important, but open-ended questions are best for research because they require you to find more information and give you more to write about your topic.

Timing Goal: 10 minutes

Get Ready to Research TP

- Refer students to the routine for choosing a research question and the Research Question Checklist. **SR**

Choose a Research Question	
FIRST	Choose or write up to three open-ended questions about the topic.
NEXT	Take turns reading your questions to your teammates. Use the Research Question Checklist to discuss which question the team should research.
LAST	Each team chooses one question to research.

Research Question Checklist	
<input type="checkbox"/>	Is the question open-ended?
<input type="checkbox"/>	Will the question help me learn something new about the topic?
<input type="checkbox"/>	Can the question be answered with the materials that I have?
<input type="checkbox"/>	Can I answer the question in a paragraph or page?

- Tell students that they will use resources for their research. Distribute the materials that students may use.
- Have students follow the routine for choosing a research question for their team. When students finish, check to make sure that each team has chosen one research question.
- Tell students that one step in getting ready to research is to search for information about the topic in the glossary, index, and table of contents of the student text and resource materials and to use search engines to find information on the Internet.
- Use **Think-Pair-Share** to ask students what key words they might look for during their search.
- Use **Random Reporter** to have students share their ideas. List any suggested key words on chart paper (optional).



WRITING TO STATE AN OPINION	
The research product states an opinion.	15 points
Reasons that support the opinion are stated.	45 points
Linking words and phrases are used to connect ideas.	20 points
A concluding statement is included.	15 points
Correct punctuation, capitalization, spelling, and grammar are used.	5 points

WRITING TO INFORM OR EXPLAIN	
The research product introduces the topic.	15 points
Facts and details support the topic.	45 points
Linking words and phrases are used to connect ideas.	20 points
A concluding statement is included.	15 points
Correct punctuation, capitalization, spelling, and grammar are used.	5 points

- Refer students to the scoring guides for writing to inform or explain and writing to state an opinion. Explain that they need to choose the appropriate guide based on their question. Post the sample research questions, and model identifying which guide to use.

Display the sample sentences.

1. What is the best way that people can help endangered animals?
2. If you live far away from endangered animals, how can you help them?

Read the first question. **This question asks about the best way for people to help endangered animals. When I answer it, I will have to state an opinion because not everyone will have the same idea about the best way to help these animals. I will have to include good reasons that support my opinion, so I will use the Writing to State an Opinion scoring guide to help me research this topic and answer my question.**

Read the second question. **This question asks how you can help endangered animals even if you live far away from them. When I answer this question, I will need to identify various ways that people can help. I don't need to give an opinion. I need to provide facts. For this question, I will use the Writing to Inform or Explain scoring guide to help me research this topic and answer my question.**

- Use **Team Huddle** to have students identify which scoring guide they should use and why. Use **Random Reporter** to have students share.
- Award team celebration points.

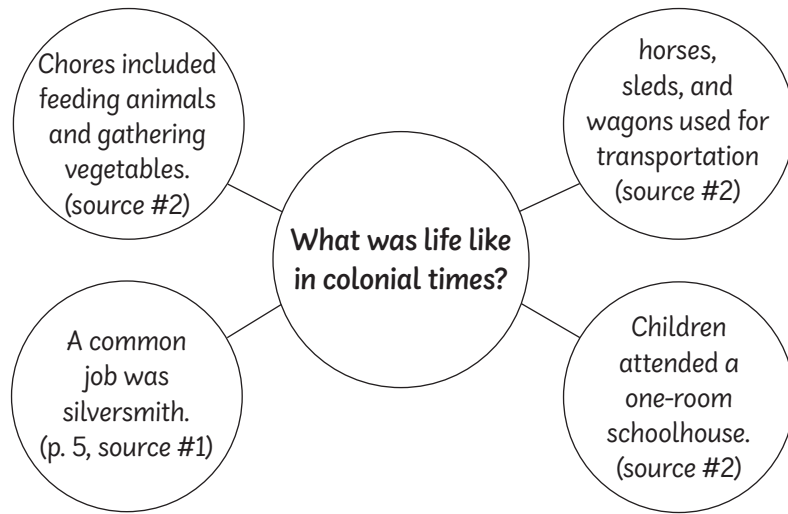
Timing Goal: 20 minutes

Interactive Skill Instruction TP

- Present the mini-lesson on note-taking, citing sources, and note-taking and citing sources.
- Remind students about the graphic organizers that they use to record ideas as they read. Explain that taking notes for a research project is similar, except they must also be sure to write down exactly where the information was found.
- Display the graphic organizer. Tell students that this is a sample organizer for a project in which the student will write to inform or explain.

Blackline master provided.

Sample Graphic Organizer



Sources:

1. *A Day in the Life of a Colonial Silversmith* by Kathy Wilmore
2. <http://library.thinkquest.org/J002611F>

- Point out that the question appears in the middle of the web. Explain that the supporting facts or details branch out from the research question.

