



Summarizing

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—Summarizing

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LITERATURE (9 DAY)

Summarizing at the S.H.O.R.T. School News

The Savvy Reader—Summarizing, A Collection of Readings, pages 1–18
Success for All Foundation, 2011

Summary

Today’s headline is: “Students Summarize to Secure Spot on Staff.” Sometimes shorter is better. In fact, a newspaper prides itself on being short and to the point. The students in this video, *Summarizing at the S.H.O.R.T. School News*, learn this important lesson when they try out for their school newspaper. Students will enjoy the challenge as they help Mingo, Elinor, Alicia, and Lee summarize a story for the book review section of the paper.

Instructional Objectives

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

Teacher’s Note:

- Summarizing at the *S.H.O.R.T. School News* is a nine day lesson cycle that focuses on the summarizing strategy. It does not follow the standard structure of Targeted Treasure Hunts.

Preparation:

- You will need the Reading Wings 5th Edition software (web-based), *The Savvy Reader—Summarizing, A Collection of Readings* for each partnership, a Summarizing Strategy Card for each partnership, and journals for writing activities.
- Before you begin day 6, review the following suggested guidelines for writing summaries with your students.

(continued on next page)

Writing Instruction Suggestions

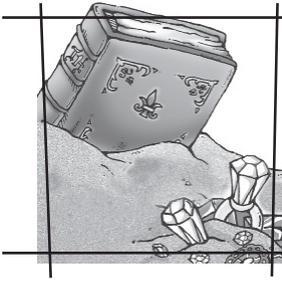
In this lesson, the S.H.O.R.T. School students will ask your students to write a summary of Edgardo's Birthday Party, The Gift, and Making the Team. The following suggestions are included to help you plan your instruction on how to write a summary.

Getting Started

Know your students. The writing ability of students in levels 4, 5, and 6 will vary. Begin by identifying where your students are and the teaching/modeling they will need.

Modeling and Practice

- **If students are new to writing a summary**, you may choose to write the summary as a whole class activity. Lead the process of turning information on the story map into sentences and paragraphs. Model how to write the first paragraph (or the entire summary) yourself or with help from students. Think aloud, write, and revise as you go. Include a title and an introductory sentence.
- **If students are ready for some writing responsibility**, continue modeling as needed, or release the responsibility to your students by asking them to write one or more paragraphs with their teams. Students should talk about what they plan to write first and then take turns writing sentences. They might write on every other line of a piece of paper, using the blank lines for revisions. Have teams stop at the end of each paragraph and read their work aloud for the class.
- **If students are ready for more independent writing**, have them write on their own. Ask them to trade their writing with a partner for positive feedback. Have students read their summaries aloud.
- **At all levels**, remember that modeling your thinking and the way you turn your thoughts into writing will be very beneficial. If students are allowed independent practice too soon, many of them will miss the mark. Make sure that students have plenty of practice talking about what they plan to write before they commit it to paper. Allow each student to share what he or she has written with a partner and get feedback. Celebrate their growing skills.



DAY 1

ACTIVE INSTRUCTION

Timing Goal: 55 minutes

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

Team Cooperation and Achievement Goal

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

Set the Stage

- Introduce the reading objective.

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

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

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Using the Targeted Strategy

Introduction and Definition

- Introduce and define summarizing. Use **Think-Pair-Share** to have students tell what they know about bicycles.

We are going to learn a strategy called summarizing. Summarizing means picking out the most important parts of a story and retelling it in a shorter way.

One of the skills you'll learn is how to decide what is important. So let's have some fun thinking about what is important about some everyday words.

I want you to think about a bicycle. What do you know about a bicycle? Now pair with your partner, and tell each other everything you can think of about a bicycle. Then we'll share as a class.

- Randomly select a few students to share. Have each partnership share several things they've thought of, and make an exhaustive, whole class list.
- Use **Think-Pair-Share** to have students share what they think is most important to tell and why. You may wish to model with your own thinking. Randomly select a few students to share.

Now look at our list and imagine that you have to tell someone the most important things about a bicycle. What would you say?

- Repeat the activity using the words *school* and *newspaper*, if time allows.
- Award team celebration points for good discussions that demonstrate effective teamwork.

Preview Team Talk

- Introduce the video.

Today we're going to meet four students, Mingo, Alicia, Elinor, and Lee. They have submitted book reviews to their school newspaper, hoping to earn positions as reporters. But the editors, Mica and Radford, have some bad news for them. Their reviews are too long. Maybe they don't know what's important for a book review! Let's see if the editors have some advice or, better yet, some tools to fix the problem.

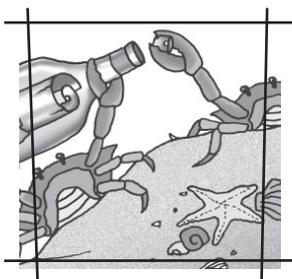


- **Play** "Part 1: Summarizing Narrative Texts" (4 minutes).
 - Radford will ask students to work with their partners to list story elements.
- Stop the video as indicated, and model completing the activities, or have students complete them.
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #4, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page S-1.

TEAM TALK

1. What is the problem with the review the students submitted? (Team Talk rubric)
2. What is a summary? (Team Talk rubric)
3. What are the story elements? (Team Talk rubric)
4. What tools does the *S.H.O.R.T. School News* staff use to create a summary? How are they used? (**Write-On**) (Team Talk rubric)

**TEAMWORK**

Timing Goal: 35 minutes

Team Discussion TP

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

Team Discussion

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

- Remind students that they will need to prepare each team member to report on Strategy Use, Write-On, and Team Talk discussions to earn challenge scores from the rubrics during Class Discussion.
- Hand out or have students look at their Summarizing Strategy Cards. Review the clues for literature.

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

Now we’re going to complete the Editor’s Challenge. Turn to the story *Edgaro’s Birthday Party* in your copies of *A Collection of Readings*.

- Read the Editor’s Challenge aloud.

Student Edition, page S-1.

Mingo, Alicia, Elinor, and Lee had trouble picking out what was important for their book review. Maybe they thought that everything was important, and that’s why they included too much information. Mica and Radford want to see how skilled you are at identifying what is important. Radford recently went to his friend Edgaro’s birthday party. He has written about the party. I’d like you and your partner to take turns reading the story and then make a list of the things you think would be important to tell one of your friends about the party.

- Have partners read and retell Edgaro’s Birthday Party and list what would be important to tell another friend about the party. Monitor the discussions, and give support as needed. Prompt students to use their Summarizing Strategy Cards.
- Have partners discuss with their teammates what they listed and why. Monitor the discussions, and give support as needed.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson’s team cooperation goal.

Class Discussion TP



- Introduce the strategy-use discussion by telling students they will talk about the Editor’s Challenge.
- Use **Random Reporter** to review the team discussions. Make a class list of important events and ideas.
- Use **Random Reporter** to select a team to share responses to each question.
- Students should listen to the team selected and provide feedback based on the rubric.

- Award team celebration points.
- Add individual rubric scores to the teacher cycle record form.
- Students record their rubric scores on the team score sheet.

Answers may vary. Accept reasonable responses.

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

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

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

TEAM TALK
<p>1. What is the problem with the review the students submitted? (Team Talk rubric)</p> <p>100 points = <i>The problem with the review the students submitted is that it is too long. The review is almost as long as the book.</i></p> <p>90 points = <i>The problem with the review the students submitted is that it is too long.</i></p> <p>80 points = <i>The review is too long.</i></p> <p>2. What is a summary? (Team Talk rubric)</p> <p>100 points = <i>A summary is a shortened version of the original. It includes only the important information.</i></p> <p>90 points = <i>A summary is a shortened version of the original.</i></p> <p>80 points = <i>A shortened version of the original.</i></p> <p>3. What are the story elements? (Team Talk rubric)</p> <p>100 points = <i>The story elements are the main characters, setting, story problem, important events or ideas, and solution and ending. They are the important details of the story.</i></p> <p>90 points = <i>The story elements are the main characters, setting, story problem, events, and ending.</i></p> <p>80 points = <i>The characters, setting, problem, events, and solution.</i></p> <p>4. What tools does the S.H.O.R.T. School News staff use to create a summary? How are they used? (Write-On) (Team Talk rubric)</p> <p>100 points = <i>The staff uses the Summarizing Strategy Card and the story map to create a summary. The strategy card lists the steps to summarizing. It also helps the reader identify what is important. The story map organizes the story elements and prepares for a written or oral summary.</i></p> <p>90 points = <i>The staff uses the Summarizing Strategy Card and the story map to create a summary.</i></p> <p>80 points = <i>The Summarizing Strategy Card and the story map.</i></p>

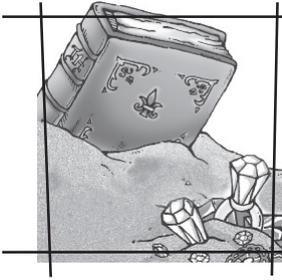
- Summarize the lesson for students.

Mingo, Alicia, Elinor, and Lee learn that their book review is too long. Mica, the editor, said they would have to summarize to make it shorter. Luckily, Mica gave them some tips on how to summarize. Hand out Summarizing Strategy Cards and a story map. These are the tools Mica gave the students. We'll use them too as we practice summarizing. Let's review the strategy card. We'll use it to help us find what's important in a text.

TEAM CELEBRATION POINTS

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

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



DAY 2

ACTIVE INSTRUCTION

Timing Goal: 55 minutes

Team Cooperation and Achievement Goal

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

Set the Stage

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

Using the Targeted Strategy

Introduction and Definition



- Use **Team Huddle** to have students discuss the following questions to get them to review their thoughts about important events or ideas and to start thinking about retelling. Use **Random Reporter** to select students to share.

Today you're going to practice retelling what you read. You'll focus on what's most important and leave out what you think is less important. Some things you do every day can help you read and retell what's important.

When you tell a friend about a really good movie, what parts do you think are the most important to tell them about? Accept all responses while guiding students to respond with the story elements. *Main characters, setting, story problem, important events or ideas, solution and ending.*

If you were telling a friend about the video we're watching about the S.H.O.R.T. School News, what do you think would be important to tell them about Mica? Responses will vary, but guide students to include: *Mica is one of the characters in the video. Mica is an editor of the S.H.O.R.T. School News.*

Why do you think that it's important to retell what's happened on the page, to yourself or to your partner, when you read? Accept students' responses while guiding them to understand. *In the process of retelling, you naturally begin to sort out important information from less important information—the first step in summarizing. Retelling is also a monitor of understanding.*

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

Preview Team Talk

- Introduce the video.

Mingo, Alicia, Elinor, and Lee have been given a chance to submit a shorter summarized version of their book review. They’ve been given the same tools we have: a Summarizing Strategy Card and a story map. Let’s see how they do with reading and retelling. Will they include the important information and leave out the less important details? We’ll find out. You’ll need the story *The Gift* in your copies of *A Collection of Readings*, your strategy card, some sticky notes—in case you come across words or passages you have to clarify—and your journal. Mingo and Alicia will read and retell the first page, but the second page is up to you!

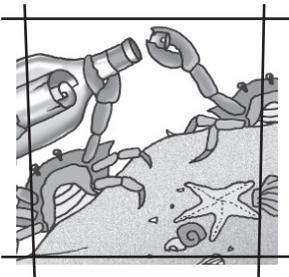


- **Play “Part 2: Reading and Retelling” (3 minutes).**
 - Radford will ask students to read and retell the second page of *The Gift* with their partners. Have several partners share what they included in their retell. Then compare it with Elinor and Lee’s retell.
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students’ reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page S-1.

TEAM TALK

1. What was the most difficult part of retelling page 2? Why? (Team Talk rubric)
2. How does your retell compare with Elinor and Lee’s? (Team Talk rubric)
3. What did your partner do to help you with steps 1, 2, and 3 on your strategy card? (**Write-On**) (Team Talk rubric)



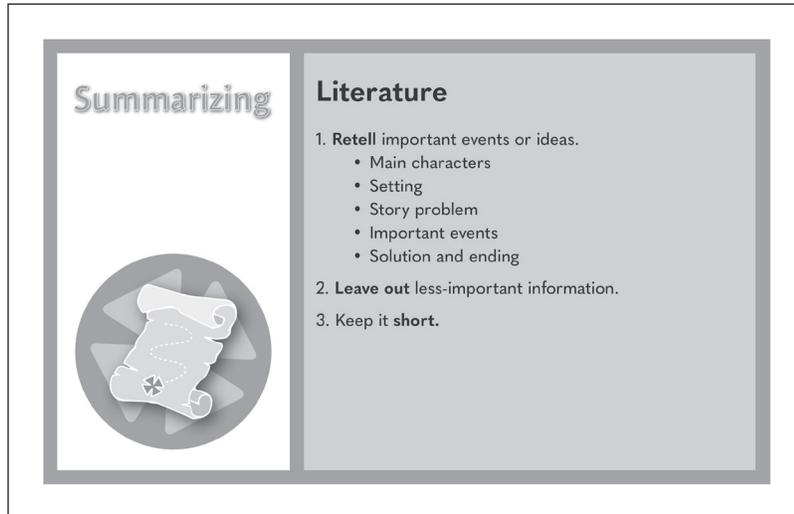
TEAMWORK

Timing Goal: 35 minutes

Team Discussion **TP**

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

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**
- Remind students that they will need to prepare each team member to report on Strategy Use, Write-On, and Team Talk discussions to earn challenge scores from the rubrics during Class Discussion.
- Review the literature side of the Summarizing Strategy Card.



- Introduce the Editor's Challenge.

Now we're going to complete the Editor's Challenge. Turn to the story *Making the Team* in your copies of *A Collection of Readings*.

- Read the Editor's Challenge aloud.

Student Edition, page S-1.

Mica and Radford have given us a challenge to see if you're getting the hang of retelling. They know that sorting what's important from what's not important takes judgment. They would like you and your partner to read the story *Making the Team* and use your judgment to decide what should be included and what could be left out of your retell. There are two parts to the story, so you can both practice retelling. List the important events or ideas in your journal. Remember to use your strategy card to guide you!

- Have partners read and retell *Making the Team* and make a list of important events or ideas from each page. Monitor the discussion, helping to clarify words or phrases as necessary, prompting students to use their strategy cards, and suggesting ways to decide what is important.
- Have a few partners read their list of important events or ideas and explain why they made those choices and how their Summarizing Strategy Cards helped them.
- Have partners compare their list of important events or ideas with those of their teammates and reach consensus. Have students save this list. Monitor the discussions, and give support as needed.

- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson’s team cooperation goal.

Class Discussion **TP**



- Introduce the strategy-use discussion by telling students they will talk about the Editor’s Challenge.
- Use **Random Reporter** to review the team discussions. Make a class list of important events or ideas.
- Use **Random Reporter** to select a team to share responses to each question.
- Students should listen to the team selected and provide feedback based on the rubric.
- Award team celebration points.
- Add individual rubric scores to the teacher cycle record form.
- Students record their rubric scores on the team score sheet.

Answers may vary. Accept reasonable responses.

Strategy Use Discussion

- resolve a sticky note
- describe team strategy use

Team Talk Discussion

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

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 was the most difficult part of retelling page 2? Why? (Team Talk rubric)
 - 100 points** = *The most difficult part of retelling page 2 was figuring out which details were the most important ones to list. A lot of things happen on page 2. There is a lot of information about what happens when Miguel comes home.*
 - 90 points** = *The most difficult part of retelling page 2 was figuring out which details were the most important ones to list.*
 - 80 points** = *Figuring out which details were the most important ones to list.*
2. How does your retell compare with Elinor and Lee’s? (Team Talk rubric)
 - 100 points** = *My retell is shorter than Elinor and Lee’s. They thought of a lot of details that I didn’t think were as important. I combined a lot of those ideas into one idea.*
 - 90 points** = *My retell is shorter than Elinor and Lee’s.*
 - 80 points** = *It’s shorter than theirs.*
3. What did your partner do to help you with steps 1, 2, and 3 on your strategy card? (**Write-On**) (Team Talk rubric)
 - 100 points** = *My partner helped me remember which events and details were important. I forgot a detail that was important to the story. My partner also helped me make sure we kept our retell short.*
 - 90 points** = *My partner helped me remember which events and details were important.*
 - 80 points** = *Remember which events and details were important.*

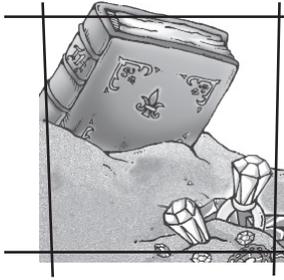
- Summarize the lesson for students.

The S.H.O.R.T. School students practice reading and retelling what’s important with their partners. You had an opportunity to practice reading and retelling as well. You also compared your summary with their summary.

TEAM CELEBRATION POINTS

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

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



DAY 3

ACTIVE INSTRUCTION

Timing Goal: 55 minutes

Team Cooperation and Achievement Goal

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

Set the Stage

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

Using the Targeted Strategy

Introduction and Definition



- Use this activity to review retelling. Use **Team Huddle** to have students discuss their responses to the following questions. Use **Random Reporter** to select students to share.

How does retelling a story in a shorter way help you understand it better?

Accept students’ responses while guiding them to understand. *It makes me think about what I read. It helps me think about what is important or what I’ll need to know to understand the rest of the story.*

How did the Summarizing Strategy Card help you retell *The Gift*? *It reminded me to keep it short. It helped me to think about only what’s important.*

Good readers talk to themselves about the story as they read. Why do you think readers should stop and retell the story to themselves? Why should they do this? Answers will vary.

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

Preview Team Talk

- Introduce the video.

So far, Mingo, Alicia, Elinor, and Lee have successfully read and retold pages 1 and 2 of the story—with your help. Today they’re going to discuss the story elements on those pages. You’ll get a chance to read, retell, and discuss the story elements on pages 3 and 4. Next time, you’ll have a chance to compare

your discussion notes with those of the S.H.O.R.T. School students, so take good notes. Let's watch not only to see how the team determines what the story elements are, but how they work together to get the job done. You'll need the story *The Gift*, your journal, some sticky notes, and your strategy card. Let's rejoin Mingo, Alicia, Elinor, and Lee.

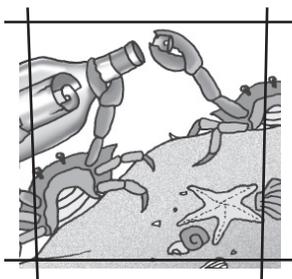


- **Play** “Part 3: Team Discussion of Story Elements, Pages 1 and 2” (4 minutes).
 - Radford will ask students to read and retell pages 3 and 4 of *The Gift* with their partners and then discuss the story elements with their teammates and reach consensus. Have each team save its list of the story elements; on day 4 they'll compare their notes with those of the S.H.O.R.T. School students.
- 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-2.

TEAM TALK

1. How does Lee determine who the main characters are? (Team Talk rubric)
2. How do the S.H.O.R.T. School team members resolve a disagreement about whether an idea is important or not? (Team Talk rubric)
3. You read and retold pages 3 and 4 of the story with your partner. Did you and your partner agree on the important events or ideas? What did you disagree on? How did you resolve your differences? (**Write-On**) (Team Talk rubric)



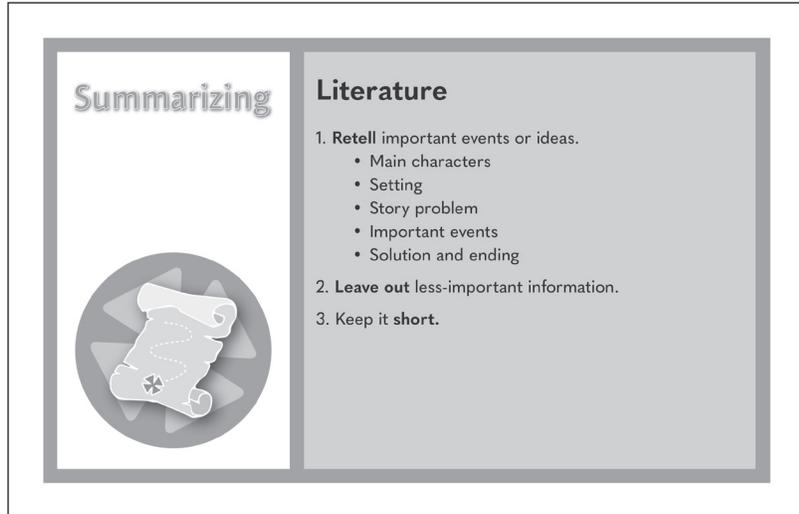
TEAMWORK

Timing Goal: 35 minutes

Team Discussion **TP**

- Remind teams to discuss any sticky notes that are still unresolved.
- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.

- Explain, or have team leaders review, if necessary, how to use role cards during Team Discussion. **SR**
- Remind students that they will need to prepare each team member to report on Strategy Use, Write-On, and Team Talk discussions to earn challenge scores from the rubrics during Class Discussion.
- Review the literature side of the Summarizing Strategy Card as necessary.



- Introduce the Editor's Challenge.

Now we're going to complete the Editor's Challenge. Turn to the story *Making the Team* in *A Collection of Readings*.

- Read the Editor's Challenge aloud.

Student Edition, page S-2.

During your retell of *Making the Team*, you identified what you thought was important to the story. Today I would like you and your partner to use your Summarizing Strategy Card as a guide and identify the story elements in *Making the Team*. You'll also need the list your team made of important events or ideas.

- Have partners discuss and write down the story elements in *Making the Team*, using their strategy cards to guide them and referring to their team list of important events. Monitor the discussion, and offer support as needed.
- Have partners compare their lists of story elements with those of their teammates, explain their choices, and reach consensus. Monitor the team discussions, and give support as needed.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

Class Discussion TP

- Introduce the strategy use discussion by telling students they will talk about the Editor's Challenge.



- Use **Random Reporter** to select students to share. Make a class list of story elements.
- Guide students to evaluate and decide which are the most-important events or ideas in the story. You may wish to model with your own thinking. If they wish, teams may amend their lists based on the class discussion. Have students save their lists of story elements.
- Use **Random Reporter** to select a team to share responses to each question.
- Students should listen to the team selected and provide feedback based on the rubric.
- Award team celebration points.
- Add individual rubric scores to the teacher cycle record form.
- Students record their rubric scores on the team score sheet.

Answers may vary. Accept reasonable responses.

Strategy Use Discussion

- resolve a sticky note
- describe team strategy use

Team Talk Discussion

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

Write-On Discussion

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

TEAM TALK

1. How does Lee determine who the main characters are? (Team Talk rubric)
 - 100 points** = *He points out that the main characters are the characters to whom things happen in the story. He says things happen to Miguel, Jorge, and Isabella.*
 - 90 points** = *He points out that the main characters are the characters to whom things happen in the story.*
 - 80 points** = *They are the characters to whom things happen in the story.*
2. How do the S.H.O.R.T. School team members resolve a disagreement about whether an idea is important or not? (Team Talk rubric)
 - 100 points** = *The S.H.O.R.T. School team members resolve a disagreement about whether an idea is important or not by referring to the strategy card for guidance. They go back to the story for support. They find reasons, or support, for what is important. They think of ways to combine ideas into one important idea.*
 - 90 points** = *The S.H.O.R.T. School team members resolve a disagreement about whether an idea is important or not by referring to the strategy card for guidance.*
 - 80 points** = *They refer to the strategy card for guidance.*
3. You read and retold pages 3 and 4 of the story with your partner. Did you and your partner agree on the important events or ideas? What did you disagree on? How did you resolve your differences? (**Write-On**) (Team Talk rubric)
 - 100 points** = *No. My partner and I did not always agree on the important events and ideas. We disagreed on whether it was important that Miguel uses his hat to make the trumpet quieter when he plays. We looked at the Summarizing Strategy Card. We decided that it wasn't as important an event as other events on the pages.*
 - 90 points** = *No. My partner and I did not always agree on the important events and ideas. We looked at the Summarizing Strategy Card.*
 - 80 points** = *No, we did not always agree. By looking at the Summarizing Strategy Card.*

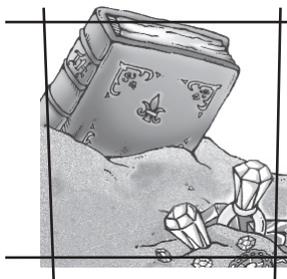
- Summarize the lesson for students.

The S.H.O.R.T. School students modeled for us how to hold a story element discussion. They talked about and identified the main characters. They identified the setting and the story problem. To determine which events or ideas were most important, the students looked back at the story, questioned one another's thinking, agreed, disagreed, and added information. They helped one another make judgments about what should be included and what could be left out. It was a very good discussion!

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

Team Cooperation and Achievement Goal

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

Set the Stage

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

Using the Targeted Strategy

Introduction and Definition



- Use the questions below to reinforce students' thinking about story elements and their own use of summarizing. Use **Team Huddle** to have students discuss the following questions. Use **Random Reporter** to select students to share.

How does identifying the story elements help you understand the story even better? Accept students' responses while guiding them to understand. *The story elements are the important parts of the story. If you really understand these parts and their relationships, you will understand the story. Identifying these parts as you read will also improve your memory of what has happened in the story.*

How do you tell which events are important and which aren't? Accept students' responses while guiding them to understand. *Events tied directly to the main characters and events that involve the story problem or the solution to it are usually important.*

Since we've been learning how to summarize, have you found that you are thinking more about what is important as you read? Answers will vary.

What is the most important thing you've learned about summarizing so far? Answers will vary.

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

Preview Team Talk

- Introduce the video.

Last time, you were asked to read, retell, and discuss the story elements for pages 3 and 4 of *The Gift*. You worked with your team to pull out the story elements, and you made team notes. Today we'll listen to Alicia, Mingo, Lee, and Elinor discuss the story elements of pages 3 and 4 so we can compare your notes with theirs. Let's see if they had to make some of the same decisions that you did. Remember, it's OK if you used different words to describe the story elements. You'll need your journals, your team notes, and your strategy card. Let's listen to their discussion.



- Play "Part 4: Team Discussion of Story Elements, Pages 3 and 4" (3 minutes).
- Hand out copies of the video team's notes for pages 3 and 4.

Blackline master provided.

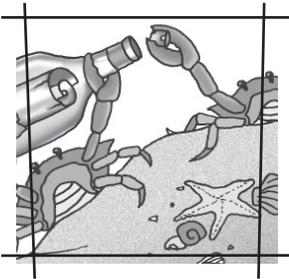
Team Notes 2	
<input type="radio"/>	Character: Guitar player
	Event: Miguel takes the trumpet to the marketplace.
	Event: Miguel hums the song his father taught him to feel better.
	Event: A man was playing the same song.
	Event: The man is a friend of Miguel's father.
	Event: Miguel tells the man everything.
<input type="radio"/>	Event: The man asks Miguel to play with him, but to put the hat over the bell of his trumpet.
	Event: The man and Miguel play together.
	Event: People give them money.
	Solution: Miguel uses the money to bury his mother, and to buy food for his brother and sister.
<input type="radio"/>	Ending: Miguel becomes a popular trumpet player and travels all over the world. And he remembers his parents when he plays the song.

- 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-2.

TEAM TALK

1. Do your team's notes look similar to those of the S.H.O.R.T. School team? Do you think there are any important events or ideas they did not include? If so, what are they? (Team Talk rubric)
2. Mingo helped clarify for the team what the phrase the "bell of the trumpet" means. Why is it important to continue to clarify before you summarize? (Team Talk rubric)
3. What strategies are you learning that help you to summarize when you read silently? (**Write-On**) (Team Talk rubric)

**TEAMWORK**

Timing Goal: 35 minutes

Team Discussion TP

- Remind teams to discuss any sticky notes that are still unresolved.
- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**
- Remind students that they will need to prepare each team member to report on Strategy Use, Write-On, and Team Talk discussions to earn challenge scores from the rubrics during Class Discussion.
- Review the literature side of the Summarizing Strategy Card as necessary.

Summarizing



Literature

1. **Retell** important events or ideas.
 - Main characters
 - Setting
 - Story problem
 - Important events
 - Solution and ending
2. **Leave out** less-important information.
3. Keep it **short**.

- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson’s team cooperation goal.

Class Discussion **TP**



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

Answers may vary. Accept reasonable responses.

Strategy Use Discussion

- resolve a sticky note
- describe team strategy use

Team Talk Discussion

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

TEAM TALK

1. Do your team’s notes look similar to those of the S.H.O.R.T. School team? Do you think there are any important events or ideas they did not include? If so, what are they? (Team Talk rubric)
 - 100 points** = *Yes, my team’s notes looked similar to those of the S.H.O.R.T. School team. I think they included all the important events or ideas. They did not include some less important events and ideas.*
 - 90 points** = *Yes, my team’s notes looked similar to those of the S.H.O.R.T. School team. I think they included all the important events or ideas.*
 - 80 points** = *Yes. They included all the important events.*

2. Mingo helped clarify for the team what the phrase the “bell of the trumpet” means. Why is it important to continue to clarify before you summarize? (Team Talk rubric)
 - 100 points** = *You need to understand words and passages so you can decide if something is important. If you can’t identify what’s important, you can’t really summarize.*
 - 90 points** = *You need to understand words and passages so you can decide if something is important.*
 - 80 points** = *So you can decide if something is important.*

Write-On Discussion

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

TEAM CONTINUED

3. What strategies are you learning that help you to summarize when you read silently? **(Write-On)** (Team Talk rubric)

100 points = *Strategies that I'm learning that help me summarize when I read silently are using my strategy card and story map, identifying the story elements, retelling, and understanding the concept of what's important. These strategies help me identify the important ideas and leave out the less important ideas.*

90 points = *Strategies that I'm learning that help me summarize when I read silently are using my strategy card and story map, identifying the story elements, retelling, and understanding the concept of what's important.*

80 points = *Using my strategy card and story map, retelling, and understanding what's important.*

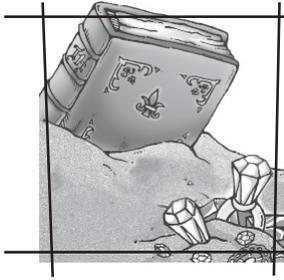
- Summarize the lesson for students.

The deadline for the S.H.O.R.T. School students to turn in their summary is fast approaching. They are making good use of their time by working together to get the job done, and they seem more focused on creating an excellent summary than just getting finished. They specifically focused on identifying the story elements as a way of helping them decide what is and what is not important. What they discussed is supported by the text. They clarified and added to one another's thoughts, sometimes even finishing one another's sentences. They made their thinking and their answers clear so their teammates would know how they arrived at an answer. You are making great progress as well. You're making judgments about what is and what is not important. Another term for that is making evaluations. Making evaluations is a higher level of thinking. That kind of thinking requires that you understand the story, can analyze the story, and are able to weigh the importance of each of its parts. That takes thinking and discussion with your teammates. You're doing a fantastic job! Wow!

TEAM CELEBRATION POINTS

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

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



DAY 5

ACTIVE INSTRUCTION

Timing Goal: 55 minutes

Team Cooperation and Achievement Goal

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

Set the Stage

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

Using the Targeted Strategy

Introduction and Definition



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

As a team, think of a question you can ask yourselves to determine if a story event is really important. Answers will vary.

If teammates have similar, but slightly different, ideas about what they think the important events are, what should the team do? Answers will vary.

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

Preview Team Talk

- Introduce the video.

Blackline master provided.

Mingo, Alicia, Elinor, and Lee are getting ready to review their notes and make decisions about what is important and what seems less important now that they have read both parts of the story. They are going to be given the task of sorting out what should go on the story map, and they will combine their ideas and compile a list of events that are most important. Listen carefully as Radford gives them their instructions because he's going to ask you to complete a story map with your team. You'll need the S.H.O.R.T. School team's notes for part 1 (pages 1 and 2), your team notes for part 2 (pages 3 and 4), and the blank story map. Hand out copies of the story map and of the S.H.O.R.T. School team's notes for pages 1 and 2 (Team Notes 1). Next time, we'll listen to the S.H.O.R.T. School

team’s story map discussion, and we’ll compare their story map with yours. Is everyone ready? Let’s watch.

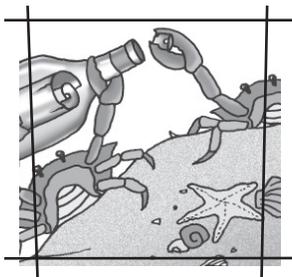


- **Play** “Part 5: Making a Story Map” (2 minutes).
 - Radford will ask students to fill in a story map for *The Gift*.
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually, after students discuss it in their teams.
- 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-2.

TEAM TALK

1. What is the purpose of a story map? (Team Talk rubric)
2. Why can an event or idea seem important at the beginning of a story but less important after you read the whole story? (Team Talk rubric)
3. What were the challenges of filling in a story map? Did you eliminate any events or ideas that were in your notes? (**Write-On**) (Team Talk rubric)



TEAMWORK

Timing Goal: 35 minutes

Team Discussion **TP**

- Remind teams to discuss any sticky notes that are still unresolved.
- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**
- Remind students that they will need to prepare each team member to report on Strategy Use, Write-On, and Team Talk discussions to earn challenge scores from the rubrics during Class Discussion.
- Review the literature side of the Summarizing Strategy Card as necessary.

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

Now we’re going to complete the Editor’s Challenge. With your partners, review your team’s list of story elements for *Making the Team*. Revise the list if necessary.

- Read the Editor’s Challenge aloud.

Student Edition, page S-2.

Mica and Radford think that their “success story” might be featured in a *S.H.O.R.T. School News* column about students who are proud of making a team. They’re thinking about calling this column “Students Make the Team and Teams Make the Students.” But they need your help to write the first article. The first step will be for you and your partner to review the notes your team made on the story elements in *Making the Team*. Would you change anything on the list—add anything or eliminate anything? Use your judgment to decide.

- Have partners compare their lists of story elements, discuss any changes with their teammates, and fill in a story map together. Monitor the discussion, and give support as needed.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson’s team cooperation goal.

Class Discussion TP



- Introduce the strategy use discussion by telling students they will talk about the Editor’s Challenge.
- Use **Random Reporter** to select students to share their team discussions and make a class story map. Remind students that they may use their own words. Have them save their team’s story map because they will use it on day 7 to write a summary.
- Use **Random Reporter** to select a team to share responses to each question.
- Students should listen to the team selected and provide feedback based on the rubric.

- Award team celebration points.
- Add individual rubric scores to the teacher cycle record form.
- Students record their rubric scores on the team score sheet.

Answers may vary. Accept reasonable responses.

