



# Clarifying

**Level 4**

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—Clarifying***

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# Clarifying Sticky Situations with the Strategy Spies

## Summary

The Chocolate Underground team has something the Techno-Geeks team needs: clarifying strategies. The Techno-Geeks devise a high-tech solution. They send their teammates Kate and Fred to spy on the Chocolate Underground and take notes about the way they clarify words, sentences, and passages. Will the Techno-Geeks' plan work? Can Kate and Fred successfully learn how to clarify? Your students will have fun finding out and practicing clarifying too!

## Instructional Objectives

READING	
CYCLE 1	<b>Clarifying (CL)</b>
	Students will stop when they don't understand what they read and apply clarifying strategies to fix their comprehension.

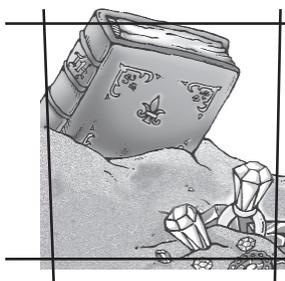
### Teacher's Note:

- Clarifying Sticky Situations is a five-day lesson cycle that introduces the team cooperation goals and the clarifying process. It does not follow the standard structure of Targeted Treasure Hunts.
- The Strategy Use rubric replaced the single Clarifying rubric. Media may still reference the Clarifying rubric.

### Preparation:

- Create student teams of four members (use five-member teams only when the class is not equally divisible by four) that represent a cross-section of the class in gender, race or ethnicity, and past performance. When possible, create teams consisting of two boys and two girls, different ethnic backgrounds, and tone relatively high, one low, and two average performers. Arrange for teams to be able to sit and work together.
- Within teams, designate partners, usually the two students sitting next to each other. (Five-member teams should have one set of partners and one triad.)

- Access the Teacher Portal to use the teacher cycle record form. During this cycle, you will record team celebration scores, strategy-use points, and cycle-test scores. Students will begin using team score sheets during the next cycle.
- You will need pieces of poster-sized paper for a team-building activity on day 1 that takes place during the introduction to the **Success Review and Keeping Score** lesson segment. On their posters, each team will be represented by a circle.
- You will need the Reading Wings 5th Edition software (web-based), *The Savvy Reader—Clarifying, A Collection of Readings* for each partnership, a Clarifying Strategy Card for each partnership, and sticky notes.



## DAY 1

# ACTIVE INSTRUCTION

Timing Goal: 55 minutes



### Creating Teams

- Divide students into teams, and assign each team a letter. Assign each student a number for **Random Reporter**.
- Tell students they will work in partnerships and teams like they do in homeroom.
- Tell them that the first step in teamwork is getting to know one another and creating a team name.
- Tell students that an important part of getting to know one another is identifying the things they have in common.
- Give each team a large piece of paper with a circle on it. Tell students to write things they have in common in the circle and to write things unique to each member outside the circle.
- Prompt the student discussions with the following questions.  
**When do you go to bed? What do you eat for breakfast? What is your favorite food? Who is your favorite singer? What is your favorite season? What is your favorite baseball team?**
- Use Random Reporter to select students to give examples of the things their teammates have in common.
- Ask students to use their posters to create a team name. Ask them to write the team name on their poster.
- Post the teams' work around the classroom. Tell students that they can add to their posters as they get to know their teammates better.
- Tell students that there are important parts of working in partnerships and teams. Tell them they can earn team celebration points for effective teamwork.
- Point to the Team Celebration Points poster. Use Random Reporter to have one student from each team tell you his or her team's name. Write each team name at the top of a column on the poster.
- Tell them that they will watch a video about working in partnerships and teams. Ask them to look for the Team Celebration Points poster during the video and to notice how teams earn team celebration points.
- **Play "Working Together" (6 minutes).**
- Use **Think-Pair-Share** to have students discuss what they learned about working in teams. Randomly select a few students to share.



**OK, class. Now I want you to think.** Point to your head. **Think about what the video taught you about working in teams.** Allow students time to think. **Now pair with your partner to discuss what you learned. When you're finished talking, put your hand together with your partner's hand in the air so I know you're ready.** Randomly select a student to share with the class.

- Use **Think-Pair-Share** to have students explain why it's important for all teammates to be prepared for discussion. Randomly select a few students to share.

Point to your head. **Think about why every teammate should be prepared for discussion.** Allow students time to think. **Now pair with your partner, and tell him or her your ideas. Remember to put your hands together to show when you are done.** Remind partnerships to put their hands together when they're finished as necessary. Randomly select a student to share with the class. **That's right! Because I will use Random Reporter to choose someone to answer, so everyone has to be prepared.**

- Randomly select a few students to describe how good teamwork is rewarded.

**How is good teamwork rewarded? Talk about it in your teams.** Allow teams time to talk. **Make sure everyone in your team is ready to answer.** Randomly select a student, or use the spinner to choose a student. **Number Xs, let's hear your responses.** Allow students time to respond. **That's right! Good teamwork is rewarded with team celebration points.**

- Model showing students how the **Random Reporter** earned team celebration points for his or her team by marking the points on the Team Celebration Points poster.
- Tell students that they will learn more ways to earn team celebration points throughout the cycle. Tell them you will keep track of their points on the Team Celebration Points poster.
- Tell students that questions on the Student Test relate to clarifying.

## Set the Stage

- Introduce the lesson and reading objective.

**This cycle we will watch videos of some students who don't know what to do when they're reading and they come to a word that they don't know or can't say. We'll learn what strategies they use, and we'll practice the same strategies while we read.**

## Using the Targeted Strategy

### Introduction and Definition

- Use **Think-Pair-Share** to introduce clarifying.

**We're going to watch a video about some students who are reading a book about spies and the high-tech equipment that they use. The students will come across some tricky words that they can't pronounce. What do you think would happen if they just skipped over these words and kept reading? Think about it.** Give students a minute to think. **Now tell your partner what you think would happen.** Give students a minute to pair. **OK. Now I'll choose a few students to answer.** Randomly select a number, or use the spinner to select a number. **Number**

**Xs, get ready to tell me what you and your partners shared.** *They won't understand what they're reading.*

- Use **Think-Pair-Share** to have students tell what they do when they can't pronounce a word. Randomly select a few students to share.

**What do you do when you are reading and you come to a word you can't pronounce? Think about it.** Give students a minute to think. **Now tell your partner.** Give students a minute to pair. *We stop and try to figure it out.* **But what do you do if you can't figure out the word on your own? Think about that question.** Give students a minute to think. **Now tell your partner.** Give students a minute to pair. *I should put a sticky note on the word and ask my partner for help with strategies.*

- Introduce the video.

**Today we're going to meet the Chocolate Underground team and two members of the Techno-Geeks team, Kate and Fred. They're all going to come across some words they can't pronounce in the book they're reading, *Spy Cameras*. I wonder if they'll use the Clarifying Strategy Card to find strategies that they can use to figure out the words. Will they ask their partners for help? Let's find out!**



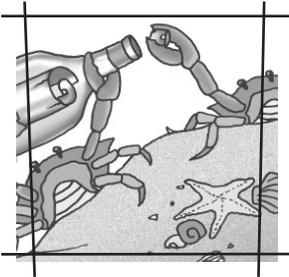
- Ask students to take out their Clarifying Strategy Cards from their team folders.
- **Play** “Part 1: Word Pronunciation Strategies” (12 minutes). During the last segment of part 1, students will be asked to help Kate and Fred clarify two words.
- Model clarifying the first word with student help and telling which strategy you used if necessary.

**Kate's having trouble saying a word. Let me see how I would clarify this word.** Begin reading the sentence. Use base word plus ending to say *concealed*. **The spy camera was *con-kea-led*. This is a tough word. Let's look at our Clarifying Strategy Card. The card gives me a couple strategies to use when I can't say a word. It doesn't look like a word I can blend. As my partners, help me pick one strategy that I can use to figure out this word.** Allow students to name strategies. **I heard “find a base word.” I do think I see a base word and an ending, or suffix, in this word. *Conceal* plus *-ed*. *Concealed*. *Concealed!* Let me reread the sentence to see if I'm right. “The spy camera was concealed inside an umbrella.” That makes sense. I figured out the word by finding a base word plus ending. Now let's watch to see which strategy Kate uses.**

- Push play to continue watching the video.
- Ask students to clarify the remaining word in teams. Tell them to use their Clarifying Strategy Card as they discuss the word. Prompt them in their discussions as necessary.
- Use **Think-Pair-Share** to have students clarify the word and tell which strategies they used. Randomly select a few students to share.
- Model clarifying any unresolved words.
- After students clarify the word, play the video to see which strategies Kate and Fred used to clarify the word.



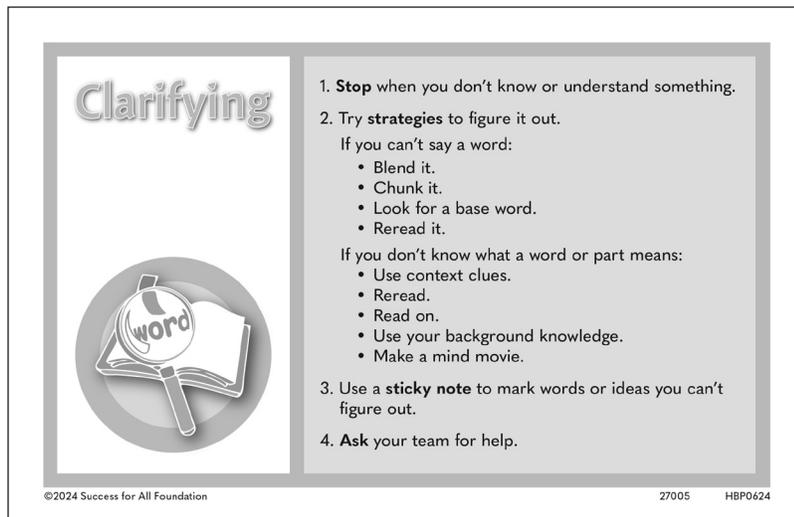
- Emphasize that different strategies can be used to clarify the same word.
- Use **Team Huddle** to have teams discuss why they need to fix sticky situations. Use **Random Reporter** to select a few students to share. *You need to fix sticky situations to understand the reading.*
- Use **Team Huddle** to have teams discuss what the Chocolate Underground team did when they came across a word they couldn't pronounce. Use **Random Reporter** to select students to share. *They stopped reading and used their clarifying strategy cards to find strategies to figure out the word. They reread the sentence to check their thinking. If a teammate couldn't figure out the word, they put a sticky note on it and asked their partner or teammates for help.*
- Use **Team Huddle** to have teams discuss which strategies the Chocolate Underground used to help them pronounce a word. Use **Random Reporter** to select students to share. *Sound blending, chunking, looking for a familiar base word, rereading, and using a dictionary.*
- Use **Team Huddle** to have teams discuss why the Chocolate Underground used different strategies. Use **Random Reporter** to select students to share. *They tried different strategies because the same strategy doesn't always work with every word. Sometimes you may need to use more than one strategy.*
- Remind students that they should put a sticky note on a word when they still can't figure it out.
- Award team celebration points.
- Randomly assign team leaders.



## TEAMWORK

Timing Goal: 35 minutes

### Team Discussion



- Review the Clarifying Strategy Card, as necessary, to prepare students for the Strategy Spies' Challenge.
  - Introduce the Strategy Spies' Challenge.
- Kate and Fred want to see if you are good strategy spies, too, so they have a challenge for you. Read it along with me.**
- Read the Strategy Spies' Challenge aloud.

Student Edition, page S-1.

Hi!

Can you and your partner help us figure out how to say the underlined words in the sentences below? You're lucky you have strategy cards to help you. Wish we did! Don't forget to reread the sentences to check your thinking.

The Techno-Geeks,  
Kate and Fred

- Review the following sentences with students, and then have them begin the challenge and discussion.

Student Edition, page S-1.

**How do you say the underlined words?**

1. Another word for spying is espionage.
2. The spies used an ingenious method of hiding their camera. They painted it green and hid it in a plant!
3. Some spy cameras are as small as a shirt button. Their size makes them inconspicuous.

- Monitor the discussions for understanding. Prompt students to use their Clarifying Strategy Cards and to reread the sentences to check their thinking.
- Have teammates explain which strategy they used and why.
- Award team celebration points.

- Remind team leaders that they will need to prepare each team member to discuss strategy use to earn team celebration points during Class Discussion.
- Remind teams that if they can't figure out a word, they should put a sticky note on it.

### Class Discussion

**Teacher's Note:**  
The Strategy Use rubric replaces the individual Clarifying rubric.

- Introduce the strategy-use discussion by telling students that they will talk about things they clarified in the Strategy Spies' Challenge.
- Point out the Strategy Use rubric on the team folder. Introduce the rubric by explaining the different responses. Tell students they will earn team celebration points for 100-point responses.
- Tell them that you'll show them how to have a strategy-use discussion by modeling it with a student. Randomly select a student.

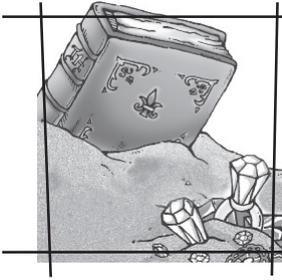
**OK, Number X. Tell me how your team clarified sentence 1.** Allow one student time to respond. Prompt his or her answer using the clarifying rubric. An example follows. **OK, Javier. Kate and Fred challenged us to clarify how to say the underlined word in sentence 1. Can you say the word?** Allow time for a response. **Great! Now can you tell me which tool you used to clarify it to earn a team celebration point for your team?** Model awarding team celebration points and marking them on the Team Celebration Points poster.



- Use **Random Reporter** to review sentences 2 and 3. Prompt responses by referencing the Strategy Use rubric.
- Award team celebration points for responses that fit the 100-point criteria on the Strategy Use rubric.
- Record individual strategy-use points on the teacher cycle record form.
- Clarify any unresolved words as a class.
- Mark team celebration points on the poster.
- Summarize the lesson for students.

**Kate and Fred are learning a lot of great clarifying strategies by spying on the Chocolate Underground team. Of course if they paid attention in class and remembered their strategy cards, they wouldn't have to spy at all! You helped Kate and Fred clarify words that are very hard to pronounce. You're doing a great job using word-pronunciation strategies!**

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"> <li>• How many points did you earn today?</li> <li>• How well did you use the team cooperation goal and behavior?</li> <li>• What did you do to work toward your achievement goal?</li> </ul>



## DAY 2

# ACTIVE INSTRUCTION

Timing Goal: 55 minutes

### Introduction to Team Cooperation Goals

- Introduce the team cooperation goals to students. Tell them that the team cooperation goals help them to work together, earn team celebration points, and become super teams.
- Tell students there are five team cooperation goals and that they will learn about two of them, practice active listening and explain your ideas/tell why, by watching a video.
- Ask students to think about what these two team cooperation goals look and sound like as they watch the video.

**As we watch this video about the team cooperation goals, I want you to think about what practicing active listening and explaining your ideas and telling why look and sound like. What does an active listener do? How do students in the video show us that they are explaining their ideas and telling why? What does that sound like? Let's watch and find out.**



- **Play** "Practice Active Listening and Explain Your Ideas/Tell Why" (5 minutes).
- Display or create a looks like/sounds like chart.



- Use **Think-Pair-Share** to have students use evidence from the video to discuss what active listening looks and sounds like. Randomly select a few students to share. Write answers on the looks like/sounds like chart. *Active listening shows students with eyes on the speaker, sitting still, ready to ask a question, rephrasing a teammate's answer, and contributing to the discussion.*
- Use **Think-Pair-Share** to have students use evidence from the video to discuss what explaining ideas and telling why looks and sounds like. Randomly select a few students to share. Write answers on the looks like/ sounds like chart. *Looking at the text, with teammates listening and asking questions, providing clues or evidence for answers, and asking "what else do you know about this?" are all evidence of students explaining their ideas.*
- Tell students that you want them to show these behaviors during class today and that you will award team celebration points when you see them.

### Set the Stage

- Remind students of the reading objective.

**Remember that we're practicing clarifying during this cycle. Today we're going to stop when we don't know the meaning of a word and use clarifying strategies to figure it out.**

## Using the Targeted Strategy

### Introduction and Definition

- Use **Think-Pair-Share** to have students think about what they do when they don't know the meaning of a word.

**The Chocolate Underground did a good job figuring out how to pronounce the tricky words that they had read in the book *Spy Cameras*. Good thing they paid attention in reading class! Too bad the Techno-Geeks didn't! What should both teams do if they figure out how to pronounce a word, but they don't know what it means? What do you do when that happens? Think about it.** Allow students time to think. **Now pair with your partner and tell what you do.** Allow students time to talk to their partner. Randomly select students to share their answers. *They should stop and clarify the meaning of the word; use the strategies on the back of the Clarifying Strategy Card; look it up in a dictionary; or reread to check their thinking.*

- Introduce the video.

**Yesterday we met the Chocolate Underground. Let's find out today if they know to stop when they don't know what a word means and use the strategies on their Clarifying Strategy Card to figure it out. If they don't, I'm afraid they'll have a hard time learning about spy cameras!**



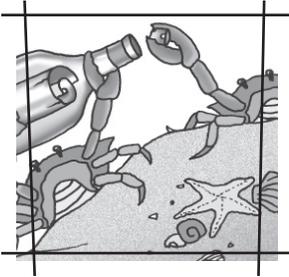
- **Play** "Part 2: Word Meaning Strategies" (6 minutes). During the last segment of part 2, students will be asked to help Fred and Kate figure out the meaning of two words.
- Model clarifying the first word with a student partner if necessary. Choose a student partner randomly.

**I wonder what *develop* means. Can you help me figure it out? What strategies do you think I can use to clarify this word?** Allow your student partner time to answer. Prompt him or her to name different strategies that you could use. **You're right. I think I can use context clues to figure out this word. The sentence says that spies could develop pictures in full daylight using a special box. I remember that if you take pictures with a camera that uses film, the film can't be in light after you take the pictures or the pictures will get ruined. Photographers make their film into pictures in special rooms with a blacklight. So, the spies must make their pictures in a special box when they are in the daylight. *Develop* means make. What do you think?** Allow your student partner time to answer. **Let's watch to see if Fred and Kate figure out the word and what strategies they use.**

- Push play to continue watching the video.
- Use **Think-Pair-Share** to have students clarify the remaining word with their partners. Tell them to use the Clarifying Strategy Card as they discuss the word. Prompt them in their discussions as necessary. Randomly select a few students to share.
- Ask students to share the word they clarified, which strategies they used, and how their partners helped them.
- Play the video after students clarify the next word to see which strategies Kate and Fred used to clarify the word.



- Use **Team Huddle** to have students discuss when a dictionary gives more than one definition for a word, how they know which definition is right. Use **Random Reporter** to select students to share. *If there are multiple definitions, I pick the definition that makes sense in the sentence and check my thinking by substituting the definition in the sentence for the word that I'm stuck on.*
- Use **Team Huddle** to have students discuss how the Chocolate Underground figured out the meaning of *light meter*. Use **Random Reporter** to select students to share. *The team read on and found information that helped them to define the phrase "light meter."*
- Use **Team Huddle** to have students discuss what the word *magnify* means in the following sentence: "The telescopic lens could magnify people or things from as far as 500 feet away so the spies could study the details." Use **Random Reporter** to select students to share. *Responses will vary.*
- Award team celebration points.



## TEAMWORK

Timing Goal: 35 minutes

### Team Discussion

- Review the Clarifying Strategy Card, as necessary, to prepare students for the Strategy Spies' Challenge.
- Introduce the Strategy Spies' Challenge.  
**Kate and Fred have another challenge for you. Read it with me.**
- Read the Strategy Spies' Challenge aloud.

Student Edition, page S-2.

Hi!

We're really getting into the spy game. We found some very cool information about spies in another book, but we're stuck on the meaning of a few words. Could you and your partner help us out? Take turns reading the sentences below. What do the underlined words mean? What strategies did you use to figure them out?

Thanks!  
Kate and Fred

- Read the following passage with students, and then have them begin the challenge.

Student Edition, page S-2.

Years ago, before there were computers and other high-tech equipment, spies sent messages in invisible ink. That way, their messages went undetected. Using a toothpick as a pen and lemon juice as ink, a spy could include a secret message in a regular letter. The spy's message was invisible until the letter was subjected to heat. The heat turned the lemon juice brown and revealed the clandestine message. Try it yourself!

It seems that spying has been going on for a very long time. More than 2,000 years ago, the Roman Emperor Julius Caesar invented a code for transmitting secret messages. Caesar's code shifted the alphabet three places to create a new alphabet for covert messages. Using Caesar's alphabet, see if you can decipher the message:

**Message:**

VLR XOB X DLLA PMV! (*You are a good spy!*)

**Standard alphabet:**

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

**Caesar's alphabet:**

X Y Z A B C D E F G H I J K L M N O P Q R S T U V W

- Monitor the partners as they read. Prompt students to use their Clarifying Strategy Cards and to mark words they can't figure out with a sticky note.
- Have partners share the words they clarified and the clarifying strategies they used with their teammates.
- Award team celebration points.
- Remind team leaders that they need to prepare each team member to discuss strategy use to earn team celebration points during Class Discussion.

### Class Discussion

- Introduce the strategy-use discussion by telling students that they will talk about things they clarified in the Strategy Spies' Challenge.
- Point out the Strategy Use rubric on the team folder. Review the rubric by explaining the different responses. Remind students they will earn team celebration points for 100-point responses.
- Remind them how to have a strategy-use discussion by modeling it with a student. Randomly choose a student.

**OK, Number X. Tell me how your team clarified a word in the Strategy Spies' Challenge.** Allow one student time to respond. Prompt his or her answer using the clarifying rubric. An example follows. **OK, Tyson. Tell me a word you clarified.** Allow time for a response. **Can you tell me what that word means?** Allow time for a response. **Great! Now can you tell me which tool you used to clarify the word to earn a team celebration point for your team?** Model awarding team celebration points and marking them on the Team Celebration Points poster.



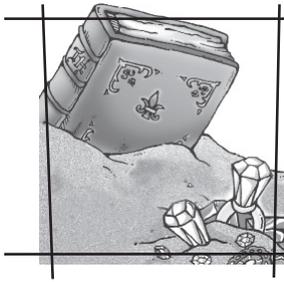
- Use **Random Reporter** to review the rest of the words students clarified. Prompt responses by referencing the Strategy Use rubric.
- Award team celebration points for responses that fit the 100-point criteria on the Strategy Use rubric.
- Record individual strategy-use points on the teacher cycle record form.
- Clarify any unresolved words as a class.
- Mark team celebration points on the poster.
- Summarize the lesson for students.

**Looks like the Chocolate Underground team does know that they should clarify the meaning of words that have them stuck. They looked at the back of their strategy cards for strategies they could use to figure out the words. If they hadn't, they would have missed a lot of information. Thanks to those spies, Kate and Fred, the Techno-Geeks will know how to clarify word meanings too. But wouldn't it have been a lot easier if they'd had the strategy cards? You did a great job clarifying the meanings of some tricky words. Some of you used the same strategies as Kate and Fred, and some of you used different strategies. Some of you may have used more than one strategy. But what should you do if you can't figure out the word on your own? Wait for students' responses. Right! Ask your partner or teammates for help.**

### 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

### Introduction to Team Cooperation Goals

- Remind students that the team cooperation goals help them work together, earn team celebration points, and become super teams.
- Remind students that there are five team cooperation goals and that they will learn two more of them today—everyone participates and help and encourage others—by watching a video.
- Ask students to think about what these two team cooperation goals look and sound like as they watch the video.

**As we watch this video about team cooperation goals, think about what it looks and sounds like when everyone participates and helps and encourages others. How do we know when everyone participates? How can you help and encourage others? What does that sound like? Let's watch and find out.**



- **Play** "Help and Encourage Others and Everyone Participates" (6 minutes).
- Display or create a looks like/sounds like chart.



- Use **Think-Pair-Share** to have students use evidence from the video to discuss what everyone participates looks and sounds like. Randomly select a few students to share. Write their answers on the looks like/sounds like chart. *When everyone participates, heads huddle together, teammates use role cards, and you hear team cheers.*
- Use **Think-Pair-Share** to have students use evidence from the video to discuss what helping and encouraging others looks and sounds like. Randomly select a few students to share. Write answers on the looks like/sounds like chart. *When teammates help and encourage others, you hear encouraging words and respond to the role-card cues.*
- Tell students that you want them to show these behaviors during class today and that you will award team celebration points when you see them.

### Set the Stage

- Remind students of the reading objective.

**Remember that we're clarifying during this cycle. Today you're going to learn how to stop when you don't understand sentences and use clarifying strategies to figure them out.**

## Using the Targeted Strategy

### Introduction and Definition

- Use **Think-Pair-Share** to have students think about how to figure out the meaning of a sentence or paragraph.

**Sometimes when I read, I come across a sentence or two—or even a whole paragraph—that I don’t understand. I just don’t get the author’s meaning. Has that happened to you too? Wait for students’ responses. What strategies should or could we use to try to figure out what the sentence or paragraph means?**

**Think. Now pair with your partner and share your ideas.** Allow students time to talk. Randomly select a student to share with the class. *We should clarify any unfamiliar words first, and then we should reread the sentences we don’t understand. We could read on or look for context clues, make a mind movie, and use background knowledge to clarify sentences, and we should always reread to check our thinking.*

- Introduce the video.

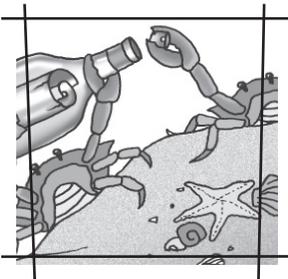
**The Chocolate Underground is going to have the same problem we’ve had. They’re going to get stuck on the meaning of a whole sentence—even though they think they know all the words. Let’s see how they get themselves unstuck.**



- **Play** “Part 3: Sentence/Paragraph Clarifying Strategies” (5 minutes). During the last segment, students will be asked to help Kate and Fred clarify a sentence.
- Have students work with partners to clarify the sentence.
- Have several partners share which strategies they tried and if they were successful.
- Play the video to find out which strategies Kate and Fred used.



- Use **Team Huddle** to have students discuss what the Chocolate Underground figured out about the strategies for clarifying the meaning of a sentence or paragraph. Use **Random Reporter** to select students to share. *That the strategies are the same ones used to clarify word meaning.*
- Use **Team Huddle** to have students discuss how the Chocolate Underground figured out what it means to bug the president’s office. Use **Random Reporter** to select students to share. *The team reread and found another meaning for bug, substituted it in the sentence, and reread the sentence to check their thinking.*
- Award team celebration points.



## TEAMWORK

Timing Goal: 35 minutes

### Team Discussion

- Review the Clarifying Strategy Card, as necessary, to prepare students for the Strategy Spies’ Challenge.

- Introduce the Strategy Spies' Challenge.

**Kate and Fred have one last challenge for us. Let's show them how well you can clarify sticky sentences and paragraphs. Read the challenge with me.**

- Read the Strategy Spies' Challenge aloud.

Student Edition, page S-3.

Hi!

Looks like we all have the word, sentence, and paragraph clarifying strategies now. What a relief—no more skipping over words or sentences in reading class or whenever we read. So cool! Why don't you and your partner put your clarifying skills to the test. Take turns reading the sentences below. Then retell them in your own words, or explain what the sentences mean to show that you understand them. You might have to clarify some of the words so you can figure out the sentences.

Good luck!

Kate and Fred

- Read the following sentences with students, and then have them begin the challenge.

Student Edition, page S-3.

1. The U-2 spy plane can fly up to thirteen miles above the earth and requires a high-resolution camera to photograph images.
2. Years ago, spies used invisible ink to send secret messages. Now they can imbed those messages in e-mails or other data transmitted over the Internet. Of course, they still need to use a code.
3. The spy took a photograph of a train in a tunnel, but the image was dark and hard to see.

- Monitor the partners as they read. Prompt students to use their Clarifying Strategy Cards and to mark words they can't figure out with a sticky note.
- Have partners share the words they clarified and the clarifying strategies they used with their teammates.
- Have teammates tell what each sentence means in their own words.
- Award team celebration points.
- Have teams clarify any unresolved words.
- Remind team leaders that they need to prepare each team member to discuss strategy use to earn team celebration points during Class Discussion.

### Class Discussion

- Introduce the strategy-use discussion by telling students that they will talk about things they clarified in the Strategy Spies' Challenge.
- Point out the clarifying rubric on the team folder. Review the rubric by explaining the different responses. Remind students they will earn team celebration points for 100-point responses.

- Remind them how to have a strategy-use discussion by modeling it with a student. Randomly choose a student.

**OK, Number X. Tell me how your team clarified a word in the Strategy Spies' Challenge.** Allow one student time to respond. Prompt his or her answer using the clarifying rubric. An example follows. **OK, Luca. Tell me a word that you clarified.** Allow time for a response. **Can you also tell me what that word means?** Allow time for a response. **Great! Now can you tell me which tool you used to clarify the word to earn a team celebration point for your team?** Model awarding team celebration points and marking them on the Team Celebration Points poster.



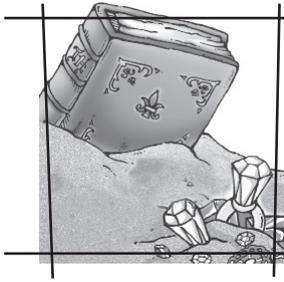
- Use **Random Reporter** to have students share more words they clarified as a team and to tell what each sentence means. Prompt responses by referencing the clarifying rubric.
- Award team celebration points for responses that fit the 100-point criteria on the Strategy Use rubric.
- Record individual strategy-use points on the teacher cycle record form.
- Clarify any unresolved words as a class.
- Mark team celebration points on the poster.
- Summarize the lesson for students.

**The Chocolate Underground figured out that they could use the same strategies for figuring out the meanings of sentences and paragraphs that they used for figuring out the meanings of words. And the strategies are right on the strategy card! So now we know the strategies to use for clarifying word pronunciation, word meaning, and sentence or paragraph meaning. Even the Techno-Geeks have the strategies. They just had to work a lot harder to get them! Do you think the Techno-Geeks will pay better attention in reading class from now on? I hope so!**

## 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: 55 minutes

### Introduction to Team Cooperation Goals

- Remind students that the team cooperation goals help them work together, earn team celebration points, and become super teams.
- Remind students that there are five team cooperation goals and that today they will learn the last one—complete tasks—by watching a video.
- Ask students to think about what this team cooperation goal looks and sounds like as they watch the video.

**As we watch this video about team cooperation goals, I want you to think about what completing tasks looks and sounds like. How do we know tasks are complete? Let's watch and find out.**



- **Play** "Complete Tasks" (4 minutes).
- Display or create a looks like/sounds like chart.
- Use **Think-Pair-Share** to have students use evidence from the video to discuss what completing tasks looks and sounds like. Randomly select a few students to share. Write answers on the looks like/sounds like chart. *When teammates complete tasks, they prepare for Class Discussion, write answers, get ready for Random Reporter, and check in to make sure they have their answers ready; partners hold their hands up and together after Think-Pair-Share.*
- Tell students that you want them to show these behaviors during class today and that you will award team celebration points when you see them.

### Set the Stage

- Remind students of the reading objective.

**Today we are going to read a passage called *Scotland*. As we read, we are going to stop when we don't understand a word or sentence. We're also going to use clarifying strategies to fix the problem.**

### Using the Targeted Strategy

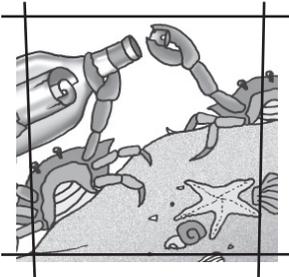
#### Introduction and Definition

- Remind students that they have been using strategies to pronounce words and figure out their meanings.

**Good readers notice when something doesn't make sense to them. They know when they are in a sticky situation—when they do not understand what they have read—and they use strategies to fix the problem. Clarifying strategies**

**help you check your understanding and figure out unfamiliar words or confusing parts in what you are reading.**

- Refer students to the Clarifying Strategy Card, and ask students what to do when text stops making sense. Use **Team Huddle** to have students describe the strategies. Use **Random Reporter** to select a few students to share.
- Tell students that they should think aloud, refer to the Clarifying Strategy Card, and talk to their partners about the clarifying strategies they use as they partner read today.
- Award team celebration points.



## TEAMWORK

Timing Goal: 35 minutes

### Partner Reading

- Direct students to their student reading, *Scotland*, in their copies of A Collection of Readings. Tell them that they will read this aloud with their partners.
- Remind students that it is important to stop and clarify when reading.

**When you find something confusing or unclear in your reading, try to make sense of it using your clarifying strategies. Use the strategies on your Clarifying Strategy Card. If you can't figure it out, mark it with a sticky note, and ask your partner for help. If you figure it out with your partner's help put a check on the sticky note. If not, try to clarify it with your team.**

- Model reading and clarifying the first paragraph of *Scotland* with a student partner.
- Read aloud the first paragraph of *Scotland*, stopping to clarify and asking your partner for help.

Stop after “People of Scotland speak English, Gaelic, or Scots, depending on where they live in the country.” ***Depending?* Hmm, I don't know this word. I seem to be stuck on it. I'll mark it with a sticky note. I'll check to see if one of the strategies on my card will help me. Let me try chunking. I'll break it into pieces and say each part. Chunk the word by saying de-pen-ding. Ah, depending. Now I recognize this word, but I'm still not sure I understand it. I'll ask my partner for help. Kelly, can you help me?** Allow the student time to respond. **Oh, I see. *Depending* means based on: “People of Scotland speak English, Gaelic, or Scots depending on,” or based on, “where they live in the country.” That makes sense. So I can put a check on my sticky note now.**

- Ask students to read aloud with their partners. Have partners alternate reading and clarifying paragraphs. Prompt them to use their Clarifying Strategy Cards and sticky notes as necessary.

- Remind partnerships to take any unresolved sticky notes to their teams.

### Team Discussion

- Have partners share the words they clarified and the clarifying strategies they used with their teammates.
- Award team celebration points.
- Have teams clarify any unresolved words.
- Remind team leaders that they need to prepare each team member to discuss strategy use to earn team celebration points during Class Discussion.

### Class Discussion **TP**

- Introduce the strategy-use discussion by telling students that they will talk about things they clarified during Partner Reading and Team Discussion.
- Point out the Strategy Use rubric on the team folder. Review the rubric by explaining the different responses. Remind students they will earn team celebration points for 100-point responses.
- Remind students how to have a strategy-use discussion by modeling it with a student. Randomly select a student.

**OK, Number X. Tell me how your team clarified a word or idea.** Allow one student time to respond. Prompt his or her answer using the clarifying rubric. An example follows. **Tell me a word or idea that you clarified.** Allow time for a response. **Can you also tell me what it means?** Allow time for a response. **Great! Now can you tell me which tool you used to clarify it to earn a team celebration point for your team?** Model awarding team celebration points and marking them on the Team Celebration Points poster.

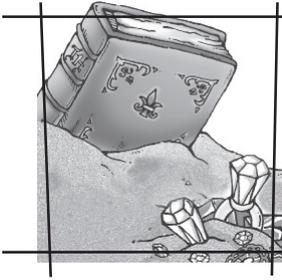


- Use **Random Reporter** to have students share more words they clarified as a team. Prompt responses by referencing the Strategy Use rubric.
- Award team celebration points for responses that fit the 100-point criteria on the Strategy Use rubric.
- Record individual strategy-use points on the teacher cycle record form.
- Clarify any unresolved words as a class.
- Mark team celebration points on the 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 5

# ACTIVE INSTRUCTION

Timing Goal: 20 minutes

### Team Cooperation Goal

- Remind students of the team cooperation goals.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goals and related behaviors.

### Set the Stage

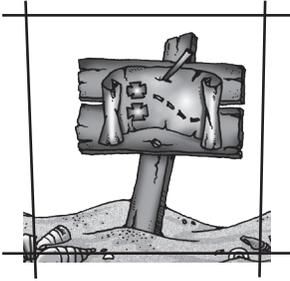
- Tell students that their reading test today includes questions about clarifying.
- Tell students that their scores on this test will contribute to their team scores.
- Introduce the passage that students will read for their test. Tell what it is about, but do not give additional information or details. Tell students they will clarify while they read.

**Today you are going to read a new passage. You'll stop when you don't understand a word or idea and use your clarifying strategies to fix the problem.**

- Review the Clarifying Strategy Card as necessary. Tell students they can use their cards during the test.

### Prepare Students for the Test

- Distribute the test, and preview it with students without providing information about the answers. Point out that all the questions are about clarifying.
- Make sure that 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 20 minutes for the test.

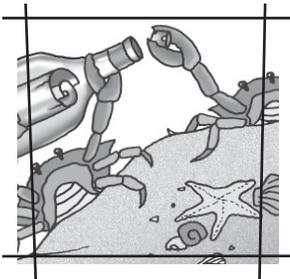


## TEST

Timing Goal: 20 minutes

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- 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

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### Team Discussion

- Modify the procedures for Team Discussion to have students discuss independent strategy use and answers to the test.
- Remind students that they will need to prepare each team member to discuss the team's strategy use during Class Discussion.
- Have students read their answers to question #8. Ask the teams to think about what they like about their answers and what they wish they had said differently.
- Circulate during Team Discussion, and listen to discussions about test answers.
- Award team celebration points.

## Class Discussion



- Collect the test answers.
- Use **Random Reporter** to have students discuss their strategy use.
- Award team celebration points.
- Use **Random Reporter** to review and celebrate the team discussions.
- Award team celebration points.
- Tell students that at the end of each cycle, their total team celebration points becomes a team celebration score, which helps them become a super team. Tell them you'll watch a video to see how this is done.



- **Play** "Team Celebration, Part 1" (2 minutes).
- Use **Random Reporter** to have students tell how they know their team celebration score.
- Award team celebration points.

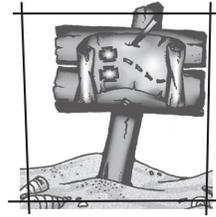
### TEAM CELEBRATION POINTS

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?

## Cycle Follow-up

- Enter team names into the Member Center.
- Enter team celebration scores, strategy-use points, and cycle-test scores into the teacher cycle record form on the Member Center.
- Print team score sheets for cycle 2. Prepare to help students set goals using the previous cycle's scores on their team score sheets.



## TEST

### Comprehension Questions

Answers may vary.  
Accept reasonable  
responses.

Read *Loch Ness* on page 2, and answer the following questions. The total score for comprehension questions equals 100 points.

10 points

1. While reading, you should use a sticky note— |CL|
- to mark something you don't understand.
  - to mark a repeated word.
  - when your teacher tells you to.
  - to mark an exciting part.

10 points

2. When you chunk a word to pronounce it, you— |CL|
- skip over the word.
  - ask your partner to pronounce it.
  - break the word into parts.
  - put a check on the sticky note.

10 points

3. “They usually describe her as a large, dark object with a tail, which emerges from the surface of the water and leaves a wake behind it.” The word *emerges* means— |CL|
- departs.
  - floats.
  - appears.
  - disappears.

Circle the strategies you used to figure out the meaning of *emerges*:

- reread
- read on
- used a clue in the text
- used background knowledge
- made a mind movie

10 points

4. “There are many websites dedicated to the sightings and studies of Nessie.” The word *dedicated* means— |CL|
- claiming.
  - partial.
  - uninterested.
  - devoted.

Circle the strategies you used to figure out the meaning of *dedicated*:

- reread
- read on
- used a clue in the text
- used background knowledge
- made a mind movie

**30 points**

5. Why is it important to stop reading when you don't understand something? |CL|

**30 points** = *It is important to stop reading when you don't understand something so you can fix the problem. If you stop, you can use strategies to figure out a word or sentence to help you understand what the author is trying to tell you.*

**25 points** = *It is important to stop reading when you don't understand something so you can fix the problem.*

**20 points** = *So you can fix the problem.*

**30 points**

6. How can rereading a confusing part help you understand it? |CL|

**30 points** = *Rereading a confusing part can help you understand it because if you reread, you might find context clues that help you understand what the author means. When you reread, you might find out that you skipped an important word.*

**25 points** = *Rereading a confusing part can help you understand it because if you reread, you might find context clues that help you understand what the author means.*

**20 points** = *You might find context clues that help you understand what the author means.*

## College and Career Readiness Standards

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

**LEVEL 4 / *Clarifying Sticky Situations with the Strategy Spies***

**English Language Arts Standards:** *Language*

### **Vocabulary Acquisition and Use**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

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## LITERATURE (7 DAY)

# Mack MacLean, Kid Detective

Written by Terrence Parker

Illustration by Bill Petersen

*The Savvy Reader—Clarifying, A Collection of Readings*, pages 3–45

Success for All Foundation, 2011

## Summary

If you need a puzzle figured out, or a mystery solved, call Mack MacLean, kid detective. Along with his assistants, Vic and Lucky Susie, Mack MacLean can solve just about anything. But when a strange vision lights up the night sky and nobody seems to know what's going on, will Mack be able to figure it out?

## Instructional Objectives

	READING	WRITING
CYCLE 1	<b>Clarifying (CL)</b>	<b>Write a journal entry.</b>
	Students will learn how to recognize when they don't understand a word pronunciation or meaning. They will use clarifying strategies to attempt to figure out the unknown words or mark the words with sticky notes and ask their teammates for help.	Students will pretend that they are Mack MacLean and will write a journal entry about the information he has collected about the mysterious lights so far. They will also make a prediction about the lights.

*(continued on next page)*

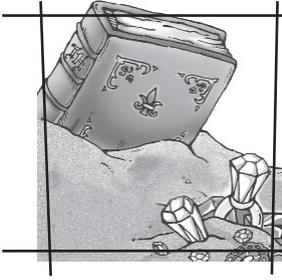
		READING	WORD POWER	WRITING
<b>CYCLE 2</b>	<b>Clarifying (CL)</b>		<b>Synonyms</b>	<b>Write a newspaper article.</b>
	Students will learn and practice how to clarify more than just words by using fix-it strategies, marking the confusing word or part with sticky notes, and seeking assistance from teammates. They will expand their use of the teamwork process to figure out unclear ideas in sentences, paragraphs, and larger parts of the passage.	Students will use synonyms to improve their understanding of words	Students will write newspaper articles about recent events that happened to them or in their school, neighborhood, or town.	

# Cycle 1

## Instructional Objectives

		READING	WRITING
<b>CYCLE 1</b>	<b>Clarifying (CL)</b>		<b>Write a journal entry.</b>
	Students will learn how to recognize when they don't understand a word pronunciation or meaning. They will use clarifying strategies to attempt to figure out the unknown words or mark the words with sticky notes and ask their teammates for help.		Students will pretend that they are Mack MacLean and will write a journal entry about the information he has collected about the mysterious lights so far. They will also make a prediction about the lights.