Notice that the research question is written in the middle of the graphic organizer. The supporting facts and details are listed around the question. The sources and any page numbers are listed for each fact. I also listed the sources at the bottom of the page. I numbered the sources so I don't have to keep writing the names of the books or URLs of the websites. I can just note the number.

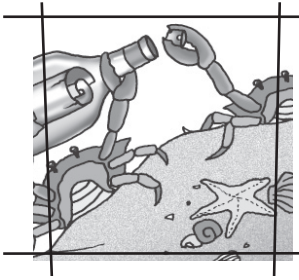
- Explain how the organizer can also be used when writing to state an opinion. Point out that the question goes in the middle, and the reasons that support the opinion go around it.
- Remind students that taking notes and citing sources will help them write their research products.

Timing Goal: 35 minutes

Start Searching

- Have students use the research materials to search for information, and have them use a graphic organizer or notecards to make notes and record source information.
- Ask students to write their research question on their graphic organizer page or on the first notecard.

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

TEAMWORK

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.



Timing Goal: 5 minutes

Set the Stage **TP**



- Remind students of the main topic of study for this research project.
- Use **Team Huddle** to have students share one fact they have learned about the topic so far. Use **Random Reporter** to share student responses, and record them on chart paper.

Timing Goal: 5 minutes

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.

Timing Goal: 15 minutes

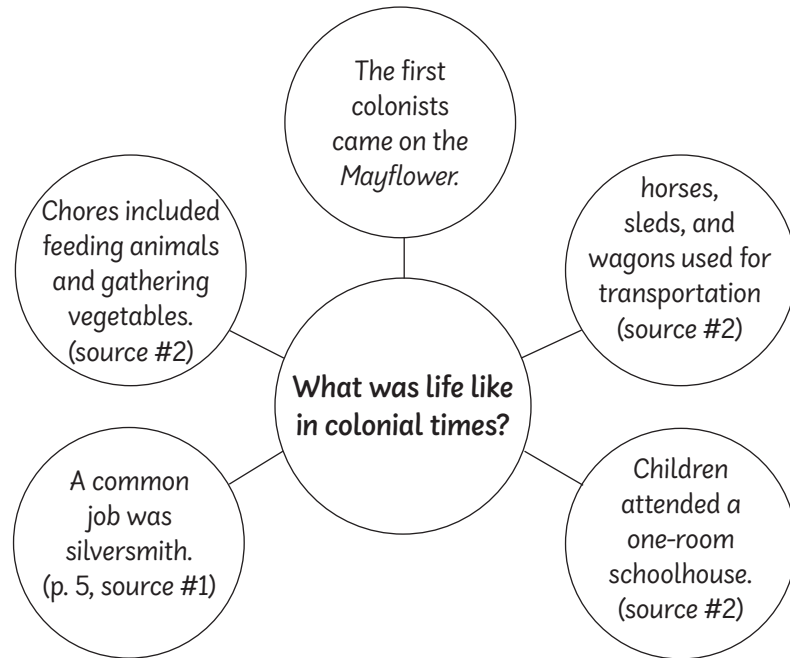
Interactive Skill Instruction **TP**

- Review the research purpose, team goal, and team cooperation goal.
- Have students refer to the scoring guide for their research project. Remind students about their topics and how they will record the information they find and the sources on their organizers.
- Display the sample graphic organizer from day 6 again.

Blackline master provided.

Sample Graphic Organizer

Timing Goal: 5 minutes



Sources:

1. *A Day in the Life of a Colonial Silversmith* by Kathy Wilmore
2. <http://library.thinkquest.org/J002611F>



- Point out that you added more notes to the web. Use a **Think Aloud** to identify how one fact does not support the question.

I added another fact to my organizer. Let's take a look at it. "The first colonists came on the Mayflower." Does that answer the question "What was life like in colonial times?" Use Think-Pair-Share to have students respond. That's right. Although it tells how the colonists arrive in the colonies, it doesn't answer my question about life in colonial times. To answer this question, I need to find facts such as the jobs people did, how they traveled, and how they learned. I will cross that fact out since it does not answer my question. Remember that you should only record facts or reasons that answer your question.



- Use **Think-Pair-Share** to have students review their graphic organizers to determine what information they will research today. Randomly select a few students to share.

Timing Goal: 55 minutes

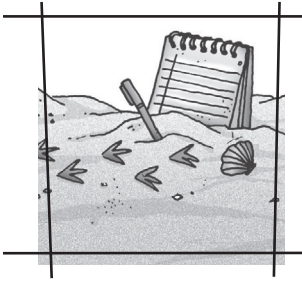
Keep Searching

- Have students use the research materials to continue their search for information, and have them use their graphic organizers or notecards to record relevant information.
- Circulate to check each student's progress.
- Ask partners to share what they have found with each other and prepare to share an important piece of information and its source with the class.

Class Discussion **TP**

- Use **Random Reporter** to have students share an important piece of information, its source, and why they think the information is important.