Strategy Use Discussion

- resolve a sticky note
- describe team strategy use

Team Talk Discussion

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

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 is the purpose of a story map? (Team Talk rubric)

100 points = *The purpose of a story map is to organize the important parts of the story. It helps in evaluating the importance of information and keeping things short.*

90 points = *The purpose of a story map is to organize the important parts of the story.*

80 points = *It organizes the important parts of the story.*

2. Why can an event or idea seem important at the beginning of a story but less important after you read the whole story? (Team Talk rubric)

100 points = *An event can seem important at the beginning of a story but less important after reading on because the reader may find out that an event has little to do with the story problem or the way the problem is resolved. You might find out it is an event or idea that involves characters that don't turn out to be main characters.*

90 points = *An event can seem important at the beginning of a story but less important after reading on because the reader may find out that an event has little to do with the story problem or the way the problem is resolved.*

80 points = *The reader may find out that an event has little to do with the story problem.*

3. What were the challenges of filling in a story map? Did you eliminate any events or ideas that were in your notes? (**Write-On**) (Team Talk rubric)

100 points = *The challenges of filling in a story map were deciding which events were the most important to include. We had a lot of events in our notes, but they weren't all important. We left a lot of events from our notes off our story map.*

90 points = *The challenges of filling in a story map were deciding which events were the most important to include.*

80 points = *We had to decide which events were the most important.*

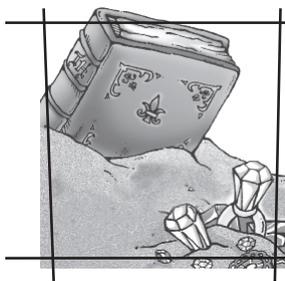
- Summarize the lesson for students.

Our learning goal for today was to practice evaluating elements of the story to determine if they were important enough to be entered on the story map. Each time we go through this process, we are sorting the important information from the less important information. The information on the map is a pared down version of the story and will guide you as you write a summary of the story. Again, your discussions helped everyone on the team understand how each teammate thinks when analyzing and evaluating the information. We'll get a chance soon to see how the S.H.O.R.T. School team responded to this challenge.

TEAM CELEBRATION POINTS

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

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



DAY 6

ACTIVE INSTRUCTION

Timing Goal: 55 minutes

Team Cooperation and Achievement Goal

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

Set the Stage

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

Using the Targeted Strategy

Introduction and Definition



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

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

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

Preview Team Talk

- Introduce the video.

Let’s watch part 6 to hear some of the discussion the S.H.O.R.T. School students have as they create their story map. You’ll get a chance to compare your map with theirs and write a summary of the story.



- Play “Part 6: Story Map Discussion” (1 minute).
 - Students will be asked to compare their story map with the one in the video and write a summary of *The Gift* as a team. Depending on their abilities, have students write as a class or a team. Hand out copies of the S.H.O.R.T. School team’s story map.

Blackline master provided.

Story Map

 **Title:** *The Gift*

<p style="text-align: center;">Characters:</p> <p>Miguel the guitar player</p>	<p style="text-align: center;">Setting:</p> <p>Where: Miguel's street his house the marketplace</p> <p>When:</p>
---	---

Problem:

Miguel's parents have died, and he needs to get food for his brother, his sister, and himself. He needs money to bury his mother.

Event: Miguel's family was very poor, and then his mother died.

Event: They have no money or food, and Miguel's brother and sister are hungry.

Event: Miguel realizes that to get money, he must sell his most prized possession, his dad's trumpet.

Event: When he goes to sell the trumpet, Miguel meets a guitar player who knew his dad.

Event: In the marketplace, Miguel and the man play a song that Miguel's dad taught him. People give him money.

Solution:

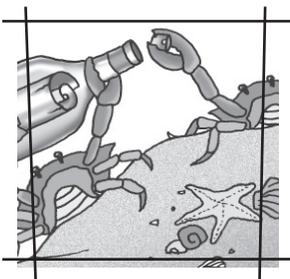
Miguel uses the money to bury his mother and buy food for his brother and sister.

- 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-3.

TEAM TALK

1. How did your story map compare with the map that the S.H.O.R.T. School students created? (Team Talk rubric)
2. Do you think filling in a story map made writing the summary easier? Why or why not? (Team Talk rubric)
3. What was the hardest part about writing the summary? What advice do you have for students who are writing their first summary? (**Write-On**) (Team Talk rubric)



TEAMWORK

Timing Goal: 30 minutes

Team Discussion **TP**

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

Class Discussion **TP**



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

Answers may vary. Accept reasonable responses.

Strategy Use Discussion

- resolve a sticky note
- describe team strategy use

TEAM TALK

1. How did your story map compare with the map that the S.H.O.R.T. School students created? (Team Talk rubric)
 - 100 points** = *My story map was similar to the map that the S.H.O.R.T. School students created. We had the same important events on our maps. I disagreed and thought Miguel's brother and sister were still important characters. He had to do the things he did to help them and himself.*
 - 90 points** = *My story map was similar to the map that the S.H.O.R.T. School students created.*
 - 80 points** = *It's similar to their map.*

Team Talk Discussion

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

Write-On Discussion

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

TEAM TALK CONTINUED

2. Do you think filling in a story map made writing the summary easier? Why or why not? (Team Talk rubric)

100 points = *Yes. I think filling in a story map made writing the summary easier. It puts all the most important information you need about a story in one place. It helps you write about the most important things.*

90 points = *Yes. I think filling in a story map made writing the summary easier.*

80 points = *Yes, it makes it easier.*

3. What was the hardest part about writing the summary? What advice do you have for students who are writing their first summary? (**Write-On**) (Team Talk rubric)

100 points = *The hardest part about writing a summary was keeping it short. It is easy to make it too long and detailed. I would tell students who are writing their first summary to pay attention to their events. I would tell them to make sure they only include the most important ones.*

90 points = *The hardest part about writing a summary was keeping it short. I would tell students who are writing their first summary to pay attention to their events.*

80 points = *Keeping it short. I would tell them to pay attention to their events.*

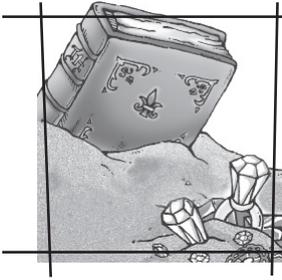
- Summarize the lesson for students.

Today you compared your story map with the one the S.H.O.R.T. School students created, and you wrote a summary of *The Gift* using the information on your story map. Whew! You completed two major assignments today! I think you did a great job with your summary, and you should give yourselves a cheer!

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: 55 minutes

Team Cooperation and Achievement Goal

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

Set the Stage

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

Using the Targeted Strategy

Introduction and Definition



- Use the following questions to help students consider the skills in summarizing and their use of the skills, both individually and with their teams. Use **Team Huddle** to have students discuss their answers. Use **Random Reporter** to select students to share.

Without looking at your strategy card, what are the steps in summarizing literature? Help students remember these steps as needed. *Step 1: Retell important events or ideas. Step 2: Leave out less-important information. Step 3: Keep it short.*

Are four heads better than one? How was your team helpful in completing the story map? Answers will vary.

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

Preview Team Talk

- Introduce the video.

Today you’ll have a chance to compare your summary of *The Gift* with the one that Mingo, Alicia, Elinor, and Lee wrote. Do you think their summary will be good enough to earn them a spot on the *S.H.O.R.T. School News* staff? I hope so; they’ve worked very hard for it. Let’s see what happens.



- Play “Part 7: The Written Summary” (2 minutes).
- Hand out copies of the S.H.O.R.T School team’s summary.

Blackline master provided.

Review of *The Gift*

by E. Austin

The story *The Gift* is about a boy named Miguel whose father died when he was younger. The family became very poor and then his mother dies. Miguel has a brother and sister and he must find money to feed them, and also bury his mother. He realizes that he may have to sell one of his most prized possessions, the trumpet his father left him. This makes him very sad. When he goes to the market to sell the trumpet, Miguel meets an old friend of his father's, another musician. Together they begin to play a song Miguel's father taught them.

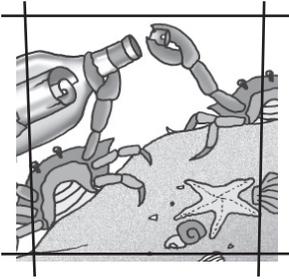
People listen and begin to give Miguel money for the song. He plays all day and ends up with enough money for food and to bury his mother. Miguel grows up to become a famous musician. He never forgets his parents. The song turns out to be his gift from them.

- 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-3.

TEAM TALK

1. How would you compare and contrast your summary with the summary that Mingo, Alicia, Elinor, and Lee wrote? (Team Talk rubric)
2. Evaluate the summary written by Mingo, Alicia, Elinor, and Lee. Is it longer or shorter than you think it should be? Does it include the important information? Are there any less important details included? (Summarizing rubric)
3. How can working with a team help you write a summary? (**Write-On**) (Summarizing rubric)



TEAMWORK

Timing Goal: 35 minutes

Team Discussion **TP**

- Remind teams to discuss any sticky notes that are still unresolved.
- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**
- Remind students that they will need to prepare each team member to report on Strategy Use, Write-On, and Team Talk discussions to earn challenge scores from the rubrics during Class Discussion.
- Review the literature side of the Summarizing Strategy Card as necessary.

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

Now we're going to complete the Editor's Challenge. Before we start, review your story map, and think about whether you should revise it and why.

- Read the Editor's Challenge aloud.

Student Edition, page S-3.

Blackline master provided.

Radford and Mica are excited to find out how well you can summarize *Making the Team* for their column, "Students Make the Team and Teams Make the Students." They've even sent a blank page from the *S.H.O.R.T. School News* just for your summary! You'll need your story map for *Making the Team*. With your partner, review the story map, and decide if you would make any changes and why.

- Have partners review and compare ideas about the story map together.
- Have teams begin writing a summary together after partners have finished their discussions. Teams should talk about what to write first and then write by taking turns adding sentences. Remind students to include a title and an introductory sentence. Monitor the activity, and offer support as needed.
- Monitor discussions for understanding. Prompt students to use their Summarizing Strategy Cards.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson’s team cooperation goal.

Class Discussion **TP**



- Introduce the strategy use discussion by telling students they will talk about the Editor’s Challenge.
- Use **Random Reporter** to select students read their summaries aloud. Celebrate their progress in creating a written summary.
- Use **Random Reporter** to select a team to share responses to each question.
- Students should listen to the team selected and provide feedback based on the rubric.
- Award team celebration points.
- Add individual rubric scores to the teacher cycle record form.
- Students record their rubric scores on the team score sheet.

Answers may vary. Accept reasonable responses.

Strategy Use Discussion

- resolve a sticky note
- describe team strategy use

Team Talk Discussion

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

TEAM TALK

1. How would you compare and contrast your summary with the summary that Mingo, Alicia, Elinor, and Lee wrote? (Team Talk rubric)
 - 100 points** = *My summary was very similar to Mingo, Alicia, Elinor, and Lee’s summary. We had a lot of the same information in our summaries. It was different because I didn’t use as many details in my summary. It was simpler.*
 - 90 points** = *My summary was very similar to Mingo, Alicia, Elinor, and Lee’s summary.*
 - 80 points** = *Mine was similar.*
2. Evaluate the summary written by Mingo, Alicia, Elinor, and Lee. Is it longer or shorter than you think it should be? Does it include the important information? Are there any less important details included? (Summarizing rubric)
 - 100 points** = *I think the summary is a good length. It gives the most important details and events without being too long.*
 - 90 points** = *I think the summary is a good length.*
 - 80 points** = *It’s a good length.*

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. How can working with a team help you write a summary? (**Write-On**)
(Summarizing rubric)

100 points = *Working with a team can help you write a summary because your teammates can help you decide what characters, events, and details are the most important. They might have different opinions and ideas than you that will make your summary better.*

90 points = *Working with a team can help you write a summary because your teammates can help you decide what characters, events, and details are the most important.*

80 points = *They can help you decide what characters, events, and details are the most important.*

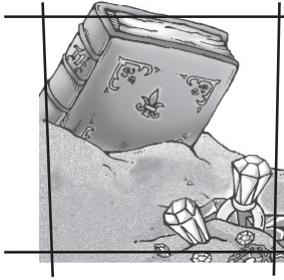
- Summarize the lesson for students.

Today you compared your story map with the one the S.H.O.R.T. School students created, and you wrote a summary of Making the Team using the information on your story map. Whew! You completed two major assignments today! I think you did a great job with your summary, and you should give yourselves a cheer!

TEAM CELEBRATION POINTS

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

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



DAY 8

ACTIVE INSTRUCTION

Timing Goal: 45 minutes

Team Cooperation and Achievement Goal

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

Set the Stage

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

Using the Targeted Strategy

Introduction and Definition

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

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

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

Preview Team Talk

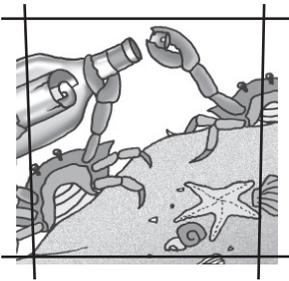
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide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

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

Student Edition, page S-3.

TEAM TALK

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



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

A Collection of Readings,
page 15

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

Let's see. I think the main ideas in this paragraph are that José loves dogs, but he can't have one of his own because his dad and sister are allergic to dogs. These seem like important ideas.

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

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

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

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

***Pals of Puppies* on pages 15 and 16 aloud with partners.**

- Tell students to write their predictions and the clues that help them make these predictions in their journals.
- Circulate and check for comprehension as partners work together. Prompt and reinforce students' efforts to identify clues and make predictions.
- If some partners finish reading ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion **TP**

- Remind teams to discuss any sticky notes that are still unresolved.
- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**
- Remind students that they will need to prepare each team member to report on Strategy Use, Write-On, and Team Talk discussions to earn challenge scores from the rubrics during Class Discussion.
- Circulate through the classroom, and check for comprehension. Listen to team discussions, and offer hints and suggestions. Ask questions to encourage further discussion. Examples include:
 - What are the important events or ideas in the text?
 - What strategies did you use to figure these out?
 - Are there details to support your important events or ideas?
 - Do your important events or ideas have to do with the story elements listed on the literature side of your Summarizing Strategy Card?
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

Class Discussion **TP**



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

Answers may vary. Accept reasonable responses.

Strategy Use Discussion

- resolve a sticky note
- describe team strategy use

Team Talk Discussion

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

Write-On Discussion

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

TEAM TALK

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

100 points = *One question I had before reading was “Who are the pals of puppies?” I wanted to know what the pals of puppies did.*

90 points = *One question I had before reading was “Who are the pals of puppies?”*

80 points = *Who are the pals of puppies?*

2. On your story map, write the important events from paragraph 3. |SU| (Summarizing rubric)

100 points = *José creates fliers for his dog walking business. He posts the fliers all over the neighborhood. They have his name, phone number, and time he can walk dogs on them. Then he waits for the phone calls.*

90 points = *José creates fliers for his dog walking business. He posts the fliers all over the neighborhood.*

80 points = *José creates fliers and posts them all over the neighborhood.*

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

100 points = *José walks the first group of dogs. He plays with them at the park. Then José walks the second group of dogs. He also plays with them at the park. Both walks are a success.*

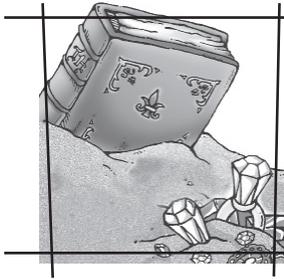
90 points = *José walks the first group of dogs. Then José walks the second group of dogs. Both walks are a success.*

80 points = *José walks the first group of dogs. They roll in the grass and bark playfully.*

TEAM CELEBRATION POINTS

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

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



DAY 9

ACTIVE INSTRUCTION

Timing Goal: 20 minutes

Team Cooperation and Achievement Goal

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

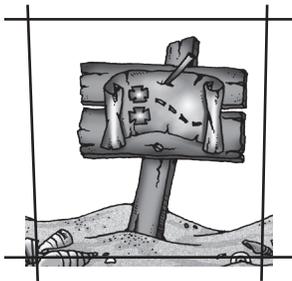
Set the Stage

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

Today we will read *Bows for Betties*. We will think about the story's important events or ideas so we can write a summary after reading.

Prepare Students for the Test

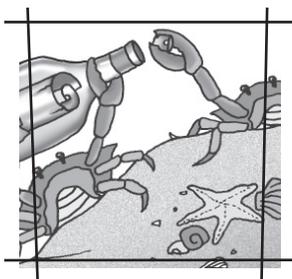
- Distribute the test, and preview it with students without providing information about the answers. Point out that question #4 asks about summarizing.
- Ask students to underline key words or phrases in question #4.
- Make sure students understand that the test is independent work and that they should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



TEST

Timing Goal: 30 minutes

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



TEAMWORK

Timing Goal: 30 minutes

Team Discussion **TP**

Teacher procedures for Teamwork vary with strategy instruction.

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

After the Test

INDEPENDENT STRATEGY USE

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

SKILL-QUESTION DISCUSSION

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

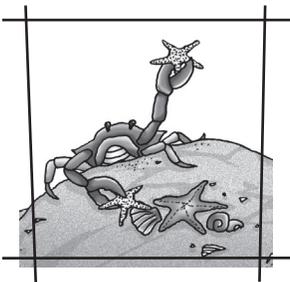
- Remind students that they will need to prepare each team member to discuss words or phrases that needed clarification during Class Discussion.
- Pass out a colored pen (e.g., red or green ink) to each student.
- Point to the skill question. Ask students to specifically discuss the skill question.

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



Class Discussion **TP**

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



SUCCESS REVIEW AND KEEPING SCORE

Timing Goal: 20 minutes

Success Review and Keeping Score

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

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

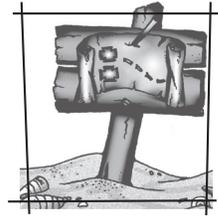
Team Cooperation Goal

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

TEAM CELEBRATION POINTS

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

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



TEST

Comprehension Questions

Answers may vary.
Accept reasonable responses.

Read *Bows for Betties* on pages 17 and 18, and answer the following questions. The total score for comprehension questions equals 100 points.

30 points

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

30 points = *One question I had about the story before I began reading was “What are bows for Betties?” I wanted to know what the title is referring to.*

25 points = *One question I had about the story before I began reading was “What are bows for Betties?”*

20 points = *What are bows for Betties?*

30 points

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

30 points = *The story’s main problem is that Lena wants a bike. She needs to earn money to buy one. An important event is that she starts a bow business to earn money. She decided to make bows that were cheaper than the ones sold at the store.*

25 points = *The story’s main problem is that Lena wants a bike. An important event is that she starts a bow business to earn money.*

20 points = *Lena wants a bike. She starts a bow business to earn money.*

10 points

3. Which of the following best describes the main idea of paragraph 7? |MI|

- Lena takes her sisters for a ride in the wagon.
- Lena and her sisters show off Lena’s bows.
- Lena walks up and down Wight Avenue.
- Lena tells people she made the bows.

30 points

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

30 points = *Lena earns enough money to buy her bike after a couple of months. Lena decides to use the extra money she made to buy a basket for her bike. She will use her bike to sell her bows.*

25 points = *Lena earns enough money to buy her bike after a couple of months. She will use her bike to sell her bows.*

20 points = *Lena earns enough money to buy her bike after a couple of months. Her mother is proud of what she learned.*

	Team Notes 1
○	Setting: Miguel's house, the marketplace
	Characters: Miguel, Jorge, Isabella
	Story Problem: Miguel's parents have died, and he needs to get food for his brothers,
	sister, and himself. Needs money to bury mother.
	Event: Miguel hums a tune his father, a trumpet player, had taught him.
	Event: Miguel's father was a trumpet player, but he died.
	Idea: The family is really poor.
	Event: Miguel's mother was really sick.
	Event: Miguel's mother dies.
	Event: Isabella asks him for food, but he doesn't have any.
○	Event: Miguel realized it was time for him to get some money for his family.
	Idea: The trumpet was his most prized possession.
	Event: Miguel think he might have to sell the trumpet to get money.
○	

	Team Notes 2
○	<p>Character: Guitar player</p> <p>Event: Miguel takes the trumpet to the marketplace.</p> <p>Event: Miguel hums the song his father taught him to feel better.</p> <p>Event: A man was playing the same song.</p> <p>Event: The man is a friend of Miguel's father.</p> <p>Event: Miguel tells the man everything.</p> <p>Event: The man asks Miguel to play with him, but to put the hat over the bell of his trumpet.</p> <p>Event: The man and Miguel play together.</p> <p>Event: People give them money.</p>
○	<p>Solution: Miguel uses the money to bury his mother, and to buy food for his brother and sister.</p> <p>Ending: Miguel becomes a popular trumpet player and travels all over the world. And he remembers his parents when he plays the song.</p>
○	

Story Map



Title: *The Gift*

Characters:

Miguel
the guitar player

Setting:

Where: Miguel's street
his house
the marketplace

When:

Problem:

Miguel's parents have died, and he needs to get food for his brother, his sister, and himself. He needs money to bury his mother.

Event: Miguel's family was very poor, and then his mother died.

Event: They have no money or food, and Miguel's brother and sister are hungry.

Event: Miguel realizes that to get money, he must sell his most prized possession, his dad's trumpet.

Event: When he goes to sell the trumpet, Miguel meets a guitar player who knew his dad.

Event: In the marketplace, Miguel and the man play a song that Miguel's dad taught him. People give him money.

Solution:

Miguel uses the money to bury his mother and buy food for his brother and sister.

Review of *The Gift*

by E. Austin

The story *The Gift* is about a boy named Miguel whose father died when he was younger. The family became very poor and then his mother dies. Miguel has a brother and sister and he must find money to feed them, and also bury his mother. He realizes that he may have to sell one of his most prized possessions, the trumpet his father left him. This makes him very sad. When he goes to the market to sell the trumpet, Miguel meets an old friend of his father's, another musician. Together they begin to play a song Miguel's father taught them.

People listen and begin to give Miguel money for the song. He plays all day and ends up with enough money for food and to bury his mother. Miguel grows up to become a famous musician. He never forgets his parents. The song turns out to be his gift from them.

Story Map



Title: *Pals of Puppies*

Characters:

José
Mr. Rodriguez
Mrs. Hines
Mr. West
Mr. Gaines
Mrs. MacDonnell
Mrs. Teasdale
Ms. Gallon

Setting:

Where: José's neighborhood
the park

When: after school

Problem:

José loves dogs and wants one as a pet, but his dad and sister are allergic.

Event: José decides to start a dog walking business. He makes fliers and posts them around his neighborhood to advertise.

Event: Soon, José has five customers who need their dogs to be walked.

Event: Then he gets two more customers. Mrs. Teasdale and Ms. Gallon have big dogs: a Great Dane and a Saint Bernard.

Event: José needs to figure out how to walk so many dogs together.

Event:

Solution:

José walks his customers' dogs in two groups so he can control them all easily. He gets plenty of play time with dogs every day.

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 / *Summarizing at the S.H.O.R.T. School News*

Reading: *Literature*

Key Ideas and Details

Determine a theme of a story, drama, or poem from details in the text; summarize the text.

LITERATURE (7 DAY)

Aaron Burr and the Stable Boy

Written by Sam R. McColl

Illustration by Gina Capaldi

The Savvy Reader—Summarizing, A Collection of Readings, pages 19–53
Success for All Foundation, 2011

Summary

John Thomas works in Aaron Burr’s stables in New York. When John helps heal one of Mr. Burr’s prized horses, he’s given a promotion. As John moves to Washington, D.C., to work closely with the vice president, he begins to see a side of the man that he doesn’t know how to handle.

Instructional Objectives

	READING	WORD POWER	WRITING
CYCLE 1	Summarizing (SU)	Homographs	Write a summary.
	Students will use the story elements to help identify the main events in literature. As they read, they will restate (retell) information with their partners. At the end of the section, they will identify the most important events through discussions with their teammates.	Students will recognize homographs and identify their meanings based on context.	Students will write summaries of familiar stories using a story map to plan which events are the most important to include.

(continued on next page)

	Summarizing (SU)	Base word + ending	Write a summary journal entry.
CYCLE 2	Students will use story elements to help them identify the main ideas in the story. As they read, they will restate (retell) information with their partners. At the end of each section, students will identify the most-important ideas through discussion with their teammates.	Students will break words into base words and endings and use the endings <i>-est</i> , <i>-ly</i> , and <i>-ful</i> to increase their understanding of words.	Students will pretend that they are John and write journal entries to summarize the most-important events that have happened since he arrived in Washington, D.C.

Teacher’s Note:

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

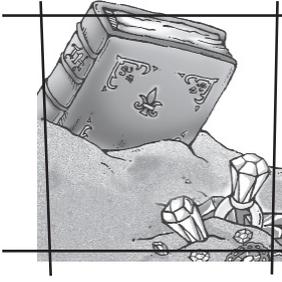
Cycle 1

Instructional Objectives

	READING	WORD POWER	WRITING
CYCLE 1	Summarizing (SU)	Homographs	Write a summary.
	Students will use the story elements to help identify the main events in literature. As they read, they will restate (retell) information with their partners. At the end of the section, they will identify the most important events through discussions with their teammates.	Students will recognize homographs and identify their meanings based on context.	Students will write summaries of familiar stories using a story map to plan which events are the most important to include.

Teacher's Note:

- Cycle 1 does not include a story map.



DAY 1

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Students discuss responses to the Big Question.

Big Question

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

THE BIG QUESTION

How do you deal with people that you don't always get along with? Is this the best way to deal with them?



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

Team Cooperation Goal and Achievement Goal

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

Set the Stage

- Introduce the story, author, and reading objective.

This cycle we will begin reading *Aaron Burr and the Stable Boy* by Sam R. McColl. As we read, we'll identify the most important events in the story. Good readers do this as they read to make sure they understand the story.

- Point out this lesson's strategy target, **summarizing**.
- Point out that the story is literature, or have students explore the story to figure out that it is literature. Review how literature differs from informational text.
- Use the items below to build or activate background knowledge about the story.
 - Tell students that the story they will read is historical fiction. Explain that it includes a mix of real people, fictional characters, and real events. Explain that Aaron Burr was vice president to Thomas Jefferson from 1801–1805.
 - Point out that the conflict between Aaron Burr and Alexander Hamilton is the subject of the Broadway musical *Hamilton*.
 - Use **Think-Pair-Share** to have students discuss whether they have read historical fiction before. Have students discuss what the historical event was that the story was based upon. Randomly select a few students to share.



- Optional: Show the video “Alexander Hamilton: Early Influences” (2:55) from American Experience on PBS Learning Media (ny.pbslearningmedia.org/resource/adlit08.us.h.rev.hamilton/alexander-hamilton-early-influences/?student=true&focus=true)

Vocabulary **TP**

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

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



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

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

Student Edition, page S-5

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

WORD AND PAGE NUMBER	IDENTIFICATION STRATEGY	DEFINITION	SENTENCE
caressed page 23	base word + ending: caress + ed	lightly touched, patted	I softly <i>caressed</i> the fur of the sleeping puppy.
resided page 23	base word + ending: resid(e) + ed	lived in	Last year, I <i>resided</i> in Utah, but I moved to Arizona in June.
gingerly page 26	gin- = /jin/ -ger- = /jer/ base word + ending: ginger + ly	softly, with great care	The thief walked <i>gingerly</i> past the sleeping guard.
displeasure page 26	prefix + base word: dis + pleasure	anger	Ming knew she'd see <i>displeasure</i> on her dad's face when he saw the broken window.
spectacular page 30	chunk: spec-tac-u-lar	amazing, great	The fireworks show was so <i>spectacular</i> that Jung was talking about it for days.
asset page 30	chunk: as-set	a good thing to have	Strength is an <i>asset</i> if you want to be a good bodybuilder.
options page 34	base word + ending: option + s	choices	Getting a good education gives you more <i>options</i> for careers.
present page 34	pre- = /pree/ chunk: pre-sent	show, give	Imbal couldn't wait to <i>present</i> her straight A report card to her parents.

Using the Targeted Strategy

Introduction and Definition

- Point out to students that when they tell short versions of stories, they are summarizing. Use **Think-Pair-Share** to have them summarize a recent or especially fun weekend (or story) by telling, in fifteen seconds or less, the most important things that happened. Give your own examples, if necessary, to prompt their thinking.

We often summarize things that happen to us or things that we do to describe our experiences for people who weren't there. For example, we might tell our friends short versions of what we did over the weekend, or we might quickly describe the most important parts of a story we know. Summaries are short. Think about what you did this past weekend or on another recent weekend that you especially enjoyed. Summarize the weekend for your partner by telling only the most-important things that happened. See if you can tell what happened in fifteen seconds or less.

- Randomly select a few students to share their summaries with the class. If their summaries exceed fifteen seconds, remind students that they must decide which is the most important information to convey and which less important details could be excluded. Emphasize the fact that summaries are short.
- Ask students to raise their hands if they can answer yes to any of the following questions about what they told in their summaries. (Expect very few raised hands if any.)
 - Did you repeat conversations that you had, telling everything that you said and everything that other people said?
 - Did you tell all the thoughts that went through your mind on that weekend?
 - Did you describe everything that you saw or heard over the weekend?
 - Did you describe every feeling that you had or every smell or taste that you experienced?
- Emphasize that when we summarize, we don't tell everything. We tell only the most important information, leaving out all the less important details unless people ask us for further information.
- Pass out the Summarizing Strategy Cards, and review the three steps of summarizing (retelling important events or ideas, leaving out less important information, and keeping it short). Explain to students that they will use these cards to help them remember the steps of summarizing as they read.
- Ask students to look at the literature side of their Summarizing Strategy Cards as you read the list of story elements aloud. Ask students where they have seen this information before. On story maps. Point out that completed story maps usually include the most important information about a story on one page—they include all the information that students will need to summarize the story.
- Tell students that the story elements are the most important ideas in a story—the main characters, setting, and story problem should be identified first. Explain that these elements help to identify the important story events—the events that begin with the problem and lead to the resolution of the problem and the story ending.

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

Listening Comprehension

- Explain that knowing the main characters and what the story is mainly about will help students decide on the most important events. Tell students that the most important events will show what happens to Aaron Burr and his stable boy.
- Tell students that you are about to read pages 21 and 22 aloud. Explain that as you read, you will follow the steps on your Summarizing Strategy Card. Tell students that you will stop after each page to restate the important ideas in your own words. Explain that at the end of the passage, you will review the most important ideas from the whole section and write them on a piece of chart paper.
- Read pages 21 and 22 aloud, stopping to ask questions, make points, or focus students' attention as needed. Pause briefly after each page to retell what you read in your own words.

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



- Use a **Think Aloud** to model identifying and listing the most important ideas from these two pages and leaving out the less important information. Aim for three or four important ideas. Display these ideas in a list on chart paper.

Okay, after reading, I can identify some important information from the story. The Prologue on pages 21 and 22 gives me some background information about Aaron Burr, the character mentioned in the title of the story, and Alexander Hamilton, his rival. This story probably takes place around 1804, because that's when a major problem happens between Burr and Hamilton. The problem is probably related to the fight between Burr and Hamilton. I'll keep these important ideas and events in mind.

- Point out that you followed the steps on the Summarizing Strategy Card. Discuss how you decided which pieces of information were more important and which were less important. Point out that you wrote these ideas briefly and in your own words.

I used the story elements on my Summarizing Strategy Card to decide which information from these two pages was the most important. Then I put these ideas into my own words. Since a summary is supposed to be short, I had to leave out a lot of information that, although interesting, wasn't absolutely necessary to include. For example, I left out the fact that Aaron Burr's house would have had a lot of people working there. I listed only what I thought the author would most want me to know about the story before I read *Aaron Burr and the Stable Boy*.

- Remind students that they will continue summarizing as they read *Aaron Burr and the Stable Boy* 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.

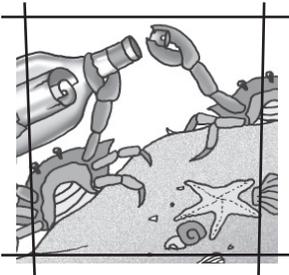
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page S-6.

TEAM TALK

1. In your own words, retell what happens in paragraph 3 on page 23. |SU| (Summarizing rubric)
2. Why does John prefer to stay in the stable instead of the house? |CE| (Team Talk rubric)
3. Which of the following is the most important event from pages 23 and 24 to include in a summary? |SU|
 - a. John works in the stable.
 - b. The horses' names are Chickasaw and Mohican.
 - c. John eats breakfast.
 - d. The sun creeps through the window.

Tell why you chose the event you did. Why are the other events not the best choices? **(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:

page 23 (paragraphs 1–3) aloud with partners.

page 23 (paragraph 4) and 24 silently.

LITERATURE**Read Aloud**

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

Read Silently

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

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

After Reading

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

Team Discussion TP

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

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

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

Class Discussion **TP**



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



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

Answers may vary. Accept reasonable responses.

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

TEAM TALK
<p>1. In your own words, retell what happens in paragraph 3 on page 23. SU (Summarizing rubric)</p> <p>100 points = <i>In paragraph 3 on page 22, John describes the work he does for Mr. Burr. He is responsible for preparing the horses and keeping the stables clean.</i></p> <p>90 points = <i>In paragraph 3 on page 22, John describes the work he does for Mr. Burr.</i></p> <p>80 points = <i>John describes his work. Mr. Burr takes his horses on rides in the countryside.</i></p>

TEAM TALK CONTINUED

2. Why does John prefer to stay in the stable instead of the house? |CE| (Team Talk rubric)

100 points = *John prefers to stay in the stable instead of the house because he likes the quiet solitude of the stable. He also thinks of the horses as his friends, so he wants to be with them.*

90 points = *John prefers to stay in the stable instead of the house because he likes the quiet solitude of the stable.*

80 points = *He likes the quiet solitude of the stable.*

3. Which of the following is the most important event from pages 23 and 24 to include in a summary? |SU|

- John works in the stable.*
- The horses' names are Chickasaw and Mohican.
- John eats breakfast.
- The sun creeps through the window.

