



Summarizing

Level 2

Teacher Edition, Student Edition, and Student Test



**The Savvy
Reader**

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.

The Savvy Reader—Summarizing

© 2024 Success for All Foundation. All rights reserved.

Produced by the Reading Wings 5th Edition Team

Chief Executive Officer:	Julie Wible
Director of Program Design:	Nancy Madden
Director of Program Support:	Kenly Novotny
Project Managers:	Kathleen Beattie and Juliana Rosenberg
Curriculum Development Team:	Kathleen Beattie, Terri Faulkner, Juliana Rosenberg, Erin Stecich, and Kirsten Wallace
Software Development Team:	Isabel Burke, Gillian Edgehill, Bryan George, Jillian Hagerty, Mark Kamberger, Nate Shaw, and Arianna Valle
Design and Publications Team:	Jillian Hagerty and Casey Reeder
Curriculum Writing Team:	Nicole Busch, Melissa Goetschius, Ali Hauger, Sofina Khan, Susan Kim, Ashley Morris, and Gina Vizzard
Page Layout Specialists:	Jenn French, Erin Landers, Laura Shema, and Autumn Skye
Editor:	Susan Davis, Barabara Cavanagh, Sherri Leimkuhler

The Success for All Foundation grants permission to reproduce the blackline masters and the student and test sections contained within this Targeted Treasure Hunt on an as-needed basis for classroom use.



300 East Joppa Road, Suite 500
Baltimore, Maryland 21286
PHONE (800) 548-4998
E-MAIL sfainfo@successforall.org
WEBSITE www.successforall.org

Table of Contents

The Savvy Reader—Summarizing, Level 2

Teacher Edition

Summarizing at the Lukasa Storyteller’s Academy	1
Serena’s Simple Shoes (cycle 1)	47
Serena’s Simple Shoes (cycle 2)	95
Run! Jump! Throw! The World of Track and Field (cycle 1).	143
Run! Jump! Throw! The World of Track and Field (cycle 2)	197

Student Edition

Summarizing at the Lukasa Storyteller’s Academy	S-1
Serena’s Simple Shoes (cycle 1)	S-7
Serena’s Simple Shoes (cycle 2)	S-13
Run! Jump! Throw! The World of Track and Field (cycle 1).	S-17
Run! Jump! Throw! The World of Track and Field (cycle 2)	S-23

Student Test

Summarizing at the Lukasa Storyteller’s Academy	T-1
Serena’s Simple Shoes (cycle 1)	T-3
Serena’s Simple Shoes (cycle 2)	T-7
Run! Jump! Throw! The World of Track and Field (cycle 1).	T-9
Run! Jump! Throw! The World of Track and Field (cycle 2)	T-13

LITERATURE (8 DAY)

Summarizing at the Lukasa Storyteller's Academy

The Savvy Reader—Summarizing, A Collection of Readings, pages 1–17
Success for All Foundation, 2011

Summary

Mother Griot invites you and your students to join her students, Kayla, Diop, Matthew, and Heaven as they summarize the African folktale *Why Anansi Lives in the Ceiling*. You see, a griot is a storyteller in the African tradition, and all the students at the academy hope to become junior griots. But first they must learn to summarize a story and pass the junior griot test. Your students are invited to participate right along with them and become junior griots too!

Instructional Objectives

READING	
CYCLE 1	Summarizing (SU)
	Students will create oral or written summaries of literature by retelling the important events or ideas as they read and will identify the elements of the story.

Teacher's Note:

- Summarizing at the Lukasa Storyteller's Academy is an eight-day lesson cycle that focuses on the summarizing strategy. It does not follow the standard structure of Targeted Treasure Hunts.

Preparation:

- You will need the Reading Wings 5th Edition software (web-based), *The Savvy Reader—Summarizing, A Collection of Readings* for each partnership, a Summarizing Strategy Card for each partnership, and journals for writing activities.
- Before you begin day 5, review the following suggested guidelines for writing summaries with your students.

(continued on next page)

Planning Writing Instruction

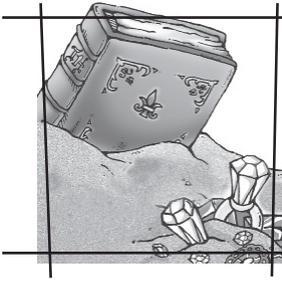
In this lesson, Griot Kenyatta will ask your students to write a summary of *Why Anansi Lives in the Ceiling* and *A Gift in the Storm*. The following suggestions are included to help you plan your instruction on how to write a summary.

Getting Started

Know your students. Writing abilities can vary greatly, especially with younger children. Begin by identifying where your students are and how much teaching/modeling they will need.

Modeling and Practice

- **If students are new to writing a summary**, you may choose to write the summary as a whole class activity. Lead the process of turning information on the story map into sentences and paragraphs. Model how to write the first paragraph (or the entire summary) yourself or with help from students. Think aloud, write, and revise as you go. Include a title and an introductory sentence.
- **If students are ready for some writing responsibility**, continue modeling as needed, but begin to release the responsibility to students by asking them to write the next paragraph with their teams. Have teams stop at the end of each paragraph and share what they've written with the class.
- **If students are ready for more independent writing**, continue whole class modeling or writing in teams as needed. Have students who are ready for more independent writing talk about what they'll be writing with a partner and then write it. Have partners share their writing and give helpful feedback to one another.
- **At all levels**, remember that modeling your thinking and the way you turn your thoughts into writing will be very beneficial. If students are allowed independent practice too soon, many of them will miss the mark. Make sure that students have plenty of practice talking about what they plan to write before they commit it to paper. Allow each student to share what he or she has written with a partner and get feedback. Celebrate their growing skills.



DAY 1

ACTIVE INSTRUCTION

Timing Goal: 55 minutes

Teacher's Note: This cycle does not contain some sections, including Fluency in Five, Word Power, meaningful sentence challenge scores, or Adventures in Writing. Ask students to set goals in other areas.

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 reading objective.

This cycle you're going to explore the idea of what is important in a story and practice retelling important information.

- Point out this lesson's strategy target, **summarizing**.
- Point out that the story is literature, or have students explore the story to figure out that it is literature. Review how literature differs from informational text.
- Use the items below to build or activate background knowledge about the story.
 - Use **Think-Pair-Share** to have students discuss what they did yesterday afternoon. Then have partners tell what they did in just one or two sentences. Randomly select a few students to share.
 - Use **Team Huddle** to have students think about when they might want to hear a short version of a story rather than a long version. Have students discuss when they might have read or been told the short version of a story. Use **Random Reporter** to select students to share.
 - Tell students to think about what they did today in school or what happened yesterday. Have students think about what they might tell their parents or guardians about their day at school. Encourage students to tell their parents or guardians about the most important or interesting things that happened at school that day.

tps

th



Using the Targeted Strategy

Introduction and Definition

- Introduce summarizing.

Good readers can identify what is important in a story. As you read longer and longer stories, you just can't remember everything. But good readers don't have to remember everything; they sort out in their minds what is important and

what is not important. They need to remember only what's important. When we take just the important parts of the story and retell them in a shorter way, we're summarizing.

We summarize all the time, whether we know it or not. For example, we summarize when we tell a friend about a movie we just saw or what we did over the summer. We don't tell them everything. We tell them only what is important. That's summarizing. So let's have some fun getting ready to summarize by thinking about what is important to know about some things that will be in our story. Let's start with spiders. What do you know about spiders? I want you to talk in your teams and make a written list of all the things you know about spiders. When you've completed your team list, we'll make a class list. I'll get our list started.

- Use **Think-Pair-Share** to have students practice identifying important information about a topic. Randomly select a few students to respond.

Spiders have eight legs. Spiders hatch from eggs. Big spiders are scary! Think about which of these statements gives you important information about spiders. Give students a minute to think. **Now pair with your partner, and tell him or her which statements give important information about spiders.** Give students a minute to share. **OK, now I'll select a few students to share their answers.** Randomly select a few students to share. *Spiders have eight legs. Spiders hatch from eggs. Good job! Those are important details about spiders. They tell me something useful about spiders.*

- Repeat the activity using statements about the words rain and leopards if needed.
- Award team celebration points for good discussions that demonstrate effective teamwork.

Preview Team Talk

- Introduce the video.

Today we're going to watch a video that will take us to the Lukasa Storyteller's Academy in Africa! We'll meet four students, Kayla, Diop, Matthew, and Heaven, who are learning how to be storytellers from their teachers, Mother Griot and Griot Kenyatta. In Africa, a griot is a very important person.

Griots learn and pass along stories from generation to generation. The students at the academy are going to learn that being able to pick out the most important parts of a story will make them good at summarizing and storytelling. Mother Griot has some tools to help them find what's most important. We will be using these tools as well. Ready? Let's see what's going on at the academy today.



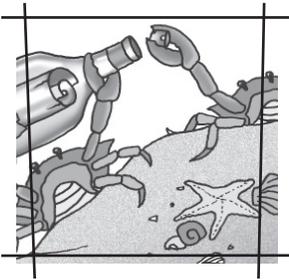
- **Play** "Part 1: Tools for Summarizing" (5 minutes). At the end of part 1, hand out the Summarizing Strategy Cards
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually after students discuss it in their teams.

- 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 S-1.

TEAM TALK

1. What tools can help you learn to summarize? (Team Talk rubric)
2. On Mother Griot's lukasa, beans, shells, and seeds represent the important events or ideas in a story. How does her lukasa help her to tell a story to someone else? (Team Talk rubric)
3. If you were to tell a friend the most important thing about a lukasa, what would you say? (**Write-On**) |SU| (Team Talk rubric)



TEAMWORK

Timing Goal: 35 minutes

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**

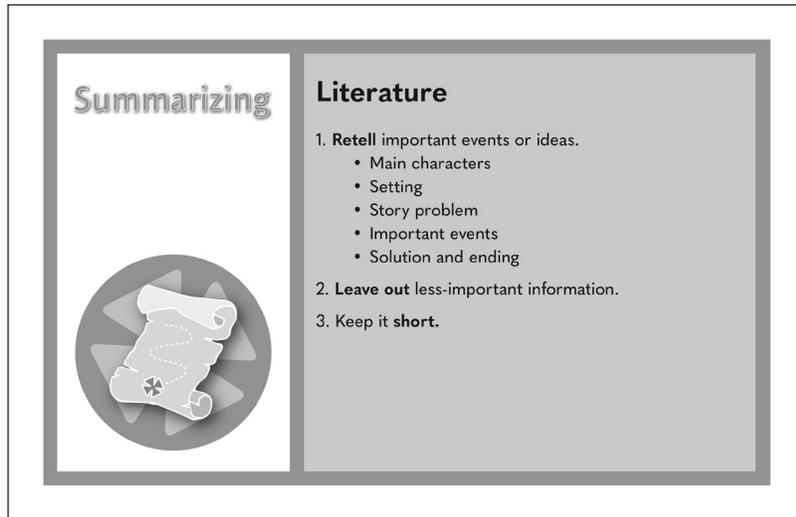
Team Discussion

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.

- Hand out or have students look at their Summarizing Strategy Cards. Review the clues for literature.



- Introduce the Griot's Challenge. Use this activity to give students practice in reading and retelling a paragraph and in identifying what's important.

Now we're going to complete the Griot's Challenge. Turn to the story *A Gift in the Storm*. You'll also need your Summarizing Strategy Card.

- Read the Griot's Challenge aloud.

Student Edition, page S-1.

Mother Griot at the Lukasa Storyteller's Academy has given us a challenge. She's given us a story about Griot Kenyatta, one of the teachers at the academy. The story, *A Gift in the Storm*, is in your collection of readings. Mother Griot wants us to read and retell the story and to pick out the most important events or ideas. I'll bet the Summarizing Strategy Card will help us. I'll go first.

- Model reading, thinking aloud, and retelling the most important events or ideas in at least the first three paragraphs of the story. Begin a list of important events or ideas.

A Collection of Readings,
page 11

- Read paragraph 1 aloud to students. Ask them to read along with you. Refer to your Summarizing Strategy Card as you model.

Let me retell important events or ideas. Begin making a list. Kenyatta was born during a terrible storm, and some say that the Sky gave her a gift.

- Read paragraph 2 aloud to students as they read with you.

Another important idea is that with five children in the family, it was hard for Kenyatta to feel special. Add this to the list.

- Read paragraph 3 aloud to students as they read with you.

Another important idea is that Kamili's special gift was singing. Add this to the list.

- Have students read and retell the important events or ideas in paragraphs 4–9. Monitor their reading and retelling to check for understanding. Help with clarifying, and prompt students to use their strategy cards. Stop after each paragraph, and have a few partners share what they decided was important to retell.

Now it's your turn. With your partner, read paragraphs 4–9. Partner 1 will read paragraph 4; Partner 2 will retell what's important. Then you'll switch. Partner 2 will read paragraph 5, and Partner 1 will retell. Use your Summarizing Strategy Cards to remind you to pick out important events or ideas and leave out less-important details. We'll stop after each paragraph and see what you included in your retelling. Any questions? Answer any questions that students have.

- Monitor the partners' discussions for understanding. Prompt students to use their Summarizing Strategy Cards.
- Have partners discuss their reading with their teammates. Have the teams pick one important event or idea to share with the class. Monitor the discussions to check for understanding.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

Class Discussion **TP**



- Introduce the strategy use discussion by telling students they will talk about the Griot's Challenge.
- Use **Random Reporter** to select students to share. Have each team share one important event or idea from their discussion. Accept all responses, and create a long list. You will need this list again on day 3 when students sort out the important events from the less important events.
- 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.

Answers may vary. Accept reasonable responses.

Strategy Use Discussion

- resolve a sticky note
- describe team strategy use

TEAM TALK

1. What tools can help you learn to summarize? (Team Talk rubric)

100 points = *Tools that can help me learn to summarize are the Summarizing Strategy Card and story map. They help me know what information is important.*

90 points = *Tools that can help me are the Summarizing Strategy Card and story map.*

80 points = *The Summarizing Strategy Card and story map.*

TEAM TALK CONTINUED

2. On Mother Griot's lukasa, beans, shells, and seeds represent the important events or ideas in a story. How does her lukasa help her to tell a story to someone else? (Team Talk rubric)
- 100 points** = *Mother Griot's lukasa helps her tell a story to someone else because it helps her remember the important parts of the story. When she touches the lukasa, it reminds her about a part of the story.*
- 90 points** = *Mother Griot's lukasa helps her tell a story because it helps her remember the important parts.*
- 80 points** = *It helps her remember the important parts.*
3. If you were to tell a friend the most important thing about a lukasa, what would you say? (**Write-On**) |SU| (Team Talk rubric)
- 100 points** = *If I were to tell a friend the most important thing about a lukasa, I would tell them that it holds all the information important to a story. It is made from beads, seeds, and beans.*
- 90 points** = *If I were to tell the most important thing about a lukasa, I would say that it holds all the important information of a story.*
- 80 points** = *I would say it holds all the important information of a story.*

Write-On Discussion

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

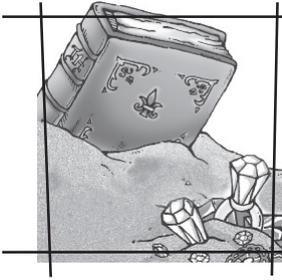
- Summarize the lesson for students.

Beads, shells, and seeds placed in patterns on her lukasa helped Mother Griot remember her stories. We will be using a tool like Mother Griot's lukasa. We're going to use a story map to help us remember the story. But before we learn how to use that tool, we'll continue to practice using the Summarizing Strategy Card.

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: 55 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.

Set the Stage

- Remind students of the reading objective.
- Point out this lesson's strategy target, **summarizing**.

Using the Targeted Strategy

Introduction and Definition



- Use **Team Huddle** to have students discuss the following questions to get them to think about their own reading behaviors. Use **Random Reporter** to select students to share.

Why might good readers stop reading and summarize what they had read so far? How would summarizing help them? Accept students' answers while guiding them to understand. *Good readers summarize to make sure they understand and can remember what's important in the story. When they come across something they don't understand, remembering what has happened so far might help them figure it out. Knowing what has already happened in the story will help them make a better prediction of what might happen next.*

Sometimes deciding what is important is difficult. Do you have any tips to share on how you decide if an event or idea in a story is important? Accept students' answers while guiding them to understand. *Sometimes the title can help you decide what is important. Sometimes just from the way the author tells you something, you can figure out what is important. Things that happen to the main characters are usually important. Use your Summarizing Strategy Card. It will help you pick out the kinds of things that are important.*

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

Preview Team Talk

- Introduce the video.

Today we will watch as Griot Kenyatta and the students at the Lukasa Storyteller's Academy read a story about Anansi the spider. It's called *Why Anansi Lives in the Ceiling*. You'll find it in your collection of readings. We'll watch the students retell what's important in the story. Also, they're going to explain how they decide what makes an event or idea important, and they're going to give you and your partner a chance to practice reading and retelling with them. So let's make sure you each have a Summarizing Strategy Card and some sticky notes. We might run into some words or passages that need to be clarified. Ready? Let's head back to the Lukasa Storyteller's Academy.

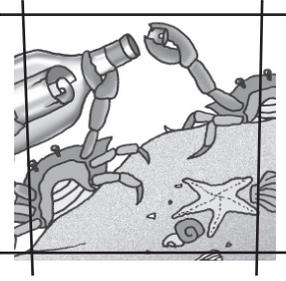


- **Play** "Part 2: Summarizing with Story Elements" (14 minutes).
 - Your students will be asked to read and retell pages of the story with their partners and to share the events and ideas that they and their partners included in their retells.
- Preview the Team Talk questions with the class. Point 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 S-1.

TEAM TALK

1. What are the story elements? (Team Talk rubric)
2. What did you notice about the way Kayla, Diop, Matthew, and Heaven retold parts of the story? (Team Talk rubric)
3. How do you retell a story? How do you think retelling a story helps you to be a better reader? (**Write-On**) (Team Talk rubric)



TEAMWORK

Timing Goal: 35 minutes

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.
- Review the literature side of the Summarizing Strategy Card.

<p>Summarizing</p> 	<p>Literature</p> <ol style="list-style-type: none"> 1. Retell important events or ideas. <ul style="list-style-type: none"> • Main characters • Setting • Story problem • Important events • Solution and ending 2. Leave out less-important information. 3. Keep it short.
---	---

- Introduce the Griot's Challenge.

Now we're going to complete the Griot's Challenge. Turn to the story *A Gift in the Storm*. You'll also need your Summarizing Strategy Card.

- Read the Griot's Challenge aloud.

Student Edition, page S-2.

Mother Griot has another challenge for us. She wants us to practice identifying some of the story elements in *A Gift in the Storm*, the story about Griot Kenyatta that we read. I'd like you and your partner to take turns rereading the story. When you've finished, discuss what you think the main characters, setting, and story problem are. Knowing the story elements will help us summarize and remember the story. Your Summarizing Strategy Card will remind you of the story elements.

- Have students work with their partners to identify the following story elements in *A Gift in the Storm*: main characters, setting, and story problem. Monitor this activity, helping with clarifying and prompting students to use the Summarizing Strategy Card to remind themselves of what the story elements are.
- Have partners discuss the story elements with their teammates and reach consensus. Monitor the discussions, and support teams as needed.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

Class Discussion **TP**



- Introduce the strategy-use discussion by telling students they will talk about the Griot's Challenge.
- Use **Random Reporter** to select students to share. Record the story elements that students identify. Save the list—students will use this information to complete a story map.
- 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.

Answers may vary. Accept reasonable responses.

Strategy Use Discussion

- resolve a sticky note
- describe team strategy use

TEAM TALK

1. What are the story elements? (Team Talk rubric)

100 points = *The story elements are the main characters, setting, story problem, important events or ideas, and solution and ending. They are the important details of the story.*

90 points = *The story elements are the main characters, setting, story problem, events, and ending.*

80 points = *The characters, setting, problem, events, and solution.*

TEAM TALK CONTINUED

2. What did you notice about the way Kayla, Diop, Matthew, and Heaven retold parts of the story? (Team Talk rubric)

100 points = *Kayla, Diop, Matthew, and Heaven used their own words, focused on what was important, and combined information when they retold parts of the story. They eliminated less important details.*

90 points = *Kayla, Diop, Matthew, and Heaven used their own words and focused on what was important when they retold parts of the story.*

80 points = *They used their own words to retell parts of the story.*

3. How do you retell a story? How do you think retelling a story helps you to be a better reader? (**Write-On**) (Team Talk rubric)

100 points = *You retell a story by saying the story in your own words. I think retelling a story helps you to be a better reader because it helps you understand what you've read. Thinking about what to include when you retell a story helps you decide what is important to the story and what can be left out.*

90 points = *You retell a story by saying the story in your own words. I think retelling a story helps you to be a better reader because it helps you understand what you've read.*

80 points = *You say the story in your own words. It helps you understand what you've read.*

Write-On Discussion

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

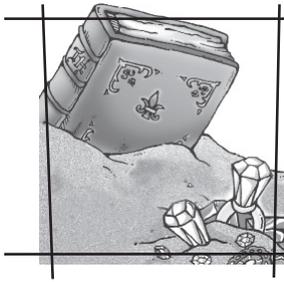
- Summarize the lesson for students.

The students at the academy learned about story elements today. Story elements are: the main characters, setting, story problem, important events or ideas, and the solution and ending. Story elements can help you pick what's important in the story and come up with a good summary. Kayla, Diop, Matthew, and Heaven retold the important events or ideas as they read the story, and they began to identify the story elements too. You had an opportunity to practice and compare your retelling with Kayla and Diop's.

TEAM CELEBRATION POINTS

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

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



DAY 3

ACTIVE INSTRUCTION

Timing Goal: 55 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.

Set the Stage

- Remind students of the reading objective.
- Point out this lesson's strategy target, **summarizing**.

Using the Targeted Strategy

Introduction and Definition



- Use **Team Huddle** to have students identify important and less-important events or ideas from their own lives. Use **Random Reporter** to select students to share and check their understanding of important and unimportant events.

Events are the things that happen to the main characters in stories. Some events are important and ensure that we understand the story. They give us information about the story problem or help us learn about the main characters. Other events are not as important. If you think of the story of your life, can you think of two events that are important in your life up to now? Can you think of one event that is not that important? Let me give you an example. Here are three events from my life: I learned to ride a bike when I was six years old. I ate breakfast this morning. I won a three legged race at our family reunion this summer. Can you tell which event is not very important in my life story? Wait for students' responses. You were right! Eating breakfast today is not as important as my first bike ride or winning a contest. Now think about two important events and one not very important event from your life. Share them with your teammates. Let's see if they can pick out the important events.

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

Preview Team Talk

- Introduce the video.

Today we will watch and listen to how the students at the Lukasa Storyteller's Academy identify the important events in *Why Anansi Lives in the Ceiling* and then write those events in their journals. We're all going to be included in the lesson, so make sure you have your copy of *A Collection of Readings*, your Summarizing Strategy Card, and your journal ready. Let's watch!



- **Play** “Part 3: Listing the Main Ideas” (2 minutes), pausing the video when instructed. Mother Griot will ask students to:
 - review the academy students' list of events or ideas from the Anansi story and eliminate the less important ones.
 - read and retell the next two pages with their partners.
 - list the most important events or ideas as a team.

Student Edition, page S-2.

Important Ideas and Events

Which events or ideas do you think are less important and could be taken off the list?

Here's a hint: Mother Griot said two of them are less important.

Important Ideas, pages 3 and 4:

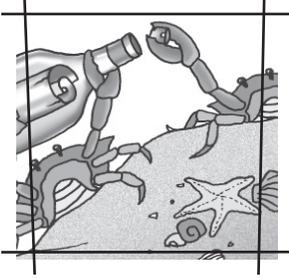
1. Leopard decides to eat Anansi.
2. Leopard goes to Anansi's house.
3. Anansi's house is made of banana leaves.
4. Anansi knows Leopard is waiting for him.
5. Leopard puts his nose in his paw.
6. Anansi goes home.

- Use **Random Reporter** to select students to share their team discussions.
- Finish watching “Part 3: Listing the Main Ideas” (2 minutes).
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #1, 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 S-2.

TEAM TALK

1. How do Kayla, Diop, Matthew, and Heaven know which events or ideas are important and which are less important details? (**Write-On**) (Team Talk rubric)



TEAMWORK

Timing Goal: 35 minutes

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.
- Review the literature side of the Summarizing Strategy Card as necessary.

A graphic of a Summarizing Strategy Card. It is divided into two main sections. The left section is titled "Summarizing" and features an illustration of a rolled-up scroll with a star on it. The right section is titled "Literature" and contains a list of instructions: 1. Retell important events or ideas. (with sub-points: Main characters, Setting, Story problem, Important events, Solution and ending), 2. Leave out less-important information., and 3. Keep it short.

- Introduce the Griot's Challenge.

Now we are going to complete the Griot's Challenge. Turn to the story *A Gift in the Storm*. You'll also need your Summarizing Strategy Card.

- Read the Griot's Challenge aloud.

Student Edition, page S-3.

Griot Kenyatta has a challenge for us! You have already read and retold the story, *A Gift in the Storm*, and identified the main characters, the setting and the story problem. You're well on your way to creating a summary! Today Griot Kenyatta would like you to look at the list we made of the events or ideas in the story, pick out the most important ones, and eliminate the less important ones. I'd like you to work on this challenge with your partner. Now we know that the most important events or ideas usually have to do with the story elements, so use your strategy card to remind you of the story elements. Griot Kenyatta may think she can stump you, but I don't think she can!

- Have partners review the list and write down what they think are the most important events or ideas. Ask them to explain their thinking to each other. Monitor the discussions to check for understanding. Prompt students to use their strategy cards to help them decide what's most important. To check for understanding, have a few partners share one important event or idea and explain why they chose it.
- Model how you would decide which events or ideas on the class list are important, and which are less-important details. Review the first two or three events or ideas on the list and share your thinking process with students. Show them how you use the story elements on the strategy card to decide what's important. Ask students to choose the important events and to tell why they are important.

Now it's your turn. Work with your partner and decide which events or ideas are important. Write down the events or ideas and be ready to explain why you made those choices. Look back at the story if necessary.

If you find that we left out an important event or idea, add it to your list. Don't forget to use your strategy cards to remind you of the story elements.

- Have partners compare their ideas with those of their teammates, explain their thinking, and reach a consensus.
- Monitor the partners' discussions for understanding. Prompt students to use their Summarizing Strategy Cards.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

Class Discussion **TP**



- Introduce the strategy use discussion by telling students they will talk about the Griot's Challenge.
- Use **Random Reporter** to select students to share, and create a class list of the most important events or ideas in the story. Guide this discussion to help students sort out the important information from the less important. Keep this list; you will use it to create a story map.
- 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.

Answers may vary. Accept reasonable responses.

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

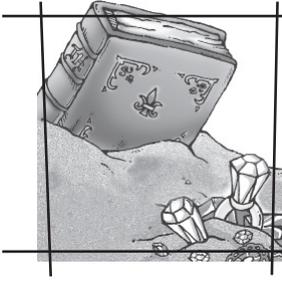
Write-On Discussion
<ul style="list-style-type: none"> • read written answers • create a class answer and discuss what makes it good or how to improve it

TEAM TALK
<p>1. How do Kayla, Diop, Matthew, and Heaven know which events or ideas are important and which are less important details? (Write-On) (Team Talk rubric)</p> <p>100 points = <i>Kayla, Diop, Matthew, and Heaven know which events or ideas are important and which are less important details because the important events or ideas are connected to the story elements. They tell about the main characters, setting, story problem, important events or ideas, solution, and ending. The important events or ideas are the ways in which the main characters try to solve the problem. The less important details might add interesting information, but they aren't important to the story and can be left out.</i></p> <p>90 points = <i>Kayla, Diop, Matthew, and Heaven know which events or ideas are important and which are less important details because the important events or ideas are connected to the story elements. The less important details might add interesting information, but they aren't important to the story.</i></p> <p>80 points = <i>The important events or ideas are connected to the story elements. The less important details aren't important to the story.</i></p>

- Summarize the lesson for students.

Today we learned how to identify the important events or ideas in a story. The students at the academy practiced this as they read the story. You did too! Mother Griot gave us all a chance to see if we could pick out the most important events or ideas. She also let us compare the events or ideas we found with those found by the students at the academy.

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



DAY 4

ACTIVE INSTRUCTION

Timing Goal: 55 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.

Set the Stage

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

Using the Targeted Strategy

Introduction and Definition



- Use **Team Huddle** to have students discuss the following question. Use **Random Reporter** to select students to share.

A story map is a picture organizer of all the basic elements or parts a story must have. What do you think the purpose of taking information, such as our notes about main characters and events or ideas, and writing it on the story map will be? Accept students' answers while guiding them to understand. *This will help us check to see if we've found all the story elements. This will help us to consider again if events or ideas are important before we write them on the map. This will give us a chance to shorten how we write the information. Now that we know how the story has ended, we might see that some events or characters might not be as important as we first thought.*

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

Preview Team Talk

- Introduce the video.

Today we will watch Griot Kenyatta record the important information from *Why Anansi Lives in the Ceiling* on a story map. Watch the way she thinks about each piece of information before she writes it on her map. See how Kayla, Diop, Matthew, and Heaven help her.



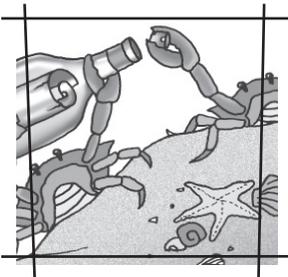
- Play "Part 4: The Story Map" (4 minutes).

- There are no student activities in this segment.
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #2, 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 S-3.

TEAM TALK

1. The students listed many events or ideas for the story. How does Griot Kenyatta help the students cut down their list of important events or ideas to just a few? (Team Talk rubric)
2. How will putting information on a story map help the students at the academy become better storytellers? (**Write-On**) (Team Talk rubric)



TEAMWORK

Timing Goal: 35 minutes

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.
- Review the literature side of the Summarizing Strategy Card as necessary.

<h2>Summarizing</h2> 	<h2>Literature</h2> <ol style="list-style-type: none"> 1. Retell important events or ideas. <ul style="list-style-type: none"> • Main characters • Setting • Story problem • Important events • Solution and ending 2. Leave out less-important information. 3. Keep it short.
--	--

- Introduce the Griot's Challenge.

Now we are going to complete the Griot's Challenge. Turn to the story *A Gift in the Storm*. You'll also need your blank story map.

- Read the Griot's Challenge aloud.

Student Edition, page S-3.

Griot Kenyatta has challenged us to complete a story map for *A Gift in the Storm*. Here's what you'll need for the challenge: the story and a story map. Here's the list we made of the main characters, setting, and story problem and our list of important events and ideas. I would like you to complete the story map with your partner. Remember how Griot Kenyatta helped the students at the academy cut down their list of important events or ideas to just a few? I'll bet you and your partner can do that too!

- Have partners fill in the story map for *A Gift in the Storm*. Monitor the discussion to check for understanding, and offer support as needed.
- Have partners compare story maps with their teammates' story maps and reach consensus. Monitor the discussions, and offer support as needed.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

Class Discussion **TP**



- Introduce the strategy use discussion by telling students they will talk about the Griot's Challenge.
- Use **Random Reporter** to select students to share. Complete a whole class story map. If necessary, help students eliminate or combine events. If they choose, students may revise their maps on the basis of the class discussion. However, the story maps need not all look the same. Save the story maps; students will need them on day 5.
- 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.

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. The students listed many events or ideas for the story. How does Griot Kenyatta help the students cut down their list of important events or ideas to just a few? (Team Talk rubric)

100 points = *Griot Kenyatta helps the students cut down their list of important events or ideas by listening to the students and using simpler ways to say the same thing. She asks a lot of questions to get the most important information. She combines similar ideas.*

90 points = *Griot Kenyatta helps the students cut down their list of important events or ideas by listening to the students and using simpler ways to say the same thing.*

80 points = *She listens to them and uses simpler ways to say the same thing.*

2. How will putting information on a story map help the students at the academy become better storytellers? (**Write-On**) (Team Talk rubric)

100 points = *Putting information on a story map will help the students at the academy become better storytellers because the map records the most important information in the story. Picturing the map in their minds will help them remember the important parts of the story. The story map is their lukasa.*

90 points = *Putting information on a story map will help the students at the academy become better storytellers because the map records the most important information in the story.*

80 points = *The map records the most important information in the story.*

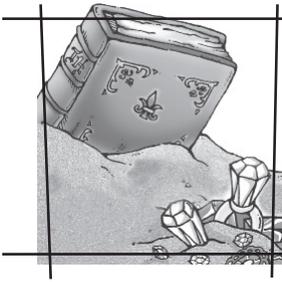
- Summarize the lesson for students.