## 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

Who are some famous detectives you have heard of? How do they solve mysteries?



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

**Teacher's Note:** Success Review and Keeping Score will occur on the last day of the cycle after this point.



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

### Success Review and Keeping Score

- Tell students they will watch a video to introduce them to the team score sheet and to see how team celebration points factor into their team scores.
- **Play** "Team Celebration, Part 2" (3 minutes).
- 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.
- Introduce goal setting for students. Tell them that setting goals helps them focus on increasing their scores in one area.
- Ask them to look at the scores from the last cycle on their team score sheets. Ask teams to use their scores from the previous cycle to set goals for this cycle. Guide them as necessary.
- Guide teams to set new goals for the cycle.
- 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.
- Explain the student assessments: fluency, the Student Test, and Adventures in Writing. Tell students there will be questions on the Student Test that are related to the reading skill.
- 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.
- Remind students that listening and paying close attention to what teammates say is a vital skill for successful teams. Review, as necessary, what a good listener looks like (eyes on speaker, sitting still, reading to ask a question, rephrase a teammate's answer, or otherwise contribute to the discussion at any point.)
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

## Set the Stage

- Introduce the story, author, and reading objective.

**For the next two cycles, we will read *Mack MacLean, Kid Detective* by Terrence Parker. As we read, we'll practice figuring out words that we don't understand. We call this clarifying. Good readers try to fix what they don't understand so they can keep reading. That's why we clarify.**

- Point out this lesson's strategy target, **clarifying**.
- 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.
  - Ask students if they have ever had to solve a mystery of their own. Use **Team Huddle** to have students discuss their personal mysteries. Use **Random Reporter** to select students to share.
  - Tell students that the story they will read is part of a genre called mystery. Use **Team Huddle** to have students think about the characteristics of a mystery. Use **Random Reporter** to share responses.
  - Tell students that this story talks about UFOs, or unidentified flying objects. Point out that scientists often use the term UAP, unidentified aerial phenomenon, instead.



## 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.
- Ask teams to make a tent with their hands if they all rated the word with a “+.” Use **Random Reporter** to ask a student from a confident team to tell what each word means. Award team celebration points.
- Introduce the student routine for partner study of the vocabulary words using a student partner. Ask the student to be the reader while you coach them.

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

- Review the first four words, coaching your student partner on how to respond. Switch roles to model responding to your partner as they review the last four words.
- Direct students to the student routine in their team folders. Tell them they will work with the same partner each day and alternate reviewing the first or last three words in the chart.
- 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.
- Use **Random Reporter** to follow up the team review. Model the use of strategies, and correct pronunciations when necessary.
- Award team celebration points.
- Tell students they will also learn their vocabulary words and earn team celebration points by noticing the words in their daily reading.

**When you find a vocabulary word in your reading, write down the page number where you find it next to the word in your journal. Only write one page number even if you see the word again. On the test day, I’ll check your journal to see the page numbers you have listed and to award team celebration points.**

Finding Your Words
<ul style="list-style-type: none"> <li>• Find a vocabulary word in your reading.</li> <li>• Write the word and the page number where you found it in your journal.</li> <li>• Share with your team during vocabulary practice or on test day.</li> </ul>

- Tell students that another way to earn team celebration points is from the **Vocabulary Vault**. Direct students to the Vocabulary Vouchers on their homework page in their team folders. Explain the directions for using the Vocabulary Vault. **SR**

**Another way to earn team celebration points is by filling out a Vocabulary Voucher. When you read or hear one of the vocabulary words outside of reading class, write it down on a Vocabulary Voucher. Also write down the sentence you read or heard it in. Each day, we'll check the Vocabulary Vault, and I'll call on you to tell me your words and how they were used. If you can show me that you understand the meanings of the words, you'll earn team celebration points.**

Vocabulary Vault
<ul style="list-style-type: none"> <li>• Listen for your vocabulary words.</li> <li>• Write down the word and the sentence you read or heard it in.</li> <li>• Put the voucher in the Vocabulary Vault in class.</li> <li>• Successfully explain the word to earn team celebration points.</li> <li>• Write the word on your team score sheet.</li> </ul>

Student Edition, page S-5.

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

WORD AND PAGE NUMBER	IDENTIFICATION STRATEGY	DEFINITION	SENTENCE
<b>partially</b> page 8	base word + ending: partial + ly	incomplete	I ran out of time, so I left the math problem only <i>partially</i> completed.
<b>misplaced</b> page 9	prefix + base word + ending: mis + plac(e) + ed	lost	It took Juan quite a while to find his <i>misplaced</i> socks.
<b>perusing</b> page 13	chunk: pe-rus-ing	reading over, scanning	While <i>perusing</i> the cans of soup at the market, a bright blue can caught my eye.
<b>local</b> page 13	-cal = /kul/ chunk: lo-cal	from the area, not foreign	Our town is excited about Jim Tucker, our <i>local</i> professional football player.
<b>faintest</b> page 18	base word + ending: faint + est	lightest, hardest to make out	The baby chick's cheeps were the <i>faintest</i> sounds of all the noises in the barnyard.

WORD AND PAGE NUMBER	IDENTIFICATION STRATEGY	DEFINITION	SENTENCE
<b>deeds</b> page 19	blend	actions, feats	The hero was rewarded for all of his past good <i>deeds</i> .
<b>compliment</b> page 23	chunk: com-pli-ment	nice thing to say, word of praise	Tanya's mother thanked her for the <i>compliment</i> after Tanya said, "That's a nice dress, Mom."
<b>darted</b> page 24	base word + ending: dart + ed	moved quickly back and forth	The quick hummingbird <i>darted</i> around the leaves of the honeysuckle bush.

### Using the Targeted Strategy

Introduction and Definition  
Blackline master provided.

- Display the following sentences to demonstrate clarifying.

**Sentence 1**

Vikings sailed in jompers across the sea.

**Sentence 2**

The Vikings braved icy Arctic waters to discover America.



- Use **Think-Pair-Share** to have students identify what the nonsense (underlined) word in sentence 1 means and how they figured out the meaning. Randomly select a few students to share.

**This word is made up.** Point to *jompers*. **Read the sentence, and try to figure out what the word means. Now tell your partners your ideas. What do you think the word means? Boats, ships, etc. How did you figure that out? What other words in the sentence helped you figure out the meaning?**

- Use **Think-Pair-Share** to have students identify what the underlined word in sentence 2 means and how they figured out the meaning. Randomly select a few students to share.

**Here's a sentence with a real word that you may not know.** Point to *Arctic*. **Read the sentence, and try to figure out what the underlined word means. Tell your partners your ideas. What does this word mean? Cold, north, polar. How did you figure that out? What other words in the sentence helped you figure out the meaning?**

- Point out to students that when they talk about what words mean, as they did with these sentences, they are clarifying.

**What you have been doing, thinking about and explaining what words mean, is clarifying. This is what you will do, and how you will help each other, as you read Mack MacLean, Kid Detective.**

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

## Listening Comprehension

- Create interest in the text by asking students to think about what it would be like to be a detective.

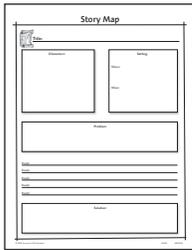
***Mack MacLean, Kid Detective*, the book we will read this cycle, is about a kid who’s a detective, or someone who solves mysteries and other difficult puzzles. What do you think it would be like to be a detective? What skills would it take? Celebrate students’ responses.**



- Read chapter 1, pages 5–7 aloud, stopping to ask questions, clarify confusing words or ideas, or focus students’ attention as necessary.
- Use a **Think Aloud** to model following the steps on the Clarifying Strategy Card to clarify a word or phrase based on what you have read so far.

**Let me clarify something I read. “Mrs. Wilson was wringing her hands and wiping her brow with her handkerchief.” I needed to clarify the word *wringing*. First, I needed to figure out how to say it. I thought about other words I know that start with *wr*, like the word *write*. So, *wringing* begins with an /r/ sound. Then I needed to figure out what it meant. Mrs. Wilson seems upset or nervous. She wipes sweat from her brow. It sounds like she’s moving or fidgeting her hands in some way. I looked *wringing* up in the dictionary, and it means to squeeze or twist. I can see what Mrs. Wilson is doing now.**

Blackline master provided.



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

**Characters:** Mack MacLean, Vic, Luckie Susie, Mrs. Wilson

**Setting:** Where: Mack’s office (his garage)

When: last week

**Problem:** Mrs. Wilson’s dog Little Muffin is missing.

**Event:** Mrs. Wilson asks Mack, Vic, and Lucky Susie to find her dog.

- Remind students that they will continue clarifying as they read *Mack MacLean, Kid Detective* this cycle.

## Preview Team Talk

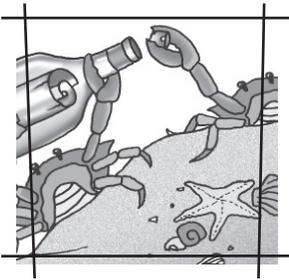
- Preview the Team Talk questions with the class.

Student Edition, page S-6.

## TEAM TALK

1. What word, phrase, or passage did you clarify? How did you clarify it? |CL|  
(Strategy Use rubric)
2. Mack's character could best be described as— |CH|
  - a. greedy.
  - b. fair.
  - c. stingy.
  - d. lazy.
3. Which definition best fits the meaning of the word *profits* on page 10? |CL|
  - a. losses
  - b. money
  - c. rewards
  - d. problems

Explain why. (Team Talk rubric)



## TEAMWORK

Timing Goal: 35 minutes

Partner Reading **TP**

- Introduce Partner Reading for students. Tell them they will clarify as they read.
- Tell students you will model clarifying during Partner Reading using a student partner. Choose a partner randomly.
- Display the following passage. Model how to clarify with a partner using the words *fastened*, *ignition*, and *gaze*.

Blackline master provided.

Amanda securely fastened her seat belt. She wanted to be prepared for the jolt that would happen after ignition. She was so excited about her trip to outer space! She couldn't wait to eat astronaut food, float in zero gravity, and gaze at the earth. She had dreamed about this moment for many years, and now finally it was a reality.

- Model putting a sticky note in the margin when you can't clarify a word or idea. Model what to do when your student volunteer can't help you.
- Read the first sentence. Deliberately mispronounce *fastened* (as *fast-en-end*), and ask for clarification of how to say that word. An example follows.

**Teacher (T):** "Amanda securely fast-en-end..." I don't think I'm saying this word

right, and I'm having trouble sounding it out, so I'm going to mark it with a sticky note. Consuela, can you help me with it?

**Student (S):** *It's fastened.*

**T:** **How did you know that?**

**S:** *I just did. It can mean buckled or attached. She's putting on her seat belt, so that makes sense.*

**T:** **Good for you! Some words you'll already know, and you can help your partner with those words. Since my partner helped me clarify this word, I'm going to put a check on my sticky note.**

- Continue to read through the word *ignition*. Read as if you are having difficulty sounding out this word. Ask the student to help you identify the word. An example follows.

**T:** **"Ig-igni-ig...I'm going to put a sticky note next to it since I don't know it. Consuela, what is this word?"**

**S:** *Hmm. The Clarifying Strategy Card says to look for a base word. I don't see a base word I know.*

**T:** **OK, then we'll leave it and come back to it during Team Discussion.**

- Read through the rest of the paragraph. Ask the student if she can help you with the meaning of the word *gaze*. An example follows.

**T:** **"She couldn't wait to eat astronaut food, float in zero gravity, and gaze at the earth." I know that this word is *gaze*, but I don't know what it means, so I'll mark it with a sticky note.**

**S:** *I kind of know, but I'm not sure. I thought it was something that cows do, but that doesn't make sense here. No, I don't think my background knowledge can help me with this word.*

**T:** **Since you're not sure, we'll leave it for Team Discussion.**

- Read the remainder of the paragraph.
- Summarize clarifying with sticky notes if necessary. Use **Think-Pair-Share** to have students explain what to do when they come to a word they don't know. Randomly select a few students to share.



**Remember, as you read you will clarify words and ideas that you don't understand and ask your partner for help if you can't figure them out. What can you do when you come to a word you don't know? Wait for students' responses. Great job! As you read with your partner, I want you to stop when you come to a word that you don't know. Then I want you to look at your strategy card and to use strategies to say the word and figure out its meaning. If you can't figure it out, ask your partner for help. Finally, I want you to use sticky notes to mark words or parts that you can't figure out just like the Strategy Spies did in the videos we've watched this cycle.**

- Pass out three sticky notes to each student (use your judgement to distribute fewer

Students read and restate aloud.

- Tell students that they have 15 minutes for this activity. Have students read and restate:

**page 8 aloud with partners.**

**pages 9 and 10 silently.**

LITERATURE	
Read Aloud	
1.	Take turns reading paragraphs aloud with your partner.
2.	Use strategies, as necessary, as you read.
3.	Retell the main events from your partner's reading before beginning your turn.
Read Silently	
1.	Retell the main events from each page silently to yourself.
2.	Add information from the reading to your story map.
3.	Restate the main events with your partner after you both finish reading.

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

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

**Teacher's Note:** In this lesson, students have an informal Team Talk discussion and do not write answers to the Team Talk questions. Focus their attention on strategy use discussion. The Team Talk discussion is introduced on day 3, and the Write-On discussion is introduced on day 4

### Team Discussion **TP**

- Ensure that students discuss strategy use and the Team Talk questions thoroughly.
- Model team clarifying with a student team (that includes your previous student partner) using a word you marked earlier. Model the role of a team leader who is preparing the team for Class Discussion.

**Let's pretend that I'm the team leader on a team with (Miles), (Nadia), and (Luis), and it's my turn to talk about clarifying. I'm going to use two words that my partner and I struggled with earlier (*ignition* and *gaze*). First, I'll read the passage again.**

- Display and read aloud the entire paragraph.
- Review the meaning of *ignition* with your student team. Prompt the use of the Clarifying Strategy Card and the clarifying rubric. Use the example that follows if necessary.

**T:** Here's a word with an unchecked sticky note (*ignition*). My partner and I didn't know how to say the word.

**S1:** *I don't know that word.*

**S2:** *I do. It's ignition.*

**T:** Do you know what *ignition* means?

**S3:** *Ignition means when an engine starts. My mom talks about the ignition when she starts her car.*

**T:** Okay, now we all know the word and its meaning, and we can say that Luis already knew the meaning. I can also put a check on my sticky note.

**T:** I have an unchecked sticky note beside the word *gaze*. I know how to say it, but I'm not sure what it is. I need to clarify this word.

**S1:** *I have heard of the word, and I know how to say it, but I'm not sure how it is used.*

**T:** Can we figure out what it means?

**S2:** *The sentence says that Amanda was going to gaze at the earth.*

**S1:** *That's right! Now I remember. Gaze means to stare at. Amanda was going to stare down at the earth from outer space.*

**S3:** *Now we know how to say it, what it means, and how we know the meaning.*

- Ask students to begin their team discussions. Tell them they have 15 minutes. Monitor the discussions for understanding. Prompt students to use their Clarifying Strategy Cards for strategy use and to discuss the Team Talk questions.
- Remind teams to use the Strategy Use rubric to aid their discussions. Have teammates explain which strategy they used and why.
- Remind team leaders to make sure:
  - their teams clarify the words marked with unchecked sticky notes,
  - each teammate can discuss the team's strategy use for Class Discussion, and
  - each teammate can discuss the team's responses to the Team Talk questions.
- Remind students that they will need to prepare each team member to discuss the team's strategy use and their answers to the Team Talk questions to earn team celebration points 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**

Remind students to use the Strategy Use rubric.



- Tell students they will watch a video about strategy-use discussion. Tell them to look for student usage of the strategy cards and challenge-score rubrics during the team discussions in the video.
- **Play** "Strategy Use" (4 minutes).
- Use **Think-Pair-Share** to have students tell what tools the students in the video used to clarify words. Randomly select a few students to share. *The students used the Clarifying Strategy Card and the Strategy Use rubric.*
- Use **Think-Pair-Share** to have students discuss how the teams in the video showed that they were prepared for Class Discussion. Randomly select a few students to share. *Each student on a team was ready for Random Reporter; each student could tell what was clarified in their team, what it means, and what strategy the team used.*
- Use **Think-Pair-Share** to have students tell how the teams were rewarded for good Strategy Use discussions. Randomly select a few students to share. *They were rewarded with team celebration points.*
- Begin strategy use discussion.
- 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. What word, phrase, or passage did you clarify? How did you clarify it? |CL| (Strategy Use rubric)
  - 100 points** = *Uses a sticky note, tells what strategy was used to discuss it, and explains how the strategy helped to understand the text.*
  - 90 points** = *Uses a sticky note and tells what strategy was used to discuss it.*
  - 80 points** = *Uses a sticky note to mark a thought.*
2. Mack's character could best be described as— |CH|
  - a. greedy.
  - b. fair.
  - c. stingy.
  - d. lazy.

### TEAM TALK CONTINUED

3. Which definition best fits the meaning of the word *profits* on page 10? |CL|
- losses
  - money
  - rewards*
  - problems

Explain why. (Team Talk rubric)

**100 points** = *I think profits means rewards because the kids all share the things they get for solving cases. They split up the brownies they got when they found Mrs. Wilson's dog. When you receive something for doing a good job, you receive a reward. They must be sharing their rewards.*

**90 points** = *I think profits means rewards because the kids all share the things they get for solving cases.*

**80 points** = *The kids all share the things they get.*

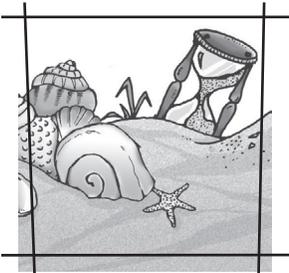
### TEAM TALK EXTENSION

4. Explain how Mack becomes a kid detective. |CE| (Team Talk rubric)

**100 points** = *Mack becomes a kid detective after he helps his dad find a missing rake. Then he starts solving problems all over the place by finding lost objects. Then he starts solving puzzles for other people.*

**90 points** = *Mack becomes a kid detective after he helps his dad find a missing rake.*

**80 points** = *He helped his dad find a missing rake.*



## 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.
- Introduce the Fluency rubric on the back of the team folders. Tell students that you will show them what each criterion means by reading a passage from their text.
- 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 8 (paragraphs 1 and 2)

- Randomly choose a student partner. Reread the passage, first incorrectly, then

choppily, and finally without expression to show a lack of fluency skills. Prompt your student partner to use the rubric to give you feedback after each reading and to tell what score they might give you and why.

- Introduce the concept of rate. Explain that when we read with smoothness, accuracy, and expressiveness, we read at an appropriate rate.
- Tell students we can measure rate by finding out how many words we read correctly per minute. Explain your target-rate range.
- Tell students that we want to meet our target-rate range, but we must remember that fluent reading is not a race. Tell students that we must remember to demonstrate the other criteria in the rubric to be fluent readers.
- Display and introduce the word errors to students

Blackline master provided.

#### Word Errors

- Skips a word
- Mispronounces a word
- Has a word read by the listener

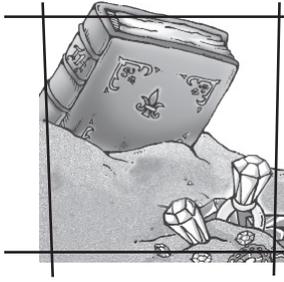


- Tell students that you want them to listen carefully as you read aloud and to count how many words you miss.
- Demonstrate timing yourself as you read the passage again, applying the skills of the rubric, but missing one or two words. Mark where you stop reading. Count the total number of words in the passage.
- Use **Random Reporter** to ask students how many words you missed, and then subtract that number from the total number of words in the passage. Write the number on the board and explain that this is your fluency rate—how many words you read correctly in one minute.
- Point out that applying the skills in the rubric helps us improve our fluency rates.
- Explain that students will practice reading fluently with partners on days 2–4.
- Tell students that they will receive a fluency score using the rubrics. Tell them they may read aloud to you for their score when they feel ready on days 2–4.

### TEAM CELEBRATION POINTS

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

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



## DAY 2

## ACTIVE INSTRUCTION

Timing Goal: 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, **clarifying**.

Vocabulary **TP**

- Have students review the vocabulary words with their partner. Ask them to use the vocabulary words in new, meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Use **Random Reporter** to check for understanding. Review any words and/or definitions that students need additional support in understanding.
  - Focus on words that appear in the reading for the day if applicable: *perusing* page 13 and *local* page 13.



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

## Text Review

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

## Listening Comprehension

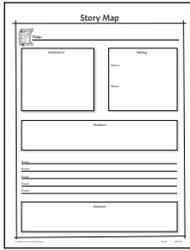


- Read the first paragraph on page 11 of the story aloud, stopping to ask questions, make points, or focus students' attention as needed.
- Read the first sentence of paragraph 2 on page 11. Model how to clarify the word *charity* on page 11, using a **Think Aloud**; misread the word as *charty* (omitting the *i*) until you clarify it.

**“We had decided to donate the extra ticket to *charty*...” *Charty*? I’ve never heard that word before, so I have no idea what it means. I’m going to look at that word again, and this time I’ll try to sound it out: *cha-char-chari-chari-Charity*. Now that’s a word I know. It means an organization that helps people who need it. Let me read that sentence again to see if the word *charity* makes sense. “We decided to donate the extra ticket to charity because that seemed like the right thing to do.” Okay. That makes sense. The kids gave the extra ticket to a group that could use it. Now that I’ve clarified that word, I can continue reading.**

- Read the rest of chapter 3, stopping to ask questions, clarify confusing words or ideas, or focus students' attention as necessary.
- Display or create a sample story map. Model adding a key point from the Listening Comprehension selection to the story map.

Blackline master provided.



**Setting:** When: after dinner

**Problem:** Mack, Vic, and Susie see a mysterious light in the night sky.

**Event:** Mack, Vic, and Susie will investigate the mysterious light in the morning.

- Remind students that they will continue clarifying as they read *Mack MacLean, Kid Detective* this cycle.

## Preview Team Talk

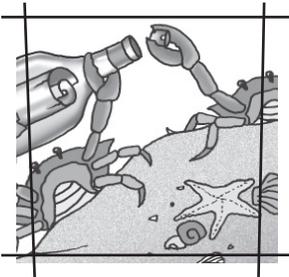
- Preview the Team Talk questions with the class.

Student Edition, page S-6.

## TEAM TALK

1. What word, phrase, or passage did you clarify? How did you clarify it? |CL| (Strategy Use rubric)
2. Which of the following is a way that Mack’s dad offers to help Mack? |CE|
  - a. He will call Yolanda Franklin, the newspaper reporter.
  - b. He will stay up looking the lights at night.
  - c. He will watch more news stories on TV.
  - d. He will ask other police officers what they’ve heard.
3. Which of the following definitions best fits the meaning of the word *glimpse* on page 14? |CL|
  - a. sight
  - b. sound
  - c. smell
  - d. taste

Explain why. (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 before having students read and restate: **SR**  
 pages 13 (chapter 4) and 14 aloud with partners.  
 page 15 silently.
- If some teams finish ahead of others, have them begin working on the following activities: **SR**

#### After Reading

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

## Team Discussion **TP**

**Teacher’s Note:** In this lesson, students have an informal Team Talk discussion and do not write answers to the Team Talk questions. Focus their attention on strategy use discussion. The Team Talk discussion is introduced on day 3, and the Write-On discussion is introduced on day 4.

- Ensure that students discuss strategy use and the Team Talk questions thoroughly.
- Ask students to begin their team discussions. Tell them they have 15 minutes. Monitor the discussions for understanding. Prompt students to use their Clarifying Strategy Cards for strategy use and to discuss the Team Talk questions.
- Remind teams to use the Strategy Use rubric to aid their discussions. Have teammates explain which strategy they used and why.
- Remind team leaders to make sure:
  - their teams clarify the words marked with unchecked sticky notes,
  - each teammate can discuss the team’s strategy use for Class Discussion, and
  - each teammate can discuss the team’s responses to the Team Talk questions.
- Remind students that they will need to prepare each team member to discuss the team’s strategy use and their answers to the Team Talk questions to earn team celebration points 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**



- Remind students to think about the Clarifying Strategy Card and Strategy Use rubric during Class Discussion.
- 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. What word, phrase, or passage did you clarify? How did you clarify it? |CL| (Strategy Use rubric)
  - 100 points** = *Uses a sticky note, tells what strategy was used to discuss it, and explains how the strategy helped to understand the text.*
  - 90 points** = *Uses a sticky note and tells what strategy was used to discuss it.*
  - 80 points** = *Uses a sticky note to mark a thought.*

### TEAM TALK CONTINUED

2. Which of the following is a way that Mack’s dad offers to help Mack? |CE|
  - a. He will call Yolanda Franklin, the newspaper reporter.
  - b. He will stay up looking the lights at night.
  - c. He will watch more news stories on TV.
  - d. *He will ask other police officers what they’ve heard.*
  
3. Which of the following definitions best fits the meaning of the word *glimpse* on page 14? |CL|
  - a. *sight*
  - b. sound
  - c. smell
  - d. taste

Explain why. (Team Talk rubric)

**100 points** = *I think sight is the meaning of glimpse because people will probably turn their eyes to the sky to see the lights. To catch a glimpse must mean to catch sight of something. We use our eyes to see things.*

**90 points** = *I think sight is the meaning of glimpse because people will probably turn their eyes to the sky to see the lights.*

**80 points** = *People will probably turn their eyes to the sky to see the lights.*

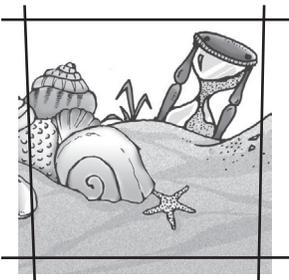
### TEAM TALK EXTENSION

4. How does the reporter know that many people in town have seen the lights? |DC| (Team Talk rubric)
 

**100 points** = *The reporter knows that many people have seen the lights because the chief of police told the reporter that they received many calls about the lights. In the article, the chief said they received about thirty calls from people.*

**90 points** = *The reporter knows that many people have seen the lights because the chief of police told the reporter that they received many calls about the lights.*

**80 points** = *The chief of police told the reporter that they received many calls about the lights.*



## FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes



- Tell students they will watch a video of two partners practicing fluency. Ask them to pay attention to how the partner gives feedback using the Fluency rubric.
- **Play** "Fluency" (5 minutes).



- Use **Think-Pair-Share** to have students tell what feedback the listener gave the reader.
- Use **Think-Pair-Share** to have students explain how the reader could read more fluently.
- Explain the routine and rubric for fluency. Remind students that you modeled the routine with a student partner yesterday, and they just watched two students use the routine in the video. **SR**

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

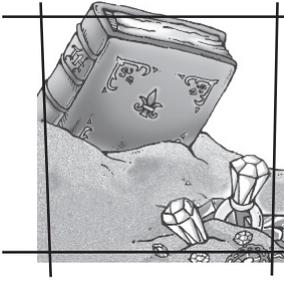
#### Page 14 (paragraphs 2 and 3)

- 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.

## 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, **clarifying**.

### Vocabulary **TP**

- Have students review the vocabulary words with their partner. Ask them to use the vocabulary words in new, meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Use **Random Reporter** to check the review.
  - Focus on words that appear in the reading for the day if applicable: *faintest* page 18 and *deeds* page 19.



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

### Text Review

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

## Listening Comprehension



- Read page 16 aloud (paragraphs 1 and 2), stopping to ask questions, make points, or focus students' attention as needed.
- Read page 16 (paragraph 3). Model how to clarify an unknown word. Deliberately struggle to sound out *brainstormed*, and demonstrate how to clarify that word with a **Think Aloud**.

**“So, we bran–brin–branstormed.” You know, I don’t know any words that start with the sound /bran/. Maybe I should try sounding that out again. Instead of putting a short /a/ sound there, I’ll try a long one. Brain–brainstormed. *Brainstormed*. Now, that’s a word I know. I’ll reread that part again to make sure the word *brainstormed* makes sense. “So, we brainstormed for a while.” Yes, that makes sense. Brainstorming is thinking up ideas. When something didn’t make sense to me, I went back and tried sounding it out again as a way of clarifying. Now I can continue reading.**

- Read the rest of chapter 5, stopping to ask questions, clarify confusing words or ideas, or focus students' attention as necessary.
- Display or create a sample story map. Model adding a key point from the Listening Comprehension selection to the story map.

Blackline master provided.



**Setting:** When: after breakfast the next day

**Event:** Mack, Vic, and Lucy work on the case. Lucy goes to talk to a professor at the university. Vic goes to talk to the police. Mack goes to talk to Mr. Boccelli.

- Remind students that they will continue clarifying as they read *Mack MacLean, Kid Detective* this cycle.

## Preview Team Talk

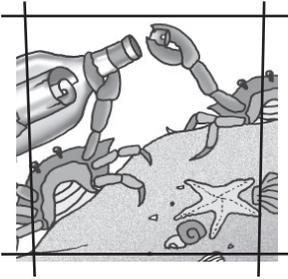
- Preview the Team Talk questions with the class.

Student Edition, page S-7.

### TEAM TALK

1. What word, phrase, or passage did you clarify? How did you clarify it? |CL| (Strategy Use rubric)
2. Why does Mack stop to help the little boy? |CE| (Team Talk rubric)
3. Which definition best fits the word *affairs* on page 18? |CL|
  - a. devices
  - b. staff
  - c. food
  - d. details

Explain why. (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 before having students read and restate: **SR**

**page 18 aloud with partners.**

**page 19 silently.**

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

### After Reading

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

**Teacher’s Note:** In this lesson, students have a strategy-use discussion and are introduced to the role cards and the Team Talk discussion. The Write-On discussion is introduced on day 4. The Team Talk (spoken and written) rubric replaced the Think-and-Connect rubric.

## Team Discussion **TP**

- Direct students to the role cards in their team folders. Ask team leaders to distribute a role card to each teammate. Tell team leaders to hand out both “Third” cards if they have five students on their teams.
- Tell students that using the role cards will help them prepare each team member for the Team Talk (spoken) discussion during Class Discussion. Model a discussion of the Team Talk questions using the role cards with a student team. Make sure that students follow the steps on their role cards. Use the “First” card as your role card.

**T:** **OK, we all have our role cards. Mine says, “First,” so I’m going to go first and follow the steps on the card. Step 1 is to read the question to you guys. Everyone look at me so I know you’re listening. Here it is: Why does Mack stop to help the little boy? Did everyone hear the question? I think a key word in the question is why. Who has the card that says, “Second”? You go next. What does your role card tell you to do?**

**S1:** *My card says to answer the question. First, I have to restate the question in my own words. The question asks why Mack helps the little boy. Mack*

*thinks he is a public servant. Did everyone hear my answer?*

**T:** **Good job following your role card! Two people have a card that says “Third.” Let’s choose one person to go first, followed by the other person.**

**S2:** *I’ll go first. The card tells me to restate my teammate’s answer. Then it tells me to agree or disagree. His answer was that Mack thinks he is a public servant. I agree. Mack thinks it is his job to help other people. Public servants are people who do good deeds. Does everyone agree with my answer? Is there anything we can add to it??*

**T:** **Alright, good job. You added to the first answer, gave more information, and told why. Just what your role card says to do. Now, we have another “Third” role card. It’s your turn to add to the discussion.**

**S3:** *I agree with her answer. But I just looked at the Team Talk rubric, and it says to include the question in the answer. So I would just add that we should say Mack helps the little boy because he thinks he is a public servant. Mack thinks it is his job to help other people. Public servants are people who do good deeds. Does everyone agree with that?*

**T:** **Great job adding information! OK, now let’s move on to the “Fourth” card. You’re up!**

**S4:** *OK, I get to summarize and restate the answer. Our answer is that Mack thinks it is his job to help others. Does everybody understand that answer? Can everybody remember it for Random Reporter during Class Discussion?*

**T:** **All right, teammates! Good use of the role cards. Do you see how they prepare all of us to answer during Class Discussion? I think we’re ready to earn points for Team Talk!**

- Remind teams to discuss any sticky notes that are still unresolved.
- Ensure that students discuss the Team Talk questions thoroughly.
- Ask students to begin their team discussion starting with question #2. Tell them they have 15 minutes. Prompt students to use their Clarifying Strategy Cards for strategy use and their role cards to discuss Team Talk questions.
- Remind the teams to use the Strategy Use and Team Talk rubrics on the backs of their team folders to aid their discussions.
- Remind team leaders to make sure:
  - their teams clarify the words marked with unchecked sticky notes,
  - each teammate can discuss the team’s strategy use for Class Discussion, and
  - each teammate can discuss the team’s responses to the Team Talk questions.
- Remind students that they will need to prepare each team member to discuss the team’s strategy use and their answers to the Team Talk questions to earn team celebration points 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**



- Tell students they will watch a video about the Team Talk discussion. Tell them to look for student use of the role cards and challenge score rubric during the team discussions in the video.
- **Play** "Think and Connect" (Team Talk) (3 minutes).
- Use **Think-Pair-Share** to have students explain why it's important to look at the Team Talk rubric during Class Discussion. *It's important to look at the rubric to make sure that we include all the important parts in our answers.*
- Use **Think-Pair-Share** to have students explain how the team showed that they were prepared for Class Discussion. *Each student on the team was ready for Random Reporter; each student could give a complete, correct answer that gave evidence or background knowledge using the question stem.*
- Randomly select a few students to tell how teams were rewarded for good Team Talk discussions. *They were rewarded with team celebration points.*
- Remind students to think about the Clarifying Strategy Card and Strategy Use rubric during Class Discussion.



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

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

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

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

### TEAM TALK CONTINUED

2. Why does Mack stop to help the little boy? |CE| (Team Talk rubric)
- 100 points** = *Mack stops to help the little boy because he believes that kid detectives aren't just detectives, they are public servants. He thinks it is his job to help other people. Public servants are people who do good deeds.*
- 90 points** = *Mack stops to help the little boy because he believes that kid detectives aren't just detectives, they are public servants.*
- 80 points** = *He believes that kid detectives aren't just detectives, they are public servants.*

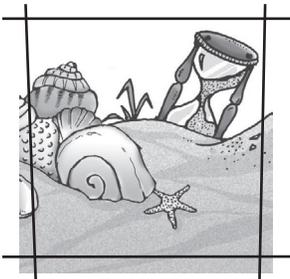
3. Which definition best fits the word *affairs* on page 18? |CL|
- devices
  - staff
  - food
  - details

Explain why. (Team Talk rubric)

- 100 points** = *I think it means details because before Mack leaves, he makes sure that he has everything he needs. Mack makes sure his detection kits are complete. He goes over all the details before he goes out to investigate the lights.*
- 90 points** = *I think it means details because before Mack leaves, he makes sure that he has everything he needs.*
- 80 points** = *Mack makes sure that he has everything he needs.*

### TEAM TALK EXTENSION

4. How does Johnny feel about Mack? How can you tell? |DC| (Team Talk rubric)
- 100 points** = *Johnny thinks Mack is great. I can tell because he says he can't thank Mack enough for helping him find Max. He also asks if he can be a kid detective like Mack.*
- 90 points** = *Johnny thinks Mack is great.*
- 80 points** = *He thinks he's great.*



## 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-5.

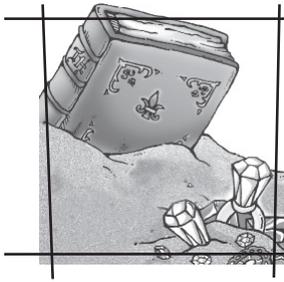
**Page 14 (paragraphs 2 and 3) or 19 (paragraphs 3–5)**

- 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.

**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, **clarifying**.

Vocabulary **TP**

- Have students review the vocabulary words with their partner. Ask them to use the vocabulary words in new, meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- 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: *compliment* page 23 and *darted* 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 and use their story maps to retell what has happened in the story up to this point—the main events in the plot. Use **Random Reporter** to review these ideas with the class. Model this if necessary.



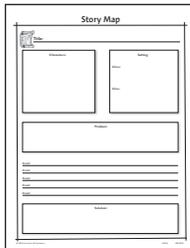
## Listening Comprehension

- Read page 20 (paragraph 1) aloud, stopping to ask questions, make points, or focus students' attention as needed. Deliberately struggle with the meaning of the word *overwhelming*. Model how to clarify it with a **Think Aloud**.

**“The smell of freshly baked cookies, pies, cupcakes, and tarts was almost overwhelming.” I’ve never heard of the word *overwhelming* before. I know the prefix *over*, as in *overdone* or *overcharge*, but I’m not familiar with *overwhelming*. I’m going to read on to figure it out. “I could hardly stand it.” Now let me get my thoughts together here. When Mack walked into the bakery, he was amazed by the delicious smells of the bakery. It was so amazing that he could hardly stand it. So *overwhelming* must mean amazing or powerful. I figured it out.**

- Read the rest of pages 20 and 21 aloud, stopping to ask questions, clarify confusing words or ideas, or focus students' attention as necessary.
- Display or create a sample story map. Model adding a key point from the Listening Comprehension selection to the story map.

Blackline master provided.



**Characters:** Mr. Boccelli

**Event:** Mr. Boccelli gives Mack a cupcake and a lemonade for helping Johnny find his puppy.

- Remind students that they will continue clarifying as they read *Mack MacLean, Kid Detective* this cycle.

## Preview Team Talk

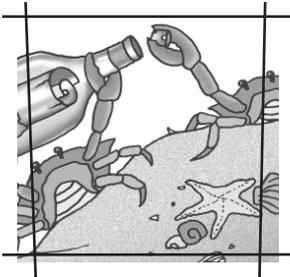
- Preview the Team Talk questions with the class. Point out that students will individually write the answer to the Write-On question, #3, after they discuss it in their teams.
- Model underlining key words or phrases in the Write-On question. Tell students that this helps you determine what the question means. State the question in your own words.

**OK. The Write-On question says, “Which definition best fits the word *swig* on page 23? Explain why.” I’m going to underline *definition*, *best fits*, and *explain*. These words help me know that the question means to tell which answer choice means almost the same as *swig*, and then I need to explain why that’s the correct choice.**

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

Student Edition, page S-7.

TEAM TALK	
1.	What word, phrase, or passage did you clarify? How did you clarify it?  CL  (Strategy Use rubric)
2.	Why did Mr. Boccelli forget his sign out in the rain?  CE  (Team Talk rubric)
3.	Which definition best fits the word <i>swig</i> on page 23?  CL
a.	bite
b.	gulp
c.	toss
d.	trip
Explain why. (Write-On) (Team Talk rubric)	



## TEAMWORK

Timing Goal: 50 minutes

### Partner Reading **TP**

Students read and restate aloud.

- Explain, or review, if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**  
 pages 22 and 23 aloud with partners.  
 page 24 silently.
- If some teams finish ahead of others, have them begin working on the following activities: **SR**

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

**Teacher’s Note:**  
 This lesson introduces the Write-On discussion.

### Team Discussion **TP**

- Remind teams to discuss any sticky notes that are still unresolved.

- Ensure that students discuss the Team Talk questions thoroughly.
- Tell students that today they will begin writing the answer to one of the Team Talk questions individually. Remind them that it is the question in which they underlined key words and phrases.
- Tell students to use the Team Talk rubric on the backs of their team folders to aid them in writing answers and in their team discussions.
- Explain, or have team leaders review, if necessary, how to use role cards during Team Discussion. **SR**
- Ask students to begin their team discussions. Tell them they have 15 minutes. Monitor the discussions for understanding. Prompt students to use their Clarifying Strategy Cards for strategy use, to discuss Team Talk questions, and to add to their individual Write On question answers after discussion.
- 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**

- Tell students that they will watch a video about the Write-On discussion. Tell them to look for student use of the challenge scores rubrics during the team discussions in the video.
-  • **Play** "Write-On" (4 minutes).
- Use **Think-Pair-Share** to have students explain why it's important to look at the Team Talk rubric during Class Discussion. *It's important to look at the rubric to make sure that we include all the important parts in our written answers.*
-  • Use **Think-Pair-Share** to have students explain how the team in the video showed that they were prepared for Class Discussion. *Each student on the team was ready for Random Reporter; each student could give a complete, correct answer that gave evidence or background knowledge using the question stem.*
- Randomly select a few students to tell how teams were rewarded for good Write-On discussions. *They were rewarded with team celebration points.*
-  • Use **Random Reporter** to select a team to share responses to each question.
- Students should listen to the team selected and provide feedback based on the rubric.
- Award team celebration points.
- Add individual rubric scores to the teacher cycle record form.
- Students record their rubric scores on the team score sheet.
-  • **Optional:** If you have time or your students would benefit from an additional question, ask the Team Talk Extension question. Allow students time for a quick **Team Huddle** before **Random Reporter**.

Answers may vary. Accept reasonable responses.

**Strategy Use Discussion**

- resolve a sticky note
- describe team strategy use

**Write-On Discussion**

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

**Team Talk Discussion**

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

**TEAM TALK**

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

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

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

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

2. Why did Mr. Boccelli forget his sign out in the rain? |CE| (Team Talk rubric)

**100 points** = *Mr. Boccelli forgot his sign out in the rain because he was busy dealing with the leak in his roof. He had to empty and replace buckets that were catching the water leaking through his roof.*

**90 points** = *Mr. Boccelli forgot his sign out in the rain because he was busy dealing with the leak in his roof.*

**80 points** = *He was busy dealing with the leak in his roof.*

3. Which definition best fits the word *swig* on page 23? |CL|

- a. bite
- b. *gulp*
- c. toss
- d. trip

Explain why. (Write-On) (Team Talk rubric)

**100 points** = *I think gulp is the best definition because Mr. Boccelli takes a drink of coffee. I know that when you drink things, you gulp them down and then swallow.*

**90 points** = *I think gulp is the best definition because Mr. Boccelli takes a drink of coffee.*

**80 points** = *Gulp because he takes a drink.*

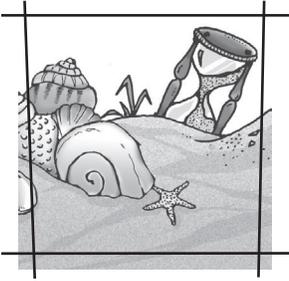
**TEAM TALK EXTENSION**

4. Do you think Mr. Boccelli has any idea what the lights might be? How can you tell? |DC| (Team Talk rubric)

**100 points** = *No, I don't think Mr. Boccelli has any idea what the lights might be. He says the lights were strange and eerie. If he knew what they were or had an idea of what they might be, he would tell Mack.*

**90 points** = *No, I don't think Mr. Boccelli has any idea what the lights might be.*

**80 points** = *No, he doesn't.*



# 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-5.

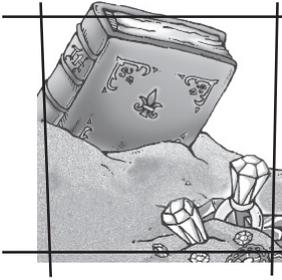
**Page 14 (paragraphs 2 and 3), 19 (paragraphs 3–5), or 23 (paragraphs 4–7)**

- 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.