Tell why you chose the event you did. Why are the other events not the best choices? **(Write-On)** (Team Talk rubric)

100 points = *I chose a because this is an important detail about a character in the story. This is John's job. The other choices are less important details such as the sun creeping through the window and the names of Mr. Burr's horses.*

90 points = *I chose a because this is an important detail about a character in the story. This is John's job.*

80 points = *This is an important detail about a character.*

Write-On Discussion

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

TEAM TALK EXTENSION

4. How can you tell that John respects his employer, Aaron Burr? |CH| (Team Talk rubric)

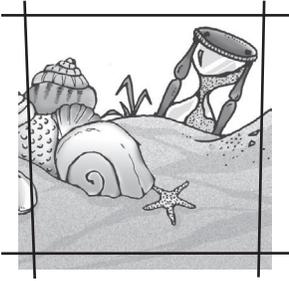
100 points = *I can tell that John respects Aaron Burr because he calls him gracious and wise. This means John thinks Mr. Burr is a good employer. He also takes the best care of the stables and horses that he can. He does good work because he likes Mr. Burr.*

90 points = *I can tell that John respects Aaron Burr because he calls him gracious and wise.*

80 points = *He calls him gracious and wise.*

Team Talk Discussion

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



FLUENCY IN FIVE

Timing Goal: 5 minutes

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

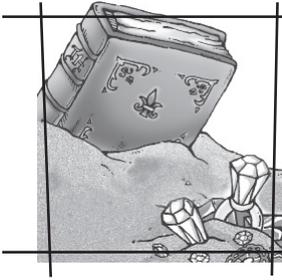
Page 23 (paragraphs 1 and 2)

- 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 a few students to share their team's response.

Team Cooperation and Achievement Goal

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

Set the Stage

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

Vocabulary **TP**

- Have students review the vocabulary words with their partner. Ask them to use the vocabulary words in new, meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Use **Random Reporter** to check for understanding. Review any words and/or definitions that students need additional support in understanding.
 - Focus on words that appear in the reading for the day if applicable: *gingerly* page 26 and *displeasure* page 26.



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

Text Review

- Have students work in teams 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 25 aloud, stopping to ask questions, make points, or focus students' attention as needed. Pause briefly after each page to retell what you read in your own words.
- Use a **Think Aloud** to model identifying and listing the most-important things that happen on this page and leaving out the less important details. Aim for three or four important ideas. Display these ideas on a new piece of chart paper.

I'm going to think about the story elements to help me decide which information is the most important on this page. The story is about John's life as Aaron Burr's stable boy, so I'm looking for information that tells me more about John and his job. On this page, I learn that John sees all the work he has to do to clean the stables. That's important because John has to get everything ready for Mr. Burr, so I'll write that down. I also learn that Mohican has an injured leg. I know that's important because the horses are John's responsibility, so I'll include that in my list too. The story also says that John knows that he has to act fast to help Mohican. That tells me something important about John, so I'll include it on my list as well. Write and display these ideas on chart paper.

- Point out that you followed the steps on the Summarizing Strategy Card. Discuss how you decided which information was more important and which was less important. Point out that you wrote these ideas briefly and in your own words.

I thought about what I needed to know, using the story elements listed on my Summarizing Strategy Card. I tried to leave out the things that were less important. For example, I left out that Mohican snorted at John's approach because that doesn't seem as important as some of the other ideas. Also, I left out the fact that Mohican's injured leg is his left leg. The important thing is that the horse has an injured leg; it doesn't matter which leg is hurt.

- Remind students that they will continue summarizing as they read *Aaron Burr and the Stable Boy* this cycle.

Preview Team Talk

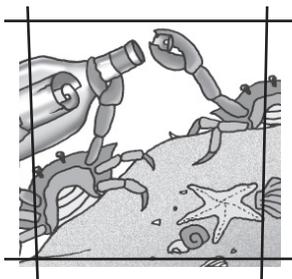
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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-6.

TEAM TALK

1. In your own words, retell what happens on page 27. |SU| (Summarizing rubric)
2. How does the mood of the section change from the beginning to the end? |MD • CC| (Team Talk rubric)
3. Which of the following is the most important event from pages 26 and 27 to include in a summary? |SU|
 - a. Mohican snorts.
 - b. Mohican gets better from John's care.
 - c. He fills the pail with water.
 - d. John roots through the pantry for supplies.

Tell why you chose the event you did. Why are the other events not the best choices? **(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**
page 26 (paragraphs 1–4) aloud with partners.
page 26 (paragraph 5) and 27 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. In your own words, retell what happens on page 27. |SU| (Summarizing rubric)
 - 100 points** = *On page 27, John figures out how Mohican hurt his leg. Mohican kicked and broke a board in the stable.*
 - 90 points** = *On page 27, John figures out how Mohican hurt his leg.*
 - 80 points** = *John figures out how Mohican got hurt. He tells him not to do it again.*
2. How does the mood of the section change from the beginning to the end? |MD • CC| (Team Talk rubric)
 - 100 points** = *At the beginning of the section, the mood is tense. John is worried about Mohican and rushing to gather supplies to heal him. At the end of the section, the more relaxed. Mohican is okay, and John is fixing the broken stable boards.*
 - 90 points** = *At the beginning of the section, the mood is tense. At the end of the section, the more relaxed.*
 - 80 points** = *The mood is tense at first, then it becomes more relaxed.*

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 is the most important event from pages 26 and 27 to include in a summary? |SU|
- Mohican snorts.
 - Mohican gets better from John's care.*
 - He fills the pail with water.
 - John roots through the pantry for supplies.

Tell why you chose the event you did. Why are the other events not the best choices? **(Write-On)** (Team Talk rubric)

100 points = *I chose b because this is important to the work that John does for Mr. Burr. He needs to make sure the horses are healthy and ready to ride. The other choices are less important events such as Mohican snorting and filling a pail with water.*

90 points = *I chose b because this is important to the work that John does for Mr. Burr. He needs to make sure the horses are healthy and ready to ride.*

80 points = *John's job is to make sure the horses are healthy.*

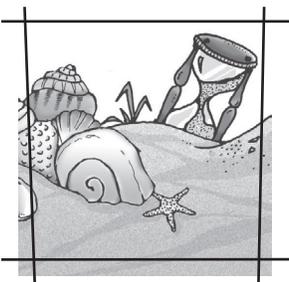
TEAM TALK EXTENSION

4. How can John tell that Mohican's leg is better? Support your answer. |DC| (Team Talk rubric)

100 points = *John can tell that Mohican's leg is better because Mohican can prance and trot on it. He is not limping or moving slowly. I think John knows how Mohican acts when he is healthy.*

90 points = *John can tell that Mohican's leg is better because Mohican can prance and trot on it.*

80 points = *Mohican can prance and trot on it.*

**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.

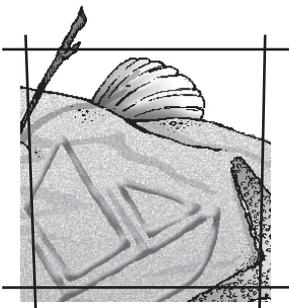
Not ready yet? Practice reading the same passage again with your partner. Ask your teacher to hear you read when you are ready.

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

Student Edition, page S-5.

Page 26 (paragraphs 4–6)

- 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

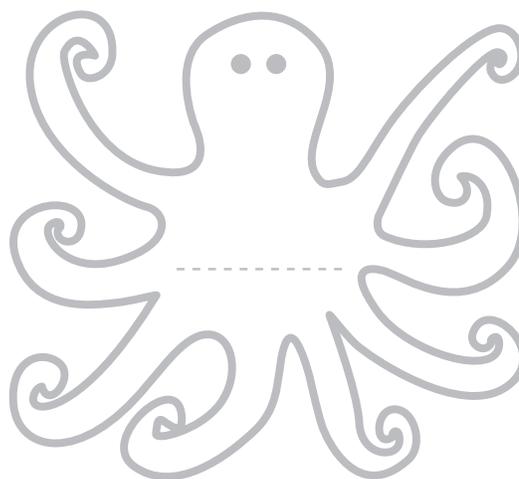
Preparation: Display the word *produce*.



- Direct students' attention to the word you have displayed. Use **Think-Pair-Share** to have students identify what this word means. Randomly select a few students to share the definitions for *produce*. List the definitions on the board or chart paper.
Fruits and vegetables that are for sale; to create.

- Remind students that some words have more than one meaning. We call these words *homographs*, or multiple meaning words. Point out that these words may or may not sound the same.
- Use **Think-Pair-Share** to have students identify the Word Treasure clue that Captain Read More uses for homographs. Randomly select a few students to share.
- Display the Word Treasure clue for homographs (an octopus). Point out that the octopus has many legs and that we can write the word's multiple meanings on them.

Blackline master provided.



- Write the word “down” on the octopus. Use **Think-Pair-Share** to have students identify the meanings of the word. Randomly select a few students to share, and write each definition on a leg of the octopus. *A lower place; soft, fluffy feathers on a bird, a stuffing for pillows and comforters.*
- Review the Word Treasure (homographs). Review why Captain Read More thinks it is important to know homographs by explaining that they help us stop and consider the word and its context. Point out that this helps us make sure that we understand the word's correct meaning.

Display the Word Treasure.

Word Treasure

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

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

- Tell students that Captain Read More has found one word from this cycle's vocabulary list that is a homograph. Tell students to look out for this word the next time they review their vocabulary words.
- 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-7.

SKILL PRACTICE

- Read the following sentence.
Although it can be hot during the day in the desert, it can get very cold at night.
Which of the following sentences uses *desert* the same way?
 - Roni deserted his friends as soon as he heard a scary knocking.
 - It is against the law to desert the army.
 - The streets of the city were deserted after the mayor ordered people to stay inside for safety.
 - Antarctica is actually a desert because it gets less than ten inches of water each year.*
- Read the following sentence.
A good singer with a high pitched voice can fragment a glass into tiny pieces.
Which of the following sentences uses *fragment* the same way?
 - A fragment of sand got into my camera, and it no longer works.
 - The wrecking ball fragmented the concrete wall into small chunks of rock.*
 - Learning to add and subtract is only a fragment of the skills students learn in math.
 - Fragments of the skeleton were missing, so scientists had to guess how the bones fit together.

BUILDING MEANING

caressed	resided	gingerly	displeasure
spectacular	asset	options	present

- 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.*
- Choose the word that best completes the sentence.
Having an open mind is a(n) asset if you want to solve difficult problems.

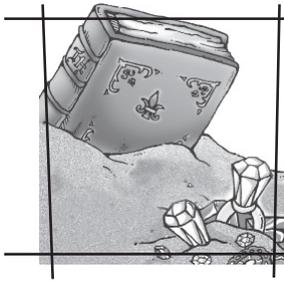
- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.

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

Vocabulary **TP**

- Have the teams review the vocabulary words using one of the following choices: **SR**
 - Concept Maps
 - Draw It Out
 - Act It Out
 - Examples/Non-Examples
 - Other interactive activity
- Use **Random Reporter** to check the review.
 - Focus on words that appear in the reading for the day if applicable: *spectacular* page 30 and *asset* page 30.



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

Text Review

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

Listening Comprehension



- Read pages 28 and 29 aloud, stopping to ask questions, make points, or focus students' attention as needed. Pause briefly after each page to retell what you read in your own words.
- Use a **Think Aloud** to model identifying the most important ideas from this section. Aim for three or four ideas. Display these ideas on a new piece of chart paper.

What are the most-important ideas in this section? I'll use the story elements on the Summarizing Strategy Card as a guide to help me think about the most important information. I think it's pretty important that John meets Mr. Cherrybond because Mr. Cherrybond also works for Mr. Burr. I also think it's important that Mr. Cherrybond wants to see Mohican. I'll add these ideas to the chart. Write and display these ideas on chart paper.

- Point out that you used the story elements on the Summarizing Strategy Card to help you identify the most important events. Remind students to continue using these elements as they read the story.
- Remind students that they will continue summarizing as they read *Aaron Burr and the Stable Boy* this cycle.

Preview Team Talk

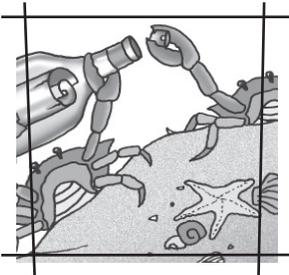
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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-7.

TEAM TALK

1. In your own words, retell what happens in paragraphs 1–5 on page 30. |SU| (Summarizing rubric)
2. What does the word *modest* mean on page 30? How did you figure this out? |CL| (Team Talk rubric)
3. Which of the following is the most important event from pages 30 and 31 to include in a summary? |SU|
 - a. Mr. Cherrybond and John go into the stable.
 - b. John asks, “Indeed, sir?”
 - c. John ties Mr. Cherrybond’s horse to a hitching post.
 - d. Mr. Cherrybond offers John a promotion.

Tell why you chose the event you did. Why are the other events not the best choices? **(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**
page 50 aloud with partners.
page 31 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. In your own words, retell what happens in paragraphs 1–5 on page 30. |SU|
(Summarizing rubric)
100 points = *In paragraphs 1–5 on page 30, John brings Mr. Cherrybond in the stable to see Chickasaw and Mohican. Mr. Cherrybond checks on Mohican's leg.*
90 points = *In paragraphs 1–5 on page 30, John brings Mr. Cherrybond in the stable to see Chickasaw and Mohican.*
80 points = *John brings Mr. Cherrybond in the stable to see the horses. He says they are fine horses.*
2. What does the word *modest* mean on page 30? How did you figure this out? |CL|
(Team Talk rubric)
100 points = *The word modest on page 30 means humble. I figured this out by rereading the text. Mr. Cherrybond praises John's work, John just bows his head and says he was helping a friend. That's a humble thing to do.*
90 points = *The word modest on page 30 means humble. I figured this out by rereading the text.*
80 points = *It means humble. I reread the text.*

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. Which of the following is the most important event from pages 30 and 31 to include in a summary? |SU|
- Mr. Cherrybond and John go into the stable.
 - John asks, “Indeed, sir?”
 - John ties Mr. Cherrybond’s horse to a hitching post.
 - Mr. Cherrybond offers John a promotion.*

Tell why you chose the event you did. Why are the other events not the best choices? **(Write-On)** (Team Talk rubric)

100 points = *I chose d because this is important to the main character. John will have a new job with Mr. Burr. The other choices are less important events such as John asking, “Indeed, sir?”*

90 points = *I chose d because this is important to the main character. John will have a new job with Mr. Burr.*

80 points = *This is important to the main character.*

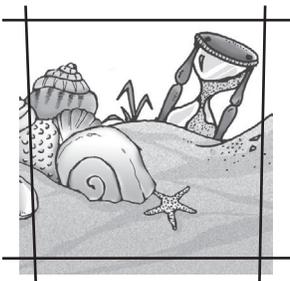
TEAM TALK EXTENSION

4. Explain why Mr. Cherrybond offers John a new job. |CE| (Team Talk rubric)

100 points = *Mr. Cherrybond offers John a new job because he’s impressed by how John helped Mohican. He thinks that John has shown himself to be a loyal and trustworthy employee.*

90 points = *Mr. Cherrybond offers John a new job because he’s impressed by how John helped Mohican.*

80 points = *He’s impressed by how John helped Mohican.*



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.

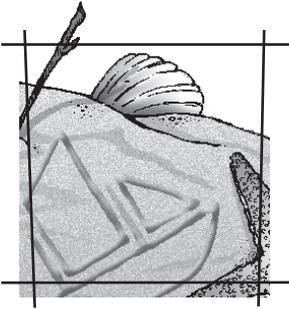
Student Edition, page S-5.

Page 26 (paragraphs 4–6) or 30 (paragraphs 1–5)

- 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.

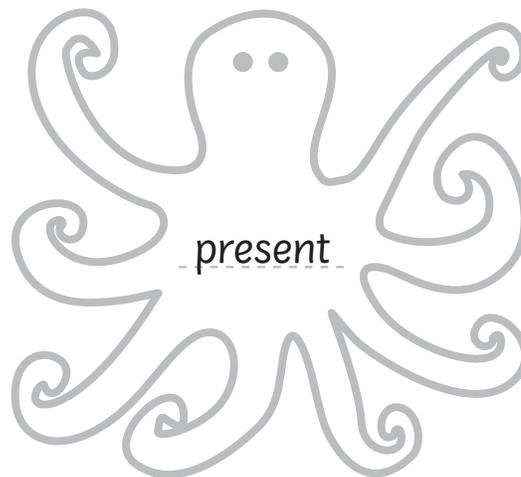
- Assign individual fluency goals as needed, monitor practice, and assign scores as students read with their partners.
- Award team celebration points. Remember to add individual scores to the teacher cycle record form.
- Students record their fluency rubric scores on the team score sheets.



WORD POWER **TP**

Timing Goal: 10 minutes

- Remind students of the Word Power skill (homographs/multiple meaning words) and the Word Treasure clue that Captain Read More uses for homographs (the octopus).
- Use **Think-Pair-Share** to have students identify the homograph from their vocabulary list. Randomly select a few students to share. *Present*.
- Display the graphic of the octopus. Write the word “present” in the middle of the octopus. Use **Team Huddle** to have students discuss the meanings of the word. Use **Random Reporter** to select students to share answers, and list each definition on a different leg of the octopus. *Currently existing; a gift; to introduce or show.*



- 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-8.

SKILL PRACTICE

- Read the following sentence.
I heard a loud snap as a tree branch fell off the tree because of the heavy snow.
Which of the following sentences uses *snap* the same way?
 - The lion tamer snapped the whip to get the lion to jump on the podium.
 - We liked the restaurant because it had snappy service, even on busy nights.
 - The carrot was so fresh you could hear a snap when it was bent slightly.*
 - The toddler was too small to snap the buttons on her coat.
- Read the following sentence.
The deer cleared the fence with an easy, graceful bound.
Which of the following sentences uses *bound* the same way?
 - The nurse bound my finger with gauze and tape after I cut it.
 - The evil villain bound the hero's love with rope when he kidnapped her.
 - The squirrel bounded through the trees as it looked for nuts to eat.*
 - A day off from school is bound to happen if we get several inches of snow.

BUILDING MEANING

caressed	resided	gingerly	displeasure
spectacular	asset	options	present

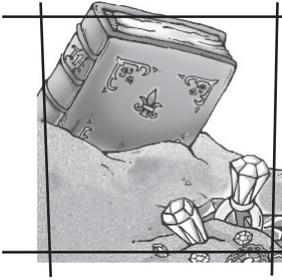
- Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.
100 points = *The sentence uses the word correctly and includes details to create a mind movie.*
90 points = *The sentence uses the word correctly and includes one detail.*
80 points = *The sentence uses the word correctly.*
- Marco felt displeasure when he saw that someone had scratched his car.
Displeasure means—
 - pleasure.
 - anger.*
 - happiness.
 - fear.

- 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, **summarizing**.

Vocabulary **TP**

- Have the teams review the vocabulary words using one of the following choices: **SR**
 - Concept Maps
 - Draw It Out
 - Act It Out
 - Examples/Non-Examples
 - Other interactive activity
- Use **Random Reporter** to check the review.
 - Focus on words that appear in the reading for the day if applicable: *options* page 34 and *present* 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 to use their story maps to retell what has happened in the story up to this point—the main events in the plot. Use **Random Reporter** to review these ideas with the class. Model this if necessary.

Listening Comprehension



- Read pages 32 and 33 aloud, stopping to ask questions, make points, or focus students' attention as needed. Pause briefly after each page to retell in your own words what has happened on that page.
- Use a **Think Aloud** to model identifying the most important ideas from this section. Aim for three or four important ideas. Display these ideas on a new piece of chart paper.

What are the most important events from these pages? I'll use the story elements listed on the Summarizing Strategy Card as a guide to help me think about the most important ideas. I think it's important that Mr. Cherrybond gives John time to think and that John sits and thinks about what he's been offered. He remembers his dad's advice. These are all important events from the story, so I'll add these ideas to the chart. Write and display these ideas on chart paper.

- Point out that you used the story elements on the Summarizing Strategy Card to decide on the most important events. Remind students to continue using these elements as they read the story.
- Remind students that they will continue summarizing as they read *Aaron Burr and the Stable Boy* this cycle.

Preview Team Talk

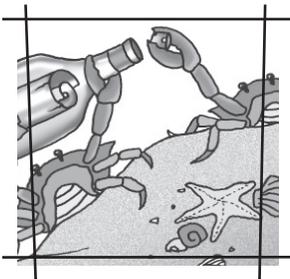
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide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

Student Edition, page S-8.

TEAM TALK

1. In your own words, retell what happens in paragraph 3 on page 34. |SU| (Summarizing rubric)
2. Why do you think Mr. Cherrybond waits until after John's decision to tell John that he can call him Wicks? |DC| (Team Talk rubric)
3. Which of the following is the most important event from pages 34 and 35 to include in a summary? |SU|
 - a. John tells Mr. Cherrybond he'll take the job.
 - b. Mr. Cherrybond shouts in joy.
 - c. Mr. Cherrybond holds out his hand.
 - d. John sees Mr. Cherrybond standing in the doorway.

Tell why you chose the event you did. Why are the other events not the best choices? **(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**
 - page 34 (paragraphs 1–5) aloud with partners.
 - page 34 (paragraph 6) and 35 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.
- 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

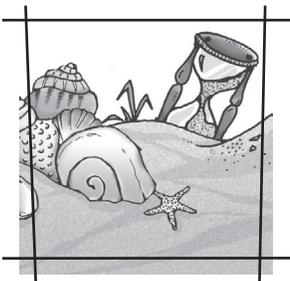
1. In your own words, retell what happens in paragraph 3 on page 34. |SU| (Summarizing rubric)
 - 100 points** = *In paragraph 3 on page 34, Mr. Cherrybond congratulates John for his decision. John has to get the stable ready one last time for Mr. Burr’s arrival in a few minutes.*
 - 90 points** = *In paragraph 3 on page 34, Mr. Cherrybond congratulates John for his decision.*
 - 80 points** = *Mr. Cherrybond congratulates John. He says “Huzzah, Mr. Anderson!”*
2. Why do you think Mr. Cherrybond waits until after John’s decision to tell John that he can call him Wicks? |DC| (Team Talk rubric)
 - 100 points** = *I think Mr. Cherrybond waits until after John’s decision to tell John that he can call him Wicks because he wants to wait until he and John have similar jobs. He and John are equals now. They will also probably become friends by working together.*
 - 90 points** = *I think Mr. Cherrybond waits until after John’s decision to tell John that he can call him Wicks because he wants to wait until he and John have similar jobs.*
 - 80 points** = *He wants to wait until he and John are in similar positions.*

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. Which of the following is the most important event from pages 34 and 35 to include in a summary? |SU|
- John tells Mr. Cherrybond he'll take the job.*
 - Mr. Cherrybond shouts in joy.
 - Mr. Cherrybond holds out his hand.
 - John sees Mr. Cherrybond standing in the doorway.

Tell why you chose the event you did. Why are the other events not the best choices? **(Write-On)** (Team Talk rubric)

100 points = *I chose a because this is an important decision from the main character. This will change John's life. The other choices are less important events such as Mr. Cherrybond holding out his hand.*

90 points = *I chose a because this is an important decision from the main character. This will change John's life.*

80 points = *This is an important decision from John.*

TEAM TALK EXTENSION

4. Why do you think John decides to take the new job? |CE| (Team Talk rubric)

100 points = *I think John decides to take the new job because he remembers that his dad always said to take opportunities as they come. The new job is a good opportunity, so John thinks he should take it.*

90 points = *I think John decides to take the new job because he remembers that his dad always said to take opportunities as they come.*

80 points = *His dad always said to take opportunities as they come.*

FLUENCY IN FIVE TP

Timing Goal: 5 minutes

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

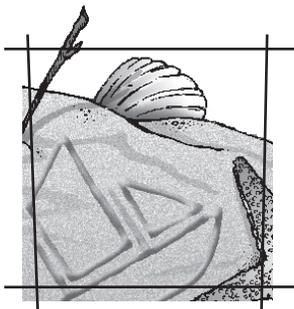
Student Edition, page S-7.

Page 26 (paragraphs 4–6), 30 (paragraphs 1–5), or 34 (paragraphs 1–3)

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

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

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



WORD POWER **TP**

Timing Goal: 10 minutes

tps

Preparation: Display the Word Power Challenge

- Remind students of the Word Power skill (homographs/multiple meaning words) and the Word Treasure clue that Captain Read More uses for homographs.
- Use **Think-Pair-Share** to have students tell why Captain Read More wants them to learn homographs. Randomly select a few students to share. *Learning about homographs helps us stop and think about the meaning of the word.*
- Display the Word Power Challenge. Tell students that they will work in teams to identify the word that goes in each blank. Point out that the words are homographs, so students will use the same word for both blanks.

Word Power Challenge

Carlotta loved watching things _____ in spring and seeing a tiny _____ poke up out of the snowy ground.



- Use **Random Reporter** to select students to read each sentence aloud and to identify the missing homograph. Have students provide definitions for the homographs. *Blossom = to bloom or grow, a flower.*
- 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-9.

SKILL PRACTICE

1. Read the following sentence.
The bird scratched and picked in the soil to find a fat worm to eat.
Which of the following sentences uses *soil* the same way?
 - a. *If you want to garden, you will need some good soil for planting seeds.*
 - b. The little boy soiled his good pants by dropping chocolate ice cream on them.
 - c. The tablecloth was soiled when a glass of soda was spilled on it.
 - d. Ink and paint soiled Marsha’s hands after she worked on her art project.

2. Read the following sentence.
“Can I pin this lost pet sign to your door?” the girl asked the storeowner.
Which of the following sentences uses *pin* the same way?
 - a. I had to find a pin to hold the pieces of fabric together.
 - b. I knocked down all the bowling pins with my lucky bowling ball.
 - c. My mom’s favorite pin has tiny pearls on it.
 - d. *The scoutmaster will pin the badge on my uniform for everyone to see.*

BUILDING MEANING

caressed	resided	gingerly	displeasure
spectacular	asset	options	present

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

4. Choose the word that best completes the sentence.
I knew I’d never forget the spectacular day I had at the park, playing all of my favorite games.

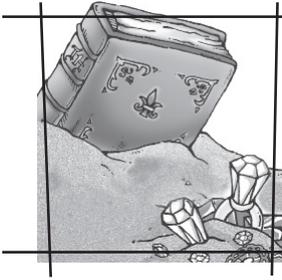
- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration 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 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, John decided to accept a job as Mr. Burr's personal assistant. Today we will find out what Mr. Burr thinks about everything that has happened.

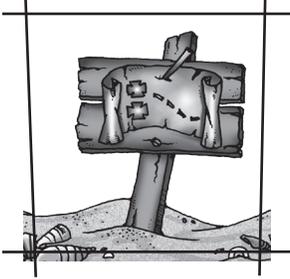
Vocabulary **TP**

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

Prepare Students for the Test

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

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

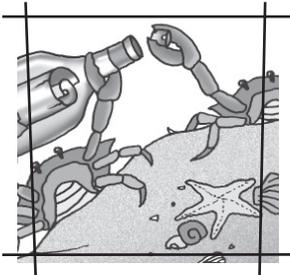


TEST

Timing Goal: 40 minutes

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

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



TEAMWORK

Timing Goal: 30 minutes

Teacher procedures for
 Teamwork vary with
 strategy instruction.

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

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

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



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.

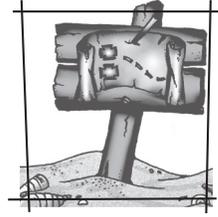


- Award team celebration points.
- Use information from student tests to plan modeling and/or Think Alouds for the next lesson that will build upon the skills students need. If necessary, add or modify questions on the next student test to address a particular skill, quality of expression, or question 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 36 and 37 of *Aaron Burr and the Stable Boy*, and answer the following questions. The total score for comprehension questions equals 100 points.

30 points

1. Why is the mood of the story tense when John discovers that Mohican's leg is hurt? |MD| (Team Talk rubric)

30 points = *The mood of the story is tense when John discovers that Mohican's leg is hurt because John has to hurry to fix it. He has to find medicine and bandages for Mohican's leg. Mohican is Mr. Burr's favorite horse, so John wants him to be healthy when Mr. Burr arrives.*

25 points = *The mood of the story is tense when John discovers that Mohican's leg is hurt because John has to hurry to fix it.*

20 points = *John has to hurry to fix Mohican's leg.*

30 points

2. Why do you think Mr. Burr says John needs some new clothes? |DC| (Team Talk rubric)

30 points = *I think Mr. Burr says John needs some new clothes because John has been working in a stable. His clothes are dusty from that job. His clothes are dusty from that job. John will be Mr. Burr's personal assistant in Washington, D.C. now. He will need better clothes.*

25 points = *I think Mr. Burr says John needs some new clothes because John has been working in a stable. His clothes are dusty from that job.*

20 points = *John's clothes are dusty.*

10 points

3. What does John want to do one last time before becoming Mr. Burr's personal assistant? |SU|

- a. *He wants to care for the coach horses.*
- b. *He wants to sweep out the stable.*
- c. *He wants to make more bandages for Mohican.*
- d. *He wants to ride Chickasaw.*

30 points

4. Which of the following is the most important event from pages 36 and 37 to include in a summary? |SU|
- John will eat dinner at 4 o'clock.
 - Mr. Burr agrees with Wicks.
 - Mr. Burr stretches his legs.
 - Mr. Burr has a sharp brow.

Tell why you chose the event you did. Why are the other events not the best choices?

(Write-On) (Team Talk rubric)

30 points = *I chose b because Mr. Burr is the person who has to approve of John's promotion. He needs to agree that John should be his assistant. The other choices are less important details, such as Mr. Burr eating at 4 o'clock and having sharp brows.*

25 points = *I chose b because Mr. Burr is the person who has to approve of John's promotion. He needs to agree that John should be his assistant.*

20 points = *Mr. Burr is the person who has to make John his assistant.*

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

- Read the following sentence.
My annoying little brother tried to block me from seeing the television by standing in front of it.
Which of the following sentences uses *block* the same way?
 - To make pottery, you need to start with a good block of clay.
 - The police blocked the crowd from getting too close by holding out their arms.
 - Gabe enjoyed playing with his blocks by stacking them to make tall towers.
 - The grocery store is only a block from our house, so my mom lets me walk there.
- Read the following sentence.
The ranchers wanted to fence in their cattle so they wouldn't wander off the property.
Which of the following sentences uses *fence* the same way?
 - The children tried to fence in the mouse so they could catch it, but it escaped.
 - We installed an electric fence that our dog cannot cross when she's outside.
 - Dino was on the fence about whether he really wanted to go to the amusement park.
 - The cemetery had a tall fence around it to keep people from trespassing there.

3. Read the following sentence.
The horse was taught how to stamp its foot in answer to a question.
Which of the following sentences uses *stamp* the same way?
 - a. You have to place a stamp on an envelope before you can mail it.
 - b. Nicole used a rubber stamp to decorate her party invitations.
 - c. The delicious dinner received Marcus’s stamp of approval to be made again.
 - d. *The angry child stamped her foot on the floor when no one paid attention to her.*

4. Read the following sentence.
“Can you point to the kind of cupcake you want from the case?” the baker asked the child.
Which of the following sentences uses *point* the same way?
 - a. The pencil had such a sharp point on it that it poked a hole in my paper.
 - b. The point of the story is that you should learn from your mistakes.
 - c. *When Mom asked who ripped the couch cushions, we all pointed at the dog.*
 - d. The end of a knife is very pointy, which is why young children shouldn’t play with it.

10 points each

Building Meaning

caressed	resided	gingerly	displeasure
spectacular	asset	options	present

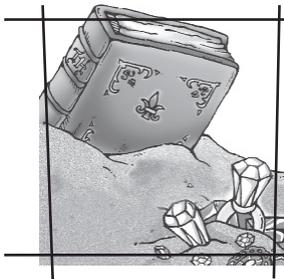
5. Write a meaningful sentence for the word *options*.
10 points = *Uses the word correctly and includes details to create a mind movie.*
5 points = *Uses the word correctly and includes one detail in the sentence.*
1 point = *Uses the word correctly.*

6. The soft cotton of my scarf caressed the skin on my neck.

7. The book I read last week was so spectacular that I’m not surprised to hear that it’s very popular. *Spectacular* means—
 - a. dull.
 - b. *amazing.*
 - c. average.
 - d. uninteresting.

8. I reached out to pet the large dog’s head gingerly because I was a little scared of it.

9. I resided in New York City growing up, and our apartment was on the eighth floor.
Resided means—
- lived in.*
 - flew.
 - danced.
 - marched about.
10. Long distance runners think stamina is an important asset for winning races.
11. Lola wanted to present her project first, so she volunteered to go at the start of class.
Present means—
- toss.
 - hide.
 - show.*
 - remove.
12. Jimmy hated sweet potatoes, so he couldn't hide his displeasure when he smelled them baking in the oven.



DAY 6

ACTIVE INSTRUCTION

Timing Goal: 5 minutes

Two-Minute Edit **TP**

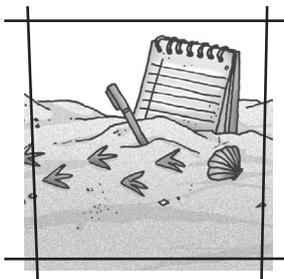
- Display and have students complete the Two-Minute Edit to start the class.
- Identify a frequently occurring grammatical or mechanical problem from the students' writing.
- Prepare a sentence that illustrates the problem (with no more than four errors).
- Display the sentence, and indicate the number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

Two-Minute Edit

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



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



ADVENTURES IN WRITING

Timing Goal: 85 minutes

Suggested timing:

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



- Introduce the activity.

Today you will write a summary of a familiar story. You have been working on summarizing the important events in *Aaron Burr and the Stable Boy*. How might you summarize a familiar story for a person younger than you?
- Introduce the prompt and scoring guide. Use **Think-Pair-Share** to have students clarify the prompt by identifying the topic, audience, purpose, and format.

Student Edition, page S-8.

WRITING PROMPT

Think of a familiar story that a young child would like to hear. Identify the most important parts of the story, and write a summary of the story.

Student Edition Writing Guide contains no point values.

WRITING GUIDE

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

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

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

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

Sample Graphic Organizer

Story Map



Title: *Goldilocks and the Three Bears*

<p style="text-align: center; font-size: small;">Characters:</p> <p>Goldilocks the three bears</p>	<p style="text-align: center; font-size: small;">Setting:</p> <p>Where:</p> <p>When:</p>
--	--

Problem:

Goldilocks goes into the bears' home while they are away.

Event: *The three bears go for a walk while their porridge cools.*

Event: *Goldilocks finds their house and goes inside.*

Event: *Goldilocks tries their porridge and eats all of Baby Bear's porridge.*

Event: *Goldilocks tries their chairs and breaks Baby Bear's chair.*

Event: *Goldilocks tries their beds and falls asleep in Baby Bear's bed.*

Solution:

The bears come home and scare Goldilocks away.