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 8

ADVENTURES IN WRITING

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



Timing Goal: 5 minutes

Set the Stage TP

- Remind students of the main topic of study for this research project.
- Use **Team Huddle** to have students share one fact they have learned about the topic so far. Use Random Reporter to share student responses, and record them on chart paper.



Timing Goal: 5 minutes

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.

Timing Goal: 30 minutes

Drafting TP

- Tell students that they will use their plans to write a first draft.
- Review the scoring guides for each research purpose. Tell students that they need to check their writing against the scoring guide to make sure that they include all parts of the research product.
- Model making a plan to convert your notes into the final product. Display your graphic organizer as you use a **Think Aloud**.



Timing Goal: 25 minutes

According to the scoring guide, I need to introduce the topic. I will do that first. That’s called a topic sentence. My topic is what life was like in colonial times. I will write, “Life was a lot different in colonial times compared with today.” Looking at my notes, I see that I have details about a common job, chores, school, and transportation. These details all tell what life was like during colonial times. After my topic sentence, I will write “Transportation is one way that colonial times were different than today. People usually traveled by horse, sled, or wagon.” Remember that we should put ideas in our own words. I did not copy exactly what I had in my notes, but I used my notes to guide me in writing my answer. Model adding other ideas based on your sample notes, as needed. Then model writing a concluding statement. In the scoring guide, a guideline is to include a concluding statement. I will write, “Education, transportation, and the jobs people did in colonial times were much different compared to life today.” This ties my ideas together.

- Remind students to include all of their ideas, writing in complete sentences and skipping lines to make room for revisions. Also, suggest that they include new thoughts as they occur.
- While they have their notes in front of them, have students review their ideas with partners and begin to write.
- Remind students to periodically check their writing against the scoring 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 each student read his or her writing aloud to a partner to see if it includes the intended ideas and makes sense.
- Ask one or two students to share their first drafts with the class to celebrate

Timing Goal: 10 minutes

Sharing, Responding, and Revising **TP**

- 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.

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.

- 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.

Timing Goal: 10 minutes

Editing **TP**

- 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.

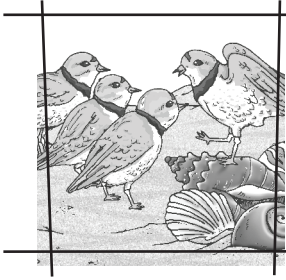
Rewriting **TP**

- Tell students that they will rewrite their drafts to include their revisions and edits.
- 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.

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 9

PRESENT AND EVALUATE

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.



Timing Goal: 5 minutes

Set the Stage **TP**

- Remind students of the main topic of study for this research project.
- Use **Team Huddle** to have students share one fact they have learned about the topic so far. Use Random Reporter to share student responses, and record them on chart paper.



Timing Goal: 5 minutes

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.

Timing Goal: 15 minutes

Interactive Skill Instruction **TP**

- Review the research purpose, team goal, and team cooperation goal.
- Present a mini lesson on presentation skills. Tell students that good presenters have certain skills. Explain that good presenters make good eye contact, speak clearly, and can be heard by all members of the audience.
- Model a lack of presentation skills by reading your research product while omitting one or more of the presentation skills. Use **Think-Pair-Share** to have students discuss your presentation. Randomly select a few students to give you feedback on which skills they observed and which skills you lacked.



Blackline master provided.

- Repeat the activity, this time modeling all three criteria for good presentation skills.
- Explain that these criteria are part of the research evaluation form.
- Display the evaluation criteria for a presentation. Explain that team members will give feedback to each presenter by writing on the form. Tell students that you will collect the evaluation forms.
- Distribute the evaluation forms.

Timing Goal: 35 minutes

Present

- Tell students that they will present their research to their teams. Explain that each team member will have a turn.
- Have students begin their presentations. Students have approximately eight to ten minutes for each presentation.
- Make sure that each student presents and receives evaluations after the presentation.

Timing Goal: 15 minutes

Team Discussion

- When all presentations are finished, have students review the feedback that they received.
- Ask team members to share their strengths and suggestions in each category.

Timing Goal: 10 minutes



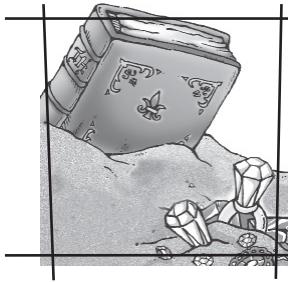
Class Discussion

- Use **Random Reporter** to have students share their strengths and areas in need of improvement. Award team celebration points.
- Collect the written materials, including the plans, drafts, and evaluations. Plan to score and return the research products by the end of the next cycle.

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 10

ACTIVE INSTRUCTION

Timing Goal: 5 minutes

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.



Timing Goal: 5 minutes

Set the Stage **TP**

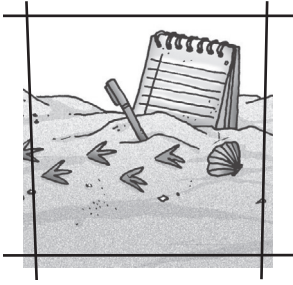
- Remind students of the main topic of study for this research project.
- Use **Team Huddle** to have students share one fact they have learned about the topic so far. Use **Random Reporter** to share student responses, and record them on chart paper.