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



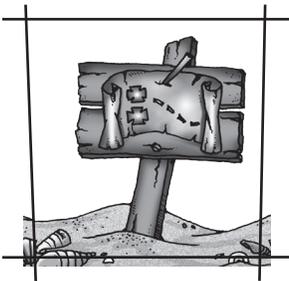
**In yesterday's reading, Mack interviewed Mr. Boccelli to get a fuller account of what he saw the night before. Today we will find out what else Mack learns about the strange lights in the sky.**

### 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 clarifying.
- 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.

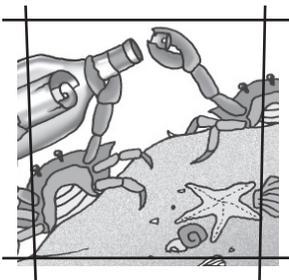


## TEST

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

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



### Class Discussion **TP**

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

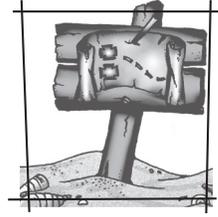


- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.
- Use information from student tests to plan modeling and/or Think Alouds for the next lesson that will build upon the skills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

## TEAM CELEBRATION POINTS

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

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



# TEST

## Comprehension Questions

Answers may vary.  
Accept reasonable responses.

Read pages 25 and 26 of *Mack MacLean, Kid Detective*, and answer the following questions. The total score for comprehension questions equals 100 points.

10 points

1. Mack first heard about the strange lights in the sky by— |CE|
  - a. talking to his father.
  - b. seeing them for himself.
  - c. watching the news.
  - d. talking to Mr. Boccelli.

30 points

2. What is the last thing Mr. Boccelli tells Mack? Why is this important? |SQ| (Team Talk rubric)

**30 points** = *The last thing Mr. Boccelli tells Mack is that one of his customers mentioned seeing the lights before. This is important because it is a clue. He tells Mack how one customer remembers seeing the same lights many years ago. Mack can look for information about what happened last time.*

**25 points** = *The last thing Mr. Boccelli tells Mack is that one of his customers mentioned seeing the lights before. This is important because it is a clue.*

**20 points** = *One of his customers mentioned seeing the lights before. It is a clue.*

30 points

3. Why does Mack like libraries so much? |CE| (Team Talk rubric)

**30 points** = *Mack likes libraries so much because they are one of the best places to find information. He uses the library for clues, facts, and other things that help him solve cases.*

**25 points** = *Mack likes libraries so much because they are one of the best places to find information.*

**20 points** = *They are one of the best places to find information.*

**30 points**

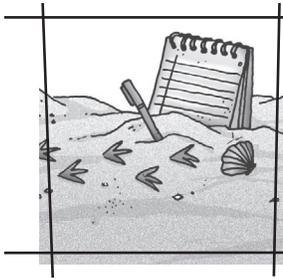
4. Which definition best fits the word *archives* on page 26? |CL|
- a place to find computers
  - a reason to go to the library
  - a place to read books
  - a collection of old articles*

Explain why. **(Write-On)** (Team Talk rubric)

**30 points** = *I think archives is a collection of old articles because Mack says he likes them because they give you an opportunity to read past articles from any source. I know that if something is from the past, then it must be old. I know Mack wants to learn more about the time the lights appeared many years ago, so he wants to learn about a past event. Mack must be looking through old articles for information.*

**25 points** = *I think archives is a collection of old articles because Mack says he likes them because they give you an opportunity to read past articles from any source.*

**20 points** = *A collection of old articles. They give you an opportunity to read past articles.*



## DAY 6

# ADVENTURES IN WRITING

Timing Goal: 90 minutes

**Suggested timing:**

Planning: 20 minutes

Drafting: 25 minutes

Team Discussion: 20 minutes

Class Discussion: 25 minutes

- Introduce the activity.

**Today you will pretend that you are Mack MacLean and will write a journal entry, making a prediction about the strange lights that appeared in the night sky. You will imagine that Mack stops to write in his journal and makes a prediction before he goes to the library to do research.**

- Remind students that journal entries usually follow a particular format.

**Journal entries are like a letter someone writes to himself or herself. It’s a way for them to remember the events of the day, important information, or just how they felt that day. People usually begin a journal entry with a date so that they know when these events or thoughts happened. Sometimes journal writers include a greeting, like “Dear Journal.” Then there is the body of the entry. Finally, sometime journal writers sign their entries.**



- 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-7.

### WRITING PROMPT

Pretend that you are Mack, and you want to write about the mysterious lights in the sky in your journal. Provide at least three facts you learned from the newspaper and Mr. Boccelli. Make a prediction about what you believe the mysterious lights are.

Student Edition Writing Guide contains no point values.

### WRITING GUIDE

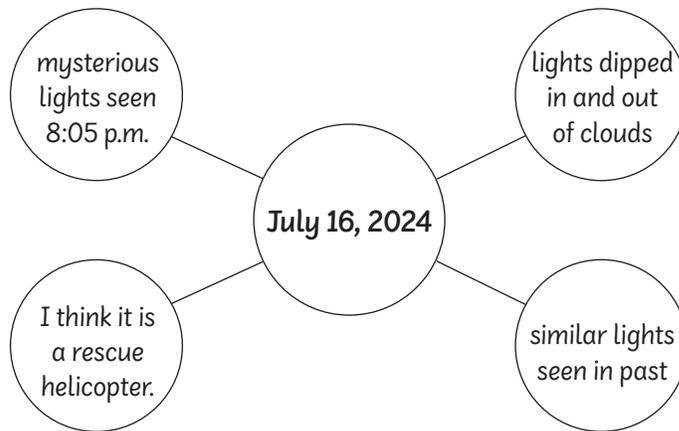
WRITING GUIDE		
<b>IDEAS</b>	<ul style="list-style-type: none"> <li>• Clearly introduces ideas, a topic, or a story and supports it with details.</li> </ul>	<b>30 points</b>
<b>ORGANIZATION</b>	<ul style="list-style-type: none"> <li>• Has a clear beginning that introduces the topic or story.</li> <li>•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

- 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 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.
- Use **Team Huddle** to have students to think about the date in their journal entries. Use **Random Reporter** to have students identify what time of year this story might take place.



**Mack MacLean, Kid Detective does not take place during a specific date. We are not told the day, month, or year in the story. We can draw some conclusions**

**about the setting of the story, however. Mack, Vic, and Lucky Susie seem to have a lot of time during the day to solve mysteries. They watch a thunderstorm at the end of the day after solving a mystery. When might this story take place and why? The story might take place during the summer. The kids have time because they are out of school for the summer. Thunderstorms happen in the summer. Great! When you date your stories, take this into account. Think about when you are out of school for the summer, and when thunderstorms occur.**

- As students write their drafts, tell them to consider the speaker’s voice in their journal entries.

**You are pretending to be Mack as you write your journal entries. The text gives us a lot of information about how Mack speaks and thinks, especially as he works on a case. You can make your journal entries more interesting by writing similarly to the way Mack speaks and thinks in the story**

- Use **Team Huddle** to have students characterize Mack MacLean. Use **Random Reporter** to select students to share. *Mack is serious. Mack is observant. Mack likes stating the facts. Mack likes details.*
- Use **Team Huddle** to ask students how these characteristics might help them better understand how to write Mack’s journal entry. Use **Random Reporter** to select students to share. *Since Mack likes observing things and notices a lot of details, his journal entry would include a lot of details about the case. His journal entry would include a lot of facts.*
- 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.

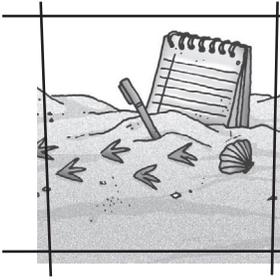
### Class Discussion **TP**

- 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"> <li>• How many points did you earn today?</li> <li>• How well did you use the team cooperation goal and behavior?</li> <li>• What did you do to work toward your achievement goal?</li> </ul>



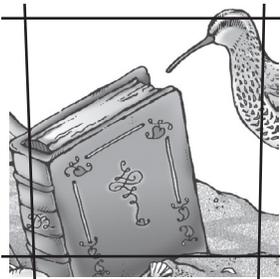
## DAY 7

# ADVENTURES IN WRITING

Timing Goal: 30 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

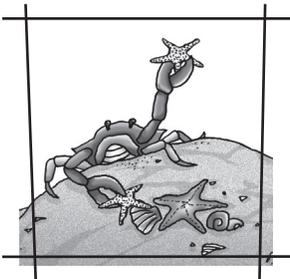
- Is your book literature or informational? Summarize what you read.
  - Why did you choose this book? How did it make you feel while reading it?
  - What is something you liked about the book? Would you recommend it to others?
- As you visit teams, take this opportunity to check students' homework for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

### Success Review and Keeping Score

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

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

### Team Cooperation Goal

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

## TEAM CELEBRATION POINTS

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

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

## Sentence 1

Vikings sailed in jompers across the sea.

## Sentence 2

The Vikings braved icy Arctic waters to discover America.

Amanda securely fastened her seat belt. She wanted to be prepared for the jolt that would happen after ignition. She was so excited about her trip to outer space! She couldn't wait to eat astronaut food, float in zero gravity, and gaze at the earth. She had dreamed about this moment for many years, and now finally it was a reality.

# Story Map



**Title:** Mack MacLean, Kid Detective (cycle 1)

**Characters:**

- Mack MacLean
- Vic
- Lucky Susie
- Mrs. Wilson
- Mack's dad
- Mr. Boccelli
- Dr. Johnson

**Setting:**

- Where: Mack's town
- Mack's house
- Boccelli's Baked Goods
- the library
- When: at night, during a thunderstorm
- daytime

**Problem:**

Mack, Vic and Lucky Susie see strange lights in the sky. They take on the Case of the Eerie Nighttime Lights.

Event: Eerie lights appear in the sky one night. Many townspeople see them, and the newspaper runs an article about the lights.

Event: The kids split up to interview the townspeople. Mack goes to the bakery and asks Mr. Boccelli about what he saw the night before. He learns that the lights were seen many years ago too.

Event: Mack goes to the library to search the archives for more information about the lights. He learns that they have appeared every fifteen years.

Event:

Event:

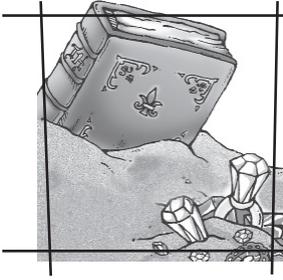
**Solution:**

# Cycle 2

## Instructional Objectives

	READING	WORD POWER	WRITING
<b>CYCLE 2</b>	<b>Clarifying (CL)</b>	<b>Synonyms</b>	<b>Write a newspaper article.</b>
	Students will learn and practice how to clarify more than just words by using fix-it strategies, marking the confusing word or part with sticky notes, and seeking assistance from teammates. They will expand their use of the teamwork process to figure out unclear ideas in sentences, paragraphs, and larger parts of the passage.	Students will use synonyms to improve their understanding of words	Students will write newspaper articles about recent events that happened to them or in their school, neighborhood, or town.





## 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

People sometimes think UFOs are from space. What else could UFOs be?



- 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'll continue to read *Mack MacLean, Kid Detective* by Terrence Parker. We'll also learn about clarifying more than just words as we read. Readers may understand words but still be confused about the ideas in sentences, paragraphs, or larger parts of a story. To clarify, you must figure out what confuses you and then try to fix it.**

- Point out this lesson's strategy target, **clarifying**.
- 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	
<b>SAY</b>	Say the word.	<b>AGREE</b>	Agree if your partner is correct.
<b>TELL</b>	Tell what it means.		
<b>USE</b>	Use it in a sentence.		
		<b>ADD</b>	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"> <li>• Find a vocabulary word in your reading.</li> <li>• Write the word and the page number where you found it in your journal.</li> <li>• Share with your team during vocabulary practice or on test day.</li> </ul>
Vocabulary Vault
<ul style="list-style-type: none"> <li>• Listen for your vocabulary words.</li> <li>• Write down the word and the sentence you read or heard it in.</li> <li>• Put the voucher in the Vocabulary Vault in class.</li> <li>• Successfully explain the word to earn team celebration points.</li> <li>• Write the word on your team score sheet.</li> </ul>

Student Edition, page S-9.

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

WORD AND PAGE NUMBER	IDENTIFICATION STRATEGY	DEFINITION	SENTENCE
<b>heartily</b> page 29	base word + ending: heart(y) + i + ly	loudly, with energy	My dad laughed <i>heartily</i> when he heard the hilarious joke.
<b>precisely</b> page 30	base word + ending: precise + ly	exactly	The pirate had a great memory; he knew <i>precisely</i> where the treasure was buried, and he didn't have to dig around to look for it.
<b>gigantic</b> page 34	chunk: gi-gan-tic	huge, very large	The <i>gigantic</i> skyscraper was bigger than all the other buildings in the city.
<b>reasonable</b> page 34	base word + ending: reason + able	sensible	I tried to come up with a <i>reasonable</i> answer that my teacher would believe.
<b>doubting</b> page 37	base word + ending: doubt + ing	questioning, suspicious	We could tell that the judge was <i>doubting</i> Mr. Smith's ridiculous story.
<b>discuss</b> page 38	chunk: dis-cuss	talk about	We couldn't decide what to do, so the teacher decided we should <i>discuss</i> the issue further tomorrow.
<b>scanned</b> page 41	base word + ending: scan + n + ed	searched through	The coach <i>scanned</i> the roster, looking for my name.
<b>makeshift</b> page 41	compound word: make + shift	thrown together	Our shelter was a <i>makeshift</i> tent made of leaves and branches.

### Using the Targeted Strategy

Introduction and Definition

- Use the following examples to demonstrate how the ideas in sentences and larger parts of text can confuse readers.

Blackline master provided.

- Display example 1. Ask students to identify what is confusing and why.

#### Example 1

It was a beautiful morning. The sun began slowly rising in the east, spreading light everywhere. The birds were singing, and the crickets began chirping. The stars were twinkling in the night sky. Delonte knew it was going to be a great day.

**Listen as I read this paragraph.** Read the paragraph. **Are any of the ideas confusing? Which ones?** Wait for students' responses. **Right! It's morning, but there are stars twinkling in the night sky. That doesn't make sense.**

- Explain that most of the time confusing sentences are not as plain as this one. More often, readers get confused because they make errors as they read or because they don't pay attention to their comprehension.

**In example 1, you got confused because there was a sentence that didn't belong in the paragraph. That's not usually the reason readers get confused as they read. Sometimes they misread a word in a sentence. Sometimes they skip a word or a line in a story. The biggest reason that readers get confused, though, is that they don't make sure that they understand what's happening as they read. When this happens and they get confused, they need to stop and clarify.**



- Display example 2 and read it to students, stopping after you read the first paragraph, as shown in the script. Use a **Think Aloud** to demonstrate how you will clarify what confuses you.

Blackline master provided.

### Example 2

It had been a long, hard day. Six hours of working on the farm had given him blistered fingers and sore muscles. Still, when Jake looked at his watch, he grinned when he realized that there was only one more hour to go. He could almost feel that cool water. One more hour, he thought. Sixty more minutes.

Finally, Jake was able to call it a day. He stored the pitchfork in the barn and ran to the lake. He jumped in, enjoying the feel of the icy water. After seven hours of hard work, nothing was better than a dip in the swimming hole.

**I'm going to read another story to you.** Read the first paragraph and then stop. **Wait. I'm confused by something, so I need to stop and clarify. What is confusing me? I'm reading about Jake working on a farm, and then he's thinking about cool water. What cool water? That doesn't make sense. Let me read some more to see if I can figure out what's going on with the water.** Read the second paragraph of example 2. **Oh! Now I understand about the cool water. He was thinking about going swimming after he finished his farm work. That makes sense now.**



- Use **Think-Pair-Share** to have students describe what you did to clarify. Randomly select a few students to share. Stopped reading, figured out what was confusing, and continued reading until you found the answer.
- Tell students that when they read something that doesn't make sense, they should do the same thing: stop reading, decide what's confusing, and use a clarifying strategy to figure it out.
- Explain that as they continue to read Mack MacLean, Kid Detective, you want them to notice and try to clarify any words, sentences, paragraphs, or passages that confuse them.
- Award team celebration points for good discussions that demonstrate effective teamwork.

## Listening Comprehension

- Create interest in the next section of the text by reviewing what has happened in the story so far. Ask questions, if necessary, to prompt students' thinking.
- Preview chapters 10–18 of *Mack MacLean, Kid Detective* with the class.
- Use **Think-Pair-Share** to have students predict what will happen this cycle in the story. Remind students to give reasons for their predictions. Randomly select a few students to share.
- Read pages 27 and 28 of the story aloud, stopping to ask questions, clarify confusing words or ideas, or focus students' attention as necessary.
- Use a **Think Aloud** to model following the steps on the Clarifying Strategy Card to clarify a word or phrase based on what you have read so far.

**Let me clarify something I read. I read the sentence “I discovered that there were never any follow-up articles to the ones about the strange lights.” What does the word *follow-up* mean? This word looks like a compound word because I can identify two words, *follow* and *up*. I know the word *follow* means to come after. I think Mack is saying that after the articles that said there were strange lights, there were never any articles afterward. No one wrote about the lights again until they appeared. Mack thought that there would be more articles about the investigation into the lights.**

Blackline master provided.



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

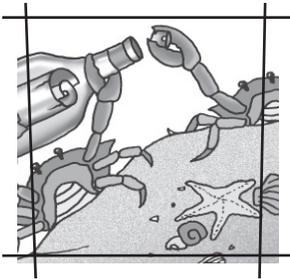
**Event:** Mack looks for past newspaper articles about the lights and learns they have been seen three other times.
- Remind students that they will continue clarifying as they read *Mack MacLean, Kid Detective* this cycle.

## 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.	What word, phrase, or passage did you clarify? How did you clarify it?  CL  (Strategy Use rubric)
2.	Mack knows where the Lee Building is because—  CE  <ol style="list-style-type: none"> <li>he asked Dr. Johnson.</li> <li>he’s a detective.</li> <li>he has a map of the campus.</li> <li>he’s been on campus before.</li> </ol>
3.	On page 29, Mack says that he “logged off.” What does that phrase mean? How did you figure that out? (Write On)  CL  (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 before having students read and restate: **SR**

**page 29 aloud with partners.**

**page 30 silently.**

LITERATURE	
Read Aloud	
1.	Take turns reading paragraphs aloud with your partner.
2.	Use strategies, as necessary, as you read.
3.	Retell the main events from your partner’s reading before beginning your turn.
Read Silently	
1.	Retell the main events from each page silently to yourself.
2.	Add information from the reading to your story map.
3.	Restate the main events with your partner after you both finish reading.

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

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

### Team Discussion **TP**

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

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

- 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"> <li>• resolve a sticky note</li> <li>• describe team strategy use</li> </ul>

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

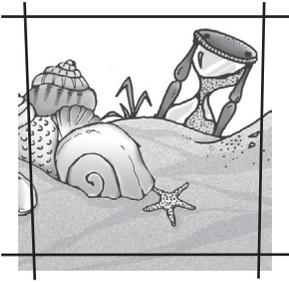
Team Talk Discussion
<ul style="list-style-type: none"> <li>• ask students if they understood or enjoyed the reading</li> <li>• reinforce use of the skill</li> </ul>

## TEAM TALK

1. What word, phrase, or passage did you clarify? How did you clarify it? |CL| (Strategy Use rubric)
  - 100 points** = *Uses a sticky note, tells what strategy was used to discuss it, and explains how the strategy helped to understand the text.*
  - 90 points** = *Uses a sticky note, and tells what strategy was used to discuss it.*
  - 80 points** = *Uses a sticky note to mark a thought.*
2. Mack knows where the Lee Building is because— |CE|
  - a. he asked Dr. Johnson.
  - b. he’s a detective.
  - c. he has a map of the campus.
  - d. *he’s been on campus before.*
3. On page 29, Mack says that he “logged off.” What does that phrase mean? How did you figure that out? **(Write On)** |CL| (Team Talk rubric)
  - 100 points** = *The phrase “logged off” means to disconnect from a computer. I know Mack was using a computer because he was reading archives. Right after he logged off, he left the computer. That must mean he finished using it and disconnected from it.*
  - 90 points** = *The phrase “logged off” means to disconnect from a computer.*
  - 80 points** = *To disconnect from a computer.*

## TEAM TALK EXTENSION

4. Does Mack believe in UFOs? Does this get in the way of being a good detective? How can you tell? |DC| (Team Talk rubric)
  - 100 points** = *No. Mack does not believe in UFOs, but this does not get in the way of being a good detective. I can tell because he doesn’t let his beliefs stop him from gathering facts. He agrees that nothing is impossible and that the lights could be a UFO. He wants evidence that it’s a UFO.*
  - 90 points** = *No. Mack does not believe in UFOs, but this does not get in the way of being a good detective. I can tell because he doesn’t let his beliefs stop him from gathering facts.*
  - 80 points** = *No, but he is still a good detective. He still wants to gather facts.*



# 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.

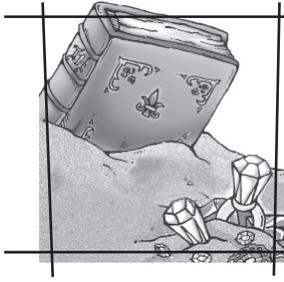
## Page 30 (paragraphs 1–3)

- 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.

## 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, **clarifying**.

### Vocabulary **TP**

- Have students review the vocabulary words with their partner. Ask them to use the vocabulary words in new, meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Use **Random Reporter** to check for understanding. Review any words and/or definitions that students need additional support in understanding.
  - Focus on words that appear in the reading for the day if applicable: *gigantic* page 34 and *reasonable* page 34.



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

### Text Review

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



## Listening Comprehension

- Read page 31 (paragraph 1) of the story aloud. Use this paragraph to model clarification by deliberately omitting the second line of the paragraph. Register confusion as you skip the line. Use a **Think Aloud** to clarify the paragraph by rereading.

**“So I thought it would be the library and put.” Wait a minute. That doesn’t make any sense. Let me stop and reread that paragraph. “So I thought it would be a good idea to call home and check in. I found the pay phone in the lobby of the library and put two quarters in.” Okay. Now that makes more sense. I accidentally skipped a line. But, by stopping and then rereading, I was able to figure out my mistake and understand the text.**

- Read the rest of pages 31 and 32 aloud, stopping to ask questions, clarify confusing words or ideas, or focus students’ attention as necessary.
- Display a sample story map. Model adding a key point from the Listening Comprehension selection to the story map.

**Event:** Mack and Susie head to the university to talk to Professor Wigglesworth. He was interviewed in all of the articles about the lights.

- Remind students that they will continue clarifying as they read *Mack MacLean, Kid Detective* this cycle.

Blackline master provided.

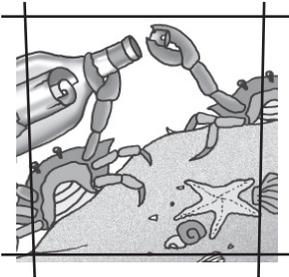
## Preview Team Talk

- 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. What word, phrase, or passage did you clarify? How did you clarify it? |CL| (Strategy Use rubric)
2. Which of the following describes the professor? |CH|
  - a. organized
  - b. elderly
  - c. polite
  - d. sloppy
3. On page 33, Mack calls the professor’s office “a disaster.” What does he mean? Explain how you figured that out. **(Write On)** |CL| (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 before having students read and restate: **SR**  
 page 33 aloud with partners.  
 page 34 silently.
- If some teams finish ahead of others, have them begin working on the following activities: **SR**

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

## Team Discussion **TP**

- Remind teams to discuss any sticky notes that are still unresolved.

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

### Class Discussion **TP**



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



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

Answers may vary. Accept reasonable responses.

#### Strategy Use Discussion

- resolve a sticky note
- describe team strategy use

### TEAM TALK

1. What word, phrase, or passage did you clarify? How did you clarify it? |CL|  
(Strategy Use rubric)  
**100 points** = *Uses a sticky note, tells what strategy was used to discuss it, and explains how the strategy helped to understand the text.*  
**90 points** = *Uses a sticky note and tells what strategy was used to discuss it.*  
**80 points** = *Uses a sticky note to mark a thought.*
2. Which of the following describes the professor? |CH|
  - a. organized
  - b. elderly
  - c. polite
  - d. sloppy

**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. On page 33, Mack calls the professor’s office “a disaster.” What does he mean? Explain how you figured that out. **(Write On)** |CL| (Team Talk rubric)

**100 points** = *When Mack calls the professor’s office “a disaster,” he means that the office is a big mess. I read ahead. I realized that the office is full of unorganized piles of books and papers. The windowsill, desk, floor, and chairs all have books and papers on them.*

**90 points** = *When Mack calls the professor’s office “a disaster,” he means that the office is a big mess. I read ahead.*

**80 points** = *The office is a big mess. I read ahead.*

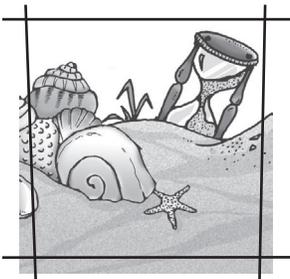
**TEAM TALK EXTENSION**

4. Make a prediction about what the professor is about to say at the end of this passage. Give reasons to support your prediction. |PR| (Team Talk rubric)

**100 points** = *The professor is about to say that the strange lights are aliens. He says that he believes aliens live in their galaxy and universe. He believes aliens exist. He has said the lights might be aliens in the newspaper articles.*

**90 points** = *The professor is about to say that the strange lights are aliens.*

**80 points** = *That the strange lights are aliens.*



**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.

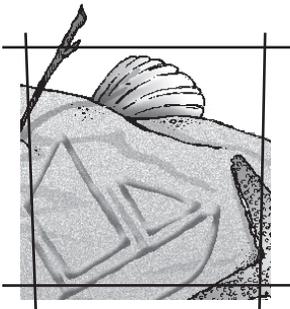
**Not ready yet?** Practice reading the same passage again with your partner. Ask your teacher to hear you read when you are ready.

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

Student Edition, page S-9.

### Page 33 (paragraphs 2–4)

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



## WORD POWER **TP**

Timing Goal: 10 minutes

- Introduce Word Power lessons and Captain Read More.

**We are going to learn about different word skills and earn Word Treasures. Word Treasures are clues that help us figure out certain words. Captain Read More, a friend of mine, is going to help us learn how to do this.**

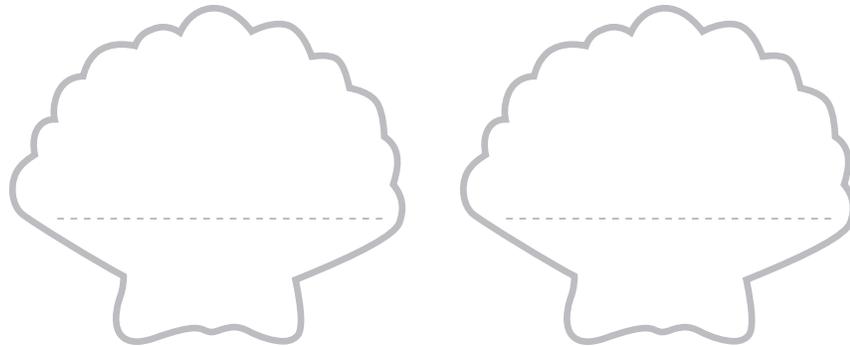
**Captain Read More knows how important it is to figure out words to become a good reader. He believes that every skill that helps you read is a Word Treasure, and he sends us clues to help us figure out the treasure. Captain Read More sends his clues in a bottle.**

**Preparation:** Display the following words: *awful, bandit, benefit, and cease.*



- Direct students to the four words that you have displayed. Use **Think-Pair-Share** to have students think of a word that means the same or almost the same for each word. Randomly select a few students to share, accepting any reasonable answer. *Awful: bad; bandit: robber; benefit: help; cease: stop.*
- Remind students that words with the same or almost the same meaning are called synonyms. Use **Think-Pair-Share** to have students identify the Word Treasure clue Captain Read More uses for synonyms. Randomly select a few students to share responses. Display the Word Treasure clue for synonyms (two shells that look the same).

Blackline master provided.



- Review why Captain Read More thinks it is important to know synonyms by explaining that synonyms help us to define words, make connections between words, and become better speakers and writers.
- Review the Word Treasure (skill).

Display the Word Treasure.

<b>Word Treasure</b>	Synonyms are words that have similar meanings. If you're having trouble understanding a word, look for a synonym with a similar meaning and make connections between the words.
----------------------	---



- Tell students to watch for words that have synonyms from this cycle's vocabulary list.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Tell students that part of their vocabulary practice is writing a meaningful sentence. Tell them that this is another challenge score and that they can earn team celebration points for writing good meaningful sentences.
- Point out the meaningful sentence rubric on the backs of the team folders. Tell students they will watch a video about meaningful sentences.
- **Play** "Meaningful Sentence" (1 minute)



- Use **Team Huddle** to ask students what makes a sentence meaningful. Use **Random Reporter** to select students to share. *Using the word correctly and including details that help to make a mind movie make a sentence meaningful.*
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

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

Student Edition, page S-10.

### SKILL PRACTICE

Write a synonym for each of the following words.

- |             |                |
|-------------|----------------|
| 1. bewilder | <i>confuse</i> |
| 2. pleasant | <i>nice</i>    |
| 3. correct  | <i>right</i>   |
| 4. brief    | <i>short</i>   |

### BUILDING MEANING

<b>heartily</b>	<b>precisely</b>	<b>gigantic</b>	<b>reasonable</b>
<b>doubting</b>	<b>discuss</b>	<b>scanned</b>	<b>makeshift</b>

- Choose a word from the vocabulary list, and write a meaningful sentence for that word.
  - 100 points** = *The sentence uses the word correctly and includes details to create a mind movie.*
  - 90 points** = *The sentence uses the word correctly and includes one detail.*
  - 80 points** = *The sentence uses the word correctly.*
- Draw a picture to show your understanding of the word *gigantic*.  
*The picture and explanation of the picture should support a clear understanding of the word.*

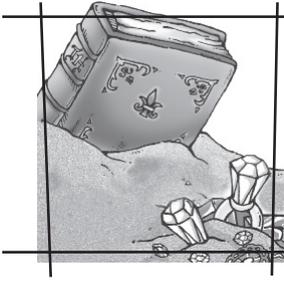
- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration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

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

## TEAM CELEBRATION POINTS

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

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



## DAY 3

# ACTIVE INSTRUCTION

Timing Goal: 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, **clarifying**.

### Vocabulary **TP**

- Have students review the vocabulary words with their partner. Ask them to use the vocabulary words in new, meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Use **Random Reporter** to check the review.
  - Focus on words that appear in the reading for the day if applicable: *doubting* page 37 and *discuss* page 38.



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

### Text Review

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

## Listening Comprehension



- Read page 35 (paragraphs 1–3) aloud, stopping to ask questions, make points, or focus students' attention as needed.
- Use a **Think Aloud** to show your confusion about what “mocked and jeered” means and how you read ahead to clarify.

**“I have been mocked and jeered by other scientists.” Wait a minute. “Mocked and jeered”? What does that mean? I don’t understand. Let me read on to see if I can figure it out. “I have always tried to ignore what they said.” Okay, now I get it. The professor has been ignoring other people, and I know from earlier in the paragraph that they’ve been laughing at him. So I think being *mocked* and *jeered* means being teased and made fun of. And the professor has been trying to ignore that. That makes sense. By reading ahead, I was able to figure this out.**

- Read the rest of pages 35 and 36 aloud, stopping to ask questions, clarify confusing words or ideas, or focus students' attention as necessary
- Display a sample story map. Model adding a key point from the Listening Comprehension selection to the story map.

Blackline master provided.

The image shows a 'Story Map' form. It has a title 'Story Map' at the top. Below the title, there are four main sections: 'Characters', 'Setting', 'Problem', and 'Solution'. Each section has a large empty box for writing. There are also some smaller boxes and lines for additional information.

**Event:** Professor Wigglesworth says he will be looking for more lights that night. Mack thinks this is strange.

- Remind students that they will continue clarifying as they read *Mack MacLean, Kid Detective* this cycle.

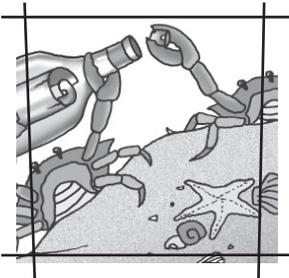
## Preview Team Talk

- 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. What word, phrase, or passage did you clarify? How did you clarify it? |CL| (Strategy Use rubric)
2. Why does Mack's mom change the subject at the dinner table? |CE|
  - a. She doesn't think it's good to talk about aliens at dinner.
  - b. She works for Professor Wigglesworth and likes him.
  - c. She doesn't want to get in trouble with Professor Wigglesworth.
  - d. She believes in aliens and doesn't want to get hurt.
3. On page 38 of the story, Mack talks about "focusing on the task at hand." What does that phrase mean? How did you figure that out? (**Write On**) |CL| (Team Talk rubric)

**TEAMWORK**

Timing Goal: 50 minutes

**Partner Reading TP**

Students read and restate aloud.

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

**page 37 aloud with partners.**

**page 38 silently.**
- If some teams finish ahead of others, have them begin working on the following activities: **SR**

**After Reading**

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

**Team Discussion TP**

- Remind teams to discuss any sticky notes that are still unresolved.

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

**Class Discussion TP**



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



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

Answers may vary. Accept reasonable responses.

**Strategy Use Discussion**

- resolve a sticky note
- describe team strategy use

**TEAM TALK**

1. What word, phrase, or passage did you clarify? How did you clarify it? |CL| (Strategy Use rubric)
  - 100 points** = *Uses a sticky note, tells what strategy was used to discuss it, and explains how the strategy helped to understand the text.*
  - 90 points** = *Uses a sticky note and tells what strategy was used to discuss it.*
  - 80 points** = *Uses a sticky note to mark a thought.*
2. Why does Mack’s mom change the subject at the dinner table? |CE|
  - a. *She doesn’t think it’s good to talk about aliens at dinner.*
  - b. *She works for Professor Wigglesworth and likes him.*
  - c. *She doesn’t want to get in trouble with Professor Wigglesworth.*
  - d. *She believes in aliens and doesn’t want to get hurt.*

**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. On page 38 of the story, Mack talks about “focusing on the task at hand.” What does that phrase mean? How did you figure that out? **(Write-On)** |CL| (Team Talk rubric)

**100 points** = *The phrase “focusing on the task at hand” means paying attention to what you’re doing at the moment. I reread the section. Even though Mack really wants to focus on the task at hand, he enjoys taking a break and eating dinner with his parents. He must enjoy taking a break from thinking about the mystery he is solving.*

**90 points** = *The phrase “focusing on the task at hand” means paying attention to what you’re doing at the moment. I reread the section.*

**80 points** = *It means paying attention to what you’re doing at the moment. I reread the section.*

**TEAM TALK EXTENSION**

4. How does Mack’s dad feel about Mack’s detective skills? How can you tell? |DC| (Team Talk rubric)

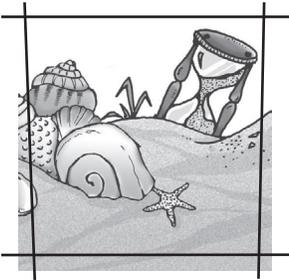
**100 points** = *Mack’s dad thinks Mack is doing a good job and has good investigative skills. He says that Mack is right to question the professor’s motives since the professor is so interested in aliens.*

**90 points** = *Mack’s dad thinks Mack is doing a good job and has good investigative skills.*

**80 points** = *He has good investigative skills*

**Team Talk Discussion**

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

**FLUENCY IN FIVE TP**

Timing Goal: 5 minutes

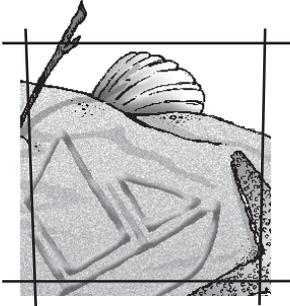
- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

Student Edition, page S-9.

**Page 33 (paragraphs 2–4) or 37 (paragraphs 1–4)**

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

- Assign individual fluency goals as needed, monitor practice, and assign scores as students read with their partners.
- Award team celebration points. Remember to add individual scores to the teacher cycle record form.
- Students record their fluency rubric scores on the team score sheets.

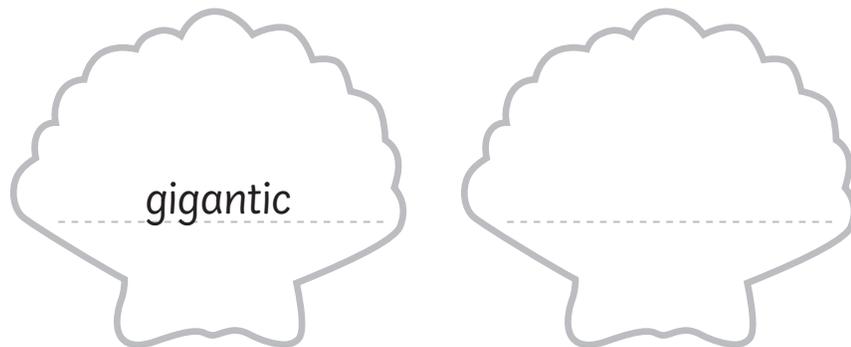


## WORD POWER **TP**

Timing Goal: 10 minutes

- Remind students of the Word Power skill (synonyms) and the Word Treasure clue Captain Read More uses for synonyms.
- Tell students that Captain Read More has found two words from this cycle’s vocabulary words that have synonyms. Display a set of shells on the board. Write “gigantic” on one shell, leaving the matching shell blank.

Blackline master provided.



**tps**

- Use **Think-Pair-Share** to have students identify a synonym for each word. Randomly select a few students to share, accepting any reasonable answer. Write the synonyms in the matching shell as students share their responses. *Gigantic: big, huge.*
- Repeat the activity with the word *discuss*.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition, page S-11.

## SKILL PRACTICE

Write a synonym for each of the following words.

1. occur                    *happen*
2. display                *show*
3. recall                   *remember*
4. ordinary               *plain*

## BUILDING MEANING

<b>heartily</b>	<b>precisely</b>	<b>gigantic</b>	<b>reasonable</b>
<b>doubting</b>	<b>discuss</b>	<b>scanned</b>	<b>makeshift</b>

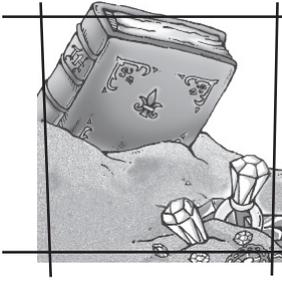
5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.
  - 100 points** = *The sentence uses the word correctly and includes details to create a mind movie.*
  - 90 points** = *The sentence uses the word correctly and includes one detail.*
  - 80 points** = *The sentence uses the word correctly.*
6. Mom scanned the crowd at the carnival looking for us after we finished our ride on the roller coaster. *Scanned* means—
  - a. wondered about.
  - b. searched through.
  - c. motioned wildly.
  - d. pushed through.

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

## TEAM CELEBRATION POINTS

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

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



## DAY 4

# ACTIVE INSTRUCTION

Timing Goal: 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, **clarifying**.

### Vocabulary **TP**

- Have students review the vocabulary words with their partner. Ask them to use the vocabulary words in new, meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- 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: *scanned* page 41 and *makeshift* page 41.



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

## Text Review

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

## Listening Comprehension

- Read the first line on page 39 aloud. Model how to clarify the phrase “called the meeting to order.”

**“Called the meeting to order”?** That idea is confusing to me. What does it mean? I need to clarify this sentence. What are some things that I can do to help me clarify? Listen to students’ responses. **That’s right. I can reread or read on. Let me try reading on.**

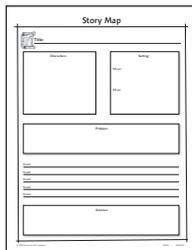


- Reread the entire paragraph, and then use the following **Think Aloud**.

**I think I understand now. “Called the meeting to order” means began the meeting. Mack is holding the meeting, and he wants to begin by hearing what Vic has to say. That must be what “called the meeting to order” means.**

- Read the rest of pages 39 and 40 aloud, stopping to ask questions, clarify confusing words or ideas, or focus students’ attention as necessary.
- Display a sample story map. Model adding a key point from the Listening Comprehension selection to the story map.

Blackline master provided.



**Event:** Mack learns that Professor Wigglesworth lives at the house at the end of Clover Ln. They decide to watch his house for the lights.

- Remind students that they will continue clarifying as they read *Mack MacLean, Kid Detective* this cycle.

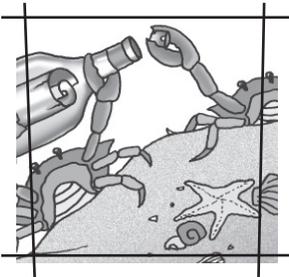
## Preview Team Talk

- 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-12.

**TEAM TALK**

1. What word, phrase, or passage did you clarify? How did you clarify it? |CL| (Strategy Use rubric)
2. Why has the professor been tricking the townspeople all these years? |CE|
  - a. He wants to make the townspeople panic about aliens.
  - b. He wants everyone to talk to him about aliens.
  - c. He wants to take over the town from the mayor.
  - d. He wants other people to believe in aliens like he does.
3. On page 41, Mack says that his dad, Vic, and Lucky Susie were in “hot pursuit.” What does that phrase mean? Explain how you figured that out. **(Write-On)** |CL| (Team Talk rubric)

**TEAMWORK**

Timing Goal: 50 minutes

**Partner Reading TP**

Students read and restate aloud.

- Explain, or review, if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**  
**page 41 aloud with partners.**  
**pages 42 and 43 silently.**
- If some teams finish ahead of others, have them begin working on the following activities: **SR**

**After Reading**

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

### Team Discussion **TP**

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

### Class Discussion **TP**



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



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

Answers may vary. Accept reasonable responses.