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 that they are writing their summaries to tell the stories to a younger audience.

Thinking about your audience is important when writing. As you summarize your story, you should think about the words you use. You should not use words that are too difficult for younger children to understand.

- Remind students to periodically check their writing against the prompt and writing guide to make sure they are meeting the goal for the activity.
- Monitor students as they begin working. Give specific feedback to reinforce good drafting, and assist students as needed.

- As students complete their drafts, have them read their writing aloud to a partner to see that it includes the intended ideas and makes sense.
- Ask one or two students to share their first drafts with the class to celebrate.

Team Discussion

Sharing, Responding, and Revising

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

Sharing

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

Responding

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

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

Revising

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

- Tell students they will help their partners make sure that their summaries do not use vocabulary words that are too difficult for younger children.

Remember that a summary is a simplified story that tells only the most important information about the story. Since you are writing for a younger audience, you also have to think about keeping the words you use simple. If younger children cannot understand your summary, they will not want to listen.

Blackline master provided.

- Display the following excerpt from a summary. Read the excerpt aloud to students.

One glorious day after the first little pig built his dwelling of straw, a wolf wandered by and smelled his fragrance. When the pig wouldn't come out, the wolf blasted the abode down.



- Use **Think-Pair-Share** to have students discuss whether this story is appropriate to tell to a group of children younger than themselves. Randomly select a few students to share. *No. The words are too hard for young children.*
- Use **Team Huddle** to have students discuss making the vocabulary in the summary excerpt more appropriate for younger children. Use **Random Reporter** to select students to share.

This excerpt has some tough words in it for a younger audience. Young children might get confused by what you are saying. Let's see if we can make the vocabulary more appropriate for younger children. The first word I see that might be tough is *glorious*. How could we change that? You can change it to beautiful. Right. The word *beautiful* is a much easier word, and the meaning of the sentence will stay the same. I think the word *dwelling* might be hard too. What is a good substitute for that? The word house is a good substitute. Yes! The words *dwelling* and *house* mean the same, but house is easier for children to understand.

- Use **Team Huddle** to have students discuss more words to change. Use **Random Reporter** to select students to share. Answers may vary. *You can change the word fragrance to scent. You can change the word blasted to blew. You can change the word abode to house.*
- Tell students to work with their partners and check their summary stories for words that might be too difficult for a younger audience.
- 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.

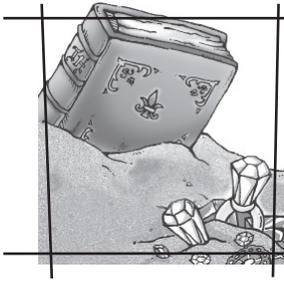
Class Discussion TP

- 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?



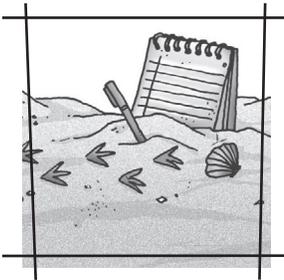
DAY 7

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.

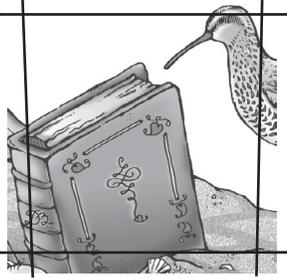


ADVENTURES IN WRITING

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.

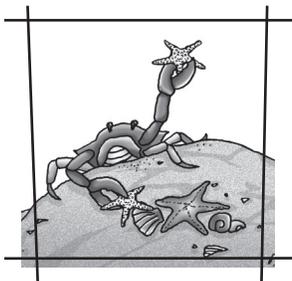
Class Discussion



- 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.

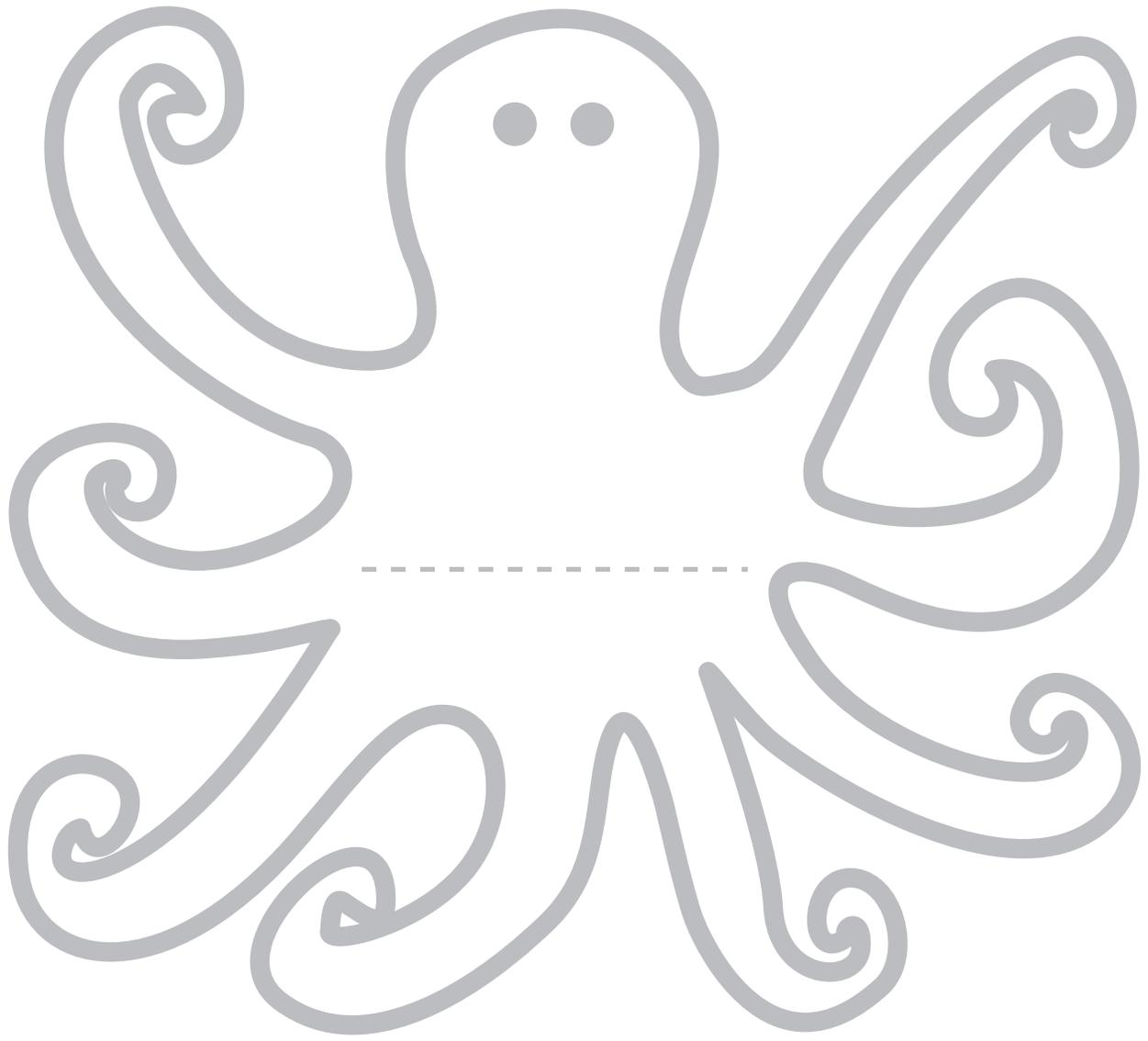
Team Cooperation Goal

- 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?



One glorious day after the first little pig built his dwelling of straw, a wolf wandered by and smelled his fragrance. When the pig wouldn't come out, the wolf blasted the abode down.

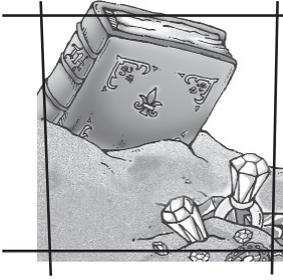
Cycle 2

Instructional Objectives

	READING	WORD POWER	WRITING
CYCLE 2	Summarizing (SU)	Base word + ending	Write a summary journal entry.
	Students will use story elements to help them identify the main ideas in the story. As they read, they will restate (retell) information with their partners. At the end of each section, students will identify the most-important ideas through discussion with their teammates.	Students will break words into base words and endings and use the endings <i>-est</i> , <i>-ly</i> , and <i>-ful</i> to increase their understanding of words.	Students will pretend that they are John and write journal entries to summarize the most-important events that have happened since he arrived in Washington, D.C.

Teacher's Note:

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



DAY 1

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Students discuss responses to the Big Question.

Big Question

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

THE BIG QUESTION

How would you help someone who was having a problem with another person? What advice would you give?



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

Team Cooperation and Achievement Goal

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

Set the Stage

- Introduce the story, author, and reading objective.

This cycle we will finish reading *Aaron Burr and the Stable Boy* by Sam R. McColl. As we read, we'll continue to identify the important events in the story. Good readers identify important events to help them understand what happens in the story as they read.

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

Vocabulary **TP**

- Display the vocabulary words.
- Have students rate their knowledge of each word. Remind students that they can say they know a word when they can read it, define it, and use it in a meaningful sentence.
 - + Think they know the word
 - ? Not sure if they know the word

- Ask teams to have teammates make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Introduce the vocabulary words by modeling the identification strategy and then completing a “My Turn, Your Turn,” modeling the use of the pronunciation strategies and correcting pronunciations when necessary.
- Have students review the vocabulary words with their partner. Ask them to use the vocabulary words in new, meaningful sentences, if possible, rather than reading the sentences provided. **SR**
 - Assign partners as either speaker or coach to review the vocabulary words.
 - Teach or model this student routine as necessary. Remind students that only the coach should look at the vocabulary chart.
 - Have students begin.

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



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

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

Student Edition, page S-11.

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

WORD AND PAGE NUMBER	IDENTIFICATION STRATEGY	DEFINITION	SENTENCE
potential page 40	chunk: po-ten-tial	possibility	"There is the <i>potential</i> for rain," said the weatherman, "so you should carry an umbrella just in case."
slightest page 40	base word + ending: slight + est	least, smallest	I hadn't the <i>slightest</i> idea what the correct answer was, so I had no choice but to guess.
remedy page 40	chunk: re-me-dy	fix, solve	We had a problem, and nobody knew how to <i>remedy</i> it.
confidence page 44	chunk: con-fi-dence	with full trust	Joe told Joanna something in <i>confidence</i> , so he was angry when she told someone else.
publicly page 48	base word + ending: public + ly	out in the open, not in secret	People often get embarrassed when strangers lose their tempers <i>publicly</i> .
competent page 48	chunk: com-pe-tent	able, skilled	Everyone trusted the <i>competent</i> leader, who never made mistakes.
dissuade page 51	chunk: dis-suade	change someone else's mind, convince not to do something	Janie didn't think skipping school was a good idea, so she tried to <i>dissuade</i> Betsy from doing it.
regretfully page 52	base word + ending + ending: regret + ful + ly	sadly, with sorrow	I <i>regretfully</i> said good-bye to my friends when I moved away.

Using the Targeted Strategy

Introduction and Definition



- Use **Think-Pair-Share** to have students summarize for their partners a favorite story or movie by telling the main ideas in about ten sentences.
- Randomly select a few students to share their summaries. Remind them, if necessary, that they must tell the main ideas in only ten sentences.
- Now use **Think-Pair-Share** to have students summarize the same movies or stories in only three or four sentences. Point out that summaries can be of different lengths. Explain that each time you summarize, you decide how to restate the ideas

in your own words, including the most-important information and leaving out the less-important details. Point out that what seems important often depends on the length of the summary

Preparation: Locate and display the class charts of important events from last cycle’s reading.

- Display one of the class charts of important events from last cycle’s reading. The following example is taken from the Listening Comprehension and student reading passages from day 4.

Mr. Cherrybond gives John time to think.
 John sits and thinks.
 John remembers his dad’s advice.
 John tells Mr. Cherrybond he’ll take the job.
 John has one last job as a stable boy.
 Mr. Burr arrives.
 John runs out to meet Mr. Burr.



- Explain that you want to shorten this list—you want to summarize it further by leaving out some of the ideas. Explain to students that you must decide on the most-important ideas about what has happened in the story so far.
- Use a **Think Aloud** to model deciding which important ideas can be kept and which should be left out or crossed off the list.

How could I shorten these ideas but still write them so they make sense? If I want to make sense of the story so far, which ideas should I keep, and which ideas could I cross off my list? I think I can combine the first two items because they’re very similar. What’s important is that John thinks for a while about the new job offer. I want to keep the third item because his dad’s advice is the main reason John takes the new job. It’s also important that John tells Mr. Cherrybond that he’ll take the job, so I’ll keep that item. But now that I’ve read more of the story, I don’t think it’s particularly important that John has one last job as a stable boy, so I think I’ll cross that one off the list. We’ve been waiting for Mr. Burr’s arrival, so I’ll keep that item, but I think I can shorten it and combine it with the last item. I’ll change that to say that Mr. Burr arrives, and John meets him.

- Now model creating a paragraph summary of the remaining ideas from the list and checking to see that it makes sense.

Now that I’ve shortened my list, I’m going to put these ideas in paragraph form. I can say “John thinks for a while about the new job offer. But then he remembers his dad’s advice, so he tells Mr. Cherrybond he’ll take the job. Finally, Mr. Burr arrives, and John runs to meet him.” This is my summary.

- Display your summary.

Blackline master provided.

John thinks for a while about the new job offer. But then he remembers his dad’s advice, so he tells Mr. Cherrybond he’ll take the job. Finally, Mr. Burr arrives, and John runs to meet him.

Preparation: Display another list of important ideas from one day of last cycle's reading.



- Using another list of important ideas from last cycle's reading, use **Team Huddle** to have students practice shortening the list. Remind students to think about and keep the most-important information in the story. Remind them to decide which details are less important and can be left out. Point out that students' remaining ideas should make sense; they must not compress the information so much that the summary is hard to follow or leaves out important parts of the story. Use **Random Reporter** to review the teams' discussions and lists.
- Tell students that as they read this cycle, they will discuss and list the main events of each section.
- Award team celebration points for good discussions that demonstrate effective teamwork.

Listening Comprehension

- Recall what has happened in the story so far. Remind students that John has taken the new job. Ask students to predict, with evidence, what might happen next.
- Tell students that you are about to read pages 38 and 39 aloud, stopping after each page to restate the important ideas. Explain that when you have finished the two pages, you will write the most-important ideas from this section on a piece of chart paper.
- Read pages 38 and 39 aloud, stopping to ask questions, make points, or focus students' attention as needed. Pause briefly after each page to retell, in your own words, what happened on that page.
- Use a **Think Aloud** to model identifying and listing the most-important ideas and leaving out the less-important information. Aim for three or four important ideas. Display these ideas in a list on chart paper.



Now that I've finished, I'll think back about the most important information and decide which information I want to keep and which information I should leave out. I'll use the story elements on my Summarizing Strategy Card as a guide. I think the most important ideas are: "John makes a few mistakes but learns his job quickly," "John explores his new home," "John meets a lot of people in Washington," and "Things are going well for John." Write and display these ideas on chart paper.

- Point out that you followed the steps on your Summarizing Strategy Card. Discuss how you decided which pieces of information were more important and which were less important. Point out that you wrote these ideas briefly and in your own words.

I thought about the story elements on my Summarizing Strategy Card to decide which information from this section was the most important. I'm using the main characters and main problem in the story to decide on important events, and I'm writing these down briefly in my own words. Since a summary is supposed to be short, I left out some information that, although interesting, wasn't absolutely necessary to include. For example, I left out what the exact mistakes were that John made because I don't think they're very important. I'm trying to list only what I think the author would want me to remember most about what happens in *Aaron Burr and the Stable Boy*.

- Remind students that they will continue summarizing as they read *Aaron Burr and the Stable Boy* this cycle.

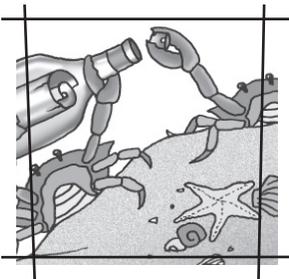
Preview Team Talk

- 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. Which of the following is an important detail you could put in a summary of this part of the story? |SU|
 - a. Mr. Newton was Mr. Burr's most senior employee.
 - b. Mr. Burr has disagreements with Alexander Hamilton.
 - c. Mr. Burr's butler Mr. Newton was a gentle man.
 - d. John says, "Some things are beyond our control."
2. According to Mr. Newton, how can you tell Mr. Burr has a bad temper? |CH|
(Team Talk rubric)
3. Write a summary of pages 40 and 41 using at least three important events from the story. **(Write-On)** |SU| (Summarizing 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 40 (paragraphs 1 and 2) aloud with partners.
 page 40 (paragraph 3) and 41 silently.

LITERATURE**Read Aloud**

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

Read Silently

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

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

After Reading

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

Team Discussion TP

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

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

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

Class Discussion TP



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



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

Answers may vary. Accept reasonable responses.

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

TEAM TALK	
1.	Which of the following is an important detail you could put in a summary of this part of the story? SU <ul style="list-style-type: none"> a. Mr. Newton was Mr. Burr’s most senior employee. b. <i>Mr. Burr has disagreements with Alexander Hamilton.</i> c. Mr. Burr’s butler Mr. Newton was a gentle man. d. John says, “Some things are beyond our control.”
2.	According to Mr. Newton, how can you tell Mr. Burr has a bad temper? CH (Team Talk rubric) <p>100 points = <i>According to Mr. Newton, you can tell Mr. Burr has a bad temper from his actions. He yells at Mr. Newton when his boots aren’t shined perfectly. He doesn’t like it if the silverware has smudges.</i></p> <p>90 points = <i>According to Mr. Newton, you can tell Mr. Burr has a bad temper from his actions.</i></p> <p>80 points = <i>From his actions.</i></p>

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. Write a summary of pages 40 and 41 using at least three important events from the story. **(Write-On)** |SU| (Summarizing rubric)

100 points = *Things don't go well for Mr. Burr in Washington, D.C. He does not get along with many other politicians. Sometimes Mr. Burr snaps at his staff. The staff just apologize and try to do their best work for Mr. Burr. John believes the stories the staff tell even though he hasn't seen it.*

90 points = *Things don't go well for Mr. Burr in Washington, D.C. Sometimes Mr. Burr snaps at his staff. John believes the staff's stories.*

80 points = *Sometimes Mr. Burr snaps at his staff. He wants his boots and silver shiny. Mr. Newton says he apologizes and fixes what is wrong.*

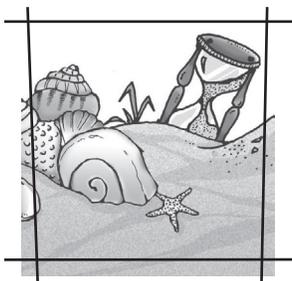
TEAM TALK EXTENSION

4. Why doesn't John understand Alexander Hamilton's opinion of Mr. Burr? |CE| (Team Talk rubric)

100 points = *John doesn't understand Alexander Hamilton's opinion of Mr. Burr because John thinks Mr. Burr is a good man. Mr. Burr treats the staff well and pays them well.*

90 points = *John doesn't understand Alexander Hamilton's opinion of Mr. Burr because John thinks Mr. Burr is a good man.*

80 points = *He thinks Mr. Burr is a good man.*

**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.

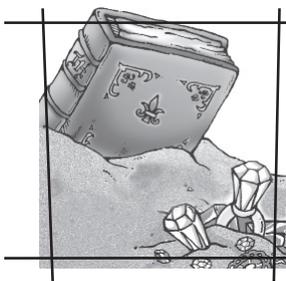
Page 40 (paragraphs 2–5)

- 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, **summarizing**.

Vocabulary **TP**

- Have students review the vocabulary words with their partner. Ask them to use the vocabulary words in new, meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Use **Random Reporter** to check for understanding. Review any words and/or definitions that students need additional support in understanding.
 - Focus on words that appear in the reading for the day if applicable: *confidence* page 44.



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

Text Review

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

Listening Comprehension



- Read pages 42 and 43 aloud, stopping to ask questions, make points, or focus students' attention as needed. Pause briefly after each page to retell, in your own words, what has happened on that page.
- Use a **Think Aloud** to model identifying and listing the most-important ideas and leaving out the less-important information. Aim for three or four important ideas. Display these ideas in a list on chart paper.

A number of things happen in this part of the story, but I'm going to try to think about just the most important information, using the story elements on my Summarizing Strategy Card as a guide. I think it's important that Mr. Burr has a really bad day. I also think it's important that he shouts at Williams for no good reason. It's also important that John tells Mr. Burr that it wasn't right and that Mr. Burr apologizes to Williams. Write and display these ideas on chart paper.

- Point out that you followed the steps on your Summarizing Strategy Card. Discuss how you decided which pieces of information were more important and which were less important. Point out that you wrote these ideas briefly and in your own words.
- Remind students that they will continue summarizing as they read *Aaron Burr and the Stable Boy* this cycle.

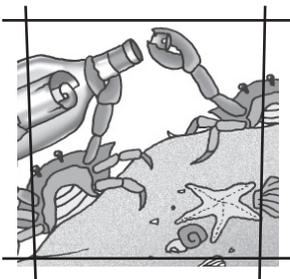
Preview Team Talk

- 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. Which of the following is a less important detail that you would not put in a summary of this part of the story? |SU| (Team Talk rubric)
 - a. Mr. Burr says John is a good personal assistant.
 - b. John will ask Newton to press Mr. Burr's hunting clothes.
 - c. Mr. Burr leaves his problems at work.
 - d. John thinks things are returning to normal.
2. Do you think things will keep getting better between Mr. Burr and his staff? Support your prediction with evidence. |PR| (Team Talk rubric)
3. Write a summary of pages 44 and 45 using at least three important events from the story. **(Write-On)** |SU| (Summarizing 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 44 (paragraphs 1–4) aloud with partners.

page 44 (paragraph 5) and 45 silently.

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

After Reading

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

Team Discussion **TP**

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



Class Discussion **TP**

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



Answers may vary. Accept reasonable responses.

Strategy Use Discussion

- resolve a sticky note
- describe team strategy use

Write-On Discussion

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

TEAM TALK

1. Which of the following is a less important detail that you would not put in a summary of this part of the story? |SU| (Team Talk rubric)
 - a. Mr. Burr says John is a good personal assistant.
 - b. *John will ask Newton to press Mr. Burr's hunting clothes.*
 - c. Mr. Burr leaves his problems at work.
 - d. John thinks things are returning to normal.
2. Do you think things will keep getting better between Mr. Burr and his staff? Support your prediction with evidence. |PR| (Team Talk rubric)

100 points = *I don't think things will keep getting better between Mr. Burr and his staff. Chapter 4 ends with the sentence "Or so I thought." John thinks things are going better, but I think they must get worse. I also remember reading that Aaron Burr gets in a duel with Alexander Hamilton, so that must be coming up.*

90 points = *I don't think things will keep getting better between Mr. Burr and his staff. Chapter 4 ends with the sentence "Or so I thought."*

80 points = *They won't keep getting better.*
3. Write a summary of pages 44 and 45 using at least three important events from the story. **(Write-On)** |SU| (Summarizing rubric)

100 points = *Mr. Burr starts treating the staff better by leaving his problems at work. The staff thanks John for talking to Mr. Burr about this problem. Mr. Burr tells John he appreciates the work John does for him. Things get back to normal at Mr. Burr's home. Or so John believed.*

90 points = *Mr. Burr starts treating the staff better by leaving his problems at work. Mr. Burr tells John he appreciates the work John does for him. John thought things were better.*

80 points = *Mr. Burr tells John he appreciates the work John does for him. John will help get his hunting gear ready. He will talk to Mr. Newton.*

Team Talk Discussion

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

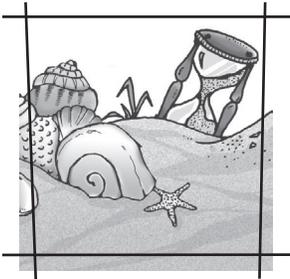
TEAM TALK EXTENSION

4. Do you think Mr. Burr wants to be angry and treat his staff unfairly? How can you tell? |DC| (Team Talk rubric)

100 points = *No. I don't think Mr. Burr wants to be angry and treat his staff unfairly. I can tell because Mr. Burr changes how he treats them. He also always asks John whether he thinks the staff is being treated well.*

90 points = *No. I don't think Mr. Burr wants to be angry and treat his staff unfairly. I can tell because Mr. Burr changes how he treats them.*

80 points = *No. He changes how he treats them.*

FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes

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

Fluency Routine

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

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

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

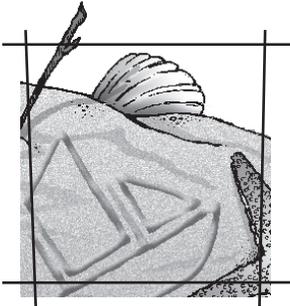
Student Edition, page S-11.

Page 44 (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.

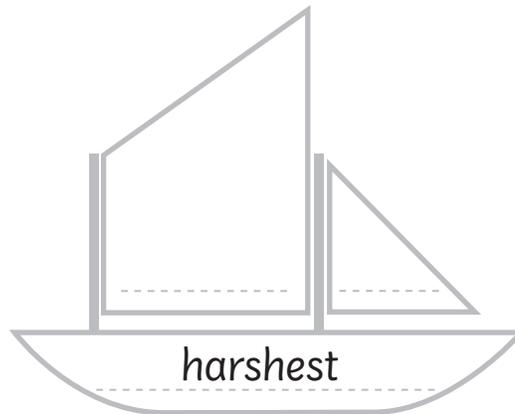


WORD POWER **TP**

Timing Goal: 10 minutes

- Tell students that Captain Read More has sent another Word Treasure clue.
- Display a sailboat with a big sail and a little sail, and write the word “harshest” on the bottom of it.

Blackline master provided.



- Use **Think-Pair-Share** to have students look at the clue that Captain Read More has sent and discuss what they think the clue means. Randomly select a few students to share. Reveal the Word Treasure (skill).

Display the Word Treasure.

Word Treasure

Sometimes words have endings on them.

If you’re having trouble reading a word like this, read the base word first, then the ending, and then read the whole word. Use tools like the scrubber and patch to make the word parts match the whole word.

- Point out that *harsh* is a base word. Write this word on the first sail. Point out that *harshest* has some extra letters. Write “est” on the small sail, and explain that this is an ending, or suffix.

- Use the word parts written on the sails to pronounce the word *harshest*, and have students say the word with you.
- Explain that suffixes can help us define the meaning of a word. Explain that the suffix *-est* makes a word mean the most of something. Tell students that *harshest* means the most harsh or rough.
- Tell students that you will discuss two other endings that appear on their vocabulary lists this cycle: *-ly* and *-ful*.
- Repeat the sailboat activity with the words *mentally* and *gleeful* as needed.
- Explain that when the suffix *-ly* appears on the end of a descriptive word, or adjective, it makes a word that describes an action happening in a particular way. Use **Think-Pair-Share** to have students identify the meaning of *mentally*. Randomly select a few students to share. *Happening with the mind or in one's head.*
- Explain that when the suffix *-ful* appears on the end of a word, it means it is full of something. Use **Think-Pair-Share** to have students identify the meaning of *gleeful*. Randomly select a few students to share. *Full of glee, or happiness.*
- Remind students that the scrubber helps them take off any extra letters at the end of a base word. Tell students to look out for letters that need to be scrubbed as they identify base words and endings.
- Tell students to use what they know about base words and endings to help them read and define the words 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-12.

SKILL PRACTICE	
Write each word in your journal. Then write the base word and ending. Use tools to make the word parts match the whole word as needed. Write a definition for each word. Draw a sailboat if you need help.	
1. mildly	<i>mild + ly; in a mild or calm manner</i>
2. fiercest	<i>fierce + est; the most fierce or mean</i>

BUILDING MEANING			
potential	slightest	remedy	confidence
publicly	competent	dissuade	regretfully

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.*

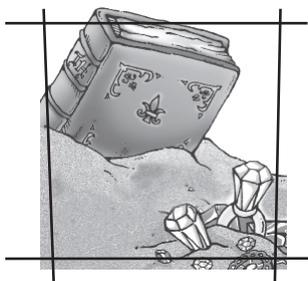
4. Our soccer coach was extremely competent and could tell who was best for each position on the field. *Competent* means—
- unskilled.
 - lazy.
 - ignorant.
 - able.

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

TEAM CELEBRATION POINTS

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

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



DAY 3

ACTIVE INSTRUCTION

Timing Goal: 25 minutes



Big Question

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



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

Team Cooperation and Achievement Goal

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

Set the Stage

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

Vocabulary **TP**

- Have the teams review the vocabulary words using one of the following choices: **SR**
 - Concept Maps
 - Draw It Out
 - Act It Out
 - Examples/Non-Examples
 - Other interactive activity
- Use **Random Reporter** to check the review.
 - Focus on words that appear in the reading for the day if applicable: *publicly* page 48 and *competent* page 48.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.



Text Review

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

Listening Comprehension

- Read pages 46 and 47 aloud, stopping to ask questions, make points, or focus students' attention as needed. Pause briefly after each page to retell, in your own words, what happened on that page.
- Use a **Think Aloud** to model identifying and listing the most-important ideas and leaving out the less-important information. Aim for three or four important ideas. Display these ideas in a list on chart paper.

Now that I've finished, I'll think about the most important information and decide which information I want to keep and which information I should leave out. I'll use the story elements on my Summarizing Strategy Card as a guide. I think the most important ideas are: "Mr. Burr comes home very angry," and "John goes to investigate." Write and display these ideas on chart paper.

- Point out that you followed the steps on your Summarizing Strategy Card. Discuss how you decided which pieces of information were more important and which were less important. Point out that you wrote these ideas briefly and in your own words.
- Remind students that they will continue summarizing as they read *Aaron Burr and the Stable Boy* this cycle.

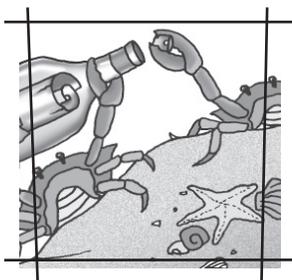
Preview Team Talk

- 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-13.

TEAM TALK

1. Which of the following is an important detail that you would put in a summary of this part of the story? |SU|
 - a. Mr. Burr eventually stopped pacing and sat at his desk.
 - b. Mr. Burr says that Mr. Hamilton must pay for his insult.
 - c. John begged Mr. Burr to stop shouting.
 - d. John doesn't like what Mr. Burr says.
2. How do Mr. Burr's actions show that he is angry? |CH| (Team Talk rubric)
3. Write a summary of page 48 using at least three important events from the story. **(Write-On)** |SU| (Summarizing 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 48 (paragraphs 1–5) aloud with partners.
page 48 (paragraphs 6 and 7) 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. Which of the following is an important detail that you would put in a summary of this part of the story? |SU|
 - a. Mr. Burr eventually stopped pacing and sat at his desk.
 - b. *Mr. Burr says that Mr. Hamilton must pay for his insult.*
 - c. John begged Mr. Burr to stop shouting.
 - d. John doesn’t like what Mr. Burr says.
2. How do Mr. Burr’s actions show that he is angry? |CH| (Team Talk rubric)

100 points = *Mr. Burr’s actions show that he is angry because he is pacing and won’t sit down. People often pace when they are mad. He exhales angrily. He growls when he talks about Alexander Hamilton. He rants about his problem. These are things people do when they are angry.*

90 points = *Mr. Burr’s actions show that he is angry because he is pacing and won’t sit down.*

80 points = *He is pacing and won’t sit down.*

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. Write a summary of page 48 using at least three important events from the story. **(Write-On) |SU|** (Summarizing rubric)

100 points = *Mr. Burr says he's had enough of Washington, D.C., and he wants to leave. He wants to be governor of New York. Alexander Hamilton insults Mr. Burr by saying he is unfit to be governor. Mr. Burr is angry and says Mr. Hamilton will pay for his insult. He says there is only one way to solve the problem.*

90 points = *Mr. Burr says he's had enough of Washington, D.C. Alexander Hamilton insults Mr. Burr. Mr. Burr is angry and says Mr. Hamilton will pay for his insult.*

80 points = *Mr. Burr says he's had enough of Washington, D.C. He misses New York. He exhales a breath of angry air.*

TEAM TALK EXTENSION

4. Use your knowledge of the story to make a prediction about how Mr. Burr will make Mr. Hamilton pay for his insult. **|PR|** (Team Talk rubric)

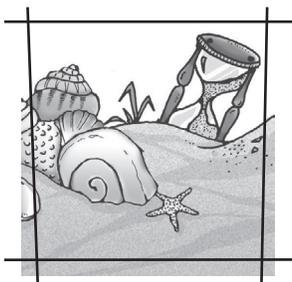
100 points = *I think Mr. Burr will make Mr. Hamilton pay for his insult by challenging him to a duel. Mr. Burr is very angry. I know he gets into a duel with Alexander Hamilton. This must be what makes him do it.*

90 points = *I think Mr. Burr will make Mr. Hamilton pay for his insult by challenging him to a duel.*

80 points = *By challenging him to a duel.*

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

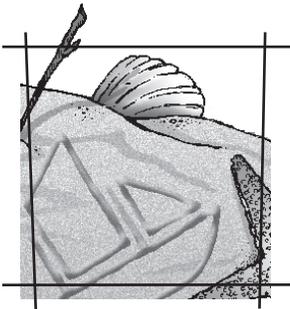
- Explain, or have team leaders review, if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

Student Edition, page S-11.

Page 44 (paragraphs 1–3) or 48 (paragraphs 1–5)

- 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.



WORD POWER **TP**

Timing Goal: 10 minutes

- Remind students of the Word Power skill (base word and ending) and, if necessary, the Word Treasure clue that Captain Read More uses for the skill (a sailboat with a big sail and little sail). Have students identify the suffixes they are working with in this cycle (*-est*, *-ly*, and *-ful*).