The students at the academy helped Griot Kenyatta complete a story map. They had to identify the main characters, setting, story problem, important events or ideas, and solution and ending. They also had to cut down their long list of events or ideas into just a few important events or ideas.

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: 55 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.

Set the Stage

- Remind students of the reading objective.
- Point out this lesson's strategy target, **summarizing**.

Using the Targeted Strategy

Introduction and Definition



- Use **Team Huddle** to have students discuss the following question. Use **Random Reporter** to select students to share.

How do you think filling in a story map will help you write a summary? Accept all responses while guiding students to understand. *Filling in a story map helps you organize your thoughts and evaluate what is important in a story. By putting the information from the story map into sentences and paragraphs, you'll produce a written summary.*

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

Preview Team Talk

- Introduce the video.

Griot Kenyatta has an exciting task for you today. She's going to ask you to write a summary of *Why Anansi Lives in the Ceiling*, using the story map as a guide. The students at the academy have already written a summary of the story. We'll listen to their summary and then compare your summary with theirs.



- Play "Part 5: Summarizing the Story Map" (1 minute).
 - Griot Kenyatta will ask students to write a summary of *Why Anansi Lives in the Ceiling*. Post the story map or hand out copies of it.

Blackline master provided.

Story Map



Title: *Why Anansi Lives in the Ceiling*

<p style="text-align: center; font-size: small;">Characters:</p> <p>Anansi Leopard</p>	<p style="text-align: center; font-size: small;">Setting:</p> <p>Where: forest</p> <p>When: in monsoon season</p>
--	---

Problem:

Leopard wants to eat Anansi, but Anansi runs away.

Event: Leopard goes to Anansi's house and hides.

Event: Anansi knows Leopard is waiting for him.

Event: Anansi has to go home!

Event:

Event:

Solution:

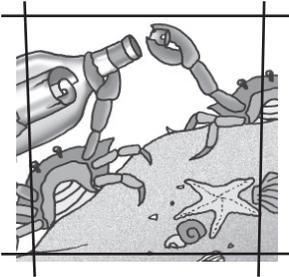
Anansi tricked Leopard into letting Anansi know Leopard was there. Anansi ran up to the ceiling to get away from Leopard.

- Write the summary as a whole class activity if necessary. Model how to write the first paragraph, using the information in the story map. Either continue to lead the writing process with input from students, or allow students to complete the summary themselves. Here are some options:
 - Have students write the summary individually, trade what they write with their partners, and give one another positive feedback.
 - Have partners write the summary together, talking about what they plan to write first and then taking turns adding sentences.
 - Have the team write the summary, talking about what they plan to write and then taking turns adding sentences.
- Have each team or several individuals read their summaries aloud.
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #2, 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 S-4.

TEAM TALK

1. How does your summary compare with that of the students on the video? (Team Talk rubric)
2. What was the hardest or easiest part of writing a summary? (**Write-On**) (Team Talk rubric)

**TEAMWORK**

Timing Goal: 35 minutes

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.
- Review the literature side of the Summarizing Strategy Card as necessary.

<p>Summarizing</p> 	<p>Literature</p> <ol style="list-style-type: none"> 1. Retell important events or ideas. <ul style="list-style-type: none"> • Main characters • Setting • Story problem • Important events • Solution and ending 2. Leave out less-important information. 3. Keep it short.
---	--

- Introduce the Griot's Challenge.

Now we are going to complete the Griot's Challenge. Turn to the story *A Gift in the Storm*. You'll also need your completed story map.

Student Edition, page S-4.

- Read the Griot's Challenge aloud.

Griot Kenyatta has another challenge for us. She wants you to write a summary of the story *A Gift in the Storm*. You will use the story map you completed to write it. I'd like you to write the summary as a team. Talk about what you plan to write first. I'd like number 1s to write the first sentence. Then, the rest of the team can take turns adding sentences until you finish the summary. See if you can cut down your list of events or ideas to just a few very important ones, and keep it short! I'm sure Griot Kenyatta will be very impressed with your summary!

- Monitor the partners' discussions for understanding. Prompt students to use their Summarizing Strategy Cards.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

Class Discussion **TP**



- Introduce the strategy use discussion by telling students they will talk about the Griot's Challenge.
- Have teams read their summaries aloud.
- 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.

Answers may vary. Accept reasonable responses.

Strategy Use Discussion

- resolve a sticky note
- describe team strategy use

TEAM TALK

1. How does your summary compare with that of the students on the video? (Team Talk rubric)

100 points = *My summary is different from the video students' summary. My summary has fewer details in it and only tells the events I think are very important to the story.*

90 points = *My summary is different from the video students' summary.*

80 points = *It's different.*

Write-On Discussion

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

TEAM TALK CONTINUED

2. What was the hardest or easiest part of writing a summary? (**Write-On**) (Team Talk rubric)

100 points = *The hardest part of writing a summary was choosing which events or ideas were important and which were not. I thought a lot of details were important to the story. I had to make some decisions about which details were not important. I had to decide which details I could leave out of the story but still have the story make sense.*

90 points = *The hardest part of writing a summary was choosing which events or ideas were important and which were not.*

80 points = *Choosing which events or ideas were important and which were not.*

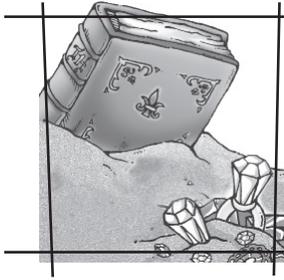
- Summarize the lesson for students.

The students at the academy have written a summary of *Why Anansi Lives in the Ceiling* and you have too! They used information from the story map to write a summary of the story. As they wrote, they had to make decisions about how to say things to keep the summary short. So now you know that a summary is a short version of a story that includes the main characters, the setting, the story problem, the most important events or ideas, and the solution and ending.

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 6

ACTIVE INSTRUCTION

Timing Goal: 55 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.

Set the Stage

- Remind students of the reading objective.
- Point out this lesson's strategy target, **summarizing**.

Using the Targeted Strategy

Introduction and Definition

- Use the crossword puzzle activity that follows to review summarizing. Have students work on the puzzle with their partners or teammates or as a class. Provide some instructions if students are unfamiliar with crossword puzzles.

Blackline master provided.

My Lukasa

WORD LIST

details	story map	read
characters	setting	events
retell	solution	ending
problem	important	summarize

ACROSS

1. the less important information or events
6. an organizer that houses all the important elements
8. to tell in your own words
10. how a problem is fixed
11. the things that happen in a story

DOWN

2. to shorten a story using only important information
3. the people or animals that create the action in a story
4. to understand the meaning of a written story
5. an event is _____ if it happens to the main characters
6. where and when a story takes place
7. the trouble in a story that needs to be fixed
9. a reader is happy when the story has a happy _____

We have one last task from Griot Kenyatta. It's a crossword puzzle that you can work on with (your partner, team, class). The puzzle will prepare you to take the junior griot test today. If you pass the test, you'll become junior griots!

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

Preview Team Talk

- Introduce the video.

I think you're ready to take the junior griot test along with Kayla, Diop, Matthew, and Heaven. Mother Griot and Griot Kenyatta are waiting for us. I'm sure you're going to do a great job. So let's get right to the video.

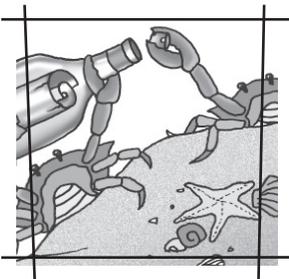


- **Play** "Part 6: Lukasa Storyteller's Academy Junior Griot Test" (4 minutes).
 - Griot Kenyatta will ask students to write the answers to the questions. Students may refer to their Summarizing Strategy Cards.
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #4, 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 S-4.

TEAM TALK

1. What are the three steps to summarizing? (Team Talk rubric)
2. What helps you figure out what is important in the story? (Team Talk rubric)
3. What are the story elements? (Team Talk rubric)
4. How does the story problem help you find the important events or ideas in a story? (**Write-On**) (Team Talk rubric)



TEAMWORK

Timing Goal: 30 minutes

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.

Answers may vary. Accept reasonable responses.

Strategy Use Discussion

- resolve a sticky note
- describe team strategy use

Team Talk Discussion

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

TEAM TALK

1. What are the three steps to summarizing? (Team Talk rubric)
 - 100 points** = *The three steps to summarizing are retelling what's happening, including important events or ideas, and leaving out less important details. These steps help me write or give good summaries.*
 - 90 points** = *The three steps to summarizing are retelling, including important events, and leaving out less important details.*
 - 80 points** = *Retell, give important events, and leave out less important details.*
2. What helps you figure out what is important in the story? (Team Talk rubric)
 - 100 points** = *The story elements help me figure out what is important in the story. They tell me the details I should look for and pay attention to.*
 - 90 points** = *The story elements help me figure out what is important in the story.*
 - 80 points** = *The story elements.*
3. What are the story elements? (Team Talk rubric)
 - 100 points** = *The story elements are the main characters, setting, story problem, important events, and solution and ending. These are the most important details in the story.*
 - 90 points** = *The story elements are the main characters, setting, story problem, important events, and solution and ending.*
 - 80 points** = *Main characters, setting, story problem, important events, and solution and ending.*

Write-On Discussion

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

TEAM TALK CONTINUED

4. How does the story problem help you find the important events or ideas in a story? **(Write-On)** (Team Talk rubric)

100 points = *The story problem helps me find the important events or ideas in a story because anything that helps the characters solve the problem is important.*

Those are details I should include in a summary.

90 points = *The story problem helps me find the important events or ideas in a story because anything that helps the characters solve the problem is important.*

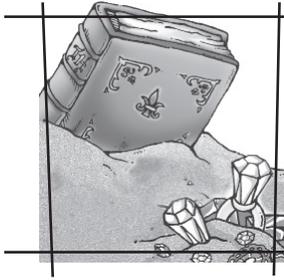
80 points = *Anything that helps the characters solve the problem is important.*

- Award the Junior Griot certificates (found in the blackline master section of this lesson.) If you like, you can ask your students to recite the junior griot pledge: “To help me remember a story, I will list the story elements on the story map and then summarize. The story elements are the main characters, setting, story problem, important events or ideas, and solution and ending. When I use these elements to remember a story, I will be a good junior griot.”

TEAM CELEBRATION POINTS

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

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



DAY 7

ACTIVE INSTRUCTION

Timing Goal: 45 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.

Set the Stage

- Remind students of the reading objective.
- Point out this lesson's strategy target, **summarizing**.

Using the Targeted Strategy

Introduction and Definition

- Remind students that they have been learning to write summaries while watching the videos. They have been retelling what's happening, including the important events and ideas, and leaving out less important details.

When good readers read, they remember to identify the important events and details in a story or text. They also remember to leave out less-important details that they do not need to include in a summary. Summarizing strategies help you check your understanding and make sure you understand the main ideas and events.

- Remind students to use their Summarizing Strategy Cards, and review how to summarize literature.
- Award team celebration points for good discussions that demonstrate effective teamwork.

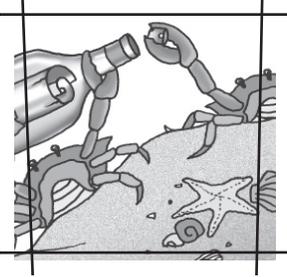
Preview Team Talk

- 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 S-5.

TEAM TALK

1. What is one question you had before you began reading? |QU| (Team Talk rubric)
2. On your story map, write the important events from paragraph 4. |SU| (Summarizing rubric)
3. Use the information you have written on your story map to write a brief summary of paragraph 9. **(Write-On)** |SU| (Summarizing rubric)



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

A Collection of Readings,
page 14.

- Use the first paragraph of *The Natural* to model summarizing with a student. Have the student read the paragraph. Model restating the events in the paragraph in your own words.

Let's see. I think the main events in this paragraph are that a bunch of kids play in a yard and that Grandpa Joe watches them. These seem like important events.

- Remind students that it is important to remember the important events or ideas and to use their Summarizing Strategy Cards while reading.

While you read, it's important to retell what's happening in the text in your own words. You should include the important events and ideas and leave out less important details to keep it short.

When reading literature, you should use a story map to record important events. When you summarize, you should remember to include the main characters, the setting, the story problem, important events, and the solution and ending. You can remember all these features by looking at your Summarizing Strategy Card.

- Remind students that it is important to remember the important events or ideas and to use their Summarizing Strategy Cards while reading.

- Have students read:

***The Natural* on pages 14 and 15 aloud with partners.**

- Tell students to write their predictions and the clues that help them make these predictions in their journals.
- Circulate and check for comprehension as partners work together. Prompt and reinforce students' efforts to identify clues and make predictions.

- If some partners finish reading ahead of their teammates, have them begin looking over the Team Talk questions.

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.
- Circulate through the classroom, and check for comprehension. Listen to team discussions, and offer hints and suggestions. Ask questions to encourage further discussion. Examples include:
 - What are the important events or ideas in the text?
 - What strategies did you use to figure these out?
 - Are there details to support your important events or ideas?
 - Do your important events or ideas have to do with the story elements listed on the literature side of your Summarizing Strategy Card?
- 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.

Answers may vary. Accept reasonable responses.

Strategy Use Discussion

- resolve a sticky note
- describe team strategy use

TEAM TALK

1. What is one question you had before you began reading? |QU| (Team Talk rubric)

100 points = *One question I had before I began reading was that I wanted to know what the title meant. I wanted to know what a natural is.*

90 points = *One question I had before I began reading was that I wanted to know what the title meant.*

80 points = *I wanted to know what the title meant.*

Team Talk Discussion

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

Write-On Discussion

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

TEAM TALK CONTINUED

2. On your story map, write the important events from paragraph 4. |SU| (Summarizing rubric)

100 points = *Grandpa Joe says he will show Jack a way to remember people doing things. He brings Joe to a building at the end of the driveway. The building has hundreds of wooden figures in it.*

90 points = *Grandpa Joe says he will show Jack a way to remember people doing things. The building at the end of the driveway has hundreds of wooden figures in it.*

80 points = *The building at the end of the driveway has hundreds of wooden figures in it. There were children. There were birds. There were bears. They were everywhere.*

3. Use the information you have written on your story map to write a brief summary of paragraph 9. **(Write-On)** |SU| (Summarizing rubric)

100 points = *Jack carves wood all day. He finishes his carving in the late afternoon. Jack shows Grandpa Joe the figure he has carved. It is of an older man in overalls. The figure is of Grandpa Joe. It will go with the figure of Jack that Grandpa Joe carved.*

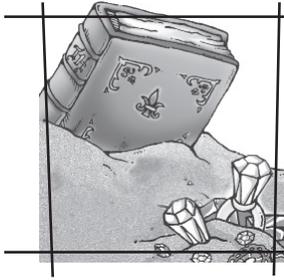
90 points = *Jack carves wood all day. Jack shows Grandpa Joe the figure he has carved. The figure is of Grandpa Joe.*

80 points = *Jack carves wood all day. He wears his gloves and sits in a swing to carve.*

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 8

ACTIVE INSTRUCTION

Timing Goal: 20 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.

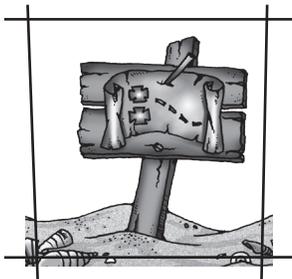
Set the Stage

- Tell students that their reading test today includes comprehension questions.
- Remind students that their scores on this test will contribute to their team scores.
- Introduce the section of the story students will read for their test. Tell what it is about, but do not give additional information or details.

Today we will read *The Memory Maker*. We will think about the story's important events or ideas so we can write a summary after we read it.

Prepare Students for the Test

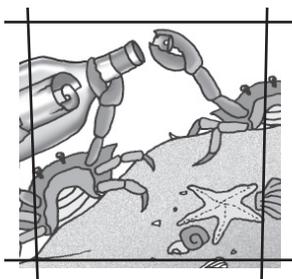
- Distribute the test, and preview it with students without providing information about the answers. Point out that question #4 asks about summarizing.
- Ask students to underline key words or phrases in question #4.
- Make sure students understand that the test is independent work and that they should continue to use their strategies with sticky notes as they read without their partners' assistance.
- Remind students that they have 30 minutes for the test.



TEST

Timing Goal: 30 minutes

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



TEAMWORK

Timing Goal: 30 minutes

Team Discussion **TP**

Teacher procedures for Teamwork vary with strategy instruction.

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

After the Test

INDEPENDENT STRATEGY USE

- How did you resolve a sticky note?
- Describe your strategy use with the team.

SKILL-QUESTION DISCUSSION

- Discuss the skill question in teams.
- Say the question in your own words, and tell what key words or phrases you underlined.
- Read your answer to your team.
- Think about what you like about your answer and what you could have said differently.
- Use your colored pen to add comments to your answer.

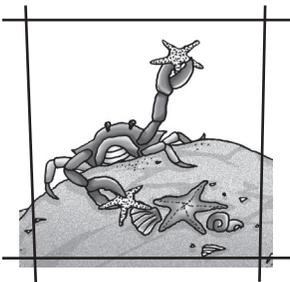
- Remind students that they will need to prepare each team member to discuss words or phrases that needed clarification during Class Discussion.
- Pass out a colored pen (e.g., red or green ink) to each student.
- Point to the skill question. Ask students to specifically discuss the skill question.

- Ask students to state the question in their own words and tell what key words or phrases they underlined.
- Have students read their answers to the question. Ask the teams to think about what they like about their answers and what they wish they had said differently. Tell them to use their colored pens to add comments to their answers.
- Circulate during Team Discussion, and listen to discussions about test answers.
- Use **Random Reporter** to have students share additions they made to the targeted skill question.
- Award team celebration points.
- Have students share the information that they added to their story maps.



Class Discussion **TP**

- Collect the test answers.
- Use **Random Reporter** to have students share a word or phrase that needed clarification.
- Award team celebration points.
- Use **Random Reporter** to review assessment answers as time permits.
- Award team celebration points.



SUCCESS REVIEW AND KEEPING SCORE

Timing Goal: 20 minutes

Success Review and Keeping Score

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

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

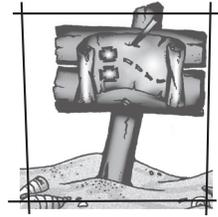
Team Cooperation Goal

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



TEST

Comprehension Questions

Answers may vary.
Accept reasonable responses.

Read *The Memory Maker* on pages 16 and 17, and answer the following questions. The total score for comprehension questions equals 100 points.

30 points

1. What is one question you had about the story before you began reading? |QU • PR| (Team Talk rubric)

30 points = *One question I had about the story before I began reading was “What is a memory maker?” I wanted to know if the memory maker was a person or thing that helps you make memories.*

25 points = *One question I had about the story before I began reading was “What is a memory maker?”*

20 points = *What is a memory maker?*

30 points

2. On your story map, write down the story's main problem and an important event from the story. |PS • SS| (Team Talk rubric)

30 points = *The story's main problem is that Donte doesn't know what to do on a rainy day. He didn't want to sit on the couch all day. An important event is when Donte decides to go down in the basement and finds a box of pictures there. They were old pictures of his mom.*

25 points = *The story's main problem is that Donte doesn't know what to do on a rainy day. An important event is when Donte decides to go down in the basement and finds a box of pictures there.*

20 points = *Donte doesn't know what to do on a rainy day. He finds a box of pictures in the basement.*

10 points

3. Which of the following best describes the main idea of paragraph 7? |MI|
- The boxes are Grandpa's.
 - Donte is going through the stack of boxes.
 - He can't wait to open the next box.
 - Donte can't think of a better activity for a rainy day.

30 points

4. Use the information you wrote on your story map to write a brief summary of paragraph 9. **(Write-On)** |SU| (Summarizing rubric)

30 points = *Donte gives a book full of pictures and important keepsakes to his mother. The pictures and keepsakes were from different times in her life. The book brings back many memories for her. The book makes her cry as she looks through it.*

25 points = *Donte gives a book full of pictures and important keepsakes to his mother. The book brings back many memories for her.*

20 points = *Donte gives a book full of pictures and important keepsakes to his mother. He called it "Mom's Memories."*

Story Map



Title: *Why Anansi Lives in the Ceiling*

Characters:

Anansi
Leopard

Setting:

Where: forest

When: in monsoon season

Problem:

Leopard wants to eat Anansi, but Anansi runs away.

Event: Leopard goes to Anansi's house and hides.

Event: Anansi knows Leopard is waiting for him.

Event: Anansi has to go home!

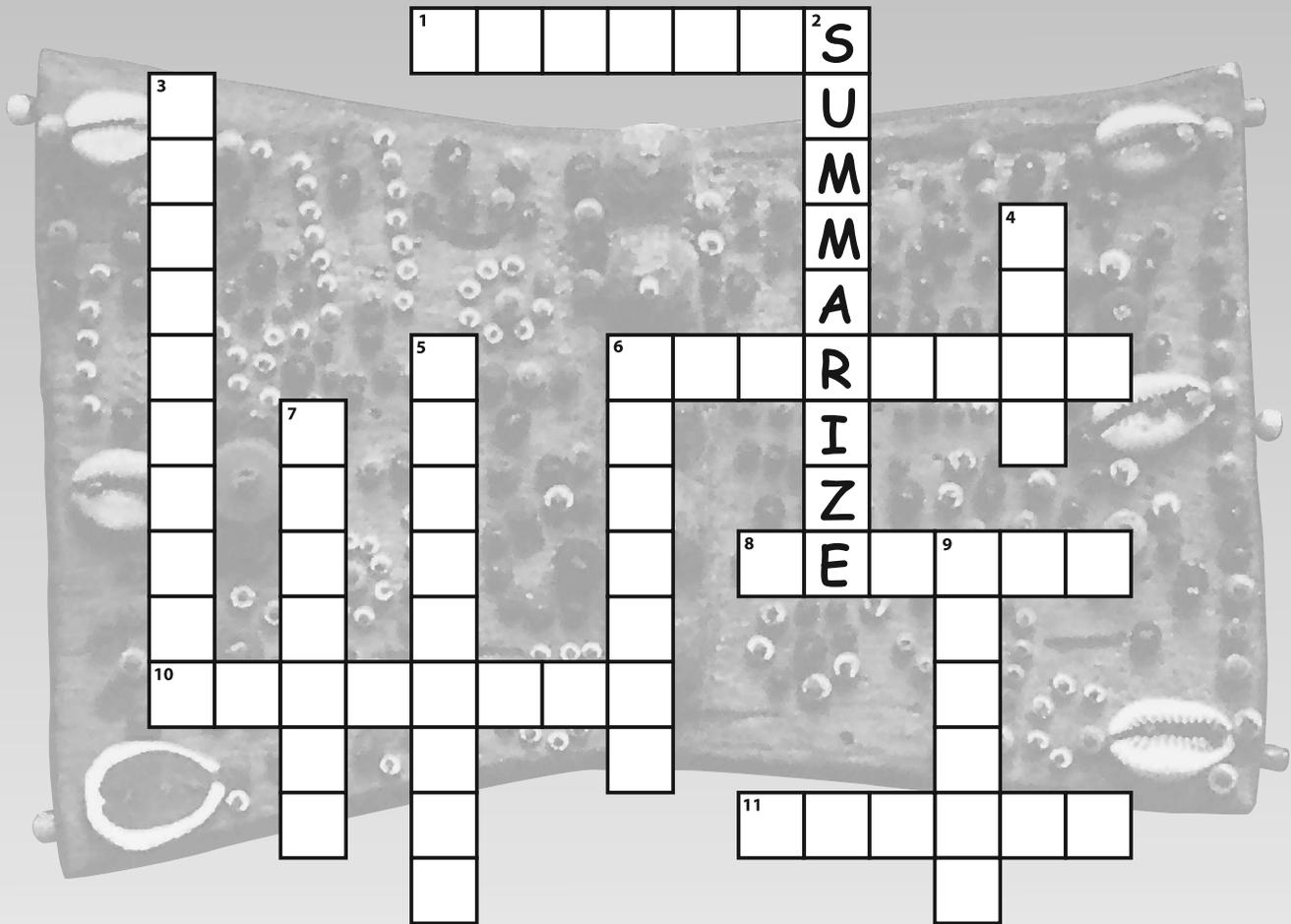
Event:

Event:

Solution:

Anansi tricked Leopard into letting Anansi know Leopard was there. Anansi ran up to the ceiling to get away from Leopard.

My Lukasa



WORD LIST

details	story map	read
characters	setting	events
retell	solution	ending
problem	important	summarize

ACROSS

1. the less important information or events
6. an organizer that houses all the important elements
8. to tell in your own words
10. how a problem is fixed
11. the things that happen in a story

DOWN

2. to shorten a story using only important information
3. the people or animals that create the action in a story
4. to understand the meaning of a written story
5. an event is _____ if it happens to the main characters
6. where and when a story takes place
7. the trouble in a story that needs to be fixed
9. a reader is happy when the story has a happy _____



This is to certify that:

has achieved the rank of

Junior Griot

and has pledged to Summarize in the following way...

The Summarizer's Pledge

To help me remember a story, I will list the story elements on the story map and then summarize.
The story elements are the main characters, setting, story problem, important events or ideas, and solution and ending. When I use these elements to remember a story, I will be a good junior griot.



This is to certify that:

has achieved the rank of

Junior Griot

and has pledged to Summarize in the following way...

The Summarizer's Pledge

To help me remember a story, I will list the story elements on the story map and then summarize.
The story elements are the main characters, setting, story problem, important events or ideas, and solution and ending. When I use these elements to remember a story, I will be a good junior griot.



Story Map



Title: *The Natural*

Characters:

Grandpa Joe
Jack
Gracie
Zeke
Ellie
May

Setting:

Where: Grandpa Joe's house

When: weekends

Problem:

Jack wants to remember exactly how his sisters and cousins look while playing in the yard.

Event: Grandpa Joe takes Jack for a walk to a building at the end of the driveway.

There are hundreds of carved wooden figures. Grandpa Joe shows Jack his favorite one. It is of
Event: Jack sitting cross legged in front of the rocking chair.

Grandpa Joe shows Jack how to carve wooden figures. Jack carves a figure of his cousin May
Event: picking flowers.

Jack works all day on a wood figure and gives it to Grandpa Joe before dinner. It is a figure of him
Event: that could sit in the rocking chair.

Event:

Solution:

Jack learns he is a natural at carving wood figures. He carves figures of his family doing their favorite things.

College and Career Readiness Standards

The following College and Career Readiness Standards are addressed in this unit. Full program alignments can be found in the Reading Wings section of the SFAF Online Resources. Contact your SFAF coach for more information.

LEVEL 2 / *Summarizing at the Lukasa Storyteller's Academy*

Reading: *Literature*

Key Ideas and Details

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

LITERATURE (7 DAY)

Serena's Simple Shoes

Written by Darnell Parker

Illustration by James Bravo

The Savvy Reader—Summarizing, A Collection of Readings, pages 19–39

Success for All Foundation, 2011

Summary

Serena needs a new pair of shoes. She and her mother go on a trip to the shoe store. Along the way, Serena sings songs about everything she sees. But when she gets to the shoe store, she and her mother have different ideas about what's important in a new pair of shoes.

Instructional Objectives

	READING	WORD POWER	WRITING
CYCLE 1	Summarizing (SU) Students will identify the most important events that happen in the story.	Use <i>Word Power Teacher's Manual Volume A, B, or C</i> to complete a Word Power lesson with your students.	Write a summary. Students will write a summary of a familiar story using a story map to plan which events are the most important to include.
	Summarizing (SU) Students will use story elements to help them identify the main ideas in the story. As they read, they will restate (retell) information with their partners. At the end of each section, students will identify the most important ideas through discussion with their teammates.	Use <i>Word Power Teacher's Manual Volume A, B, or C</i> to complete a Word Power lesson with your students.	Write a summary journal entry. Students will pretend that they are Serena and write journal entries that summarize what happens after she wears her simple shoes to school. They will write their journal entries in the form of songs.

(continued on next page)

Teacher's Note:

- Before beginning, please read through both cycles of the summarizing lessons for *Serena's Simple Shoes* to see the sequence of instruction from one cycle to the next.
 - Note: Each day during cycle 1 you will develop class lists of the main ideas in the text. You will use these chart paper lists again in Using the Targeted Strategy on day 1 of cycle 2, so be sure to store them in an easily accessible location.
- In both cycles you and students will discuss the main ideas of the story (examples are provided). Please give students some flexibility in the selection, discussion, and wording of these main ideas. Good readers must seek to understand an author's story, but they will also interpret it individually, based on their own interests and background knowledge.
 - In team discussions, students should agree on some important story ideas, even though they will often express these ideas in different ways. Students may also disagree on other main ideas. Please accept these differences, and use them to create stimulating discussion.
- Cycle 1 does not include a story map.
- In cycle 2, students will use the lists of important ideas or events they created to generate a story map on day 5.

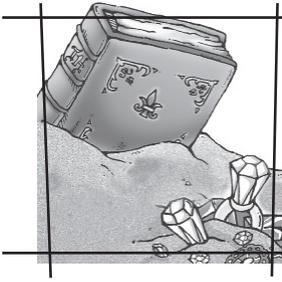
Cycle 1

Instructional Objectives

	READING	WORD POWER	WRITING
CYCLE 1	Summarizing (SU)		Write a summary.
	Students will identify the most important events that happen in the story.	Use <i>Word Power Teacher's Manual Volume A, B, or C</i> to complete a Word Power lesson with your students.	Students will write a summary of a familiar story using a story map to plan which events are the most important to include.

Teacher's Note:

- Cycle 1 does not include a story map.



DAY 1

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Students discuss responses to the Big Question.

Big Question

- Display the Big Question. Have students answer the Big Question orally with partners and teams.

THE BIG QUESTION

What do you like most about your favorite pair of shoes?



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

Team Cooperation Goal and Achievement Goal

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

Set the Stage

- Introduce the story, author, and reading objective.

This cycle we will begin reading *Serena's Simple Shoes* by Darnell Parker. As we read, we'll discuss important events in the story. Good readers identify the important events in a story to check their understanding of what they have read. When you retell these important events, you are summarizing.

- Point out this lesson's strategy target, **summarizing**.
- Point out that the story is literature, or have students explore the story to figure out that it is literature. Review how literature differs from informational text.
- Use the items below to build or activate background knowledge about the story.
 - Use **Team Huddle** to have students discuss whether they worry about the clothes they wear. Tell students to think about whether they worry if their clothes are cute or cool. Use **Random Reporter** to select students to share.
 - Use **Think-Pair-Share** to have students discuss whether they like dressing up and wearing fancy clothes or if they prefer to wear simple clothes and why. Randomly select a few students to share.



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 right.
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 reading and for adding words to the **Vocabulary Vault**. **SR**

Finding Your Words

- Find a vocabulary word in your reading.
- Write the word and the page number where you found it in your journal.
- Share with your team during vocabulary practice or on test day.

Vocabulary Vault

- Listen for your vocabulary words.
- Write down the word and the sentence you read or heard it in.
- Put the voucher in the Vocabulary Vault in class.
- Successfully explain the word to earn team celebration points.
- Write the word on your team score sheet.