Timing Goal: 5 minutes

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.

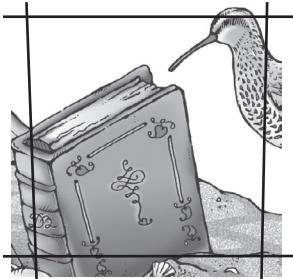


ADVENTURES IN WRITING

Timing Goal: 25 minutes

Rewriting or Present

- If needed, provide students with additional time to finish rewriting their research projects or to present their research projects if they did not have the opportunity the previous day.
- Collect and score the completed writing activities.



BOOK CLUB

Timing Goal: 35 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.

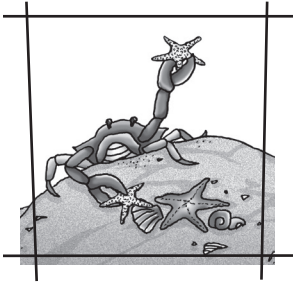
Class Discussion



- 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 **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.

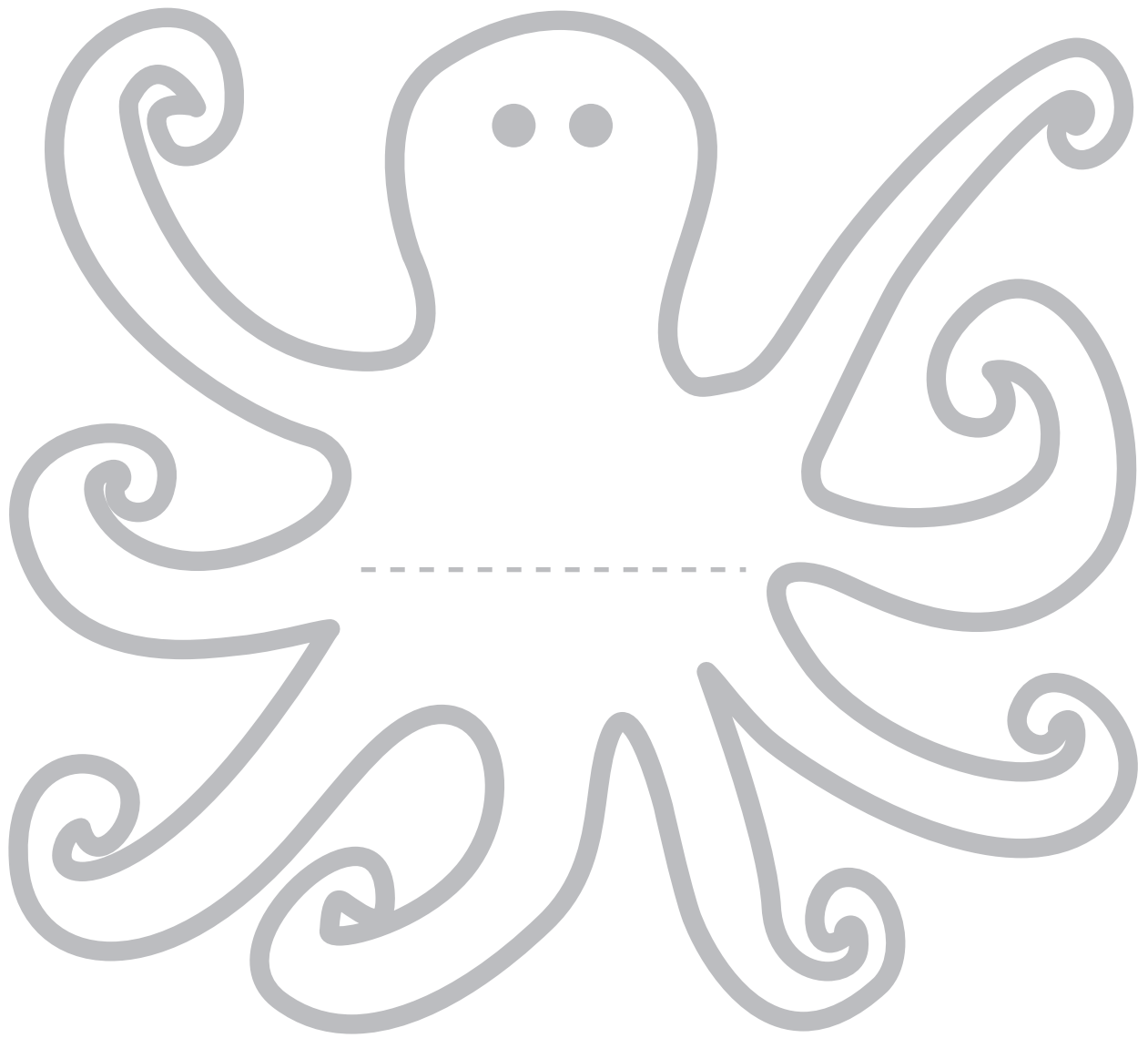
- How many points did you earn today?
- How well did you use the team cooperation goal and behavior?
- What did you do to work toward your achievement goal?