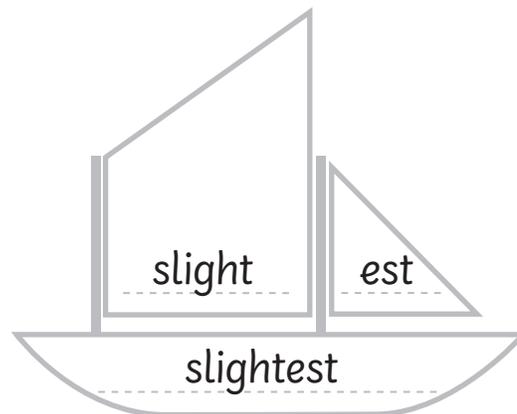
tps

- Refer to the vocabulary list, and use **Think-Pair-Share** to have students identify the words on the list that have base words and endings. Randomly select a few students to share. *Slightest, publicly, and regretfully.*

th



- Display the sailboat clue, and write the word “slightest” on the bottom of the boat. Use **Team Huddle** to have students identify the base word and ending. Use **Random Reporter** to select a few students to share. Write the word parts on the sails as they are identified. Write “slight” on the big sail and “est” on the little sail.



- Use **Think-Pair-Share** to have students use the suffix to define the word. Randomly select a few students to share. *The smallest or least.*
- Repeat the activity with the word *publicly* as needed.
- Point out to students that the word *regretfully* has two endings on it. If needed, demonstrate how this word can be broken down into its base word and endings (*regret + ful + ly*). Explain that this is a common pairing of 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**

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-13.

SKILL PRACTICE

Write each word in your journal. Then write the base word and ending. Use tools to make the word parts match the whole word as needed. Write a definition for each word. Draw a sailboat if you need help.

- slenderest *slender + est; most skinny or thin*
- boastful *boast + ful; full of excessive pride, bragging*

BUILDING MEANING

potential	slightest	remedy	confidence
publicly	competent	dissuade	regretfully

- 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.*
- On television, the politician publicly announced that he wanted to run for president. *Publicly* means—
 - behind closed doors.
 - out in the open.*
 - in secret.
 - only to his family.

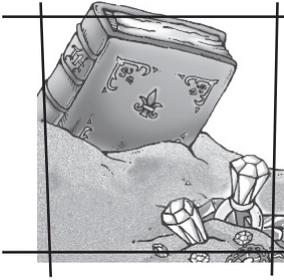
- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration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

Vocabulary **TP**

- Have the teams review the vocabulary words using one of the following choices: **SR**
 - Concept Maps
 - Draw It Out
 - Act It Out
 - Examples/Non-Examples
 - Other interactive activity
- Use **Random Reporter** to check the review.
 - Focus on words that appear in the reading for the day if applicable: *dissuade* page 51 and *regretfully* page 52.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.



Text Review

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

Listening Comprehension



- Read pages 49 and 50 aloud, stopping to ask questions, make points, or focus students' attention as needed. Pause briefly after each page to retell, in your own words, what happened on that page.
- Use a **Think Aloud** to model identifying and listing the most-important ideas and leaving out the less-important information. Aim for three or four important ideas. Display these ideas in a list on chart paper.

Now that I've finished, I'll think about the most important information and decide which information I want to keep and which information I should leave out. I'll use the story elements on my Summarizing Strategy Card as a guide. I think the most important ideas are: "Mr. Burr has challenged Mr. Hamilton to a duel," "Mr. Hamilton has accepted," "The duel will be in New Jersey," and "Mr. Burr knows he might lose." Write and display these ideas on chart paper.

- Point out that you followed the steps on your Summarizing Strategy Card. Discuss how you decided which pieces of information were more important and which were less important. Point out that you wrote these ideas briefly and in your own words.
- Remind students that they will continue summarizing as they read *Aaron Burr and the Stable Boy* this cycle.

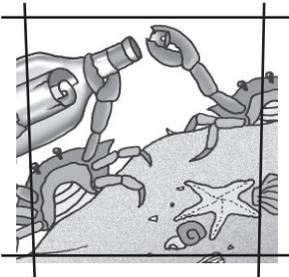
Preview Team Talk

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

Student Edition, page S-14.

TEAM TALK

1. Which of the following is a less important detail that you would not put in a summary of this part of the story? |SU|
 - a. Mr. Burr leaves for New Jersey to have his duel.
 - b. John disagrees with Mr. Burr's decision to duel.
 - c. John thinks about what his father has told him.
 - d. Mr. Burr will write a letter of recommendation for John.
2. What can you tell about Mr. Burr from his response when John quits? |CH|
(Team Talk rubric)
3. Write a summary of pages 51 and 52 using at least three important events from the story. **(Write-On)** |SU| (Summarizing 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 51 (paragraphs 1–4) aloud with partners.
 page 51 (paragraph 5) and 52 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. Which of the following is a less important detail that you would not put in a summary of this part of the story? |SU|
 - a. Mr. Burr leaves for New Jersey to have his duel.
 - b. John disagrees with Mr. Burr’s decision to duel.
 - c. John thinks about what his father has told him.
 - d. *Mr. Burr will write a letter of recommendation for John.*
2. What can you tell about Mr. Burr from his response when John quits? |CH| (Team Talk rubric)

100 points = *I can tell that Mr. Burr is very understanding. He accepts John’s resignation and wishes him well. He says that if he survives the duel, he will help John find another job.*

90 points = *I can tell that Mr. Burr is very understanding.*

80 points = *He is very understanding.*

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. Write a summary of pages 51 and 52 using at least three important events from the story. **(Write-On)** |SU| (Summarizing rubric)

100 points = *Mr. Burr packs his pistols for his duel with Mr. Hamilton. John is very upset about the duel. He does not agree with it. He tells Mr. Burr that he can no longer work for him. Mr. Burr understands and wishes John well.*

90 points = *Mr. Burr packs his pistols for his duel. John is very upset about the duel. He tells Mr. Burr that he can no longer work for him.*

80 points = *Mr. Burr packs his pistols for his duel. It was no light matter. John's heart breaks because he quits.*

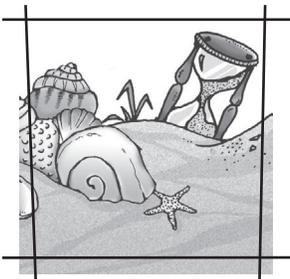
TEAM TALK EXTENSION

4. How can you tell that John's father was very important to him? |DC| (Team Talk rubric)

100 points = *I can tell that John's father was very important to him because he always thinks about his father's advice before he makes big decisions. He thinks about what his father said before he decides to quit working for Mr. Burr.*

90 points = *I can tell that John's father was very important to him because he always thinks about his father's advice before he makes big decisions.*

80 points = *He always thinks about his father's advice before he makes big decisions.*

**FLUENCY IN FIVE TP**

Timing Goal: 5 minutes

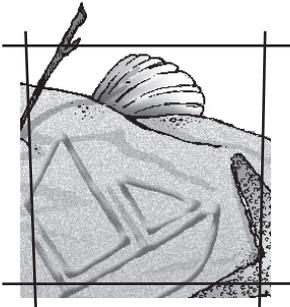
- Explain, or have team leaders review, if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

Student Edition, page S-11.

Page 44 (paragraphs 1–3), 48 (paragraphs 1–5), or 51 (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



Preparation: Display the Word Power Challenge

- Remind students of the Word Power skill (base word and ending).
- Use **Think-Pair-Share** to have students explain why it is useful to learn different endings for base words and give an example. Randomly select a few students to share. *Different endings change a word's meaning slightly. For example, adding -est to a word makes the word mean the most of something.*
- Display the Word Power Challenge. Tell students that they will work in teams to read each word and give a definition for it. If necessary, have students use the sail clues and identify the base word and ending of each word.

Word Power Challenge	sorrowfully
	miserably



- Use **Random Reporter** to select students to check pronunciations and meanings. *sorrowfully = sorrow + ful + ly, in a manner that is full of sorrow or sadness*
miserably = miserabl~~e~~ + ly, in a miserable or sad manner
- 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-14.

SKILL PRACTICE	
Write each word in your journal. Then write the base word and ending. Use tools to make the word parts match the whole word as needed. Write a definition for each word. Draw a sailboat if you need help.	
1. shameful	<i>shame + ful; full of shame or embarrassment</i>
2. roughest	<i>rough + est; most rough or uneven</i>

BUILDING MEANING			
potential	slightest	remedy	confidence
publicly	competent	dissuade	regretfully

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

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

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

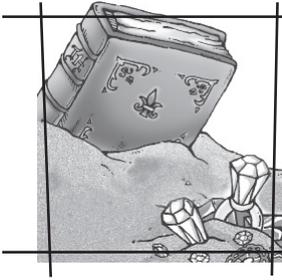
80 points = *The sentence uses the word correctly.*

4. Choose the word that best completes the sentence.

My dog always barked at the slightest noise, so we had to train her to be quiet.

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

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



DAY 5

ACTIVE INSTRUCTION

Timing Goal: 20 minutes

Rate Vocabulary Words

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

Team Cooperation and Achievement Goal

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

Set the Stage

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



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

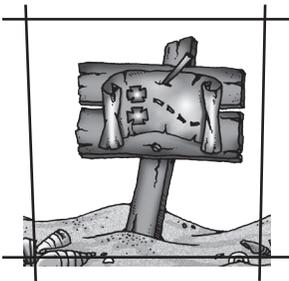
In yesterday's reading, John quit working for Mr. Burr because of the duel. Today we will find out what happens to John.

Vocabulary **TP**

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

Prepare Students for the Test

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

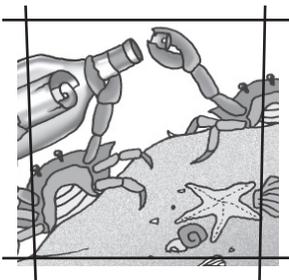


TEST

Timing Goal: 40 minutes

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

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



TEAMWORK

Timing Goal: 30 minutes

Teacher procedures for
 Teamwork vary with
 strategy instruction.

Team Discussion **TP**

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

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

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



Class Discussion **TP**

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

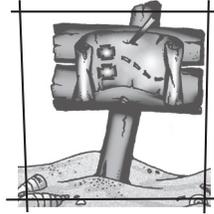


- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.
- Use information from student tests to plan modeling and/or Think Alouds for the next lesson that will build upon the skills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

TEAM CELEBRATION POINTS

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

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



TEST

Comprehension Questions

Answers may vary.
Accept reasonable responses.

Read page 53 of *Aaron Burr and the Stable Boy*, and answer the following questions. The total score for comprehension questions equals 100 points.

30 points

1. How does Mr. Burr's reaction to John quitting show you that he is understanding?

|CH| (Team Talk rubric)

30 points = *Mr. Burr's reaction to John quitting shows me that he is understanding because he does not get mad at John. He tells John that John is an honest person and wishes him well. He wants to help John get a new job later.*

25 points = *Mr. Burr's reaction to John quitting shows me that he is understanding because he does not get mad at John.*

20 points = *He does not get mad at John.*

30 points

2. Does dueling with Mr. Hamilton solve Mr. Burr's problems? |PS| (Team Talk rubric)

30 points = *No. Dueling with Mr. Hamilton does not solve Mr. Burr's problems. It creates more problems. John tells us that Mr. Burr was always hounded by criminal charges. Mr. Burr is never elected for anything again.*

25 points = *No. Dueling with Mr. Hamilton does not solve Mr. Burr's problems. It creates more problems.*

20 points = *No. It creates more problems.*

10 points

3. What lessons do the author and John want you to learn? |TH|

- a. Never challenge people to duels to settle arguments.
- b. Being an elected official is hard, stressful work.
- c. *Be honest and true, and take opportunities as they come.*
- d. Even stable boys can do great things in life.

30 points

4. Use your story map to write a summary of this cycle's reading. Include at least four important events in your summary. **(Write-On)** |SU| (Summarizing rubric)

30 points = *Things do not go well for Mr. Burr in Washington, D.C. He doesn't get along with Alexander Hamilton. He has a short temper. He takes it out on his staff sometimes. John talks to him about it, and Mr. Burr changes how he treats his staff.*

Mr. Burr challenges Mr. Hamilton to a duel. Mr. Hamilton had insulted Mr. Burr one last time. John doesn't think he can work for Mr. Burr anymore, so he quits. Mr. Burr shoots and kills Mr. Hamilton. John goes on to work for another famous American

25 points = *Things do not go well for Mr. Burr in Washington, D.C. He doesn't get along with Alexander Hamilton. He has a short temper. Mr. Burr challenges Mr. Hamilton to a duel. John doesn't think he can work for Mr. Burr anymore. Mr. Burr shoots and kills Mr. Hamilton. John goes on to work for another famous American.*

20 points = *Mr. Burr shoots and kills Mr. Hamilton. John goes on to work for another famous American. He gets to travel to Paris. He manages his laboratories.*

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 base word and ending. Use tools to make the word parts match the whole word as needed. Write a definition for each word. Draw a sailboat if you need help.

1. patiently *patient + ly; in a patient manner*
2. healthful *health + ful; full of health, good for you*
3. boldest *bold + est; most brave or unafraid*
4. mournful *mourn + ful; full of sadness or mourning*

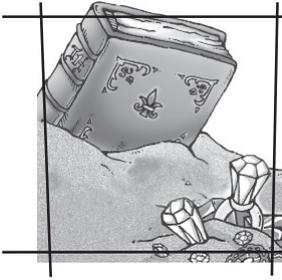
10 points each

Building Meaning

potential	slightest	remedy	confidence
publicly	competent	dissuade	regretfully

5. Write a meaningful sentence for the word *potential*.
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. I tried to *dissuade* my brother from skateboarding without his kneepads, but he didn't listen, and he scratched up his knees when he fell.

7. Leanna tried to remedy the problem between her two best friends, but they wouldn't speak to each other. *Remedy* means—
- break.
 - worsen.
 - lose.
 - fix*.
8. I told Rhona about my crush on Alan in confidence, but she spread my secret anyway.
9. Kent didn't understand the slightest thing about the math lesson that day, so he made sure to reread his math book that night. *Slightest* means—
- best.
 - least*.
 - most.
 - worst.
10. The principal publicly announced that a news station was going to visit the school to interview students.
11. Jorge regretfully apologized for lying about breaking his mother's favorite glass figure. *Regretfully* means—
- happily.
 - gladly.
 - sadly*.
 - quickly.
12. My grandfather was a competent sculptor who could make anything out of clay.



DAY 6

ACTIVE INSTRUCTION

Timing Goal: 5 minutes

Two-Minute Edit **TP**

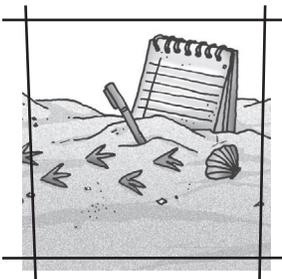
- Display and have students complete the Two-Minute Edit to start the class.
- Identify a frequently occurring grammatical or mechanical problem from the students' writing.
- Prepare a sentence that illustrates the problem (with no more than four errors).
- Display the sentence, and indicate the number 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 journal entry to summarize what happened to John in this cycle's reading. At the beginning of the cycle, John settled in Washington, D.C., as Aaron Burr's new personal assistant. Imagine that John has been too busy to write in his journal, and he decides to catch up now that he has time.



- 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-15.

WRITING PROMPT

Pretend that you are John, and write a journal entry that summarizes your experiences as Aaron Burr’s personal assistant in Washington, D.C. Think of the main ideas from this cycle’s reading. Remember that your journal entry should make sense when you remove the less-important details. Also make sure that you use the form of a journal entry, which includes a date, greeting, body, and signature.

Student Edition Writing Guide contains no point values.

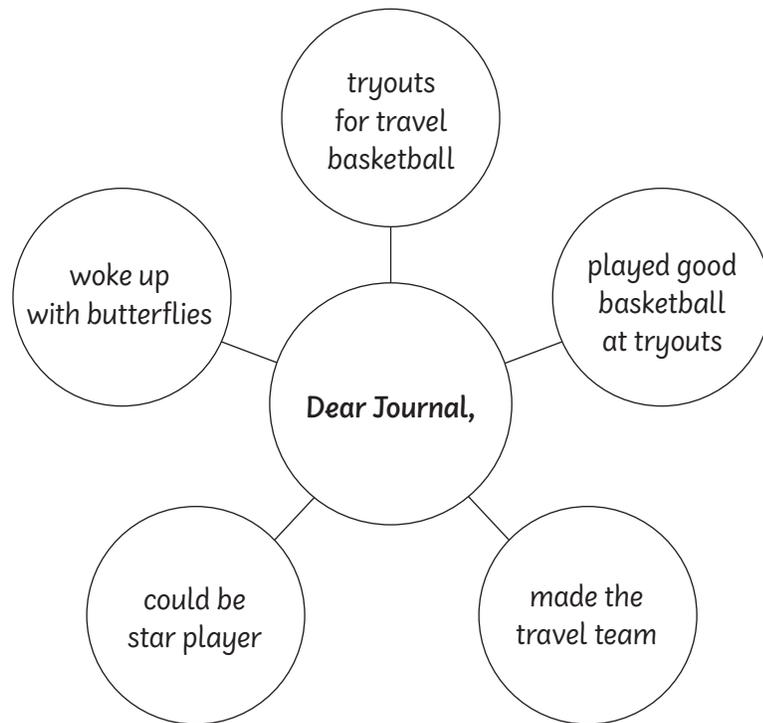
WRITING GUIDE		
IDEAS	<ul style="list-style-type: none"> • Clearly introduces ideas, a topic, or a story and supports it with details. 	30 points
ORGANIZATION	<ul style="list-style-type: none"> • Has a clear beginning that introduces the topic or story. • The middle has details that support the topic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

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

Before we begin writing, it’s very important that we plan what we are going to write. That way, our thoughts and ideas will be organized when we write them down. The best way to plan for writing is to use a graphic organizer. Today we will use a web. This will help us put our thoughts in the right order as we write our summary 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.
- Remind students to periodically check their writing against the prompt and writing guide to make sure they are meeting the goal for the activity.
- Monitor students as they begin working. Give specific feedback to reinforce good drafting, and assist students as needed.
- As students complete their drafts, have them read their writing aloud to a partner to see that it includes the intended ideas and makes sense.
- Ask one or two students to share their first drafts with the class to celebrate.

Team Discussion**Sharing, Responding, and Revising**

- Tell students that they will work with partners to improve their writing. They will share and respond to provide feedback for each other's drafts.

- Using the chart in the student routines, explain and model, or review if necessary, how to share and respond with partners. **SR**

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

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

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

- Tell students to help their partners determine whether they have chosen the most-important ideas for their journal entries.

Remember that you should be picking out the most important events from the reading to include in John’s journal entries. There are a lot of important events. There are also a lot of less important events. Your partners can help you make sure that you have only important events in your journal entries.

Blackline master provided.

- Display the following excerpt from a journal entry. Read the excerpt aloud to students.

I was adapting well to my job as a personal assistant to Mr. Burr and enjoying my time in Washington, D.C., but I noticed that things were not always well with Mr. Burr. He and a man named Alexander Hamilton did not get along very well, and they frequently butted heads. That caused Mr. Burr to have a terrible temper, and he occasionally took it out on his employees. Usually he treated his staff very well and made sure we were taken care of. We were paid handsomely for our work.

- Use **Team Huddle** to have students identify the idea in the excerpt that is not important to the story. Use **Random Reporter** to select students to share.

Let’s look at this excerpt from a journal and see if there are any less important events or details mentioned in it. What is the first idea in the journal? John was getting used to his new job and enjoying Washington, D.C. Do you think that is

important? *Yes. That was a big change in John's life.* **Right. Moving to Washington, D.C. and learning a new job is pretty important to John. What is the next idea mentioned?** *That things were not always well with Mr. Burr. That he and Alexander Hamilton do not get along.* **Is this important?** *Yes. It is very important. Mr. Burr has a lot of trouble in Washington, D.C.* **Right. We know that his trouble in Washington, D.C., really affects his life. What is the next idea, and is it important?** *Mr. Burr has a bad temper because of all of his problems and sometimes brings his temper home from work. His anger at Alexander Hamilton makes him very unhappy. John even has to ask Mr. Burr to leave his anger at work. These events are very important.* **Right. Mr. Burr's anger problems are very important. They lead to him challenging Alexander Hamilton to a duel. What is the final idea in the entry, and is it important?** *Mr. Burr treats his staff well. This is not important. John does not need to discuss this in his journal.* **Right. It is good to know about Mr. Burr, but it is not one of the most important ideas in the story. You should only mention the most-important ideas.**

- Tell students to read their partners' drafts and to point out where they may have included less-important information from the story.
- Ask one or two students to share how they might revise their own work based on their partners' feedback. Then tell the class to make changes as suggested to their own drafts. Monitor students as they work, giving specific feedback to reinforce and assist as needed.

Editing

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

Class Discussion **TP**

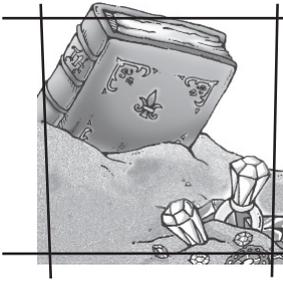
- Randomly select a writing project from one or two teams' piles without revealing their authors. Display a writing project, and read it aloud.
- Refer students to the writing guide and the writing objective.

- Using the writing guide, discuss and evaluate the selected writing project(s) with the class. For example, ask:
 - Does the writer introduce the topic/story clearly?
 - Does the writer include details to help readers understand the information/story?
 - Does the writer end with a closing statement/solve the story problem?
 - Does the writer use language and details to help readers make a mind movie?



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

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



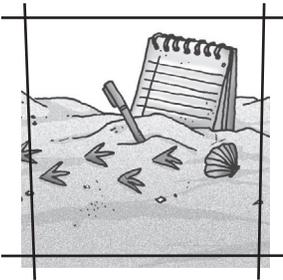
DAY 7

ACTIVE INSTRUCTION

Timing Goal: 5 minutes

Two-Minute Edit **TP**

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

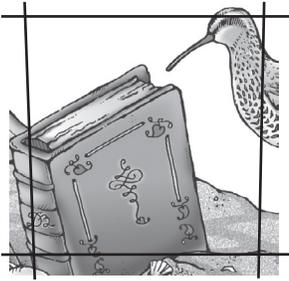


ADVENTURES IN WRITING

Timing Goal: 25 minutes

Rewriting

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



BOOK CLUB

Timing Goal: 40 minutes

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

Team Discussion

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

READ AND RESPOND QUESTIONS

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

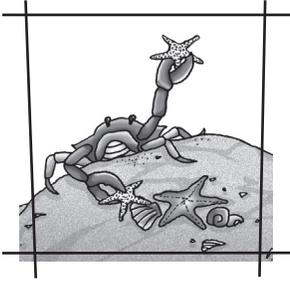
Class Discussion



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

Book Presentation

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



SUCCESS REVIEW AND KEEPING SCORE

Timing Goal: 20 minutes

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

Success Review and Keeping Score

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

Team Cooperation Goal

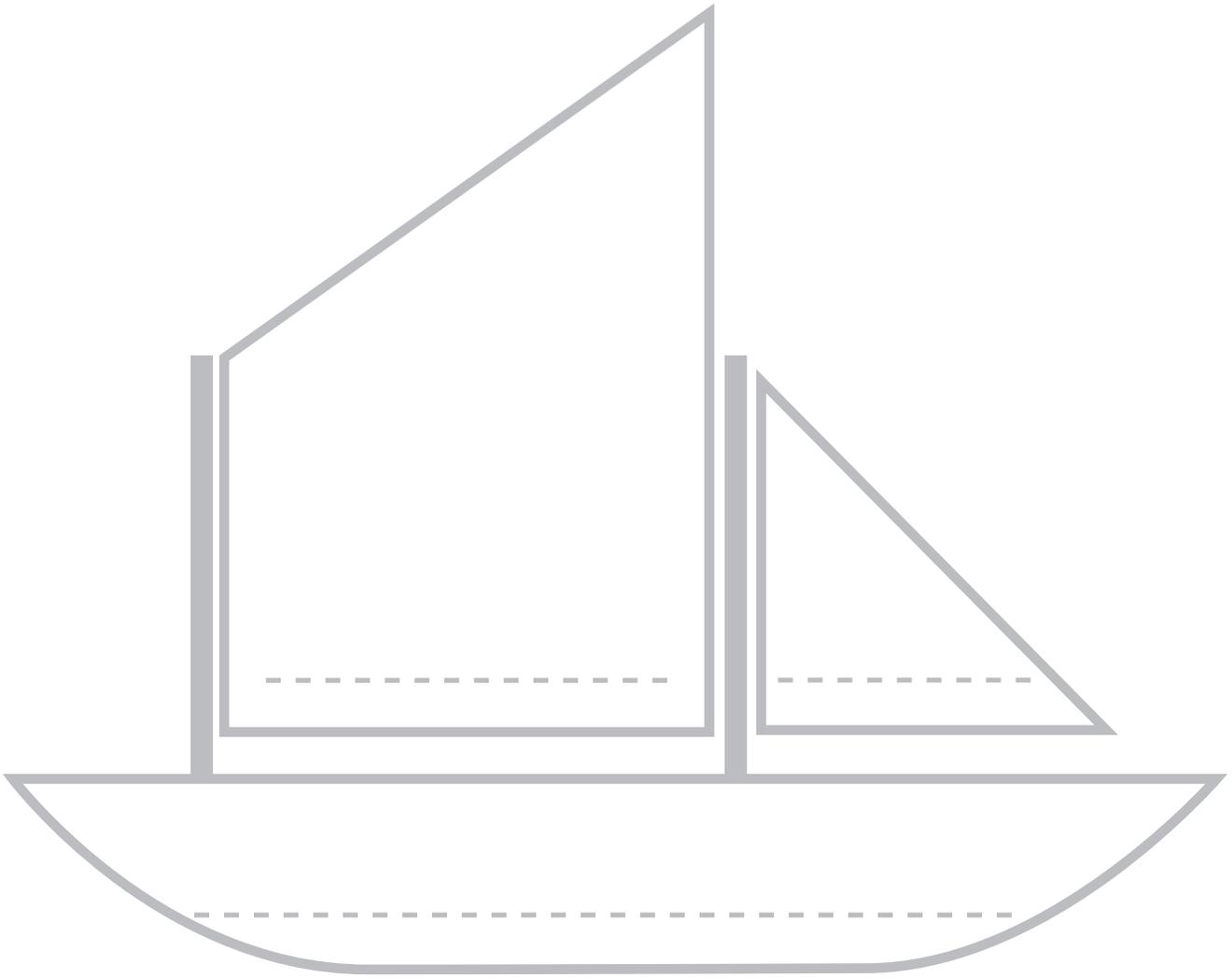
- Set the team cooperation goal for the next cycle based on your class's needs or use **complete tasks**. Point out the related behavior on the team score sheet. Explain, or model, as necessary.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation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

John thinks for a while about the new job offer. But then he remembers his dad's advice, so he tells Mr. Cherrybond he'll take the job. Finally, Mr. Burr arrives, and John runs to meet him.



I was adapting well to my job as a personal assistant to Mr. Burr and enjoying my time in Washington, D.C., but I noticed that things were not always well with Mr. Burr. He and a man named Alexander Hamilton did not get along very well, and they frequently butted heads. That caused Mr. Burr to have a terrible temper, and he occasionally took it out on his employees. Usually he treated his staff very well and made sure we were taken care of. We were paid handsomely for our work.

Story Map



Title: *Aaron Burr and the Stable Boy*, cycle 2

Characters:

John Thomas Anderson
Wicks Cherrybond
Aaron Burr

Setting:

Where: New York

When: 1804

Problem:

John notices that Mr. Burr comes home from work angry a lot. He learns that Mr. Burr and Alexander Hamilton do not get along.

Event: John finds Mohican, a prized Arabian horse, with a gash in his leg. John takes care of the wound and bandages Mohican's leg.

Event: John meets Aaron Burr's personal assistant, Wicks Cherrybond, and Wicks suggests that he would like to promote John to Aaron Burr's personal assistant.

Event: Aaron Burr snaps at the carriage driver, Mr. Williams, and John tells Mr. Burr that it was not right to snap at the driver. Mr. Burr apologizes to Mr. Williams.

Event: Mr. Burr returns from the Capitol Building and is very upset. Alexander Hamilton insulted Mr. Burr during a meeting, and Mr. Burr challenged him to a duel.

Event: John does not like that Mr. Burr has reacted with violence and resigns from his post as personal assistant to Mr. Burr.

Solution:

John is honest with Aaron Burr and eventually resigns from his position with Aaron Burr.

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 / *Aaron Burr and the Stable Boy*

Reading: *Literature*

Key Ideas and Details

Determine a theme of a story, drama, or poem from details in the text; 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 narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Language

Vocabulary Acquisition and Use

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

INFORMATIONAL (6 DAY)

Summarizing Saves the Animals: Samburu

The Savvy Reader—Summarizing, A Collection of Readings, pages 55–67
Success for All Foundation, 2011

Summary

Hardworking, enthusiastic, but absentminded Dr. Nick Brown, a British wildlife conservationist, gets himself into a fix. To continue his work to save the animals in the Samburu Wildlife Reserve in Kenya, he must deliver summaries of his articles about the animals to the Kenya Wildlife Department. But organized, he's not. Forgetting a summary, he heads off to an important meeting with the Wildlife Department. His assistant, Bakiri, a team of student volunteers, and your classroom students must step in and save the day. Pack your research notebooks, your sunscreen, and your reading strategies. The animals need you! Come on an adventure that makes learning to summarize fun and purposeful.

Instructional Objectives

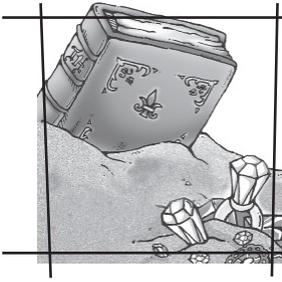
READING	
CYCLE 1	Summarizing (SU)
	Students will use summarizing strategies to identify the topic, important events or ideas, supporting details, and to create a written summary of an informational text.

Teacher's Note

- Summarizing Saves the Animals: Samburu is a six day lesson cycle that focuses on the summarizing strategy. It does not follow the standard structure of Targeted Treasure Hunts.
- The media for Summarizing Saves the Animals: Samburu uses the SQRRRL process. Complete the tasks as assigned in the videos while helping students make connections to the TIGRRS process.

Preparation

- You will need the Reading Wings 5th Edition software (web-based), *The Savvy Reader—Summarizing, A Collection of Readings* for each partnership, a Summarizing Strategy Card for each partnership, and journals for writing activities.



DAY 1

ACTIVE INSTRUCTION

Timing Goal: 55 minutes

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

Team Cooperation and Achievement Goal

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

Set the Stage

- Introduce the reading objective.

This cycle you're going to learn to survey informational texts to identify the topic, important ideas, and supporting details to write a summary about them.

- Point out this lesson's strategy target, **summarizing**.
- Point out that the text is informational, or have students explore the text to figure out that it is informational. Review how informational text differs from literature.
- Tell students they will use the TIGRRS process as they read, or ask them what process they use when they read informational text. Review the steps of the TIGRRS process: topic, intent of author, graphic organizer, read, reread, summarize.
- Use the items below to build or activate background knowledge about the text.

tps

th



- Use **Think-Pair-Share** to have students discuss something they read in a newspaper, magazine, or textbook recently. Then have partners tell about what they read in just one or two sentences. Randomly select a few students to share.
- Use **Team Huddle** to have students discuss where they should look in informational texts for main ideas and their supporting details. Use **Random Reporter** to select students to share.
- Use **Team Huddle** to have students discuss places where they might just read a summary of information about an animal. Have students think about what kind of information they would most likely learn from that summary. Use **Random Reporter** to select students to share.

Using the Targeted Strategy

Introduction and Definition

- Introduce summarizing. Use **Think-Pair-Share** to have students identify when they summarize in their day-to-day lives. Randomly select a few students to share.

Sometimes shorter is better. A summary of an article or a story is always

shorter than the original article or story. We summarize all the time, both in writing and in conversation, to save time, to tell only the most important information, to make a point, or to help ourselves remember. I want you to talk with your partner about some examples of when we summarize in our day-to-day lives. Think about when we shorten things that we tell or write and when we hear or read things that have been shortened. Their list might include: We tell a friend about a movie or book, or about what we did this weekend or over the summer. The news on TV and in newspapers is a shorter version of the events of the day. We summarize whenever we want to convey information quickly, like when making a 911 call, telling a story, or giving someone directions.

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

Preview Team Talk

- Introduce the video.

Before we watch the video, let’s think for a minute about finding the topic of an article. The topic is what the article is mostly about. A summary of an article should include all the important events or ideas about the topic. So, if we know what the topic is, it will help us figure out the important events or ideas. When we know the topic, we can also begin asking questions about what we would like to learn about the topic.

Today, in the video, you’ll meet Dr. Nick Brown, a wildlife conservationist, his assistant Bakiri Nanda, and a team of student volunteers. They’re all working to save the animals at the Samburu Wildlife Reserve in Africa. Dr. Nick gets himself into trouble. He must deliver summaries of the articles he’s writing about the animals to the Wildlife Department. If he doesn’t deliver the summaries in time, he might not be able to go on working at Samburu. Fortunately for Dr. Nick, his student volunteers—and you—can help him out. The first challenge will be finding the topic of one of Dr. Nick’s articles. Ready? Let’s head to Africa!

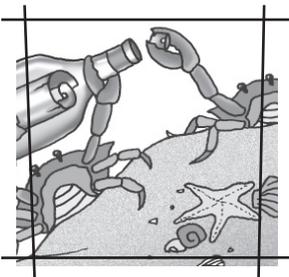
- Build or activate knowledge about the Samburu Wildlife Reserve.
 - Search for articles and photos of Samburu on the Internet. Use a search engine like Google.com to find the information.
 - Tell students that the Samburu Wildlife Reserve is located in a hot and dry part of Kenya, East Africa, about 325 kilometers north of the capital, Nairobi. The Ewaso Ngiro River runs through Samburu and attracts plenty of wildlife: elephants, leopards, hippos, zebras, lions, giraffes, gazelles, crocodiles, and different kinds of birds. The Samburu people who live there are herders of goats and cattle.
-  **Play “Part 1: Survey and Question the Topic” (7 minutes).**
 - Bakiri will ask students to survey Dr. Nick’s article, find the topic, and write two questions for which they would like to find answers in the article.
- Stop the video as indicated, and model completing the activities, or have students complete them.

- Use **Random Reporter** to select students to share, and then play the rest of part 1. Show the idea tree you filled in with the topic.
- Tell students to save their idea trees because they will continue filling them in during day 2.
- Award team celebration points.
- 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 text features did you find in the article that helped you identify the topic? (Team Talk rubric)
2. Adam had a different opinion about the topic of the article. What did Adam think the topic was? Why did he think that? (Team Talk rubric)
3. Adam, Tori, Rachel, and Zach have to summarize Dr. Nick's article. To develop the summary, which of the following questions should they ask themselves?
|SU|
 - a. What do leopards do at night in the Samburu Reserve?
 - b. What is the most-important information about leopards?
 - c. Do leopards eat at night?
 - d. Why don't leopards sleep at night?
 Why did you pick that question? (**Write-On**) (Team Talk rubric)



TEAMWORK

Timing Goal: 35 minutes

Team Discussion **TP**

- Remind teams to discuss any sticky notes that are still unresolved.
- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.