Student Edition, page S-7

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

WORD AND PAGE NUMBER	IDENTIFICATION STRATEGY	DEFINITION	SENTENCE
prepare page 22	chunk: pre- <i>pare</i>	get ready	To <i>prepare</i> to bake cookies, wash your hands first.
precise page 24	-c = /s/ chunk: pre- <i>cise</i>	exact	I don't know the <i>precise</i> number of students in class, but I guess there are about twenty.
drenched page 24	base word + ending: <i>drench</i> + <i>ed</i>	very wet, soaking	I was <i>drenched</i> after playing in the rain without a raincoat.
strolled page 26	base word + ending: <i>stroll</i> + <i>ed</i>	walked slowly and without a care	The shoppers <i>strolled</i> through the store, not really looking for anything.
practical page 28	chunk: <i>prac-ti-cal</i>	useful	Jeans are much more <i>practical</i> than a dress if you're working outside.
argue page 28	chunk: <i>ar-gue</i>	have a disagreement	The brothers would <i>argue</i> when they couldn't decide which game to play.

Using the Targeted Strategy

Introduction and Definition

- Use **Think-Pair-Share** to have students tell what they did over the past weekend. Ask students to take turns telling their stories in fifteen seconds or less as you time them. Explain that to do this, students will need to tell just the most important ideas. Randomly select a few students to share. If necessary, provide an example.

Have you ever read a really good book or seen a great movie, and then told your friends about it? Listen to students' responses. **When you do this, you don't tell the whole story. You just tell the most important things that happened in the book or movie.**

Think about what you did this past weekend. Pause to let students think. **Now share it with your partner. Take turns telling about your weekend in fifteen seconds or less. I'll let you know when to start and when to stop. Remember to tell only the most important things that happened.**

- Ask students to raise their hand if they had problems finishing their stories in fifteen seconds. Use **Think-Pair-Share** to have students tell what they could have done to make their stories shorter. Randomly select a few students to share. Suggest, if necessary, that they could have left out some of the less important facts about the weekend. Explain, for example, that they could have left out some of the little things they did or some of the less important details about what they heard or saw.
- Tell students that they just summarized. Explain that summaries should be short and include only the most important ideas.
- Explain that we can summarize things we watch or read, just as we can summarize our own experiences. Point out that this is a good way to check our understanding of a story.
- Pass out the Summarizing Strategy Cards. Explain to students that they will use these cards to help them remember the steps of summarizing as they read. Review the following steps for summarizing literature with students: (1) retell important events or ideas; (2) leave out less important information; and (3) keep it short.
- Tell students that as they read this cycle, they will summarize the most important events that happen in *Serena's Simple Shoes*.
- Award team celebration points for good discussions that demonstrate effective teamwork.

Listening Comprehension

- Preview *Serena's Simple Shoes*, questioning students about the title. Point out that the main character of the story seems to be someone named Serena. Ask students what they think the story will be about.
- Explain to the students that knowing what the story is about and knowing the main character will help them decide on the most important parts of the story.
- Tell students that you are about to read page 21 aloud. Explain that when you have finished, you will begin a list of the most important ideas from this page on chart paper.
- Read page 21 aloud, stopping to ask questions, make points, or focus students' attention as needed. When you have finished, use a **Think Aloud** to model identifying and listing the most important ideas from this page.

Let me summarize what I've read. I'll think about the most important things that have happened so far. Serena says she needs a new pair of shoes. Her old shoes are worn out. Her mother says they'll go to the shoe store. I think these three things are what this part is mostly about, so I will write them on my chart. Add these ideas to the chart.

- Point out that you followed the steps on the Summarizing Strategy Card. Tell students how you decided on the most important information from the story: you thought about the main character and what the story is mostly about, and then you picked the details that told you the most about these two things.

Teacher's Note: Keep this list for use later in this lesson and at the start of cycle 2.



I know from the title that the story is about Serena and her shoes, so I used that to help me think about the most important information. I included those ideas and left out the less important information. For example, I left out how Serena danced around the kitchen because that's not as important to the story.

- Remind students that they will continue summarizing as they read *Serena's Simple Shoes* 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 S-8.

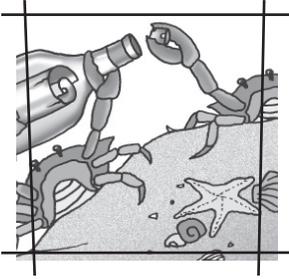
TEAM TALK

1. Which of the following is an important detail from this part of the story? |SU|
 - a. Serena's rain hat is yellow.
 - b. Serena puts on rain gear to keep dry.
 - c. Serena's galoshes fit over her old shoes.
 - d. Serena's mom's raincoat is also blue.
2. What conclusion can you draw about what galoshes do? |DC|
 - a. They help to keep old shoes in one piece.
 - b. They make your shoes look nicer.
 - c. They protect your shoes from getting wet.
 - d. They keep your shoes from flapping.
3. Read the following list of important events that happen in the story. Then write a short summary about this part of the story. **(Write-On)** |SU|
(Summarizing rubric)

It is raining outside.

Serena puts on her rain slicker, rain hat, and galoshes.

Serena tells Mom where to find her umbrella.



TEAMWORK

Timing Goal: 35 minutes

Partner Reading **TP**

Students read and restate aloud.

- Explain, or review, if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate:

page 22 aloud with partners.

LITERATURE	
Read Aloud	
1.	Take turns reading paragraphs aloud with your partner.
2.	Use strategies, as necessary, as you read.
3.	Retell the main events from your partner's reading before beginning your turn.
4.	Add information from the reading to your story map.

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

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

Team Discussion **TP**

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

Team Discussion

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

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

Class Discussion **TP**



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



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

Answers may vary. Accept reasonable responses.

Strategy Use Discussion

- resolve a sticky note
- describe team strategy use

TEAM TALK

1. Which of the following is an important detail from this part of the story? |SU|
 - a. Serena's rain hat is yellow.
 - b. *Serena puts on rain gear to keep dry.*
 - c. Serena's galoshes fit over her old shoes.
 - d. Serena's mom's raincoat is also blue.
2. What conclusion can you draw about what galoshes do? |DC|
 - a. They help to keep old shoes in one piece.
 - b. They make your shoes look nicer.
 - c. *They protect your shoes from getting wet.*
 - d. They keep your shoes from flapping.

Write-On Discussion

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

Team Talk Discussion

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

TEAM TALK CONTINUED

3. Read the following list of important events that happen in the story. Then write a short summary about this part of the story. **(Write-On) |SU|**

(Summarizing rubric)

It is raining outside.

Serena puts on her rain slicker, rain hat, and galoshes.

Serena tells Mom where to find her umbrella.

100 points = *It is raining outside. Serena puts on her rain gear to keep dry. Mom finds her umbrella. She also puts on her rain gear. She and Serena are ready to go shopping.*

90 points = *It is raining outside. Serena and her mom put on their rain gear. They are ready to go shopping.*

80 points = *Serena and her mom put on their rain gear. They both have shiny blue raincoats.*

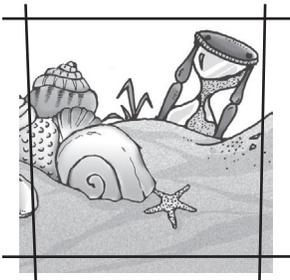
TEAM TALK EXTENSION

4. Why can't Serena's mom find her umbrella? |CE| (Team Talk rubric)

100 points = *Serena's mom can't find her umbrella because it is not where she usually keeps it. It is not in the closet or hall. It is in the TV room.*

90 points = *Serena's mom can't find her umbrella because it is not where she usually keeps it.*

80 points = *It is not where she usually keeps it.*



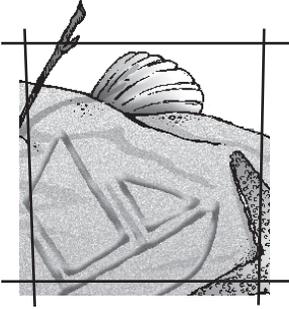
FLUENCY IN FIVE

Timing Goal: 5 minutes

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

Page 22 (paragraphs 1–3)

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



WORD POWER

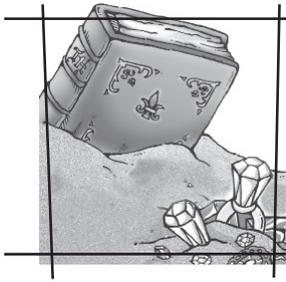
Timing Goal: 20 minutes

- Use *Word Power Teacher's Manual Volume A, B, or C* to complete a Word Power lesson with your students.
- Select a lesson to review skills based on your students' needs or based on this story's vocabulary words. For example:
 - *Volume A*, Lesson 7: R-Controlled Vowel Syllables
 - *Volume B*, Lesson 10: Chunking: Vowel-Consonant-e (VCe)

TEAM CELEBRATION POINTS

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

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



DAY 2

ACTIVE INSTRUCTION

Timing Goal: 20 minutes



Big Question

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



- Use **Random Reporter** to select 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

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

Vocabulary **TP**

- Have students review the vocabulary words with their partner. Ask them to use the vocabulary words in new, meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- 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: *precise* page 24 and *drenched* page 24.



- 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 retell what has happened in the story up to this point—the main events in the plot. Use **Random Reporter** to review these ideas with the class. Model this if necessary.



Listening Comprehension

- Read page 23 aloud, stopping to ask questions, make points, or focus students' attention as needed. Use a **Think Aloud** to model identifying and listing the most important things that happen on this page. Add these ideas to your chart.

Let me think about the important things that happen in this part of the story. Serena and her mother go out in the rain. They wait for the bus. Then they get on. I will add these three things to the chart. I think these things are important because they all have to do with Serena going to buy shoes. Add the new information to your chart.

- Point out that you followed the steps on the Summarizing Strategy Card. Tell how you decided on the most important information from the story: you thought about the main character and what the story is mostly about, and then you picked the details that told you the most about these two things.

I followed the steps on my Summarizing Strategy Card. I thought about what I really needed to know about Serena and this part of the story. Some things weren't as important as the other things, so I left them out. For example, I left out the song that Serena sings. I also left out the sound that Serena's galoshes make in the rain. I didn't put those things on my story chart because they weren't really important.

- Remind students that they will continue summarizing as they read *Serena's Simple Shoes* 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.

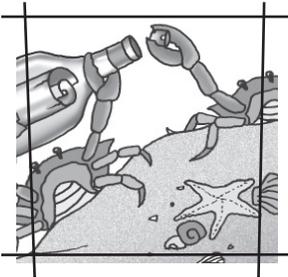
Student Edition, page S-9.

TEAM TALK

1. Which of the following is a less important detail from this part of the story? |SU|
 - a. Serena takes her wet hat off when she sits.
 - b. Serena and her mom find two empty seats.
 - c. Serena looks at people while the bus drives by.
 - d. Serena and her mom get on the bus.

2. What do you think the bus driver means when he says, "It's a wet one out there"? |CL| (Team Talk rubric)

3. Read the following list of important events that happen in the story. Then write a short summary about this part of the story. **(Write-On)** |SU| (Summarizing rubric)
 - Serena and Mom get on the bus.
 - They find two seats.
 - Serena watches out the window.



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

Students read and restate aloud.

- Explain, or review, if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**
 page 24 aloud with partners.
- If some teams finish ahead of others, have them begin working on the following activities: **SR**

After Reading

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

Team Discussion TP

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

Class Discussion TP

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



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

Answers may vary. Accept reasonable responses.

Strategy Use Discussion

- resolve a sticky note
- describe team strategy use

TEAM TALK

- Which of the following is a less important detail from this part of the story? |SU|
 - Serena takes her wet hat off when she sits.*
 - Serena and her mom find two empty seats.
 - Serena looks at people while the bus drives by.
 - Serena and her mom get on the bus.
- What do you think the bus driver means when he says, "It's a wet one out there"? |CL| (Team Talk rubric)

100 points = *When the bus driver says, "It's a wet one out there," I think he means that everything is wet outside. It is pouring rain and there are puddles everywhere.*

90 points = *When the bus driver says, "It's a wet one out there," I think he means that everything is wet outside.*

80 points = *Everything is wet outside.*

Write-On Discussion

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

TEAM TALK CONTINUED

3. Read the following list of important events that happen in the story. Then write a short summary about this part of the story. **(Write-On) |SU|** (Summarizing rubric)

Serena and Mom get on the bus.

They find two seats.

Serena watches out the window.

100 points = *Serena and Mom get on the bus when it arrives. They sit in two empty seats on the bus. Serena looks out the window as the bus drives down the street. She sees people walking and driving in the rain.*

90 points = *Serena and Mom get on the bus and sit in two empty seats. Serena looks out the window as the bus drives down the street.*

80 points = *Serena and Mom get on the bus and sit in two empty seats. Serena takes off her wet hat.*

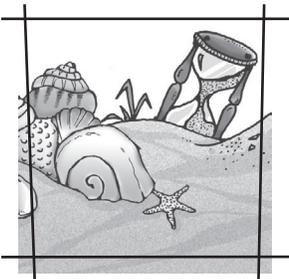
TEAM TALK EXTENSION

4. How is riding the bus different for Serena than it is for her mom? **|CC|** (Team Talk rubric)

100 points = *Riding the bus is different for Serena than it is for her mom because it does not cost money for Serena to ride the bus. Kids ride the bus for free. Her mom has to pay for her fare.*

90 points = *Riding the bus is different for Serena than it is for her mom because it does not cost money for Serena to ride the bus.*

80 points = *It does not cost money for Serena to ride the bus.*



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.

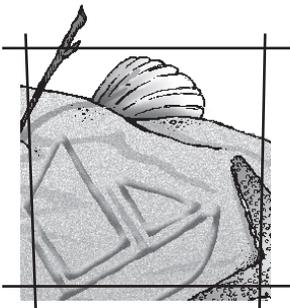
Not ready yet? Practice reading the same passage again with your partner. Ask your teacher to hear you read when you are ready.

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

Student Edition, page S-7.

Page 24 (paragraphs 1–3)

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



WORD POWER

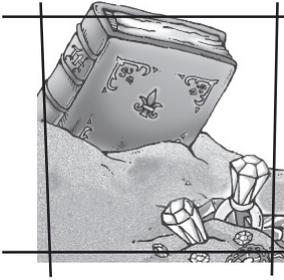
Timing Goal: 20 minutes

- Use *Word Power Teacher's Manual Volume A, B, or C* to continue the Word Power lesson you selected on Day 1 with your students.

TEAM CELEBRATION POINTS

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

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



DAY 3

ACTIVE INSTRUCTION

Timing Goal: 20 minutes



Big Question

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



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

Team Cooperation and Achievement Goal

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

Set the Stage

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

Vocabulary **TP**

- Have students review the vocabulary words with their partner. Ask them to use the vocabulary words in new, meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Use **Random Reporter** to check the review.
 - Focus on words that appear in the reading for the day if applicable: *strolled* page 26.



- 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 retell what has happened in the story up to this point—the main events in the plot. Use **Random Reporter** to review these ideas with the class. Model this if necessary.



Listening Comprehension

- Read page 25 aloud, stopping to ask questions, make points, or focus students' attention as needed. Use a **Think Aloud** to model identifying the most important events that happen in this part of the story. Add these events to your chart.

Let me think about the important events that happen in this part of the story. Serena talks to the boy who just went shoe shopping. The boy tells her to get a good pair of shoes at the store. Serena sings a song about shopping for shoes. I think these events are important, so I will write them on my chart. Add the new information to the chart.

- Remind students that they will continue summarizing as they read *Serena's Simple Shoes* this cycle.

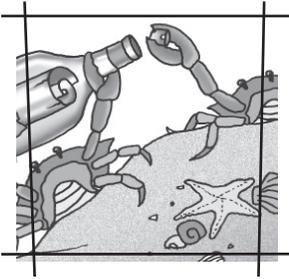
Preview Team Talk

- 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 S-10.

TEAM TALK

1. Which of the following is a detail you read about the setting of the story? |SU|
 - a. It stopped raining outside.
 - b. Serena sings a song about the doors to the shoe store.
 - c. Ringing a bell tells the bus to stop.
 - d. The bus stop around the corner from the shoe store.
2. What is the effect of ringing the bell? |CE|
 - a. The bus pulls over and stops.
 - b. The bus speeds up.
 - c. The bus riders win prizes.
 - d. The bus driver changes radio stations.
3. Read the following list of important events that happen in the story. Then write a short summary about this part of the story. (**Write-On**) |SU|
(Summarizing rubric)
 - Mom rings the bell.
 - Serena and Mom get off the bus.
 - They walk to Frank's Fancy Footwear.



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

Students read and restate aloud.

- Explain, or review, if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**

page 26 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. Which of the following is a detail you read about the setting of the story? |SU|
 - a. It stopped raining outside.
 - b. Serena sings a song about the doors to the shoe store.
 - c. Ringing a bell tells the bus to stop.
 - d. *The bus stop around the corner from the shoe store.*
2. What is the effect of ringing the bell? |CE|
 - a. *The bus pulls over and stops.*
 - b. The bus speeds up.
 - c. The bus riders win prizes.
 - d. The bus driver changes radio stations.

3. Read the following list of important events that happen in the story. Then write a short summary about this part of the story. **(Write-On)** |SU| (Summarizing rubric)

Mom rings the bell.
 Serena and Mom get off the bus.
 They walk to Frank's Fancy Footwear.

100 points = *Mom rings the bell. The bus pulls over to let them off. Serena and Mom get off the bus. They walk to the shoe store, Frank's Fancy Footwear. It is around the corner from the bus stop.*

90 points = *Mom rings the bell. Serena and Mom get off the bus. They walk to the shoe store.*

80 points = *Mom rings the bell. They walk down steps to get off the bus.*

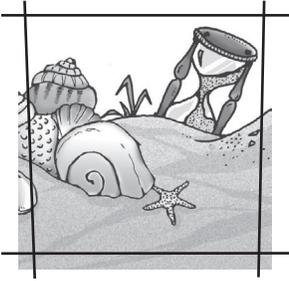
TEAM TALK EXTENSION

4. How is the weather different when Serena and Mom get off the bus from when they got on? |CC| (Team Talk rubric)

100 points = *The weather is different when Serena and Mom get off the bus from when they got on because it has stopped raining. It was raining hard when they left the house and as they waited for the bus.*

90 points = *The weather is different when Serena and Mom get off the bus from when they got on because it has stopped raining.*

80 points = *It has stopped raining.*



FLUENCY IN FIVE **TP**

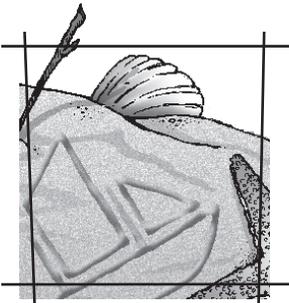
Timing Goal: 5 minutes

- 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 S-7.

Page 24 (paragraphs 1–3) or 26 (paragraphs 1–3)

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



WORD POWER

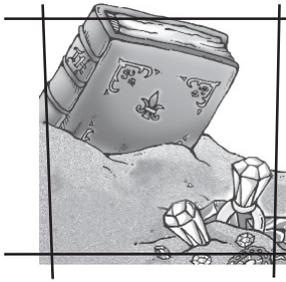
Timing Goal: 20 minutes

- Use *Word Power Teacher's Manual Volume A, B, or C* to continue the Word Power lesson you selected on Day 1 with your students.

TEAM CELEBRATION POINTS

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

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



DAY 4

ACTIVE INSTRUCTION

Timing Goal: 20 minutes

Big Question



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



- Use **Random Reporter** to select 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

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

Vocabulary **TP**

- Have students review the vocabulary words with their partner. Ask them to use the vocabulary words in new, meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Students will individually write a meaningful sentence for one of the words in preparation for the assessment.
- Use **Random Reporter** to select students to share their meaningful sentence and lead a discussion using the Meaningful Sentence rubric.
- Use **Random Reporter** to check the review.
 - Focus on words that appear in the reading for the day if applicable: *practical* page 28 and *argue* page 28.



- 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 retell what has happened in the story up to this point—the main events in the plot. Use **Random Reporter** to review these ideas with the class. Model this if necessary.



Listening Comprehension

- Read page 27 aloud, stopping to ask questions, make points, or focus students' attention as needed. Use a **Think Aloud** to model identifying the most important events that happen in this part of the story. Add these events to your chart.

Let me think about the most important events that happen in this part of the story. Serena and her mom go into the shoe store. Serena looks at shoes, touches them, and points to her favorites. Serena's mom takes her to the back where the kids' shoes are located. I'll add these events to my chart. Add the new information to your chart.

- Remind students that they will continue summarizing as they read *Serena's Simple Shoes* this cycle.

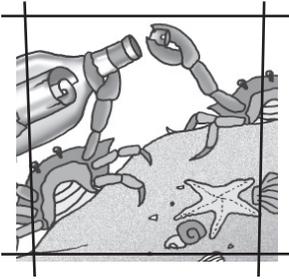
Preview Team Talk

- 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 S-11.

TEAM TALK

1. Which of the following is an important detail you read about the problem? |SU|
 - a. The blue and yellow boots are shiny.
 - b. Serena looks closely at the brown shoes.
 - c. Serena doesn't like the simple brown shoes.
 - d. Serena's mom thinks the brown shoes are perfect.
2. How does Mom think the simple brown shoes are different from the fancy boots? |CC| (Team Talk rubric)
3. Read the following list of important events that happen in the story. Then write a short summary about this part of the story. **(Write-On)** |SU| (Summarizing rubric)
 - Serena likes the fancy leather boots.
 - Mom disagrees with Serena.
 - Mom shows Serena a pair of simple brown shoes.



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

Students read and restate aloud.

- Explain, or review, if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**

page 28 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.
- 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.



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

- 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**.

TEAM TALK

1. Which of the following is an important detail you read about the problem? |SU|
 - a. The blue and yellow boots are shiny.
 - b. Serena looks closely at the brown shoes.
 - c. *Serena doesn't like the simple brown shoes.*
 - d. Serena's mom thinks the brown shoes are perfect.

2. How does Mom think the simple brown shoes are different from the fancy boots? |CC| (Team Talk rubric)

100 points = *Mom thinks the simple brown shoes are different from the fancy boots because Serena can wear them everywhere. Mom does not think the fancy boots are practical.*

90 points = *Mom thinks the simple brown shoes are different from the fancy boots because Serena can wear them everywhere.*

80 points = *Serena can wear the brown shoes everywhere.*

3. Read the following list of important events that happen in the story. Then write a short summary about this part of the story. (**Write-On**) |SU| (Summarizing rubric)

Serena likes the fancy leather boots.

Mom disagrees with Serena.

Mom shows Serena a pair of simple brown shoes.

100 points = *Serena sees a fancy pair of blue and yellow leather boots. She likes them. Her mom says Serena cannot get the fancy boots. She shows Serena some simple brown shoes. Her mom knows she can wear them every day.*

90 points = *Serena sees a fancy pair of boots. Her mom says cannot get them. She shows Serena some simple brown shoes.*

80 points = *Serena sees a fancy pair of boots. She sings a song about them.*

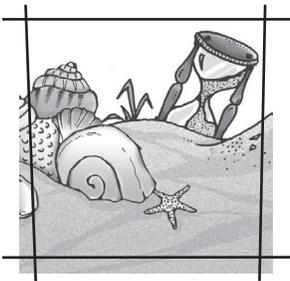
TEAM TALK EXTENSION

4. Look at the drawing on the page. What do you think the tags on the shoes mean? Support your answer. |DC| (Team Talk rubric)

100 points = *I think the tags on the shoes tell you how much the shoes cost. The tags have dollar signs on them. I think the boots must cost more than the shoes because there are two dollar signs on the boots' tag.*

90 points = *I think the tags on the shoes tell you how much the shoes cost.*

80 points = *How much the shoes cost.*



FLUENCY IN FIVE **TP**

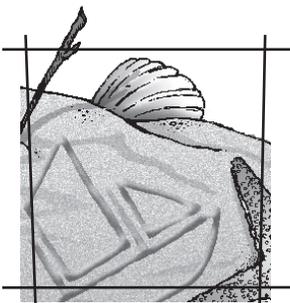
Timing Goal: 5 minutes

- 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 S-7.

Page 24 (paragraphs 1-3), 26 (paragraphs 1-3), or 28 (paragraphs 1-4)

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



WORD POWER

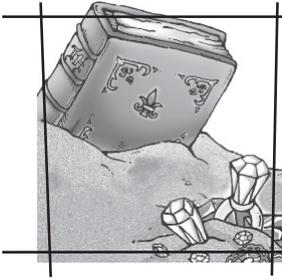
Timing Goal: 20 minutes

- Use *Word Power Teacher's Manual Volume A, B, or C* to continue the Word Power lesson you selected on Day 1 with your students.

TEAM CELEBRATION POINTS

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

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



DAY 5

ACTIVE INSTRUCTION

Timing Goal: 20 minutes

Rate Vocabulary Words

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

Team Cooperation and Achievement Goal

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

Set the Stage

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



In yesterday's reading, Serena thought about the simple brown shoes her mom showed her. Today we will find out which shoes she chooses.

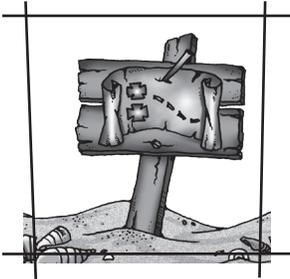
Vocabulary **TP**

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

Prepare Students for the Test

- Distribute the test, and preview it with students without providing information about the answers. Point out that question #4 asks about summarizing.

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

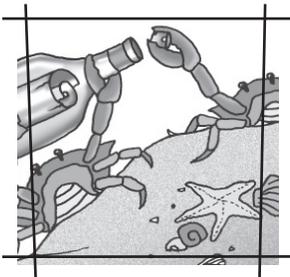


TEST

Timing Goal: 40 minutes

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

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



TEAMWORK

Timing Goal: 30 minutes

Team Discussion **TP**

Teacher procedures for
Teamwork vary with
strategy instruction.

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

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

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



Class Discussion **TP**

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

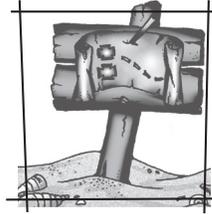


- Award team celebration points.
- Use information from student tests to plan modeling and/or Think Alouds for the next lesson that will build upon the skills students need. If necessary, add or modify questions on the next student test to address a particular skill, quality of expression, or question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

TEAM CELEBRATION POINTS

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

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



TEST

Comprehension Questions

Answers may vary.
Accept reasonable responses.

Read page 29 of *Serena's Simple Shoes*, and answer the following questions. The total score for comprehension questions equals 100 points.

30 points

1. Why does Serena's mom like the simple brown shoes more than the fancy leather boots? |CE • CC| (Team Talk rubric)

30 points = *Serena's mom likes the simple brown shoes more than the fancy leather boots because she thinks the brown shoes are more practical. She thinks they can be worn every day.*

25 points = *Serena's mom likes the simple brown shoes more than the fancy leather boots because she thinks the brown shoes are more practical.*

20 points = *She thinks the brown shoes are more practical.*

30 points

2. What does Serena do after she puts on the simple brown shoes? |SQ| (Team Talk rubric)

30 points = *After Serena puts on the simple brown shoes, she walks around the store to see how they feel. She tells her mom they fit well.*

25 points = *After Serena puts on the simple brown shoes, she walks around the store to see how they feel.*

20 points = *She walks around the store to see how they feel.*

10 points

3. Which of the following is a conclusion you can draw about Serena's feelings about the fancy leather boots? |DC|

- Serena likes the simple brown shoes much more than the boots.
- Serena still wishes she could buy the fancy leather boots.
- Serena thinks the simple brown shoes are fancier than the boots.
- Serena has forgotten all about the fancy leather boots.

30 points

4. Read the following list of important events from today's reading. Then write a summary about this part of the story. **(Write-On)** |SU| (Summarizing rubric)

Serena tries on the simple brown shoes.

She walks around in the shoes.

She says they feel good.

30 points = *Serena tries on the simple brown shoes that her mom likes. They fit her. She walks around in the shoes. She tells Mom they feel good on her feet. Her mom buys the shoes. Then they leave the store.*

25 points = *Serena tries on the simple brown shoes. She walks around and they feel good. Her mom buys the shoes.*

20 points = *Serena tries on the simple brown shoes. They don't make FLAP FLAP FLAP sounds.*

Word Power Building Meaning

10 points each

Number your paper from 1 to 6. Write your answers next to the matching numbers on your paper. The total possible score for Vocabulary and Word Power questions equals 100 points.

prepare	precise	drenched
strolled	practical	argue

1. Write a meaningful sentence for the word *drenched*.

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.*

2. We were in no hurry, so we strolled down the street after school.

3. Dad always said, "Don't argue with me," when he gave me a chore I didn't like to do.

Argue means—

- make an arrangement.
- agree.
- apologize.
- have a disagreement.

4. To prepare to watch the movie, I made a big bowl of popcorn and sat in the most comfortable chair in the room.

5. Dr. Wallace, a scientist, is very precise and careful with everything he does.

Precise means—

- a. exact.
- b. dim.
- c. foggy.
- d. bland.

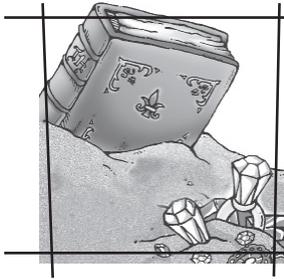
6. My gloves are full of holes and aren't very practical for playing in the snow.

Skill Questions

10 points each

Teacher's Note: Use the *Word Power Teacher's Manual Volume A, B, or C* to use the assessment items from the Word Power lesson you selected on Day 1.

Number your paper from 7 to 10, and complete the Word Power items as directed.



DAY 6

ACTIVE INSTRUCTION

Timing Goal: 5 minutes

Two-Minute Edit **TP**

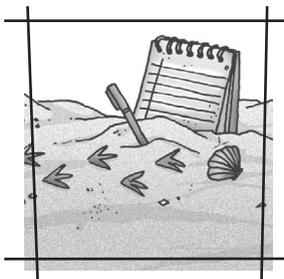
- Display and have students complete the Two-Minute Edit to start the class.
- Identify a frequently occurring grammatical or mechanical problem from the students' writing.
- Prepare a sentence that illustrates the problem (with no more than four errors).
- Display the sentence, and indicate the number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

Two-Minute Edit

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



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



ADVENTURES IN WRITING

Timing Goal: 85 minutes

Suggested timing:

Planning: 20 minutes

Drafting: 20 minutes

Team Discussion: 20 minutes

Class Discussion: 25 minutes



- Introduce the activity.

Today you will write a summary of a familiar story. You have been working on summarizing the important events in *Serena's Simple Shoes*. How might you summarize a familiar story for a person younger than you?

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

Student Edition, page S-11.

WRITING PROMPT

Think of a familiar story. Identify the most important parts of the story, and list them on a story map. Use the story map to write a summary of the story. Your summary should tell the story in a short way.

Student Edition Writing Guide contains no point values.

WRITING GUIDE

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

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

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

- Demonstrate how to draw the graphic organizer, modeling to the extent necessary.
- Use **Think-Pair-Share** to have students discuss what they will include in their writing. Randomly select a few students to share. Then have students draw their organizers and fill them in with these ideas.
- Monitor students as they complete their plans. Give specific feedback to reinforce good planning, and assist students as needed.
- Ask one or two students who have examples of good planning to share their ideas with the class.

Sample Graphic Organizer

Story Map	
 Title: <i>Little Red Riding Hood</i>	
<p style="text-align: center; margin: 0;">Characters:</p> <p style="margin: 5px 0;">mother Little Red Riding Hood the wolf grandmother the woodsman</p>	<p style="text-align: center; margin: 0;">Setting:</p> <p style="margin: 5px 0;">Where:</p> <p style="margin: 5px 0;">When:</p>
<p style="margin: 0;">Problem:</p> <p style="margin: 5px 0;">The wolf wants to eat Little Red Riding Hood and her grandmother.</p>	
<p style="margin: 0;">Event: <u>Little Red Riding Hood has to take food to her grandmother's house.</u></p> <p style="margin: 0;">Event: <u>The wolf stops her in the woods.</u></p> <p style="margin: 0;">Event: <u>The wolf races to Grandma's house.</u></p> <p style="margin: 0;">Event: <u>He hides Grandma and jumps in her bed.</u></p> <p style="margin: 0;">Event: <u>Little Red Riding Hood arrives and asks the wolf questions. The wolf jumps up and chases Little Red Riding Hood.</u></p>	
<p style="margin: 0;">Solution:</p> <p style="margin: 5px 0;">The woodsman saves Little Red Riding Hood and her grandmother from the wolf.</p>	

Drafting

- Tell students that they will use their plans to write a first draft.
- Explain how students will use the ideas in their graphic organizers to write their drafts. Remind them to include all of their ideas, writing in sentences and skipping lines to make room for revisions. Also, suggest that they include new thoughts as they occur.
- While they have their plans in front of them, have students review their ideas with partners and begin to write.
- Remind students to periodically check their writing against the prompt and writing guide to make sure they are meeting the goal for the activity.
- Monitor students as they begin working. Give specific feedback to reinforce good drafting, and assist students as needed.
- As students complete their drafts, have them read their writing aloud to a partner to see that it includes the intended ideas and makes sense.
- Ask one or two students to share their first drafts with the class to celebrate.