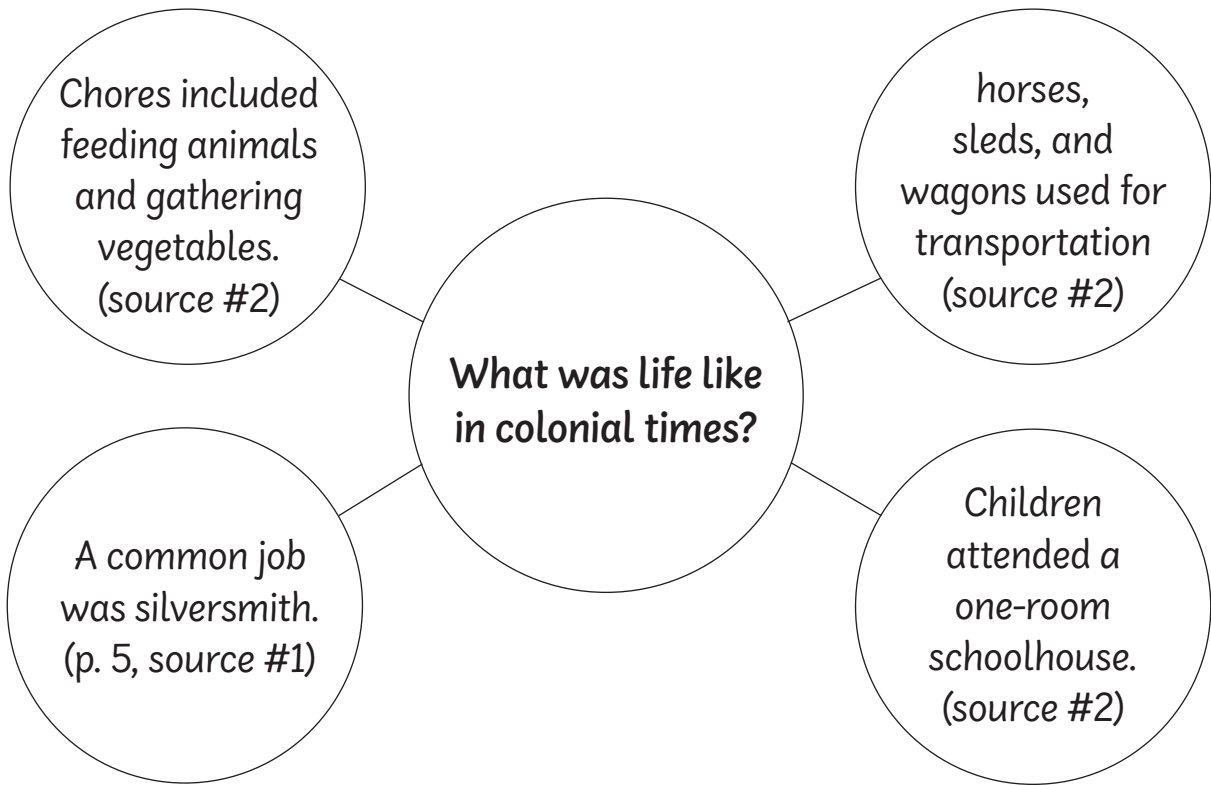
Author's Purpose

Why do authors write?

Explain	The author writes in steps.
Inform	The author gives information about a topic.
Describe	The author uses senses to tell about a topic.
Entertain	The author writes something the reader will enjoy.
Persuade	The author tries to convince the reader of something.