#### Strategy Use Discussion

- resolve a sticky note
- describe team strategy use

### TEAM TALK

1. What word, phrase, or passage did you clarify? How did you clarify it? |CL|  
(Strategy Use rubric)  
**100 points** = *Uses a sticky note, tells what strategy was used to discuss it, and explains how the strategy helped to understand the text.*  
**90 points** = *Uses a sticky note and tells what strategy was used to discuss it.*  
**80 points** = *Uses a sticky note to mark a thought.*
2. Why has the professor been tricking the townspeople all these years? |CE|
  - a. He wants to make the townspeople panic about aliens.
  - b. He wants everyone to talk to him about aliens.
  - c. He wants to take over the town from the mayor.
  - d. *He wants other people to believe in aliens like he does.*

**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. On page 41, Mack says that his dad, Vic, and Lucky Susie were in “hot pursuit.” What does that phrase mean? Explain how you figured that out. **(Write-On)** |CL| (Team Talk rubric)

**100 points** = *The phrase “hot pursuit” means that they were close behind Mack as he ran after Professor Wigglesworth. I reread the section to figure this out.*

*When Mack found the professor and ran after him, the others were close behind.*

**90 points** = *The phrase “hot pursuit” means that they were close behind Mack as he ran after Professor Wigglesworth. I reread the section to figure this out.*

**80 points** = *They were close behind Mack as he ran after Professor Wigglesworth. I reread.*

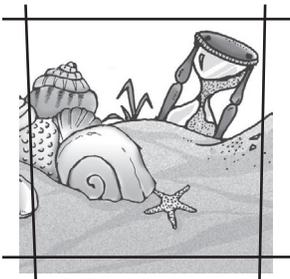
**TEAM TALK EXTENSION**

4. Explain how Professor Wigglesworth helped Mack become a kid detective. |CE| (Team Talk rubric)

**100 points** = *Professor Wigglesworth helped Mack become a kid detective by inspiring Mack’s dad to be a detective. When Mack’s dad took Professor Wigglesworth’s class in college, he decided he wanted to do something that made him excited, just like astronomy excited Professor Wigglesworth. He became a detective because of that. Mack’s dad being a detective made Mack want to be one too.*

**90 points** = *Professor Wigglesworth helped Mack become a kid detective by inspiring Mack’s dad to be a detective. Mack’s dad being a detective made Mack want to be one too.*

**80 points** = *He inspired Mack’s dad to be a detective. Mack’s dad inspired Mack.*

**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.

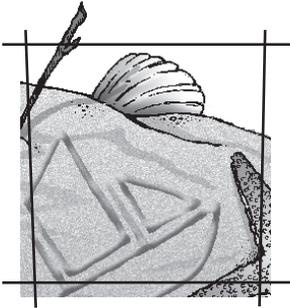
Student Edition, page S-9.

**Page 33 (paragraphs 2–4), 37 (paragraphs 1–4), or 43 (paragraphs 2–4)**

- Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.
- Tell the reading students when they should begin reading, and then time them for one minute. Have the listening students identify where the readers stopped, how

many words they missed, and if they met their reading goal. Also have partners share their feedback using the Fluency rubric. Have partners switch roles and repeat the process.

- Assign individual fluency goals as needed, monitor practice, and assign scores as students read with their partners.
- Award team celebration points. Remember to add individual scores to the teacher cycle record form.
- Students record their fluency rubric scores on the team score sheets.



## WORD POWER **TP**

Timing Goal: 10 minutes

**tps**

**Preparation:** Display the Word Power Challenge

- Remind students of the Word Power skill (synonyms) and the Word Treasure clue Captain Read More uses for synonyms.
- Use **Think-Pair-Share** to prompt students to identify why Captain Read More wants them to learn synonyms. Randomly select a few students to share. *Synonyms help us to define words, make connections between words, and become better speakers and writers.*
- Display the Word Power Challenge. Tell students that they will work in teams to identify a synonym for each underlined word. Point out that the underlined words are simple, and challenge the teams to find more advanced words to replace them. Explain to students that they might be able to find more than one synonym for each underlined word.

### Word Power Challenge

Kimi went to the store to buy a new dress.

His little brother was scared of clowns.



- Use **Random Reporter** to select students to share responses. *Buy: purchase; scared: afraid.*
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition, page S-12.

## SKILL PRACTICE

Write a synonym for each of the following words.

- |           |                  |
|-----------|------------------|
| 1. usual  | <i>normal</i>    |
| 2. vanish | <i>disappear</i> |
| 3. final  | <i>last</i>      |
| 4. flesh  | <i>skin</i>      |

## BUILDING MEANING

<b>heartily</b>	<b>precisely</b>	<b>gigantic</b>	<b>reasonable</b>
<b>doubting</b>	<b>discuss</b>	<b>scanned</b>	<b>makeshift</b>

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

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

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

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

6. Choose the word that best completes the sentence.

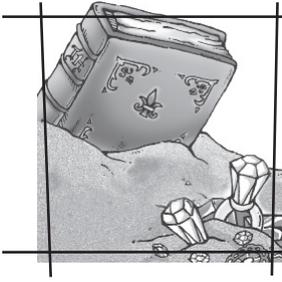
We had a reasonable explanation for why we were late to soccer practice because the van had broken down.

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

## TEAM CELEBRATION POINTS

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

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



## DAY 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 story elements on their story maps from the reading on days 1–4.
- Use **Random Reporter** to review these elements with the class.
- Introduce the section of the story students will read for their test. Tell what it is about, but do not give additional information or details.



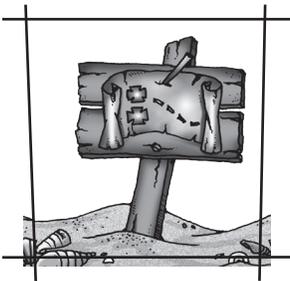
**In yesterday's reading, Mack solved the mystery of the strange lights. Today we will find out if the case is really closed.**

### 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 clarifying.
- 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.

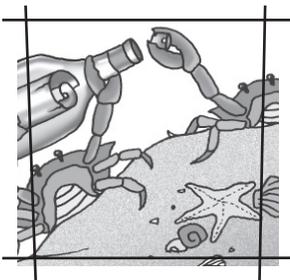


## TEST

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

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



### Class Discussion **TP**

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

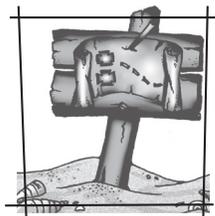


- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.
- Use information from student tests to plan modeling and/or Think Alouds for the next lesson that will build upon the skills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

## TEAM CELEBRATION POINTS

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

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



## TEST

### Comprehension Questions

Answers may vary.  
Accept reasonable responses.

Read pages 44 and 45 of *Mack MacLean, Kid Detective*, and answer the following questions. The total score for comprehension questions equals 100 points.

30 points

1. Explain the professor's actions. |CE| (Team Talk rubric)
- 30 points** = *The professor wanted other people to believe in UFOs like he did. He thought that if he flew his remote control saucer, the people would see its lights and start believing in UFOs too.*
- 25 points** = *The professor wanted other people to believe in UFOs like he did.*
- 20 points** = *He wanted other people to believe in UFOs.*

30 points

2. What can you tell about Mack's dad by his actions at the end of the story? Support your thinking. |CH| (Team Talk rubric)
- 30 points** = *I can tell that Mack's dad is kind and thoughtful by his actions at the end of the story. He writes a letter to the newspaper to tell how Professor Wigglesworth was a great professor. He wants people to read something good about the professor in case they hear the story about the remote control flying saucer.*
- 25 points** = *I can tell that Mack's dad is kind and thoughtful by his actions at the end of the story.*
- 20 points** = *He is kind and thoughtful.*

10 points

3. Why might the Case of the Eerie Nighttime Lights not be closed? |PR • CE|
- Professor Wigglesworth wasn't the cause of the lights.
  - Mack sees lights darting in and out of the clouds again.
  - The remote control flying saucer has gone missing.
  - People are seeing lights in the next town over from them.

30 points

4. On page 45, Mack says that he "ran through all the steps" of the case in his mind. What does this mean? Explain how you figured that out. **(Write-On)** |CL| (Team Talk rubric)
- 30 points** = *"Ran through all the steps" means that Mack thought about and remembered everything he did to solve the case. I read ahead to figure this out. I know he didn't actually run through the steps. He just sat quietly and went through them in his mind.*
- 25 points** = *"Ran through all the steps" means that Mack thought about and remembered everything he did to solve the case. I read ahead to figure this out.*
- 20 points** = *Mack thought about and remembered everything he did to solve the case. I read ahead.*

### Word Power

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

5 points each

#### Skill Questions

Write a synonym for each of the following words.

- |            |              |
|------------|--------------|
| 1. choose  | <i>pick</i>  |
| 2. prevent | <i>stop</i>  |
| 3. silent  | <i>quiet</i> |
| 4. leap    | <i>jump</i>  |

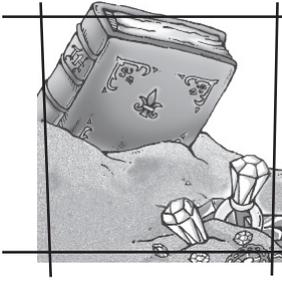
10 points each

#### Building Meaning

heartily	precisely	gigantic	reasonable
doubting	discuss	scanned	makeshift

5. Write a meaningful sentence for the word *precisely*.
  - 10 points** = *Uses the word correctly and includes details to create a mind movie.*
  - 5 points** = *Uses the word correctly and includes one detail in the sentence.*
  - 1 point** = *Uses the word correctly.*
  
6. Lance saw a *gigantic* green beetle marching across the backyard toward the bushes.
  
7. Before we got a puppy, we sat down to discuss the responsibility of feeding and walking our new pet. *Discuss* means—
  - a. *talk about.*
  - b. *sing about.*
  - c. *think about.*
  - d. *shout about.*
  
8. Mr. Wilson was *doubting* Eddie’s story that the dog trampled the flowers, but he changed his mind when he saw muddy paw prints.
  
9. Dad scanned the sports page of the newspaper looking for the final score to the basketball game. *Scanned* means—
  - a. *wondered about.*
  - b. *searched through.*
  - c. *motioned wildly.*
  - d. *pushed through.*

10. Our makeshift go cart, constructed with cardboard and bicycle wheels, was held together with string and tape. *Makeshift* means—
- sewn together.
  - thrown around.
  - thrown together.*
  - thrown apart.
11. It was reasonable to expect that gym class would be held indoors since it was raining outside.
12. Grandpa laughed heartily when we came running in the door to greet him.



## DAY 6

# ACTIVE INSTRUCTION

Timing Goal: 5 minutes

### Two-Minute Edit **TP**

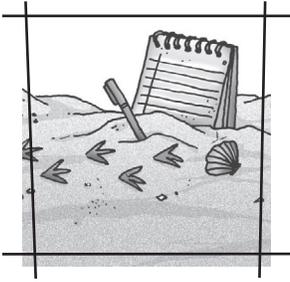
- Display the Two Minute Edit and tell students that it includes common errors. Tell them how many errors the sentence contains.
- Tell students to look for and correct errors in their teams. Tell them they can earn team celebration points for preparing each member of their team to tell the corrections.
- 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 newspaper article about something that happened in school, in your neighborhood, or in your town yesterday. Newspaper articles played an important role in *Mack MacLean, Kid Detective*. A newspaper article gives Mack information to use to investigate the mysterious lights. Old newspaper articles give him more information about the lights' past appearances. Newspapers are good sources of information about things that happen locally and across the world. You will share your newspaper article with your classmates.**

- Explain to students that a newspaper article should answer the 5 Ws.

**When people read news, they are looking for the answers to five basic questions. These are the 5 Ws: who, what, when, where, and why. A good newspaper article or story tells who is involved, what happened, when it happened, where it happened, and why it happened.**



- 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-12.

## WRITING PROMPT

Write an article for the class newspaper about something that happened recently in your school, neighborhood, or town. Your article should answer as many of the 5 Ws (who, what, when, where, and why) in the lead as possible. Give at least two details that tell what happened. Remember that a newspaper article should include a catchy headline. At the end of the lesson, we will collect the articles to make a newspaper.

Student Edition Writing Guide contains no point values.

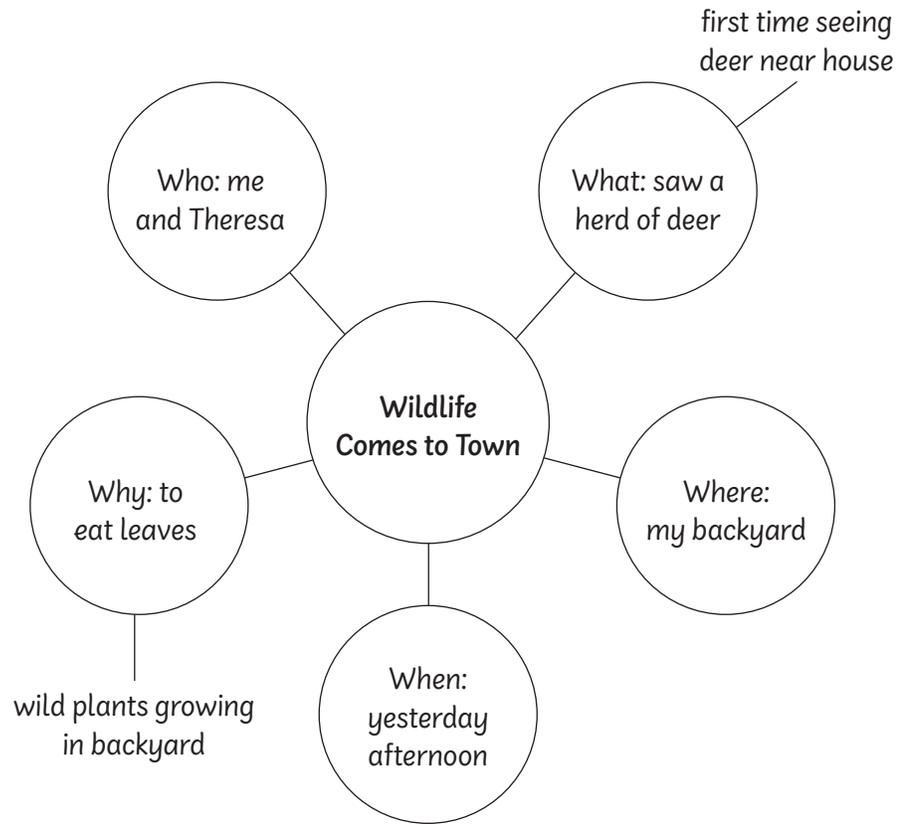
WRITING GUIDE		
<b>IDEAS</b>	<ul style="list-style-type: none"> <li>Clearly introduces ideas, a topic, or a story and supports it with details.</li> </ul>	<b>30 points</b>
<b>ORGANIZATION</b>	<ul style="list-style-type: none"> <li>Has a clear beginning that introduces the topic or story.</li> <li>The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

- 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 newspaper articles.**

- 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 that headlines are very important for grabbing the readers' attention.

**Have you ever looked at a newspaper page? It is covered in stories! Newspapers draw your eyes to different stories by making the headlines larger and bolder. To get readers to keep reading the stories under the headlines, reporters try to make headlines catchy and interesting. They want you to want to keep reading the story after reading the headline.**

Blackline master provided.

Deer Seen in Backyard  
 Wildlife Comes to the City  
 Deer Travel in Herds  
 Doe, a Deer, a Family of Deer  
 Deer Ate Leaves in My Backyard



- Display the following sample headlines.
- Use **Team Huddle** to have students discuss which headline or headlines are the most interesting and why. Use **Random Reporter** to select students to share. *The second and fourth headlines are the most interesting. The second headline makes me want to keep reading the story and learn what wildlife came to the city. What did someone see? The fourth headline is funny. It is similar to a song. I want to read and find out why the author would use that song and change the words.*
- Use **Team Huddle** to have students discuss what is wrong with the other headlines and why. Use **Random Reporter** to select students to share. *The other headlines are boring. The first one tells me exactly what happened. Someone saw deer in his or her backyard. The third one just tells me a fact about deer. The fifth one is just a statement about what deer did in someone's backyard.*
- Tell students to think about how they can make catchy and interesting headlines for their news articles.
- 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.

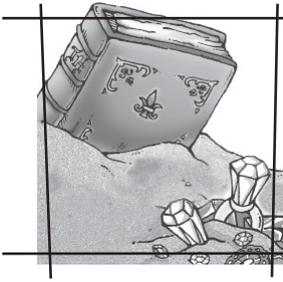
### Class Discussion **TP**

- 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.

- 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?



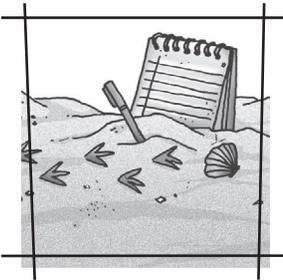
## DAY 7

# 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.

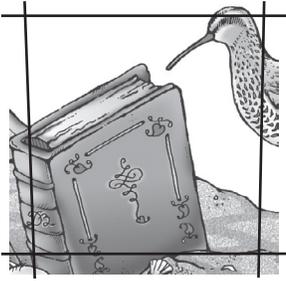


# ADVENTURES IN WRITING

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

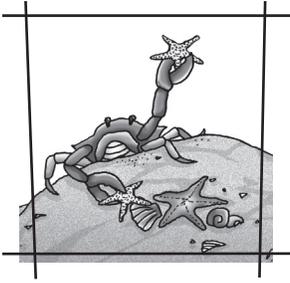
- Is your book literature or informational? Summarize what you read.
  - Why did you choose this book? How did it make you feel while reading it?
  - What is something you liked about the book? Would you recommend it to others?
- As you visit teams, take this opportunity to check students' homework for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

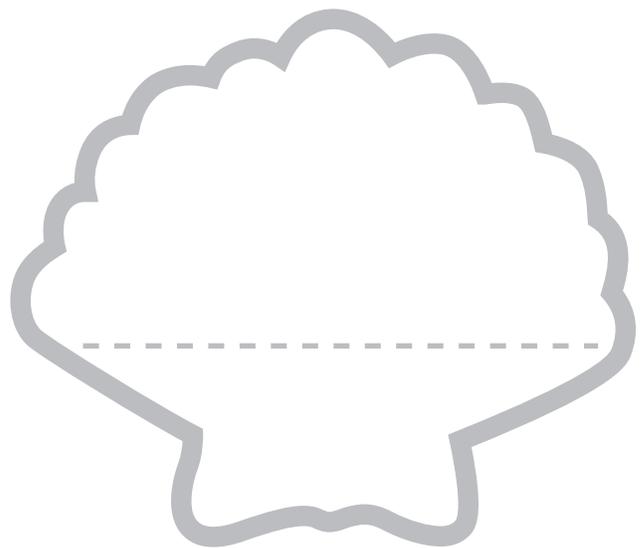
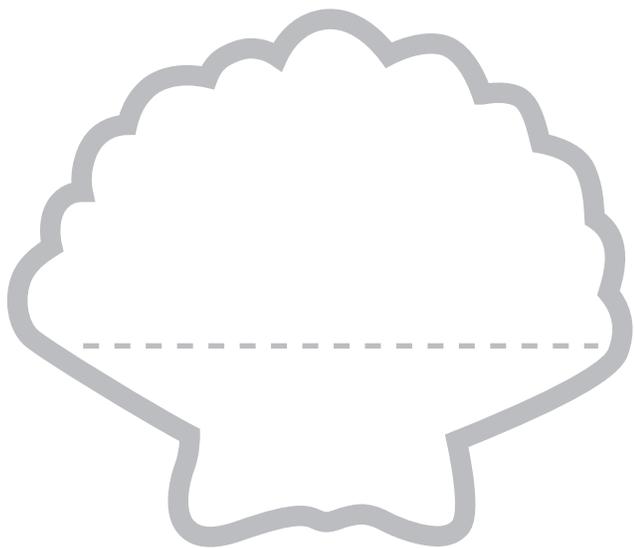
## Example 1

It was a beautiful morning. The sun began slowly rising in the east, spreading light everywhere. The birds were singing, and the crickets began chirping. The stars were twinkling in the night sky. Delonte knew it was going to be a great day.

## Example 2

It had been a long, hard day. Six hours of working on the farm had given him blistered fingers and sore muscles. Still, when Jake looked at his watch, he grinned when he realized that there was only one more hour to go. He could almost feel that cool water. One more hour, he thought. Sixty more minutes.

Finally, Jake was able to call it a day. He stored the pitchfork in the barn and ran to the lake. He jumped in, enjoying the feel of the icy water. After seven hours of hard work, nothing was better than a dip in the swimming hole.



Deer Seen in Backyard

Wildlife Comes to the City

Deer Travel in Herds

Doe, a Deer, a Family of Deer

Deer Ate Leaves in My Backyard

# Story Map



**Title:** Mack MacLean, Kid Detective (cycle 2)

**Characters:**

- Mack MacLean
- Vic
- Lucky Susie
- Mrs. Wilson
- Mack's dad
- Mr. Boccelli
- Dr. Johnson
- Prefessor Wigglesworth
- Mack's mom

**Setting:**

- Where:** Mack's town, house, Boccelli's Baked Goods, the library, Benson University, the woods at the end of Clover Lane
- When:** at night, during a thunderstorm  
daytime

**Problem:**

Mack, Vic and Lucky Susie see strange lights in the sky. They take on the Case of the Eerie Nighttime Lights.

**Event:** Eerie lights appear in the sky one night. Many townspeople see them, and the newspaper runs an article about the lights.

**Event:** The kids split up to interview the townspeople. Mack goes to the bakery and asks Mr. Boccelli about what he saw the night before. He learns that the lights were seen many years ago too.

**Event:** Mack goes to the library to search the archives for more information about the lights. He learns that they have appeared every fifteen years.

**Event:** Mack and Lucky Susie meet with Professor Wigglesworth. The professor tells them about the lights and how he hopes to make contact with aliens.

**Event:** Vic tells the others about his conversation with Sgt. Harris and how someone has been sighted running in the woods at the end of Clover Lane. The kids look at a map and discover that Prof. Wigglesworth lives at the end of Clover Lane.

**Solution:**

Mack, his dad, Vic, and Susie catch Prof. Wigglesworth making the lights with a remote-control UFO. The professor admits to making the lights appear every fifteen years. Mack declares the Case of the Eerie Nighttime Lights officially closed.

## College and Career Readiness Standards

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

### LEVEL 4 / *Mack MacLean, Kid Detective*

#### **Reading:** *Foundational Skills*

##### **Phonics and Word Recognition**

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

#### **Writing**

##### **Text Types and Purposes**

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

#### **Language**

##### **Vocabulary Acquisition and Use**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

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## INFORMATIONAL (7 DAY)

# Capital Monuments: Memories in Stone

Written by Andy Wolinsky

*The Savvy Reader—Clarifying, A Collection of Readings*, pages 47–61

Success for All Foundation, 2011

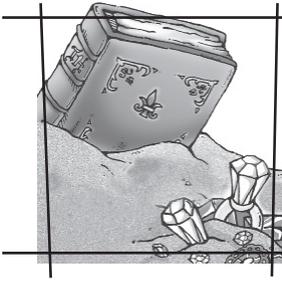
## Summary

Learn all about the different memorials and monuments in Washington, D.C., including the Washington Monument, the Vietnam Veterans Memorial, and many more.

## Instructional Objectives

	READING	WORD POWER	WRITING
CYCLE 1	<b>Main idea and supporting details (MI)</b>	<b>Prefix + base word</b>	<b>Write a descriptive paragraph.</b>
	Students will find the main ideas and supporting details of different sections of the text.	Students will break words into prefixes and base words and use the prefix <i>-un</i> (meaning <i>not</i> ) to increase their understanding of words.	Students will write paragraphs describing people whom they believe deserve monuments in their honor.





## DAY 1

## ACTIVE INSTRUCTION

Timing Goal: 35 minutes

Students discuss responses to the Big Question.

## Big Question

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

## THE BIG QUESTION

Why might monuments and memorials be important to a group or country?



- 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 read *Capital Monuments: Memories in Stone* by Andy Wolinsky. As we read, we'll look for main ideas and supporting details. Good readers identify main ideas and supporting details to make sure that they learn and remember important information.**

- Point out this lesson's strategy target, **clarifying**.
- Introduce informational text to students. Use the text to show how informational texts differ from literature.

**Informational texts differ from literature. Literature is stories, and we use a story map to organize what we read. Literature has characters, settings, problems, and solutions.**

**Informational texts give you information and facts. They can describe or explain too. Sometimes they include subtitles, headings, definitions, charts, graphs, and other tools to help readers understand the information. We read informational text to learn things.**

**Let's take a look through this text to see how it differs from a story. Point to the pictures on each page. There are pictures on each page, but they don't seem to**

**tell a story as they would in literature.** Point to the text boxes. **There are also text boxes in this text. I know that boxes are a way to give information about a subject. Literature doesn't have text boxes.**

- Explain that when we read informational texts to learn, we want to be sure that we can figure out and remember all the important information.

Blackline master provided.

- Introduce Captain Read More's shipmates, Patch and Plank. Tell students that Patch and Plank will help them tear through informational text using the TIGRRS process.

**T** **Topic**  
Look for clues to predict the topic, or big idea:  
• title, headings, and subheadings;  
• pictures, diagrams, and captions; and  
• words in bold.  
Think about what you already know about this topic.

**I** **Intent**  
Why did the author write the text? Does the author want to:  
• inform: teach facts about the topic;  
• compare: look at how two or more things are the same or different;  
• persuade: convince readers to think, feel, or do something.  
• instruct: teach the directions or steps to do something.

**G** **Graphic Organizer**  
Choose a graphic organizer that will help you take notes about the text:  
• idea tree: the text has a lot of main ideas and details;  
• sequence chain: there are a lot of events you can put in order;  
• T-chart: you are looking for causes and effects or problems and solutions;  
• Venn diagram: you can compare and contrast information.

**R** **Read**  
As you read with your partner, look for main ideas to add to your graphic organizers.

**R** **Reread**  
As you reread with your partner:  
• look for ideas that you may have missed to add to your graphic organizers;  
• add supporting details to your organizers.

**S** **Summarize**  
Look at your graphic organizer and write a summary about what you read.

Use TIGRRS to help you read and understand informational text!

**Let's meet some new friends. These two tigers are Captain Read More's shipmates, and their names are Patch and Plank. They are experts in helping Captain Read More find his way and learn about the waters they sail in and the lands they visit.**

**Patch tells Captain Read More all the important information about the weather as they sail and gives him details about islands they visit. She also helps Captain Read More know the similarities and differences between places they visit. Patch uses travel guides and maps to show Captain Read More important text features that can help them in their journeys.**

**Plank is a master navigator and can tell Captain Read More the steps they need to take to care of the ship. He also knows the ins and outs of sailing and can predict what will happen during storms or calm seas. Plank uses manuals to remember important steps and to understand the causes of problems that might occur and the effects of the problems. Together Patch and Plank help Captain Read More remember important information.**

- Introduce the steps of the TIGRRS process: Topic, Intent of author, Graphic organizer, Read, Reread, and Summarize. Tell students that this process will help them remember important information in informational text.



- 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 figuring out the topic is the first step of TIGRRS—our informational process. Knowing the topic will help me understand what the text is about. I’ll figure out the topic by paging through the text before I read it. Page through the text, noting different text features. I see that the title of the book is *Capital Monuments: Memories in Stone*. There are pictures of a statue, a tall building, and names carved into a wall on the cover too. As I look through the text, I also see pictures of statues and buildings that look like temples. All these pictures seem to go with the text to help me understand it. I think they must be monuments, so the topic has to be monuments.**



- Use the items below to build or activate background knowledge about the text.
  - Use **Think-Pair-Share** to have students discuss famous monuments that they may have visited or heard of. Randomly select a few students to share where the monuments are located and what they look like.
  - Share a few important or interesting facts about monuments. For example, the Statue of Liberty was designed and made in France as a gift for the United States. It was shipped to the U.S. in pieces to be put together here. More than 90 percent of Mount Rushmore was carved using dynamite.
- Tell students the next step of TIGRRS. Use a Think Aloud to model identifying the intent of the author.

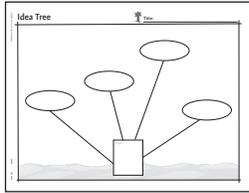
**The next step of TIGRRS is to identify the author’s intent. That means telling why the author wrote the text. Knowing that will help me understand the text better. I know the topic is monuments. All the pictures and text boxes make me think that the author wants to inform, or teach, me about monuments. So the author’s intent for this text is to inform the reader.**

- 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.

**Let me look at the different organizers I can use when reading informational texts. They all seem to have different purposes. There is an idea tree where I can write main ideas and supporting details. There is a T-chart to write down causes and effects. The Venn diagram helps when I need to compare and contrast. And the sequence chain helps me keep steps in order.**

**When I surveyed the text, it didn’t look like it had information to compare and contrast or steps in a process, so I won’t use the Venn diagram or the sequence chain. I don’t think the T-chart is right either because I didn’t see any causes and effects when I paged through the text. I know I can find main ideas and supporting details, so I think I’ll use the idea tree as my graphic organizer. This will help me organize and remember the important parts of the text.**

Blackline master provided.



- Introduce and display an idea tree. Explain the different parts of the graphic organizer and what will be written in each part.

**OK. Look at this organizer. It looks like a tree. It has a trunk and branches. If I write the topic in the trunk, it reminds me that ideas important to understanding the text will have to do with the topic. Write the topic on the trunk. When I find important ideas that are about the topic, I'll write them in the circles. And when I find smaller ideas that are about the main ideas, I'll write them around the circles. I'll show you how when we start reading today.**

- 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	
<b>SAY</b>	Say the word.	<b>AGREE</b>	Agree if your partner is correct.
<b>TELL</b>	Tell what it means.		
<b>USE</b>	Use it in a sentence.		
		<b>ADD</b>	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"> <li>Find a vocabulary word in your reading.</li> <li>Write the word and the page number where you found it in your journal.</li> <li>Share with your team during vocabulary practice or on test day.</li> </ul>
Vocabulary Vault
<ul style="list-style-type: none"> <li>Listen for your vocabulary words.</li> <li>Write down the word and the sentence you read or heard it in.</li> <li>Put the voucher in the Vocabulary Vault in class.</li> <li>Successfully explain the word to earn team celebration points.</li> <li>Write the word on your team score sheet.</li> </ul>

Student Edition, page S-15.

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

WORD AND PAGE NUMBER	IDENTIFICATION STRATEGY	DEFINITION	SENTENCE
<b>recognizes</b> page 50	base word + ending: recognize + s	knows already	Tomás thinks he <i>recognizes</i> the new kid in class, but he's not sure where he may have seen him before.
<b>consisting</b> page 50	base word + ending: consist + ing	made up of	The lasagna, <i>consisting</i> of zucchini, eggplant, carrots, and peppers, is healthier than you would think.
<b>steadfast</b> page 51	stead = /sted/ chunk: stead-fast	unmoving, steady	The captain's <i>steadfast</i> bravery helped him lead his crew through the storm.
<b>inscribed</b> page 51	base word + ending: inscrib(e) + ed	carved	The coin was <i>inscribed</i> with the date that it was made.
<b>symbolizes</b> page 53	base word + ending: symbolize + s	stands for, represents	The group of stars on the American flag <i>symbolizes</i> the states that make up the United States of America.
<b>untold</b> page 56	prefix + base word: un + told	too many to count	An <i>untold</i> number of people made up the crowd that swarmed through the big arena.
<b>adorn</b> page 57	chunk: a-dorn	decorate	Jeannette, a seamstress, likes to <i>adorn</i> her vest with sparkly gems and colored thread.

WORD AND PAGE NUMBER	IDENTIFICATION STRATEGY	DEFINITION	SENTENCE
<b>committee</b> page 59	chunk: com-mit-tee	group that meets for a certain purpose.	The mayor set up a <i>committee</i> to discuss the traffic problems in our town.

### Using the Targeted Skill

Introduction and Definition

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

**This cycle we will focus on identifying main ideas and supporting details. This is especially important to understand the topic in informational texts. A main idea is the most important idea in a passage or section of text. Main ideas are always about the big topic of the text. Supporting details tell about the main ideas. Knowing main ideas and supporting details helps us to better understand the topic.**

Blackline master provided.

- Create a main idea and supporting details anchor chart with students. A sample is provided.

## Main Idea and Supporting Details

**MAIN IDEA: The most important idea about a topic. The BIG idea.**

**Tips to finding the main idea:**

- Read the title.
- Read the subheadings.
- Look at the first or last sentence.
- Ask yourself, "What is the text about?"

**SUPPORTING DETAILS: The information that supports the big idea and topic.**

<p><b>They tell...</b></p> <ul style="list-style-type: none"> <li>■ who</li> <li>■ what</li> <li>■ where</li> <li>■ when</li> <li>■ why</li> <li>■ how</li> </ul>	<p><b>They include...</b></p> <ul style="list-style-type: none"> <li>■ facts</li> <li>■ examples</li> <li>■ steps</li> <li>■ definitions</li> <li>■ reasons</li> <li>■ descriptions</li> </ul>
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Idea Tree



- Use **Think-Pair-Share** to have students discuss what they did last weekend. Randomly select a few students to share.

**We're going to talk about what we did over the weekend. That's our topic. Think about what you did.** Give students time to think. **Now pair with your partner, and tell what you did.**

- Use **Think-Pair-Share** to have students tell details about one of their activities. Prompt them as necessary. Randomly select a few students to share.

**Now think about some details about what you did over the weekend. Did you go to the store? What did you buy? Did you go to the movies? Which movie did you see? Think.** Give students time to think. **Now pair with your partner, and tell some details about what you did.**

- Tell students that the activities they did over the weekend are main ideas that relate to the topic they talked about. The details of what they did tell more about the main ideas. Use examples as necessary.
- Tell students that there are several things they can do to help them identify main ideas as they read.

**Often, a text will contain clues that can lead us to the main idea. Key words are one of these clues. Key words could be several words that are alike or words that are repeated throughout the text. Pictures also help us find the main idea by showing us what the text is explaining. As we read, look for these clues. They will help to point you to the main ideas.**

- Tell students that they will identify main ideas and supporting details 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.
- Display a blank idea tree. Remind students that you will only read for main ideas as you read the text the first time.
- Explain to students that the author of a text does not always directly state the main idea.

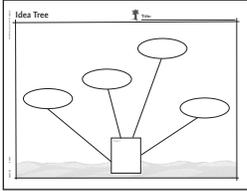
**Sometimes the author does not state the main ideas of a text. But they give us clues. We can look for text features, like the pictures and diagrams I saw when I paged through the text, to help us find the main ideas. I can also ask myself, What is the author mainly writing about?**

- Read page 49 of the text aloud. Use a **Think Aloud** to model identifying the main idea of the section and the clues that led you to it. Fill in the idea tree accordingly.

**Let's take a look at the text to see what clues I can identify that will help tell us**

more about the main idea. I know the main idea is monuments. On this page, there is a heading that says “Making Memories.” I think monuments must help people remember things. There is also a text box that defines the word monument. These are clues that tell me that this text will probably talk a lot about monuments and what they help people remember.

Blackline master provided.



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

**Main idea:** monuments (p. 49)

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

**Let’s clarify something I read. It is important to clarify as you read to make sure you understand all the information in the text. I read the word *courageously*, and at first I wasn’t sure how to say it or what it meant. First, I recognized the *-ly* ending on it, so I thought I had the base word *courageous*. I recognized another word in that, and I realized this had another ending, *-ous*. This is *courage + ous + ly*. The word *courageous* means brave, so *courageously* must mean bravely.**

- Remind students that they will continue identifying main ideas and supporting details as they read *Capital Monuments: Memories in Stone* this cycle.

### Preview Team Talk

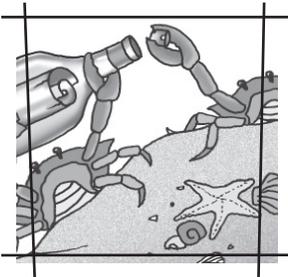
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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-16.

**TEAM TALK**

1. What word, phrase, or passage did you clarify? How did you clarify it? |CL| (Strategy Use rubric)
2. How is the Roosevelt Memorial different from the other memorials discussed in these pages? |CC|
  - a. It honors the wife of the president.
  - b. It is free to walk into the memorial.
  - c. It looks like a Greek or Roman temple.
  - d. It has cherry blossom trees nearby.
3. What is the main idea of pages 50–54? |MI|
  - a. monuments made of stone
  - b. the Lincoln Memorial
  - c. presidential monuments
  - d. how to build a monument

What clues led you to this main idea? (**Write-On**) (Team Talk rubric)

**TEAMWORK**

Timing Goal: 50 minutes

**Partner Reading TP**

Students read and restate aloud.

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

**pages 50–54 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 <b>Random Reporter</b> .

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

### Class Discussion **TP**



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



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

Answers may vary. Accept reasonable responses.

#### Strategy Use Discussion

- resolve a sticky note
- describe team strategy use

#### Write-On Discussion

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

#### Team Talk Discussion

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

## TEAM TALK

1. What word, phrase, or passage did you clarify? How did you clarify it? |CL| (Strategy Use rubric)
  - 100 points** = *Uses a sticky note, tells what strategy was used to discuss it, and explains how the strategy helped to understand the text.*
  - 90 points** = *Uses a sticky note and tells what strategy was used to discuss it.*
  - 80 points** = *Uses a sticky note to mark a thought.*
2. How is the Roosevelt Memorial different from the other memorials discussed in these pages? |CC|
  - a. *It honors the wife of the president.*
  - b. *It is free to walk into the memorial.*
  - c. *It looks like a Greek or Roman temple.*
  - d. *It has cherry blossom trees nearby.*
3. What is the main idea of pages 50–54? |MI|
  - a. *monuments made of stone*
  - b. *the Lincoln Memorial*
  - c. *presidential monuments*
  - d. *how to build a monument*

What clues led you to this main idea? (**Write-On**) (Team Talk rubric)

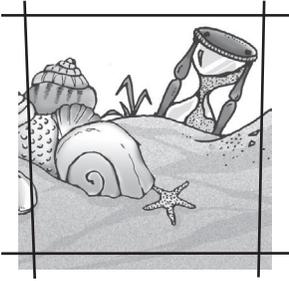
**100 points** = *One clue that led me to this main idea is a heading on page 50. It says “Hail to the chief!” I know that this is something people say about the president. Another clue is the other headings on the pages. They tell me the names of presidents that have memorials. The pictures are also clues. They show the presidential memorials and statues of presidents.*

**90 points** = *One clue that led me to this main idea is a heading on page 50. It says “Hail to the chief!” Another clue is the other headings on the pages. The pictures are also clues.*

**80 points** = *The headings and pictures.*

## TEAM TALK EXTENSION

4. Why is the Gettysburg Address inscribed on the wall of the Lincoln Memorial? |CE| (Team Talk rubric)
  - 100 points** = *The Gettysburg Address is inscribed on the wall of the Lincoln Memorial because it is one of Lincoln’s most famous and important speeches. He made the speech at the site of one of the civil war’s worst battles, and the speech is one of Lincoln’s best creations.*
  - 90 points** = *The Gettysburg Address is inscribed on the wall of the Lincoln Memorial because it is one of Lincoln’s most famous and important speeches.*
  - 80 points** = *It is one of Lincoln’s most famous and important speeches.*



# 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.

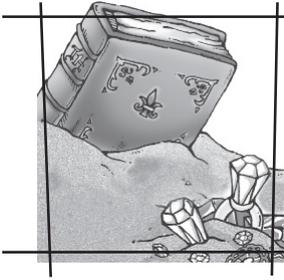
## Page 50 (ending at “...different part of the quarry.”)

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

## TEAM CELEBRATION POINTS

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

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



## DAY 2

## ACTIVE INSTRUCTION

Timing Goal: 25 minutes



## Big Question

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



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

## Team Cooperation and Achievement Goal

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

## Set the Stage

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

Vocabulary **TP**

- Have students review the vocabulary words with their partner. Ask them to use the vocabulary words in new, meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Use **Random Reporter** to check for understanding. Review any words and/or definitions that students need additional support in understanding.
  - Focus on words that appear in the reading for the day if applicable: *untold* page 56, *adorn* page 57, and *committee* 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 began reading about some of the monuments in Washington, D.C. We read about presidential monuments. There are monuments to George Washington, Thomas Jefferson, Abraham Lincoln, and Franklin Delano Roosevelt and his first lady in our nation’s capital.**

- Tell students that you will continue to record important ideas on the graphic organizer.
- Use a **Think Aloud** to remind students of the clues they can use to help them find the main idea in a section of text.



**Remember that as we read, we should ask ourselves, What is this section mainly about? To help, I’ll look for key words or information in pictures and diagrams that can lead me to the main idea.**

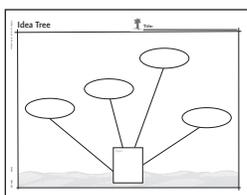
- Read page 55 (paragraph 1) aloud. Use a **Think Aloud** to model identifying the main idea of this paragraph and the clues in the text that lead you to the main ideas. Fill in the idea tree accordingly.

**Let’s see if I can identify the main idea of this paragraph from a clue. I think it might help me to identify main ideas in the following pages. The heading above the paragraph says “Sadness in Stone.” I know the text is about monuments, and yesterday I read about monuments that honor the good works of a few presidents. This sounds like I’ll be reading about monuments that honor something different and sad. I may have to read on to find more clues.**

- Continue reading pages 55 (paragraph 2)–56 (Monumental fact! text box) aloud. Use a **Think Aloud** to model identifying the main idea of this paragraph and the clues in the text that lead you to the main ideas. Fill in the idea tree accordingly.

**By reading a little more, I found another clue that tells me the main idea of this section. There is a heading that tells me this the section is about the Vietnam Veterans Memorial. I know that there was a war in Vietnam. I know wars are sad things because many soldiers die or are injured. I think this clue tells me that the main idea of the section is war monuments.**

Blackline master provided.



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

**Main idea:** war memorials: Vietnam Veterans Memorial (pp. 55–56)

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

**Let me think of something I needed to clarify as I read. I read the phrase “a tragic time in American history.” What does this mean? I read on a little to see if there were any clues to help me figure it out. The text says that almost 60,000**

**American soldiers died in Vietnam and surrounding countries in Southeast Asia. That’s very sad. I think that’s what this means. This was a sad and hard time in American history. Reading on gave me more clues to clarify the sentence.**

- Remind students that they will continue identifying main ideas and supporting details as they read *Capital Monuments: Memories in Stone* this cycle.

### Preview Team Talk

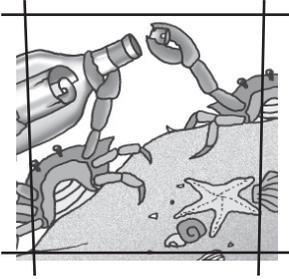
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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-16.

### TEAM TALK

1. What word, phrase, or passage did you clarify? How did you clarify it? |CL|  
(Strategy Use rubric)
2. What must happen before Congress makes decisions about war memorials? |SQ|
  - a. They have to vote on different locations for the memorial in the Capitol.
  - b. They have to find someone to design the memorial.
  - c. They have to vote on the name for the new memorial.
  - d. They have to work with the American Battle Monuments Commission.
3. Pages 56 (paragraph 2)–59 (ending at paragraph 1) are mainly about— |MI|
  - a. soldiers’ uniforms.
  - b. war memorials.
  - c. who helped during World War II.
  - d. where the Korean War was fought.