Team Discussion

Sharing, Responding, and Revising

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

Sharing

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

Responding

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

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

Revising

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

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

Editing

- Tell students that they will edit their work to get it ready for rewriting.
- Develop a checklist with students by asking them what kinds of errors they should look for when they edit. Add to, or modify, students' suggestions with your own list of capitalization, punctuation, grammar, and spelling skills. If necessary, go over a few examples of each kind of error.
- If helpful, have students copy the checklist in their journals as a reference.
- Have students reread their first drafts, looking for the types of errors listed and correcting these on their drafts. If your students are familiar with proofreading marks, encourage students to use them.
- Ask students to read their partners' drafts to check them against the editing list

a second time. If they find additional errors, ask them to mark the errors on their partners' papers.

- Have students share their edits with their partners.
- Have teams put their writing projects in a pile in the middle of their tables so a writing project can be randomly selected for Class Discussion.

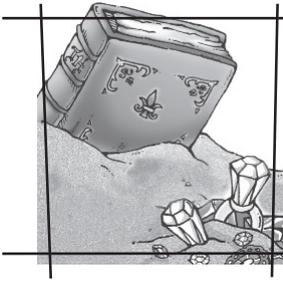
Class Discussion **TP**

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



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

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



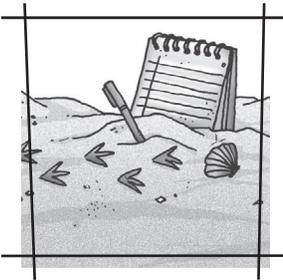
DAY 7

ACTIVE INSTRUCTION

Timing Goal: 5 minutes

Two-Minute Edit **TP**

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



ADVENTURES IN WRITING

Timing Goal: 25 minutes

Rewriting

- Tell students that they will rewrite their drafts to include their revisions and edits from the previous day.
- Remind students that their story summaries should just tell the most important information in the story.

You are writing a summary of a story to share with younger children. That means the summary should have just the big ideas and events from the story in it. You need to make sure that your summary still makes sense though. You want a younger child to get a shorter version of the story that still makes sense and is entertaining.

- Display the following summary of *Little Red Riding Hood*.

Blackline master provided.

One day, a girl named Little Red Riding Hood had to take a basket of food to her grandmother's house. On the way to her grandmother's house, she met a wolf. The wolf asked her where she was going, and she answered. The wolf decided to beat Little Red Riding Hood to her grandmother's house and wait for her there to eat her. The wolf hid Grandma and jumped in her bed. When Little Red Riding Hood arrived, she asked the disguised wolf several questions. The wolf leapt out of bed and chased her. A woodsman saw Little Red Riding Hood and rescued her from the wolf. They found her grandma safely hidden, and they lived happily ever after.



- Use **Team Huddle** to have students tell whether this summary is shorter, makes sense, and still tells the main ideas of the story in an entertaining way. Display the original version of the story again if students need to compare. Use **Random Reporter** to select students to share. *Yes. Compared with the original story, it is shorter. It still tells the main ideas. It still makes sense.*
- Ask students to begin rewriting, and assist them as needed.
- When they are finished, have students read over their writing and then read it aloud to their partners as a final check.
- Celebrate by asking one or two volunteers to share their work with the class.
- Collect and score the completed writing activities.



BOOK CLUB

Timing Goal: 40 minutes

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

Team Discussion

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

READ AND RESPOND QUESTIONS

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

completion (Read and Respond forms). Enter the information on your teacher cycle record form.

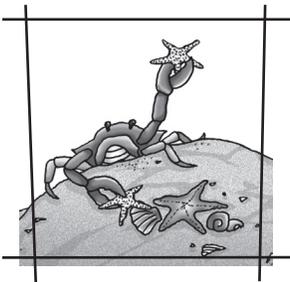


Class Discussion

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

Book Presentation

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



SUCCESS REVIEW AND KEEPING SCORE

Timing Goal: 20 minutes

Success Review and Keeping Score

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

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

Team Cooperation Goal

- Set the team cooperation goal for the next cycle based on your class's needs or use **help and encourage others**. 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?

One day, a girl named Little Red Riding Hood had to take a basket of food to her grandmother's house. On the way to her grandmother's house, she met a wolf. The wolf asked her where she was going, and she answered. The wolf decided to beat Little Red Riding Hood to her grandmother's house and wait for her there to eat her. The wolf hid Grandma and jumped in her bed. When Little Red Riding Hood arrived, she asked the disguised wolf several questions. The wolf leapt out of bed and chased her. A woodsman saw Little Red Riding Hood and rescued her from the wolf. They found her grandma safely hidden, and they lived happily ever after.

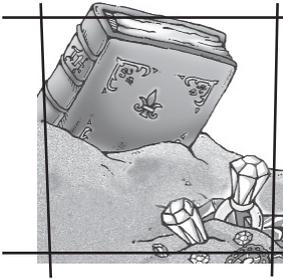
Cycle 2

Instructional Objectives

	READING	WORD POWER	WRITING
CYCLE 2	Summarizing (SU)		Write a summary journal entry.
	Students will use story elements to help them identify the main ideas in the story. As they read, they will restate (retell) information with their partners. At the end of each section, students will identify the most important ideas through discussion with their teammates.	Use <i>Word Power Teacher's Manual Volume A, B, or C</i> to complete a Word Power lesson with your students.	Students will pretend that they are Serena and write journal entries that summarize what happens after she wears her simple shoes to school. They will write their journal entries in the form of songs.

Teacher's Note:

- In cycle 2, students will use the lists of important ideas or events they created to generate a story map on day 5.



DAY 1

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Students discuss responses to the Big Question.

Big Question

- Display the Big Question. Have students answer the Big Question orally with partners and teams.

THE BIG QUESTION

When have you made a choice to do something practical, like ordering a sandwich for lunch instead of an ice cream bar?



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

Team Cooperation and Achievement Goal

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

Set the Stage

- Introduce the story, author, and reading objective.

This cycle we will finish reading *Serena's Simple Shoes* by Darnell Parker. As we read, we'll continue to identify the important events in the story. Telling the most important events that happen in the story is called summarizing. Good readers know that when they summarize a story, they understand it.

- Point out this lesson's strategy target, **summarizing**.
- Point out that the story is literature, or have students explore the story to figure out that it is literature. Review how literature differs from informational text.

Vocabulary **TP**

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

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

SPEAKER		COACH	
SAY	Say the word.	AGREE	Agree if your partner is right.
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 S-13.

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

WORD AND PAGE NUMBER	IDENTIFICATION STRATEGY	DEFINITION	SENTENCE
leapt page 33	ea = /eh/ blend	jumped	The deer <i>leapt</i> over the log to avoid tripping as it ran.
outrun page 33	compound word: out + run	run faster than	A rabbit can <i>outrun</i> a turtle.
ruined page 35	base word + ending: ruin + ed	wrecked, destroyed	Johan's white shirt was <i>ruined</i> when he spilled ketchup on it.
scrubbed page 35	base word + ending: scrub + b + ed	cleaned hard	Marcie <i>scrubbed</i> as hard as she could, but she couldn't get the ink stain out.
spun page 37	blend	twisted, turned around fast	The toy top <i>spun</i> around on the floor.
exchanged page 37	chunk: ex-changed	traded, swapped	My dad <i>exchanged</i> his old car for a new one yesterday.

Using the Targeted Strategy

Introduction and Definition



- Review the steps on the Summarizing Strategy Card, and remind students that summaries should be short.
- Use **Team Huddle** to have students summarize what happened last cycle in the story *Serena's Simple Shoes*. Use **Random Reporter** to select students to share their summaries with the class. If necessary, refer to the list of main ideas that was developed in cycle 1 to review some of the most important events that happened in the story.
- Explain that story elements can help you summarize a story. Ask students to look at their Summarizing Strategy Cards and read these elements aloud with you.
- Display and read the following passage.

Blackline master provided.

Tanya's Big Day

Tanya woke up early. She was very excited. Today was a big day. Tanya would be singing in the school play. She sang all through breakfast as she ate her pancakes. She sang all through the afternoon as she played in the backyard. She sang all through the evening as she ate dinner and played games with her family. Finally, she left for school. At 7:00 p.m., the play began. Tanya stepped on the stage. She started to sing, but nothing came out! Tanya thought she had lost her voice. She tried again. Luckily, this time she sang loud and clear.



- Summarize, or have students help you summarize, this passage. Remind students to follow the steps on the Summarizing Strategy Card and retell only the most important ideas. Remind students to restate the ideas in their own words.
- When finished, use **Think-Pair-Share** to ask students questions to see if they can identify the story elements from the summary. Randomly select a few students to share.

Let's see if we can identify the story elements from the summary. Who is the main character? *Tanya.* **Where does the story happen? This is the setting of the story.** *At home and at school.* **What are the important events in this story? What happens first?** *Tanya wakes up excited about singing in the play.* **After that?** *She sings all day.* **What happens next?** *She goes to school for the play.* **And then?** *When she gets on stage, she can't sing at first.* **And after that?** *She tries again, and this time she can sing.* **What is Tanya's problem?** *She can't sing at first.* **How is the problem solved?** *Tanya tries again and luckily can sing.*

- Ask students to think about their summaries of *Serena's Simple Shoes*. Explain that they have been listing the important events of the story on chart paper.
- Use **Think-Pair-Share** to ask students to name the main characters and the setting of this story. Randomly select a few students to share. *Serena and her mom are the main characters. The story takes place at home, on the bus, and at the store.*
- Tell students that as they read this cycle, they will continue to summarize the story by identifying the most important events. They will also identify the story problem, how *Serena* solves her problem, and how the story ends.
- Award team celebration points for good discussions that demonstrate effective teamwork.

Listening Comprehension

- Remind students that when they finished reading last cycle, *Serena* and Mom had bought shoes that *Serena* didn't like very much. Use **Think-Pair-Share** to have students make predictions about what will happen now that *Serena* has the brown shoes. Randomly select a few students to share.
- Tell students that you are about to read page 30 aloud. Explain that when you have finished, you will add the most important ideas from this page to your story chart.



- Read page 30 aloud, stopping to ask questions, make points, or focus students' attention as needed. When you have finished, use a **Think Aloud** to model identifying and listing the most important things that happen in this part of the story. Display the ideas by continuing the chart from last cycle.

Let me think about the most important things that happen in this part of the story. *Serena* goes to school with her simple brown shoes. I will write that on my chart of important ideas. Add this event to the chart. ***She* sees that *Monique* has the fancy boots on. Those are the boots that *Serena* had wanted, so I think that's important. *Monique* says something that isn't very nice to *Serena*, and *Serena* is sad. These ideas are all important, so I'll add them to the chart.** Add the new information to the chart.

- Point out that you followed the steps on the Summarizing Strategy Card. Model using the story elements to determine the story problem.

I followed the steps of summarizing and included only the most important information. I left out some other things, like the fact that the next day was a school day. I think that's less important.

Now I'm going to refer to my Summarizing Strategy Card and look at the story elements. I've added more important events. I think these events have helped me identify the story problem. Serena is sad about her shoes. I wonder what Serena will do to solve this problem. That will be important to identify.

- Remind students that they will continue summarizing as they read *Serena's Simple Shoes* 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 S-14.

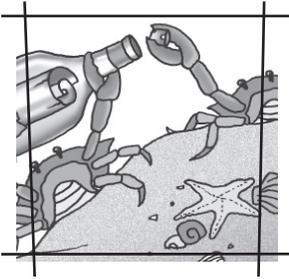
TEAM TALK

1. Which of the following is an important detail from this part of the story? |SU|
 - a. The other kids cheer when Serena kicks the ball.
 - b. Serena plays outside during recess.
 - c. Serena's feet are comfortable in her new shoes.
 - d. The other kids ask Serena for the ball.

2. Which of the following best describes Serena in the morning at school? |CH|
 - a. eager to play soccer at recess
 - b. in love with her simple shoes
 - c. jealous of Monique's fancy boots
 - d. proud of her soccer kicking skills

Tell why you chose your answer. (Team Talk rubric)

3. Summarize this part of the story, telling at least one important event from the reading. **(Write-On)** |SU| (Summarizing rubric)



TEAMWORK

Timing Goal: 35 minutes

Partner Reading **TP**

Students read and restate aloud.

- Explain, or review, if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**

page 31 aloud with partners.

LITERATURE

Read Aloud

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

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

After Reading

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

Team Discussion **TP**

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

Team Discussion

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

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

Class Discussion TP

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



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

Answers may vary. Accept reasonable responses.

Strategy Use Discussion

- resolve a sticky note
- describe team strategy use

TEAM TALK

1. Which of the following is an important detail from this part of the story? |SU|
 - a. The other kids cheer when Serena kicks the ball.
 - b. Serena plays outside during recess.
 - c. *Serena's feet are comfortable in her new shoes.*
 - d. The other kids ask Serena for the ball.

TEAM TALK CONTINUED

2. Which of the following best describes Serena in the morning at school? |CH|
- eager to play soccer at recess
 - in love with her simple shoes
 - jealous of Monique's fancy boots
 - proud of her soccer kicking skills

Tell why you chose your answer. (Team Talk rubric)

100 points = *I chose this answer because Serena thinks about Monique's fancy boots all morning. Even though her simple shoes are comfortable, she wishes she had Monique's boots. She doesn't think her shoes are as fancy as they could be.*

90 points = *I chose this answer because Serena thinks about Monique's fancy boots all morning.*

80 points = *She thinks about Monique's fancy boots all morning.*

3. Summarize this part of the story, telling at least one important event from the reading. (Write-On) |SU| (Summarizing rubric)

100 points = *Serena's simple shoes are comfortable. Her feet feel cozy in them. She kicks a ball at recess. The other kids cheer for her*

90 points = *Serena's simple shoes are comfortable. She kicks a ball at recess.*

80 points = *Her shoes are comfortable. She kicked a ball as hard as she could.*

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

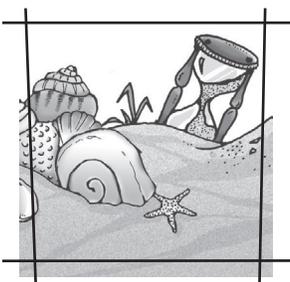
TEAM TALK EXTENSION

4. Why do you think Serena wonders if Monique's fancy boots are good for kicking balls? Support your answer. |DC| (Team Talk rubric)

100 points = *I think Serena wonders if Monique's fancy boots are good for kicking balls because her simple shoes helped her kick the ball really far. I think she still likes the fancy boots, but she likes that she can kick the ball well with her shoes too.*

90 points = *I think Serena wonders if Monique's fancy boots are good for kicking balls because her simple shoes helped her kick the ball really far.*

80 points = *Her simple shoes helped her kick the ball really far.*



FLUENCY IN FIVE

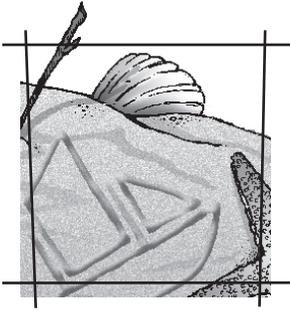
Timing Goal: 5 minutes

- Explain to students that when they read correctly, smoothly, and with expression, it shows that they understand what they are reading.
- Tell students to look at the Fluency rubric as you model fluent reading.
- Explain and model reading fluently. Read a passage from the student text. Then

reread it, first incorrectly, then choppy, and finally without expression to show a lack of fluency skills.

Page 31 (paragraphs 1–3)

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



WORD POWER

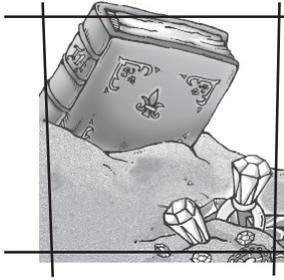
Timing Goal: 20 minutes

- Use *Word Power Teacher's Manual Volume A, B, or C* to complete a Word Power lesson with your students.
- Select a lesson to review skills based on your students' needs or based on this story's vocabulary words. For example:
 - *Volume A*, Lesson 22: Comparing Long and Short *e*
 - *Volume B*, Lesson 2: Base Word + Ending: Double Final Consonant

TEAM CELEBRATION POINTS

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

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



DAY 2

ACTIVE INSTRUCTION

Timing Goal: 20 minutes

Big Question



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



- Use **Random Reporter** to select 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

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

Vocabulary **TP**

- Have students review the vocabulary words with their partner. Ask them to use the vocabulary words in new, meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- 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: *leapt* page 33 and *outrun* page 33.



- 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 retell what has happened in the story up to this point—the main events in the plot. Use **Random Reporter** to review these ideas with the class. Model this if necessary.

Listening Comprehension



- Tell students that you are about to read page 32 aloud. Explain that when you have finished, you will add the most important ideas from this page to your chart.
- Read page 32 aloud, stopping to ask questions, make points, or focus students' attention as needed. When you have finished, use a **Think Aloud** to model identifying and listing the most important things that happen in this part of the story. Add these important events to the chart.

One important thing happens in this part of the story. Monique and Serena decide to race each other home. I will add that to my list of important things that happen in the story. Add this event to the chart.

- Point out that you followed the steps on the Summarizing Strategy Card. Remind students to continue following these steps as they continue to read the story.
- Remind students that they will continue summarizing as they read *Serena's Simple Shoes* this cycle.

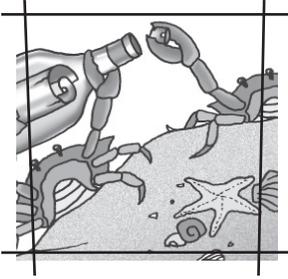
Preview Team Talk

- 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 S-14.

TEAM TALK

1. Which of the following is a less important detail from this part of the story? |SU|
 - a. Serena's shoes feel great when she runs.
 - b. Serena wins her race against Monique.
 - c. Serena sings that she can outrun anything.
 - d. Monique's feet hurt from her fancy boots.
2. Why does Monique have to take off her boots? |CE| (Team Talk rubric)
3. Summarize this part of the story, telling at least one important event from the reading. (**Write-On**) |SU| (Summarizing rubric)



TEAMWORK

Timing Goal: 35 minutes

Partner Reading **TP**

Students read and restate aloud.

- Explain, or review, if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**

page 33 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

- Which of the following is a less important detail from this part of the story? |SU|
 - Serena's shoes feel great when she runs.
 - Serena wins her race against Monique.
 - Serena sings that she can outrun anything.*
 - Monique's feet hurt from her fancy boots.
- Why does Monique have to take off her boots? |CE| (Team Talk rubric)

100 points = *Monique has to take off her boots because they hurt her feet while she is running. She has to walk the rest of the way to the corner.*

90 points = *Monique has to take off her boots because they hurt her feet while she is running.*

80 points = *They hurt her feet.*
- Summarize this part of the story, telling at least one important event from the reading. **(Write-On)** |SU| (Summarizing rubric)

100 points = *Serena and Monique race home from school. Serena's simple shoes help her run fast. Serena beats Monique. Monique's boots hurt her feet.*

90 points = *Serena and Monique race home from school. Serena beats Monique.*

80 points = *Serena and Monique race home. Serena sings a song about running.*

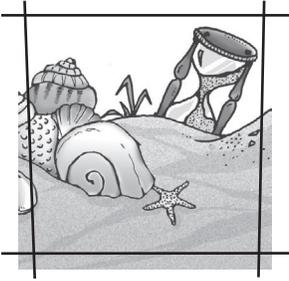
TEAM TALK EXTENSION

- Do you think Serena feels bad that Monique's feet hurt and that Monique lost the race? Why or why not? |DC| (Team Talk rubric)

100 points = *No. I don't think Serena really feels bad that Monique's feet hurt and that Monique lost the race. I think Serena is excited that she won. I think she's happy that her feet felt good in her shoes while running.*

90 points = *No. I don't think Serena really feels bad that Monique's feet hurt and that Monique lost the race.*

80 points = *No, I don't think she feels bad.*



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.

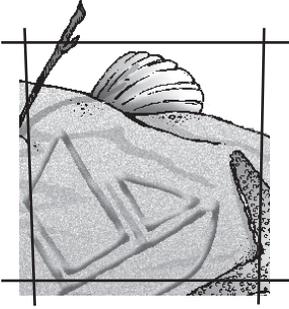
Not ready yet? Practice reading the same passage again with your partner. Ask your teacher to hear you read when you are ready.

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

Student Edition, page S-13.

Page 33 (paragraphs 1–3)

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



WORD POWER

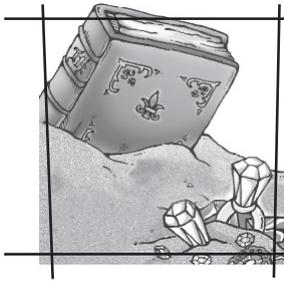
Timing Goal: 20 minutes

- Use *Word Power Teacher's Manual Volume A, B, or C* to continue the Word Power lesson you selected on Day 1 with your students.

TEAM CELEBRATION POINTS

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

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



DAY 3

ACTIVE INSTRUCTION

Timing Goal: 20 minutes

Big Question



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



- Use **Random Reporter** to select 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

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

Vocabulary **TP**

- Have students review the vocabulary words with their partner. Ask them to use the vocabulary words in new, meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Use **Random Reporter** to check the review.
 - Focus on words that appear in the reading for the day if applicable: *ruined* page 35 and *scrubbed* page 35.



- 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 retell what has happened in the story up to this point—the main events in the plot. Use **Random Reporter** to review these ideas with the class. Model this if necessary.



Listening Comprehension

- Read page 34 aloud, stopping to ask questions, make points, or focus students' attention as needed. When you finish, use a **Think Aloud** to model identifying the most important events that happen in this part of the story. Add these events to the chart.

Let me think about the most important events that happen in this part of the story. Serena feels pretty good about her new shoes for the first time since she bought them. She also steps in a mud puddle and gets them dirty. This upsets her. These are the most important events on this page. I'll add them to my chart. Add the new information to the chart.

- Point out that you followed the steps on the Summarizing Strategy Card to help identify the most important events. Remind students to continue following these steps as they read the story.
- Remind students that they will continue summarizing as they read *Serena's Simple Shoes* this cycle.

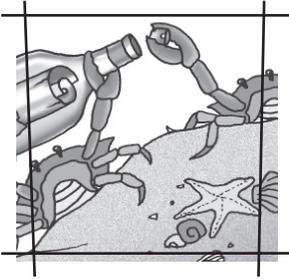
Preview Team Talk

- 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 S-15.

TEAM TALK

1. Which of the following is an important detail from this part of the story? |SU|
 - a. Serena takes her shoes off before going inside.
 - b. Serena wets an old towel with water.
 - c. Serena's newest song is about cleaning shoes.
 - d. Serena's new shoes are easy to clean.
2. Why do you think Serena takes off her shoes before she walks into the house? Support your answer. |DC| (Team Talk rubric)
3. Summarize this part of the story, telling at least one important event from the reading. (**Write-On**) |SU| (Summarizing rubric)



TEAMWORK

Timing Goal: 45 minutes

Students read and restate aloud.

Partner Reading **TP**

- Explain, or review, if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**

page 35 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

- Which of the following is an important detail from this part of the story? |SU|
 - Serena takes her shoes off before going inside.
 - Serena wets an old towel with water.
 - Serena's newest song is about cleaning shoes.
 - Serena's new shoes are easy to clean.*
- Why do you think Serena takes off her shoes before she walks into the house? Support your answer. |DC| (Team Talk rubric)

100 points = *I think Serena takes off her shoes before she walks into the house because she doesn't want to get the floor dirty. I know that shoes can track in mud and dirt, and she just stepped in a mud puddle.*

90 points = *I think Serena takes off her shoes before she walks into the house because she doesn't want to get the floor dirty.*

80 points = *She doesn't want to get the floor dirty.*
- Summarize this part of the story, telling at least one important event from the reading. **(Write-On)** |SU| (Summarizing rubric)

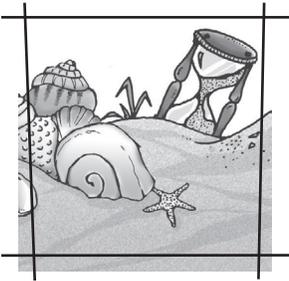
100 points = *Serena brings her muddy shoe to the laundry room to clean it. She wipes it off with a damp towel until it's clean again.*

90 points = *Serena brings her muddy shoe to the laundry room to clean it.*

80 points = *She cleans her shoe. She wiped back and forth.*

TEAM TALK EXTENSION

- When the shoe cleans easily, Serena is— |CE • CH|
 - surprised.*
 - confused.
 - angry.
 - excited.



FLUENCY IN FIVE **TP**

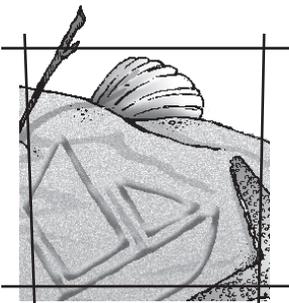
Timing Goal: 5 minutes

- 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 S-13.

Page 33 (paragraphs 1–3) or 35 (paragraphs 1–3)

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



WORD POWER

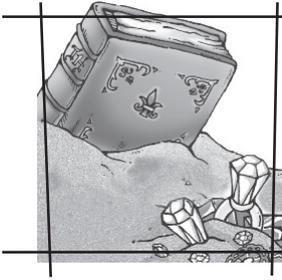
Timing Goal: 20 minutes

- Use *Word Power Teacher's Manual Volume A, B, or C* to continue the Word Power lesson you selected on Day 1 with your students.

TEAM CELEBRATION POINTS

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

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



DAY 4

ACTIVE INSTRUCTION

Timing Goal: 20 minutes

Big Question



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



- Use **Random Reporter** to select 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

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

Vocabulary **TP**

- Have students review the vocabulary words with their partner. Ask them to use the vocabulary words in new, meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Students will individually write a meaningful sentence for one of the words in preparation for the assessment.
- Use **Random Reporter** to select students to share their meaningful sentence and lead a discussion using the Meaningful Sentence rubric.
- Use **Random Reporter** to check the review.
 - Focus on words that appear in the reading for the day if applicable: *spun* page 37 and *exchanged* page 37.
- 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 retell what has happened in the story up to this point—the main events in the plot. Use **Random Reporter** to review these ideas with the class. Model this if necessary.

Listening Comprehension



- Read page 36 aloud, stopping to ask questions, make points, or focus students' attention as needed. Use a **Think Aloud** to model identifying the most important events that happen in this part of the story. Add the events to the chart.

Let me think about the most important events that happen in this part of the story. Serena helps her mom prepare dinner. She tells Mom about her dirty shoe and how she cleaned it. Serena realizes that simple shoes are better than fancy ones. These are some important events from this page. I'll add them to the chart. Add the new information to the chart.

- Point out that you followed the steps on the Summarizing Strategy Card to help identify the most important events. Remind students to continue following these steps as they read the story.
- Remind students that they will continue summarizing as they read *Serena's Simple Shoes* this cycle.

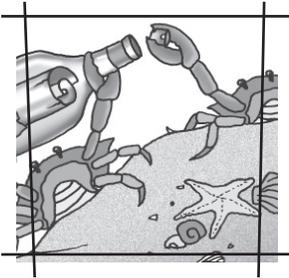
Preview Team Talk

- 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 S-15.

TEAM TALK

1. Which of the following is an important detail from this part of the story? |SU|
 - a. Monique exchanged her boots for simple shoes.
 - b. Serena hears Monique before she sees her.
 - c. Serena looks down at Monique's feet.
 - d. Monique asks Serena to look at her feet.
2. How do you think Serena and Monique's race will end today? Why? |PR| (Team Talk rubric)
3. Summarize this part of the story, telling at least one important event from the reading. **(Write-On)** |SU| (Summarizing rubric)

**TEAMWORK**

Timing Goal: 45 minutes

Partner Reading TP

Students read and restate aloud.

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**
page 37 aloud with partners.
- If some teams finish ahead of others, have them begin working on the following activities: **SR**

After Reading

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

Team Discussion TP

- Remind teams to discuss any sticky notes that are still unresolved.
- Ensure that students discuss the Team Talk questions thoroughly before having

students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.

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

Class Discussion **TP**



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



Answers may vary. Accept reasonable responses.

Strategy Use Discussion

- resolve a sticky note
- describe team strategy use

TEAM TALK

1. Which of the following is an important detail from this part of the story? |SU|
 - a. *Monique exchanged her boots for simple shoes.*
 - b. Serena hears Monique before she sees her.
 - c. Serena looks down at Monique's feet.
 - d. Monique asks Serena to look at her feet.

2. How do you think Serena and Monique's race will end today? Why? |PR| (Team Talk rubric)

100 points = *I think Serena and Monique's race will end in a tie today. They are both wearing comfortable shoes. Serena won last time because she had better shoes. Her feet didn't hurt when she ran. Now Monique has the same shoes, so her feet won't hurt this time.*

90 points = *I think Serena and Monique's race will end in a tie today. They are both wearing comfortable shoes.*

80 points = *It will end in a tie. They both have comfortable shoes.*

Write-On Discussion

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

Team Talk Discussion

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

TEAM TALK CONTINUED

3. Summarize this part of the story, telling at least one important event from the reading. **(Write-On)** |SU| (Summarizing rubric)

100 points = *Serena sees that Monique is wearing the same simple shoes as she is wearing. Monique exchanged the boots for the shoes. The girls plan to race each other home from school again.*

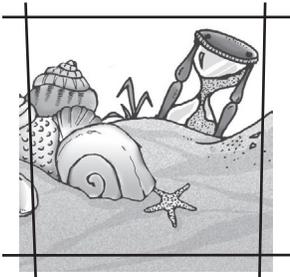
90 points = *Serena sees that Monique is wearing the same simple shoes as she is wearing. The girls plan to race each other home from school again.*

80 points = *Monique has the same simple shoes. Serena says they both liked the fancy boots.*

TEAM TALK EXTENSION

4. Which of the following most likely made Monique want the same simple shoes that Serena has? |DC|

- She thinks Serena has better taste in clothes.
- She wants the simple shoes anyway.
- She thinks brown shoes are more attractive.
- She wants to race Serena without her feet hurting.

**FLUENCY IN FIVE TP**

Timing Goal: 5 minutes

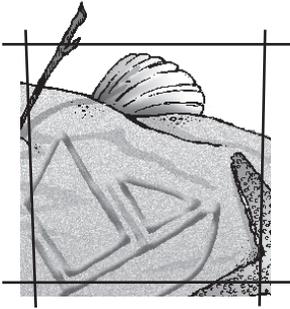
- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

Student Edition, page S-13.

Page 33 (paragraphs 1–3), 35 (paragraphs 1–3), or 37 (paragraphs 1–7)

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

- Award team celebration points. Remember to add individual scores to the teacher cycle record form.
- Students record their fluency rubric scores on the team score sheets.



WORD POWER

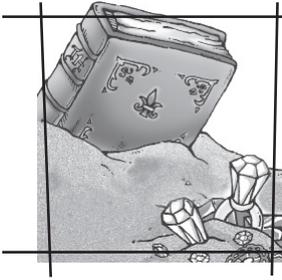
Timing Goal: 20 minutes

- Use *Word Power Teacher's Manual Volume A, B, or C* to continue the Word Power lesson you selected on Day 1 with your students.