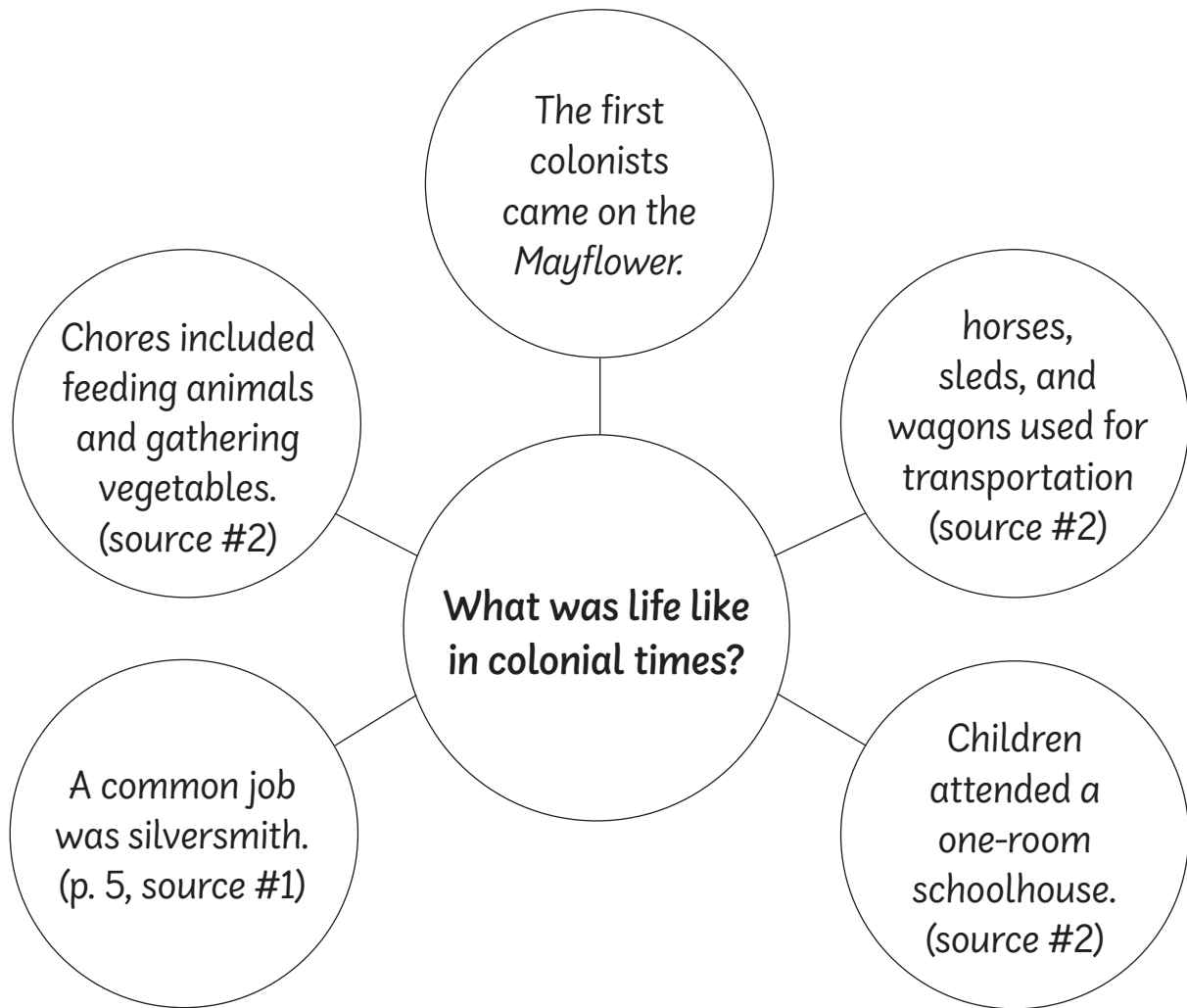
It is tempting to sometimes just throw things away. But before you do, consider recycling. When you recycle, you cut down on the amount of waste that goes to landfills. This is because instead of materials being deposited in landfills, they are repurposed, or reused, in some fashion. This also helps to conserve natural resources, such as timber and water, because recycled materials are used instead of raw materials. Using recycled products to manufacture goods also decreases the amount of pollution that is released into the environment. For example, making paper or aluminum from recycled materials is a cleaner, more efficient process—almost 95 percent less energy is used than when manufacturing using raw materials to make the same product. So the next time you're about to toss something in the trashcan, recycle it instead!





Sources:

1. *A Day in the Life of a Colonial Silversmith* by Kathy Wilmore
2. <http://library.thinkquest.org/J002611F>



Sources:

1. *A Day in the Life of a Colonial Silversmith* by Kathy Wilmore
2. <http://library.thinkquest.org/J002611F>

Step Up to Research Evaluation

Presenter _____ Evaluator _____ Date _____

Writing Purpose (circle one): To state an opinion To inform or explain

Writing to State an Opinion (Note one area of strength.)	
The research project states an opinion.	
Reasons that support the opinion are stated.	
Linking words and phrases are used to connect ideas.	
A concluding statement is included.	
Correct punctuation, capitalization, spelling, and grammar are used.	
Make a suggestion for improvement:	

Writing to Inform or Explain (Note one area of strength.)	
The research project introduces the topic.	
Facts and details support the topic.	
Linking words and phrases are used to connect ideas.	
A concluding statement is included.	
Correct punctuation, capitalization, spelling, and grammar are used.	
Make a suggestion for improvement:	

Research Skills (Note one or two strengths.)	
Takes clear notes	
Cites trustworthy sources	
Puts information in own words	

Presentation Skills (Note one or two strengths.)	
Has good eye contact	
Speaks clearly	
Is heard by all members of the audience	

Step Up to Research Evaluation

Presenter _____ Evaluator _____ Date _____

Writing Purpose (circle one): To state an opinion To inform or explain

Writing to State an Opinion (Note one area of strength.)	
The research project states an opinion.	
Reasons that support the opinion are stated.	
Linking words and phrases are used to connect ideas.	
A concluding statement is included.	
Correct punctuation, capitalization, spelling, and grammar are used.	
Make a suggestion for improvement:	