What clues led you to this main idea? (**Write-On**) (Team Talk rubric)



# TEAMWORK

Timing Goal: 50 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 TIGRRS before having students read and restate: **SR**  
**pages 56 (paragraph 2)–61 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

1. What word, phrase, or passage did you clarify? How did you clarify it? |CL| (Strategy Use rubric)  
**100 points** = *Uses a sticky note, tells what strategy was used to discuss it, and explains how the strategy helped to understand the text.*  
**90 points** = *Uses a sticky note and tells what strategy was used to discuss it.*  
**80 points** = *Uses a sticky note to mark a thought.*
2. What must happen before Congress makes decisions about war memorials? |SQ|
  - a. They have to vote on different locations for the memorial in the Capitol.
  - b. They have to find someone to design the memorial.
  - c. They have to vote on the name for the new memorial.
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3. Pages 56 (paragraph 2)–59 (ending at paragraph 1) are mainly about— |MI|
  - a. soldiers' uniforms.
  - b. war memorials.
  - c. who helped during World War II.
  - d. where the Korean War was fought.

What clues led you to this main idea? (**Write-On**) (Team Talk rubric)

**100 points** = *One clue that led me to this main idea are the headings on the pages. They both tell me the names of two wars that involved the United States. Another clue appears in the picture on page 59. The picture shows statues that look like soldiers. There is also a text box that defines the word veterans.*

**90 points** = *One clue that led me to this main idea are the headings on the pages. Another clue appears in the picture on page 59. There is also a text box that defines the word veterans.*

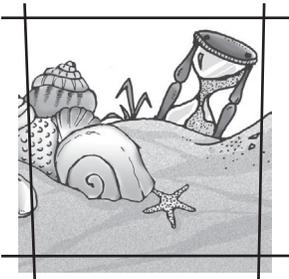
**80 points** = *The headings, pictures, and text boxes.*

## TEAM TALK EXTENSION

**Team Talk Discussion**

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

4. What does the author provide in the text feature on page 57? Why do you think he provides this? |AP • TF| (Team Talk rubric)
- 100 points** = *The author provides a web address in the text feature on page 57. I think the author provides this so that I can read more information. There is probably a lot more information available on the website than can be put into the story. The author wants me to do more research on my own.*
- 90 points** = *The author provides a web address in the text feature on page 57. I think the author provides this so that I can read more information.*
- 80 points** = *A web address. So that I can read more information.*



# 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.

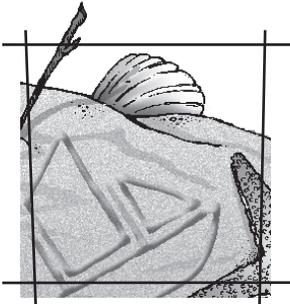
Student Edition, page S-15.

**Page 57 (paragraph 1)**

- Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.
- Tell the reading students when they should begin reading, and then time them for

one minute. Have the listening students identify where the readers stopped, how many words they missed, and if they met their reading goal. Also have partners share their feedback using the Fluency rubric. Have partners switch roles and repeat the process.

- Assign individual fluency goals as needed, monitor practice, and assign scores as students read with their partners.
- Award team celebration points. Remember to add individual scores to the teacher cycle record form.
- Students record their fluency rubric scores on the team score sheets.

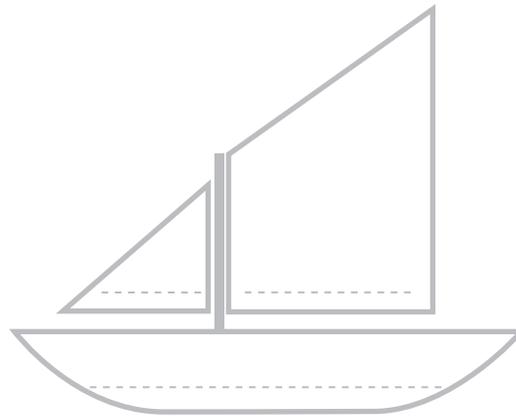


## WORD POWER **TP**

Timing Goal: 10 minutes

Blackline master provided.

- Tell students that Captain Read More has sent another message. Display the Word Treasure clue.



- Use **Think-Pair-Share** to have students tell you what they think the Word Treasure clue means. Randomly select a few students to share.
- Reveal the Word Treasure (skill).

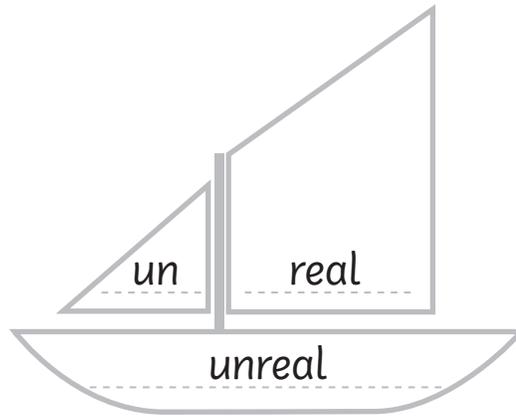
Display the Word Treasure.

### Word Treasure

Sometimes words start with prefixes.

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

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



- Use the word parts written on the sails to pronounce the word *unreal*, and then have students say the word with you.
- Explain that prefixes change the meaning of the base words to which they are attached. Tell students that a prefix can help us define the meaning of a word. Explain that *un-* means not.
- Use **Team Huddle** to have students discuss the meaning of *unreal*. Use **Random Reporter** to select students to share responses. *Not real*.
- Tell students that there is a word with the prefix *un-* in their vocabulary list and that they should watch for the word the next time they review their vocabulary.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

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

Student Edition, page S-16.

SKILL PRACTICE	
Write each word in your journal. Then write the prefix and base word. Draw a sailboat if you need help.	
1. unacceptable	<i>un + acceptable</i>
2. unfit	<i>un + fit</i>
3. unpack	<i>un + pack</i>
4. unscrew	<i>un + screw</i>

## BUILDING MEANING

<b>recognizes</b>	<b>consisting</b>	<b>steadfast</b>	<b>inscribed</b>
<b>symbolizes</b>	<b>untold</b>	<b>adorn</b>	<b>committee</b>

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

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

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

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

6. Choose the word that best completes the sentence.

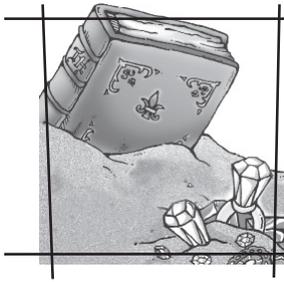
I joined the recycling committee at my school so I could help make sure each classroom does its best to protect the environment.

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

## TEAM CELEBRATION POINTS

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

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



## DAY 3

## ACTIVE INSTRUCTION

Timing Goal: 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, **clarifying**.

Vocabulary **TP**

- Have students review the vocabulary words with their partner. Ask them to use the vocabulary words in new, meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Use **Random Reporter** to check the review.
  - Focus on words that appear in the reading for the day if applicable: *recognizes* page 50, *consisting* page 50, *steadfast* page 51, *inscribed* page 51, and *symbolizes* page 53.



- 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.

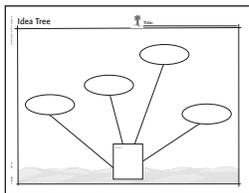
**Yesterday we read about a different kind of memorial in Washington, D.C. We read about war memorials. These are memorials that honor the people who fought in big wars, such as World War II and the Korean War.**

- Tell students that today you will begin rereading the text you have already read. Explain that rereading helps you look for details that support the main ideas you found when you read the text the first time.
- 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 49 aloud. Use a **Think Aloud** to model identifying the details that support the main idea from day 1. Add the supporting details to the idea tree accordingly.



**Remember that I said that the main idea was monuments and what they help people remember. As I reread, I can find a lot of details that support this main idea. The text says people want to honor those who have played an important role in their families, towns, countries, or histories. That means they want to remember these people and help others remember them too. The text says a lot of monuments are carved from stone, such as the faces on Mount Rushmore. This will help us remember what important people looked like. The text says that monuments may honor important events, such as the Vietnam War. People want to remember what happened in Vietnam and other places. I can put these details on my idea tree.**

Blackline master provided.



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

**Main idea:** monuments (p. 49)

- Monuments honor presidents and soldiers.
  - help people remember
  - can be carved from stone, made into buildings
- Use a **Think Aloud** to model following the steps on the Clarifying Strategy Card to clarify a word or phrase based on what you have read so far.

**Let me think about something I needed to clarify while I reread. Sometimes when you reread a text, you might realize that you didn’t fully understand a word or phrase in the text. I needed to clarify the difference between a memorial and a monument. They’re both to remember something, but how are they different? I reread part of the text. “Memorials can come in many forms. They can be songs, operas, symphonies, novels, poems, gravestones, and even**

buildings.” OK, so memorials are anything created to remember and honor someone or something. “When a memorial takes the form of a building, tower, or other construction, it is called a monument.” Now I see. Memorials can take a lot of different forms, but when it is some kind of physical building or structure, it is a monument. So, all monuments are memorials, but not all memorials are monuments.

- Remind students that they will continue identifying main ideas and supporting details as they read *Capital Monuments: Memories in Stone* this cycle.

### Preview Team Talk

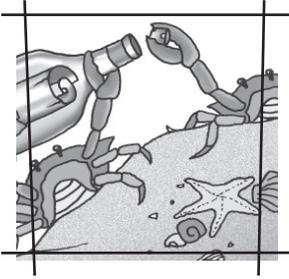
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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-17.

### TEAM TALK

1. What word, phrase, or passage did you clarify? How did you clarify it? |CL| (Strategy Use rubric)
2. Why could you say that all fifty states helped to build the Washington Monument? |CE|
  - a. One person from each state helped build the monument.
  - b. The names of all the states are carved into the building.
  - c. There are stones from all fifty states on an inside wall.
  - d. It wasn’t made until there were fifty states in the country.
3. Pages 50–54 are mainly about presidential monuments. Which of the following is a detail that tells more about this main idea? |MI|
  - a. The memorials honor four presidents who did important things.
  - b. The Washington Monument was the second one in the country.
  - c. Memorials are often used as backdrops for speeches and movies.
  - d. People can relax and sit quietly on benches around the memorials.

Tell at least two more details that support this main idea. **(Write-On)** (Team Talk 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 50–54 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"> <li>• resolve a sticky note</li> <li>• describe team strategy use</li> </ul>

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

## TEAM TALK

1. What word, phrase, or passage did you clarify? How did you clarify it? |CL| (Strategy Use rubric)
  - 100 points** = *Uses a sticky note, tells what strategy was used to discuss it, and explains how the strategy helped to understand the text.*
  - 90 points** = *Uses a sticky note and tells what strategy was used to discuss it.*
  - 80 points** = *Uses a sticky note to mark a thought.*
2. Why could you say that all fifty states helped to build the Washington Monument? |CE|
  - a. One person from each state helped build the monument.
  - b. The names of all the states are carved into the building.
  - c. *There are stones from all fifty states on an inside wall.*
  - d. It wasn't made until there were fifty states in the country.
3. Pages 50–54 are mainly about presidential monuments. Which of the following is a detail that tells more about this main idea? |MI|
  - a. *The memorials honor four presidents who did important things.*
  - b. The Washington Monument was the second one in the country.
  - c. Memorials are often used as backdrops for speeches and movies.
  - d. People can relax and sit quietly on benches around the memorials.

Tell at least two more details that support this main idea. **(Write-On)** (Team Talk rubric)

**100 points** = *One detail that supports this idea is that the Washington Monument honors George Washington. He was the first president of the United States. Another detail that supports the main idea is that Lincoln Memorial was built for Abraham Lincoln. He president during the civil war and helped keep the country in one piece.*

**90 points** = *One detail that supports this idea is that the Washington Monument honors George Washington. Another detail that supports the main idea is that Lincoln Memorial was built for Abraham Lincoln.*

**80 points** = *The Washington Monument honors George Washington. The Lincoln Memorial was built for Abraham Lincoln.*

## Team Talk Discussion

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

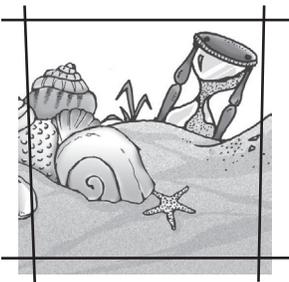
## TEAM TALK EXTENSION

4. Why do you think Congress passed a law limiting the number of times a person could be president to twice? |DC| (Team Talk rubric)

**100 points** = *I think Congress passed a law limiting the number of times a person could be president to twice because they did not want one person to run the country for too long. FDR was elected president four times. Most other presidents were only elected twice.*

**90 points** = *I think Congress passed a law limiting the number of times a person could be president to twice because they did not want one person to run the country for too long.*

**80 points** = *They did not want one person to run the country for too long.*



## FLUENCY IN FIVE

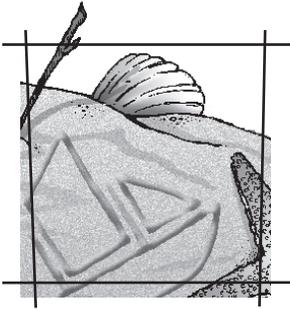
Timing Goal: 5 minutes

- 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-15.

Page 57 (paragraph 1) or 54

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



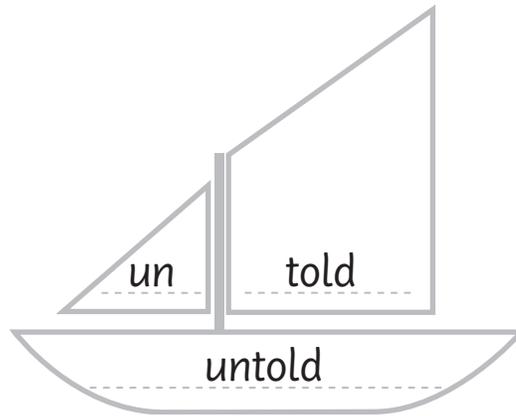
# WORD POWER TP

Timing Goal: 10 minutes



- Remind students of the Word Power skill (prefix and base word) and, if necessary, the Word Treasure clue Captain Read More uses (little sail and big sail). Have students identify the prefix they are working on in this cycle (*un-*).
- Display the sail clue, and write the word “untold” on the bottom of the boat. Point out that *untold* is a word from this cycle’s vocabulary list. Use **Team Huddle** to have students identify the base word and prefix. Use **Random Reporter** to select students to share. Write “un” on the little sail and “told” on the big sail.

Blackline master provided.



- Use the word parts to say the word, and then have students say the word with you.
- Use **Think-Pair-Share** to have students use the prefix to define the word. Randomly select a few students to share. *Not told, not said.*
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition, page S-17.

## SKILL PRACTICE

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

- |                |                       |
|----------------|-----------------------|
| 1. unhurried   | <i>un + hurried</i>   |
| 2. unsurprised | <i>un + surprised</i> |
| 3. unmatched   | <i>un + matched</i>   |
| 4. unbutton    | <i>un + button</i>    |

BUILDING MEANING			
<b>recognizes</b>	<b>consisting</b>	<b>steadfast</b>	<b>inscribed</b>
<b>symbolizes</b>	<b>untold</b>	<b>adorn</b>	<b>committee</b>

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

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

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

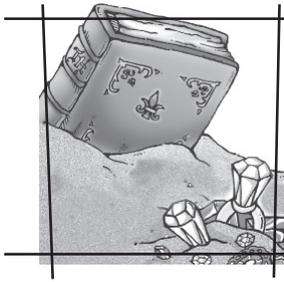
**80 points** = *The sentence uses the word correctly.*

6. Choose the word that best completes the sentence.

Every morning, Adori has a healthy breakfast consisting of oatmeal with banana slices, whole-wheat toast, and a glass of orange juice.

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

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



## 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, **clarifying**.

Vocabulary **TP**

- Have students review the vocabulary words with their partner. Ask them to use the vocabulary words in new, meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- 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: *untold* page 56, *adorn* page 57, and *committee* 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.

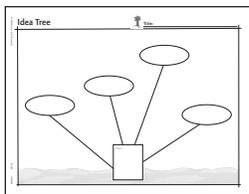
**Yesterday I added some more details about presidential monuments to my idea tree. The presidents who have monuments in Washington, D.C. all did important things. George Washington was the first president. Abraham Lincoln was president during the civil war and kept our country from splitting into two countries. Thomas Jefferson wrote the Declaration of Independence, the document that declared the country independent from England. Franklin Delano Roosevelt was the longest serving president and was president during the Great Depression and World War II. These are all important ideas that support the main idea of the presidential monuments.**

- Tell students that as you reread you will look for details about the important ideas and add them to the graphic organizer. Tell students that you will also add any important information you missed the first time you read.
- Reread pages 55 and 56 (Monumental fact! text box) aloud. Use a **Think Aloud** to model identifying the details that support the main idea from day 2. Add the supporting details to the idea tree accordingly.



**I remember that this section of the text mainly talked about war memorials, specifically the Vietnam Veterans Memorial. When I reread, I can identify more details about this memorial. This memorial was built to honor the soldiers who died during the Vietnam War. Their names are carved into a wall that is nearly 500 feet long and made from polished granite. People visit the wall to find the names of family members and friends who died in the war. They can make rubbings of those people’s names. I can add these details to my idea tree.**

Blackline master provided.



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

**Main idea:** war memorials: Vietnam Veterans Memorial (pp. 55–56)

- honors soldiers who died
  - names of soldiers etched into granite wall
  - Visitors find names and make rubbings.
- Use a **Think Aloud** to model following the steps on the Clarifying Strategy Card to clarify a word or phrase based on what you have read so far.

**Let me clarify something after rereading. I read “Since its dedication, 230**

names have been added,” in a text box on page 56. What does *dedication* mean? Let me break it down first, that might help me. I recognize an ending on this word, *-tion*. That makes the base word *dedicat* (intentionally mispronounce it by leaving off the silent *e*). I’m not sure I recognize it. Let me reread the whole text box. “The Wall was designed so the names of soldiers could be added to it at later times. Since its dedication, 230 names have been added.” So, since the wall was put up with the initial names, they’ve added 230 more names to it. *Dedicat* must have to do with when it was first made. Let me check this in the dictionary. Model using a dictionary. Oh, the base word is *dedicate*, which makes sense. The final *e* was scrubbed off when the ending *-tion* was added. And I was close. A dedication is a ceremony to mark the completion of a project, like a monument.

- Remind students that they will continue identifying main ideas and supporting details as they read *Capital Monuments: Memories in Stone* this cycle.

### Preview Team Talk

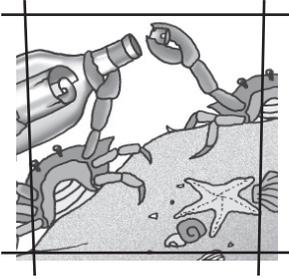
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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. Use information from your graphic organizer to write a summary of *Capital Monuments: Memories in Stone*. |SU| (Summarizing rubric)
2. Which of the following statements is a fact? |FO|
  - a. The National World War II Memorial is a grand memorial.
  - b. The National Mall is the best place for memorials.
  - c. The Vietnam Veterans Memorial is breathtaking to see.
  - d. There are national parks in every state except Delaware.
3. Pages 56 (paragraph 2)–59 (ending at paragraph 1) are mainly about war memorials. Which of the following is a detail that tells more about this main idea? |MI|
  - a. The Korean War was a successful fight for the United States.
  - b. The memorials honor soldiers and people who helped fight wars.
  - c. Some soldiers fought in the Pacific during World War II.
  - d. The United Service Organization supplied nurses for soldiers.

Tell at least two more details that support this main idea. (**Write-On**) (Team Talk 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 TIGRRS before having students reread and restate: **SR**  
pages 56 (paragraph 2)–61 aloud with partners.
- If some teams finish ahead of others, have them begin working on the following activities: **SR**

### After Reading

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

## Team Discussion **TP**

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

## Class Discussion **TP**



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



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

Answers may vary. Accept reasonable responses.

**Strategy Use Discussion**

- resolve a sticky note
- describe team strategy use

**Write-On Discussion**

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

**TEAM TALK**

1. Use information from your graphic organizer to write a summary of *Capital Monuments: Memories in Stone*. |SU| (Summarizing rubric)
  - 100 points** = *Restates the main ideas and gives important details that support them.*
  - 90 points** = *Restates the main ideas.*
  - 80 points** = *Restates some important ideas but includes less important details.*
2. Which of the following statements is a fact? |FO|
  - a. The National World War II Memorial is a grand memorial.
  - b. The National Mall is the best place for memorials.
  - c. The Vietnam Veterans Memorial is breathtaking to see.
  - d. *There are national parks in every state except Delaware.*
3. Pages 56 (paragraph 2)–59 (ending at paragraph 1) are mainly about war memorials. Which of the following is a detail that tells more about this main idea? |MI|
  - a. The Korean War was a successful fight for the United States.
  - b. *The memorials honor soldiers and people who helped fight wars.*
  - c. Some soldiers fought in the Pacific during World War II.
  - d. The United Service Organization supplied nurses for soldiers.

Tell at least two more details that support this main idea. (**Write-On**) (Team Talk rubric)

**100 points** = *One detail that supports this main idea is that the National World War II Memorial honors many people. It honors the soldiers who fought in the war and the people who helped in the war effort too. Thousands of people gathered materials to send to soldiers. Another detail that supports the main idea is that the Korean War Memorial has statues that show different soldiers in the war. Etchings on a wall show the images of soldiers and the equipment they used to fight in Korea.*

**90 points** = *One detail that supports this main idea is that the National World War II Memorial honors many people. Another detail that supports the main idea is that the Korean War Memorial has statues that show different soldiers in the war.*

**80 points** = *The National World War II Memorial honors many people. The Korean War Memorial has statues that show different soldiers.*

**Team Talk Discussion**

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

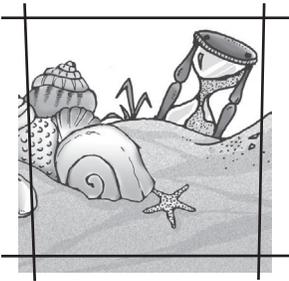
**TEAM TALK EXTENSION**

4. Why might one president call for a memorial and a different president dedicate it? |CE| (Team Talk rubric)

**100 points** = *One president might call for a memorial and a different president dedicate it because the memorial took so long to build. A person can only be president for two terms. If the memorial is not finished in eight years, then the next president will have to dedicate the finished memorial.*

**90 points** = *One president might call for a memorial and a different president dedicate it because the memorial took so long to build*

**80 points** = *The memorial took so long to build.*

**FLUENCY IN FIVE**

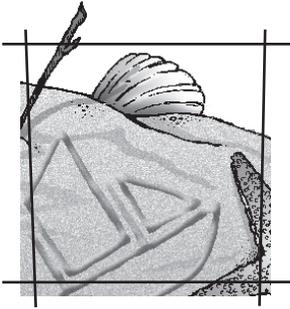
Timing Goal: 5 minutes

- 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-15.

**Page 57 (paragraph 1), 54, or 58 (paragraph 1)**

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



# WORD POWER **TP**

Timing Goal: 10 minutes



**Preparation:** Display the Word Power Challenge.

- Remind students of the Word Power skill (prefix and base word).
- Use **Think-Pair-Share** to have students identify what the prefix *un-* at the beginning of a word often means. Randomly select a few students to share. *Not.*
- Display the Word Power Challenge. Tell students that they will work in teams to read the sentences, concentrating on the underlined words.

## Word Power Challenge

Terrence had to wait for the water fountain to be unoccupied before he could get a drink of water.

Lana is unconvinced that Bigfoot exists, since no one has ever caught him or found real proof that he exists.



- Use **Random Reporter** to select students to read each underlined word aloud and give the prefix and base word. *Unoccupied: un + occupied, unconvinced: un + convinced.*
- Point out, if needed, that these words also have endings.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition, page S-18.

## SKILL PRACTICE

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

1. unspoiled      *un + spoiled*
2. unclean        *un + clean*
3. unbeatable    *un + beatable*
4. unobserved    *un + observed*

BUILDING MEANING			
<b>recognizes</b>	<b>consisting</b>	<b>steadfast</b>	<b>inscribed</b>
<b>symbolizes</b>	<b>untold</b>	<b>adorn</b>	<b>committee</b>

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

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

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

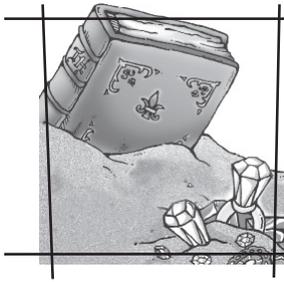
**80 points** = *The sentence uses the word correctly.*

6. Choose the word that best completes the sentence.

The bald eagle symbolizes our country's strength and courage in all things.

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

TEAM CELEBRATION POINTS	
<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"> <li>• How many points did you earn today?</li> <li>• How well did you use the team cooperation goal and behavior?</li> <li>• What did you do to work toward your achievement goal?</li> </ul>



## 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 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 Mount Rushmore. You read about monuments made to honor the presidents in Washington, D.C. this cycle. Now you will read about a presidential monument in South Dakota.**

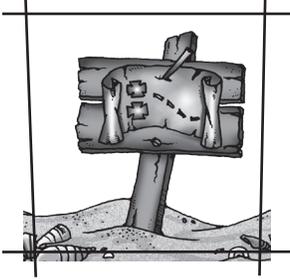
### Vocabulary **TP**

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

### Prepare Students for the Test

- Distribute the test, and preview it with students without providing information about the answers. Point out that question #2 asks about main ideas and supporting details.

- Ask students to underline key words or phrases in question #2.
- Make sure students understand that the test is independent work and that they should continue to use their strategies with sticky notes as they read without their partners' assistance.
- Tell students to add any relevant ideas from this reading to their graphic organizers and to do so without assistance.
- Remind students that they have 40 minutes for the test.

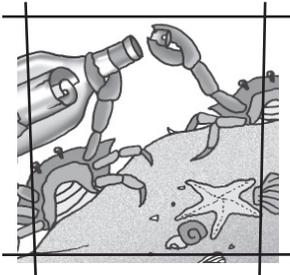


## TEST

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

- 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.

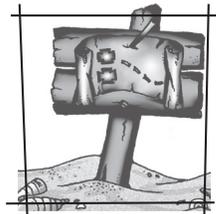


- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.
- Use information from student tests to plan modeling and/or Think Alouds for the next lesson that will build upon the skills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

Mount Rushmore is one of the most famous monuments in the world. It honors George Washington, Thomas Jefferson, Abraham Lincoln, and Theodore Roosevelt. It was carved out of a mountain in South Dakota. It took fourteen years and hundreds of workers to sculpt the faces of four presidents.

People were paid eight dollars a day to carve Mount Rushmore. Workers climbed stairs to the top of the mountain. Then they were lowered on swings to work on the faces. They used dynamite to blow up most of the rock. When they were inches from the carving surface, the workers used drills. They shaped the rock into the faces we see today. Even though it was dangerous, no one fell or died while working on the project. Most were proud to help build a memorial.

Source: [www.nps.gov/moru/historyculture/mount-rushmore-national-memorial.htm](http://www.nps.gov/moru/historyculture/mount-rushmore-national-memorial.htm)

## Comprehension Questions

Answers may vary. Accept reasonable responses.

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

**30 points**

1. What is the topic of this text? | MI • AP | (Team Talk rubric)
  - a. sculptors
  - b. South Dakota
  - c. dynamite
  - d. *Mount Rushmore*

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

**30 points** = *The intent of the author is to inform the reader about a memorial. I know because the text tells me many facts about Mount Rushmore. This is a memorial to presidents Washington, Jefferson, Lincoln, and Roosevelt. I learned where Mount Rushmore is located. I learned how the memorial was built by workers. I learned how long it took to carve Mount Rushmore.*

**25 points** = *The intent of the author is to inform the reader about a memorial. I know because the text tells me many facts about Mount Rushmore.*

**20 points** = *Inform the reader about a memorial.*

30 points

2. What details support the idea of carving Mount Rushmore? (**Write-On**) |MI| (Team Talk rubric)

**30 points** = *One detail that supports the idea of carving Mount Rushmore is that hundreds of people worked on the monument. Workers were paid eight dollars a day to work on the memorial. Another detail is that workers had to climb stairs to the top of the mountain. Then they were lowered on swings to work on the faces. They used dynamite to blast away rock before using drills to make the faces. No one fell or died while making the memorial.*

**25 points** = *One detail that supports the idea of carving Mount Rushmore is that hundreds of people worked on the monument. Another detail is that workers had to climb stairs to the top of the mountain.*

**20 points** = *Hundreds of people worked on the monument. Workers had to climb stairs to the top of the mountain.*

30 points

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

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

**25 points** = *Restates the main ideas.*

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

### Word Power

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

5 points each

### Skill Questions

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

1. undecided                      *un + decided*

2. unknown                        *un + known*

3. unnoticed                      *un + noticed*

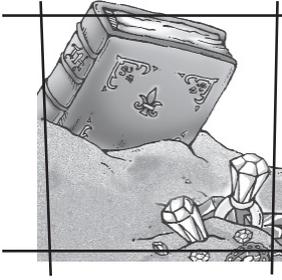
4. unstoppable                    *un + stoppable*

10 points each

**Building Meaning**

recognizes	consisting	steadfast	inscribed
symbolizes	untold	adorn	committee

5. Write a meaningful sentence for the word *untold*.  
**10 points** = *Uses the word correctly, and includes details to create a mind movie.*  
**5 points** = *Uses the word correctly, and includes one detail in the sentence.*  
**1 point** = *Uses the word correctly.*
  
6. My dog recognizes the sound of my bus as it comes down the street, and he always barks happily when it arrives.
  
7. Pictures of pumpkins and scarecrows adorn the walls of my school every year in the fall. *Adorn* means—
  - a. destroy.
  - b. hide.
  - c. walk.
  - d. decorate.
  
8. Helena always thought of her grandma when she read the note inscribed on the inside of her special locket.
  
9. When they became lost in the woods, Will was thankful that Carl remained steadfast in his desire to stay where they were instead of wandering deeper into the forest. *Steadfast* means—
  - a. unmoving.
  - b. fearful.
  - c. panicky.
  - d. adventurous.
  
10. Our class formed a committee to plan decorations for the end of the school year party.
  
11. In most stories, a wolf symbolizes evil and trickery, and other characters should fear the wolf. *Symbolizes* means—
  - a. reveals.
  - b. stands for.
  - c. takes away.
  - d. solves.
  
12. I play on a soccer team consisting of children from my school and kids in other neighborhoods.



## DAY 6

## ACTIVE INSTRUCTION

Timing Goal: 5 minutes

Two-Minute Edit **TP**

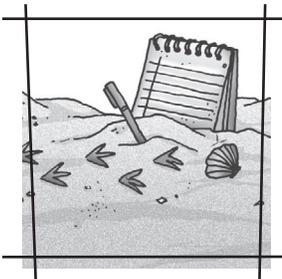
- Display and have students complete the Two-Minute Edit to start the class.
- Identify a frequently occurring grammatical or mechanical problem from the students' writing.
- Prepare a sentence that illustrates the problem (with no more than four errors).
- Display the sentence, and indicate the number 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 tells about an important or famous person you believe deserves a monument. This cycle, you learned about the monuments in Washington, D.C. Some of the monuments are for specific people, while others honor people involved in important events. You will share your paragraph with your classmates.**



- 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-19.

WRITING PROMPT	
Write a descriptive paragraph that describes someone you believe deserves a monument. This person can be someone important to you or someone who is famous or a celebrity. They can be living or from the past. Provide four reasons you believe this person deserves a monument. Provide at least two details about what you think the monument would look like and where it would be located.	

Student Edition Writing Guide contains no point values.

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

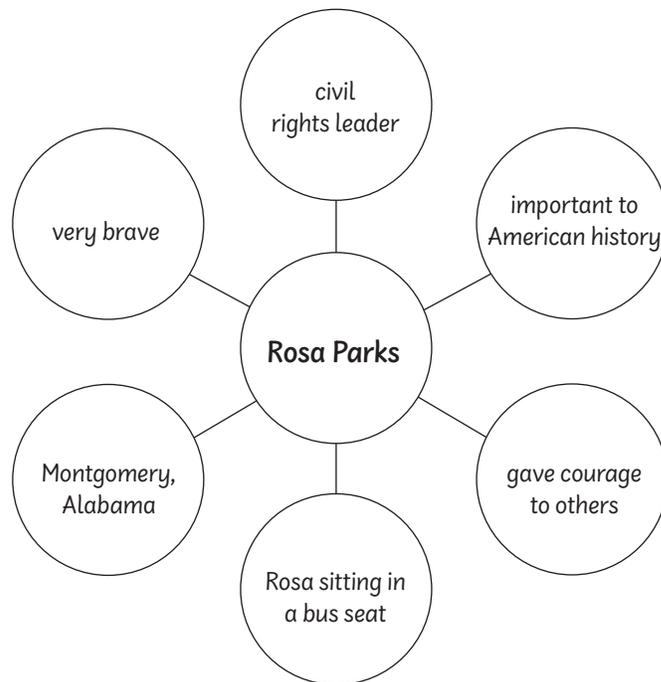
- Remind students of the importance of planning their writing before they actually begin to write. Introduce the graphic organizer—the type of organizer and how it is used.

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

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

- Tell students to help their partners determine if information in their descriptive paragraphs is directly related to the topic and purpose.

**It is important for you to stay on topic and purpose as you write. If you stray from the topic, it can make your paragraph less clear to readers. Your paragraphs have a main idea, and the information you write in your paragraphs should support that main idea. You can help your partners identify where they may have included information that is not important to the main idea.**

- Display the following excerpt. Ask a volunteer to read the excerpt aloud to the class.

Blackline master provided.

I believe Rosa Parks should have a monument dedicated to her. She was a civil rights leader who worked hard to provide equal rights to black people in the South. She was a brave woman who inspired one of the most effective protests in history. Rosa even went to jail for her actions. She stood up to oppression by white people. In many parts of the South, black people had to sit in the back of the bus. If the bus was crowded and a white person needed a seat, a black person was supposed to give his or her seat up to the white person. Sometimes black people had to pay their fare, walk off the bus, and board it from the back. Rosa's bravery led to the Montgomery bus boycott and a big change in civil rights policies in the South. Her actions are important to history and are taught to students all over the United States.



- Use **Think-Pair-Share** to have students identify the main idea of the excerpt. Rosa Parks should have a monument.
- Use **Team Huddle** to have students identify information that is important to the main idea, and information that is not important. Use **Random Reporter** to select students to share.

**The main idea of this excerpt is a Rosa Parks monument. The supporting details should tell us why she should have a monument. Which details tell us this?** *Rosa Parks was a civil rights leader. She was brave and stood up for what she believed was right. She is important to the history of the United States. Great! These are all good reasons to think Rosa Parks deserves a monument. Is there information that does not support this?* *Yes. There is information about what it was like for black people who needed to ride the buses in the South. Yes. What should the author of this paragraph do with this information and why?* *The author should remove this information. It is really not important to the main idea about why Rosa Parks deserves a monument. It provides details about something Rosa Parks experienced and fought against, but Rosa Parks is really the topic of the paragraph. Great work!*

- Tell students to help their partners edit information that does not directly relate to the main idea of their paragraphs.
- Ask one or two students to share how they might revise their own work based on their partners' feedback. Then tell the class to make changes as suggested to their own drafts. Monitor students as they work, giving specific feedback to reinforce and assist as needed.

### Editing

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

### Class Discussion **TP**

- Randomly select a writing project from one or two teams' piles without revealing their authors. Display a writing project, and read it aloud.

- Refer students to the writing guide and the writing objective.
- Using the writing guide, discuss and evaluate the selected writing project(s) with the class. For example, ask:
  - Does the writer introduce the topic/story clearly?
  - Does the writer include details to help readers understand the information/story?
  - Does the writer end with a closing statement/solve the story problem?
  - Does the writer use language and details to help readers make a mind movie?

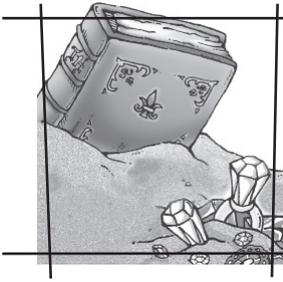


- Use **Random Reporter** to select a few students to share responses.
- Award points to teams whose writing projects meet the criteria. Record these points on the team poster.

### TEAM CELEBRATION POINTS

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

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



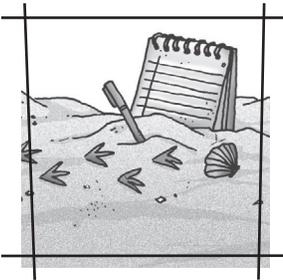
## DAY 7

## ACTIVE INSTRUCTION

Timing Goal: 5 minutes

Two-Minute Edit **TP**

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

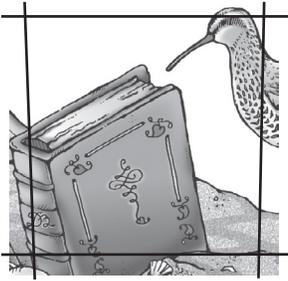


## ADVENTURES IN WRITING

Timing Goal: 25 minutes

## Rewriting

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



# BOOK CLUB

Timing Goal: 40 minutes

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

## Team Discussion

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

### READ AND RESPOND QUESTIONS

- Is your book literature or informational? Summarize what you read.
- Why did you choose this book? How did it make you feel while reading it?
- What is something you liked about the book? Would you recommend it to others?

- As you visit teams, take this opportunity to check students' homework for completion (Read and Respond forms). Enter the information on your teacher cycle record form.

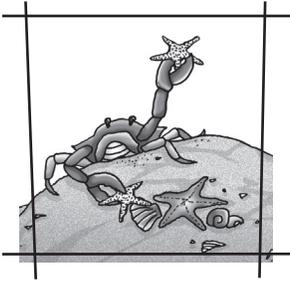
## Class Discussion



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

## Book Presentation

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



# SUCCESS REVIEW AND KEEPING SCORE

Timing Goal: 20 minutes

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

## Success Review and Keeping Score

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

## Team Cooperation Goal

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

### TEAM CELEBRATION POINTS

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

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



**Topic**

Look for clues to predict the topic, or big idea:

- title, headings, and subheadings;
- pictures, diagrams, and captions; and
- words in bold.

Think about what you already know about this topic.

**Intent**

Why did the author write the text? Does the author want to:

- inform: teach facts about the topic;
- compare: look at how two or more things are the same or different;
- persuade: convince readers to think, feel, or do something.
- instruct: teach the directions or steps to do something.

**Use TIGRRS to help you read and understand informational text!**

**Graphic Organizer**

Choose a graphic organizer that will help you take notes about the text:

- idea tree: the text has a lot of main ideas and details;
- sequence chain: there are a lot of events you can put in order;
- T-chart: you are looking for causes and effects or problems and solutions;
- Venn diagram: you can compare and contrast information.

**Read**

As you read with your partner, look for main ideas to add to your graphic organizers.

**Reread**

As you reread with your partner:

- look for ideas that you may have missed to add to your graphic organizers;
- add supporting details to your organizers.

**Summarize**

Look at your graphic organizer and write a summary about what you read.



# Main Idea and Supporting Details

**MAIN IDEA:** The most important idea about a topic. The BIG idea.

**Tips to finding the main idea:**

- Read the title.
- Read the subheadings.
- Look at the first or last sentence.
- Ask yourself, "What is the text about?"

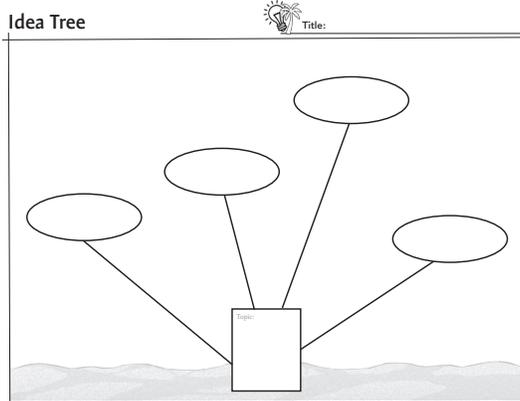
**SUPPORTING DETAILS:** The information that supports the big idea and topic.