TEAM CELEBRATION POINTS

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

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



DAY 5

ACTIVE INSTRUCTION

Timing Goal: 20 minutes

Rate Vocabulary Words

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

Team Cooperation and Achievement Goal

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

Set the Stage

- Tell students that their reading test today includes comprehension questions, vocabulary, and Word Power items.
- Remind students that their scores on this test will contribute to their team scores.
- Have students work in teams to review the list of important ideas and events and to put these into a story map. Remind students that they should select the most important events and ideas. Model this if necessary.



- Use **Random Reporter** to review these elements with the class.
- Introduce the section of the story students will read for their test. Tell what it is about, but do not give additional information or details.

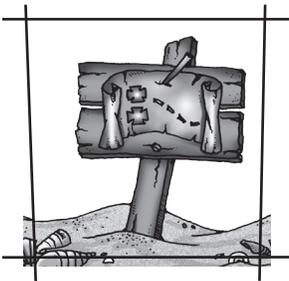
In yesterday's reading, Serena and Monique agreed to race again now that Monique has some simple shoes. Today we will find out who wins the race.

Vocabulary **TP**

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

Prepare Students for the Test

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

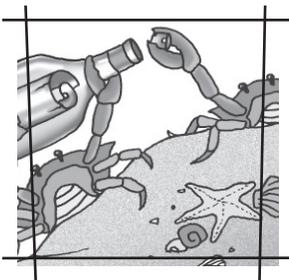


TEST

Timing Goal: 40 minutes

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

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



TEAMWORK

Timing Goal: 30 minutes

Teacher procedures for
Teamwork vary with
strategy instruction.

Team Discussion **TP**

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

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

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



Class Discussion **TP**

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

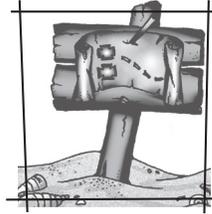


- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.
- Use information from student tests to plan modeling and/or Think Alouds for the next lesson that will build upon the skills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

TEAM CELEBRATION POINTS

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

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



TEST

Comprehension Questions

Answers may vary.
Accept reasonable responses.

Read page 38 and 39 of *Serena's Simple Shoes*, and answer the following questions. The total score for comprehension questions equals 100 points.

30 points

1. How does Serena feel when she sees Monique wearing the fancy boots? |CH| (Team Talk rubric)

30 points = *Serena feels jealous when she sees Monique wearing the fancy boots. She can't stop thinking about the boots all morning at school. She wishes she had the boots.*

25 points = *Serena feels jealous when she sees Monique wearing the fancy boots.*

20 points = *She feels jealous.*

30 points

2. What lesson do Serena and Monique learn? |TH| (Team Talk rubric)

30 points = *Serena and Monique learn that simple is sometimes better than fancy. They both like the fancy boots, but they learn that the simple shoes are more useful. Their simple shoes help them do more things.*

25 points = *Serena and Monique learn that simple is sometimes better than fancy.*

20 points = *Simple is sometimes better than fancy.*

10 points

3. How does Monique run today compared with yesterday? |CC|

- She runs more slowly than Serena even in new shoes.
- She runs faster than Serena.
- She runs more slowly because her feet still hurt.
- She runs just as fast as Serena.*

30 points

4. Write a summary of today's reading. Tell at least one important event in your summary. (Write-On) |SU| (Summarizing rubric)

30 points = *Serena and Monique race home after school. They both run very fast. They reach their street at the same time. Monique tells Serena that she learned an important lesson. Simple shoes can be better than fancy shoes.*

25 points = *Serena and Monique race home after school. They reach their street at the same time.*

20 points = *Serena and Monique finish in a tie. They shake hands.*

Word Power Building Meaning

10 points each

Number your paper from 1 to 6. Write your answers next to the matching numbers on your paper. The total possible score for Vocabulary and Word Power questions equals 100 points.

leapt	outrun	ruined
scrubbed	spun	exchanged

1. Write a meaningful sentence for the word *spun*.
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.*

2. It's difficult to outrun an alligator, so wildlife experts always advise that you stay far away from them.

3. At first, Georgio thought he had ruined his painting when he spilled water on it, but later he liked how it looked. *Ruined* means—
 - a. improved.
 - b. wrecked.
 - c. fixed.
 - d. created.

4. I didn't want potato chips in my lunch, so I exchanged them for pretzels. *Exchanged* means—
 - a. traded.
 - b. threw away.
 - c. tossed.
 - d. trampled on.

5. The creek wasn't very wide, so I just leapt across it instead of looking for a bridge. *Leapt* means—
 - a. waded.
 - b. trotted.
 - c. swam.
 - d. jumped.

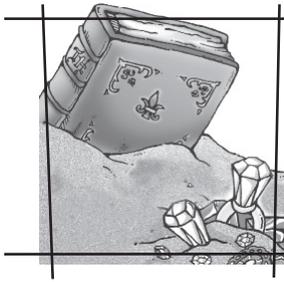
6. The cat scrubbed her face with her paw after she stuck her nose into the sticky tree sap.

Skill Questions

10 points each

Teacher's Note: Use the *Word Power Teacher's Manual Volume A, B, or C* to use the assessment items from the Word Power lesson you selected on Day 1.

Number your paper from 7 to 10, and complete the Word Power items as directed.



DAY 6

ACTIVE INSTRUCTION

Timing Goal: 5 minutes

Two-Minute Edit **TP**

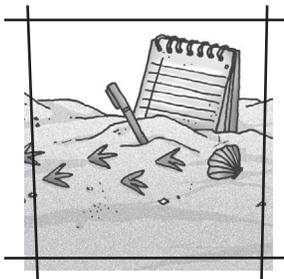
- Display and have students complete the Two-Minute Edit to start the class.
- Identify a frequently occurring grammatical or mechanical problem from the students' writing.
- Prepare a sentence that illustrates the problem (with no more than four errors).
- Display the sentence, and indicate the number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

Two-Minute Edit

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



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



ADVENTURES IN WRITING

Timing Goal: 85 minutes

Suggested timing:

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

- Introduce the activity.

Today you will pretend that you are Serena and write a journal entry in the form of a song to tell about the last couple of days and your simple shoes. You have learned a lot about summarizing this cycle and learned which events are important for summarizing the story. Serena loves singing, so you will imagine how she might have her journal entry in the form of a song.



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

Student Edition, page S-16.

WRITING PROMPT

Imagine that you are Serena, and you want to write an entry in your journal that tells about what happens after you wear your simple shoes to school. Think about how Serena might summarize what happens to her after she wears her new simple shoes to school. Tell at least three important events that happen to Serena in the text. Your journal entry should have a date, a greeting, the song in the body, a closing, and a signature.

Student Edition Writing Guide contains no point values.

WRITING GUIDE

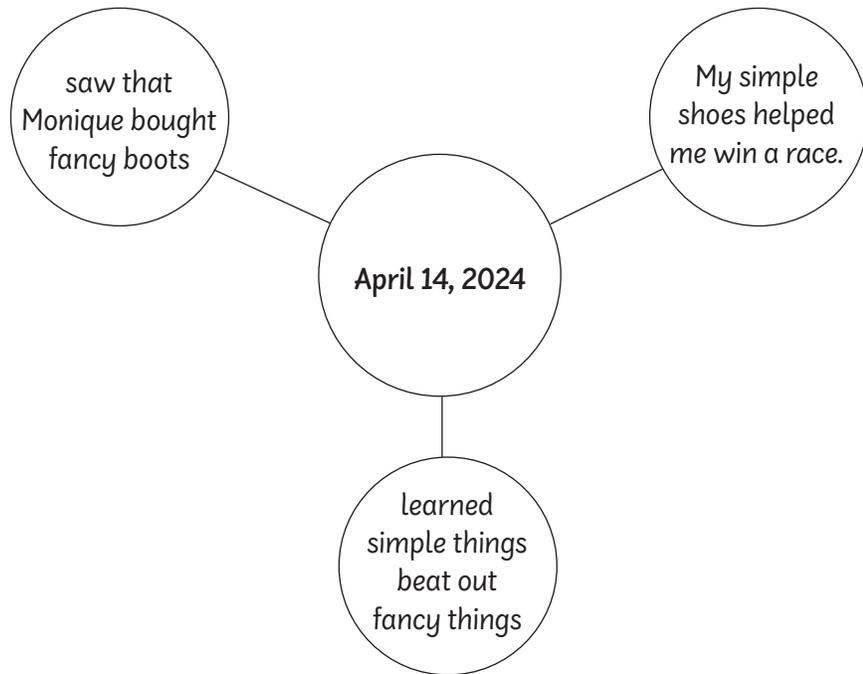
IDEAS	<ul style="list-style-type: none"> • Clearly introduces ideas, a topic, or a story and supports it with details. 	30 points
ORGANIZATION	<ul style="list-style-type: none"> • Has a clear beginning that introduces the topic or story. • The middle has details that support the topic or moves the story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

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

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

- Demonstrate how to draw the graphic organizer, modeling to the extent necessary.
- Use **Think-Pair-Share** to have students discuss what they will include in their writing. Randomly select a few students to share. Then have students draw their organizers and fill them in with these ideas.
- Monitor students as they complete their plans. Give specific feedback to reinforce good planning, and assist students as needed.
- Ask one or two students who have examples of good planning to share their ideas with the class.

Sample Graphic Organizer



Drafting

- Tell students that they will use their plans to write a first draft.
- Explain how students will use the ideas in their graphic organizers to write their drafts. Remind them to include all of their ideas, writing in sentences and skipping lines to make room for revisions. Also, suggest that they include new thoughts as they occur.
- While they have their plans in front of them, have students review their ideas with partners and begin to write.
- Tell students to think about rhymes as they write their journal entries.

Remember that you are writing a journal entry as if you are Serena. She makes up little songs and rhymes words when she talks. Do you think she might do the same thing when she writes? You might consider rhyming words when you write your journal entry.

- Display the following sample from a journal.

Blackline master provided.

I went to school with my new brown shoes,
and saw Monique in boots so pretty!
She saw the brown shoes but liked the boots better,
_____.



- Use **Team Huddle** to have students think of words that rhyme with pretty. Use **Random Reporter** to select students to share. Write the answers on the board as they are given. (Answers may vary.) *Bitty, pity, witty, city, etc.*
- Use **Team Huddle** to have students think of a line you can use to finish the

sentence. Use **Random Reporter** to share responses. Write their ideas on the board. (Answers may vary.) *“Our shoes could have matched. What a pity!”*

- Tell students that it might be helpful to make lists of rhyming words as they write their journal entries.
- Remind students to periodically check their writing against the prompt and writing guide to make sure they are meeting the goal for the activity.
- Monitor students as they begin working. Give specific feedback to reinforce good drafting, and assist students as needed.
- As students complete their drafts, have them read their writing aloud to a partner to see that it includes the intended ideas and makes sense.
- Ask one or two students to share their first drafts with the class to celebrate.

Team Discussion

Sharing, Responding, and Revising

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

Sharing	Responding
<ul style="list-style-type: none"> • Read your writing once to yourself, and then read it aloud with expression to your partner. • When your partner responds, write suggestions that they make for improving your writing. 	<ul style="list-style-type: none"> • Listen carefully with your writing guide in front of you as your partner reads their draft. • When your partner has finished reading, tell what you liked about the writing. • Then use the writing guide to give the author suggestions for how to make the writing better.

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

Revising
<ul style="list-style-type: none"> • Look at the suggestions you wrote when your partner responded to your writing. • Decide which changes you want to make to your draft. • Draw arrows to show where the new ideas belong in your work.

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

Editing

- Tell students that they will edit their work to get it ready for rewriting.
- Develop a checklist with students by asking them what kinds of errors they should look for when they edit. Add to, or modify, students' suggestions with your own list of capitalization, punctuation, grammar, and spelling skills. If necessary, go over a few examples of each kind of error.
- If helpful, have students copy the checklist in their journals as a reference.
- Have students reread their first drafts, looking for the types of errors listed and correcting these on their drafts. If your students are familiar with proofreading marks, encourage students to use them.
- Ask students to read their partners' drafts to check them against the editing list a second time. If they find additional errors, ask them to mark the errors on their partners' papers.
- Have students share their edits with their partners.
- Have teams put their writing projects in a pile in the middle of their tables so a writing project can be randomly selected for Class Discussion.

Class Discussion **TP**

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

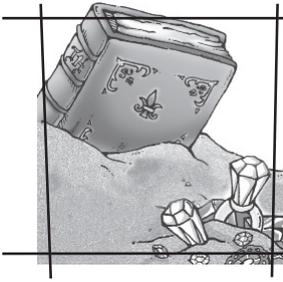


- Use **Random Reporter** to select a few students to share responses.
- Award points to teams whose writing projects meet the criteria. Record these points on the team poster.

TEAM CELEBRATION POINTS

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

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



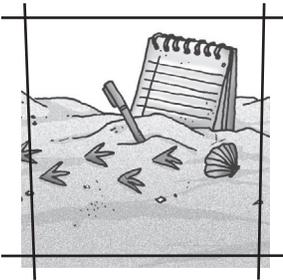
DAY 7

ACTIVE INSTRUCTION

Timing Goal: 5 minutes

Two-Minute Edit **TP**

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

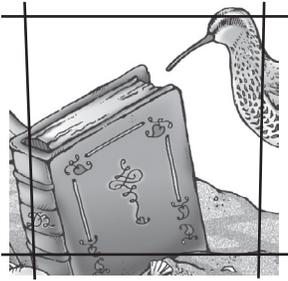


ADVENTURES IN WRITING

Timing Goal: 25 minutes

Rewriting

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



BOOK CLUB

Timing Goal: 40 minutes

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

Team Discussion

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

READ AND RESPOND QUESTIONS

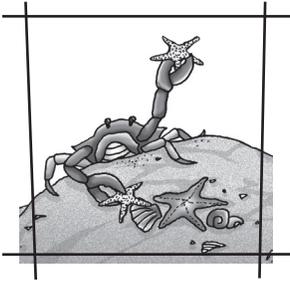
- Is your book literature or informational? Summarize what you read.
 - Why did you choose this book? How did it make you feel while reading it?
 - What is something you liked about the book? Would you recommend it to others?
- As you visit teams, take this opportunity to check students' homework for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

Class Discussion

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

Book Presentation

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



SUCCESS REVIEW AND KEEPING SCORE

Timing Goal: 20 minutes

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

Success Review and Keeping Score

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

Team Cooperation Goal

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

Tanya's Big Day

Tanya woke up early. She was very excited. Today was a big day. Tanya would be singing in the school play. She sang all through breakfast as she ate her pancakes. She sang all through the afternoon as she played in the backyard. She sang all through the evening as she ate dinner and played games with her family. Finally, she left for school. At 7:00 p.m., the play began. Tanya stepped on the stage. She started to sing, but nothing came out! Tanya thought she had lost her voice. She tried again. Luckily, this time she sang loud and clear.

I went to school with my new brown shoes,
and saw Monique in boots so pretty!
She saw the brown shoes but liked the boots better,
_____.

Story Map



Title: *Serena's Simple Shoes, cycle 2*

Characters:

Serena
Mom
Monique

Setting:

Where: *Serena's house, the bus,
the shoe store, school*

When: *Sunday
Monday*

Problem:

Serena needs a new pair of shoes. She really likes a pair of fancy leather boots that are blue and yellow, not the simple shoes her mom likes.

Event: *Serena rides the bus with her mom to the shoe store where she finds a pair of fancy boots that she loves.*

Event: *Serena's mom buys Serena a pair of brown shoes that she can wear everywhere.*

Event: *Serena sees that Monique bought a pair of the fancy boots. Serena wishes she had them.*

Event: *Serena learns that her shoes help her kick far and run fast, and they clean up easily.*

Event: *Monique's feet hurt after running in her boots, and she returns them.*

Solution:

Serena and Monique learn that simple shoes are better than fancy ones.

College and Career Readiness Standards

The following College and Career Readiness Standards are addressed in this unit. Full program alignments can be found in the Reading Wings section of the SFAF Online Resources. Contact your SFAF coach for more information.

LEVEL 2 / *Serena's Simple Shoes*

Reading: *Literature*

Key Ideas and Details

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

Reading: *Foundational Skills*

Phonics and Word Recognition

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

Writing

Text Types and Purposes

Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

INFORMATIONAL (7 DAY)

Run! Jump! Throw! The World of Track and Field

Written by Tanya Jackson

Illustration by James Bravo

The Savvy Reader—Summarizing, A Collection of Readings, pages 41–60

Success for All Foundation, 2011

Summary

All athletes are amazing, but track-and-field athletes are especially neat. They run, they jump, and they throw. Learn all about the different events in track and field, the ways to get involved in them, and the levels of competition.

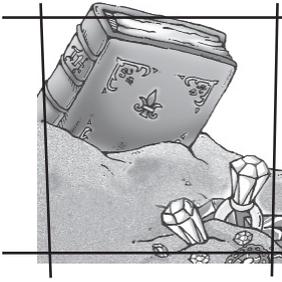
Instructional Objectives

	READING	WORD POWER	WRITING
CYCLE 1	Summarizing (SU)		Write a paragraph.
	Students will summarize sections of the text using main ideas and supporting details.	Use <i>Word Power Teacher's Manual Volume A, B, or C</i> to complete a Word Power lesson with your students.	Students will write paragraphs to compare and contrast three running events or three jumping events.
CYCLE 2	Summarizing (SU)		Write a paragraph.
	Students will summarize sections of the text using main ideas and supporting details.	Use <i>Word Power Teacher's Manual Volume A, B, or C</i> to complete a Word Power lesson with your students.	Students will write paragraphs to describe the characteristics they think an athlete needs to be a champion.

Cycle 1

Instructional Objectives

	READING	WORD POWER	WRITING
CYCLE 1	Summarizing (SU)		Write a paragraph.
	Students will summarize sections of the text using the main ideas and supporting details.	Use <i>Word Power Teacher's Manual Volume A, B, or C</i> to complete a Word Power lesson with your students.	Students will write paragraphs to compare and contrast three running events or three jumping events.



DAY 1

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Students discuss responses to the Big Question.

Big Question

- Display the Big Question. Have students answer the Big Question orally with partners and teams.

THE BIG QUESTION

Have you ever watched events at the Summer Olympics? What are your favorite events to watch?



- 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.

This cycle we will begin reading *Run! Jump! Throw! The World of Track and Field* by Tanya Jackson. As we read, we'll summarize sections of the text. Good readers summarize as they read informational texts to check their understanding of the important ideas the author wants them to know.

- Point out this lesson's strategy target, **summarizing**.
- 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, summarize.



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

When I read informational texts, I use the TIGRRS process to help me find all the important facts. The first step of TIGRRS tells us we need to find the topic of the text. I can do a few things to figure out the topic of a text. First, I can read the title. *Run! Jump! Throw! The World of Track and Field*. It sounds like

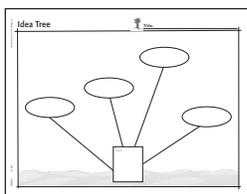
the text will be about a sport in which you can run, jump, or throw things. I know that track and field is a sport a lot of people do. I know there are people who run really long distances in races. There are also people who sprint to see how fast they can run on tracks. I know a lot of schools have tracks to run on. I can also look at the front cover and flip through the pages of the text to see if I find any more clues about the topic. Page through the book. I see a lot of pictures of people in uniforms. Some of the people look like they're racing. Some of the people are throwing things or jumping. I think the topic of the text is track and field.



- Use the items below to build or activate background knowledge about the text.
 - Use **Think-Pair-Share** to have students discuss how fast they think they can run the length of a football field, how far they can jump forward, and how far they could throw a baseball. Randomly select a few students to share.
 - Visit www.usatf.org and explore the website to tell students about track and field athletes and events.
 - Share a few interesting or important facts with students about track and field. For example, many cultures throughout history have had running, jumping, or throwing competitions. The Greeks had the most famous running, jumping, and throwing competition—the Olympic Games. Track and field athletes might specialize in one event, or they may compete in events that combine running, jumping, and throwing skills, such as the pentathlon and heptathlon.
- Tell students the next step of TIGRRS. Use a **Think Aloud** to model identifying the intent of the author.

Now that we know the topic of this text, we can move on to the second step of TIGRRS. The step tells us that we need to find the intent of the author. That means we should figure out why the author wrote the text or what she wants us to learn from reading it. When I looked through the pages of *Run! Jump! Throw! The World of Track and Field*, I saw a lot of headings about different events. There are several kinds of running, jumping, and throwing events. There are also several kinds of competitions. I think the author's intent is to tell me about the different things you can compete in when you do track and field. When we read, we should look for information that tells us about different track and field events.

Blackline master provided.



- 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.

When we read informational texts, we use graphic organizers to help us sort important information. The next step in TIGRRS is identifying which organizer we will use as we read. Let me take a look at the text. I don't see any words telling me to compare or contrast. It doesn't seem like there are a lot of problems or causes and effects either. It seems like the text is full of main ideas and supporting details. We use idea trees for main ideas and supporting details. Display an idea tree. This is an idea tree. I will use an idea tree as I read to write down the most-important information in the book. I know that the section of

the idea tree that says “Topic” is where I will write the topic of the text. We will write the main ideas of the text in the circles on the idea tree. Along the small lines that are attached to the circles, I will write the details that support the main ideas. When we are finished reading the text, we will be able to look back at our idea trees and see the most-important information that we learned throughout the text.

- 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 right.
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 S-17.

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

WORD AND PAGE NUMBER	IDENTIFICATION STRATEGY	DEFINITION	SENTENCE
speedy page 44	base word + ending: speed + y	fast	I like riding the <i>speedy</i> train that gets me to faraway places quickly.
hands page 48	base word + ending: hand + s	gives to	Every afternoon, our teacher <i>hands</i> us our homework assignments.
attempts page 50	base word + ending: attempt + s	tries	It took three <i>attempts</i> , but I finally memorized my lines and could say my part without stopping.
clear page 50	blend	go over, get past	My dog can run, jump, and <i>clear</i> a four foot tall fence with no problem.
raised page 50	base word + ending: rais(e) + ed	moved higher	Kendra <i>raised</i> her hand because she knew the correct answer to the question.
shoves page 52	base word + ending: shove + s	pushes hard	Margaret <i>shoves</i> her laundry into a bag when she needs to wash it in the laundry room.

Using the Targeted Strategy

Introduction and Definition

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

You already learned how to summarize literature by looking for the important events in the story. Now you will summarize informational texts by looking for main ideas and supporting details in those texts.

- Use **Think-Pair-Share** to have students discuss with their partners one activity they did yesterday. Tell students to tell their partners about this activity in one sentence. Randomly select a few students to share.
 - Tell students they just summarized an activity they did.
 - Distribute the Summarizing Strategy Cards, and review the steps for summarizing informational texts.
 - Have students look at the information in step 1 again. Use **Think-Pair-Share** to have students identify a tool they use with informational texts that helps them find main ideas and supporting details. Randomly select a few students to share. *The idea tree.*
 - Display a blank idea tree. Briefly review where students record main ideas and supporting details.
 - Explain to students that their idea trees will help them summarize the information they read in informational texts. Have students look at the strategy card and the idea tree. Use **Think-Pair-Share** to have students identify what information from the idea tree—main ideas or supporting details—would be most important to include when they summarize. Randomly select a few students to share. *The main ideas would be the most important to include when summarizing.*
 - Explain to students that they will always include the main idea when they summarize informational text. Tell students that they might also include some information from the supporting details if it is important. Remind students that they need to leave out less important details.
- Blackline master provided.
- Display the following passage. Ask a volunteer to read it aloud.

The Piano

A piano has eighty-eight keys. Some keys are black. Some keys are white. The keys are very important. When you press a key it will make a sound. Each key has its own sound. The sounds from piano keys make music.

- Use a **Think Aloud** to model identifying the main ideas and supporting details. Put this information on the blank idea tree.

What is this passage mostly about? I think it is mostly about piano keys. I'll write that as my main idea on my idea tree. Write "piano keys" on the idea tree. I'll check my main idea by finding supporting details. As you identify each detail, write it on the idea tree. A piano has eighty-eight keys. Some are black, and some are white. When you press the keys they make music. These details support my main idea.

- Use a **Think Aloud** to model using the main idea to summarize the passage.

I know that the main idea of this passage is piano keys. My details mention the number and color of the keys. I don't think these details are important. My details also include what piano keys do. I think that is important. My main idea is piano keys, and my important detail is that they make music. So to summarize this passage I'll say "Piano keys make music."

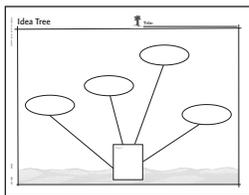
- Tell students that they will summarize as they read the text.
- Award team celebration points for good discussions that demonstrate effective teamwork.

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.
- Read page 43 aloud, stopping to ask questions, make points, or focus students' attention as needed. Use a **Think Aloud** to model identifying the main idea. Put this information on an idea tree.

What is this passage mostly about? I think it is mostly about track and field athletes. I'll write that as my main idea on my idea tree. Write "track and field athletes" on the idea tree. **Identifying the main idea helps me think about what information will go in my summary.**

Blackline master provided.



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

Main idea: track and field athletes (p. 43)

- Tell students that you will use the information on the idea tree to write a summary of the section when you reread the text on day 3.
- Remind students that they will continue summarizing as they read *Run! Jump! Throw! The World of Track and Field* 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.

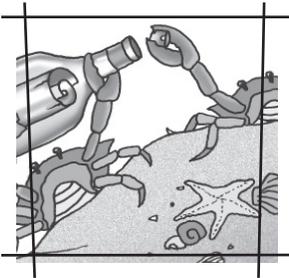
Student Edition, page S-18.

TEAM TALK

1. Which of the following is an important detail you could add to your idea tree from page 45? |SU|
 - a. Hurdle events are shorter than long-distance events.
 - b. Long-distance runners need to run fast for a long time.
 - c. There are usually four people on a relay team.
 - d. Some long-distance runners only run for one mile.

2. Hurdle races are different from other races because— |CC|
 - a. you pass batons to others while running.
 - b. you sprint around something while running.
 - c. you crawl under something while running.
 - d. you jump over something while running.

3. Choose the important idea from page 44 from the following list. Then tell why you think this is an important idea. **(Write-On)** |SU| (Team Talk rubric)
 - Runners line up at a starting line.
 - Sprints are measured in meters.
 - Sprinters run as fast as they can to win.

**TEAMWORK**

Timing Goal: 45 minutes

Partner Reading TP

Students read and restate aloud.

- Explain, or review, if necessary, the Partner Reading routines for strategy use with sticky notes and TIGGRS before having students reread and restate: **SR**

pages 44–47 aloud with partners.**INFORMATIONAL****Read Aloud**

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

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

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

Team Discussion **TP**

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

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

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

Class Discussion **TP**



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



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

Answers may vary. Accept reasonable responses.

Strategy Use Discussion

- resolve a sticky note
- describe team strategy use

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. Which of the following is an important detail you could add to your idea tree from page 45? |SU|
 - a. Hurdle events are shorter than long-distance events.
 - b. *Long-distance runners need to run fast for a long time.*
 - c. There are usually four people on a relay team.
 - d. Some long-distance runners only run for one mile.

2. Hurdle races are different from other races because— |CC|
 - a. you pass batons to others while running.
 - b. you sprint around something while running.
 - c. you crawl under something while running.
 - d. *you jump over something while running.*

3. Choose the important idea from page 44 from the following list. Then tell why you think this is an important idea. **(Write-On)** |SU| (Team Talk rubric)

Runners line up at a starting line.

Sprints are measured in meters.

Sprinters run as fast as they can to win.

100 points = *I think “Sprinters run as fast as they can to win,” is the important idea because the heading on the page is “Speed Wins.” You have to be fast to win. That is more important than where they start or how races are measured.*

90 points = *I think “Sprinters run as fast as they can to win,” is the important idea because the heading on the page is “Speed Wins.”*

80 points = *Sprinters run as fast as they can to win. The heading is “Speed Wins.”*

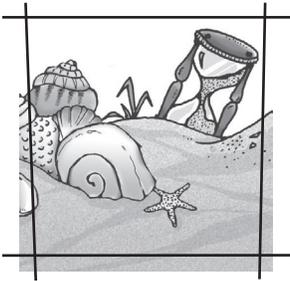
TEAM TALK EXTENSION

4. What does the first runner in a relay do with the baton before they stop running? |SQ| (Team Talk rubric)

100 points = *The first runner in a relay gives the baton to the second runner before they stop running. The second runner needs the baton before they can start running.*

90 points = *The first runner in a relay gives the baton to the second runner before they stop running.*

80 points = *They give the baton to the second runner.*



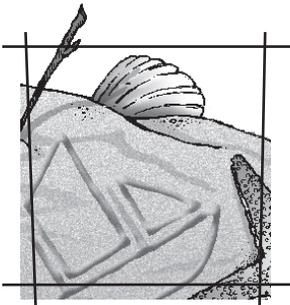
FLUENCY IN FIVE

Timing Goal: 5 minutes

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

Page 44

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



WORD POWER

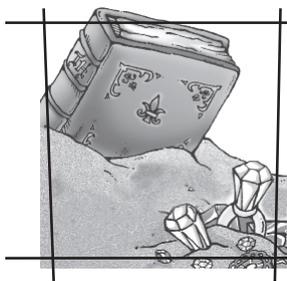
Timing Goal: 20 minutes

- Use *Word Power Teacher's Manual Volume A, B, or C* to complete a Word Power lesson with your students.
- Select a lesson to review skills based on your students' needs or based on this story's vocabulary words. For example:
 - *Volume A*, Lesson 16: Reviewing Ending n-blends
 - *Volume B*, Lesson 24: Base Word + Ending: Changing *y* to *i*, *-er* (comparative)
 - *Volume B*, Lesson 25: Base Word + Ending: Double Final Consonant, Changing *y* to *i*, *-est*

TEAM CELEBRATION POINTS

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

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



DAY 2

ACTIVE INSTRUCTION

Timing Goal: 20 minutes



Big Question

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



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

Team Cooperation and Achievement Goal

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

Set the Stage

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

Vocabulary **TP**

- Have students review the vocabulary words with their partner. Ask them to use the vocabulary words in new, meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- 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: *attempts* page 50, *clear* page 50, *raised* page 50, and *shoves* page 52.



- 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.

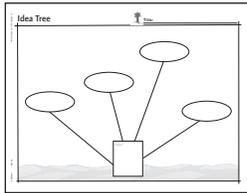
Yesterday we read about some running events in track and field. We read about sprinting races. We read about long distance races. We read about relay races that have teams of runners. We read about races in which runners jump over hurdles to win.



- Tell students that you will continue to record important ideas on the graphic organizer.
- Read page 48 aloud, stopping to ask questions, make points, or focus students’ attention as needed. Use a **Think Aloud** to model identifying the main idea. Add this information to the idea tree.

What is this passage about? It’s mostly about the long jump. I’ll write that as my main idea on my idea tree. Write “long jump” on the idea tree. This will help me when I summarize the text later.

Blackline master provided.



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

Main idea: long jump (p. 48)

- Tell students that you will use the information on the idea tree to write a summary of the section when you reread the text on day 4.
- Remind students that they will continue summarizing as they read *Run! Jump! Throw! The World of Track and Field* this cycle.

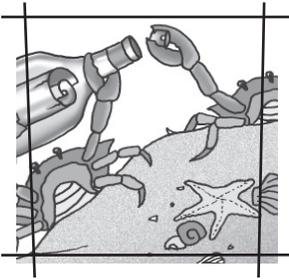
Preview Team Talk

- 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 S-19.

TEAM TALK

1. Which of the following is not an important detail you should add to your idea tree from page 48? |SU|
 - a. Jumpers sprint and jump into a sand pit.
 - b. Triple jumpers use the same sand pit as long jumpers.
 - c. Jumps do not count if your foot crosses over a line.
 - d. High jumpers jump over a bar onto a mat.
2. What happens when a pole vault jumper shoves the pole into a hole in the track? |CE| (Team Talk rubric)
3. Choose the important idea from page 50 from the following list. Then tell why you think this is an important idea. **(Write-On)** |SU| (Team Talk rubric)
 - Jumpers jump onto a soft mat.
 - The highest jump over the bar wins.
 - Jumpers get two tries to clear the bar.