Writing to Inform or Explain (Note one area of strength.)	
The research project introduces the topic.	
Facts and details support the topic.	
Linking words and phrases are used to connect ideas.	
A concluding statement is included.	
Correct punctuation, capitalization, spelling, and grammar are used.	
Make a suggestion for improvement:	

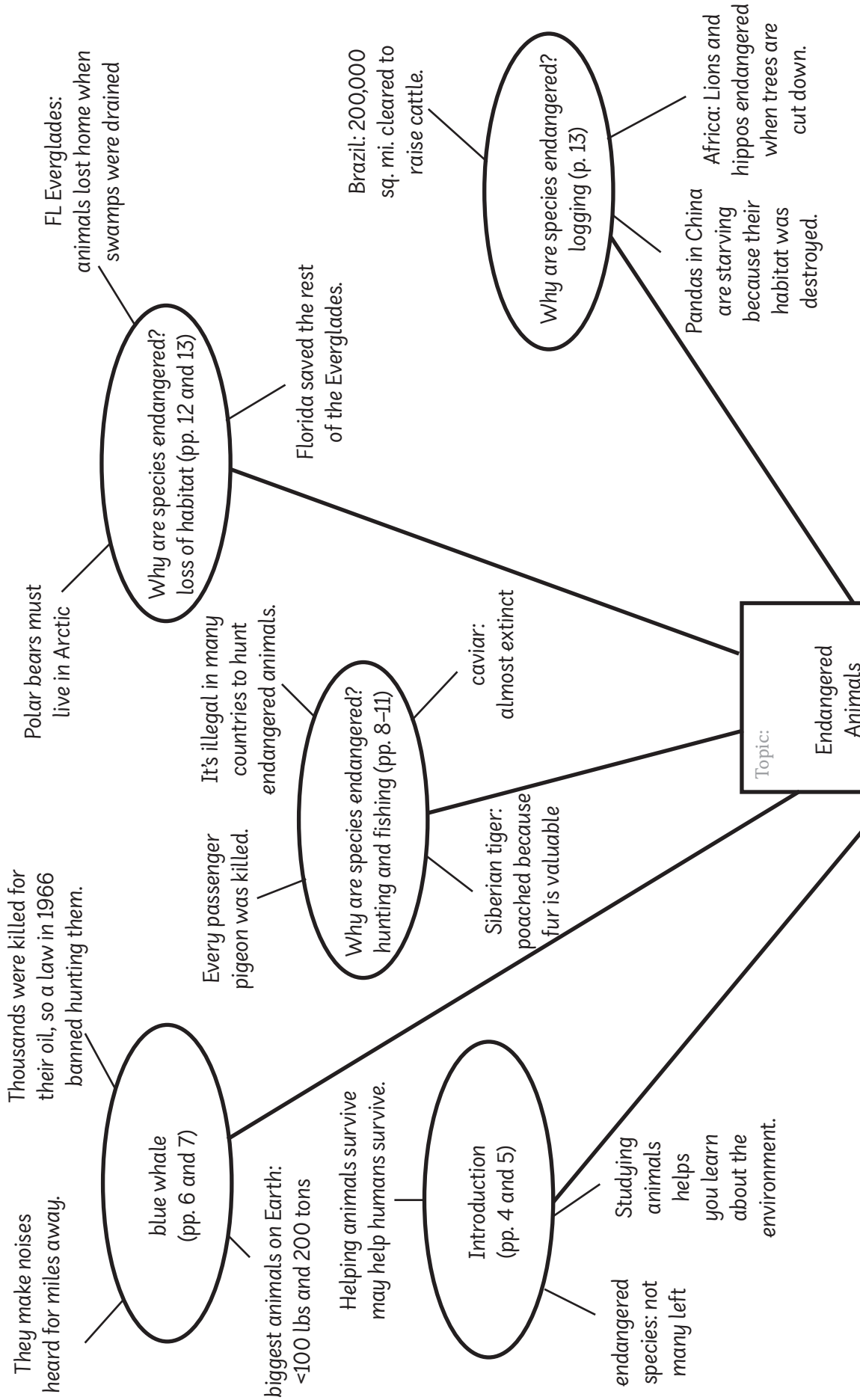
Research Skills (Note one or two strengths.)	
Takes clear notes	
Cites trustworthy sources	
Puts information in own words	

Presentation Skills (Note one or two strengths.)	
Has good eye contact	
Speaks clearly	
Is heard by all members of the audience	