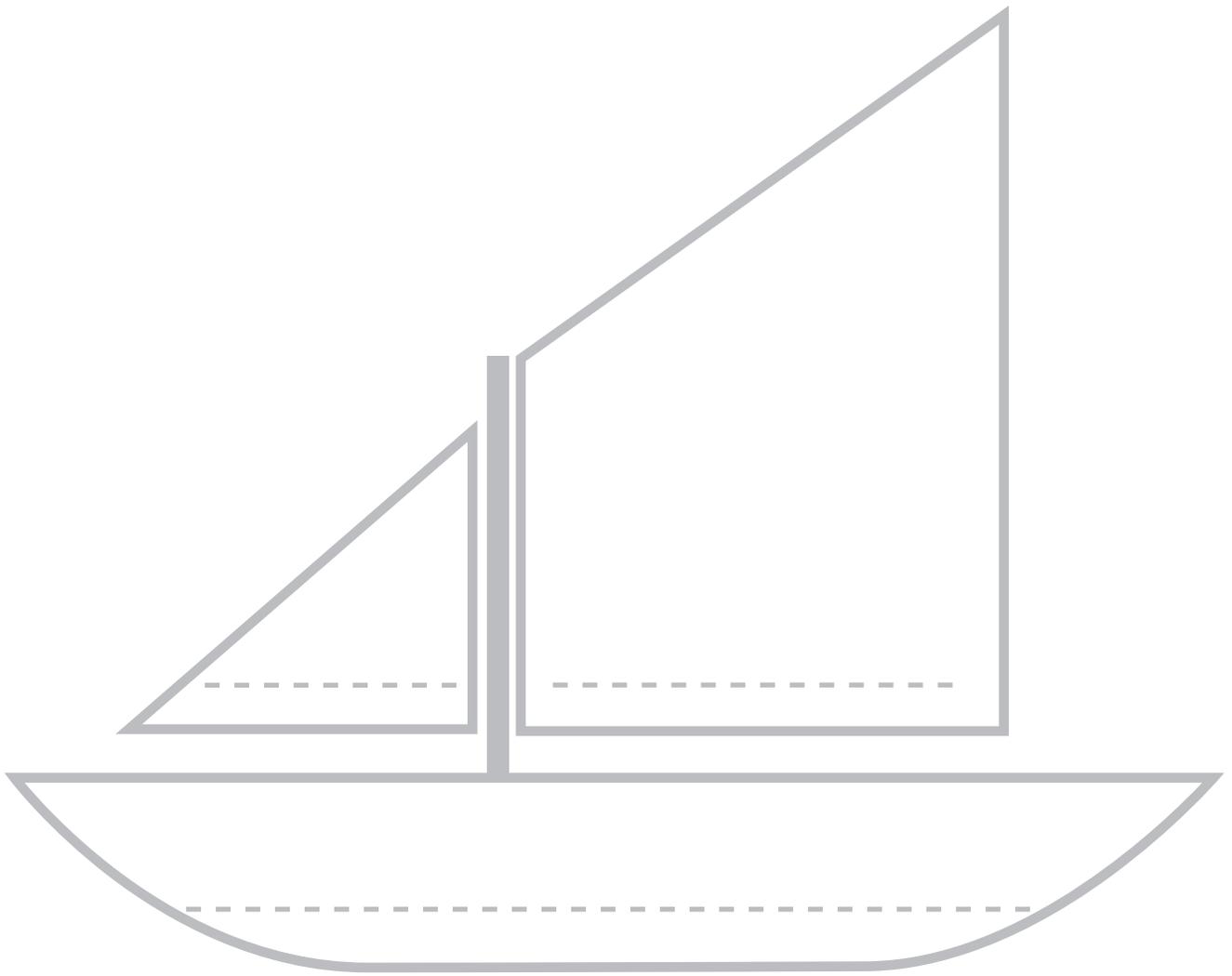
**They tell...**

- who
- what
- where
- when
- why
- how

**They include...**

- facts
- examples
- steps
- definitions
- reasons
- descriptions



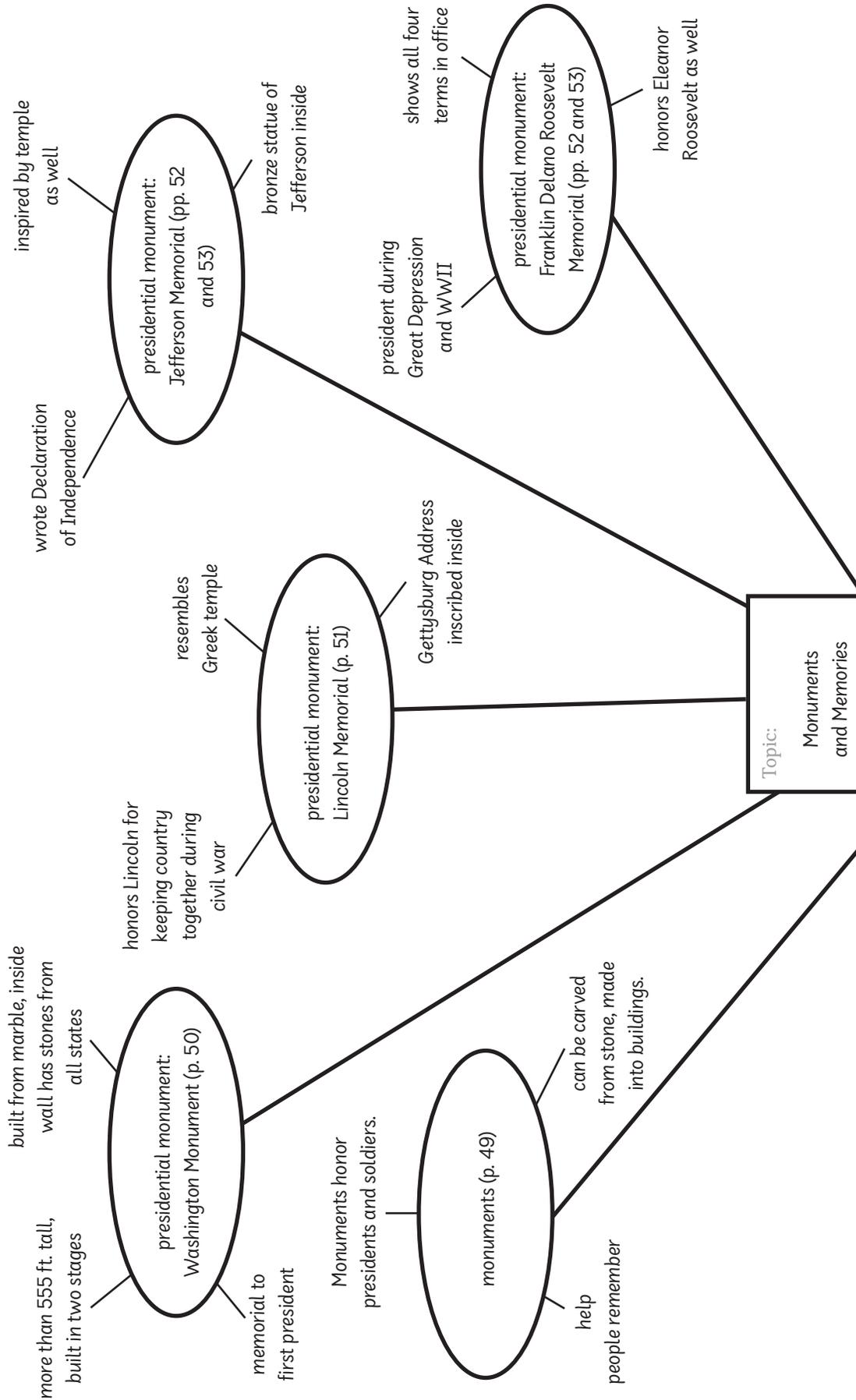


I believe Rosa Parks should have a monument dedicated to her. She was a civil rights leader who worked hard to provide equal rights to black people in the South. She was a brave woman who inspired one of the most effective protests in history. Rosa even went to jail for her actions. She stood up to oppression by white people. In many parts of the South, black people had to sit in the back of the bus. If the bus was crowded and a white person needed a seat, a black person was supposed to give his or her seat up to the white person. Sometimes black people had to pay their fare, walk off the bus, and board it from the back. Rosa's bravery led to the Montgomery bus boycott and a big change in civil rights policies in the South. Her actions are important to history and are taught to students all over the United States.



Title: Capital Monuments: Memories in Stone

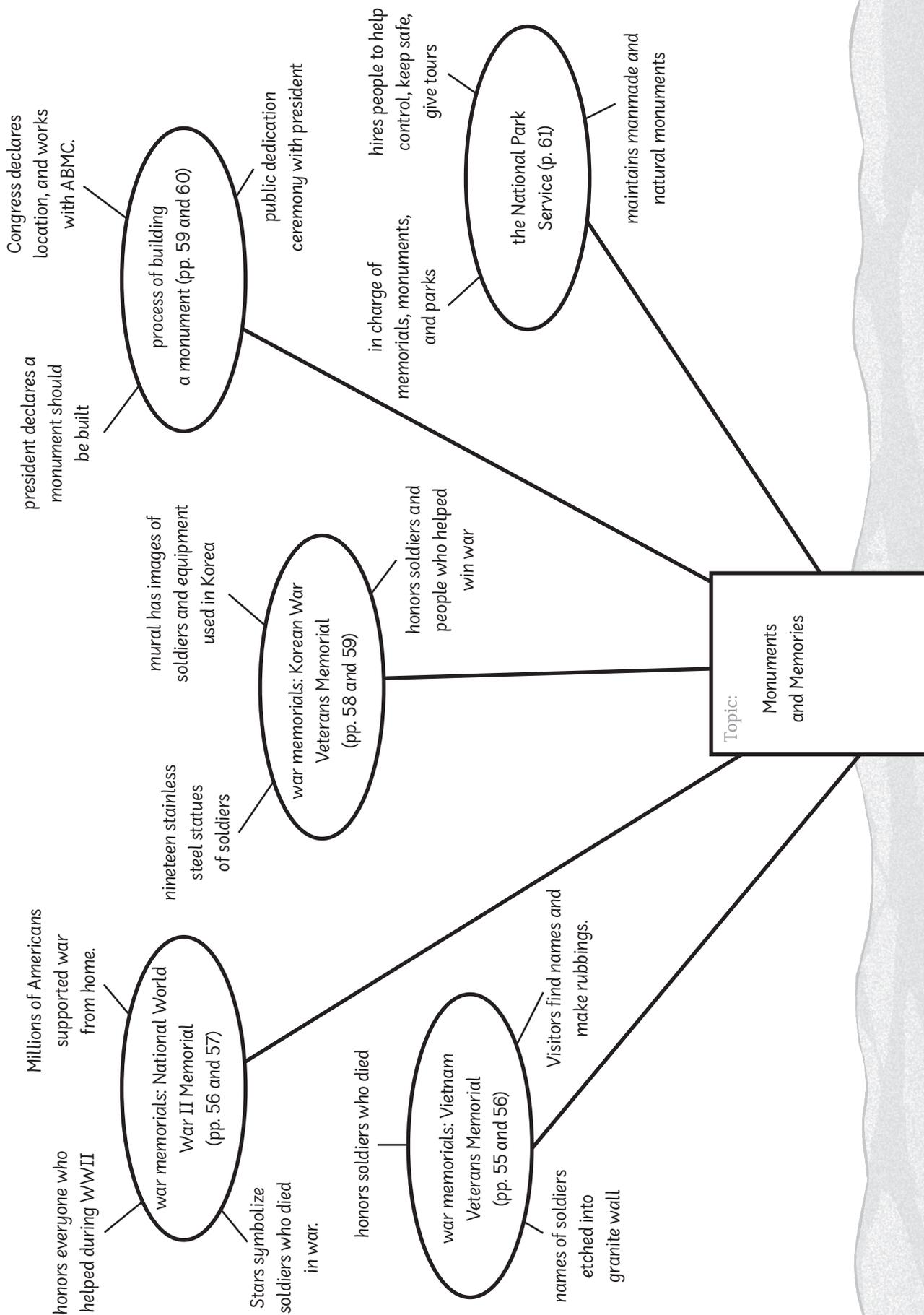
# Idea Tree





Title: Capital Monuments: Memories in Stone (cont.)

# Idea Tree



## College and Career Readiness Standards

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

### LEVEL 4 / *Capital Monuments: Memories in Stone*

#### **Reading:** *Informational Text*

##### **Key Ideas and Details**

Determine the main idea of a text and explain how it is supported by key details; summarize 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 opinion pieces on topics or texts, supporting a point of view with reasons and information.

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## INFORMATIONAL (7 DAY)

# A Trip Around the World of Musical Instruments

Written by Tanya Jackson

*The Savvy Reader—Clarifying, A Collection of Readings*, pages 63–82

Success for All Foundation, 2011

## Summary

You may be familiar with the musical instruments played in the United States, but have you ever heard of bombos, bodhrans, or taikos? Take a journey across the world and learn about several foreign instruments played in faraway countries.

## Instructional Objectives

	READING	WORD POWER	WRITING
CYCLE 1	<b>Clarifying (CL)</b> Students will clarify words in an informational text. They will use several strategies, such as rereading, reading on, and thinking about the big topic, to figure out words they do not know.	<b>Dictionary skills</b> Students will use dictionary entries to increase their understanding of words.	<b>Write an essay.</b> Students will write short, two paragraph compare and contrast essays about two instruments from this cycle's reading.
	<b>Clarifying (CL)</b> Students will clarify confusing ideas in sentences and larger sections of an informational text. They will use text features to help them figure out unfamiliar ideas.	<b>Synonyms</b> Students will use synonyms to improve their understanding of words.	<b>Write a glossary.</b> Students will write glossary entries that define words they identify as difficult or important to the text.

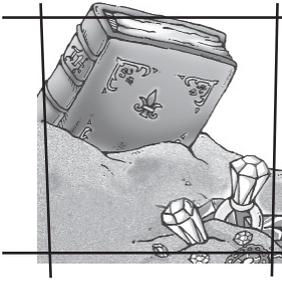


# Cycle 1

## Instructional Objectives

	READING	WORD POWER	WRITING
<b>CYCLE 1</b>	<b>Clarifying (CL)</b>	<b>Dictionary skills</b>	<b>Write an essay.</b>
	Students will clarify words in an informational text. They will use several strategies, such as rereading, reading on, and thinking about the big topic, to figure out words they do not know.	Students will use dictionary entries to increase their understanding of words.	Students will write short, two paragraph compare and contrast essays about two instruments from this cycle's reading.





## 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 musical instrument do you play, or would you like to play? 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 begin reading *A Trip Around the World of Musical Instruments* by Tanya Jackson. As we read, we'll clarify words we don't understand. We already know some clarifying strategies. We'll also learn a new strategy for clarifying words in informational texts. Good readers clarify as they read informational texts to make sure they understand what the author wants them to learn.**

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



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

**When I read, I use TIGRRS to make sure that I understand all the important**

**information an author has to share with me. The first step of TIGRRS is to tell the topic of the text. The title of this book tells me I am probably going to read about different kinds of musical instruments from around the world. When I page through the text, I see pictures of many different instruments, such as drums, guitar like instruments, and flutes. I think different instruments from around the world is the topic of this text.**

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tps

- Use the items below to build or activate background knowledge about the text.
  - Use **Team Huddle** to have students discuss the instruments they have seen people play or have played themselves. Use **Random Reporter** to select students to share the different instruments they discussed.
  - Use **Think-Pair-Share** to have students discuss whether everyone in the world plays the same instruments they are used to seeing in American bands and music groups. Have students think about why other countries may have different instruments. Randomly select a few students to share.
  - Share a few interesting or important facts about instruments with students. For example, many musical instruments that we commonly see made from metal today were originally made from wood long ago. Instruments from one part of the world were often brought to other parts of the world by travelers, where the new culture shaped the instruments into something slightly different.
- Tell students the next step of TIGRRS. Use a **Think Aloud** to model identifying the intent of the author.

**The next step of TIGRRS is to identify the intent of the author, or the reason why the author wrote the book. When I looked through the pages of *A Trip Around the World of Musical Instruments*, I saw pictures of different instruments and a lot of information about each one. I think the author's intent is to inform readers about different instruments from around the world.**

- 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.

**The third step of TIGRRS is to choose which organizer we should use to record the important ideas we hear in the text. Let me take a look at the text to see if I can find any clues. I see the text is divided into sections. Sections are usually groups of similar main ideas. It looks like each section is about one big idea. The pictures and other text features on the pages give additional details about these ideas. I think the best organizer to use is an idea tree. Display an idea tree. The topic of the text is the first thing I should record on the idea tree in the section called "Topic." I know I will write main ideas in the circles at the end of the longer branches. I will then write supporting details next to the lines coming out of the circles.**

- 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	
<b>SAY</b>	Say the word.	<b>AGREE</b>	Agree if your partner is correct.
<b>TELL</b>	Tell what it means.		
<b>USE</b>	Use it in a sentence.		
		<b>ADD</b>	Add ideas to help your partner.



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

### Finding Your Words

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

Vocabulary Vault
<ul style="list-style-type: none"> <li>• Listen for your vocabulary words.</li> <li>• Write down the word and the sentence you read or heard it in.</li> <li>• Put the voucher in the Vocabulary Vault in class.</li> <li>• Successfully explain the word to earn team celebration points.</li> <li>• Write the word on your team score sheet.</li> </ul>

Student Edition, page S-21.

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

WORD AND PAGE NUMBER	IDENTIFICATION STRATEGY	DEFINITION	SENTENCE
<b>means</b> page 66	blend	method, way of doing something	The telephone is an important <i>means</i> of communication.
<b>produces</b> page 66	base word + ending: produce + s	makes	The factory <i>produces</i> lunch boxes and then sends them to the store to be sold.
<b>originally</b> page 68	base word + ending: original + ly	at first	<i>Originally</i> , I thought I wanted to be a ballerina, but now I want to be an astronaut.
<b>slightly</b> page 68	base word + ending: slight + ly	just a bit	Joe is just <i>slightly</i> older than Matt, and it's hard to tell by looking at them.
<b>bundles</b> page 71	base word + ending: bundle + s	packages	Vickie made little <i>bundles</i> of candy to hand out to her friends as thank-you gifts.
<b>fascinating</b> page 72	base word + ending: fascinat(e) + ing	very interesting	Alexia didn't want to go to bed right away because she found the show about the universe <i>fascinating</i> .
<b>steady</b> page 72	chunk: stead-y	even	The rabbit ran quickly and then slowed down, but the tortoise kept walking at a <i>steady</i> speed.
<b>pace</b> page 72	blend	speed	Morgan walks so fast that it's hard for me to keep up with her <i>pace</i> .

### Using the Targeted Strategy

Introduction and Definition

- Introduce clarifying words in informational texts by using **Think-Pair-Share** to have students explain what it means to clarify. Randomly select a few students to share. *To clarify means to stop and try to figure out something you do not understand.*

- Have students work in **Team Huddle** to identify ways they can try to clarify words they do not understand when they read stories. Use **Random Reporter** to share responses. *They can reread, read on, sound it out, think about it, use context clues, use picture clues, or ask someone for help.* Write their responses on the board.
- Point out that these strategies will also help them clarify words they do not understand when they read informational texts.
- Tell students that one of the strategies they identified (think about it) can be very helpful when trying to clarify words in informational texts. Remind students that informational texts have a big topic. Explain that thinking about the big topic can help them figure out unfamiliar words.

**One of the strategies in our list is to think about what we read. This strategy can be very helpful when we try to clarify words in informational texts. We know that informational texts each have a big topic that the whole book is about. Keeping the big topic in mind can help us figure out words we don't know as we read informational texts.**

- Display the following passage. Tell students that this is a section from a book about guitars.

Blackline master provided.

Most guitars have the same basic parts. They have wooden bodies. They have strings. They have frets. The frets are on the neck of the guitar. They allow the guitar player to shorten the strings. That's how different sounds are made.

- Read the passage aloud, showing confusion about the word *frets*. Use a **Think Aloud** to model using the big topic to help you clarify the word.
 

**“They have frets.” *Frets?* That word doesn't make sense to me. I know that when someone frets, that means they're worried about something. How can a guitar have things to worry about? I need to clarify this word. Let me think about what this text is about. I know the big topic is guitars. I know that guitars have wooden bodies and strings. These are all parts of a guitar. I guess a fret must also be a part of a guitar. I thought about the big topic to help me clarify a word I didn't know. Perhaps when I read on, I'll learn more about the frets of a guitar.**
- Remind students that as a part of the TIGRRS process they survey the text to find the big topic.
- Tell students that as they read *A Trip Around the World of Musical Instruments* this cycle, they will practice using several strategies to clarify words they do not know, including thinking about the big topic.
- Award team celebration points for good discussions that demonstrate effective teamwork.

## Listening Comprehension

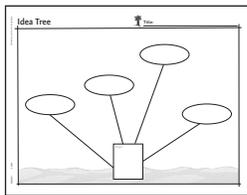
- Introduce the text, and remind students that it is informational. Remind them you will use the TIGRRS process as you read.

- 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 65 (paragraphs 1 and 2) aloud. Model thinking about the big topic of the text to help you clarify the word *taiko*.

**“Have you heard of a taiko drum”? Taiko? I don’t know that word. The text tells me how it’s pronounced, but I still don’t know it. Let me think about the big topic. The topic of the book is musical instruments from around the world. So the taiko must be a drum from somewhere else in the world. Maybe if I read on, I’ll learn more about the taiko drum. Thinking about the big topic helped me clarify a word I didn’t understand.**

- Finish reading page 65 of the text aloud, stopping to ask questions, clarify confusing words or ideas, or focus students’ attention as necessary.
- Display a sample idea tree. Model adding a key point from the Listening Comprehension selection to the graphic organizer.

Blackline master provided.



**Topic:** musical instruments from around the world (p. 65)

- Remind students that they will continue clarifying as they read *A Trip Around the World of Musical Instruments* this cycle.

### Preview Team Talk

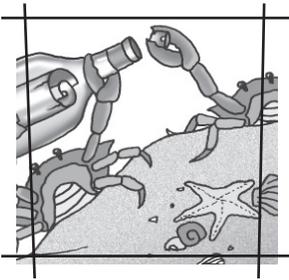
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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-22.

**TEAM TALK**

1. What word, phrase, or passage did you clarify? How did you clarify it? |CL|  
(Strategy Use rubric)
2. How are all the drums in this section similar? |CC|
  - a. They are all double headed.
  - b. They are all played with mallets.
  - c. They are all from Africa.
  - d. They are all high pitched.
3. Which of the following means about the same as the word hide on page 66? |CL|
  - a. cover
  - b. skin
  - c. shelter
  - d. top

How did you figure that out? **(Write-On)** (Team Talk rubric)

**TEAMWORK**

Timing Goal: 50 minutes

**Partner Reading TP**

Students read and restate aloud.

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

pages 66–69 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. What word, phrase, or passage did you clarify? How did you clarify it? |CL| (Strategy Use rubric)

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

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

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

2. How are all the drums in this section similar? |CC|

- a. They are all double headed.
- b. They are all played with mallets.
- c. *They are all from Africa.*
- d. They are all high pitched.

3. Which of the following means about the same as the word *hide* on page 66? |CL|

- a. cover
- b. *skin*
- c. shelter
- d. top

How did you figure that out? (**Write-On**) (Team Talk rubric)

**100 points** = *I figured this out by rereading the sentence. When the word hide appears on the page, it also appears with the word goat. A hide must come from a goat. Goats have skin, just like me. I also know that the part of a drum you hit is called the skin. The text says players hit the goat hide, so hide must mean skin.*

**90 points** = *I figured this out by rereading the sentence.*

**80 points** = *I reread.*

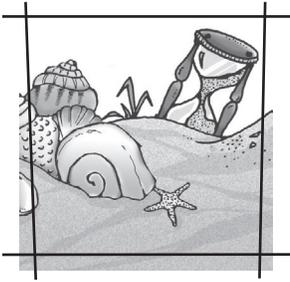
### TEAM TALK EXTENSION

4. How does the text box on page 68 help you learn more about bongos? |TF| (Team Talk rubric)

**100 points** = *The text box on page 68 helps me learn more about bongos by providing me with more information. It tells me bongos were used in religious ceremonies just like djembes.*

**90 points** = *The text box on page 68 helps me learn more about bongos by providing me with more information.*

**80 points** = *It provides me with more information.*



# 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.

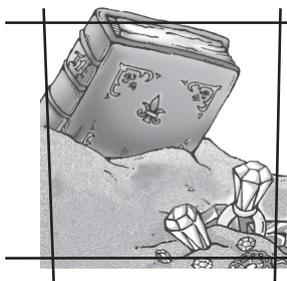
## Page 66 (paragraphs 1 and 2)

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

## TEAM CELEBRATION POINTS

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, **clarifying**.

Vocabulary **TP**

- Have students review the vocabulary words with their partner. Ask them to use the vocabulary words in new, meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Use **Random Reporter** to check for understanding. Review any words and/or definitions that students need additional support in understanding.
  - Focus on words that appear in the reading for the day if applicable: *bundles* page 71, *fascinating* page 72, *steady* page 72, and *pace* page 72.



- 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 several African drums. We read about djembes, dununs, bongos, and bougarabous. These drums come in all different sizes and sounds and are popular with drum circles.**

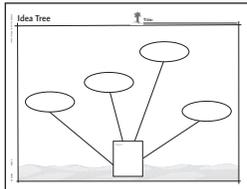


- Tell students that you will continue to record important ideas on the graphic organizer.
- Read page 70 aloud, stopping at the word *tones*. Use a **Think Aloud** to model thinking about the big picture to clarify the word tones.

**“This picking makes the tones.” Wait a minute, *tones*? I’m not sure what this word means. Let me think about the big topic. OK, the big topic is instruments from around the world. This is about a different instrument than we have read about so far. It’s a stringed instrument. The way the text describes it, it sounds a little like a guitar. You pluck strings to make the tones. I know that when you strum the strings on a guitar, it makes sounds. The tones you get when you pluck the sitar strings must be sounds too. Thinking about the big topic helped me clarify this word.**

- Continue reading page 70 aloud, stopping to clarify words or ideas, ask questions, make points, or focus students’ attention as needed.
- Display a sample idea tree. Model adding a key point from the Listening Comprehension selection to the graphic organizer.

Blackline master provided.



**Main idea:** Asian instruments: sitars (p. 70)

- Remind students that they will continue clarifying as they read *A Trip Around the World of Musical Instruments* this cycle.

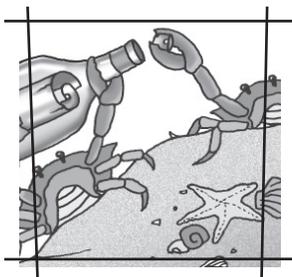
## Preview Team Talk

- 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-22.

**TEAM TALK**

1. What word, phrase, or passage did you clarify? How did you clarify it? |CL| (Strategy Use rubric)
2. How do the bundles of plant fibers and black circles on the drums affect the sound tablas make? |CE|
  - a. makes them sound dull
  - b. ruins their sound
  - c. gives them a special sound
  - d. sounds just like bongos
3. Which of the following means about the same as the word *sling* on page 72? |CL|
  - a. throw
  - b. move
  - c. jump
  - d. drop

How did you figure this out? (**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 71–73 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. What word, phrase, or passage did you clarify? How did you clarify it? |CL|  
(Strategy Use rubric)  
**100 points** = *Uses a sticky note, tells what strategy was used to discuss it, and explains how the strategy helped to understand the text.*  
**90 points** = *Uses a sticky note and tells what strategy was used to discuss it.*  
**80 points** = *Uses a sticky note to mark a thought.*
2. How do the bundles of plant fibers and black circles on the drums affect the sound tablas make? |CE|
  - a. makes them sound dull
  - b. ruins their sound
  - c. *gives them a special sound*
  - d. sounds just like bongos

**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. Which of the following means about the same as the word *sling* on page 72? |CL|
- throw*
  - move*
  - jump*
  - drop*

How did you figure this out? **(Write-On)** (Team Talk rubric)

**100 points** = *I figured this out by rereading the passage. I learned that the shime has a strap that helps you carry the drum while you play it. When you sling that strap over your shoulder, you probably throw it there. I also know a sling is something you use to throw something, so sling must mean throw.*

**90 points** = *I figured this out by rereading the passage.*

**80 points** = *I reread.*

**TEAM TALK EXTENSION**

4. How do modern shamisen players perform differently than traditional shamisen players? |CC| (Team Talk rubric)

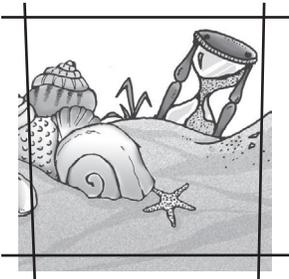
**100 points** = *Modern shamisen players perform differently than traditional shamisen players because they play the shamisen the same way many people play guitar. They dance around as they play. Traditional shamisen players sit still and keep their face expressionless while playing.*

**90 points** = *Modern shamisen players perform differently than traditional shamisen players because they play the shamisen the same way many people play guitar.*

**80 points** = *They play the shamisen the same way many people play guitar.*

**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.

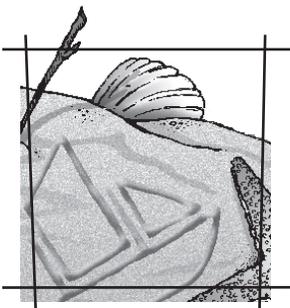
**Not ready yet?** Practice reading the same passage again with your partner. Ask your teacher to hear you read when you are ready.

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

Student Edition, page S-21.

**Page 71 (paragraphs 3 and 4)**

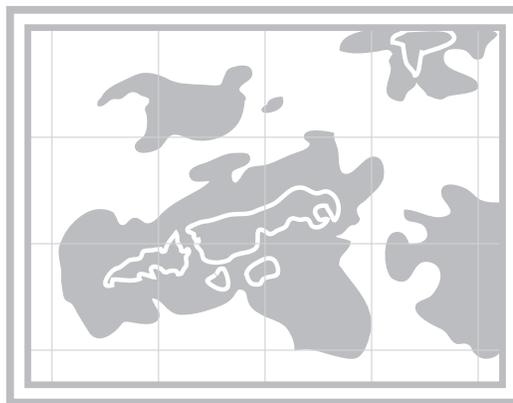
- Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.
- Tell the reading students when they should begin reading, and then time them for one minute. Have the listening students identify where the readers stopped, how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

**WORD POWER TP**

Timing Goal: 10 minutes

- Tell students that Captain Read More has sent another message. Display the Word Treasure clue for dictionary skills (a map).

Blackline master provided.



- Use **Think-Pair-Share** to have students tell you what the Word Treasure clue means. Ask students how maps help them understand. Randomly select a few students to share.
- Tell students that a dictionary is similar to a map because they both provide helpful information. Just as a map can help us understand our surroundings, a dictionary shows us how to understand words.
- Reveal the Word Treasure (skill).

Display the Word Treasure.

## Word Treasure

The dictionary provides information about words.  
If you're having trouble reading and understanding words, check the dictionary.

- Display the following dictionary entry, and read it aloud to the class.

Blackline master provided.

**Zach's mother asked if he was feeling well because his skin looked pasty except for his flushed cheeks.**

Dictionary entry for *pasty*:

**pasture | paternal**

**pasty** (pās-tē)

*adj.* **1** of or like paste in texture or color. (*The dough felt pasty until it was well mixed.*) **2** pale (*pasty white skin*). —*n.* **3** chiefly British; a pie filled with game, fish, or other foods (*eat a pasty after school*).

- Explain to students that by using the dictionary entry, you know that *pasty* as used in the sentence means *pale*, so you could substitute the word *pale* in the sentence and not lose the meaning. Say the sentence again, inserting the word *pale* for *pasty*: **Zach's mother asked if he was feeling well because his skin looked pale except for his flushed cheeks.**
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.

- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

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

Student Edition, page S-23.

**SKILL PRACTICE**

Which dictionary entry gives the best definition for *plow* as it is used in the following sentences?

**plop | plume**

**plow** (plau)  
*n.* **1** a farm tool used to cut, lift, or turn over soil (*bought a new plow for the farm*). —*v.* **2** to till or turn over soil with a plow (*plow the fields*). **3** to move forcefully through something (*plow through the crowd*). **4** to proceed in a slow and steady manner (*plow through a stack of books*).

- The farmer uncovered a lot of buried coins when he plowed his field in the spring.  
*Entry #2*
- “Are you going to clean this room, or am I going to have to take a plow to it myself?” Doria’s mom asked.  
*Entry #1*

## BUILDING MEANING

means	produces	originally	slightly
bundles	fascinating	steady	pace

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

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

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

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

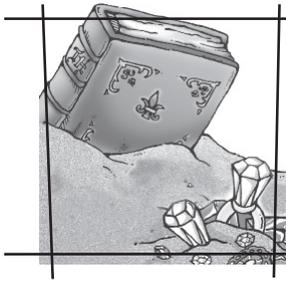
4. The nation produces billions of pounds of trash every year, so our landfills are quite full. *Produces* means—
- makes.
  - loses.
  - throws.
  - falls.

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

## TEAM CELEBRATION POINTS

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

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



## DAY 3

# ACTIVE INSTRUCTION

Timing Goal: 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, **clarifying**.

### Vocabulary **TP**

- Have students review the vocabulary words with their partner. Ask them to use the vocabulary words in new, meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Use **Random Reporter** to check the review.
  - Focus on words that appear in the reading for the day if applicable: *means* page 66, *produces* page 66, *originally* page 68, and *slightly* page 68.



- 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 instruments from Asia. In India, people can play drums called tablas, which are very important to Indian music. Japan also has some drums. They can be very large or small. The shamisen is a popular stringed instrument in Japan as well.**



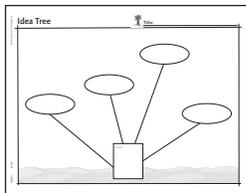
- Tell students that as you reread you will look for details about the important ideas and add them to the graphic organizer. Tell students that you will also add any important information you missed the first time you read.

- Reread page 65 (paragraph 1) aloud, stopping with the sentence “These are all popular types of music in the United States.” Use a **Think Aloud** to model clarifying the word *popular* by reading ahead.

**“These are all popular types of music in the United States.” Hmm, now that I am rereading this page, I’m not sure if I understand what *popular* means. Let me reread the paragraph to see if that will help me clarify the word.** Reread the paragraph. **Well, it mentions rock and roll instruments, rap music, and country music and instruments. I think these are things people enjoy in this country. Let me read ahead to the last sentence in the paragraph to see if I can find any more clues to help me clarify.** Read the last sentence in the paragraph. **Ah, that was helpful. It says many Americans like playing the instruments mentioned earlier. I think the word *popular* might mean liked by many. If a lot of people like playing the instruments I read about, then they must also like the music they hear them in. Reading ahead helped me clarify this word.**

- Reread the rest of page 65 aloud, stopping to clarify confusing words or ideas, ask questions, make points, or focus students’ attention as needed.
- Display a sample idea tree. Model adding a key point from the Listening Comprehension selection to the graphic organizer.

Blackline master provided.



**Main idea:** musical instruments from around the world (p. 65)

- drums from Japan and Ireland
  - sitar: India
  - instruments from Africa, Asia, Europe, Australia
- Remind students that they will continue clarifying as they read *A Trip Around the World of Musical Instruments* 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.

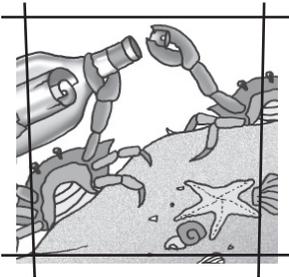
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page S-24.

## TEAM TALK

1. What word, phrase, or passage did you clarify? How did you clarify it? |CL| (Strategy Use rubric)
2. How does changing where you hit the skin of the djembe change the sound? |CE|
  - a. It makes the sound lower or higher.
  - b. It makes the sound faster than before.
  - c. It makes the sound more in tune than before.
  - d. It makes the sound louder or quieter.
3. Which of the following means about the same as the word *rattle* on page 69? |CL|
  - a. toy
  - b. crinkle
  - c. shake
  - d. roll

How did you figure this out? (**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 TIGGRS before having students reread and restate: **SR**  
**pages 66–69 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"> <li>• resolve a sticky note</li> <li>• describe team strategy use</li> </ul>

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

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

## TEAM TALK

1. What word, phrase, or passage did you clarify? How did you clarify it? |CL| (Strategy Use rubric)
  - 100 points** = *Uses a sticky note, tells what strategy was used to discuss it, and explains how the strategy helped to understand the text.*
  - 90 points** = *Uses a sticky note and tells what strategy was used to discuss it.*
  - 80 points** = *Uses a sticky note to mark a thought.*
2. How does changing where you hit the skin of the djembe change the sound? |CE|
  - a. *It makes the sound lower or higher.*
  - b. *It makes the sound faster than before.*
  - c. *It makes the sound more in tune than before.*
  - d. *It makes the sound louder or quieter.*
3. Which of the following means about the same as the word *rattle* on page 69? |CL|
  - a. toy
  - b. crinkle
  - c. *shake*
  - d. roll

How did you figure this out? **(Write-On)** (Team Talk rubric)

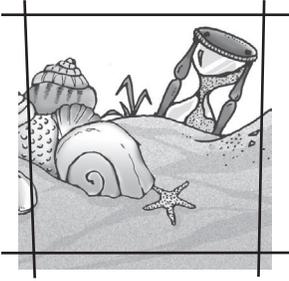
**100 points** = *I figured this out by thinking about the big topic. This text is about musical instruments from around the world. When drummers play the bougarabous, they wear loose bracelets that rattle. The text says that adds to the sound of the drums. These bracelets are part of the instrument. I think the bracelets must shake against the drums and make noise, so rattle must mean shake.*

**90 points** = *I figured this out by thinking about the big topic.*

**80 points** = *I thought about the big topic.*

## TEAM TALK EXTENSION

4. The author says that the drummers work together to make beautiful music. Is this a fact or opinion? Support your answer. |FO| (Team Talk rubric)
  - 100 points** = *This is an opinion because the author is telling how she feels about the music the drums make. The word beautiful is a clue that it is an opinion. You cannot prove that the drums make beautiful music. Some people might not agree that drums make beautiful music. They might think drums sound like a lot of noise.*
  - 90 points** = *This is an opinion because the author is telling how she feels about the music the drums make.*
  - 80 points** = *It is how she feels about the music the drums make.*



## FLUENCY IN FIVE

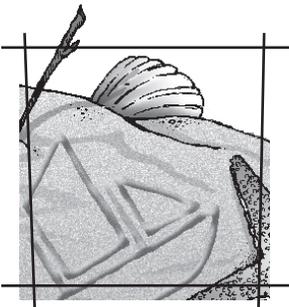
Timing Goal: 5 minutes

- 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-21.

**Page 71 (paragraphs 3 and 4) or 69 (paragraphs 1–3)**

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



## WORD POWER **TP**

Timing Goal: 10 minutes

- Remind students of the Word Power skill (dictionary skills) and, if necessary, the Word Treasure clue Captain Read More uses (a map).
- Display the Word Treasure clue (a map).
- Refer students to the definitions in their vocabulary list. Remind them that they can find more information about these words in a dictionary.
- Display the following dictionary entry, and read it aloud to the class.

Blackline master provided.

**staunch | steam**

---

**steady** (ste-dē)  
*adj.* **1** firmly placed or fixed (*a steady chair*). **2** regular in movement (*steady beat of the drum*). **3** continuous (*steady diet of meat and potatoes*).  
*—v.* **4** to make or keep even or firm (*hold him steady*).

- Point out that the dictionary entry contains four definitions of the word *steady*. Remind students that *steady* is one of their vocabulary words.

**We can use the word *steady* in several different ways. Three of the ways listed are adjectives. They describe how something can be steady in slightly different ways. One of the definitions is a verb, so you can steady something as well.**

- Remind students that a dictionary helps readers determine the best meaning for words they read.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

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

## SKILL PRACTICE

Which dictionary entry gives the best definition for *echo* as it is used in the following sentences?

**echidna | economy**

**echo** (e-kō)

*n.* **1** a repetition of sound off a mountain or building wall (*heard an echo*). **2** a lasting trace or effect (*echoes of the civil war*). **3** a person who copies another. (*My brother is an echo of me.*) —*v.* **4** to make a repeating sound. (*The hall echoed with cheers.*) **5** to copy or repeat. (*He echoed her movements.*)

- Janey was getting annoyed by her brother, who echoed everything she said.  
*Entry #5*
- The broken branches and fallen trees are all echoes of the terrible storm that passed through the town.  
*Entry #2*

## BUILDING MEANING

<b>means</b>	<b>produces</b>	<b>originally</b>	<b>slightly</b>
<b>bundles</b>	<b>fascinating</b>	<b>steady</b>	<b>pace</b>

- Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.  
**100 points** = *The sentence uses the word correctly and includes details to create a mind movie.*  
**90 points** = *The sentence uses the word correctly and includes one detail.*  
**80 points** = *The sentence uses the word correctly.*
- The course has no bumps or hills, so it's easy to run at a steady speed.  
*Steady* means—
  - slow.
  - terrible.
  - even*.
  - following.

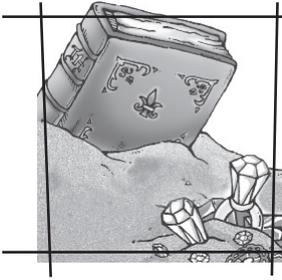
- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration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

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

### TEAM CELEBRATION POINTS

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

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



## DAY 4

# ACTIVE INSTRUCTION

Timing Goal: 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, **clarifying**.

### Vocabulary **TP**

- Have students review the vocabulary words with their partner. Ask them to use the vocabulary words in new, meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- 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: *bundles* page 71, *fascinating* page 72, *steady* page 72, and *pace* page 72.
- 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 reread the information about the African drums. We learned that you can make different sounds on the djembe depending on where you hit it. We learned the dunun is the only African drum in the text that’s played with a mallet. We read that bougarabous have cow skins instead of goat skins. These are some details we added to our idea trees.**

- 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.

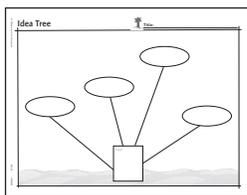


- Reread page 70 aloud, stopping with the sentence containing the word *vibrate*. Use a **Think Aloud** to model clarifying the word *vibrate* by rereading.

**“Some just vibrate...” *Vibrate?* I’m not sure I know what this word means. Let me reread a few sentences to see if I can clarify this word and figure it out. Reread the second paragraph. Well this section tells mainly about how the sitar is played. You play it by plucking strings. I know that when you pluck a string, it moves a little bit. This is how it makes sound. The text says some strings just vibrate when others are plucked, and that is how those strings make sound. I see. I think the word *vibrate* means move. When some strings are plucked, it makes other strings move as well. Rereading helped me clarify this word.**

- Continue rereading page 70 aloud, stopping to clarify confusing words or ideas, ask questions, make points, or focus students’ attention as needed.
- Display a sample idea tree. Model adding a key point from the Listening Comprehension selection to the graphic organizer.

Blackline master provided.



**Main idea:** Asian instruments: sitars (p. 70)

- stringed instrument
  - hardest instrument to in the world
  - eighteen to nineteen strings, played by plucking
- Remind students that they will continue clarifying as they read *A Trip Around the World of Musical Instruments* this cycle.

## Preview Team Talk

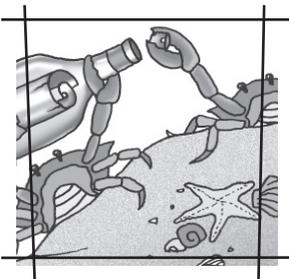
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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. Use information from your graphic organizer to write a summary of *A Trip Around the World of Musical Instruments* so far. |SU| (Summarizing rubric)
2. Drummers play the tablas differently from the bongos by using— |CC|
  - a. loose bracelets and sticks.
  - b. toes and feet.
  - c. mallets and sticks.
  - d. fingers and thumbs.
3. Which of the following means about the same as the word *melodies* on page 73? |CL|
  - a. songs
  - b. visions
  - c. tastes
  - d. senses

How did you figure this out? **(Write-On)** (Team Talk rubric)



## TEAMWORK

Timing Goal: 50 minutes

### Partner Reading **TP**

Students read and restate aloud.