**TEAMWORK**

Timing Goal: 45 minutes

Partner Reading TP

Students read and restate aloud.

- Explain, or review, if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students read and restate: **SR**
pages 49–51 aloud with partners.
- If some teams finish ahead of others, have them begin working on the following activities: **SR**

After Reading

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

Team Discussion **TP**

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

Class Discussion **TP**



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



Answers may vary. Accept reasonable responses.

Strategy Use Discussion

- resolve a sticky note
- discuss predictions from day 1
- describe team strategy use

TEAM TALK

1. Which of the following is not an important detail you should add to your idea tree from page 48? |SU|
 - a. Jumpers sprint and jump into a sand pit.
 - b. *Triple jumpers use the same sand pit as long jumpers.*
 - c. Jumps do not count if your foot crosses over a line.
 - d. High jumpers jump over a bar onto a mat.
2. What happens when a pole vault jumper shoves the pole into a hole in the track? |CE| (Team Talk rubric)

100 points = *When a pole vault jumper shoves the pole into a hole in the track, it causes the pole to launch the jumper into the air. The jumper needs to go high enough to clear a bar.*

90 points = *When a pole-vault jumper shoves the pole into a hole in the track, it causes the pole to launch the jumper into the air.*

80 points = *It launches the jumper into the air.*

Write-On Discussion

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

TEAM TALK CONTINUED

3. Choose the important idea from page 50 from the following list. Then tell why you think this is an important idea. **(Write-On)** |SU| (Team Talk rubric)

Jumpers jump onto a soft mat.

The highest jump over the bar wins.

Jumpers get two tries to clear the bar.

100 points = *I think “The highest jump over the bar wins,” is an important idea because the heading of the section is “How high?” The name of the track event is high jump. The event is about jumping high over a bar.*

90 points = *I think “The highest jump over the bar wins,” is an important idea because the heading of the section is “How high?”*

80 points = *The highest jump over the bar wins. The heading is “How high?”*

TEAM TALK EXTENSION

4. Use sequence words to describe the triple jump. |SQ| (Team Talk rubric)

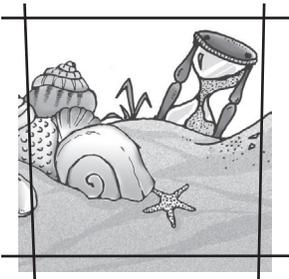
100 points = *When doing the triple jump, the jumper first hops off one foot. They land on that foot again. Next, the jumper takes a big step from that foot. They land with the opposite foot. Finally, the jumper jumps. They land in the sand pit on both feet.*

90 points = *When doing the triple jump, the jumper first hops off one foot. Next, the jumper takes a big step from that foot. Finally, the jumper jumps.*

80 points = *The jumper first hops off one foot, steps, and then jumps.*

Team Talk Discussion

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

**FLUENCY IN FIVE**

Timing Goal: 5 minutes

- Explain, 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.

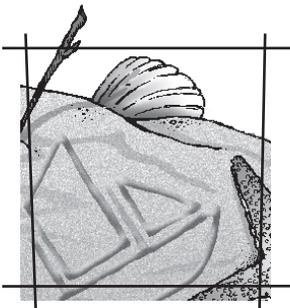
Not ready yet? Practice reading the same passage again with your partner. Ask your teacher to hear you read when you are ready.

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

Student Edition, page S-17.

Page 49 (paragraph 1)

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



WORD POWER

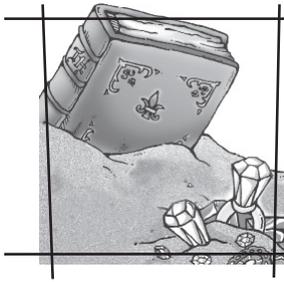
Timing Goal: 20 minutes

- Use *Word Power Teacher's Manual A, B, or C* to continue the Word Power lesson you selected on Day 1 with your students.

TEAM CELEBRATION POINTS

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

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



DAY 3

ACTIVE INSTRUCTION

Timing Goal: 20 minutes



Big Question

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



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

Team Cooperation and Achievement Goal

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

Set the Stage

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

Vocabulary **TP**

- Have students review the vocabulary words with their partner. Ask them to use the vocabulary words in new, meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Use **Random Reporter** to check the review.
 - Focus on words that appear in the reading for the day if applicable: *speedy* page 44 and *hands* page 46.



- 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

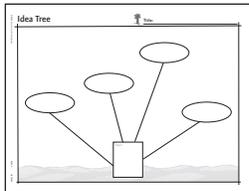
- Review the topic and the author’s intent with students.
- Remind students of the graphic organizer you are using to help you remember the text.
- Review the important ideas from yesterday’s reading.

Yesterday we read more important ideas about track and field. We read about jumping events. There is a long jump event. There is a triple jump event. There is a high jump event. There is the pole vault event.

- 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 page 43 aloud, stopping to ask questions, make points, or focus students’ attention as needed. Remind students that you identified the main idea of this page on day 1. Identify supporting details, and add them to your idea tree as you reread.

When I read this section before, I identified the main idea. Display and review the main idea on the idea tree if necessary. **I said the main idea was track-and-field athletes. Now that I’ve reread, I can identify some details that support this main idea. Athletes are people who play sports, like football, hockey, or tennis. Athletes also do track and field. There are running, jumping, and throwing events.**

Blackline master provided.



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

Main idea: track-and-field athletes (p. 43)

- athletes: people who play sports
- track and field: has many events
- Athletes run, jump, or throw.

- Use a **Think Aloud** to model identifying the information from the idea tree to use in a summary. Remind students that summaries do not include less important details. Circle the information on the idea tree that you will include in the summary.

I know the main idea of the passage is track-and-field athletes, so I should include that in my summary. I read about different athletes from different sports. They didn’t really support my main idea, so I know I shouldn’t include them in a summary. My details also included information about track and field. I read that track and field is made up of running, jumping, and throwing events. That does support my main idea. To summarize this passage, I’ll say, “Track and field is a sport with running, jumping, and throwing events. People who participate in track and field are athletes.”

- Remind students that they will continue summarizing as they read *Run! Jump! Throw! The World of Track and Field* this cycle.

Preview Team Talk

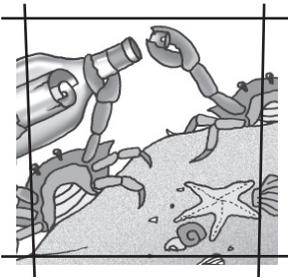
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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 S-19.

TEAM TALK

1. Which of the following is not an important detail you should add to your idea tree from page 47? |SU|
 - a. Hurdlers jump over hurdles as they sprint.
 - b. There are five to ten hurdles in a race.
 - c. Knocking over a hurdle slows the runner down.
 - d. Hurdle races are short-distance events.
2. What do you learn from the fact box on the bottom of page 44? |TF| (Team Talk rubric)
3. The main idea of page 44 was that sprinters need to run as fast as they can to win. Use the following details to write a summary of the page. **(Write-On)** |SU| (Summarizing rubric)

Runners line up at a starting line.
They run as fast as they can to the finish line.
Sprint races come in many lengths.



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

Students read and restate aloud.

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGGRS before having students reread and restate: **SR**
pages 44–47 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
<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

- Which of the following is not an important detail you should add to your idea tree from page 47? |SU|
 - Hurdlers jump over hurdles as they sprint.
 - There are five to ten hurdles in a race.*
 - Knocking over a hurdle slows the runner down.
 - Hurdle races are short-distance events.

- What do you learn from the fact box on the bottom of page 44? |TF| (Team Talk rubric)

100 points = *I learned about the world record for the 100-meter sprint from the fact box on the bottom of page 44. The current world record is 9.58 seconds.*

90 points = *I learned about the world record for the 100-meter sprint from the fact box on the bottom of page 44.*

80 points = *The world record for the 100-meter sprint.*

- The main idea of page 44 was that sprinters need to run as fast as they can to win. Use the following details to write a summary of the page. **(Write-On)** |SU| (Summarizing rubric)

Runners line up at a starting line.

They run as fast as they can to the finish line.

Sprint races come in many lengths.

100 points = *When you run a sprint race, everyone lines up at the starting line. When the race starts, you run as fast as you can to the finish line. Sprint races are not all the same length. You can run between 100 meters and 800 meters.*

90 points = *When you run a sprint race, everyone lines up at the starting line. You run as fast as you can to the finish line. Sprint races are not all the same length.*

80 points = *Sprint races are simple. When you run a sprint race, everyone lines up at the starting line.*

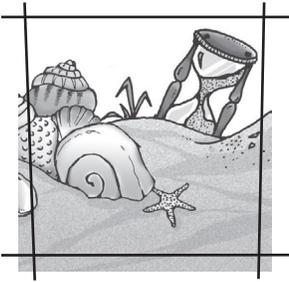
TEAM TALK EXTENSION

- What do you think a relay runner would have to do to win the race if they dropped the baton? Support your answer. |DC| (Team Talk rubric)

100 points = *I think a relay runner would have to pick up the baton and run as fast as they could to win the race. Dropping the baton would slow the runner down. They need to pick it up to pass it to the next runner or finish the race.*

90 points = *I think a relay runner would have to pick up the baton and run as fast as they could to win the race.*

80 points = *They would have to pick up the baton and run fast.*



FLUENCY IN FIVE

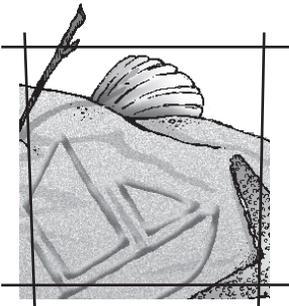
Timing Goal: 5 minutes

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

Student Edition, page S-17.

Page 49 (paragraph 1) or 46

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



WORD POWER

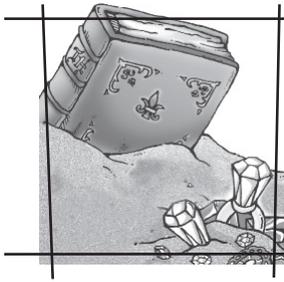
Timing Goal: 20 minutes

- Use *Word Power Teacher's Manual A, B, or C* to continue the Word Power lesson you selected on Day 1 with your students.

TEAM CELEBRATION POINTS

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

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



DAY 4

ACTIVE INSTRUCTION

Timing Goal: 20 minutes

Big Question



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



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

Team Cooperation and Achievement Goal

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

Set the Stage

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

Vocabulary **TP**

- Have students review the vocabulary words with their partner. Ask them to use the vocabulary words in new, meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Students will individually write a meaningful sentence for one of the words in preparation for the assessment.
- Use **Random Reporter** to select students to share their meaningful sentence and lead a discussion using the Meaningful Sentence rubric.
- Use **Random Reporter** to check the review.
 - Focus on words that appear in the reading for the day if applicable: *attempts* page 50, *clear* page 50, *raised* page 50, and *shoves* page 52.
- 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

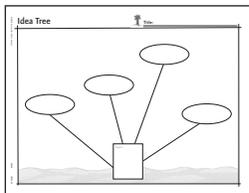
- Review the topic and the author’s intent with students.
- Remind students of the graphic organizer you are using to help you remember the text.
- Review the important ideas from yesterday’s reading.

Yesterday we read more details about running events. Sprinting events are short distances. You run as fast as you can for a short distance. You can run 100- to 800-meter races. Long-distance races aren’t as fast and take longer to finish. Runners may run more than six miles. Long-distance runners need stamina to keep running for a long time. Relay races are made up of teams of four runners. They sprint as fast as they can and pass a baton to a waiting teammate. A hurdle race is a shorter race in which runners have to jump over five to ten hurdles on the track. The hurdles are about three feet tall. In all races, the fastest runners win.

- 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 page 48 aloud, stopping to ask questions, make points, or focus students’ attention as needed. Remind students that you identified the main idea of this section on day 2. Identify supporting details, and add them to your idea tree as you reread.

When I read this section before, I identified the main idea. Display and review the main idea on the idea tree, if necessary. **I said that the main idea of this page was the long jump. Now I can identify some supporting details from the page. In the long jump, you sprint down a track and jump in a sand pit. You jump from a certain line, and if your foot crosses over the front of the line, your jump doesn’t count. Officials measure from where you jump to where you land. The longest jump wins.**

Blackline master provided.



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

Main idea: long jump (p. 48)

- run down a short track with sand pit
 - Jumpers jump from a line on the track into a sand pit.
 - jump is measured from the line to where they landed, farthest wins
- Use a **Think Aloud** to model identifying the information from the idea tree to use in a summary. Remind students that summaries do not include less important

details. Circle the information on the idea tree that you will include in the summary.

I've filled in my idea tree, so I'm ready to write my summary. I know I need to include my main idea. I also need to identify the most important details. I remember that I should not include less-important details in a summary. My main idea is the long jump. I think running down the track is an important detail. I think jumping into the air is important. I think landing in a sandbox is important, and I think that how you win is important too. I don't think the information about jumping from a line is as important, so I don't think I'll include that. I can say "Long jumpers run down a track. They jump into the air and land in a sandbox. Officials measure where the jumpers' feet land first. Whoever jumps the farthest wins."

- Remind students that they will continue summarizing as they read *Run! Jump! Throw! The World of Track and Field* this cycle

Preview Team Talk

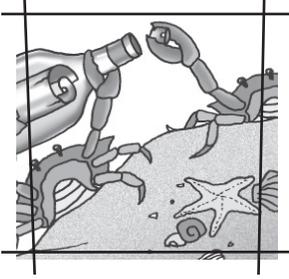
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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 S-20.

TEAM TALK

1. Which of the following is an important detail you could add to your idea tree from page 51? |SU|
 - a. The mat jumpers land on is soft.
 - b. Pole vaulters may go as high as twenty feet in the air.
 - c. High jumpers run in a curved path.
 - d. Pole vaulters use a pole to jump over a high bar.
2. Describe how the triple jump is different from the long jump. |CC| (Team Talk rubric)
3. Use the following list of important details and information from your idea tree to write a summary of this cycle of *Run! Jump! Throw! The World of Track and Field*. **(Write-On)** |SU| (Summarizing rubric)

Athletes can run and jump in track and field.
There are sprints and long distance races on the track.
Jumpers have to jump as far or high as they can in events.



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

Students read and restate aloud.

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

pages 49–51 aloud with partners.

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

After Reading

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

Team Discussion **TP**

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

- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson’s team cooperation goal.

Class Discussion **TP**



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



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

Answers may vary. Accept reasonable responses.

Strategy Use Discussion

- resolve a sticky note
- describe team strategy use

TEAM TALK

1. Which of the following is an important detail you could add to your idea tree from page 51? |SU|
 - a. The mat jumpers land on is soft.
 - b. Pole vaulters may go as high as twenty feet in the air.
 - c. High jumpers run in a curved path.
 - d. Pole vaulters use a pole to jump over a high bar.

2. Describe how the triple jump is different from the long jump. |CC| (Team Talk rubric)

100 points = *The triple jump is different from the long jump because the jumper makes three jumps in each attempt. Jumpers take a hop, step, and jump into the sand pit. The line triple jumpers jump from is farther back than the line long jumpers start from. Triple jumps are much longer than long jumps.*

90 points = *The triple jump is different from the long jump because the jumper makes three jumps in each attempt.*

80 points = *The jumper makes three jumps in each attempt.*

Write-On Discussion

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

TEAM TALK CONTINUED

3. Use the following list of important details and information from your idea tree to write a summary of this cycle of *Run! Jump! Throw! The World of Track and Field*. **(Write-On)** |SU| (Summarizing rubric)

Athletes can run and jump in track and field.

There are sprints and long distance races on the track.

Jumpers have to jump as far or high as they can in events.

100 points = *There are many different running events in track and field. There are sprinting and long distance events. There are races in which runners work in teams. There are races in which runners jump over hurdles. There are also many jumping events. Long and triple jumpers jump long distances into sand pits. High jumpers jump over a bar onto a mat. Pole vault jumpers use a long pole to jump over a high bar onto a mat. The athletes that run fastest or jump the farthest and highest win.*

90 points = *There are many different running events in track and field. There are also many jumping events. The athletes that run fastest or jump the farthest and highest win.*

80 points = *The athletes that run fastest or jump the farthest and highest win. Dropping a baton or jumping too late can slow you down or make your jump not count.*

TEAM TALK EXTENSION

4. Why do you think there are soft mats for the high jumpers and pole vault jumpers? Support your answer. |DC| (Team Talk rubric)

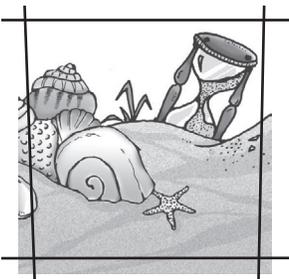
100 points = *I think there are soft mats for the high jumpers and pole-vault jumpers to land on so they do not hurt themselves. They are jumping high and falling on their backs. The mats keep them from landing hard and hurting themselves.*

90 points = *I think there are soft mats for the high jumpers and pole-vault jumpers to land on so they do not hurt themselves.*

80 points = *So they do not hurt themselves.*

Team Talk Discussion

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

**FLUENCY IN FIVE**

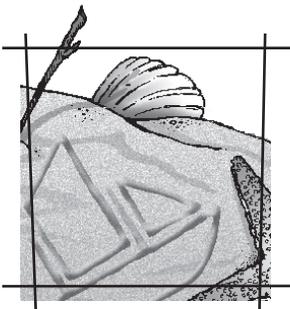
Timing Goal: 5 minutes

- Explain, 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 S-17.

Page 49 (paragraph 1), 46, or 51 (ending with “. . . down the track.”)

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



WORD POWER

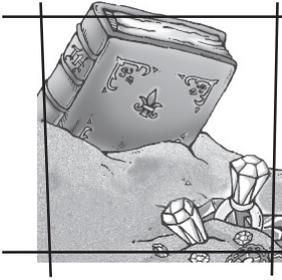
Timing Goal: 20 minutes

- Use *Word Power Teacher’s Manual A, B, or C* to continue the Word Power lesson you selected on Day 1 with your students.

TEAM CELEBRATION POINTS

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

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



DAY 5

ACTIVE INSTRUCTION

Timing Goal: 20 minutes

Rate Vocabulary Words

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



Today you will read about marathons. The marathon wasn't an event during the ancient Greek Olympics, but it is now.

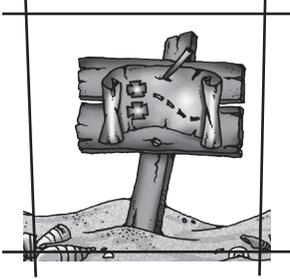
Vocabulary **TP**

- 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 questions #2 and #3 ask about summarizing.

- Ask students to underline key words or phrases in question #3.
- Make sure students understand that the test is independent work and that they should continue to use their strategies with sticky notes as they read without their partners' assistance.
- Tell students to add any relevant ideas from this reading to their graphic organizers and to do so without assistance.
- Remind students that they have 40 minutes for the test.

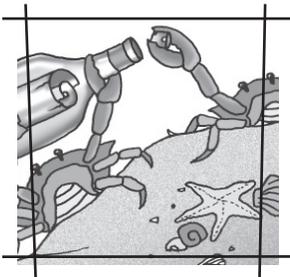


TEST

Timing Goal: 40 minutes

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

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



TEAMWORK

Timing Goal: 30 minutes

Teacher procedures for
Teamwork vary with
strategy instruction.

Team Discussion **TP**

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

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

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

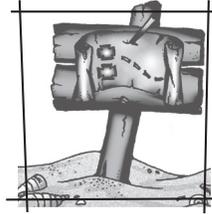


- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.
- Use information from student tests to plan modeling and/or Think Alouds for the next lesson that will build upon the skills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

Running Long and Slow

One of the longest races is a marathon. The race is about twenty six miles long. It is usually run on roads. Many cities around the world have these races. The cities often change the running paths each year. This keeps the races fun. Thousands of people run in them.

These races are hard to run. It takes a lot of work. People train by running very often. They practice running at a steady speed. The fastest runners finish after two hours. Most people take longer. Many people walk. It doesn't matter how fast you go. Finishing a marathon is great.

Sources:

<https://www.nyrr.org/tcsnymarathon/getinspired/marathonhistory>

<https://www.baa.org/races/boston-marathon/history>

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. running slow
 - b. marathons
 - c. running fast
 - d. practicing

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 inform the reader about the longest running race. I know the author's intent is to inform because the author gives information about marathons. The author tells how long marathons are. I learn where they are usually run. I learn how long people take to finish them. I do not see information that compares them with sprints. I do not learn how to train for a marathon.*

25 points = *The intent of the author is to inform the reader about the longest running race. I know the author's intent is to inform because the author gives information about marathons.*

20 points = *To inform the reader about the longest running race. The author gives information about marathons.*

30 points

2. Choose the important detail from the text from the following list. Then explain why this is an important detail. |SU| (Team Talk rubric)

A marathon is about twenty six miles long.

Many people walk during marathons.

Changing the running path makes a marathon more fun.

30 points = *The statement “A marathon is about twenty-six miles long” is an important detail from the text because the heading is “Running Long and Slow.” Twenty-six miles is a very long distance. The text says it is the longest race. You have to run more slowly to run for a long time.*

25 points = *The statement “A marathon is about twenty-six miles long,” is an important detail from the text because the heading is “Running Long and Slow.”*

20 points = *A marathon is about twenty-six miles long. The heading is “Running Long and Slow.”*

30 points

3. Use the following list of important details and information from your graphic organizer to write a summary of the passage. **(Write-On)** |SU| (Summarizing rubric)

Marathons are one of the longest races.

It takes a lot of hard work to run a marathon.

Cities around the world have marathon events.

30 points = *Marathons are one of the longest races that people can run. They are about twenty-six miles long. Cities all around the world have marathons. Runners can travel to cities to run a race. It takes a lot of hard work to run a marathon. Runners have to practice running at a steady pace to finish the race.*

25 points = *Marathons are one of the longest races that people can run. Cities all around the world have marathons. It takes a lot of hard work to run a marathon.*

20 points = *Cities all around the world have marathons. Thousands of people run marathons.*

Word Power

Number your paper from 1 to 6. Write your answers next to the matching numbers on your paper. The total possible score for Vocabulary and Word Power questions equals 100 points.

10 points each

Building Meaning

speedy	hands	attempts
clear	raised	shoves

1. Write a meaningful sentence for the word *clear*.

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.*

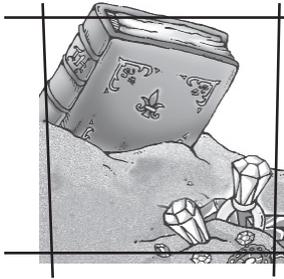
2. Mrs. Clausen hands out star stickers to students who showed good teamwork throughout the week.
3. My dog always shoves her dinner bowl into my hand to tell me when she's hungry.
4. Marco makes three attempts to get the right answer to a math problem before he asks someone for help. *Attempts* means—
 - a. guesses.
 - b. notes.
 - c. *tries*.
 - d. winks.
5. The tortoise was not very speedy and took nearly twenty minutes to cross the road.
6. Willa raised her bed off the floor so she could store her winter clothes under it during the summer months. *Raised* means—
 - a. made wider.
 - b. *made higher*.
 - c. made shorter.
 - d. made lower.

Skill Questions

10 points each

Teacher's Note: Use *Word Power Teacher's Manual Volume A, B, or C* to use the assessment items from the Word Power lesson you selected on Day 1.

Number your paper from 7 to 10, and complete the Word Power items as directed.



DAY 6

ACTIVE INSTRUCTION

Timing Goal: 5 minutes

Two-Minute Edit **TP**

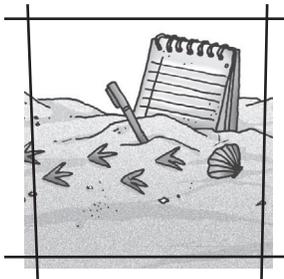
- Display and have students complete the Two-Minute Edit to start the class.
- Identify a frequently occurring grammatical or mechanical problem from the students' writing.
- Prepare a sentence that illustrates the problem (with no more than four errors).
- Display the sentence, and indicate the number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

Two-Minute Edit

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



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



ADVENTURES IN WRITING

Timing Goal: 85 minutes

Suggested timing:

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

- Introduce the activity.

Today you will write a compare and contrast paragraph to find the similarities and differences between the three running events or three jumping events you read about this cycle. You might be used to comparing and contrasting only two things, but you can compare and contrast many things at one time.



Student Edition, page S-20.

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

WRITING PROMPT

You read about three running events and three jumping events this cycle. Write a paragraph that compares and contrasts either the three running events or three jumping events. Explain at least one thing all three events have in common. Then explain at least one way that each event is different.

Student Edition Writing Guide contains no point values.

WRITING GUIDE

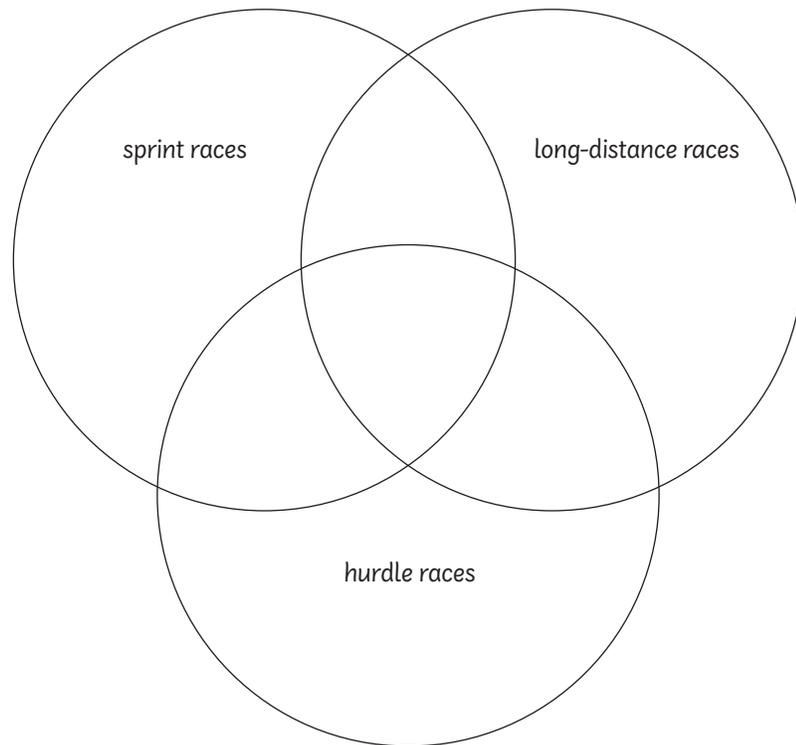
IDEAS	<ul style="list-style-type: none"> • Clearly introduces ideas, a topic, or a story and supports it with details. 	30 points
ORGANIZATION	<ul style="list-style-type: none"> • Has a clear beginning that introduces the topic or story. • The middle has details that support the topic or moves the story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

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

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

- Demonstrate how to draw the graphic organizer, modeling to the extent necessary.
- Use **Think-Pair-Share** to have students discuss what they will include in their writing. Randomly select a few students to share. Then have students draw their organizers and fill them in with these ideas.
- Monitor students as they complete their plans. Give specific feedback to reinforce good planning, and assist students as needed.
- Ask one or two students who have examples of good planning to share their ideas with the class.

Sample Graphic Organizer



Drafting

- Tell students that they will use their plans to write a first draft.
- Explain how students will use the ideas in their graphic organizers to write their drafts. Remind them to include all of their ideas, writing in sentences and skipping lines to make room for revisions. Also, suggest that they include new thoughts as they occur.
- While they have their plans in front of them, have students review their ideas with partners and begin to write.
- Remind students to periodically check their writing against the prompt and writing guide to make sure they are meeting the goal for the activity.
- Monitor students as they begin working. Give specific feedback to reinforce good drafting, and assist students as needed.
- As students complete their drafts, have them read their writing aloud to a partner to see that it includes the intended ideas and makes sense.
- Ask one or two students to share their first drafts with the class to celebrate.

Team Discussion

Sharing, Responding, and Revising

- Tell students that they will work with partners to improve their writing. They will share and respond to provide feedback for each other's drafts.

- Using the chart in the student routines, explain and model, or review if necessary, how to share and respond with partners. **SR**

Sharing	Responding
<ul style="list-style-type: none"> Read your writing once to yourself, and then read it aloud with expression to your partner. When your partner responds, write suggestions that they make for improving your writing. 	<ul style="list-style-type: none"> Listen carefully with your writing guide in front of you as your partner reads their draft. When your partner has finished reading, tell what you liked about the writing. Then use the writing guide to give the author suggestions for how to make the writing better.

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

Revising
<ul style="list-style-type: none"> Look at the suggestions you wrote when your partner responded to your writing. Decide which changes you want to make to your draft. Draw arrows to show where the new ideas belong in your work.

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

Editing

- Tell students that they will edit their work to get it ready for rewriting.
- Develop a checklist with students by asking them what kinds of errors they should look for when they edit. Add to, or modify, students' suggestions with your own list of capitalization, punctuation, grammar, and spelling skills. If necessary, go over a few examples of each kind of error.
- Discuss proper capitalization with students.

Do you remember when it is correct to capitalize words? Words should only be capitalized at the beginning of a sentence, when they are proper names, or when you are using the personal pronoun *I*. Let's think about proper names for a minute. What is a proper name? Wait for students' responses. **Right. A proper name is the name of a person. It could also be the name of a company, location, or a particular brand or product. For example, the name of our school is a proper name and should be capitalized.** Write the name of your school on the board. **But the word *school* is not a proper name.** Write the word "school" on the board.

- Blackline master provided.
- Display the following excerpt from a compare and contrast paragraph.

The High Jump is different because the athlete runs in a curved line, jumps over a bar, and lands on his or her back on a mat. the Triple Jump is different because the athlete runs down a track and then takes a hop, step, and jump into a sandpit. The Pole Vault is different because the athlete uses a long pole to launch himself or herself into the air and over a bar.

th



- Use **Team Huddle** to have students identify the capitalization mistakes. Use **Random Reporter** to select students to share. *The phrase “high jump” is capitalized. It should not be capitalized because it is not part of a proper name. The word the should be capitalized. It is at the beginning of a sentence. The phrases “triple jump” and “pole vault” should not be capitalized. They are not proper names.*
- Tell students to check their papers to make sure that only the beginnings of sentences and proper names are capitalized.
- If helpful, have students copy the checklist in their journals as a reference.
- Have students reread their first drafts, looking for the types of errors listed and correcting these on their drafts. If your students are familiar with proofreading marks, encourage students to use them.
- Ask students to read their partners’ drafts to check them against the editing list a second time. If they find additional errors, ask them to mark the errors on their partners’ papers.
- Have students share their edits with their partners.
- Have teams put their writing projects in a pile in the middle of their tables so a writing project can be randomly selected for Class Discussion.

Class Discussion **TP**

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

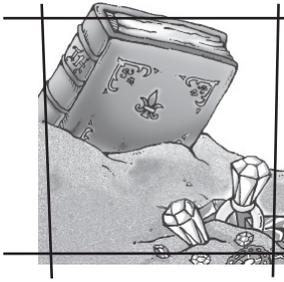


- Use **Random Reporter** to select a few students to share responses.
- Award points to teams whose writing projects meet the criteria. Record these points on the team poster.