- Explain, or have team leaders review, if necessary, how to use role cards during Team Discussion. **SR**

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

- Remind students that they will need to prepare each team member to report on Strategy Use, Write-On, and Team Talk discussions to earn challenge scores from the rubrics during Class Discussion.
- Hand out or have students look at their Summarizing Strategy Cards. Review the clues for informational text.

The image shows a strategy card for informational text. It is divided into two main sections. On the left, under the heading "Summarizing", there is an illustration of a rolled-up scroll with a star on it. On the right, under the heading "Informational", there are three numbered instructions: 1. Retell important events or ideas. (with sub-points: Title, Headings, Bold text, Captions, Sidebars), 2. Leave out less-important information., and 3. Keep it short.

- Introduce Bakiri's Challenge.

Bakiri Nanda will soon begin his search for new student volunteers at the Samburu Wildlife Reserve. Rachel, Zach, Adam, and Tori will be returning to the United States soon. Bakiri needs students who can summarize. He has given us a challenge.

Student Edition, page S-17.

- Read Bakiri's Challenge aloud.

Bakiri is writing a book of his own, called *Animals of Samburu*. He has sent us chapter 1. He's wondering if you can identify the topic of chapter 1, "There's a Wild Thing in My Bedroom!" just by surveying the text features. I want you to work with your partner to identify the topic.

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

Class Discussion **TP**



- Introduce the strategy use discussion by telling students they will talk about Bakiri's Challenge.
- Use **Random Reporter** to have teams share the topic they identified.
- 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

Strategy Use Discussion

- resolve a sticky note
- describe team strategy use

TEAM TALK

1. What text features did you find in the article that helped you identify the topic? (Team Talk rubric)
 - 100 points** = *The text features I found in the article that helped me identify the topic were the title, subtitles, captions, and sidebars. They gave me clues that helped me identify the topic.*
 - 90 points** = *The text features I found in the article that helped me identify the topic were the title, subtitles, captions, and sidebars.*
 - 80 points** = *The title, subtitles, captions, and sidebars.*
2. Adam had a different opinion about the topic of the article. What did Adam think the topic was? Why did he think that? (Team Talk rubric)
 - 100 points** = *Adam thought the topic of the article was Samburu leopards instead of just leopards. He thought that because Dr. Nick studies the leopards that live in the Samburu Reserve. Zach points out that only one heading is about Samburu leopards.*
 - 90 points** = *Adam thought the topic of the article was Samburu leopards instead of just leopards. He thought that because Dr. Nick studies the leopards that live in the Samburu Reserve.*
 - 80 points** = *Samburu leopards instead of just leopards. Dr. Nick studies Samburu leopards.*

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. Adam, Tori, Rachel, and Zach have to summarize Dr. Nick’s article. To develop the summary, which of the following questions should they ask themselves?

|SU|

- What do leopards do at night in the Samburu Reserve?
- What is the most-important information about leopards?
- Do leopards eat at night?
- Why don’t leopards sleep at night?

Why did you pick that question? (**Write-On**) (Team Talk rubric)

100 points = *I picked this question because it will make the kids look for the most-important information about leopards. The other questions are too specific. The information they might learn about leopards from these questions might not be the most-important information they could learn.*

90 points = *I picked this question because it will make the kids look for the most-important information about leopards.*

80 points = *It will make the kids look for the most-important information about leopards.*

- Summarize the lesson for students.

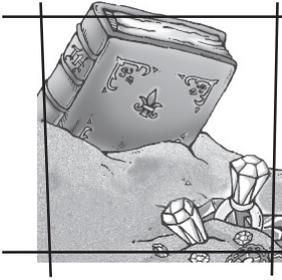
We have discussed examples of summaries in our daily lives. We have been introduced to some students who must write a summary of an article to help save the animals of the Samburu Wildlife Reserve. You have identified the topic of an article and asked questions about leopards or questions you think Dr. Nick will answer in his article. Let’s think about how identifying the topic and asking questions will help us summarize better.

We survey the text features for clues we can use to identify the topic. Knowing the topic helps us think about what important events or ideas about the topic will be included in the article. Then we can begin asking ourselves questions about what the author will tell us about the topic.

TEAM CELEBRATION POINTS

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

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



DAY 2

ACTIVE INSTRUCTION

Timing Goal: 55 minutes

Team Cooperation and Achievement Goal

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

Set the Stage

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

Using the Targeted Strategy



- Use the question below to have your students review their ideas about the topic and summarizing. Use **Team Huddle** to have students discuss their responses. Use **Random Reporter** to select students to share.

You used text features to help you identify a topic. Do you think text features might also help you find the important events or ideas? How? Which text features do you think will be the most helpful? Why? Accept students' answers while guiding them to understand. *Sometimes the title can help you decide what is important; the subtitle of a section usually will give them a clue to the important events or ideas in the section; pictures and captions usually illustrate a main idea in a passage; sidebars bring attention to important events or ideas.*

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

Preview Team Talk

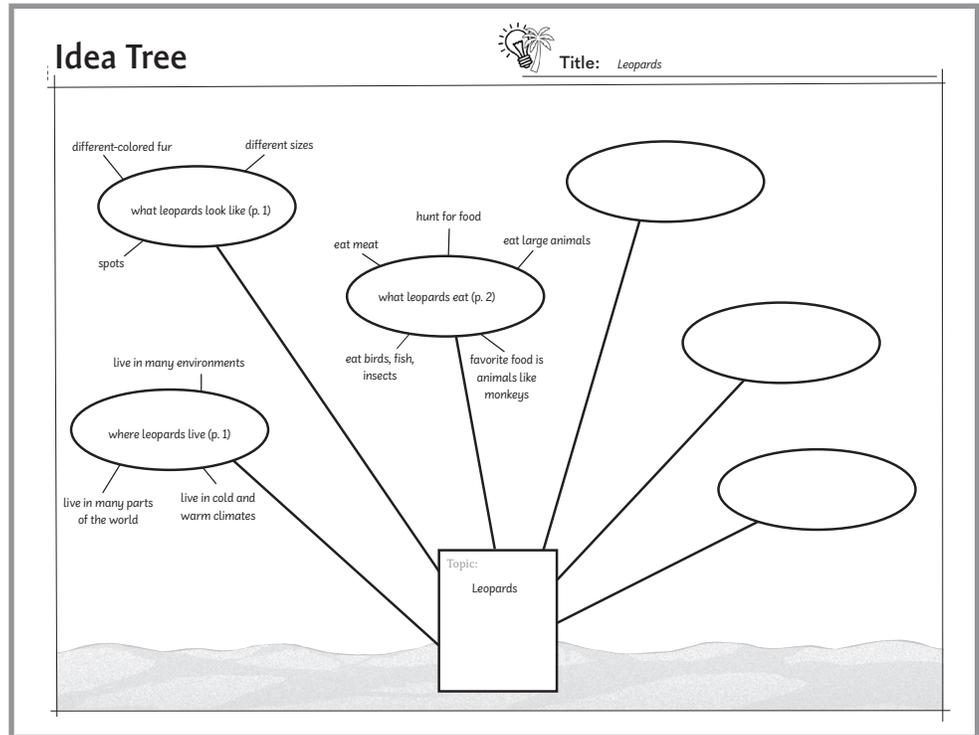
- Introduce the video.

Rachel, Zach, Tori, and Adam, with Bakiri's help, are working very hard to summarize Dr. Nick's article on leopards so they can fax the summary to him. When we last saw them, they had identified the topic of the article and had asked their own questions about leopards. Today we'll read and restate important events or ideas right along with the students at the Samburu Wildlife Reserve. You'll need your collection of readings, journal, and Summarizing Strategy Card. Grab a sticky note or two just in case you read a word or phrase that you don't understand.



- **Play** “Part 2: Read and Restate Important Ideas, Pages 1 and 2” (7 minutes).
 - Bakiri will ask students to read and restate the main ideas and supporting details on page 2 with their partners, to record the important ideas and supporting details on their idea trees, and to discuss and reach consensus with their teammates.
- Stop the video as indicated, and model completing the activities, or have students complete them. Then show the rest of part 2. When it concludes, show students the idea tree filled in, as in the video, telling students to compare their work with it. Use **Team Huddle** to have students discuss any differences. Use **Random Reporter** to select students to share.

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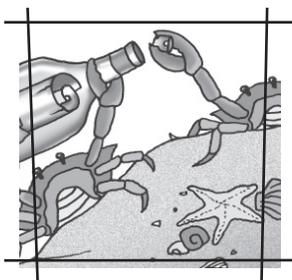


- Award team celebration points.
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #4, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students’ reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page S-17.

TEAM TALK

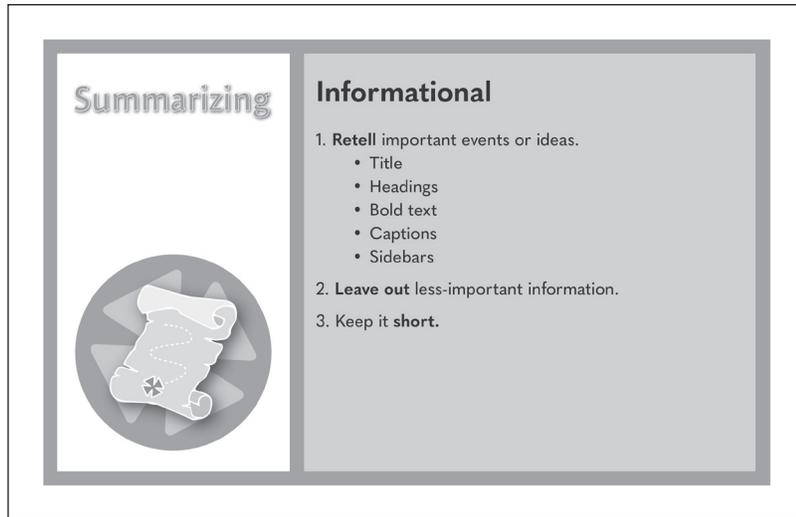
1. What was the most difficult part of restating page 2? Why? (Team Talk rubric)
2. Adam told his teammates to look for Dr. Nick’s most-important events or ideas, not just things that interest them in the article. Do you agree with him? Why? (Team Talk rubric)
3. What clues helped you find the main idea of the section “What’s for Dinner?” Was there one sentence that told you the main idea? Or did you have to read the section and think about what Dr. Nick was mostly saying? Or did you use a combination of the two? (Team Talk rubric)
4. How did the Summarizing Strategy Card help you find the main idea? **(Write-On) |SU|** (Team Talk rubric)

**TEAMWORK**

Timing Goal: 35 minutes

Team Discussion TP

- Remind teams to discuss any sticky notes that are still unresolved.
- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**
- Remind students that they will need to prepare each team member to report on Strategy Use, Write-On, and Team Talk discussions to earn challenge scores from the rubrics during Class Discussion.
- Review the informational side of the Summarizing Strategy Card.



- Introduce Bakiri’s Challenge. Have partners read and restate “There’s a Wild Thing in My Bedroom!,” identify the important ideas and supporting details, and record them on an idea tree.

Once again, Bakiri has a challenge for you. Let’s find out what it is.

Student Edition, page S-17.

- Read Bakiri’s Challenge aloud.

Bakiri wants you to find the important events or ideas and supporting details in chapter 1 of his book, *Animals of Samburu*. With your partners, read and restate “There’s a Wild Thing in My Bedroom!,” and identify the important events or ideas and supporting details. Record these on an idea tree. Remember, sometimes the main idea is easy to find. It might be in the first sentence of a section. But sometimes you have to read the whole passage to find the main idea.

- Monitor the discussions for understanding. Remind students to use their Summarizing Strategy Cards.
- Have partners compare their idea tree with that of their teammates and reach consensus. Monitor and support the teams as they work.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson’s team cooperation goal.

Class Discussion TP



- Introduce the strategy use discussion by telling students they will talk about Bakiri’s Challenge.
- Use **Random Reporter** to have teams share the important events or ideas and supporting details on their idea trees. Tell students to save their idea trees.
- 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 Discussion

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

TEAM TALK

1. What was the most difficult part of restating page 2? Why? (Team Talk rubric)
 - 100 points** = *The most difficult part of restating page 2 was identifying the main idea of the page. The page seemed to be about two different things. I had to decide what the most-important idea was.*
 - 90 points** = *The most difficult part of restating page 2 was identifying the main idea of the page. The page seemed to be about two different things.*
 - 80 points** = *Identifying the main idea of the page. It was about two different things.*
2. Adam told his teammates to look for Dr. Nick’s most-important events or ideas, not just things that interest them in the article. Do you agree with him? Why? (Team Talk rubric)
 - 100 points** = *Yes, I agree with Adam. The important ideas are the ideas the author wants us to pay attention to. The author supports those ideas with details. Readers might find information that is fun or interesting to know, but they may not be the ones the author thinks are most important.*
 - 90 points** = *Yes, I agree with Adam. The important ideas are the ideas the author wants us to pay attention to.*
 - 80 points** = *Yes, I agree. They are what the author wants us to pay attention to.*
3. What clues helped you find the main idea of the section “What’s for Dinner?” Was there one sentence that told you the main idea? Or did you have to read the section and think about what Dr. Nick was mostly saying? Or did you use a combination of the two? (Team Talk rubric)
 - 100 points** = *I used a combination of reading the heading and the whole section to identify the main idea of the section. The heading has the word dinner in it, so I thought it could be about eating. The section tells me about the foods leopards eat.*
 - 90 points** = *I used a combination of reading the heading and the whole section to identify the main idea of the section.*
 - 80 points** = *I read the heading and the whole section.*

Write-On Discussion

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

TEAM TALK CONTINUED

4. How did the Summarizing Strategy Card help you find the main idea?

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

100 points = *The Summarizing Strategy Card helped me find the main idea because it reminded me of what to look for on the page. It reminded me that I should use titles, headings, bold text, captions, and sidebars to identify important ideas. There is a large section of bold text that tells me what the main idea of the section is.*

90 points = *The Summarizing Strategy Card helped me find the main idea because it reminded me of what to look for on the page.*

80 points = *It reminded me what to look for on the page.*

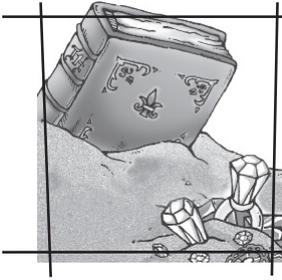
- Summarize the lesson for students.

The students in the video practiced reading and restating with their partners. They identified the important events or ideas and supporting details as they read. Sometimes they disagreed on the important events or ideas. They discovered that the text features helped them make decisions about what was and what wasn't important to the author.

TEAM CELEBRATION POINTS

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

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



DAY 3

ACTIVE INSTRUCTION

Timing Goal: 55 minutes

Team Cooperation and Achievement Goal

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

Set the Stage

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

Using the Targeted Strategy

Introduction and Definition



- Use the following questions to reinforce what students are learning about restating important events or ideas. Use **Team Huddle** to have students discuss their responses with their teammates. Use **Random Reporter** to select students to share.

Why is it important that you restate in your own words what you read?

Accept students' answers while guiding them to understand. *Restating actually begins the process of summarizing because you're picking out the most important events or ideas—those that the author wants you to remember. Restating is also a way to make sure that you understand what you read.*

Are you starting to summarize when you talk with your friends or family? Can you give an example, like summarizing what you did one day, or a TV show you watched, or a funny thing that happened to you? Did you include only the most important ideas or events and details? Answers will vary.

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

Preview Team Talk

- Introduce the video.

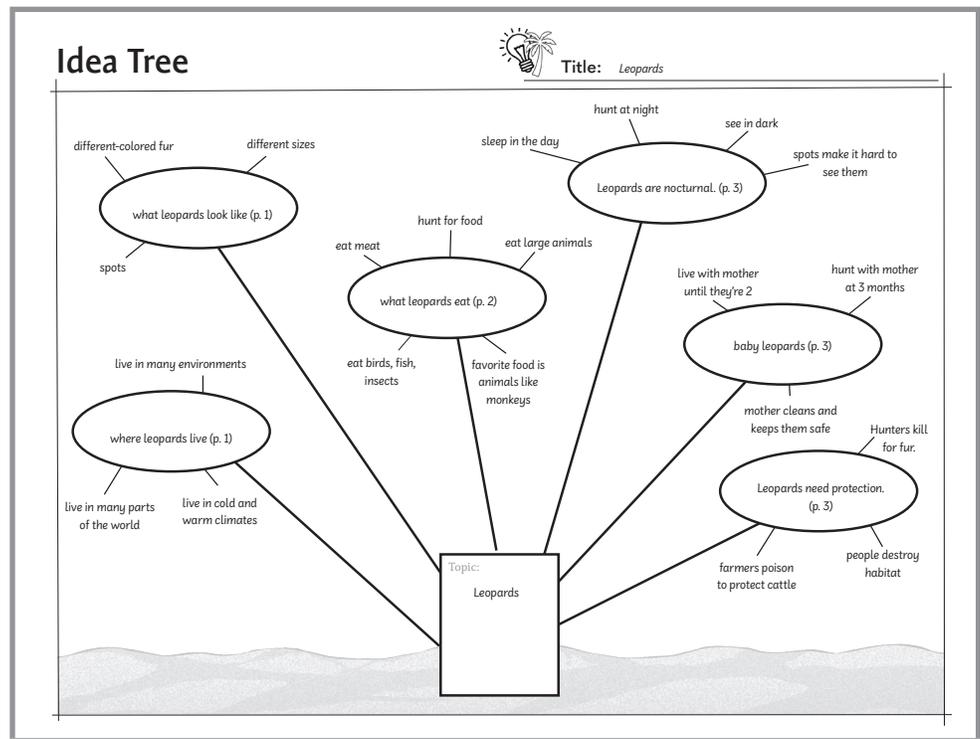
Rachel, Zach, Tori, and Adam have read the first two pages of Dr. Nick's article about leopards. But there are two pages left for them to read, restate, and identify the important events or ideas and supporting details. I have a feeling Bakiri will ask you to work right along with the Samburu students. So get the

article and the idea tree that you’ve begun ready, and make sure you have sticky notes and your Summarizing Strategy Card. Time is ticking away, and I’m surprised that Dr. Nick still doesn’t know that he’s missing the summary of this article. He really is absentminded!

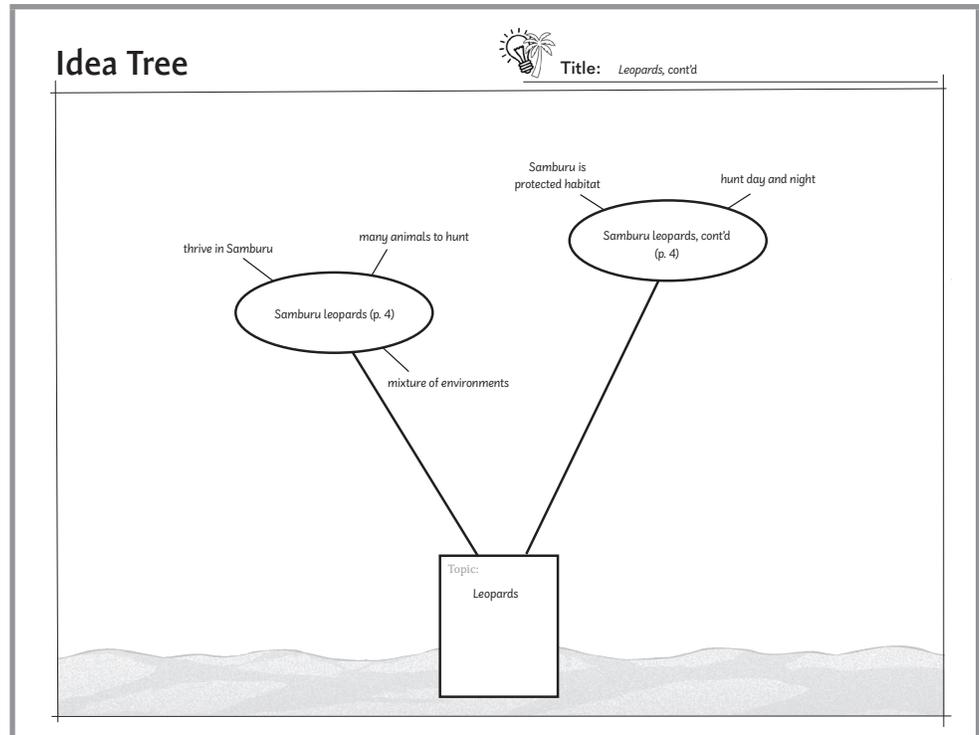


- Play “Part 3: Read and Restate Important Ideas, Pages 3 and 4” (6 minutes).
 - Bakiri will ask students to read pages 3 and 4 of Dr. Nick’s article with their partners, record important events or ideas and supporting details on their idea trees, discuss what they selected with their team, and reach consensus.
- Stop the video as indicated, and model completing the activities, or have students complete them. Then show the rest of part 3. When it concludes, show students the idea tree filled in, as in the video, telling students to compare their work with it. Use **Team Huddle** to have students discuss any differences. Use **Random Reporter** to select students to share.

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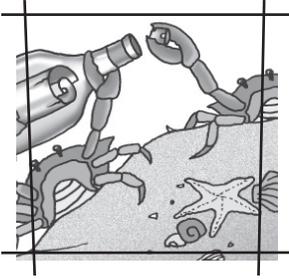


- Have students save their idea trees because they will use them to write a summary on day 4.
- Award team celebration points.
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #2, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page S-18.

TEAM TALK

1. Tori suggested that her team combine two ideas: “Leopards need protection from people who cut down forests,” and “Leopards need protection from people who build on the land leopards live on,” into one statement. Do you remember how Tori combined them? Do you think that was a good suggestion? Why or why not? (Team Talk rubric)
2. Bakiri said that when you fill in the idea tree, it’s okay to put ideas and details in your own words. When you compared your idea tree for pages 3 and 4 with the one in the video, did you find that you picked out some of the same ideas and details, but put them in different words? Which ideas and details? Did you use more or fewer words than the students at Samburu? (**Write-On**) |SU| (Team Talk rubric)



TEAMWORK

Timing Goal: 35 minutes

Team Discussion **TP**

- Remind teams to discuss any sticky notes that are still unresolved.
- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**
- Remind students that they will need to prepare each team member to report on Strategy Use, Write-On, and Team Talk discussions to earn challenge scores from the rubrics during Class Discussion.
- Review the informational side of the Summarizing Strategy Card.

A graphic of a Summarizing Strategy Card. It is divided into two main sections: 'Summarizing' on the left and 'Informational' on the right. The 'Summarizing' section features a circular icon of a rolled-up scroll with a star on it. The 'Informational' section contains a numbered list of instructions: 1. Retell important events or ideas. (with sub-bullets: Title, Headings, Bold text, Captions, Sidebars), 2. Leave out less-important information., and 3. Keep it short.

- Introduce Bakiri's Challenge. Have teams compare the idea trees they filled in for "There's a Wild Thing in My Bedroom!" with the one that was filled in by the Samburu students. Ask teams to discuss any differences and make changes to their idea trees as needed.

Bakiri has sent us another challenge.

- Student Edition, page S-18.
- Read Bakiri's Challenge aloud.

Some time ago, when Rachel, Zach, Tori, and Adam first arrived in Samburu, Bakiri asked them to read and restate chapter 1 of his book, *Animals of Samburu*. They did as Bakiri asked and filled in an idea tree for the chapter "There's a Wild Thing in My Bedroom!" With your team, compare your idea tree for the text with the one filled in by Rachel, Zach, Tori, and Adam. Discuss the differences. Would you change anything on your idea tree now? Explain why.

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

Class Discussion **TP**



- Introduce the strategy use discussion by telling students they will talk about Bakiri's Challenge.
- Use **Random Reporter** to have teams share the differences between their idea trees and those of the Samburu students and any changes they made to their idea trees. Have students save their idea trees.
- 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 Discussion

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

Write-On Discussion

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

TEAM TALK

1. Tori suggested that her team combine two ideas: “Leopards need protection from people who cut down forests,” and “Leopards need protection from people who build on the land leopards live on,” into one statement. Do you remember how Tori combined them? Do you think that was a good suggestion? Why or why not? (Team Talk rubric)

100 points = *I think Tori’s suggestion was good. She thought the ideas had something in common. They are both about people destroying the leopards’ habitat. Tori said they could keep it short by combining the two ideas into “Leopards need protection from people who destroy their habitat.”*

90 points = *I think Tori’s suggestion was good. She thought the ideas had something in common.*

80 points = *It was good. The ideas had something in common.*

2. Bakiri said that when you fill in the idea tree, it’s okay to put ideas and details in your own words. When you compared your idea tree for pages 3 and 4 with the one in the video, did you find that you picked out some of the same ideas and details, but put them in different words? Which ideas and details? Did you use more or fewer words than the students at Samburu? **(Write-On) |SU|** (Team Talk rubric)

100 points = *Yes. I found that I said some ideas differently on my idea tree. I did not have as many details about what a mother leopard does for her babies. I said that mother leopards care for their babies. I used fewer words to tell my main idea.*

90 points = *Yes. I found that I said some ideas differently on my idea tree. I did not have as many details about what a mother leopard does for her babies.*

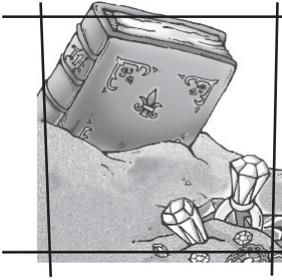
80 points = *Yes, I said some ideas differently. I had fewer details about mother leopards.*

- Summarize the lesson for students.

Rachel, Zach, Tori, and Adam restated what they had read with their partners. They identified the important ideas and supporting details as they read. They decided which ideas were most important by thinking about what was important to the author, and they looked for details that supported the ideas. To keep it short, they combined ideas that had something in common.

TEAM CELEBRATION POINTS

<p>Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.</p>	<ul style="list-style-type: none"> • How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?
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DAY 4

ACTIVE INSTRUCTION

Timing Goal: 55 minutes

Team Cooperation and Achievement Goal

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

Set the Stage

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

Using the Targeted Strategy

Introduction and Definition



- Use the following questions to help students consider the skills in summarizing and their use of the skills, both individually and with their teams. Use **Team Huddle** to have students discuss their answers. Use **Random Reporter** to select students to share.

Without looking at your strategy card, what are the steps in summarizing an informational text? Help students remember these steps as needed. *Step 1: Retell important events or ideas. Step 2: Leave out less-important information. Step 3: Keep it short.*

Are four heads better than one? How was your team helpful in completing the idea tree? Answers will vary.

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

Preview Team Talk

- Introduce the video.

Rachel, Zach, Tori, and Adam have read Dr. Nick's article, picked out all the important ideas, and recorded them on an idea tree. Now it's time for them to turn their idea tree into a written summary for Dr. Nick. But can they do it by the deadline? Will Dr. Nick find the fax machine, get the students' summary, and make it to the meeting on time? We'll find out today! So get the article and idea tree that you've begun ready, and make sure you have sticky notes and your Summarizing Strategy Card.

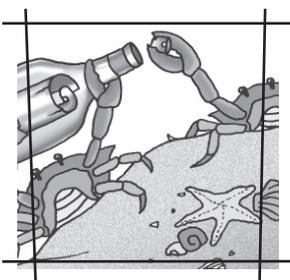


- **Play** “Part 4: Review and Learn: Summarize” (6 minutes).
 - Bakiri will ask students to review their idea trees, see if Dr. Nick answered their questions, and choose one or two branches of their ideas trees to write a summary.
- Stop the video while students individually review their idea trees and summarize one or two branches. Have them trade summaries with their partners and give each other feedback. At Bakiri’s prompt, show students the Samburu students’ summary so they can compare their summaries with it. Play the concluding segment of the video.
- Award team celebration points.
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #1, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students’ reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page S-18.

TEAM TALK

1. How does your written summary compare with that of Rachel, Zach, Tori, and Adam? Is your summary longer or shorter? Is it as clear as theirs or clearer? Does it have fewer or more details? (**Write-On**) (Team Talk rubric)
2. How did your partner’s feedback help you improve your summary? (Team Talk rubric)
3. Did Dr. Nick answer your questions about leopards? What did you learn? If he didn’t answer your questions, what’s one interesting fact that you learned about leopards? (Team Talk rubric)



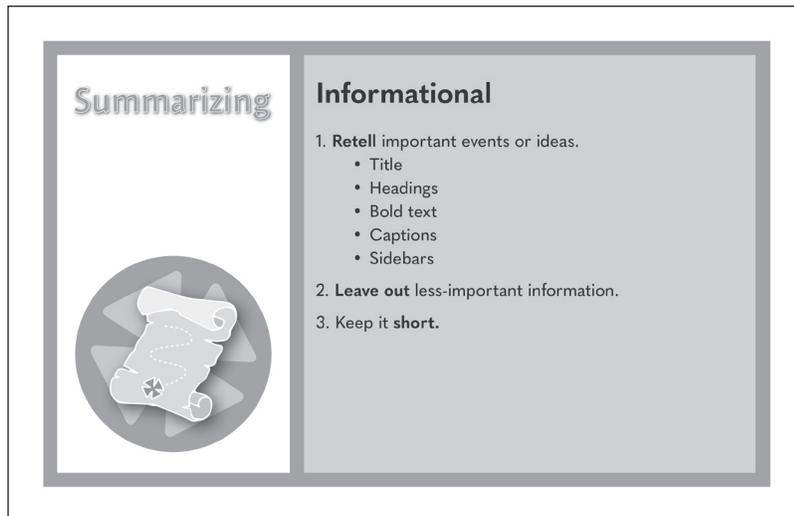
TEAMWORK

Timing Goal: 35 minutes

Team Discussion **TP**

- Remind teams to discuss any sticky notes that are still unresolved.
- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.

- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**
- Remind students that they will need to prepare each team member to report on Strategy Use, Write-On, and Team Talk discussions to earn challenge scores from the rubrics during Class Discussion.
- Review the informational side of the Summarizing Strategy Card.



- Introduce Bakiri's Challenge. Have partners pick one branch of the idea tree they filled in for the text and write a summary of it together.

Bakiri has one last challenge for you.

Student Edition, page S-18.

- Read Bakiri's Challenge aloud.

Because you've become so good at summarizing, Bakiri would like you and your partner to select a branch or two of the idea tree you filled in for "There's a Wild Thing in My Bedroom!" and to write a summary of it. First, talk about what to write. Then, write your summary on every other line of a piece of paper. Use the blank lines underneath to revise it.

- Monitor the discussions for understanding. Remind students to use their Summarizing Strategy Cards.
- Have partners trade summaries with their teammates and give one another helpful feedback. Monitor the discussions, and give support as needed.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

Class Discussion TP



- Introduce the strategy use discussion by telling students they will talk about Bakiri's Challenge.
- Use **Random Reporter** to have teams read their summaries aloud.
- Use **Random Reporter** to select a team to share responses to each question.



- Students should listen to the team selected and provide feedback based on the rubric.
- Award team celebration points.
- Add individual rubric scores to the teacher cycle record form.
- Students record their rubric scores on the team score sheet.
- **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.

Write-On Discussion

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

Strategy Use Discussion

- resolve a sticky note
- describe team strategy use

Team Talk Discussion

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

TEAM TALK

1. How does your written summary compare with that of Rachel, Zach, Tori, and Adam? Is your summary longer or shorter? Is it as clear as theirs or clearer? Does it have fewer or more details? (**Write-On**) (Team Talk rubric)
 - 100 points** = *My written summary is similar to the summary written by Rachel, Zach, Tori, and Adam. My summary is a little shorter than theirs. Sometimes I included fewer details than they did when I wrote about the main ideas and important details. I didn't think a lot of details needed to be in the summary.*
 - 90 points** = *My written summary is similar to the summary written by Rachel, Zach, Tori, and Adam. My summary is a little shorter than theirs.*
 - 80 points** = *It is similar to their summary. It is a little shorter.*
2. How did your partner's feedback help you improve your summary? (Team Talk rubric)
 - 100 points** = *My partner's feedback helped me improve my summary because my partner told me when I included too many interesting details that were less important. My partner made sure my summary just had important details in it.*
 - 90 points** = *My partner's feedback helped me improve my summary because my partner told me when I included too many interesting details that were less important.*
 - 80 points** = *My partner told me when I included too many details.*
3. Did Dr. Nick answer your questions about leopards? What did you learn? If he didn't answer your questions, what's one interesting fact that you learned about leopards? (Team Talk rubric)
 - 100 points** = *One interesting fact I learned about leopards is that leopards are good tree climbers. I learned that they take their food up into trees so they can eat it without being bothered by other animals.*
 - 90 points** = *One interesting fact I learned about leopards is that leopards are good tree climbers.*
 - 80 points** = *Leopards are good tree climbers.*

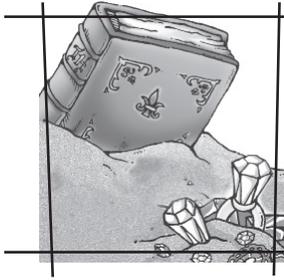
- Summarize the lesson for students.

Dividing up the writing made summarizing the article easier for us and for the Samburu students. Each of you took a branch or two from your idea tree and used the information there to write a whole-sentence, paragraph-length summary. Good job!

Blackline master provided.

- Award the Wildlife Department certificates to students for helping share information about the animals of the Samburu Wildlife Reserve.

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



DAY 5

ACTIVE INSTRUCTION

Timing Goal: 45 minutes

Team Cooperation and Achievement Goal

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

Set the Stage

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

Using the Targeted Strategy

Introduction and Definition

- Remind students that they have been learning to write summaries while watching the videos.

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

- Refer students to the Summarizing Strategy Card, and review how to summarize informational texts.
- Remind students to use their Summarizing Strategy Cards while they partner read today. Tell them to talk to their partners about the summarizing strategies that they use as they read.

Preview Team Talk

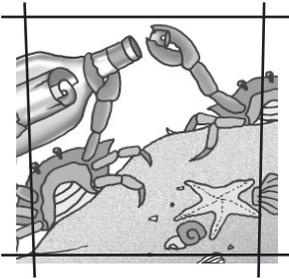
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide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

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

Student Edition, page S-19.