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

**pages 71–73 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. Use information from your graphic organizer to write a summary of *A Trip Around the World of Musical Instruments* so far. |SU| (Summarizing rubric)
  - 100 points** = *Restates the main ideas and gives important details that support them.*
  - 90 points** = *Restates the main ideas.*
  - 80 points** = *Restates some important idea, but includes less important details.*
2. Drummers play the tablas differently from the bongos by using— |CC|
  - a. loose bracelets and sticks.
  - b. toes and feet.
  - c. mallets and sticks.
  - d. fingers and thumbs.
3. Which of the following means about the same as the word *melodies* on page 73? |CL|
  - a. songs
  - b. visions
  - c. tastes
  - d. senses

How did you figure this out? **(Write-On)** (Team Talk rubric)

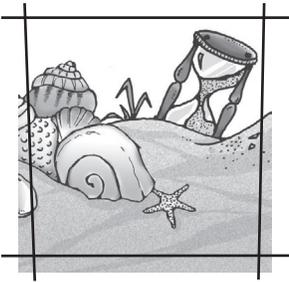
**100 points** = *I figured this out by thinking about the big topic. The big topic of the text is musical instruments from around the world. I know you play instruments to make music and play songs. The shamisen and taiko drums are instruments, so if they make melodies, then they must be playing songs.*

**90 points** = *I figured this out by thinking about the big topic.*

**80 points** = *I thought about the big topic.*

## TEAM TALK EXTENSION

4. What has to be put on tablas before they are played? |SQ| (Team Talk rubric)
  - 100 points** = *Before tablas are played, they need a paste made of rice and other ingredients painted on the center of the drumhead. Then the paste needs to be rubbed into the head and dried. This gives the tablas a special sound.*
  - 90 points** = *Before tablas are played, they need a paste made of rice and other ingredients painted on the center of the drumhead.*
  - 80 points** = *A paste is painted on the center of the drumhead.*



## FLUENCY IN FIVE

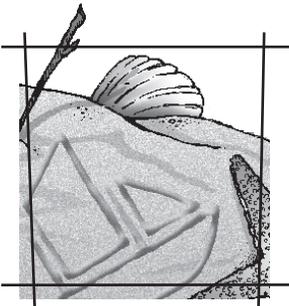
Timing Goal: 5 minutes

- 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-21.

Page 71 (paragraphs 3 and 4), 69 (paragraphs 1–3), or 72 (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 **TP**

Timing Goal: 10 minutes

**tps**

- Remind students of the Word Power skill (dictionary skills).
- Use **Think-Pair-Share** to have students identify how a dictionary can help you understand what you read. Randomly select a few students to share. *The dictionary lists all the definitions for words. Many words can be used in different ways, and the dictionary helps you find the best meaning.*
- Display the Word Power Challenge and corresponding dictionary page. Tell students that they will work in teams to read the dictionary entry and choose which entry is the definition of the underlined word in the sentence.

**Preparation:** Display the Word Power Challenge

## Word Power Challenge

When I retire, I will have all the time in the world to travel and visit the places I have dreamed of visiting.

Blackline master provided.

### retina | retreat

#### retire (ri-tīr)

v. **1** to withdraw or go to a place of privacy (*retired to the library*). **2** to go to bed (*retire at ten o'clock*). **3** to leave work, usually because of age. (*Grandpa retired from the police force.*) **4** to fall back or retreat from danger.



- Use **Random Reporter** to select students to share. *Entry #3.*
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition, page S-26.

## SKILL PRACTICE

Which dictionary entry gives the best definition for *weary* as it is used in the following sentences?

### weapon | weather

#### weary (wēr-ē)

*adj.* **1** physically or mentally tired from work (*weary legs*). **2** causing tiredness (*a weary plane ride*). **3** impatient or tired of something (*weary of your lies*). —v. **4** to become tired. (*The game wearied me.*)

1. Chasing after little children during the party wearied Mei, who wanted to take a long nap when she got home.  
*Entry #4*
2. I imagine many people didn't want to take the weary journey across the prairies to build new homes, but they did it anyway.  
*Entry #2*

BUILDING MEANING			
means	produces	originally	slightly
bundles	fascinating	steady	pace

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

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

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

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

4. It might rain slightly, but if it does, it won't be hard or last for a long time.

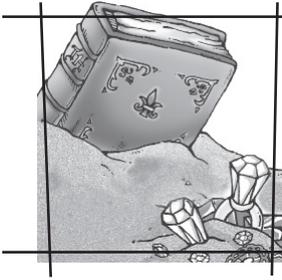
*Slightly* means—

- a lot.
  - just a bit.
  - not at all.
  - hard.
- Use **Random Reporter** to check responses on the skill-practice items.
  - Award team celebration points.
  - Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
  - Award team celebration points.
  - Remember to add individual scores to the teacher cycle record form.
  - Students add their rubric score on the team score sheet.
  - Use **Random Reporter** to check for responses on the remaining item for building meaning.
  - Award team celebration points.
  - Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

## TEAM CELEBRATION POINTS

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

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



## DAY 5

# ACTIVE INSTRUCTION

Timing Goal: 20 minutes

### Rate Vocabulary Words

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

### Team Cooperation and Achievement Goal

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

### Set the Stage

- Tell students that their reading test today includes comprehension questions, 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 bianzhong bells. These bells were played in ancient China and were a huge development in music for their time.**

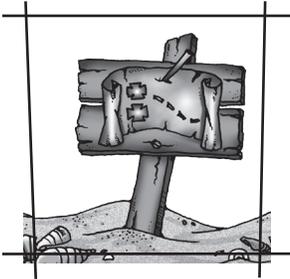
### Vocabulary **TP**

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

### Prepare Students for the Test

- Distribute the test, and preview it with students without providing information about the answers. Point out that question #2 asks about clarifying.

- Ask students to underline key words or phrases in question #2.
- Make sure students understand that the test is independent work and that they should continue to use their strategies with sticky notes as they read without their partners' assistance.
- Tell students to add any relevant ideas from this reading to their graphic organizers and to do so without assistance.
- Remind students that they have 40 minutes for the test.

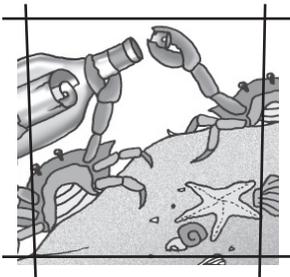


## TEST

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

- 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.

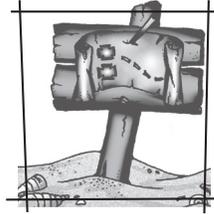


- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.
- Use information from student tests to plan modeling and/or Think Alouds for the next lesson that will build upon the skills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

#### Bianzhong Bells

Archaeologists working in China found an amazing instrument buried in a tomb. They found a set of sixty four bells called bianzhong. The bells were made about 2,400 years ago. Some bells are only eight inches tall, while others are five feet tall. All the bells together weigh five tons. The bells are made from bronze. They hang in two rows from large racks.

The bianzhong bells are interesting for many reasons. They were made 1,000 years before other similar bells in Europe. To make music, players hit the bells with mallets. The bells can play two notes depending on where you strike them. Most bells have clappers in them. When you shake the bell, the clapper makes it ring. Most bells also only play one note.

Source:

<https://www.si.edu/spotlight/fsg-bells>

<https://www.smithsonianmag.com/smithsonian-institution/bronze-age-chinese-bells-tells-story-ancient-innovation-180964459/>

### Comprehension Questions

Answers may vary.  
Accept reasonable responses.

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

30 points

1. What is the topic of this text? |MI • AP| (Team Talk rubric)
  - a. archeologists
  - b. Chinese history
  - c. *bianzhong bells*
  - d. European bells.

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

**30 points** = *The intent of the author is to inform the reader about ancient bianzhong bells. I know this is the author's intent because the text provides me with information about the bianzhong bells. I learned details about the bells. I learned that the bells can be very small or very large. I learned that they are made from bronze. I learned how they are played with a mallet.*

**25 points** = *The intent of the author is to inform the reader about ancient bianzhong bells. I know this is the author's intent because the text provides me with information*

*about the bianzhong bells.*

**20 points** = *To inform about ancient bianzhong bells. I read information about them.*

**30 points**

2. What does the word *strike* mean? How did you figure this out? **(Write-On)** |CL|  
(Team Talk rubric)

**30 points** = *The word strike means hit. I figured this out by rereading. The text says that you play the bianzhong bells by hitting them with mallets. Then it says that the bells play two notes depending on where you strike them, so you must be hitting them to make the different notes.*

**25 points** = *The word strike means hit. I figured this out by rereading.*

**20 points** = *It means hit. I reread.*

**30 points**

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

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

**25 points** = *Restates the main ideas.*

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

### Word Power

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

5 points each

### Skill Questions

Which dictionary entry gives the best definition for *scramble* as it is used in the following sentences?

**scout** | **scrape**

**scramble** (skram-blə)

v. **1** to climb or move quickly using one's hands and feet, as up or down a hill. **2** to compete with others for possession. **3** to move quickly, as in an emergency. **4** to collect or organize things in a hurry. **5** to mix together in a confusing way. **6** to mix together for cooking, especially eggs. **7** to make radio, television, or other messages unreadable. —n. **8** a quick climb over rough, uneven ground.

1. The firefighters scrambled into their suits and onto the truck as soon as they heard the alarm go off.

*Entry #3*

2. The spies weren't able to gather information from the message because it had been scrambled before it was sent.

*Entry #7*

3. It's fun to watch kids scramble to be the first one to catch and hold onto the greased watermelon in a pool.

*Entry #2*

4. My mom always scrambles the eggs, onions, and peppers together before pouring them into a hot frying pan.

*Entry #6*

10 points each

**Building Meaning**

means	produces	originally	slightly
bundles	fascinating	steady	pace

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

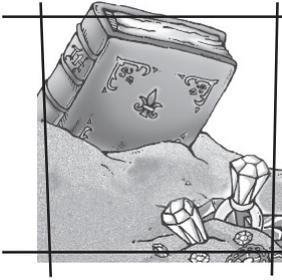
**10 points** = *Uses the word correctly and includes details to create a mind movie.*

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

**1 point** = *Uses the word correctly.*

6. Mr. Drabinski produces the finest hats in town, so his shop is always crowded with people.
7. You can get to the grocery store by means of driving, walking, or riding your bike.  
*Means* means—
- chore.
  - method.*
  - task.
  - use.
8. The hot tea is only slightly cooler than it was when I brewed it five minutes ago.
9. Nancy originally thought she'd go sailing, but then she decided she'd go hiking instead. *Originally* means—
- afterward.
  - close.
  - at first.*
  - happily.
10. Franco couldn't stop talking about the fascinating book he'd read about the Bermuda triangle and all the odd things that happened there.

11. A conductor helps the orchestra play together at a steady rate. *Steady* means—
  - a. fast.
  - b. even.
  - c. slow.
  - d. light.
  
12. The runners could run together because they all ran at the same pace.



## DAY 6

## ACTIVE INSTRUCTION

Timing Goal: 5 minutes

Two-Minute Edit **TP**

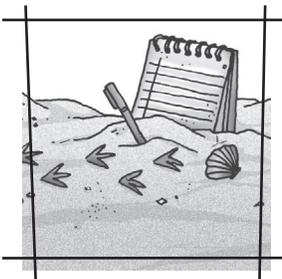
- Display and have students complete the Two-Minute Edit to start the class.
- Identify a frequently occurring grammatical or mechanical problem from the students' writing.
- Prepare a sentence that illustrates the problem (with no more than four errors).
- Display the sentence, and indicate the number 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 short essay to compare and contrast two instruments from the text. In *A Trip Around the World of Musical Instruments*, you have read about instruments from Africa and Asia so far. These instruments have been either drums or stringed instruments. They have many things in common, but also things that make them unique to a particular culture.**



- 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-26.

WRITING PROMPT	
<p>You read about different drums and stringed instruments this cycle. Write a short, two paragraph compare-and-contrast essay about two of these instruments. Provide at least two ways your instruments are similar with supporting details and two ways your instruments are different with supporting details.</p>	

Student Edition Writing Guide contains no point values.

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

- 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 Venn diagram. This will help us put our thoughts in the right order as we write our compare and contrast essays.**

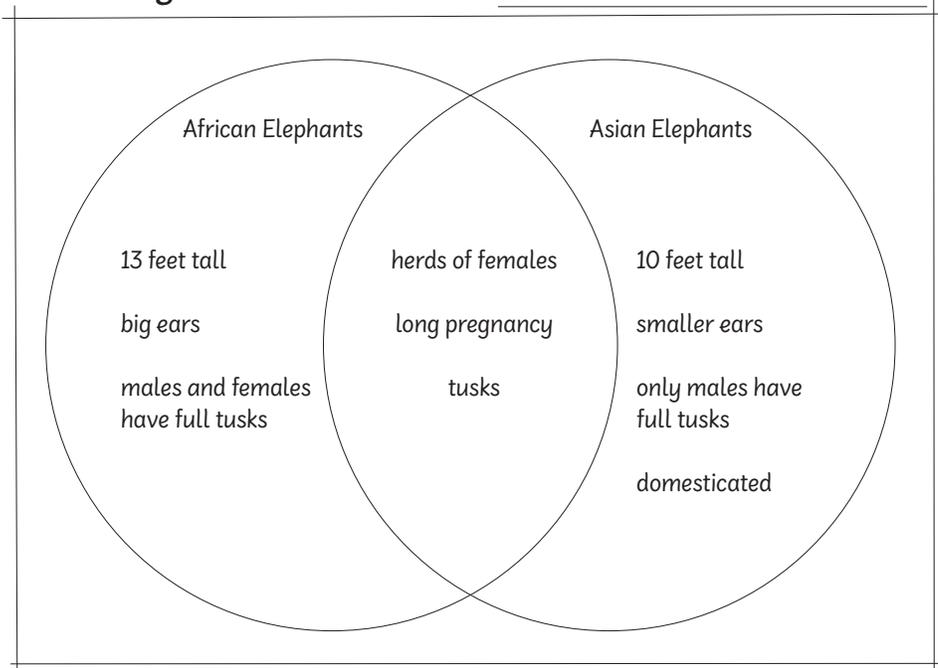
- Demonstrate how to draw the graphic organizer, modeling to the extent necessary.
- Use **Think-Pair-Share** to have students discuss what they will include in their writing. Randomly select a few students to share. Then have students draw their organizers and fill them in with these ideas.
- Monitor 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

#### Venn Diagram

Title: \_\_\_\_\_



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

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

- 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.
- Tell students to make sure they capitalize the correct words in their essays.

**You might use a lot of unfamiliar words in your essays. The names of the different instruments might be unfamiliar to you. You might not be used to writing the name of different countries or continents. It is important to make sure you capitalize the correct words. This will make your essay easier to read.**

- Display the following excerpt.

Blackline master provided.

### Sitars and Tablas

Sitars and Tablas have many similarities and differences. These are both musical instruments from India. One similarity is that a player uses tools to play the instrument or help its sound. When someone plays the Sitar, he or she may wear a piece of wire called a pick on his or her fingers. This helps the player pick the strings on the Sitar and play the music clearly. When a person plays the Tablas, he or she rests the drums on bundles of plant fiber. This gives the Tablas a special sound. A wooden circle attached to the animal skin also helps the drum make an interesting sound. Another thing the Sitar and Tablas have in common is that they are played with the fingers. Sitar players pluck the strings with their fingers and use their fingers to change notes on the strings. Tablas players use their fingers and thumbs to tap on the animal skin of the drum.



- Use **Team Huddle** to ask students questions about proper capitalization as you go through the displayed passage. Use **Random Reporter** to select students to share.

**Capitalization errors are easy to make, especially when using unfamiliar words. Remember that proper names, such as the names of people or countries, should be capitalized, you always capitalize words at the beginning of sentences, and the pronoun *I* is always capitalized. Let's see if the author of this passage has made any capitalization errors. Can you identify any?** Wait for students' responses. *The words sitar and tablas are capitalized all through the passage when they are not at the beginning of sentences. They are not proper names. The word India should be capitalized. It is the name of a country. The word when should be capitalized because it begins a sentence. Great!*

- Tell students to check their essays for instances where they may have capitalized incorrectly.
- 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?

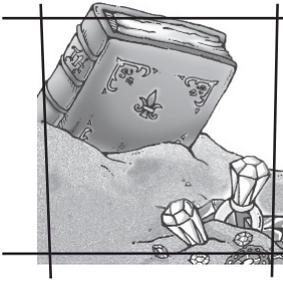


- Use **Random Reporter** to select a few students to share responses.
- Award points to teams whose writing projects meet the criteria. Record these points on the team poster.

### 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?



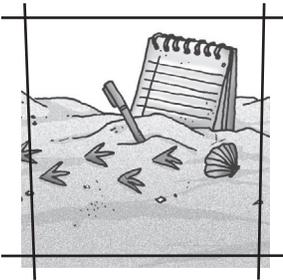
## DAY 7

# 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.

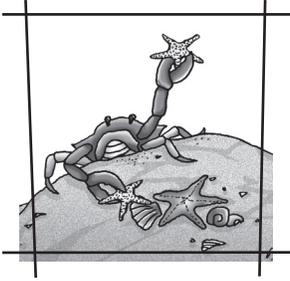


## Class Discussion

- 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

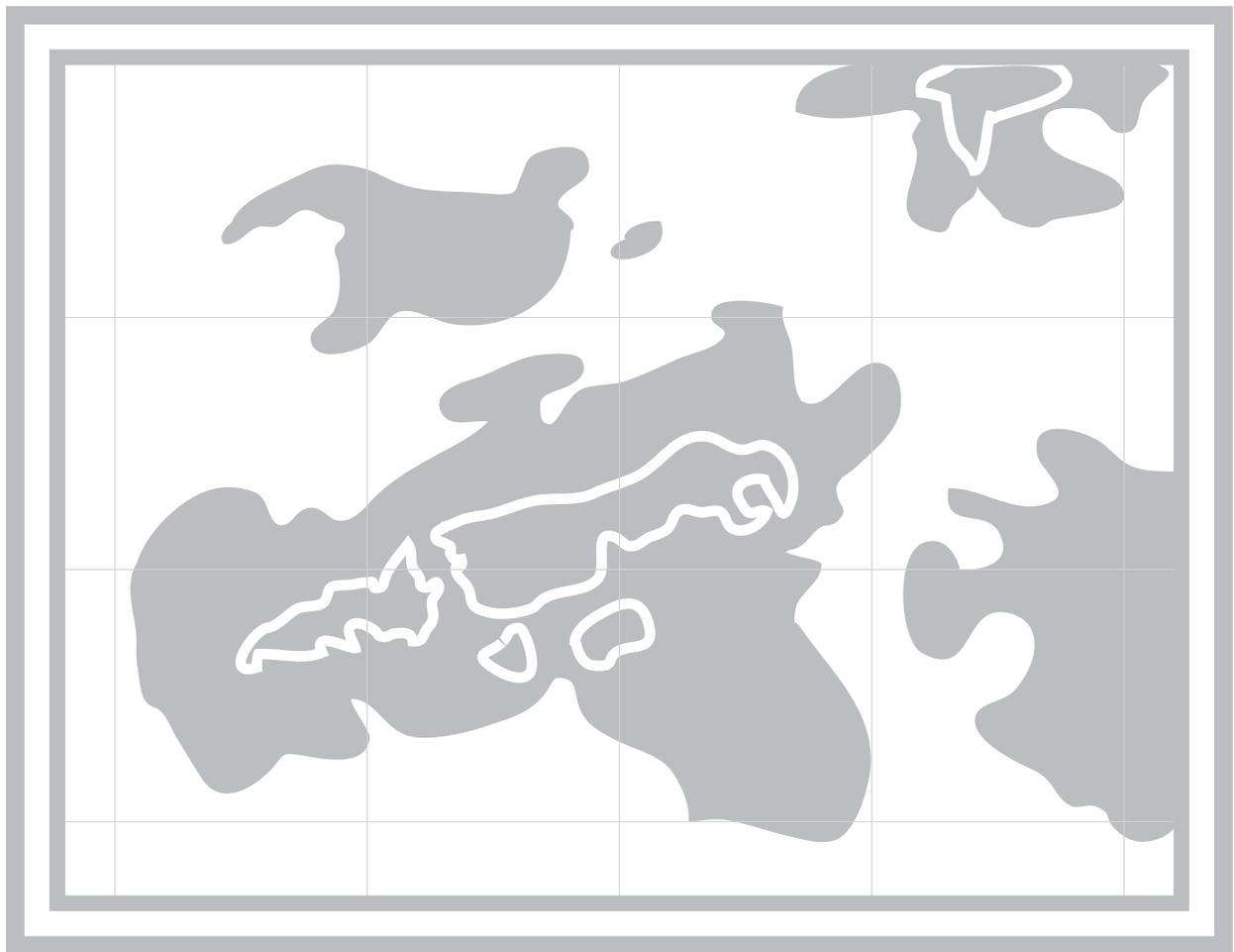
- Set the team cooperation goal for the next cycle based on your class's needs or use **explain your ideas/tell why**. Point out the related behavior on the team score sheet. Explain, or model, as necessary.
- Tell students that you will award team celebration points to teams whose members practice the 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?

Most guitars have the same basic parts. They have wooden bodies. They have strings. They have frets. The frets are on the neck of the guitar. They allow the guitar player to shorten the strings. That's how different sounds are made.



Zach's mother asked if he was feeling well because his skin looked pasty except for his flushed cheeks.

Dictionary entry for *pasty*:

**pasture | paternal**

pasty (pās-tē)

*adj.* **1** of or like paste in texture or color. (*The dough felt pasty until it was well mixed.*) **2** pale (*pasty white skin*). —*n.* **3** chiefly British; a pie filled with game, fish, or other foods (*eat a pasty after school*).

**staunch | steam**

steady (ste-dē)

*adj.* **1** firmly placed or fixed (*a steady chair*). **2** regular in movement (*steady beat of the drum*). **3** continuous (*steady diet of meat and potatoes*). —*v.* **4** to make or keep even or firm (*hold him steady*).

**retina | retreat**

retire (ri-tīr)

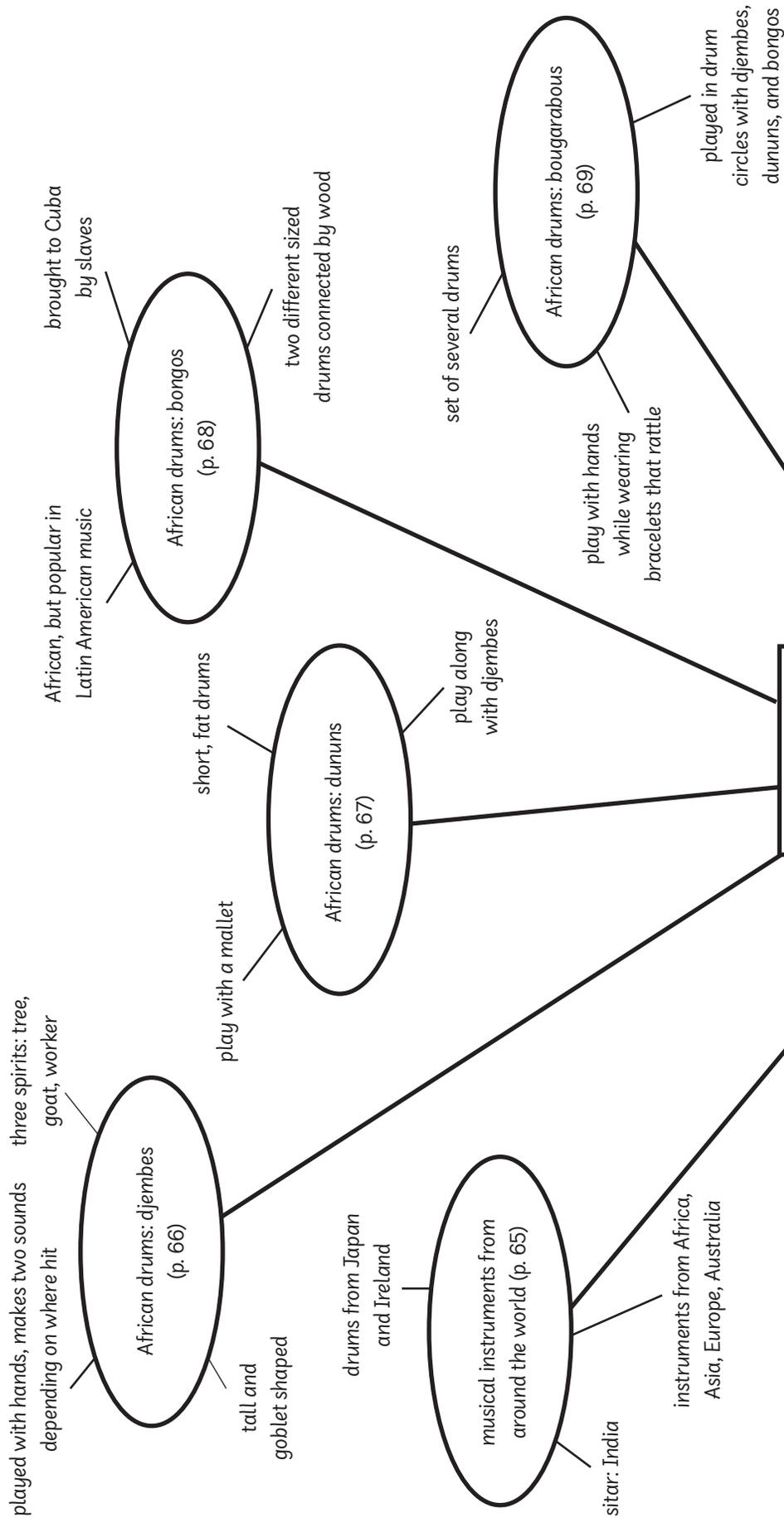
v. **1** to withdraw or go to a place of privacy (*retired to the library*). **2** to go to bed (*retire at ten o'clock*). **3** to leave work, usually because of age. (*Grandpa retired from the police force.*) **4** to fall back or retreat from danger.

## Sitars and Tablas

Sitars and Tablas have many similarities and differences. These are both musical instruments from India. One similarity is that a player uses tools to play the instrument or help its sound. When someone plays the Sitar, he or she may wear a piece of wire called a pick on his or her fingers. This helps the player pick the strings on the Sitar and play the music clearly. When a person plays the Tablas, he or she rests the drums on bundles of plant fiber. This gives the Tablas a special sound. A wooden circle attached to the animal skin also helps the drum make an interesting sound. Another thing the Sitar and Tablas have in common is that they are played with the fingers. Sitar players pluck the strings with their fingers and use their fingers to change notes on the strings. Tablas players use their fingers and thumbs to tap on the animal skin of the drum.

# Idea Tree

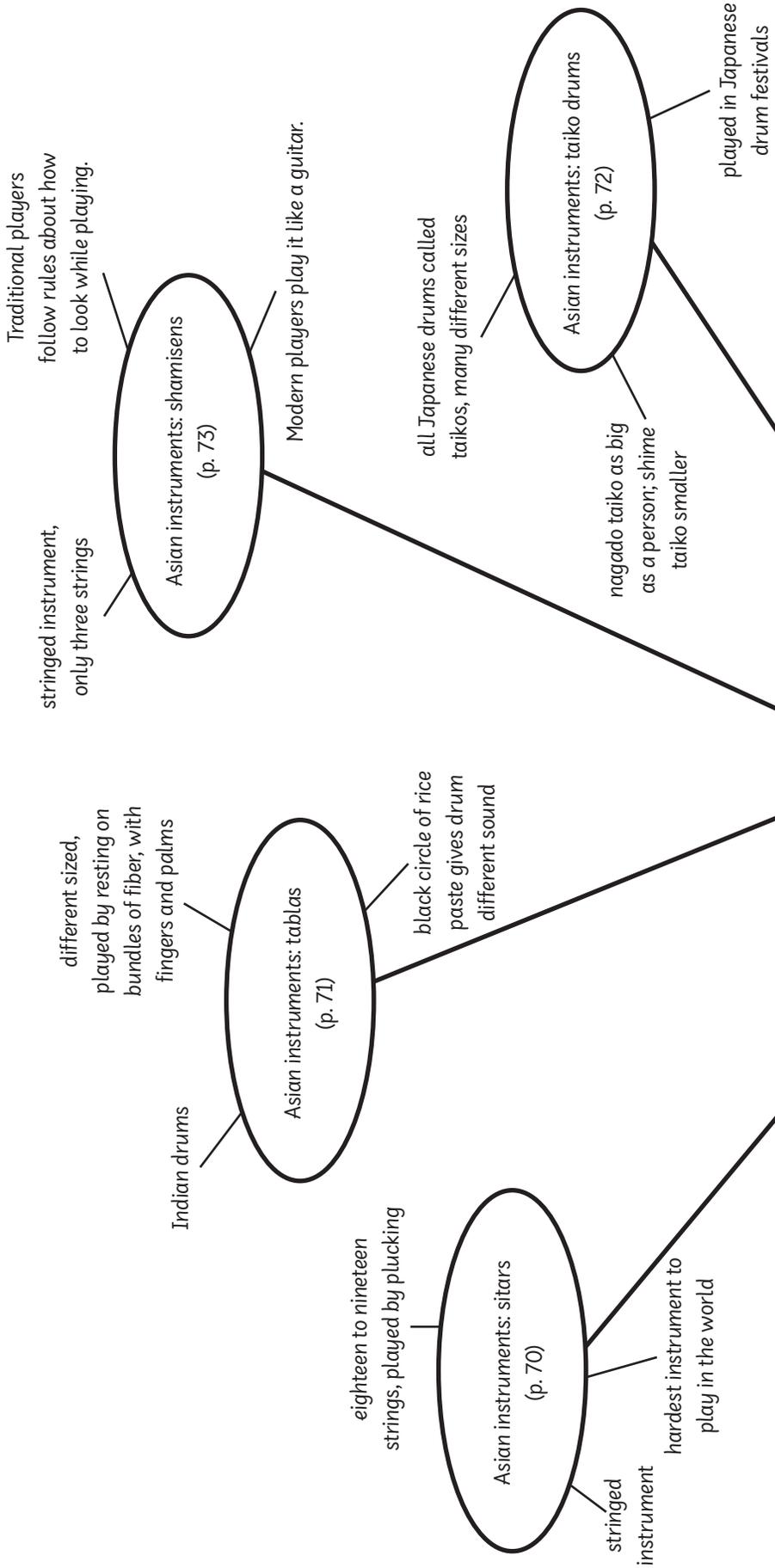
Title: A Trip Around the World of Musical Instruments (cycle 1)





Title: A Trip Around the World of Musical Instruments (cycle 1), cont'd

# Idea Tree



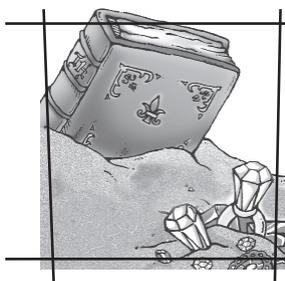


# Cycle 2

## Instructional Objectives

	READING	WORD POWER	WRITING
<b>CYCLE 1</b>	<b>Clarifying (CL)</b>	<b>Synonyms</b>	<b>Write a glossary.</b>
	Students will clarify confusing ideas in sentences and larger sections of an informational text. They will use text features to help them figure out unfamiliar ideas.	Students will use synonyms to improve their understanding of words.	Students will write glossary entries that define words they identify as difficult or important to the text.





## 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

Why do you think that making music is something cultures around the world do?



- 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 continue reading *A Trip Around the World of Musical Instruments* by Tanya Jackson. As we read, we'll concentrate on clarifying when we become confused about ideas in sentences and larger passages of text. Good readers clarify when they become confused about ideas to make sure that they understand what they read.**

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

**The first step of TIGRRS is to identify the topic of the text. Remember that when we began reading *A Trip Around the World of Musical Instruments* last**

**time, we said it was about different kinds of musical instruments from around the world. If I flip through the pages of the text, I see more pictures of instruments. I also see maps that show us what countries or parts of the world we'll read about. I think our topic is the still different kinds of musical instruments.**

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

**The next step of TIGRRS is to identify the author's intent. Earlier we said the author wanted to inform us about musical instruments. I think this is still true. I see a lot of information about musical instruments in the text.**

- 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.

**Next, we should identify the graphic organizer. We used an idea tree before because the text mostly talked about main ideas and supporting details. I think the second half of the text will use the same graphic organizer. I don't see any clue words that show that this text would use a T-chart, Venn diagram, or sequence chain.**

- 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	
<b>SAY</b>	Say the word.	<b>AGREE</b>	Agree if your partner is correct.
<b>TELL</b>	Tell what it means.		
<b>USE</b>	Use it in a sentence.	<b>ADD</b>	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"> <li>• Find a vocabulary word in your reading.</li> <li>• Write the word and the page number where you found it in your journal.</li> <li>• Share with your team during vocabulary practice or on test day.</li> </ul>
Vocabulary Vault
<ul style="list-style-type: none"> <li>• Listen for your vocabulary words.</li> <li>• Write down the word and the sentence you read or heard it in.</li> <li>• Put the voucher in the Vocabulary Vault in class.</li> <li>• Successfully explain the word to earn team celebration points.</li> <li>• Write the word on your team score sheet.</li> </ul>

Student Edition, page S-29.

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

WORD AND PAGE NUMBER	IDENTIFICATION STRATEGY	DEFINITION	SENTENCE
<b>debates</b> page 75	base word + ending: debate + s	argues	No one <i>debates</i> whether being friendly is a good quality.
<b>unique</b> page 75	-nique = /neek/ chunk: u-nique	one of a kind	Zoey is a <i>unique</i> girl with many special talents and skills.
<b>inflate</b> page 77	chunk: in-flate	fill with air	I can <i>inflate</i> my lungs and then hold my breath for thirty seconds.
<b>blare</b> page 77	blend	loud sound	The <i>blare</i> of the ambulance's sirens was so loud, Dori couldn't hear her friend shouting.

WORD AND PAGE NUMBER	IDENTIFICATION STRATEGY	DEFINITION	SENTENCE
<b>depart</b> page 78	chunk: de-part	leave	"All children must clean out their desks before they <i>depart</i> school this afternoon," the principal announced.
<b>investigate</b> page 81	chunk: in-ves-ti-gate	study	The scientists wanted to <i>investigate</i> why water dries up after it rains.
<b>feature</b> page 81	chunk: fea-ture	display	Good movies often <i>feature</i> the best actors in Hollywood.
<b>bound</b> page 81	blend	likely	If you practice hard each day, you're <i>bound</i> to become a good musician.

## Using the Targeted Strategy

### Introduction and Definition

- Review the targeted skill: clarifying. Use **Think-Pair-Share** to have students identify the new strategy they learned to help them clarify words they do not understand in an informational text. *Think about the big topic.*
- Remind students that words are not the only thing in texts that can confuse readers. Point out that ideas in sentences and larger parts of text can also confuse readers.
- Have students work in **Team Huddle** to review reasons why readers might become confused about ideas as they read. Use **Random Reporter** to share responses. List the responses on the board. *Readers might misread words or sentences; they might skip over sentences or lines of text; they might not pay attention as they read; they might read about an idea that is unfamiliar; they might not make sure they understand what they read as they read.*
- Explain to students that the most common reason readers become confused about ideas as they read informational texts is because they read ideas that are unfamiliar to them.
- Point out that informational texts often have features that can help readers understand unfamiliar ideas. Explain how pictures are features that can help readers understand new ideas in informational texts.



**When we read informational texts, we often read to learn something new. Because these ideas are new, we might easily become confused. However, informational texts often have features that help us understand these new ideas. Pictures are one type of feature that can help us understand new ideas. If I'm reading a text that describes an insect I've never heard of before, I might have trouble understanding what I'm reading. However, the text might have a picture showing that insect. That picture might help me better understand the description of the insect in the text.**

- Have students work in **Team Huddle** to identify other possible features of informational texts that can help readers understand new ideas. Use **Random Reporter** to share responses. List the responses on the board. *Captions, maps, headings, charts, text boxes, and diagrams.*
- Display the following passage. Tell students that it came from an article about long-distance running.

Blackline master provided.

### Needing Energy

A marathon is 26.2 miles. Running a marathon is not easy. Many runners run out of energy at around the twentieth mile. This is called hitting a wall. To get past this, many runners need a boost of energy. Chocolate helps. Sports drinks help. Once people can get past this, they can usually finish.

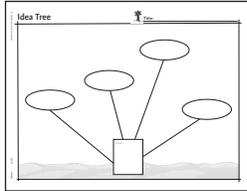
- Read the passage aloud, showing confusion about the idea “hitting a wall.” Use a **Think Aloud** to model using the heading to help you clarify the idea.  
**“This is called hitting a wall.” “Hitting a wall?” I don’t understand this idea, so I need to clarify it. This is from an article about long-distance running, so why are runners hitting a wall? I need to clarify this idea. This is an informational text, so maybe I can use a text feature to help me clarify. The heading tells me that this section is about needing energy. Then I read about hitting a wall, and needing a boost of energy. Then I read about how runners eat chocolate and drink sports drinks for energy. So, maybe hitting a wall means running out of energy. I can imagine that running out of energy might feel like you would feel if you hit a wall. You’d stop. I was confused about an idea, but I used a feature of the informational text to help me clarify.**
- Remind students that as they read informational texts they will use the TIGRRS process. Use **Think-Pair-Share** to have them identify what tool they have other than the text itself that might help them clarify unfamiliar ideas. Randomly select a few students to share. *Their idea trees.*
- Tell students that they will clarify confusing ideas 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 74 aloud, showing confusion about the idea “simple clapsticks.” Use a **Think Aloud** to model using the heading and reading ahead to help you clarify the idea.

“Simple clapsticks”? I don’t understand this idea. I know what *simple* means, and I know what *claps* are, and I know what *sticks* are, but I don’t know how they go together. This is an informational text, so maybe a text feature will help me. The title of this chapter is “Instruments in Australia.” So maybe clapsticks are some sort of instrument. Let me read on. Read the rest of the paragraph. Okay, I understand now. The heading helped me clarify that clapsticks are instruments. Then I read on to learn that they are simply made. By using a text feature and reading ahead, I was able to clarify an idea I didn’t understand.

Blackline master provided.



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

**Main idea:** Australian instruments: clapsticks (p. 74)

- Remind students that they will continue clarifying as they read *A Trip Around the World of Musical Instruments* this cycle.

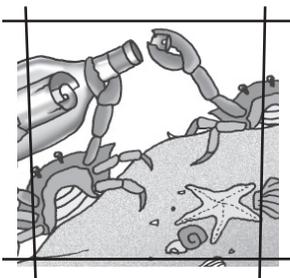
### Preview Team Talk

- 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-30.

### TEAM TALK

1. What word, phrase, or passage did you clarify? How did you clarify it? |CL| (Strategy Use rubric)
2. Which of the following is not a wind instrument? |CC|
  - a. bagpipe
  - b. bodhran
  - c. didgeridoo
  - d. tin whistle
3. On page 75, the author writes that the didgeridoo is a “wind instrument.” What does that mean? How did you figure that out? (**Write-On**) |CL| (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 75–78 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"> <li>• resolve a sticky note</li> <li>• describe team strategy use</li> </ul>

TEAM TALK
<p>1. What word, phrase, or passage did you clarify? How did you clarify it?  CL  (Strategy Use rubric)</p> <p><b>100 points</b> = <i>Uses a sticky note, tells what strategy was used to discuss it, and explains how the strategy helped to understand the text.</i></p> <p><b>90 points</b> = <i>Uses a sticky note and tells what strategy was used to discuss it.</i></p> <p><b>80 points</b> = <i>Uses a sticky note to mark a thought.</i></p> <p>2. Which of the following is not a wind instrument?  CC </p> <ol style="list-style-type: none"> <li>bagpipe</li> <li>bodhran</li> <li>didgeridoo</li> <li>tin whistle</li> </ol>

**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. On page 75, the author writes that the didgeridoo is a “wind instrument.” What does that mean? How did you figure that out? **(Write-On)** |CL| (Team Talk rubric)

**100 points** = *When the author says the didgeridoo is a “wind instrument” on page 75, she means that the didgeridoo is an instrument that you play by blowing into it. I used the big topic of the text and read ahead. The text says instruments like flutes and clarinets are wind instruments. I know people blow into these instruments to play them. Later on the text says people learn to breathe a special way to play the didgeridoo for hours. They must play by blowing into it if they have to breathe a special way.*

**90 points** = *When the author says the didgeridoo is a “wind instrument” on page 75, she means that the didgeridoo is an instrument that you play by blowing into it. I used the big topic of the text and read ahead.*

**80 points** = *The didgeridoo is an instrument that you play by blowing into it. The big topic and reading ahead.*

**TEAM TALK EXTENSION**

4. Why are bagpipes usually played outside? |CE| (Team Talk rubric)

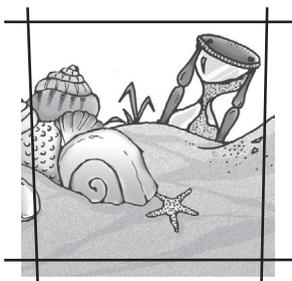
**100 points** = *Bagpipes are usually played outside because they are very loud. The sound would be too loud for an inside space. The sound from bagpipes can be heard from far distances.*

**90 points** = *Bagpipes are usually played outside because they are very loud.*

**80 points** = *They are very loud.*

**Team Talk Discussion**

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

**FLUENCY IN FIVE**

Timing Goal: 5 minutes

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

**Page 75 (paragraphs 1 and 2)**

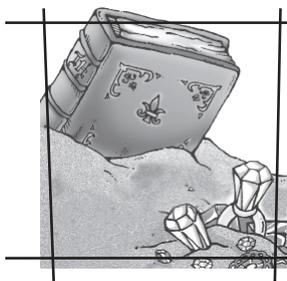
- Ask students to use the Fluency rubric to practice giving you feedback.
- Explain that students will practice reading fluently with partners on days 2–4.

- Tell students that they will receive a fluency score using the rubrics. Tell them they may read aloud to you for their score when they feel ready on days 2–4.

## TEAM CELEBRATION POINTS

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, **clarifying**.

### Vocabulary **TP**

- Have students review the vocabulary words with their partner. Ask them to use the vocabulary words in new, meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Use **Random Reporter** to check for understanding. Review any words and/or definitions that students need additional support in understanding.
  - Focus on words that appear in the reading for the day if applicable: *investigate* page 81, *feature* page 81, and *bound* page 81.



- 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 very different instruments than in the first cycle of this text. We read about some wind instruments from Australia, Ireland, and Scotland. We also learned about another, this one from Ireland.**

- Tell students that you will continue to record important ideas on the graphic organizer.

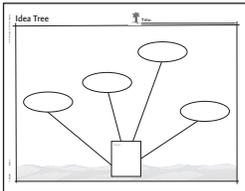


- Read the introduction to chapter 6 on page 79, showing confusion over the phrase “wrap up.” Use a **Think Aloud** to model clarifying the phrase “wrap up.”

**“. . . wrap up our world tour.” “Wrap up?” What does that mean? I know what it means to wrap up a present, but that’s not what the text is talking about. I think I need to clarify this phrase. I’ll reread the passage to help me figure it out. The text says we have one more stop to make. South America is the last place we’ll visit on our tour. I see. “Wrap up” must mean finish. If there is only one more stop to make, then we are finishing the tour. Rereading helped me clarify this phrase.**

- Continue reading page 79 aloud, stopping to clarify confusing words or ideas, ask questions, make points, or focus students’ attention as needed
- Display a sample idea tree. Model adding a key point from the Listening Comprehension selection to the graphic organizer.