TEAM CELEBRATION POINTS

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

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



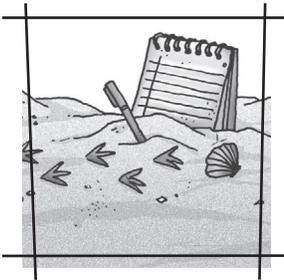
DAY 7

ACTIVE INSTRUCTION

Timing Goal: 5 minutes

Two-Minute Edit **TP**

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

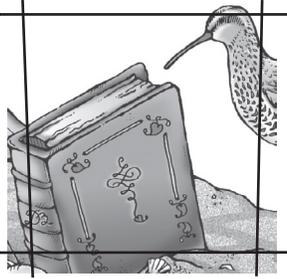


ADVENTURES IN WRITING

Timing Goal: 25 minutes

Rewriting

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



BOOK CLUB

Timing Goal: 40 minutes

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

Team Discussion

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

READ AND RESPOND QUESTIONS

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

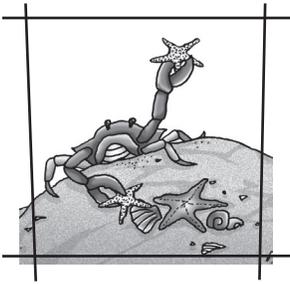


Class Discussion

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

Book Presentation

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



SUCCESS REVIEW AND KEEPING SCORE

Timing Goal: 20 minutes

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

Success Review and Keeping Score

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

Team Cooperation Goal

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

The Piano

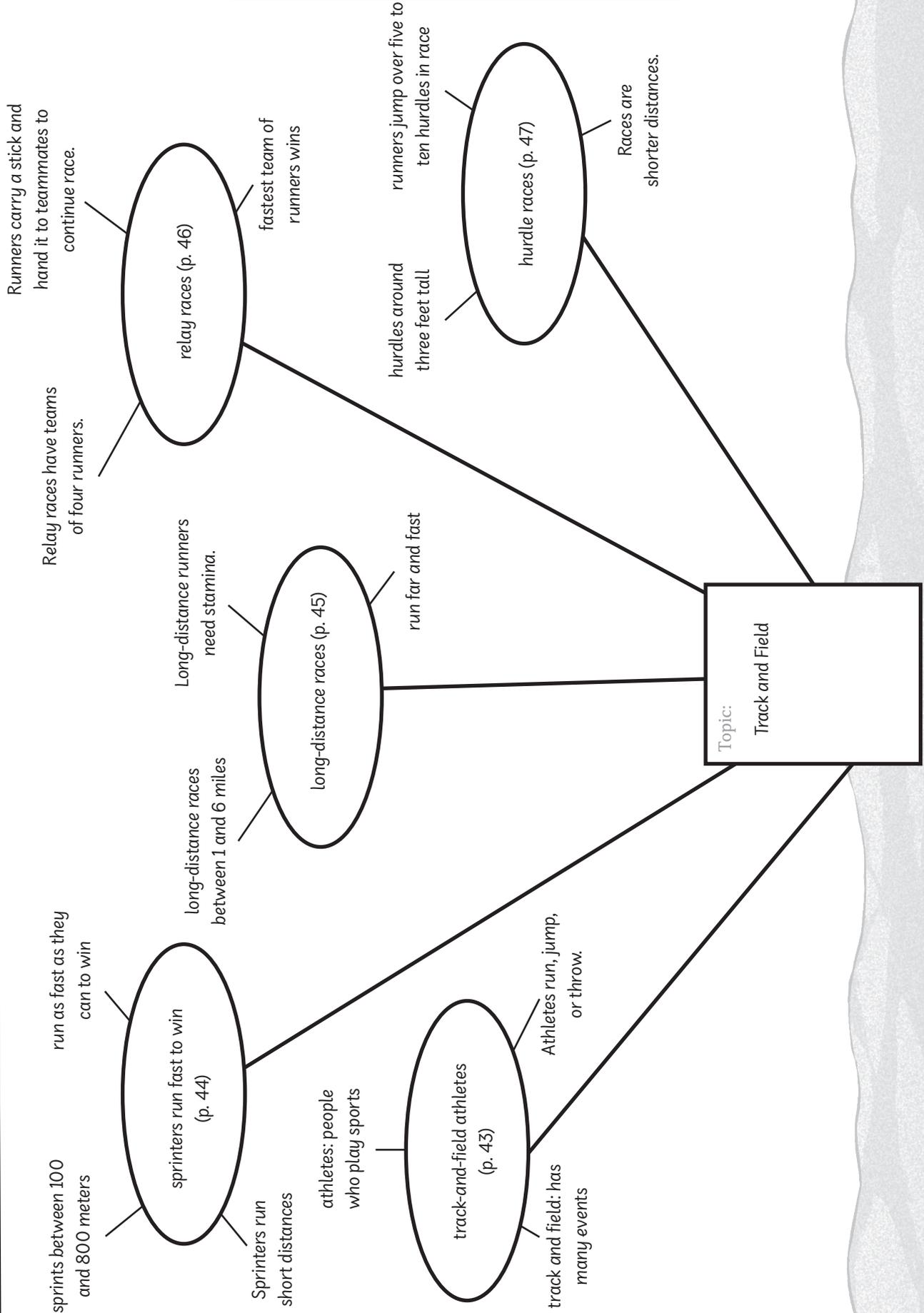
A piano has eighty-eight keys. Some keys are black. Some keys are white. The keys are very important. When you press a key it will make a sound. Each key has its own sound. The sounds from piano keys make music.

The High Jump is different because the athlete runs in a curved line, jumps over a bar, and lands on his or her back on a mat. the Triple Jump is different because the athlete runs down a track and then takes a hop, step, and jump into a sandpit. The Pole Vault is different because the athlete uses a long pole to launch himself or herself into the air and over a bar.



Title: Run! Jump! Throw! The World of Track and Field, cycle 1

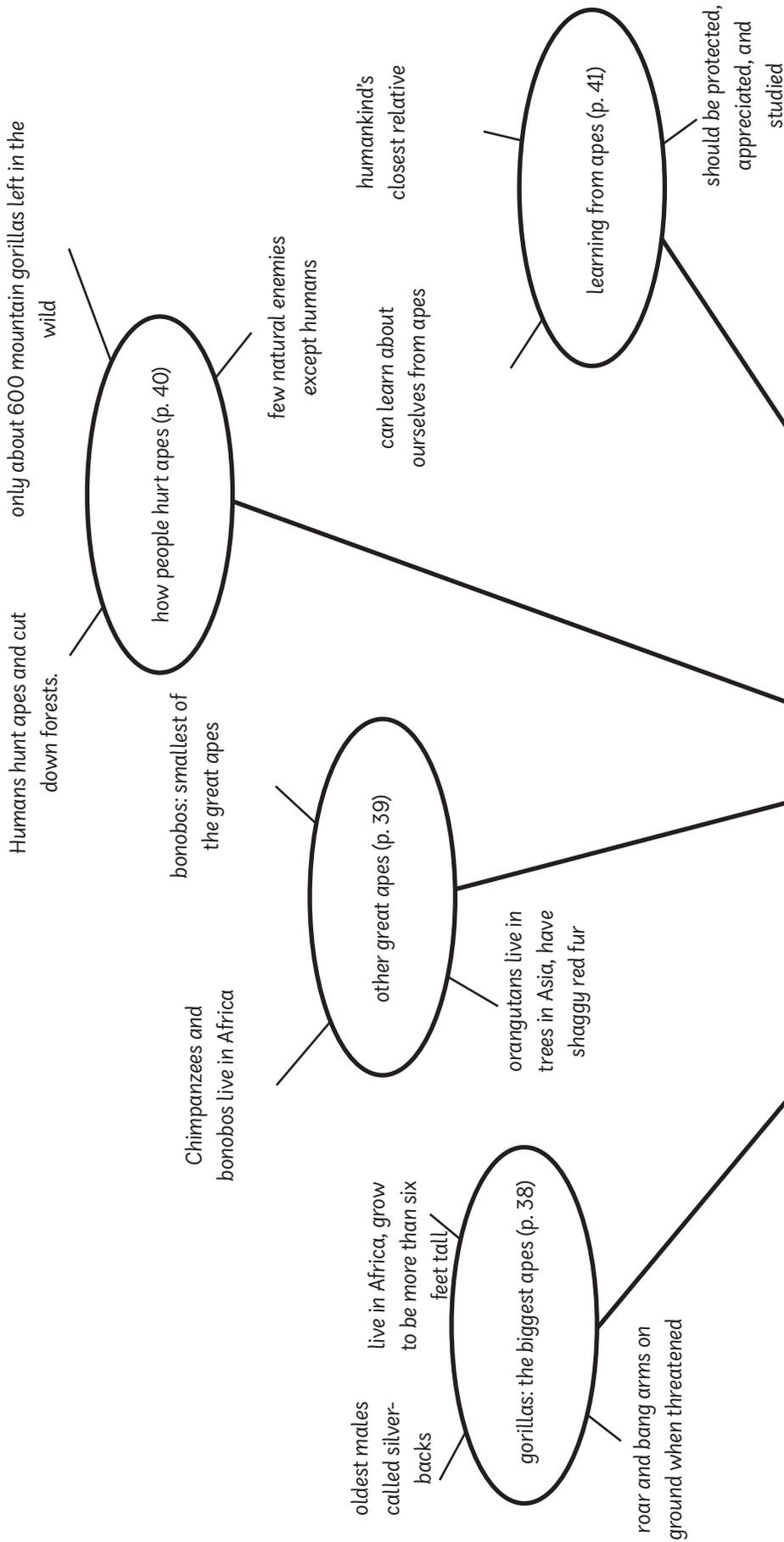
Idea Tree





Title: Run! Jump! Throw! The World of Track and Field, cycle 1 (cont'd)

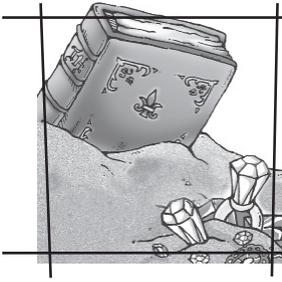
Idea Tree



Cycle 2

Instructional Objectives

		READING	WORD POWER	WRITING
CYCLE 1	Summarizing (SU)			Write a paragraph.
	Students will summarize sections of the text using main ideas and supporting details.	Use <i>Word Power Teacher's Manual Volume A, B, or C</i> to complete a Word Power lesson with your students.	Students will write paragraphs to describe the characteristics they think an athlete needs to be a champion.	



DAY 1

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Students discuss responses to the Big Question.

Big Question

- Display the Big Question. Have students answer the Big Question orally with partners and teams.

THE BIG QUESTION

Would you rather be fast, or strong? Why?



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

Team Cooperation and Achievement Goal

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

Set the Stage

- Introduce the text, author, and reading objective.

This cycle we will finish reading *Run! Jump! Throw! The World of Track and Field* by Tanya Jackson. As we read, we'll continue to summarize sections of the text as we read. This cycle you will practice writing summaries. Good readers summarize as they read informational texts to check their understanding of the important ideas the author wants them to know.

- Point out this lesson's strategy target, **summarizing**.
- 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 when we read informational texts, we use TIGRRS to help us better understand the text. I remember the first step of TIGRRS is to identify the topic

of the text. We identified the topic of the text in cycle 1. The topic of the text is track and field. We read about two types of track-and-field events in the last cycle. We read about running and jumping events.

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

We reminded ourselves about the topic of this text. Now we need to think about the intent of the author, or why the author wrote the text. Last cycle we decided the author’s intent was to inform us about different track and field events. I’ll flip through the pages of the text to see if the intent is still the same in this cycle’s reading. Flip through the pages of the text. Yes. We’ll still be learning about different events. I see that there are throwing events. There are also many types of competitions. This is still the intent of the author.

- 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.

Our next step in TIGRRS is to choose a graphic organizer to help us record important ideas from the text. In the last cycle, we used an idea tree. The author gives us a lot of ideas and details that support them. When I flip through the second half of the text, I see that it is still arranged the same. There are more ideas and supporting details. We’ll keep using an idea tree to record important information.

- 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 right.
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 S-23.

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

WORD AND PAGE NUMBER	IDENTIFICATION STRATEGY	DEFINITION	SENTENCE
lightweight page 53	compound word: light + weight	not heavy	The cat looked huge because of its thick fur, but it was actually very <i>lightweight</i> .
sails page 54	base word + ending: sail + s	flies	The ball <i>sails</i> through the air as the two children pass it to each other.
pounds page 55	base word + ending: pound + s	hits hard	The jackhammer <i>pounds</i> into the cement to break it into small pieces.

WORD AND PAGE NUMBER	IDENTIFICATION STRATEGY	DEFINITION	SENTENCE
earn page 57	blend	receive, as an award	Morgan will <i>earn</i> a star if she gets an A on her spelling test.
grandest page 59	base word + ending: grand + est	biggest, best	Julia is throwing her sister the <i>grandest</i> party anyone has ever seen.
compete page 59	chunk: com-pete	go up against someone, as in a game or contest	The two teams will <i>compete</i> for the trophy tomorrow.

Using the Targeted Strategy

Introduction and Definition



- Use **Think-Pair-Share** to have students recall the tool they use when reading informational texts that helps them summarize. Randomly select a few students to share. *The idea tree.*
- Remind students that they use the main ideas and supporting details from the idea tree to write summaries for informational texts.
- Point out that last cycle students identified important ideas and details from the text and explained why they were important. Point out that the important ideas were like short summaries. Explain that summaries often can have several sentences, especially for longer texts.

Blackline master provided.

- Display the following passage. Read the passage aloud to students.

The Brass Facts

Some horns are made of brass. Brass is a shiny, gold-colored metal. A trumpet is a kind of horn. It is made of brass. There are many other kinds of horns. The trombone is a horn. A tuba is also a horn. They are also made of brass. To play any horn you blow in one end. Sound comes out of the other end. You also press keys. You press the keys to change the sound.

Some people like to play in brass bands. A brass band is a group of people playing brass horns together. A lot of horns playing together can be very loud!

- Use a **Think Aloud** to model identifying the main ideas and supporting details. Put this information on the blank idea tree.

What is this passage mostly about? It’s mostly about brass horns. I’ll write that as my main idea on my idea tree. Write “brass horns” on the idea tree. I’ll check my main idea by finding supporting details. I read that brass is a gold-colored metal. Add this information to the idea tree. I read that trumpets, trombones, and tubas are brass horns. Add this information to the idea tree. I read that to

play brass horns, you blow in one end of them and press keys to change the sound. Add this information to the idea tree. **I learned that brass bands are a group of people playing brass horns.** Add this information to the idea tree. **These details all support my main idea.**

- Model identifying the information from the idea tree to use in a summary. Remind the students that summaries do not include less important details. Circle the information on the idea tree that you will include in the summary

I've filled in my idea tree, so I'm ready to write my summary. I know I need to include my main idea. I also need to identify the most-important details. I remember that I should not include less-important details in a summary. Circle the ideas as you decide to include them. My main idea is brass horns. I think the types of brass horns are an important detail, so I'll include that. How to play a brass horn is important, so I'll include that too. If I don't know what brass is, then I don't know what a brass horn is, so I'll also include the detail about brass. Do I need to include the detail about brass bands? The information about brass bands was interesting, but it doesn't seem as important as the other details. It's less important, so I will not include it in my summary. I can summarize, "Brass horns are made from a gold-colored metal. Trumpets, tubas, and trombones are types of brass horns. You blow in one end to play a brass horn. You also press keys to change the sound."

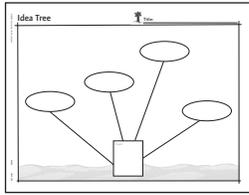
- Tell students that, as they continue to read *Run! Jump! Throw! The World of Track and Field*, they will fill in their idea trees, decide which ideas are important, and write summaries for sections of the text.
- Tell students that they will summarize as they read the text.
- Award team celebration 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.
- Read page 52 aloud, stopping to ask questions, make points, or focus students' attention as needed. Use a **Think Aloud** to model identifying the main idea. Put this information on the idea tree.

What is this section mainly about? It think it's mainly about the shot put. I'll write that as my main idea on the idea tree. Write "shot put" on the idea tree. I'll use that to help me identify the most important information for a summary.

Blackline master provided.



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

Main idea: shot put (p. 52)

- Remind students that they will continue summarizing as they read *Run! Jump! Throw! The World of Track and Field* this cycle.

Preview Team Talk

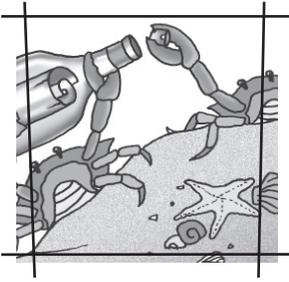
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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 S-24.

TEAM TALK

1. Which of the following is not an important detail you should add to your idea tree from page 54? |SU|
 - a. The discus event is thousands of years old.
 - b. A discus doesn’t fly as far as javelin.
 - c. Discus thrower spin to build energy to throw far.
 - d. The person who throws farthest wins.
2. According to the fact box on page 53, how were javelins used before they were used in competitions? |TF| (Team Talk rubric)
3. Which of the following is the most important idea from the section “Watch out!”? |SU|
 - a. Javelin throwers try to throw a lightweight metal spear far.
 - b. Javelins have two pointy ends.
 - c. Javelins soar through the air farther than shot puts.
 - d. Javelin throwers run a few steps to throw.

Tell why you think this is the most important idea. **(Write-On)** (Team Talk rubric)



TEAMWORK

Timing Goal: 35 minutes

Partner Reading **TP**

Students read and restate aloud.

- Explain, or review, if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students read and restate: **SR**

pages 53–55 aloud with partners.

INFORMATIONAL

Read Aloud

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

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

After Reading

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

Team Discussion **TP**

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

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

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

Class Discussion **TP**



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



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

Answers may vary. Accept reasonable responses.

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

TEAM TALK
<p>1. Which of the following is not an important detail you should add to your idea tree from page 54? SU </p> <ol style="list-style-type: none"> The discus event is thousands of years old. <i>A discus doesn't fly as far as javelin.</i> Discus thrower spin to build energy to throw far. The person who throws farthest wins.

TEAM TALK CONTINUED

2. According to the fact box on page 53, how were javelins used before they were used in competitions? |TF| (Team Talk rubric)

100 points = *According to the text box on page 53, javelins were used in wars before they were used in competitions. The Greeks made them lighter for competitions.*

90 points = *According to the text box on page 53, javelins were used in wars before they were used in competitions.*

80 points = *They were used in wars.*

3. Which of the following is the most important idea from the section “Watch out!”? |SU|

- Javelin throwers try to throw a lightweight metal spear far.*
- Javelins have two pointy ends.
- Javelins soar through the air farther than shot puts.
- Javelin throwers run a few steps to throw.

Tell why you think this is the most important idea. **(Write-On)** (Team Talk rubric)

100 points = *I think choice a is the most important idea because the section is about throwing the javelin. It is like a spear. The throwers need to throw it as far as they can to win.*

90 points = *I think choice a is the most important idea because the section is about throwing the javelin.*

80 points = *Choice a. It’s about throwing the javelin.*

TEAM TALK EXTENSION

4. How is the hammer similar to the shot put? How is it different? |CC| (Team Talk rubric)

100 points = *The hammer is similar to the shot put because it is also a heavy metal ball. It is different from the shot put because the ball is attached to a wire. The hammer thrower spins around while holding the wire and then lets go of the wire. The hammer goes farther than the shot put.*

90 points = *The hammer is similar to the shot put because it is also a heavy metal ball. It is different from the shot put because the ball is attached to a wire.*

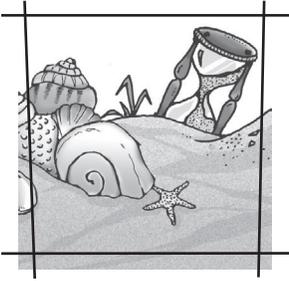
80 points = *It is also a heavy metal ball, but the ball is attached to a wire.*

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



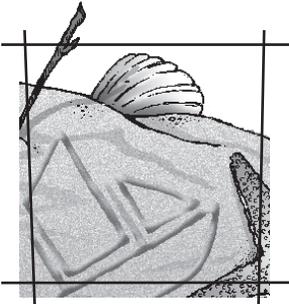
FLUENCY IN FIVE

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.

Page 54 (paragraphs 1 and 2)

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



WORD POWER

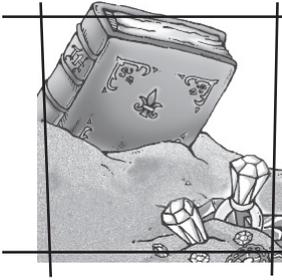
Timing Goal: 20 minutes

- Use *Word Power Teacher’s Manual Volume A, B, or C* to complete a Word Power lesson with your students.
- Select a lesson to review skills based on your students’ needs or based on this story’s vocabulary words. For example:
 - *Volume A*, Lesson 15: Reviewing Ending s-blends
 - *Volume A*, Lesson 17: Reviewing Ending t-blends
 - *Volume B*, Lesson 10: Chunking: Vowel-Consonant-e (VCe)

TEAM CELEBRATION POINTS

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

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



DAY 2

ACTIVE INSTRUCTION

Timing Goal: 20 minutes



Big Question

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



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

Team Cooperation and Achievement Goal

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

Set the Stage

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

Vocabulary **TP**

- Have students review the vocabulary words with their partner. Ask them to use the vocabulary words in new, meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- 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: *earn* page 57, *grandest* page 59, and *compete* page 59.



- 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.

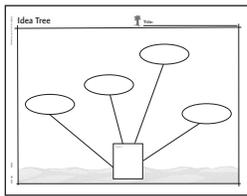
Yesterday we read about throwing events in track and field. You can throw the shot put. You can throw the javelin. You can throw the discus. You can throw the hammer.

- Tell students that you will continue to record important ideas on the graphic organizer.
- Read page 56 aloud, stopping to ask questions, make points, or focus students’ attention as needed. Use a **Think Aloud** to model identifying the main idea. Add this information to the idea tree.



What is this passage mainly about? It’s mainly about school track meets. I’ll write that as my main idea on the idea tree. Write “school track meets” on the idea tree. Identifying the main idea will help me when I write a summary of this section.

Blackline master provided.



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

Main idea: school track meets (p. 56)

- Tell students that you will use the information on the idea tree to write a summary of the section when you reread the text on day 4.
- Remind students that they will continue summarizing as they read *Run! Jump! Throw! The World of Track and Field* this cycle.

Preview Team Talk

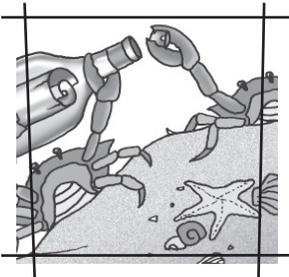
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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 S-25.

TEAM TALK

1. Which of the following is an important detail you could add to your idea tree from page 58? |SU|
 - a. People fill the stands in the stadiums.
 - b. There are three types of medals athletes win.
 - c. People love watching athletes compete.
 - d. World championships are held once a year.
2. Why do you think the author warns readers to be careful where they throw things? |DC • AP| (Team Talk rubric)
3. Which of the following is the most important idea from the section “Best in the Country”? |SU|
 - a. Some states do not send athletes to the track meets.
 - b. Athletes from all over the country compete against each other.
 - c. National champions are called Team USA.
 - d. The athletes earn medals for winning.

Tell why you think this is the most important idea. **(Write-On)** (Team Talk rubric)

**TEAMWORK**

Timing Goal: 45 minutes

Partner Reading TP

Students read and restate aloud.

- Explain, or review, if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students read and restate: **SR**

pages 57–60 aloud with partners.
- If some teams finish ahead of others, have them begin working on the following activities: **SR**

After Reading

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

Team Discussion **TP**

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

Class Discussion **TP**



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



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

Answers may vary. Accept reasonable responses.

Strategy Use Discussion

- resolve a sticky note
- discuss predictions from day 1
- describe team strategy use

Write-On Discussion

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

Team Talk Discussion

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

TEAM TALK

1. Which of the following is an important detail you could add to your idea tree from page 58? |SU|

- People fill the stands in the stadiums.
- There are three types of medals athletes win.
- People love watching athletes compete.
- World championships are held once a year.*

2. Why do you think the author warns readers to be careful where they throw things? |DC • AP| (Team Talk rubric)

100 points = *I think the author warns readers to be careful where they throw things because throwing objects can be dangerous. Even if you do not throw a shot put or discus, you can hurt someone if you throw something at him or her. You can hurt someone if you are not careful.*

90 points = *I think the author warns readers to be careful where they throw things because throwing objects can be dangerous.*

80 points = *Throwing objects can be dangerous.*

3. Which of the following is the most important idea from the section “Best in the Country”? |SU|

- Some states do not send athletes to the track meets.
- Athletes from all over the country compete against each other.*
- National champions are called Team USA.
- The athletes earn medals for winning.

Tell why you think this is the most important idea. **(Write-On)** (Team Talk rubric)

100 points = *I think choice b is the most important idea because the section is about the best in the country. Athletes from different states go to meets to compete.*

90 points = *I think choice b is the most important idea because the section is about the best in the country.*

80 points = *Choice b. It's about the best in the country.*

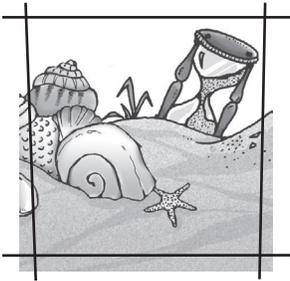
TEAM TALK EXTENSION

4. How are the world championships different from the Summer Olympics? |CC| (Team Talk rubric)

100 points = *The world championships are different from the Summer Olympics because the world championships are held once a year. The Summer Olympics are held once every four years. I also know that the Summer Olympics have many more events than just track and field.*

90 points = *The world championships are different from the Summer Olympics because the world championships are held once a year.*

80 points = *The world championships are held once a year.*



FLUENCY IN FIVE

Timing Goal: 5 minutes

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

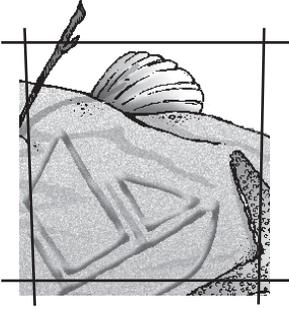
Fluency Routine	
1.	Choose a partner to read first.
2.	Begin reading.
3.	Listening partner: <ul style="list-style-type: none"> • When did the reader stop? • How many words did the reader miss? • Did the reader meet the rate goal?
4.	Use the Fluency rubric to share feedback with the reader.
5.	Switch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

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

Student Edition, page S-23.

Page 57

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



WORD POWER

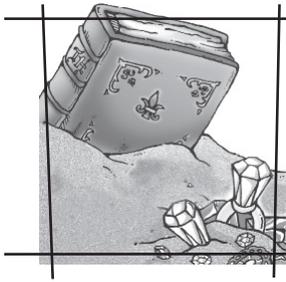
Timing Goal: 20 minutes

- Use *Word Power Teacher's Manual A, B, or C* to continue the Word Power lesson you selected on Day 1 with your students.

TEAM CELEBRATION POINTS

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

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



DAY 3

ACTIVE INSTRUCTION

Timing Goal: 20 minutes



Big Question

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



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

Team Cooperation and Achievement Goal

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

Set the Stage

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

Vocabulary **TP**

- Have students review the vocabulary words with their partner. Ask them to use the vocabulary words in new, meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Use **Random Reporter** to check the review.
 - Focus on words that appear in the reading for the day if applicable: *lightweight* page 53, *sails* page 54, and *pounds* page 55.



- 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

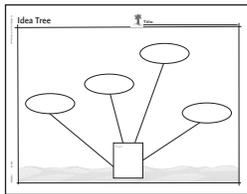
- Review the topic and the author’s intent with students.
- Remind students of the graphic organizer you are using to help you remember the text.
- Review the important ideas from yesterday’s reading.

Yesterday we learned about some of the ways that people compete in track and field. There are small meets that happen at schools. There are big national meets for the whole country. There are international meets for many countries. The Summer Olympics are the biggest track-and-field meet.

- 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 page 52 aloud, stopping to ask questions, make points, or focus students’ attention as needed. Remind students that you identified the main idea of this page on day 1. Identify supporting details, and add them to your idea tree as you reread.

When I read this section before, I identified the main idea. Display and review the main idea and supporting details on the idea tree if necessary. **I said the main idea was shot put. Now that I’ve reread, I can identify some details that support this main idea. The shot put is a heavy metal ball. It weighs between eight and sixteen pounds. A thrower holds the shot near their shoulder, jumps or spins, and then pushes the shot as far as they can. The current record is almost 76 feet.**

Blackline master provided.



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

Main idea: shot put (p. 52)

- shot put: heavy metal ball
- hold near shoulder, take a spin or jump, and push it far
- weighs between eight and sixteen pounds, world record is 75 feet

- Use a **Think Aloud** to model identifying the information from the idea tree to use in a summary. Remind students that summaries do not include less important details. Circle the information on the idea tree that you will include in the summary.

I filled in my idea tree, so I’m ready to write my summary. I know I need to include my main idea. I also need to identify the most-important details. I remember that I should not include less important details in a summary. My main idea is the shot put. I think the fact that the shot put is a heavy metal ball is important. I think it’s important to tell how the shot put is thrown. I’ll include these ideas in my summary. I don’t think it’s as important to know exactly how much the shot weighs or what the world record throw is. I won’t include those in my summary. I can say, “A shot putter throws a heavy metal ball. He or she holds the ball near his or her shoulder. The shot putter might take a jump or spin. Then he or she pushes the ball as far as he or she can.”

- Remind students that they will continue summarizing as they read *Run! Jump! Throw! The World of Track and Field* this cycle.

Preview Team Talk

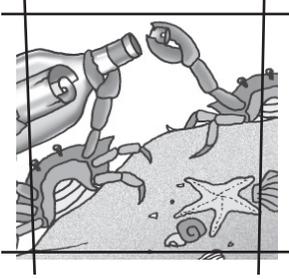
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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 S-26.

TEAM TALK

1. Which of the following is an important detail you could add to your idea tree from page 54? |SU|
 - a. A discus is made of an iron plate.
 - b. Discus throwers need to be sure people are watching.
 - c. The discus can be dangerous for people watching the event.
 - d. A discus sails through the air.
2. What do you learn from the fact box on page 55? |TF| (Team Talk rubric)
3. The most important idea in the section titled "Watch out!" was that javelin throwers try to throw a lightweight spear far. Which of the following is a less important detail from the section? |SU|
 - a. The farthest throw in a javelin competition wins.
 - b. Officials measure the throw to where the javelin sticks in the ground.
 - c. The javelin is lightweight and flies further than the shot.
 - d. The Greeks made javelins lighter for throwing competitions.

Use the important details from the choices to write a summary of the section.
(Write-On) (Summarizing rubric)



TEAMWORK

Timing Goal: 45 minutes

Students read and restate aloud.

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGGRS before having students reread and restate: **SR**

pages 53–55 aloud with partners.

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

After Reading

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

Team Discussion **TP**

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

Class Discussion **TP**



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



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

Answers may vary. Accept reasonable responses.

Strategy Use Discussion
<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

- Which of the following is an important detail you could add to your idea tree from page 54? |SU|
 - A discus is made of an iron plate.
 - Discus throwers need to be sure people are watching.
 - The discus can be dangerous for people watching the event.*
 - A discus sails through the air.
- What do you learn from the fact box on page 55? |TF| (Team Talk rubric)

100 points = *I learn how the hammer got its name since it does not look like a hammer from the fact box on page 55. People in ancient Ireland used to attach rocks to wooden handles to throw. They looked like sledgehammers. The name stuck even though throwers use a ball on a wire now.*

90 points = *I learn how the hammer got its name since it does not look like a hammer from the fact box on page 55.*

80 points = *How the hammer got its name.*
- The most important idea in the section titled “Watch out!” was that javelin throwers try to throw a lightweight spear far. Which of the following is a less important detail from the section? |SU|
 - The farthest throw in a javelin competition wins.
 - Officials measure the throw to where the javelin sticks in the ground.
 - The javelin is lightweight and flies further than the shot.
 - The Greeks made javelins lighter for throwing competitions.*

Use the important details from the choices to write a summary of the section.