TEAM TALK

1. What is one question you had before you began reading? |QU| (Team Talk rubric)
2. On your idea tree, write the main idea and important supporting details from the section titled “Breeding Giant Pandas.” |MI| (Team Talk rubric)
3. Use the information you have written on your idea tree to write a brief summary of the section titled “Panda Cubs.” **(Write-On)** |SU| (Summarizing rubric)



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

A Collection of Readings,
page 64.

- Use the first paragraph of “Giant Pandas” to model summarizing with a student. Read the passage aloud. Model restating the ideas in the paragraph in your own words.

Let’s see if I can identify the topic of this article. I can tell the topic is giant pandas from the heading.

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

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

When reading informational texts, you should use an idea tree or other graphic organizer to record important ideas. Remember to check each main idea by adding supporting details to your organizer. To help you find main ideas and supporting details, use titles, headings, bold text, captions, and sidebars. You can remember all these elements by looking at your Summarizing Strategy Card.

- Have students read:

“Giant Pandas” on pages 64 and 65 aloud with partners.

- Tell students to write their predictions and the clues that help them make these predictions in their journals.

- Circulate and check for comprehension as partners work together. Prompt and reinforce students' efforts to identify clues and make predictions.
- If some partners finish reading ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion **TP**

- Remind teams to discuss any sticky notes that are still unresolved.
- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**
- Remind students that they will need to prepare each team member to report on Strategy Use, Write-On, and Team Talk discussions to earn challenge scores from the rubrics during Class Discussion.
- Review the informational side of the Summarizing Strategy Card.
- Circulate through the classroom, and check for comprehension. Listen to team discussions, and offer hints and suggestions. Ask questions to encourage further discussion. Examples include:
 - What are the important events or ideas in the text?
 - What strategies did you use to figure these out?
 - Are there details to support your important events or ideas?
 - Did you use the parts listed on the informational side of your Summarizing Strategy Card to help you choose main ideas?
 - Could you use these summarizing strategies when you read your science or social studies textbook?
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

Class Discussion **TP**



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

Answers may vary. Accept reasonable responses.

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

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

TEAM TALK

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

100 points = *One question I had before I began reading was “Why are pandas called giant pandas?” I wanted to know how large they are to be called giants.*

90 points = *One question I had before I began reading was “Why are pandas called giant pandas?”*

80 points = *Why are pandas called giant pandas?*
2. On your idea tree, write the main idea and important supporting details from the section titled “Breeding Giant Pandas.” |MI| (Team Talk rubric)

100 points = *The main idea of the section titled “Breeding Giant Pandas” is how pandas breed in the wild and in zoos. An important supporting detail is that pandas reproduce slowly and do not have enough cubs to make up for losses in the wild.*

90 points = *The main idea of the section titled “Breeding Giant Pandas” is how pandas breed in the wild and in zoos.*

80 points = *How pandas breed in the wild and in zoos.*
3. Use the information you have written on your idea tree to write a brief summary of the section titled “Panda Cubs.” (Write-On) |SU| (Summarizing rubric)

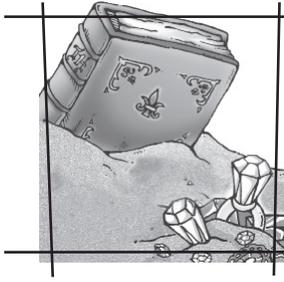
100 points = *A mother panda usually gives birth to only one cub. Sometimes twins are born, but the mother can only care for one. Panda cubs are born weighing only five ounces each. They are born blind and helpless. Pandas do not develop their black markings until they are older.*

90 points = *A mother panda usually gives birth to only one cub. Panda cubs are born weighing only five ounces each. They are born blind and helpless.*

80 points = *Panda cubs are born weighing only five ounces each. Their mothers weigh more than 200 pounds.*

TEAM CELEBRATION POINTS

<p>Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.</p>	<ul style="list-style-type: none"> How many points did you earn today? How well did you use the team cooperation goal and behavior? What did you do to work toward your achievement goal?
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DAY 6

ACTIVE INSTRUCTION

Timing Goal: 45 minutes

Team Cooperation and Achievement Goal

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

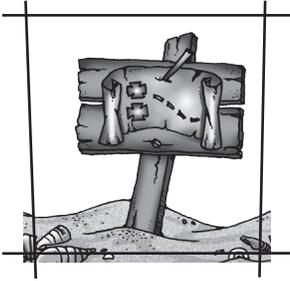
Set the Stage

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

Today we will read “The Largest of the Small Cats: the Clouded Leopard.” We will think about the important ideas or events so we can write a summary after reading.

Prepare Students for the Test

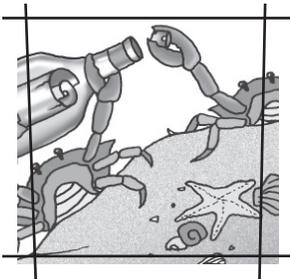
- Distribute the test, and preview it with students without providing information about the answers. Point out that question #4 ask about summarizing.
- Ask students to underline key words or phrases in question #4.
- Make sure students understand that the test is independent work and that they should continue to use their strategies with sticky notes as they read without their partners' assistance.
- Tell students to add any relevant 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: 20 minutes

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



TEAMWORK

Timing Goal: 30 minutes

Team Discussion **TP**

Teacher procedures for Teamwork vary with strategy instruction.

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

After the Test

INDEPENDENT STRATEGY USE

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

SKILL-QUESTION DISCUSSION

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

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

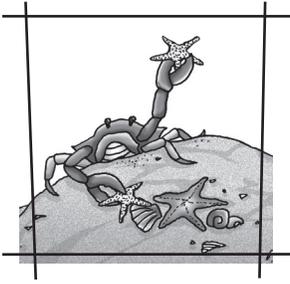


- Ask students to state the question in their own words and tell what key words or phrases they underlined.
- Have students read their answers to the question. Ask the teams to think about what they like about their answers and what they wish they had said differently. Tell them to use their colored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



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.

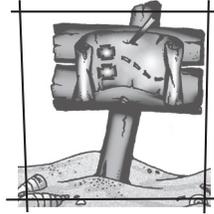
Team Cooperation Goal

- 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?



TEST

Test Passage

Read the test passage, “The Largest of the Small Cats: the Clouded Leopard” on pages 66 and 67, and complete a graphic organizer. Then reread the passage, and add more ideas to your organizer.

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 text features helped you predict the topic of this article? Write the topic on your idea tree. |PR • TF|

30 points = *The text features that help me predict the topic of this article are the heading and subheadings. The heading tells me that I will read about clouded leopards, a type of small cat. Most of the subheadings mention clouded leopards.*

25 points = *The text features that help me predict the topic of this article are the heading and subheadings.*

20 points = *The heading and subheadings.*

30 points

2. On your idea tree, write the main idea and important supporting details from the section titled “Their Forest Home.” |MI| (Team Talk rubric)

30 points = *The main idea of this section is that clouded leopards live in the rainforests and are good tree climbers. Their bodies are made for balancing and leaping in trees. Clouded leopards eat animals that live in the forest. They may pounce on ground animals from the trees.*

25 points = *The main idea of this section is that clouded leopards live in the rainforests and are good tree climbers.*

20 points = *Clouded leopards live in the rainforests and are good tree climbers.*

10 points

3. What is the main idea of paragraph 5? |MI|
 - a. Many people feel unsafe because of clouded leopards.
 - b. Coats made from clouded leopard furs are valuable.
 - c. Forests are unimportant to the survival of clouded leopards.
 - d. *Many things threaten the existence of clouded leopards.*

30 points

4. Use the information you wrote on your idea tree to write a brief summary of the section titled “Conserving Clouded Leopards.” **(Write-On)** |SU|
(Summarizing rubric)

30 points = *Scientists want to develop a breeding program to make sure that clouded leopards do not become extinct. Breeding programs are difficult because the cats are solitary and do not always respond to one another. Few cubs have been born in captivity. Scientists only know about clouded leopards’ breeding from what they have observed in captivity.*

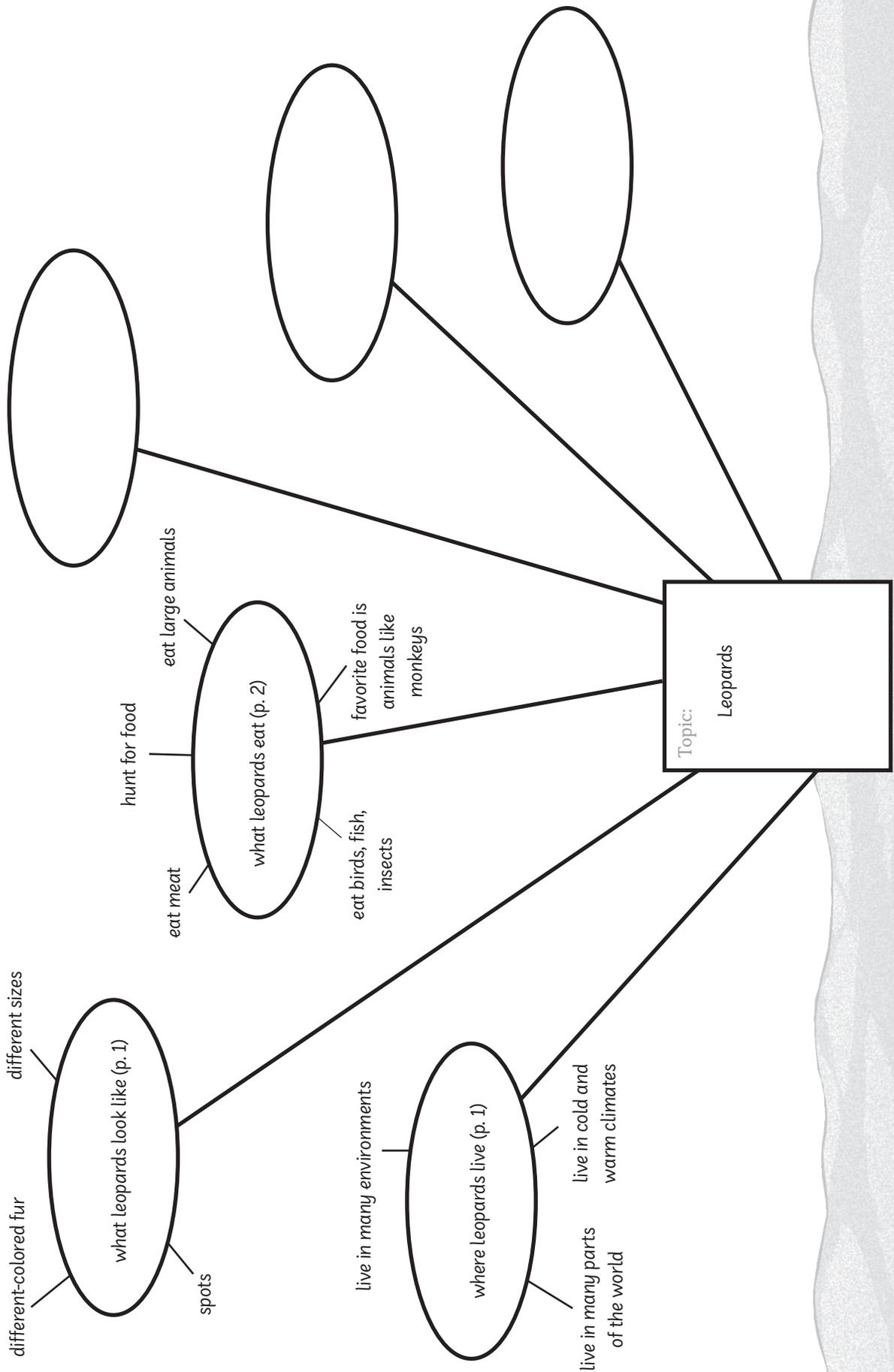
25 points = *Scientists want to develop a breeding program to make sure that clouded leopards do not become extinct. Few cubs have been born in captivity.*

20 points = *Scientists want to develop a breeding program. Male clouded leopards are too aggressive to breed sometimes.*



Title: Leopards

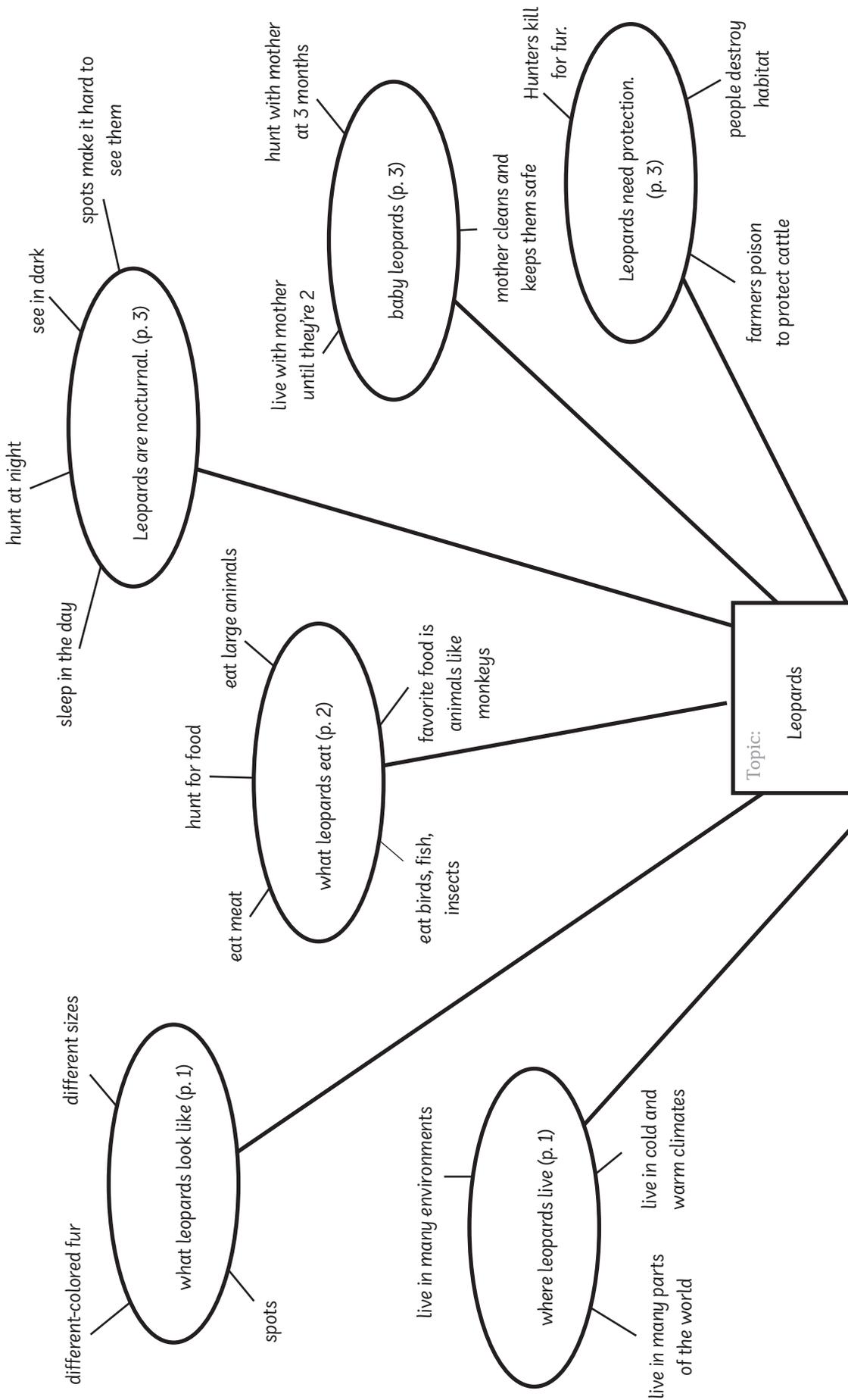
Idea Tree





Title: Leopards

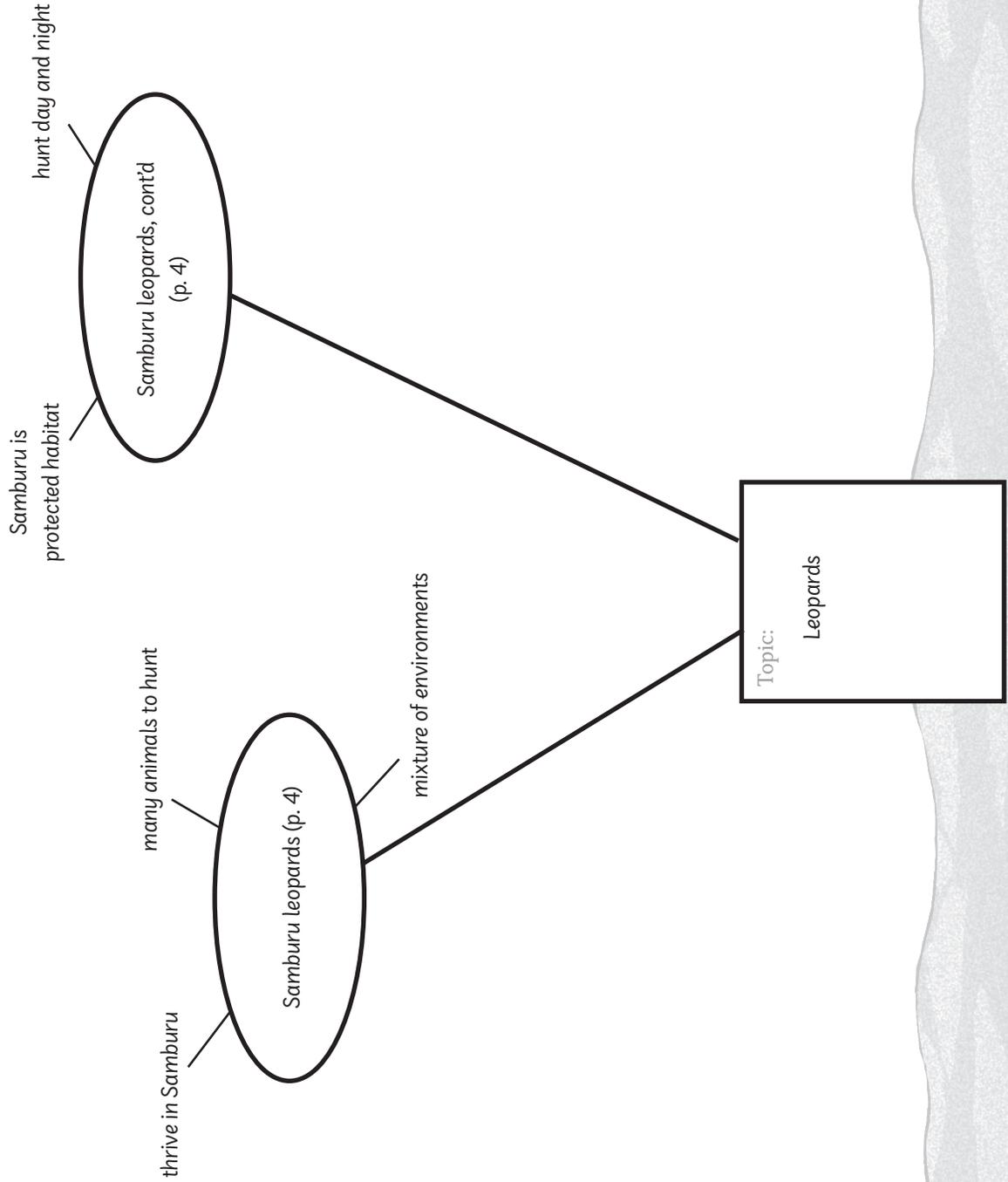
Idea Tree





Title: Leopards, cont'd

Idea Tree



The Wildlife Department awards

for being a good friend
and protector of the
animals in Samburu
Wildlife Reserve.



The Wildlife Department awards

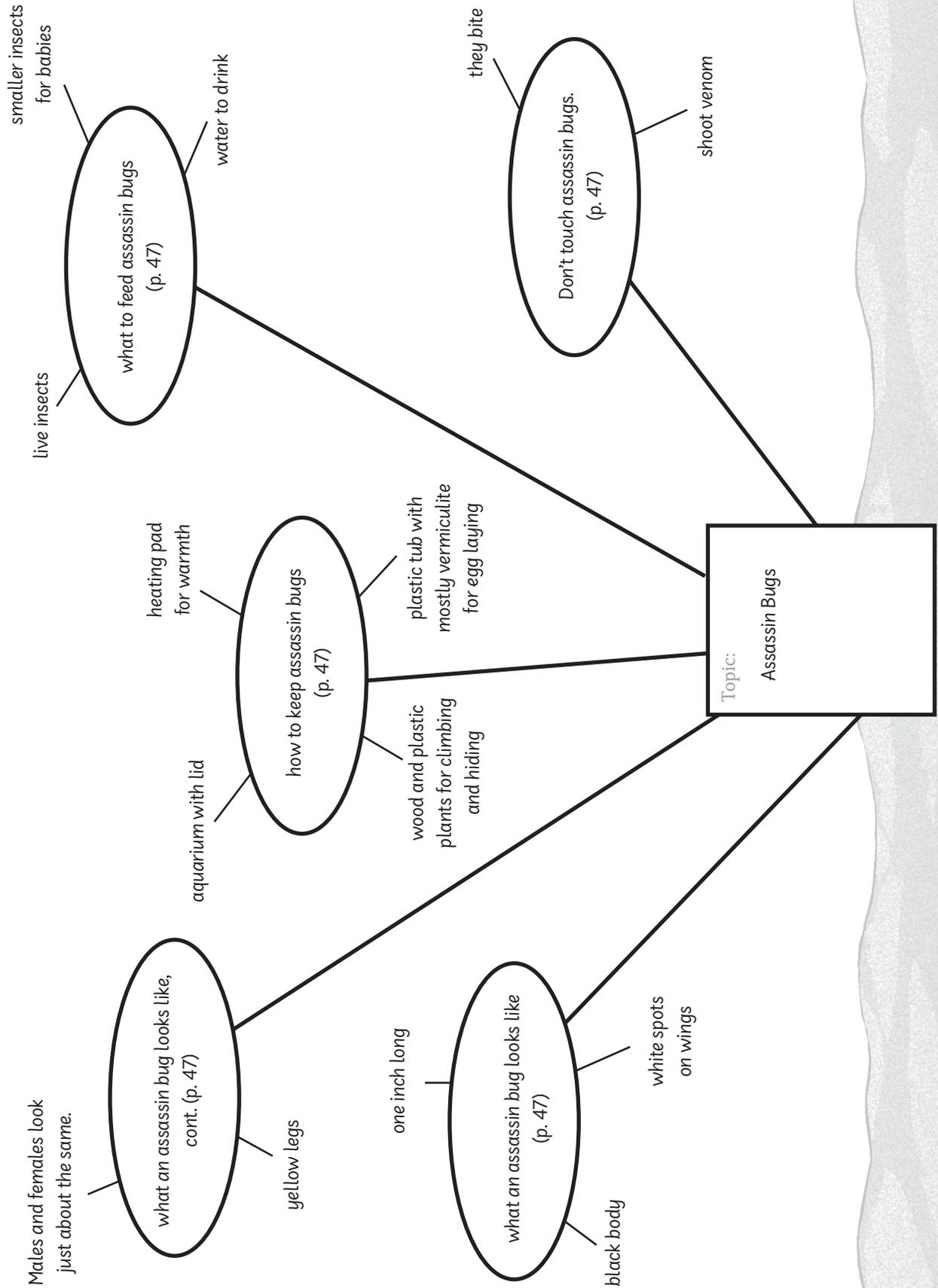
for being a good friend
and protector of the
animals in Samburu
Wildlife Reserve.



Idea Tree



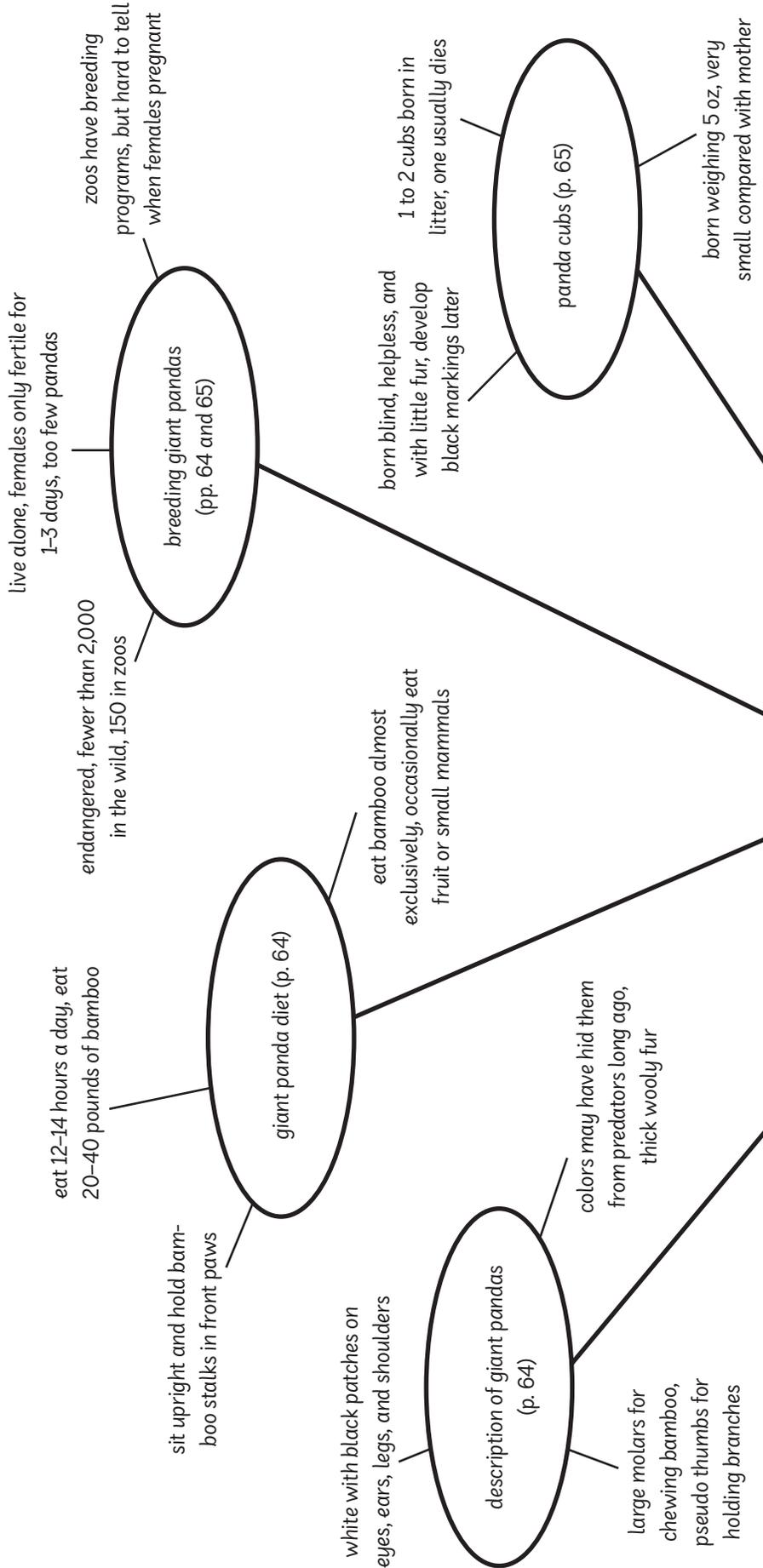
Title: "There's a Wild Thing in My Bedroom!"





Title: Giant Pandas

Idea Tree



Topic:
Topic:
Giant Pandas

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 / *Summarizing Saves the Animals: Samburu*

Reading: *Informational*

Key Ideas and Details

Determine the main idea of a text and explain how it is supported by key details; summarize the text

INFORMATIONAL (7 DAY)

Beyond the Sky: The Solar System, Deeper Space, and the Scientists

Written by Tanya Jackson

Illustrated by James Bravo

The Savvy Reader—Summarizing, A Collection of Readings, pages 69–88

Success for All Foundation, 2011

Summary

Take a trip through the solar system, learning about the other planets besides Earth. Then, journey past the solar system and deeper into the galaxy. Learn all about quasars, pulsars, black holes, and other astronomical events and objects. Finally, take a journey with some of the important unmanned and manned space voyages.

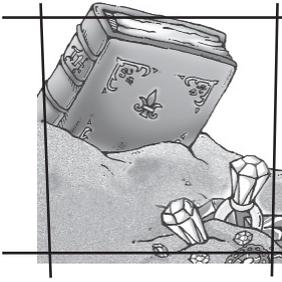
Instructional Objectives

	READING	WORD POWER	WRITING
CYCLE 1	Summarizing (SU) Students will determine which information to include in a summary.	Dictionary skills Students will use dictionary entries to increase their understanding of words.	Write a job listing. Students will write a job listing from NASA, looking for people to train as astronauts for the first crewed mission to one of the planets they read about this cycle.
	Summarizing (SU) Students will summarize sections of the text using main ideas and supporting details.	Contractions Students will break contractions into their separate words to help them read the words.	Write a newspaper article. Students will write brief newspaper articles about the discovery of a new planet.

Cycle 1

Instructional Objectives

		READING	WORD POWER	WRITING
CYCLE 1	Summarizing (SU)		Dictionary skills	Write a job listing.
	Students will determine which information to include in a summary.	Students will use dictionary entries to increase their understanding of words.	Students will write a job listing from NASA, looking for people to train as astronauts for the first manned mission to one of the planets they read about this cycle.	



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

If you could travel to any planet in the solar system, where would you go? 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 *Beyond the Sky: The Solar System, Deeper Space, and the Scientists* by Tanya Jackson. As we read, we'll summarize sections of the text. Good readers summarize as they read informational texts to check their understanding of the important ideas the author want them to know.

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



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

When I read informational texts, I use the TIGRRS process to help me find all the important facts. The first step of TIGRRS tells us we need to find the topic

of the text. I can do a few things to figure out the topic of a text. First, I can read the title. *Beyond the Sky: The Solar System, Deeper Space, and the Scientists*. It sounds like the text will be about outer space. I know that we are on a planet that is in a solar system. I know that people study the planets, stars, and other objects in space. I can also look at the front cover and flip through the pages of the text to see if I find any more clues about the topic. Page through the book. I see a lot of pictures of planets, space, and space technology. I think the topic of the text is space.

th

tps

- Use the items below to build or activate background knowledge about the story.
 - Use **Team Huddle** to have students discuss what they already know about our solar system or outer space. Use **Random Reporter** to select students to share.
 - Use **Think-Pair-Share** to have students discuss why they think it might be important to learn about other planets and objects in space and eventually try to study them up close. Randomly select a few students to share.
 - Share a few interesting or important facts about space with students. For example, not only does our planet travel around the sun, but our solar system is on an arm of the Milky Way galaxy that also turns through space. All the stars students see in the night sky are within our own galaxy. We cannot see the individual stars in other galaxies, not even our closest neighbors, because they are too far away.
 - Optional: Show the video “Walking the Solar System” (5:03) from GBH and PBS Learning Media (<https://ny.pbslearningmedia.org/resource/tdpd12.pd.sci.walking-solar/walking-the-solar-system/>). In the video, a teacher helps his students visualize the size of our solar system by walking it out.
- Tell students the next step of TIGRRS. Use a **Think Aloud** to model identifying the intent of the author.

Now that we know the topic of this text, we can move on to the second step of TIGRRS. The step tells us that we need to find the author’s intent. That means we should figure out why the author wrote the book, or what she wants us to learn from reading the book. When I looked through the pages of *Beyond the Sky: The Solar System, Deeper Space, and the Scientists*, I saw a lot of headings and pictures about different planets and objects in space. I think the author’s intent is to tell me about different objects in space. When we read, we should look for information that tells us about these objects.

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

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

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

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

Vocabulary **TP**

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

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



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

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

Student Edition, page S-21.

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

WORD AND PAGE NUMBER	IDENTIFICATION STRATEGY	DEFINITION	SENTENCE
limits page 72	base word + ending: limit + s	outer edges	The <i>limits</i> of the yard are marked with a bright fence.
core page 72	blend	center	The <i>core</i> of the apple has seeds, and the skin is shiny and green.
survive page 72	chunk: sur-vive	live	A camel can <i>survive</i> for many days without water.
proceed page 74	c = /s/ chunk: pro-ceed	continue with, keep going	After the interruption, we decided to <i>proceed</i> with the meeting so we could finish our work.
dwarf page 76	blend	small	<i>Dwarf</i> rabbits make good pets because they are tiny and can fit in a cage.
fitting page 76	base word + ending: fit + t + ing	appropriate, apt	"Happy" is a <i>fitting</i> nickname for Jolene, who is in a good mood all the time.
notable page 77	base word + ending: not(e) + able	worthy of mention	Our town is <i>notable</i> in the history of our state because it was an important trading center.

WORD AND PAGE NUMBER	IDENTIFICATION STRATEGY	DEFINITION	SENTENCE
determined page 78	base word + ending: determin(e) + ed	decided, figured out	We <i>determined</i> how to find our friend's apartment by looking at the map.

Using the Targeted Strategy

Introduction and Definition

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

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



- Use **Think-Pair-Share** to have students discuss with their partners one activity they participated in yesterday. Tell students to tell their partners about this activity in one sentence. Randomly select a few students to share.
- Tell students they just summarized an activity they participated in yesterday.
- Distribute the Summarizing Strategy Cards, and review the steps for summarizing informational texts.
- Have students look at steps 1 and 2 again. Use **Think-Pair-Share** to have them identify a tool they use whenever they read an informational text that helps them find important information and supporting details. *The idea tree.*
- Display a blank idea tree. If necessary, briefly review where students record main ideas and supporting details.
- Remind students that they write the main idea and all details that support the main idea on their idea trees. Point out that according to the Summarizing Strategy Card, a summary includes important information and leaves out less important details. Tell students that this means they will not necessarily include all the information from their idea trees in their summaries. Explain that they will need to decide which information from their idea trees they will include in a summary.
- Display the following passage. Read the passage aloud to students.

Blackline master provided.

Sonic BOOM!

The year was 1947. On an October morning, test pilot Charles “Chuck” Yeager sealed himself into his X-1 plane. It was a rocket powered plane. Yeager and the plane shot down the runway. His plane soared into the air. Yeager pressed down on the throttle. The plane went faster and faster through the air. Then suddenly, the X-1 hit the speed of Mach 1. A deafening boom rang out.