Blackline master provided.



**Main idea:** South American instruments: bombos (p. 79)

- Remind students that they will continue clarifying as they read *A Trip Around the World of Musical Instruments* this cycle.

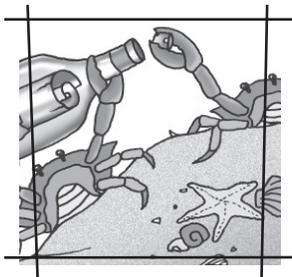
## Preview Team Talk

- 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-30.

**TEAM TALK**

1. What word, phrase, or passage did you clarify? How did you clarify it? |CL| (Strategy Use rubric)
2. Why are charangos made of wood now? |CE|
  - a. Armadillos are hard to catch.
  - b. Wood is less expensive.
  - c. Armadillos are extinct.
  - d. Wood holds its shape better.
3. On page 80, the author writes about the cajon being a national emblem of Peru. What does that mean? How did you figure that out? **(Write-On)** |CL| (Team Talk rubric)

**TEAMWORK**

Timing Goal: 50 minutes

**Partner Reading TP**

Students read and restate aloud.

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students read and restate: **SR**  
pages 80–82 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. What word, phrase, or passage did you clarify? How did you clarify it? |CL|  
(Strategy Use rubric)  
**100 points** = *Uses a sticky note, tells what strategy was used to discuss it, and explains how the strategy helped to understand the text.*  
**90 points** = *Uses a sticky note and tells what strategy was used to discuss it.*  
**80 points** = *Uses a sticky note to mark a thought.*
2. Why are charangos made of wood now? |CE|
  - a. Armadillos are hard to catch.
  - b. Wood is less expensive.
  - c. Armadillos are extinct.
  - d. Wood holds its shape better.

**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. On page 80, the author writes about the cajon being a national emblem of Peru. What does that mean? How did you figure that out? **(Write-On)** |CL| (Team Talk rubric)

**100 points** = *When the author writes about the cajon being a national emblem of Peru on page 80, she means that the cajon is an important symbol for the country. I figured this out by reading ahead. The text says you can't really play Peruvian music without a cajon. Music in Peru wouldn't be the same without the cajon there. I think it must really represent Peru, so it is a symbol of the country.*

**90 points** = *When the author writes about the cajon being a national emblem of Peru on page 80, she means that the cajon is an important symbol for the country. I figured this out by reading ahead.*

**80 points** = *The cajon is an important symbol for the country. I read ahead.*

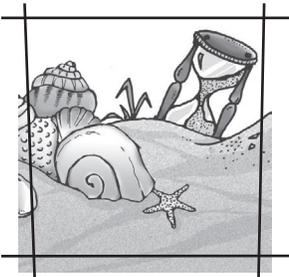
**TEAM TALK EXTENSION**

4. How is the cajon different from other percussion instruments mentioned in the text? |CC| (Team Talk rubric)

**100 points** = *The cajon is different from other percussion instruments mentioned in the text because it is a box instead of a drum with a skin. One part the of cajon box is attached loosely so it rattles when the player strikes it. Other things may be attached to the box to make different sounds when struck.*

**90 points** = *The cajon is different from other percussion instruments mentioned in the text because it is a box instead of a drum with a skin.*

**80 points** = *It is a box instead of a drum with a skin.*

**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.

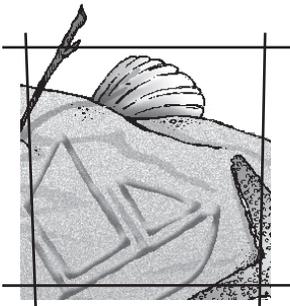
**Not ready yet?** Practice reading the same passage again with your partner. Ask your teacher to hear you read when you are ready.

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

Student Edition, page S-29.

## Page 80 (paragraph 1)

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

WORD POWER **TP**

Timing Goal: 10 minutes

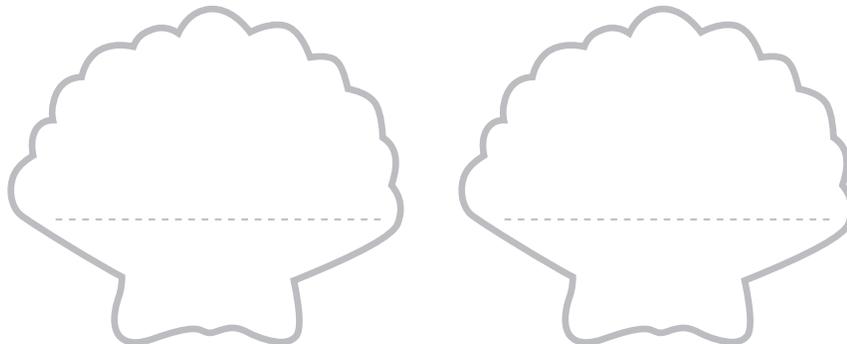
**Preparation:** Display the following words: *desire*, *massive*, *rascal*, *hoop*.



- Direct students to the four words that you have displayed. Use **Think-Pair-Share** to have students think of a word that means the same or almost the same for each word. Randomly select a few students to share. Accept any reasonable answer.  
*Desire: want; massive: huge; rascal: liar; hoop: ring.*

- Remind students that words with the same or almost the same meaning are called synonyms. Use **Think-Pair-Share** to have students identify the Word Treasure clue Captain Read More uses for synonyms. Randomly select a few students to share responses. Display the Word Treasure clue for synonyms (two shells that look the same).

Blackline master provided.



- Review the Word Treasure (skill). Review why Captain Read More thinks it is important to know synonyms by explaining that they help to define words and make connections between words we know. Knowing synonyms also helps us to become better speakers and writers because we can use more advanced words.

Display the Word Treasure.

<b>Word Treasure</b>	<p><b>Synonyms are words that have similar meanings.</b></p> <p>If you're having trouble understanding a word, look for a synonym with a similar meaning and make connections between the words.</p>
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- Tell students to look out for words from this cycle's vocabulary list that have synonyms.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

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

Student Edition, page S-30.

**SKILL PRACTICE**

Write a synonym for each of the following words.

- 1. cling                      *stick*
- 2. nibble                    *chew*
- 3. terrify                    *scare*
- 4. cheer                     *shout*

**BUILDING MEANING**

<b>debates</b>	<b>unique</b>	<b>inflate</b>	<b>blare</b>
<b>depart</b>	<b>investigate</b>	<b>feature</b>	<b>bound</b>

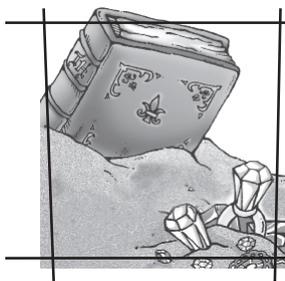
- 5. Choose a word from the vocabulary list, and write a meaningful sentence for that word.  
  - 100 points** = *The sentence uses the word correctly and includes details to create a mind movie.*
  - 90 points** = *The sentence uses the word correctly and includes one detail.*
  - 80 points** = *The sentence uses the word correctly.*
- 6. Choose the word that best completes the sentence.  
 “I heard today’s surprise assembly will feature some animals from the zoo,” Latasha said.

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

## TEAM CELEBRATION POINTS

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

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



## DAY 3

# ACTIVE INSTRUCTION

Timing Goal: 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, **clarifying**.

### Vocabulary **TP**

- Have students review the vocabulary words with their partner. Ask them to use the vocabulary words in new, meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Use **Random Reporter** to check the review.
  - Focus on words that appear in the reading for the day if applicable: *debates* page 75, *unique* page 75, *inflate* page 77, *blare* page 77, and *depart* page 78.



- 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 instruments from South America. We learned about a different kind of percussion instrument. We also learned about a stringed instrument very similar to a guitar.**

- 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.

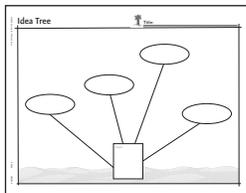


- Reread page 74 aloud, stopping to clarify the phrase “bang them together.” Use a **Think Aloud** to model clarifying the phrase.

**“You bang them together.” Wait, now that I reread this page, I’m not sure I understand this phrase. I’ll think of the big topic and read ahead to see if I can figure out what it means. I know the big topic is musical instruments from around the world, so clapsticks are an instrument people play. When I read ahead, the text tells me I could make clapsticks by holding pencils in each hand. I can change the sound they make by holding them differently. I know there is supposed to be a clapping sound coming from them. Oh I see, I think I need to hit them together to get that sound. Banging them together must be the same as hitting them. I used strategies to clarify an idea that confused me.**

- Continue rereading page 74 aloud, stopping to clarify confusing words or ideas, ask questions, make points, or focus students’ attention as needed.
- Display a sample idea tree. Model adding supporting details from the Listening Comprehension selection to the graphic organizer.

Blackline master provided.



**Main idea:** Australian instruments: clapsticks (p. 74)

- Aboriginal percussion instrument
- foot-long pieces of decorated wood you bang together
- hold differently for different sounds, heard for miles
- Remind students that they will continue clarifying as they read *A Trip Around the World of Musical Instruments* this cycle.

## Preview Team Talk

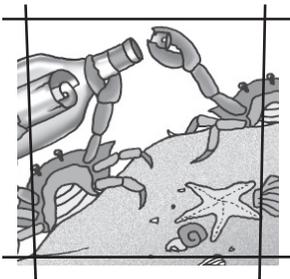
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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-31.

### TEAM TALK

1. What word, phrase, or passage did you clarify? How did you clarify it? |CL| (Strategy Use rubric)
2. What happens because bagpipes can be expensive? |CE|
  - a. They are passed down through families.
  - b. They are rarely played except for important events.
  - c. They are delicate and may break easily.
  - d. They are often stolen from bagpipe stores.
3. On page 77, the author writes about the “unofficial sound of Scotland.” What does that mean? How did you figure that out? **(Write-On)** |CL| (Team Talk rubric)



## TEAMWORK

Timing Goal: 50 minutes

### Partner Reading **TP**

Students read and restate aloud.

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGGRS before having students reread and restate: **SR**  
**pages 75–78 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. What word, phrase, or passage did you clarify? How did you clarify it? |CL|  
(Strategy Use rubric)  
**100 points** = *Uses a sticky note, tells what strategy was used to discuss it, and explains how the strategy helped to understand the text.*  
**90 points** = *Uses a sticky note and tells what strategy was used to discuss it.*  
**80 points** = *Uses a sticky note to mark a thought.*
2. What happens because bagpipes can be expensive? |CE|
  - a. *They are passed down through families.*
  - b. *They are rarely played except for important events.*
  - c. *They are delicate and may break easily.*
  - d. *They are often stolen from bagpipe stores.*

**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. On page 77, the author writes about the “unofficial sound of Scotland.” What does that mean? How did you figure that out? **(Write-On)** |CL| (Team Talk rubric)

**100 points** = *When the author writes about the “unofficial sound of Scotland” on page 77, she is talking about how the bagpipes are important to Scotland. I read ahead to figure this out. The text tells about all the different reasons people play bagpipes. People play them at weddings, festivals, fairs, parades, and funerals. These are all important events. I think people think of Scotland when they hear bagpipes.*

**90 points** = *When the author writes about the “unofficial sound of Scotland” on page 77, she is talking about how the bagpipes are important to Scotland. I read ahead to figure this out.*

**80 points** = *The bagpipes are important to Scotland. I read ahead.*

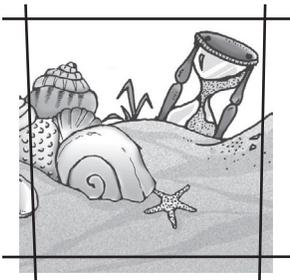
**TEAM TALK EXTENSION**

4. How did tin whistles get their name? |CE| (Team Talk rubric)

**100 points** = *Tin whistles got their name from the metal they are made from and the sound they make. The whistles are made of tin. The sound they make sounds like a teakettle or whistle used by a referee.*

**90 points** = *Tin whistles got their name from the metal they are made from and the sound they make.*

**80 points** = *The metal they are made from and the sound they make.*



# FLUENCY IN FIVE

Timing Goal: 5 minutes

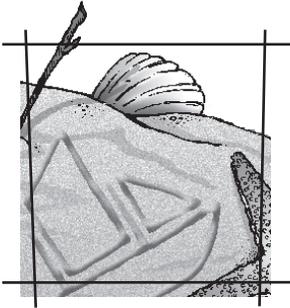
- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

Student Edition, page S-29.

**Page 80 (paragraph 1) or 78 (paragraphs 1 and 2)**

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

- Assign individual fluency goals as needed, monitor practice, and assign scores as students read with their partners.
- Award team celebration points. Remember to add individual scores to the teacher cycle record form.
- Students record their fluency rubric scores on the team score sheets.



## WORD POWER **TP**

Timing Goal: 10 minutes

**tps**

- Remind students of the Word Power skill (synonyms) and the Word Treasure clue Captain Read More uses for synonyms.
- Use **Think-Pair-Share** to have students tell what words in this cycle’s vocabulary list have synonyms. Randomly select a few students to share. *The words debates, unique, inflate, depart, and investigate have synonyms.*
- Confirm or model by displaying a set of shells on the board. Write the word “debates” on the shell, leaving the matching shell blank.

Blackline master provided.



- Use **Think-Pair-Share** to have students identify a synonym for debates. Randomly select a few students to share. Accept any reasonable answers. Write the synonyms on the matching shell as students share their responses. *Debates: fights.*
- Repeat the activity with the words *unique, inflate, depart, and investigate.*
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

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

Student Edition, page S-31.

SKILL PRACTICE			
Write a synonym for each of the following words.			
1. sway	wave		
2. carve	cut		
3. murmur	whisper		
4. swoop	dive		
BUILDING MEANING			
debates	unique	inflate	blare
depart	investigate	feature	bound
<p>5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.</p> <p><b>100 points</b> = <i>The sentence uses the word correctly and includes details to create a mind movie.</i></p> <p><b>90 points</b> = <i>The sentence uses the word correctly and includes one detail.</i></p> <p><b>80 points</b> = <i>The sentence uses the word correctly.</i></p> <p>6. Choose the word that best completes the sentence.</p> <p>Quin always <u>debates</u> with his mother about whether he needs a coat in the morning.</p>			

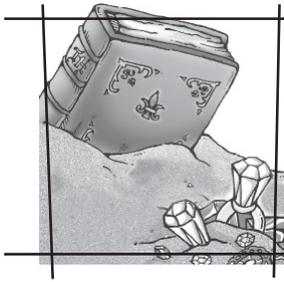
- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration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

- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

### TEAM CELEBRATION POINTS

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

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



## DAY 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, **clarifying**.

### Vocabulary **TP**

- Have students review the vocabulary words with their partner. Ask them to use the vocabulary words in new, meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- 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: *investigate* page 81, *feature* page 81, and *bound* page 81.
- 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.

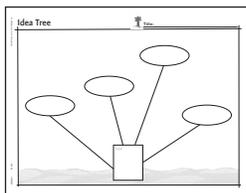
**Yesterday we found more details about the instruments from Australia and Europe. Didgeridoos are long hollowed out branches that can be heard for miles. They are played in Australia. Tin whistles were originally made in England, but are really popular with Irish folk bands. Bagpipes are important to the Scottish and are played at a lot of different events. They are also handed down through families. Bodhrans are another popular Irish instrument. These drums look like tambourines. I can add all this information to my idea tree.**

- 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 79 aloud, stopping to clarify the phrase “beat of the human heart.” Use a **Think Aloud** to model using strategies to clarify this phrase.



**I think I read something I’m not sure I understand. The text says the bombo “sounds like the beat of the human heart.” What does that mean? I’ll use my own knowledge to figure that out. I know that our hearts pump blood through our bodies. I can put my hand over my heart and feel it beating. I know that when I go to the doctor, the doctor uses a special tool to listen to my heart. I think the heart makes a sort of thumping noise. I see. This drum must make that thumping kind of sound. It reminds people of hearts beating. I used my own knowledge to clarify that phrase.**

Blackline master provided.



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

**Main idea:** South American instruments: bombos (p. 79)

- drum made from hollow log
  - skin can be tightened or loosened to change sound while playing, fur left on for different sound
  - sounds like beating heart when played
- Remind students that they will continue clarifying as they read *A Trip Around the World of Musical Instruments* this cycle.

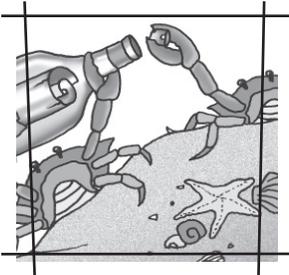
## Preview Team Talk

- 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-31.

## TEAM TALK

1. Use information from your graphic organizer to write a summary of *A Trip Around the World of Musical Instruments* from this cycle. |SU| (Summarizing rubric)
2. Why does the author provide a text box on page 81? |AP • TF|
  - a. to persuade you to visit South America
  - b. to entertain you with music
  - c. to tell you where to hear charangos
  - d. to show you how to play it
3. On page 82, the author writes “that about does it for our trip.” What does that mean? How did you figure that out? **(Write-On)** |CL| (Team Talk rubric)



## TEAMWORK

Timing Goal: 50 minutes

### Partner Reading **TP**

Students read and restate aloud.

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students reread and restate: **SR**  
**pages 80–82 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**

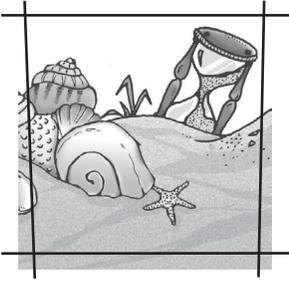
- ask students if they understood or enjoyed the reading
- reinforce use of the skill

**TEAM TALK**

1. Use information from your graphic organizer to write a summary of *A Trip Around the World of Musical Instruments* from this cycle. |SU| (Summarizing rubric)
  - 100 points** = *Restates the main ideas and gives important details that support them.*
  - 90 points** = *Restates the main ideas.*
  - 80 points** = *Restates some important ideas but includes less important details.*
2. Why does the author provide a text box on page 81? |AP • TF|
  - a. to persuade you to visit South America
  - b. to entertain you with music
  - c. to tell you where to hear charangos
  - d. to show you how to play it
3. On page 82, the author writes “that about does it for our trip.” What does that mean? How did you figure that out? (**Write-On**) |CL| (Team Talk rubric)
  - 100 points** = *When the author writes “that about does it for our trip,” on page 82, she means that the trip is over. I figured this out by rereading the heading on the page. The heading says “Landing.” I know that when a plane lands, the flight is over.*
  - 90 points** = *When the author writes “that about does it for our trip,” on page 82, she means that the trip is over. I figured this out by rereading the heading on the page.*
  - 80 points** = *The trip is over. I reread.*

**TEAM TALK EXTENSION**

4. Why does the author provide the text that says “chah-RANG-oh” on page 81 and similar text in other pages of the text? |AP • TF| (Team Talk rubric)
  - 100 points** = *The author provides the text that says “chah-RANG-oh” and similar text in other places because it helps the reader say the word. A lot of the words in this text are from other languages. The words may not be pronounced the way we expect them to be pronounced in English.*
  - 90 points** = *The author provides the text that says “chah-RANG-oh” and similar text in other places because it helps the reader say the word.*
  - 80 points** = *It helps the reader say the word.*



## FLUENCY IN FIVE

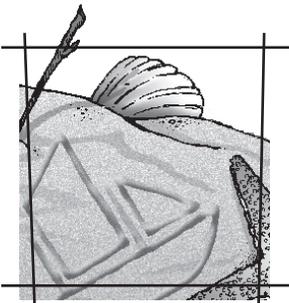
Timing Goal: 5 minutes

- 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-29.

**Page 80 (paragraph 1), 78 (paragraphs 1 and 2), or 81 (paragraphs 2 and 3)**

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



## WORD POWER **TP**

Timing Goal: 10 minutes

**tps**

- Remind students of the Word Power skill (synonyms) and the Word Treasure clue Captain Read More uses for synonyms.
- Use **Think-Pair-Share** to have students identify why Captain Read More wants them to learn synonyms. Randomly select a few students to share. *Synonyms help us to define words, make connections between words, and become better speakers and writers.*
- Display the Word Power Challenge. Tell students that they will work in teams to identify a synonym for each underlined word. Point out that the underlined words are simple, and challenge the teams to find more advanced words to replace them.

**Preparation:** Display the Word Power Challenge

Explain to students that they might be able to find more than one synonym for each underlined word.

<h2 style="margin: 0;">Word Power Challenge</h2>	<p>If he were ever shipwrecked on an island, Nico imagined that he would build himself a <u>hut</u> on the beach.</p> <p>Much to Shoshana’s <u>delight</u>, the circus elephant walked up to her and ate the peanuts she had in her hand.</p>
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- Use **Random Reporter** to select students to share. *Hut: house; delight: happiness.*
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition, page S-32.

### SKILL PRACTICE

Write a synonym for each of the following words.

- |             |                 |
|-------------|-----------------|
| 1. heal     | <i>mend</i>     |
| 2. banquet  | <i>feast</i>    |
| 3. pure     | <i>perfect</i>  |
| 4. proclaim | <i>announce</i> |

### BUILDING MEANING

<b>debates</b>	<b>unique</b>	<b>inflate</b>	<b>blare</b>
<b>depart</b>	<b>investigate</b>	<b>feature</b>	<b>bound</b>

5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.
- 100 points** = *The sentence uses the word correctly and includes details to create a mind movie.*
- 90 points** = *The sentence uses the word correctly and includes one detail.*
- 80 points** = *The sentence uses the word correctly.*
6. Choose the word that best completes the sentence.
- I am going to investigate to find out who has been sneaking into the coatroom and stealing lunches.

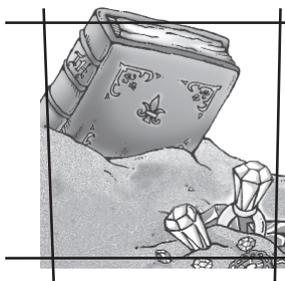
- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.

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

### TEAM CELEBRATION POINTS

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

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



## DAY 5

# ACTIVE INSTRUCTION

Timing Goal: 20 minutes

### Rate Vocabulary Words

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

### Team Cooperation and Achievement Goal

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

### Set the Stage

- Tell students that their reading test today includes comprehension questions, 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 alphorns. These instruments from Switzerland are similar to didgeridoos in Australia.**

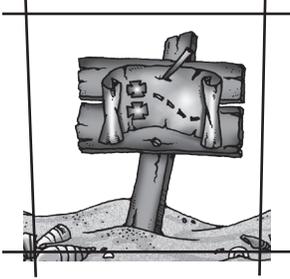
### Vocabulary **TP**

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

### Prepare Students for the Test

- Distribute the test, and preview it with students without providing information about the answers. Point out that question #2 asks about clarifying.

- Ask students to underline key words or phrases in question #2.
- Make sure students understand that the test is independent work and that they should continue to use their strategies with sticky notes as they read without their partners' assistance.
- Tell students to add any relevant ideas from this reading to their graphic organizers and to do so without assistance.
- Remind students that they have 40 minutes for the test.

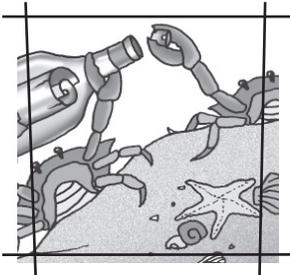


## TEST

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

- 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.

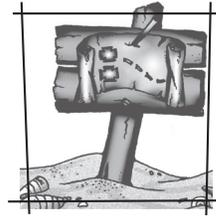


- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.
- Use information from student tests to plan modeling and/or Think Alouds for the next lesson that will build upon the skills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

The alphorn is a symbol of the mountainous country of Switzerland. Young shepherds used to play the alphorn at sunset while watching their sheep or cows. The music calmed the animals down for the night. It also made the young boys feel better about being away from home. Shepherds could also send messages to one another with the horns. The sound bounced off the mountains.

The alphorn looks like a long, straight tube that widens into a curved bell at the end. It is usually made from two pieces of wood from a tree. The two pieces of wood are sandwiched together and bound with strips of bark. It can be longer than twelve feet and needs a special stand to rest on. You play it by blowing into it and buzzing your lips together.

Source:

<https://www.myswitzerland.com/en-us/planning/about-switzerland/custom-and-tradition/alphorn-the-sound-of-natural-tones/>

## Comprehension Questions

Answers may vary.  
Accept reasonable responses.

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

**30 points**

1. What is the topic of this text? |MI • AP| (Team Talk rubric)
  - a. mountain shepherds
  - b. *the Swiss alphorn*
  - c. carving alphorns
  - d. wind instruments

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

**30 points** = *The intent of the author is to inform the reader about alphorns. I know this is the intent of the author because I learned why shepherds made alphorns. I learned why they play them. I also learned what the alphorn looks like and how it is made.*

**25 points** = *The intent of the author is to inform the reader about alphorns. I know this is the intent of the author because I learned why shepherds made alphorns.*

**20 points** = *To inform the reader about alphorns. I learned why shepherds made alphorns.*

30 points

2. What does the phrase “sandwiched together” mean? How did you figure this out?  
(Write-On) |CL| (Team Talk rubric)

**30 points** = *The phrase “sandwiched together” means put together. I figured this out by rereading. The passage says the alphorn is made from two pieces of wood. It sounds like they need to be put together to make the instrument. I know that when you make a sandwich, you put two pieces of bread together. This must be what you do with the wood of an alphorn.*

**25 points** = *The phrase “sandwiched together” means put together. I figured this out by rereading.*

**20 points** = *It means put together. I reread.*

30 points

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

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

**25 points** = *Restates the main ideas.*

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

### Word Power

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

5 points each

#### Skill Questions

Write a synonym for each of the following words.

- |             |                  |
|-------------|------------------|
| 1. quantity | <i>amount</i>    |
| 2. climate  | <i>weather</i>   |
| 3. bunch    | <i>group</i>     |
| 4. rejoice  | <i>celebrate</i> |

10 points each

#### Building Meaning

debates	unique	inflate	blare
depart	investigate	feature	bound

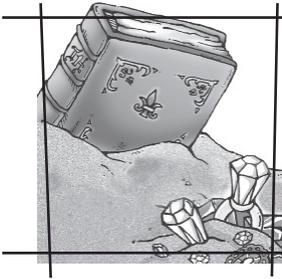
5. Write a meaningful sentence for the word *depart*.

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

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

**1 point** = *Uses the word correctly.*

6. My county isn't very large, so you're bound to see someone you know when you visit the county fair.
  
7. Each snowflake that falls from the sky has a slightly unique shape when you look at them closely. *Unique* means—
  - a. common.
  - b. one of the crowd.
  - c. *one of a kind*.
  - d. every day.
  
8. The blare of the trumpets was too much for Gregor, and he heard a ringing in his ears for days after the parade.
  
9. “Tonight’s talent show will feature a girl who can imitate animals and the most flexible person in Middletown!” the announcer said. *Feature* means—
  - a. suggest.
  - b. explain.
  - c. demand.
  - d. *display*.
  
10. “While Brandon debates with Sal about which superhero is best, let’s go get an ice cream,” Alonzo said.
  
11. We need to investigate what would make broccoli the favorite snack of children everywhere. *Investigate* means—
  - a. throw out.
  - b. *study*.
  - c. deny.
  - d. make happen.
  
12. If you inflate a balloon too much, it will pop right in your face and probably scare you.



## DAY 6

## ACTIVE INSTRUCTION

Timing Goal: 5 minutes

Two-Minute Edit **TP**

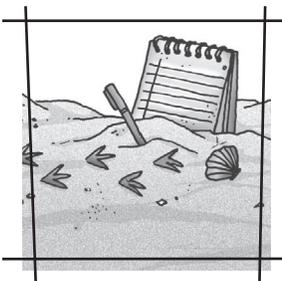
- Display and have students complete the Two-Minute Edit to start the class.
- Identify a frequently occurring grammatical or mechanical problem from the students' writing.
- Prepare a sentence that illustrates the problem (with no more than four errors).
- Display the sentence, and indicate the number 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 create a glossary for A Trip Around the World of Musical Instruments. The text contains a lot of words that may be new or unusual to you and other readers. You will create a glossary of terms to share with your classmates.**

- Point out features of glossaries and glossary entries.

**Informational texts often have glossaries because the text has a lot of technical words. These are words that are specific to the topic of the text. Glossary entries are listed in alphabetical order. The word being defined is usually printed in bold text and followed by a colon. This makes it easier to read through the glossary.**



- 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-32.

WRITING PROMPT
Create a glossary for <i>A Trip Around the World of Musical Instruments</i> . Your glossary should include at least five important or difficult words from the text. These words should not be vocabulary words or words used during the lesson. Each word should have at least a one-sentence definition. Use each word in a meaningful sentence that uses the word the same way it was used in the text.

Student Edition Writing Guide contains no point values.

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

- 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 glossaries.**

- 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.
- Remind students that the words they choose should not have been a part of the vocabulary lesson or used for clarification during the lesson.

**You want to make a glossary of words you think are new, interesting, and difficult. Your vocabulary words have already been defined and used in meaningful sentences, so you are already familiar with them. You used clarifying strategies to define many others. Use your text and lesson as a reference for which words you have already studied.**

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

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

- 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.
- Remind students that their glossaries should be in the correct format.

**Now is the time to make sure that you make changes to your glossary in the next draft. You should make sure that your glossary is written in the correct format. Words should be alphabetized and lowercase unless they are capitalized in the text. They should be followed by a colon. The definitions should be in complete sentences. The glossary word should appear underlined or italicized in the meaningful sentence.**

Blackline master provided.

- Display the following excerpt from a glossary.

pitch The key or sound an instrument makes. Musicians can change the pitch of an instrument by changing how air blows through it or tightening parts of the instrument.

Danny tightened his drum head so the pitch would be higher and louder.

strummed: When a stringed instrument is played by lightly brushing fingers over the strings.

The guitar player strummed the strings to produce a soft, gentle song.

Accompany: The act of two or more instruments playing together or with singers.

I will have a piano accompany me during my voice concert.

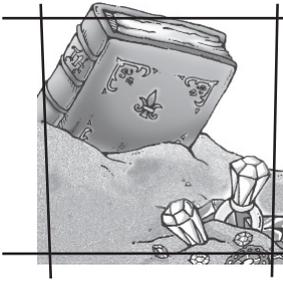


- Use **Team Huddle** to have students identify errors in the glossary excerpt. Use **Random Reporter** to select students to share. *The words are not in alphabetical order. The word accompany should be first. The word accompany should not be capitalized. The word pitch is not followed by a colon. The word strummed is not italicized or underlined in the meaningful sentence.*
- 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"> <li>• How many points did you earn today?</li> <li>• How well did you use the team cooperation goal and behavior?</li> <li>• What did you do to work toward your achievement goal?</li> </ul>



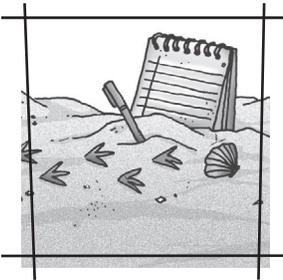
## DAY 7

# 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.

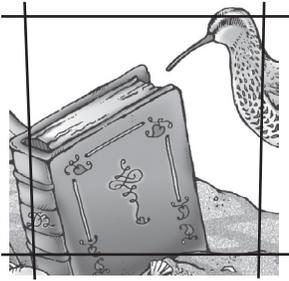


# ADVENTURES IN WRITING

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.

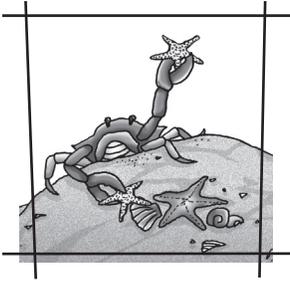


## Class Discussion

- 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.

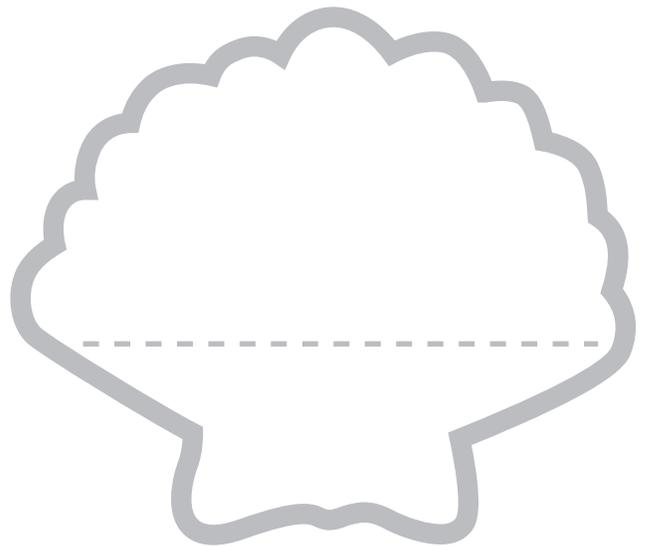
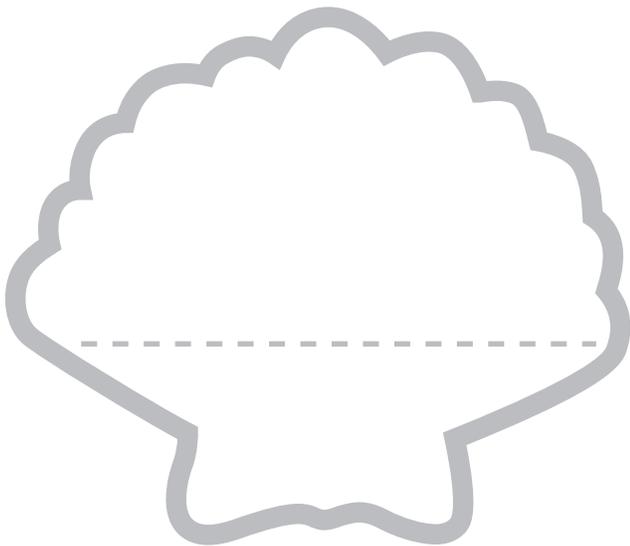
### TEAM CELEBRATION POINTS

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?

## **Needing Energy**

A marathon is 26.2 miles. Running a marathon is not easy. Many runners run out of energy at around the twentieth mile. This is called hitting a wall. To get past this, many runners need a boost of energy. Chocolate helps. Sports drinks help. Once people can get past this, they can usually finish.



**pitch** The key or sound an instrument makes.

Musicians can change the pitch of an instrument by changing how air blows through it or tightening parts of the instrument.

Danny tightened his drum head so the pitch would be higher and louder.

**strummed:** When a stringed instrument is played by lightly brushing fingers over the strings.

The guitar player strummed the strings to produce a soft, gentle song.

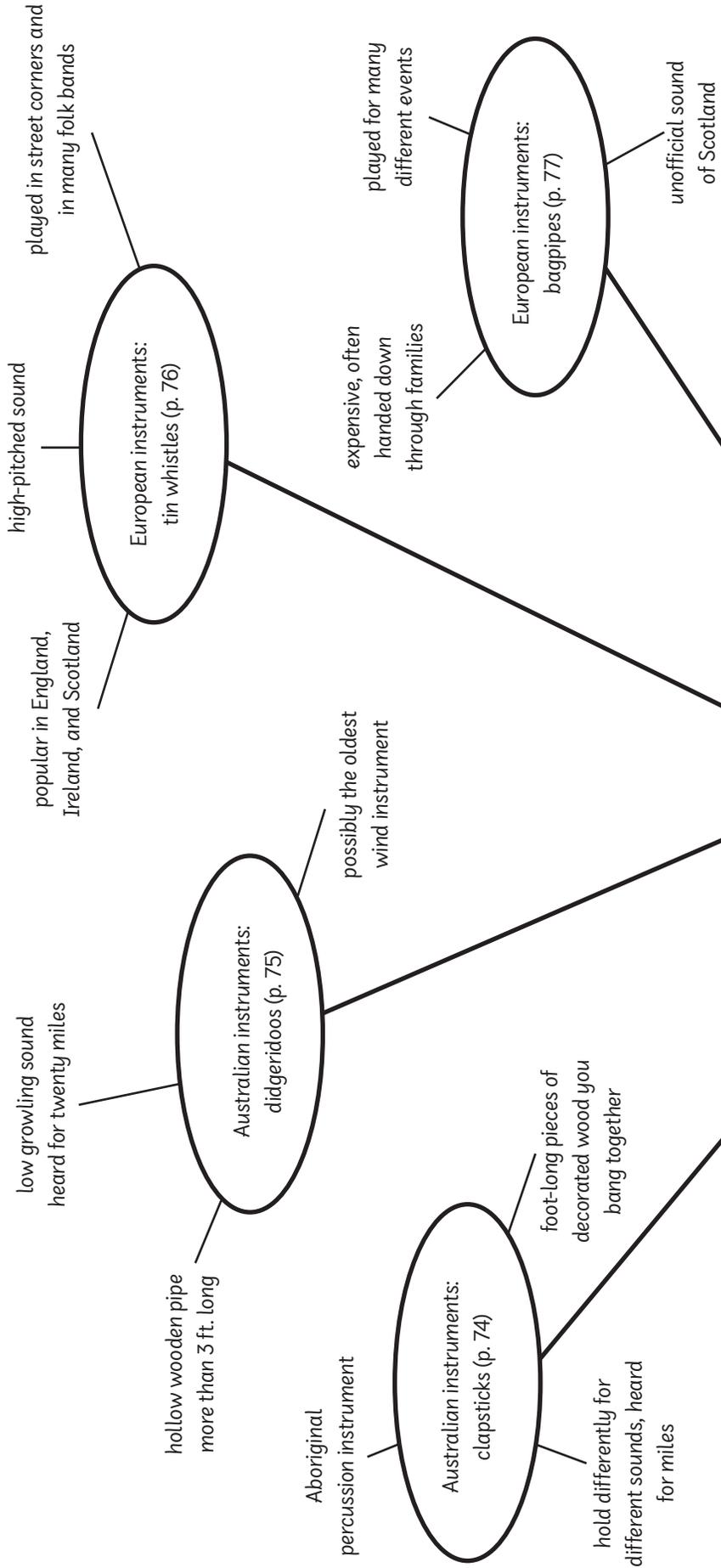
**Accompany:** The act of two or more instruments playing together or with singers.

I will have a piano accompany me during my voice concert.



Title: A Trip Around the World of Musical Instruments (cycle 2)

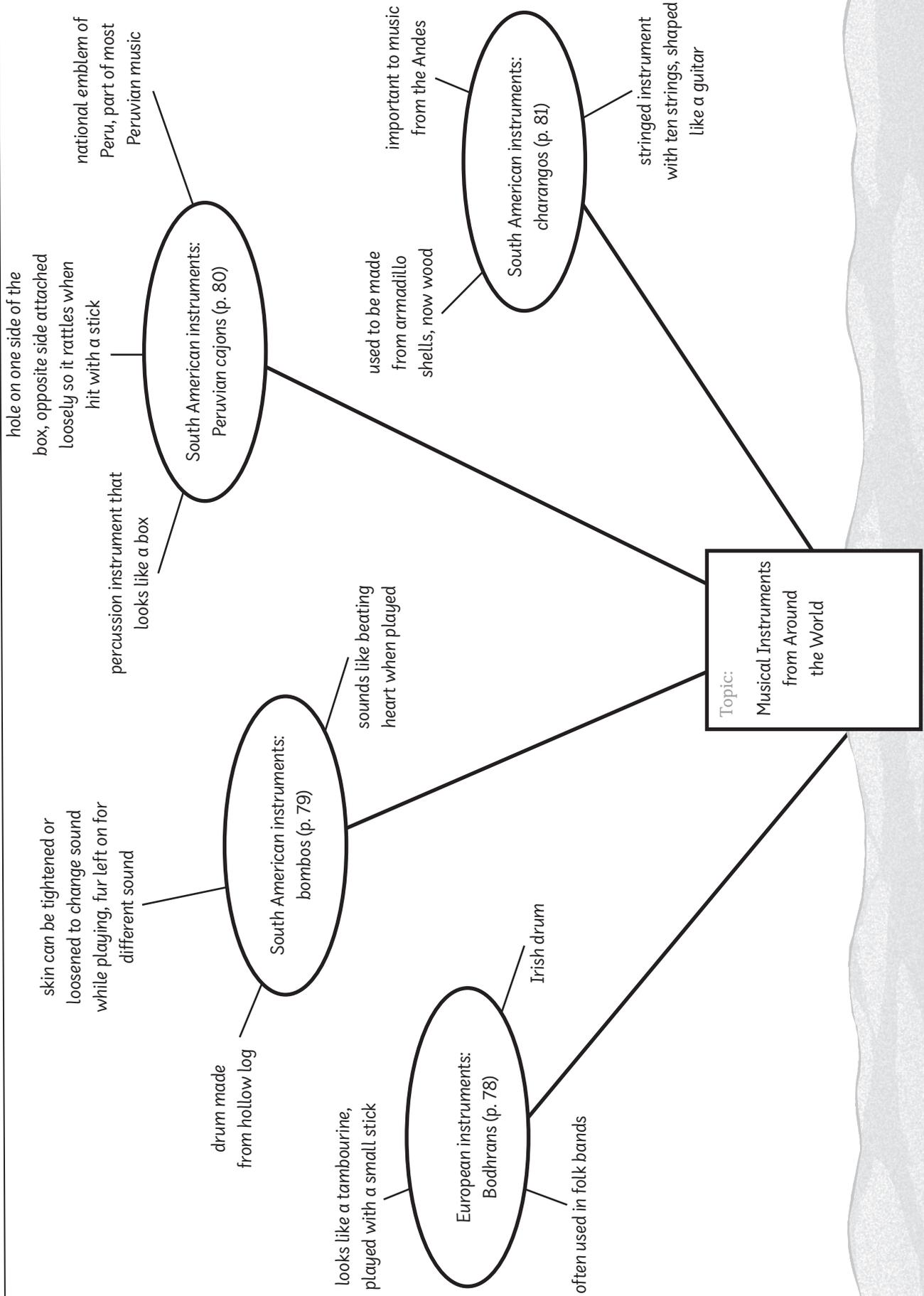
# Idea Tree





Title: A Trip Around the World of Musical Instruments (cycle 2), cont.

# Idea Tree



## College and Career Readiness Standards

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

### LEVEL 4 / *A Trip Around the World of Musical Instruments*

#### **Reading:** *Foundational Skills*

##### **Phonics and Word Recognition**

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

#### **Writing**

##### **Text Types and Purposes**

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

#### **Language**

##### **Vocabulary Acquisition and Use**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

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