(Write-On) (Summarizing rubric)

100 points = *The javelin is another throwing event. It is lightweight and flies further than a shot. It is a long metal spear. It’s pointed end sticks in the ground. Officials measure the throw to where the javelin sticks in the ground. The farthest throw wins the competition.*

90 points = *The javelin is another throwing event. It is lightweight and flies far. The farthest throw wins.*

80 points = *The javelin is another throwing event. Javelins were used to fight in wars.*

Team Talk Discussion

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

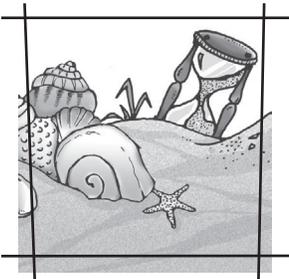
TEAM TALK EXTENSION

4. Do you think you have to be as careful around the javelin event as you do the discus event? Explain. |DC • CC| (Team Talk rubric)

100 points = *Yes. I think you have to be as careful around the javelin event as you do the discus event. Both sound dangerous. The javelin has sharp ends. I think it would hurt you to get hit by a javelin. They are similar to weapons people used in war. A discus is heavy and flies fast, so it could hurt you if it hits you.*

90 points = *Yes. I think you have to be as careful around the javelin event as you do the discus event. Both sound dangerous.*

80 points = *Yes. Both sound dangerous.*



FLUENCY IN FIVE

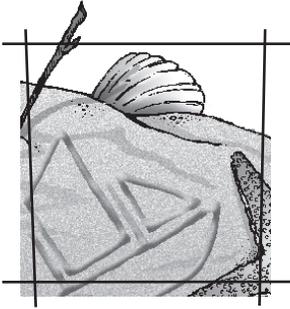
Timing Goal: 5 minutes

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

Student Edition, page S-23.

Page 57 or 55 (ending with “. . . lets go of the wire.”)

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



WORD POWER

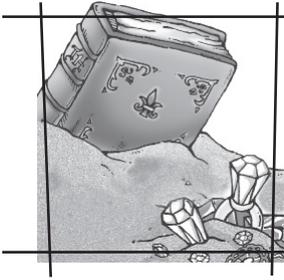
Timing Goal: 20 minutes

- Use *Word Power Teacher's Manual A, B, or C* to continue the Word Power lesson you selected on Day 1 with your students.

TEAM CELEBRATION POINTS

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

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



DAY 4

ACTIVE INSTRUCTION

Timing Goal: 20 minutes



Big Question

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



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

Team Cooperation and Achievement Goal

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

Set the Stage

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

Vocabulary **TP**

- Have students review the vocabulary words with their partner. Ask them to use the vocabulary words in new, meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Students will individually write a meaningful sentence for one of the words in preparation for the assessment.
- Use **Random Reporter** to select students to share their meaningful sentence and lead a discussion using the Meaningful Sentence rubric.
- Use **Random Reporter** to check the review.
 - Focus on words that appear in the reading for the day if applicable: *earn* page 57, *grandest* page 59, and *compete* page 59.
- 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

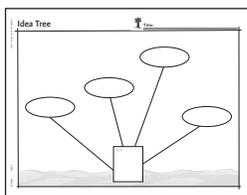
- Review the topic and the author's intent with students.
- Remind students of the graphic organizer you are using to help you remember the text.
- Review the important ideas from yesterday's reading.

Yesterday we read more details about throwing events. The shot put is a heavy metal ball that throwers hold near their shoulders and then push as far as they can. They might hop or skip to get speed. The world record throw is nearly seventy six feet. The javelin is like a lightweight spear. It's pointy. A thrower runs a little and then throws the javelin far. It sticks into the ground. The discus looks like a heavy flat plate. The thrower spins in a circle and lets it go. It sails very far. It can also be dangerous, so there are usually nets in the discus area. The hammer is like a shot put on a wire. The thrower holds the wire, spins in circles, and then lets it go. It gets its name because the ancient Irish threw something that looked like a sledgehammer.

- 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 page 56 aloud, stopping to ask questions, make points, or focus students' attention as needed. Remind students that you identified the main idea of this page on day 2. Identify supporting details, and add them to your idea tree as you reread.

When I read this section before, I identified the main ideas. Display and review the main ideas and supporting details on the idea tree if necessary. **I said the main idea was school track meets. Now I can identify some supporting details to add to my idea tree. High schools and colleges have track teams. Some middle schools have track teams, too. Schools come together to compete in meets. Bigger schools might have one athlete for each event, and smaller schools might have a few athletes to compete in a lot of events. The school with the most first place finishes wins the meet.**

Blackline master provided.



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

Main idea: school track meets (p. 56)

- Schools come together to compete.
- Middle and high schools and colleges have track meets.
- bigger schools have athletes for each event, smaller schools' athletes compete in several events
- school with most first-place finishes wins



- Use a **Think Aloud** to model identifying the information from the idea tree to use in a summary. Remind students that summaries do not include less important details. Circle the information on the idea tree that you will include in the summary.

I've filled in my idea tree, so I'm ready to write my summary. I know I need to include my main idea. I also need to identify the most-important details. My main idea is school track meets. I think the fact that many different kinds of schools, such as middle and high schools and colleges, have track teams is important. I think how the teams come together is important too. I think how teams win meets is also important. I'll include all these details in my summary. I don't think the idea that some schools have large teams while others have small teams is very important, so I'll leave that out. I can write a summary that says, "Many different kinds of schools have track teams. Middle and high schools and colleges have track teams. These teams come together for meets. The teams compete against one another. The team with the most victories wins the meet."

- Remind students that they will continue summarizing as they read *Run! Jump! Throw! The World of Track and Field* this cycle.

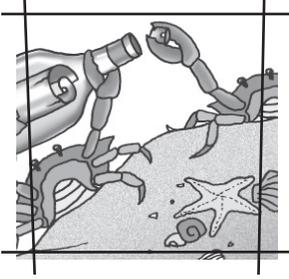
Preview Team Talk

- 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 S-27.

TEAM TALK

1. Which of the following is not an important detail you should add to your idea tree from page 60? |SU|
 - a. You can practice running in many different places.
 - b. You can imagine you are a champion runner or thrower.
 - c. You can practice throwing in different places if you're careful.
 - d. You can practice jumping over things in different places.
2. Why are many running, jumping, and throwing events done at the Summer Olympics every four years? |CE| (Team Talk rubric)
3. Use information from your idea tree to write a summary of this cycle of *Run! Jump! Throw! The World of Track and Field*. **(Write-On)** |SU| (Summarizing rubric)



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

Students read and restate aloud.

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students reread and restate: **SR**
pages 57–60 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

- Which of the following is not an important detail you should add to your idea tree from page 60? |SU|
 - You can practice running in many different places.
 - You can imagine you are a champion runner or thrower.*
 - You can practice throwing in different places if you're careful.
 - You can practice jumping over things in different places.
- Why are many running, jumping, and throwing events done at the Summer Olympics every four years? |CE| (Team Talk rubric)

100 points = *Many running, jumping, and throwing events are done at the Summer Olympics every four years because they were part of the ancient Greek Olympics. We still do many of the same events that the Greeks did, like running, discus, and javelin.*

90 points = *Many running, jumping, and throwing events are done at the Summer Olympics every four years because they were part of the ancient Greek Olympics.*

80 points = *They were part of the ancient Greek Olympics.*
- Use information from your idea tree to write a summary of this cycle of *Run! Jump! Throw! The World of Track and Field*. (**Write-On**) |SU| (Summarizing rubric)

100 points = *There are many different kinds of throwing events in track and field. You can throw the shot put, javelin, discus, or hammer. The athlete who throws the farthest wins the event. There are many different kinds of track meets. Schools have track meets. There are national track meets where the country's athletes compete against one another. There are world championships where athletes from many countries compete. There are the Summer Olympics where athletes compete for their countries. You can run, jump, or throw anywhere.*

90 points = *There are many different kinds of throwing events in track and field. The athlete who throws the farthest wins the event. There are many different kinds of track meets. You can run, jump, or throw anywhere.*

80 points = *There are many different kinds of throwing events in track and field. People watching throwing events need to be careful because shots, discus, hammers, and javelins can be dangerous.*

TEAM TALK EXTENSION

Team Talk Discussion

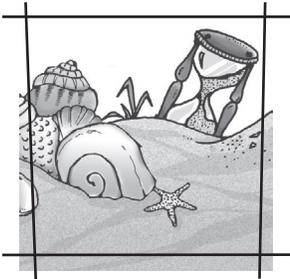
- ask students if they understood or enjoyed the reading
- reinforce use of the skill

4. Do you think the author wants you to take part in track and field? Support your answer. |DC| (Team Talk rubric)

100 points = *Yes. I think the author wants me to take part in track and field. The author tells me how I can practice running, jumping, and throwing. The author says I don't need to be on a team to do track and field events. I can do track and field events anywhere.*

90 points = *Yes. I think the author wants me to take part in track and field.*

80 points = *Yes.*



FLUENCY IN FIVE

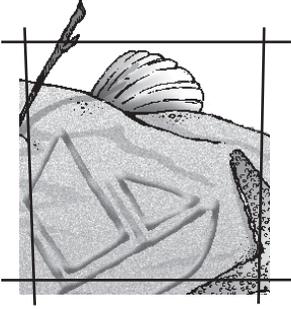
Timing Goal: 5 minutes

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

Student Edition, page S-23.

Page 57, 55 (ending with “. . . lets go of the wire.”), or 59 (paragraph 2)

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



WORD POWER

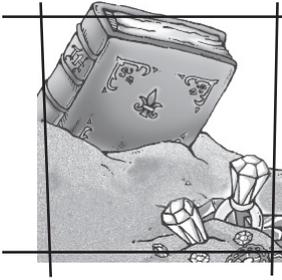
Timing Goal: 20 minutes

- Use *Word Power Teacher's Manual A, B, or C* to continue the Word Power lesson you selected on Day 1 with your students.

TEAM CELEBRATION POINTS

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

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



DAY 5

ACTIVE INSTRUCTION

Timing Goal: 20 minutes

Rate Vocabulary Words

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

Team Cooperation and Achievement Goal

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

Set the Stage

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



Today you will read about track-and-field judges. Judges and officials help to keep sports fair for everyone.

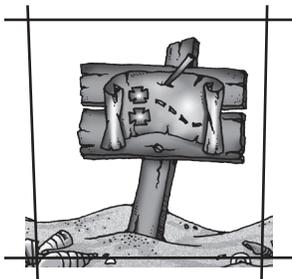
Vocabulary **TP**

- 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 questions #2 and #3 ask about summarizing.

- Ask students to underline key words or phrases in question #3.
- Make sure students understand that the test is independent work and that they should continue to use their strategies with sticky notes as they read without their partners' assistance.
- Tell students to add any relevant ideas from this reading to their graphic organizers and to do so without assistance.
- Remind students that they have 40 minutes for the test.

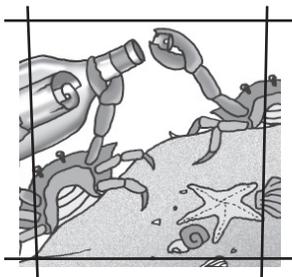


TEST

Timing Goal: 40 minutes

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

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



TEAMWORK

Timing Goal: 30 minutes

Teacher procedures for
 Teamwork vary with
 strategy instruction.

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

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

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

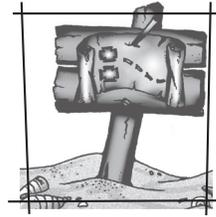


- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.
- Use information from student tests to plan modeling and/or Think Alouds for the next lesson that will build upon the skills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

Playing Fair

Just like any other sport, track and field has rules. Athletes need to follow the rules. This keeps the event fair for everyone. Track and field judges watch the athletes as they run, jump, and throw. The judges make sure that all the runners start the race at the same time. They make sure the runners follow the right path. Judges make sure the jumpers jump from the right places. They make sure throwers do not step out of their circles. Judges want everyone to play fair. Judges don't want athletes to cheat for faster times, better jumps, or longer throws.

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. how to spot a cheater at a meet
 - b. training to be a track-and-field judge
 - c. how to cheat in track and field
 - d. *keeping track-and-field meets fair*

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

30 points = *The intent of the author is to tell me how judges keep track and field meets fair. I know this is the intent of the author because I learn information about what judges do at meets. I learn how they watch runners, jumpers, and throwers. I learn about the things they do to make sure athletes do not cheat.*

25 points = *The intent of the author is to tell me how judges keep track and field meets fair. I know this is the intent of the author because I learn information about what judges do at meets.*

20 points = *How judges keep track and field meets fair. I learn information about what judges do.*

30 points

2. Choose the important detail from the text from the following list. Then explain why this is an important detail. |SU| (Team Talk rubric)

Track and field is like other sports.

Judges make sure athletes do not cheat during events.

Everyone should play fair during track meets.

30 points = *The statement “Judges make sure athletes do not cheat during events” is an important detail from the text because the heading is “Playing Fair.” The passage tells how judges watch athletes to make sure that no one cheats. They make sure everyone follows the rules.*

25 points = *The statement “Judges make sure athletes do not cheat during events” is an important detail from the text because the heading is “Playing Fair.”*

20 points = *Judges make sure athletes do not cheat during events. The heading is “Playing Fair.”*

30 points

3. Use information from your graphic organizer to write a summary of the passage.

(Write-On) |SU| (Summarizing rubric)

100 points = *Track and field athletes need to play by the rules. There are judges who watch the events. They watch athletes as they run, jump, and throw. They make sure the athletes do not cheat during events. Cheating could give athletes faster times, better jumps, or longer throws.*

90 points = *Track and field athletes need to play by the rules. There are judges who watch the events. They make sure the athletes do not cheat during events.*

80 points = *Track and field athletes need to play by the rules. This is like any other sport.*

Word Power Building Meaning

10 points each

Number your paper from 1 to 6. Write your answers next to the matching numbers on your paper. The total possible score for Vocabulary and Word Power questions equals 100 points.

lightweight	sails	pounds
earn	grandest	compete

1. Write a meaningful sentence for the word *earn*.

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.*

2. My dad would like me to compete in hockey, but I'd rather play basketball instead.

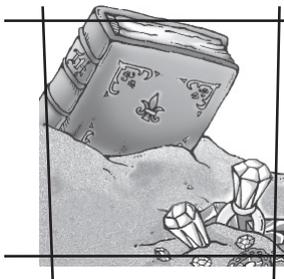
3. “Watch as a bird sails through the air, and you’ll understand why people wanted to have wings, too,” Grandpa said. *Sails* means—
- flies.*
 - sinks.
 - swims.
 - falls.
4. The box looked big and bulky, but it was lightweight because nothing was in it.
5. The spoiled little boy pounds his hands against the floor whenever he doesn’t get his way. *Pounds* means—
- lightly taps.
 - brushes.
 - hits hard.*
 - pets.
6. Some think the Fourth of July fireworks in Washington, D.C. are the grandest display you can see in the country.

Skill Questions

10 points each

Teacher’s Note: Use *Word Power Teacher’s Manual Volume A, B, or C* to use the assessment items from the Word Power lesson you selected on Day 1.

Number your paper from 7 to 10, and complete the Word Power items as directed.



DAY 6

ACTIVE INSTRUCTION

Timing Goal: 5 minutes

Two-Minute Edit **TP**

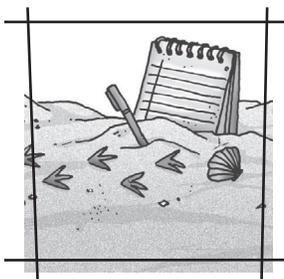
- Display and have students complete the Two-Minute Edit to start the class.
- Identify a frequently occurring grammatical or mechanical problem from the students' writing.
- Prepare a sentence that illustrates the problem (with no more than four errors).
- Display the sentence, and indicate the number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

Two-Minute Edit

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



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



ADVENTURES IN WRITING

Timing Goal: 85 minutes

Suggested timing:

Planning: 20 minutes

Drafting: 20 minutes

Team Discussion: 20 minutes

Class Discussion: 25 minutes

- Introduce the activity.

Today you will write a descriptive paragraph that describes what you think it takes to be a champion athlete. You read about the different levels of competition in track and field. Almost every sport has many levels of competition. Some people work their whole lives to make it to the top in their sport.



- Use **Think-Pair-Share** to have students think of examples of where they have seen safety posters. Randomly select students to share their examples with the class.
- Introduce the prompt and scoring guide. Use **Think-Pair-Share** to have students clarify the prompt by identifying the topic, audience, purpose, and format.

Student Edition, page S-27.

WRITING PROMPT
Write a paragraph that explains two characteristics of a champion athlete. In your paragraph, provide at least two details for each characteristic of a champion. Your details should be descriptive.

Student Edition Writing Guide contains no point values.

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

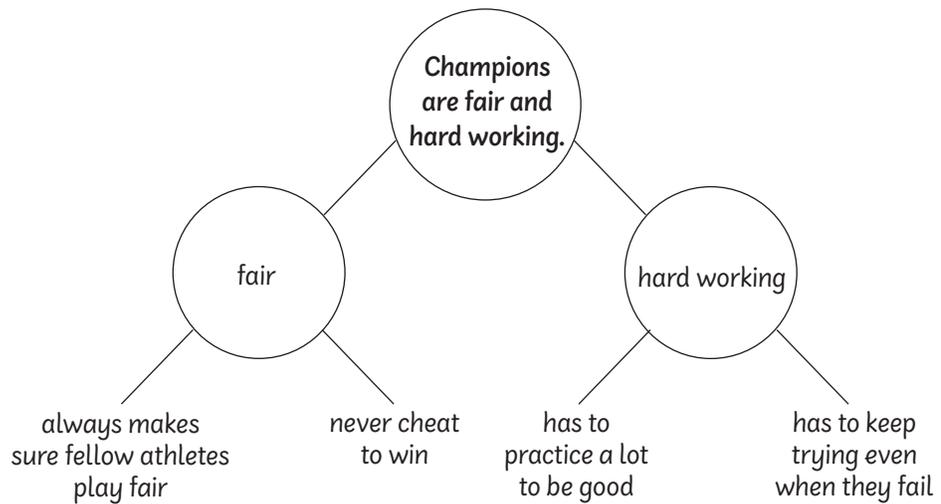
- Remind students of the importance of planning their writing before they actually begin to write. Introduce the graphic organizer—the type of organizer and how it is used.

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

- Demonstrate how to draw the graphic organizer, modeling to the extent necessary.
- Use **Think-Pair-Share** to have students discuss what they will include in their writing. Randomly select a few students to share. Then have students draw their organizers and fill them in with these ideas.
- Monitor students as they complete their plans. Give specific feedback to reinforce good planning, and assist students as needed.

- Ask one or two students who have examples of good planning to share their ideas with the class.

Sample Graphic Organizer



Drafting

- Tell students that they will use their plans to write a first draft.
- Explain how students will use the ideas in their graphic organizers to write their drafts. Remind them to include all of their ideas, writing in sentences and skipping lines to make room for revisions. Also, suggest that they include new thoughts as they occur.
- While they have their plans in front of them, have students review their ideas with partners and begin to write.
- Remind students to periodically check their writing against the prompt and writing guide to make sure they are meeting the goal for the activity.
- Monitor students as they begin working. Give specific feedback to reinforce good drafting, and assist students as needed.
- As students complete their drafts, have them read their writing aloud to a partner to see that it includes the intended ideas and makes sense.
- Ask one or two students to share their first drafts with the class to celebrate.

Team Discussion

Sharing, Responding, and Revising

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

Sharing

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

Responding

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

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

Revising

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

- Tell students that it is important for them to help their partners identify mistakes or ideas that are missing from their paragraphs.

Partners are important to the writing process. Your partner might spot mistakes you have made so you can correct them. Your partner might also have ideas they can share with you to make your writing more descriptive and informative. This is important when you are writing a descriptive paragraph. If your partner says you need more details, you can work with them to provide more good details so everyone understands your writing.

- Blackline master provided.
- Display the following descriptive paragraph. Read the paragraph aloud to students.

A champion athlete needs to be fair and hard working. It is important to be fair. Champion athletes are rewarded for their hard work over the years. It takes a lot of practice for athletes to become really good at their sports. It also takes hard work to keep playing and practicing when you do not do very well. Athletes have to keep working to make themselves better each time they play. An athlete needs to play fair and work hard to win championships.



- Tell students to pretend that they are your partners. Use **Team Huddle** to have students read the paragraph and identify what you need to do to revise it. Use **Random Reporter** to select students to share.

As my partners, I am relying on you to help me identify what I should fix in my paragraph before a write a final draft. What did you find wrong with it? You do not provide enough descriptive details about being fair. You are right. My paragraph is missing some details. I need to fix that. My readers might not understand

why being fair is important to being a champion. I should check my graphic organizer and add any information that is missing to my draft. Thank you for helping me revise my paragraph!

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

Editing

- Tell students that they will edit their work to get it ready for rewriting.
- Develop a checklist with students by asking them what kinds of errors they should look for when they edit. Add to, or modify, students' suggestions with your own list of capitalization, punctuation, grammar, and spelling skills. If necessary, go over a few examples of each kind of error.
- If helpful, have students copy the checklist in their journals as a reference.
- Have students reread their first drafts, looking for the types of errors listed and correcting these on their drafts. If your students are familiar with proofreading marks, encourage students to use them.
- Ask students to read their partners' drafts to check them against the editing list a second time. If they find additional errors, ask them to mark the errors on their partners' papers.
- Have students share their edits with their partners.
- Have teams put their writing projects in a pile in the middle of their tables so a writing project can be randomly selected for Class Discussion.

Class Discussion **TP**

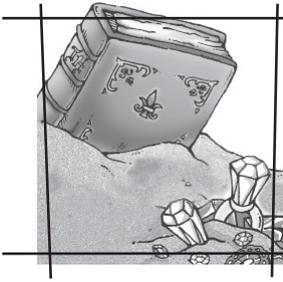
- Randomly select a writing project from one or two teams' piles without revealing their authors. Display a writing project, and read it aloud.
- Refer students to the writing guide and the writing objective.
- Using the writing guide, discuss and evaluate the selected writing project(s) with the class. For example, ask:
 - Does the writer introduce the topic/story clearly?
 - Does the writer include details to help readers understand the information/story?
 - Does the writer end with a closing statement/solve the story problem?
 - Does the writer use language and details to help readers make a mind movie?
- Use **Random Reporter** to select a few students to share responses.
- Award points to teams whose writing projects meet the criteria. Record these points on the team poster.



TEAM CELEBRATION POINTS

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

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



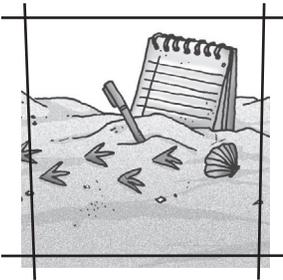
DAY 7

ACTIVE INSTRUCTION

Timing Goal: 5 minutes

Two-Minute Edit **TP**

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

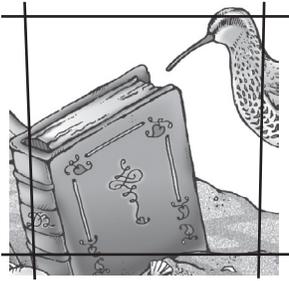


ADVENTURES IN WRITING

Timing Goal: 25 minutes

Rewriting

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



BOOK CLUB

Timing Goal: 40 minutes

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

Team Discussion

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

READ AND RESPOND QUESTIONS

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

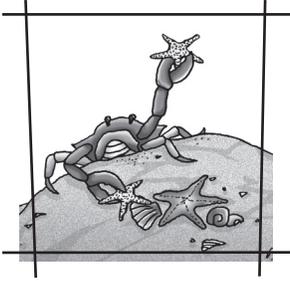


Class Discussion

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

Book Presentation

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



SUCCESS REVIEW AND KEEPING SCORE

Timing Goal: 20 minutes

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

Success Review and Keeping Score

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

Team Cooperation Goal

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

TEAM CELEBRATION POINTS

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

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

The Brass Facts

Some horns are made of brass. Brass is a shiny, gold-colored metal. A trumpet is a kind of horn. It is made of brass. There are many other kinds of horns. The trombone is a horn. A tuba is also a horn. They are also made of brass. To play any horn you blow in one end. Sound comes out of the other end. You also press keys. You press the keys to change the sound.

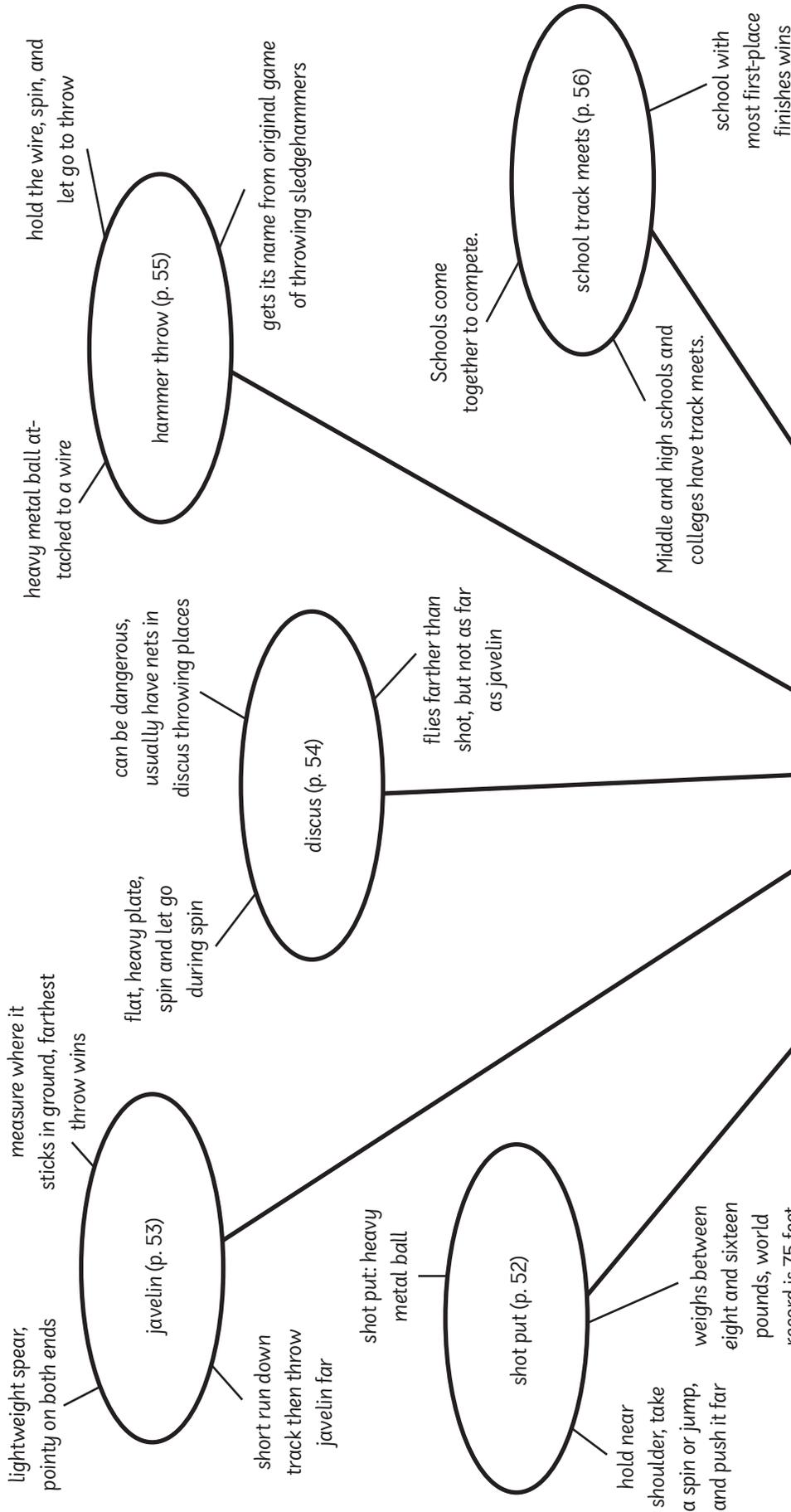
Some people like to play in brass bands. A brass band is a group of people playing brass horns together. A lot of horns playing together can be very loud!

A champion athlete needs to be fair and hard working. It is important to be fair. Champion athletes are rewarded for their hard work over the years. It takes a lot of practice for athletes to become really good at their sports. It also takes hard work to keep playing and practicing when you do not do very well. Athletes have to keep working to make themselves better each time they play. An athlete needs to play fair and work hard to win championships.



Title: Run! Jump! Throw! The World of Track and Field, cycle 1

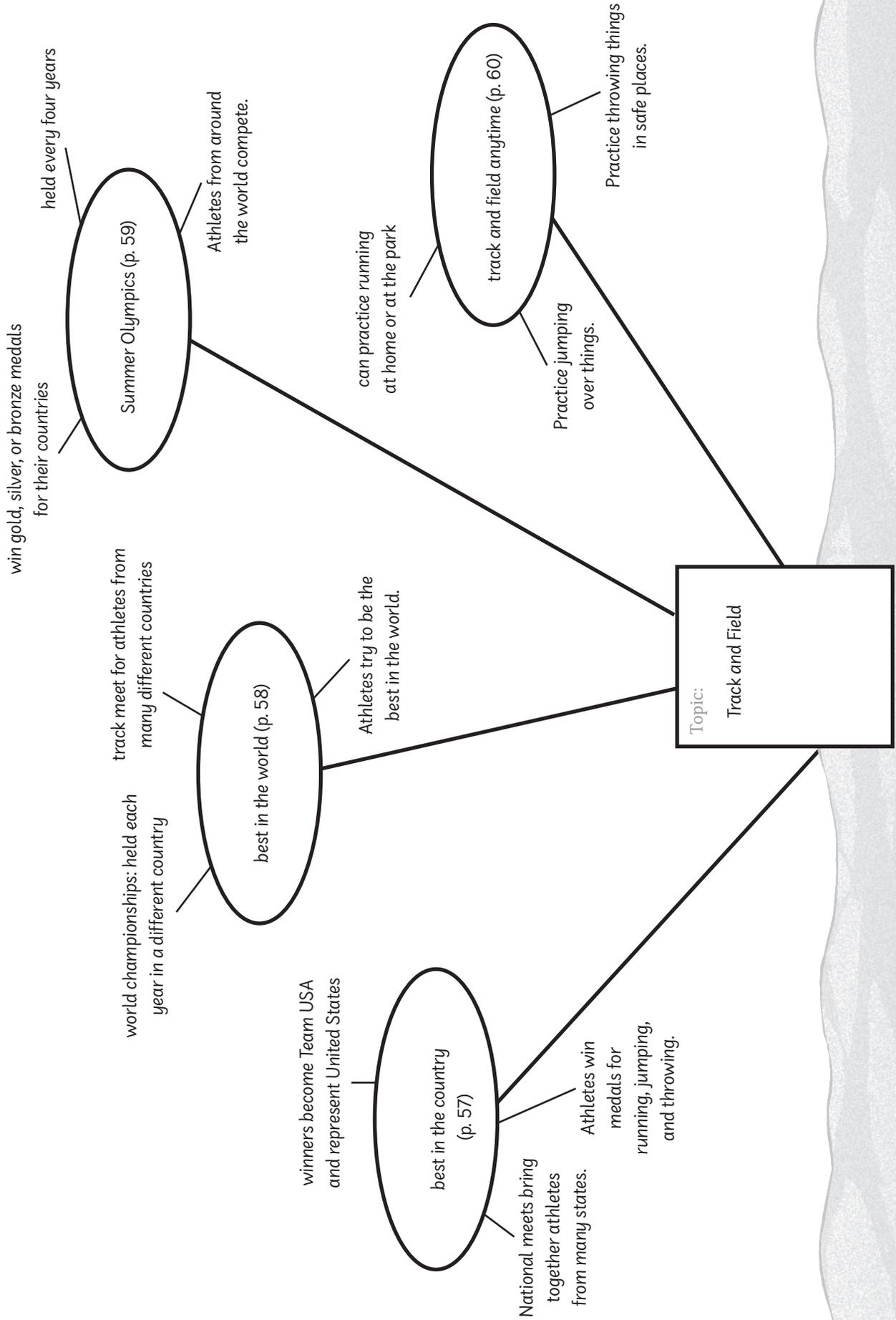
Idea Tree





Idea Tree

Title: Run! Jump! Throw! The World of Track and Field, cycle 2 (cont'd)



College and Career Readiness Standards

The following College and Career Readiness Standards are addressed in this unit. Full program alignments can be found in the Reading Wings section of the SFAF Online Resources. Contact your SFAF coach for more information.

LEVEL 2 / *Run! Jump! Throw! The World of Track and Field*

Reading: *Informational*

Key Ideas and Details

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

Reading: *Foundational Skills*

Phonics and Word Recognition

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

Writing

Text Types and Purposes

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