Title: Save The Animals

Idea Tree

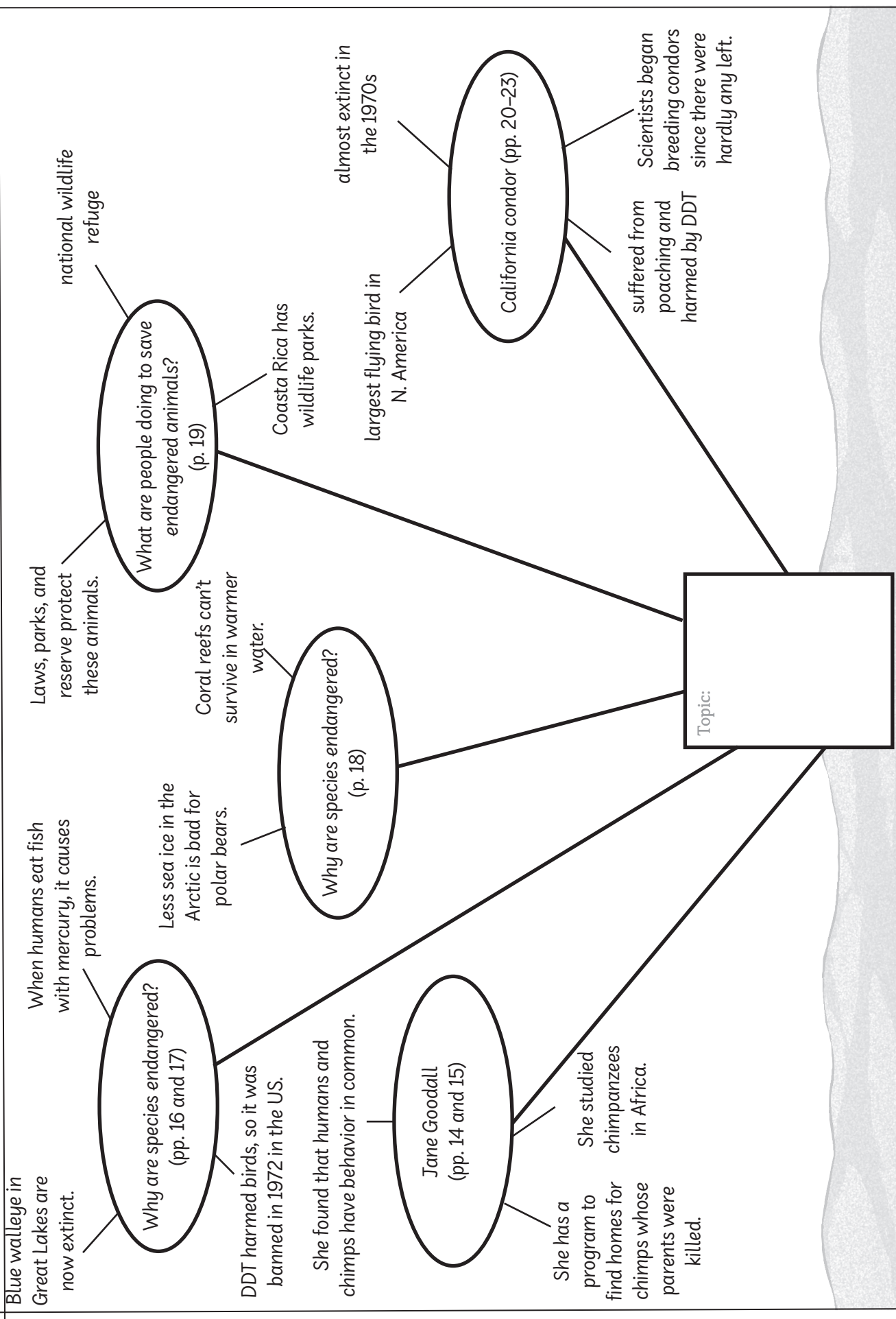


Topic:
Endangered Animals

Idea Tree



Title: Save The Animals, cont.



Blue walleye in Great Lakes are now extinct.

When humans eat fish with mercury, it causes problems.

Why are species endangered? (pp. 16 and 17)

DDT harmed birds, so it was banned in 1972 in the US.

She found that humans and chimps have behavior in common.

Jane Goodall (pp. 14 and 15)

She has a program to find homes for chimps whose parents were killed.

She studied chimpanzees in Africa.

Why are people doing to save endangered animals? (p. 19)

Laws, parks, and reserve protect these animals.

Coral reefs can't survive in warmer water.

Coasta Rica has wildlife parks.

largest flying bird in N. America

national wildlife refuge

almost extinct in the 1970s

California condor (pp. 20-23)

suffered from poaching and harmed by DDT

Scientists began breeding condors since there were hardly any left.

Topic:



Title: Save The Animals, cont.

Idea Tree

Countries set up trips for tourists to visit animals

ecotourism: helps environment

What are people doing to save endangered animals? (pp. 23-25)

In Uganda, each gorilla brings the country \$1 million/year.

Using less energy means that less fuel is burned.

What conservation means for humans (pp. 26-28)

Dirty water makes fish and people sick.

Trees absorb carbon dioxide, so planting a lot is good.

Visit zoos or read books to learn about them.

What can you do to save animals? (pp. 29 and 30)

Don't leave trash at the beach.

Avoid pesticides in your garden.

Topic:



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 5 / *Save The Animals*

Reading: *Informational Text*

Integration of Knowledge and Ideas

Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

Writing

Research to Build and Present Knowledge

Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

Speaking and Listening

Presentation of Knowledge and Ideas

Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)

Language

Vocabulary Acquisition and Use

Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