Until that day, no pilot had ever flown a plane faster than the speed of sound. The sound the plane made was a sonic boom. It’s the sound that occurs whenever something goes faster than the speed of sound, or breaks the sound barrier. Many planes can now travel that fast, or faster!

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

What is this passage mostly about? It’s mostly about breaking the sound barrier. I’ll write that as my main idea on my idea tree. Write “breaking the sound barrier” on the idea tree. **I’ll check my main idea by finding supporting details.** Reread the passage. **I read about Chuck Yeager.** Write “Chuck Yeager was the first to break the sound barrier,” on the idea tree. **I read about when he did it.** Write “He did it in October 1947,” on the idea tree. **I read about what the sound barrier is.** Write “The sound barrier is the speed of sound,” on the idea tree. **I read about what happens when you break the sound barrier.** Write “A sonic boom occurs when you break the sound barrier,” on the idea tree. **I read about planes these days.** Write “Now many planes can travel that fast.” **These details support my main idea.**

- Use a **Think Aloud** to model identifying the information from the idea tree to use in a summary. Remind students that summaries do not include less important details. Circle the information on the idea tree that you will include in the summary.

I’ve filled in my idea tree, so I need to decide which information is important enough to include in a summary. My main idea is breaking the sound barrier. That’s important, so I’ll include it. I think what Chuck Yeager did is important, so I’ll include that. The information about the sound barrier is important, so I’ll include that detail. Do I need to include the detail about when it happened? The information about the date is interesting, but it doesn’t seem as important as the other details. I won’t include that detail in my summary. But I do want to include the detail that many planes these days can travel faster than sound.

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

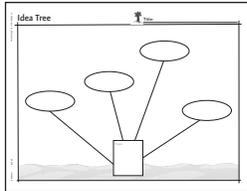
Listening Comprehension

- Introduce the text, and remind students that it is informational. Remind them you will use the TIGRRS process as you read.

- Remind students of the topic, intent of the author, and the graphic organizer.
- Tell students that you will start reading the text and applying the skill. Tell them that you will also record the important ideas on the graphic organizer.
- Read page 71 aloud, stopping to ask questions, make points, or focus students' attention as needed. Use a **Think Aloud** to model identifying the main idea. Put this information on the blank idea tree.

What is this passage mostly about? It's mostly about things in space. I'll write that as my main idea on my idea tree. Write "What is in space?" on the idea tree.

Blackline master provided.



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

Main idea: What is in space? (p. 71)

- Tell students that you will use the information on the idea tree to write a summary of the section when you reread the text on day 3.
- Remind students that they will continue summarizing as they read *Beyond the Sky: The Solar System, Deeper Space, and the Scientists* this cycle.

Preview Team Talk

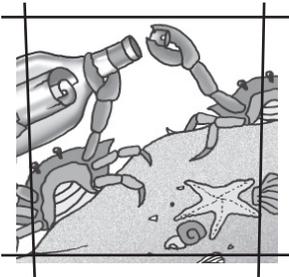
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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. In your own words, explain what paragraph 3 on page 73 is mainly about. |SU| (Summarizing rubric)
2. Why is Mercury so hot? |CE|
 - a. It is like a miniature star.
 - b. It travels right through the sun.
 - c. It creates a lot of heat in its core.
 - d. It is the closest planet to the sun.
3. Which of the following is the most-important idea from page 72 to include in a summary? |SU|
 - a. There are three dwarf planets in our solar system.
 - b. The sun is made up of gas, not crust or rock.
 - c. The heat and light of the sun come from its core.
 - d. The sun is the center of our solar system.

Tell why you chose the answer that you did. **(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 72–74 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.



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

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

TEAM TALK

1. In your own words, explain what paragraph 3 on page 73 is mainly about. |SU| (Summarizing rubric)

100 points = *Paragraph 3 on page 73 is mainly about differences between Earth and Mercury. Mercury is smaller, hotter, and has no atmosphere.*

90 points = *Paragraph 3 on page 73 is mainly about differences between Earth and Mercury.*

80 points = *Differences between Earth and Mercury. The diameter of Mercury is the distance around its middle.*

2. Why is Mercury so hot? |CE|

- It is like a miniature star.
- It travels right through the sun.
- It creates a lot of heat in its core.
- It is the closest planet to the sun.*

3. Which of the following is the most-important idea from page 72 to include in a summary? |SU|

- There are three dwarf planets in our solar system.
- The sun is made up of gas, not crust or rock.
- The heat and light of the sun come from its core.
- The sun is the center of our solar system.*

Tell why you chose the answer that you did. (**Write-On**) (Team Talk rubric)

100 points = *I chose d because this section is mainly about the sun. I learn about the sun and how it affects the solar system. The word sun is repeated a lot throughout the section.*

90 points = *I chose d because this section is mainly about the sun. I learn about the sun and how it affects the solar system.*

80 points = *This section is mainly about the sun.*

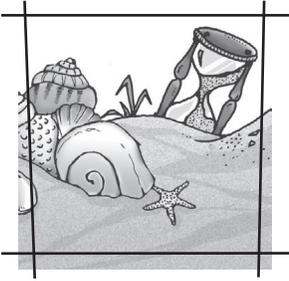
TEAM TALK EXTENSION

4. Why do you think the Romans chose to name Venus after their goddess of love? |DC| (Team Talk rubric)

100 points = *I think the Romans chose to name Venus after their goddess of love because they thought the planet was beautiful. I know that Venus is very bright. You can see it shine during the day and at night. I think the Romans thought it was pretty.*

90 points = *I think the Romans chose to name Venus after their goddess of love because they thought the planet was beautiful.*

80 points = *They thought the planet was beautiful.*



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.

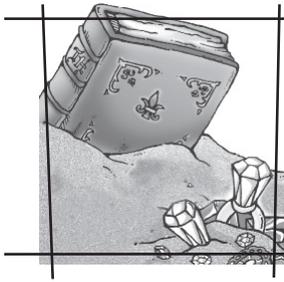
Page 72 (paragraphs 1 and 2)

- 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, **summarizing**.

Vocabulary **TP**

- Have students review the vocabulary words with their partner. Ask them to use the vocabulary words in new, meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Use **Random Reporter** to check for understanding. Review any words and/or definitions that students need additional support in understanding.
 - Focus on words that appear in the reading for the day if applicable: *dwarf* page 76, *fitting* page 76, *notable* page 77, and *determined* 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.

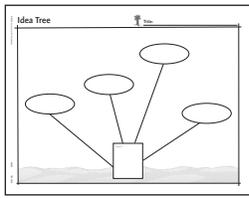
Yesterday we read about some of our neighbors in space. We read about the sun, which is the center of our solar system. We read about Mercury and Venus.



- Tell students that you will continue to record important ideas on the graphic organizer.
- Read page 75 aloud, stopping to ask questions, make points, or focus students’ attention as needed. When finished, use a **Think Aloud** to model identifying the main idea. Put this information on the blank idea tree.

What is this passage mostly about? It’s mostly about Mars. I’ll write that as my main idea on my idea tree. Write “Mars” on the idea tree.

Blackline master provided.



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

Main idea: Mars (p. 75)

- Tell students that you will use the information on the idea tree to write a summary of the section when you reread the text on day 4.
- Remind students that they will continue summarizing as they read *Beyond the Sky: The Solar System, Deeper Space, and the Scientists* this cycle.

Preview Team Talk

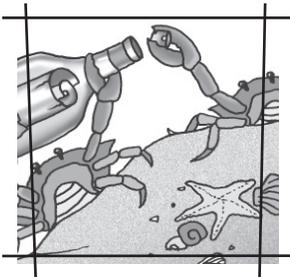
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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. In your own words, explain what paragraph 2 on page 77 is mainly about. |SU| (Summarizing rubric)
2. How do the caption and graphic of Uranus’s poles and equator help you learn more about the planet? |TF| (Team Talk rubric)
3. Which of the following is the most-important idea from page 76 to include in a summary? |SU|
 - a. Jupiter is the king of the planets.
 - b. The Great Red Spot is a storm.
 - c. It’s 550 million kilometers from Earth.
 - d. It’s the fastest spinning planet.

Tell why you chose the answer you did. **(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 76–79 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. In your own words, explain what paragraph 2 on page 77 is mainly about. |SU| (Summarizing rubric)
 - 100 points** = *Paragraph 2 on page 77 is mainly about the rings of Saturn. They are made from dust and rocks. There are also dark gaps between the rings.*
 - 90 points** = *Paragraph 2 on page 77 is mainly about the rings of Saturn. They are made from dust and rocks.*
 - 80 points** = *It's mainly about the rings of Saturn. The rings are named A, B, C, D, E, and G.*
2. How do the caption and graphic of Uranus's poles and equator help you learn more about the planet? |TF| (Team Talk rubric)
 - 100 points** = *The caption and graphic of Uranus's poles and equator help me learn more about the planet because they explain that Uranus doesn't sit upright on its axis. The graphic shows me how Uranus's north and south poles are where we think the equator should be.*
 - 90 points** = *The caption and graphic of Uranus's poles and equator help me learn more about the planet because they explain that Uranus doesn't sit upright on its axis.*
 - 80 points** = *They explain that Uranus doesn't sit upright on its axis.*

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 is the most-important idea from page 76 to include in a summary? |SU|
- Jupiter is the king of the planets.*
 - The Great Red Spot is a storm.
 - It's 550 million kilometers from Earth.
 - It's the fastest spinning planet.

Tell why you chose the answer you did. **(Write-On)** (Team Talk rubric)

100 points = *I chose a because this section is mostly about Jupiter. I learn about Jupiter. The name Jupiter is repeated a lot. I also learn what makes Jupiter the king of the planets.*

90 points = *I chose a because this section is mostly about Jupiter. I learn about Jupiter.*

80 points = *This section is mostly about Jupiter.*

TEAM TALK EXTENSION

4. According to the caption on page 77, what would happen if you put Saturn in a glass of water? |CE • TF| (Team Talk rubric)

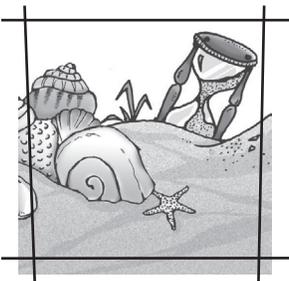
100 points = *According to the caption on page 77, Saturn would float like an ice cube if you put it in a glass of water. Saturn is less dense than other planets, and it would float in water.*

90 points = *According to the caption on page 77, Saturn would float like an ice cube if you put it in a glass of water.*

80 points = *Saturn would float like an ice cube.*

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.

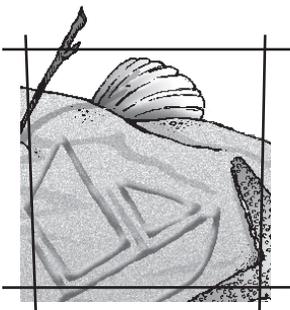
Not ready yet? Practice reading the same passage again with your partner. Ask your teacher to hear you read when you are ready.

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

Student Edition, page S-21.

Page 76 (paragraphs 1 and 2)

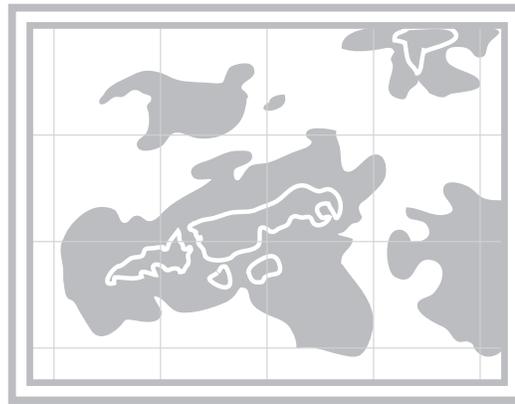
- Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.
- Tell the reading students when they should begin reading, and then time them for one minute. Have the listening students identify where the readers stopped, how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

- Introduce the Word Power skill. Link the skill to Captain Read More's Word Treasure clue for dictionary skills.
- Display the dictionary map clue.

Blackline master provided.



- Use **Think-Pair-Share** to have students identify what the Word Treasure clue means. Randomly select a few students to share. Point out that a dictionary shows us how to understand words just as a map shows us how to understand our surroundings.
- 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.

Blackline master provided.

Have students refer to the sample dictionary pages for the Word Power activity.

Student Edition, page S-23.

- Display the sample dictionary pages.

contact corporal	preach project
<p>contest <i>n.</i> 1 a struggle for victory. —<i>v.</i> 2 to argue against something.</p> <p>convince <i>v.</i> to make someone go along with or believe.</p> <p>core <i>n.</i> 1 the central part of some fruits. 2 the central part of a heavenly body. 3 the basic or central part of something. —<i>v.</i> 4 to remove the middle from something, such as fruit.</p>	<p>preserve <i>n.</i> 1 a fruit cooked into jam or jelly. 2 an area where fish or game are protected. —<i>v.</i> 3 to keep safe from injury or ruin. 4 to maintain or continue.</p> <p>proceed <i>v.</i> 1 to come from a source. 2 to go forward or onward, advance.</p> <p>progress <i>n.</i> 1 a movement toward a goal. 2 a gradual improvement. —<i>v.</i> 3 to move toward a higher or more advanced stage.</p>

- Use **Think-Pair-Share** to have students tell what they notice about the words on the dictionary pages. Randomly select a few students to share. *The words are in alphabetical order.*

- Explain that dictionaries provide a lot of information about words—correct spelling, meanings, word type, and more. However, to get this information, you first have to be able to find the word in the dictionary.
- Tell students that words in the dictionary appear in alphabetical order and that the bigger words on the top of the page are guide words. Guide words tell you the first and last words that appear on that page.
- Use **Think-Pair-Share** to have students identify on which page they would find the information for the word *core*. Randomly select a few students to share. The page with the guide words *contact* and *corporal*.
- 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.

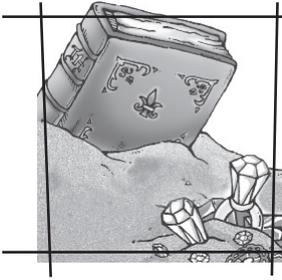
SKILL PRACTICE	
Use the sample dictionary pages to answer the following questions. Write the answers in your journal.	
1.	What is the best definition of <i>contest</i> as it is used in the following sentence? Midge wanted to <u>contest</u> her grade with her teacher because she believed an answer was marked incorrectly. <i>Entry #2</i>
2.	What are the guide words for the page where you would find the word <i>preserve</i> ? <i>Preach and project.</i>

BUILDING MEANING			
limits	core	proceed	survive
fitting	dwarf	notable	determined

3. Choose a word from the vocabulary list, and write a meaningful sentence for that word.
- 100 points** = *The sentence uses the word correctly and includes details to create a mind movie.*
- 90 points** = *The sentence uses the word correctly and includes one detail.*
- 80 points** = *The sentence uses the word correctly.*
4. Choose the word that best completes the sentence.
- Every day I did sit ups to exercise my stomach muscles because the coach said my core had to be strong for me to be a strong runner.

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

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



DAY 3

ACTIVE INSTRUCTION

Timing Goal: 20 minutes



Big Question

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



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

Team Cooperation and Achievement Goal

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

Set the Stage

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

Vocabulary **TP**

- Have the teams review the vocabulary words using one of the following choices: **SR**
 - Concept Maps
 - Draw It Out
 - Act It Out
 - Examples/Non-Examples
 - Other interactive activity
- Use **Random Reporter** to check the review.
 - Focus on words that appear in the reading for the day if applicable: *limits* page 72, *core* page 72, *survive* page 72, and *proceed* page 74.



- 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.

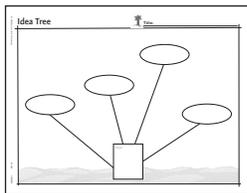
Yesterday we read some more about our neighbors in space. We read about Mars. Then we read about the gas giants, Jupiter, Saturn, Uranus, and Neptune.



- 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 71 aloud, stopping to ask questions, make points, or focus students’ attention as needed. Remind students that on day 1, you identified the main idea from the page and put it on the idea tree. Use a **Think Aloud** to identify supporting details and add them to your idea tree as you reread.

When we read this section the first time, I recorded the main idea, “What is in space?” on the idea tree. Now I can identify supporting details that will help me write a good summary. I read that we can look up at the night sky and see the moon, stars, some planets, and satellites. Satellites are manmade objects that take pictures from space. I read that people have always looked up to watch the stars and planets. That’s called stargazing. Planets are our closest neighbors in space. And now we can see farther into space.

Blackline master provided.



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

Main idea: What is in space? (p. 71)

- stars, moon, planets, man-made satellites
 - planets in our solar system; satellites take pictures from above
 - history and future of stargazing
- Use a **Think Aloud** to model identifying the information from the idea tree to use in a summary. Remind students that summaries do not include less important details. Circle the information on the idea tree that you will include in the summary.

I’ve filled in my idea tree, so I need to decide which information is important enough to include in a summary. My main idea is things in space. That’s important, so I’ll include it. I think planets and stars are important, so I’ll include details about those. I think the planets in the solar system are important, so I’ll include that detail. Do I need to include the detail about man

made objects? The information about satellites is interesting, but it doesn't seem as important as the other details because it looks like the page is mostly about natural things in space. I won't include that detail in my summary. But I do want to include the details about the history and future of stargazing.

- Share an example of a summary that is based on the information you circled on the idea tree.

Now that I know the most important details, I can create a summary. I can say, "There are many objects in space. There are planets and stars that we can see in the night sky. People throughout history have gazed at the stars to learn more about what is in space."

- Remind students that they will continue summarizing as they read *Beyond the Sky: The Solar System, Deeper Space, and the Scientists* this cycle.

Preview Team Talk

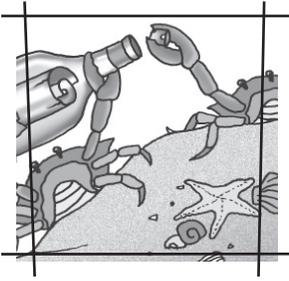
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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. Is the idea that Venus is the third brightest object in the sky an important detail to include in a summary? Why or why not? |SU| (Team Talk rubric)
2. Mercury is similar to our moon because— |CC|
 - a. it is very hot.
 - b. it orbits the sun.
 - c. it orbits Earth.
 - d. it has phases.
3. The main idea of page 72 is that the sun is the center of our solar system. Which of the following is not an important detail about the sun? |SU|
 - a. The sun is about 5 billion years old.
 - b. People argue about the age of the sun.
 - c. We feel the sun's heat from more than 150 million kilometers away.
 - d. The sun produces energy and sends it into the solar system.

Use the important details from the choices to write a summary about the section. **(Write-On)** (Summarizing 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 72–74 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. Is the idea that Venus is the third brightest object in the sky an important detail to include in a summary? Why or why not? |SU| (Team Talk rubric)
 - 100 points** = *The idea that Venus is the third brightest object in the sky is an important idea to include in a summary. It tells me something important about Venus. Knowing that Venus is one of the brightest objects in the night sky is helpful to finding it in the sky. It is the third brightest object after the sun and moon.*
 - 90 points** = *The idea that Venus is the third brightest object in the sky is an important idea to include in a summary. It tells me something important about Venus.*
 - 80 points** = *It tells me something important about Venus.*
2. Mercury is similar to our moon because— |CC|
 - a. it is very hot.
 - b. it orbits the sun.
 - c. it orbits Earth.
 - d. it has phases.
3. The main idea of page 72 is that the sun is the center of our solar system. Which of the following is not an important detail about the sun? |SU|
 - a. The sun is about 5 billion years old.
 - b. *People argue about the age of the sun.*
 - c. We feel the sun's heat from more than 150 million kilometers away.
 - d. The sun produces energy and sends it into the solar system.

Use the important details from the choices to write a summary about the section. **(Write-On)** (Summarizing rubric)

100 points = *The sun is the center of our solar system. It is about 5 billion years old. The sun produces energy and sends it into the solar system. It's made from hot gases instead of rock. We feel the sun's heat from more than 150 million kilometers away. If Earth was closer to the sun, we wouldn't survive its heat.*

90 points = *The sun is the center of our solar system. It is about 5 billion years old. The sun produces energy. We feel the sun's heat from more than 150 million kilometers away.*

80 points = *The sun is the center of our solar system. It's rays are strong and bright.*

TEAM TALK EXTENSION

Team Talk Discussion

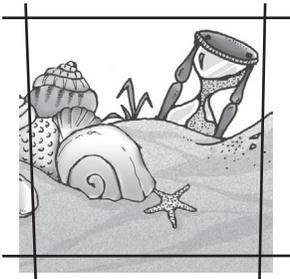
- ask students if they understood or enjoyed the reading
- reinforce use of the skill

4. How does the picture at the bottom of page 73 help you understand Mercury's size? |TF| (Team Talk rubric)

100 points = *The picture at the bottom of page 73 helps me understand Mercury's size because it shows me what Mercury looks like next to the sun. Mercury just looks like a black dot as it passes in front of the sun. The sun is huge compared with it.*

90 points = *The picture at the bottom of page 73 helps me understand Mercury's size because it shows me what Mercury looks like next to the sun.*

80 points = *It shows me what Mercury looks like next to the sun.*



FLUENCY IN FIVE

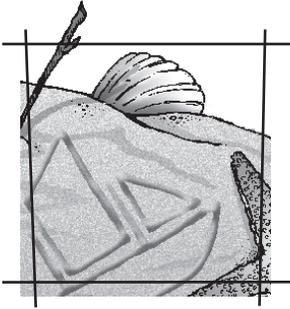
Timing Goal: 5 minutes

- 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 76 (paragraphs 1 and 2) or 74 (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

- Pretend to take a message from Captain Read More out of the bottle. Use the message to review the Word Power skill (dictionary skills).
- Use **Think-Pair-Share** to have students explain how one finds words in a dictionary and what kind of information dictionaries provide about words. Randomly select a few students to share. *Guide words, word meaning*

Blackline master provided.

Have students refer to the sample dictionary pages for the Word Power activity.

Student Edition, page S-24.

contact | corporal

contest

n. **1** a struggle for victory.
—*v.* **2** to argue against something.

convince

v. to make someone go along with or believe.

core

n. **1** the central part of some fruits. **2** the central part of a heavenly body. **3** the basic or central part of something.
—*v.* **4** to remove the middle from something, such as fruit.

preach | project

preserve

n. **1** a fruit cooked into jam or jelly. **2** an area where fish or game are protected. —*v.* **3** to keep safe from injury or ruin. **4** to maintain or continue.

proceed

v. **1** to come from a source. **2** to go forward or onward, advance.

progress

n. **1** a movement toward a goal. **2** a gradual improvement.
—*v.* **3** to move toward a higher or more advanced stage.

- Point out that *core* is a word from this cycle's vocabulary list and that it has more than one meaning, or definition. Display and read the following sentence.

Blackline master provided.

The core subjects in school should be reading, writing, and arithmetic.

- Review the definitions provided for *core*. Use **Think-Pair-Share** to have students identify which definition matches the meaning of the word as it is used in the sample sentence. Randomly select a few students to share. *Entry #3.*
- Point out to students that dictionaries also provide information about capitalization. Remind students that words that are proper nouns are capitalized. Use **Think-Pair-Share** to have students identify whether there are any proper nouns on the sample dictionary pages. Randomly select a few students to share. *No. None of the words on the sample pages are capitalized.*

- 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

Use the sample dictionary pages to answer the following questions. Write the answers in your journal.

1. What is the best definition of *preserve* as it is used in the following sentence?
Museums try to preserve ancient artifacts and artwork for future generations.
Entry #3 or entry #4.
2. Correct the mistake in this sentence:
The spelling Contest will take place in the auditorium after school.
contest

BUILDING MEANING

limits	core	proceed	survive
fitting	dwarf	notable	determined

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. There are some animals, such as penguins, that can survive in extremely cold temperatures on land and in the water. *Survive* means—
 - a. enjoy.
 - b. live.
 - c. perish.
 - d. collect.

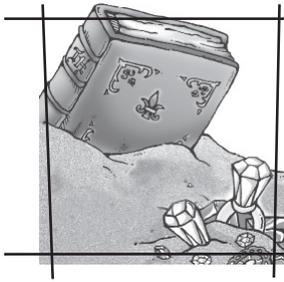
- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.

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

TEAM CELEBRATION POINTS

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

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



DAY 4

ACTIVE INSTRUCTION

Timing Goal: 25 minutes



Big Question

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



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

Team Cooperation and Achievement Goal

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

Set the Stage

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

Vocabulary **TP**

- Have the teams review the vocabulary words using one of the following choices: **SR**
 - Concept Maps
 - Draw It Out
 - Act It Out
 - Examples/Non-Examples
 - Other interactive activity
- Use **Random Reporter** to check the review.
 - Focus on words that appear in the reading for the day if applicable: *dwarf* page 76, *fitting* page 76, *notable* page 77, and *determined* 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 reread and learned more details about some of our neighbors in space. The sun is a star and the center of our solar system. It is about 150 million kilometers from Earth and more than 5 billion years old. Its powerful rays travel through space and warm our planet. Mercury is the planet closest to the sun. It is the second smallest planet in the solar system and is just one-third the size of Earth. It is named for the Roman god of trade and business. People have known about Mercury for 5,000 years. It has phases. Venus is the next planet from the sun. Venus is named after the Roman goddess of love and beauty. It is Earth’s sister planet because it is similar in size and weight. Venus is extremely hot, and its atmosphere is full of poisonous gases instead of oxygen.

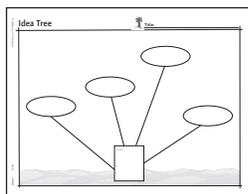
- Tell students that as you reread you will look for details about the important ideas and add them to the graphic organizer. Tell students that you will also add any important information you missed the first time you read.



- Reread page 75 aloud, stopping to ask questions, make points, or focus students’ attention as needed. Remind students that you identified the main idea from the page on day 2 and put it on the idea tree. Use a **Think Aloud** to identify supporting details, and add them to your idea tree as you reread.

When we read this section the first time, I recorded the main idea, Mars, on the idea tree. Now I can identify supporting details that will help me write a summary. I read that Mars is a red planet and was named after the Roman god of war. I read that some people think Mars is the most interesting planet in the solar system. it’s the only other planet that could have had life on it. It has traces of water and some oxygen. I read that these could make it possible for people to live on Mars. I read that we sent some machines to Mars to explore and tell us about it. Some of these machines are still there.

Blackline master provided.



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

Main idea: Mars (p. 75)

- named for god of war
 - only planet that could have had life, traces of water, no human exploration yet
 - explore with machines
- Use a **Think Aloud** to model identifying the information from the idea tree to use in a summary. Remind students that summaries do not include less important details. Circle the information on the idea tree that you will include in the summary.

I've filled in my idea tree, so I need to decide which information is important enough to include in a summary. My main idea is Mars. That's important, so I'll include it. I think the detail about how it got its name is important, so I'll include that. But I won't include that it's red. The traces of water and the fact that there might have been life are important, so I'll include those details. Do I need to include the detail that we can't send people to Mars yet? That information is interesting, but it doesn't seem as important as the other details. I won't include that detail in my summary. But I do want to include the detail that machines have explored Mars. My summary can say, "Mars is named after the Roman god of war. It is the only other planet in the solar system that could have supported life. Scientists have sent machines to Mars to explore and study the planet."

- Remind students that they will continue summarizing as they read *Beyond the Sky: The Solar System, Deeper Space, and the Scientists* this cycle.

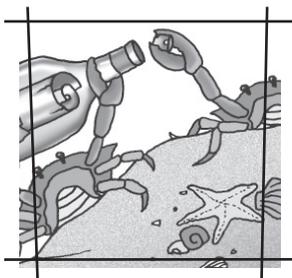
Preview Team Talk

- 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. Is the idea that Neptune is 4 billion kilometers from Earth an important detail to include in a summary? Why or why not? |SU| (Team Talk rubric)
2. How were Jupiter and Neptune similar? How are they different? |CC| (Team Talk rubric)
3. Use information from your idea tree to write a summary of this cycle of *Beyond the Sky: The Solar System, Deeper Space, and the Scientists*. **(Write-On)** |SU| (Summarizing 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 60–63 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. Is the idea that Neptune is 4 billion kilometers from Earth an important detail to include in a summary? Why or why not? |SU| (Team Talk rubric)
 - 100 points** = *The idea that Neptune is 4 billion kilometers from Earth is not an important detail to include in a summary. We know that Neptune is the farthest planet from the sun. If it’s the farthest planet from the sun, it’s also the farthest planet from Earth.*
 - 90 points** = *The idea that Neptune is 4 billion kilometers from Earth is not an important detail to include in a summary. We know that Neptune is the farthest planet from the sun.*
 - 80 points** = *It’s not an important detail. We know it’s farthest from the sun already.*
2. How were Jupiter and Neptune similar? How are they different? |CC| (Team Talk rubric)
 - 100 points** = *Jupiter and Neptune were similar because they had dark spots. The spots were strong storms on the planets. They are different because Neptune’s Great Dark Spot disappeared in 1994. Neptune’s storm died out while Jupiter’s Great Red Spot is still active.*
 - 90 points** = *Jupiter and Neptune were similar because they had dark spots. They are different because Neptune’s Great Dark Spot disappeared in 1994.*
 - 80 points** = *They both had dark spots. Neptune’s disappeared.*

Write-On Discussion

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

TEAM TALK CONTINUED

3. Use information from your idea tree to write a summary of this cycle of *Beyond the Sky: The Solar System, Deeper Space, and the Scientists*. **(Write-On)** |SU| (Summarizing rubric)

100 points = *Earth has many neighbors in space. It is a part of a solar system, with the sun in the middle. The sun warms Earth and the other planets.*

Mercury is the planet closest to the sun. It is the second smallest planet in the solar system. Venus is next from Mercury. Venus is Earth's sister planet because they have many things in common. Mars is the fourth planet. We have explored Mars with machines. Jupiter is the largest planet. It has a giant storm on it. Saturn is the next largest planet. It is known for its rings. Uranus is the seventh planet. It was the first planet discovered in modern times. Neptune is the eighth planet. It is known for its blue color.

90 points = *Earth has many neighbors in space. It is a part of a solar system, with the sun in the middle. Mercury is the planet closest to the sun. Venus is next from Mercury. Mars is the fourth planet. Jupiter is the largest planet. Saturn is the next largest planet. Uranus is the seventh planet. Neptune is the eighth planet.*

80 points = *Earth has many neighbors in space. Some of them are rock, and some of them are gas.*

TEAM TALK EXTENSION

4. The author says there is something special about Uranus's name. Do you think this is a fact or an opinion? Support your answer. |FO| (Team Talk rubric)

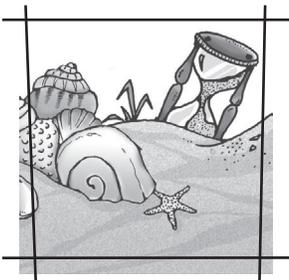
100 points = *I think this is an opinion. The author thinks it's special that Uranus is named after a Greek god instead of a Roman god. Other people might not agree. People might think the Greek and Roman gods were similar. You can't prove that it is special.*

90 points = *I think this is an opinion. The author thinks it's special that Uranus is named after a Greek god instead of a Roman god.*

80 points = *It's an opinion.*

Team Talk Discussion

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

**FLUENCY IN FIVE**

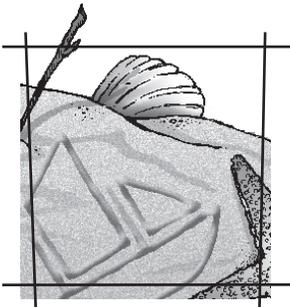
Timing Goal: 5 minutes

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

Student Edition, page S-21.

Page 76 (paragraphs 1 and 2), 74 (paragraphs 1 and 2), or 79 (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).
- Use **Think-Pair-Share** to have students tell what kind of information dictionaries provide about words. Randomly select a few students to share. *Word meanings and capitalization.*
- Display the sample dictionary pages.

Blackline master provided.

Have students refer to the sample dictionary pages for the Word Power activity.

Student Edition, page S-26.

contact corporal	preach project
<p>contest <i>n.</i> 1 a struggle for victory. —<i>v.</i> 2 to argue against something.</p> <p>convince <i>v.</i> to make someone go along with or believe.</p> <p>core <i>n.</i> 1 the central part of some fruits. 2 the central part of a heavenly body. 3 the basic or central part of something. —<i>v.</i> 4 to remove the middle from something, such as fruit.</p>	<p>preserve <i>n.</i> 1 a fruit cooked into jam or jelly. 2 an area where fish or game are protected. —<i>v.</i> 3 to keep safe from injury or ruin. 4 to maintain or continue.</p> <p>proceed <i>v.</i> 1 to come from a source. 2 to go forward or onward, advance.</p> <p>progress <i>n.</i> 1 a movement toward a goal. 2 a gradual improvement. —<i>v.</i> 3 to move toward a higher or more advanced stage.</p>

Preparation: Display the Word Power Challenge

- Display the Word Power Challenge. Tell students that they will work in teams to make up sentences using the second definition for *progress*.

Word Power Challenge

Create a meaningful sentence for definition #2 of *progress*.



- Use **Random Reporter** to select students to share their meaningful sentences. Answers may vary. *I made progress in cleaning my room by first putting away all of my clean clothes.*
- 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-24.

SKILL PRACTICE

Use the sample dictionary pages to answer the following questions. Write the answers in your journal.

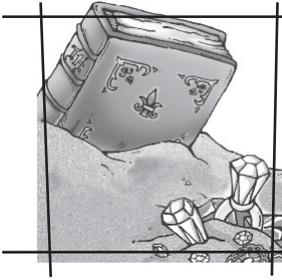
1. What are the guide words for the page where you would find the word *convince*?
Contact and corporal.
2. What is the best definition of *core* as it is used in the following sentence?
My mom liked coring apples and filling the hole with sweet granola cereal and raisins.
Entry #4.

BUILDING MEANING			
limits	core	proceed	survive
fitting	dwarf	notable	determined

- Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.
 - 100 points** = *The sentence uses the word correctly and includes details to create a mind movie.*
 - 90 points** = *The sentence uses the word correctly and includes one detail.*
 - 80 points** = *The sentence uses the word correctly.*
- Choose the word that best completes the sentence.
The teacher asked the students to proceed with reciting the pledge while she took attendance.

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

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



DAY 5

ACTIVE INSTRUCTION

Timing Goal: 20 minutes

Rate Vocabulary Words

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

Team Cooperation and Achievement Goal

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

Set the Stage

- Tell students that their reading test today includes comprehension questions, 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 the *Voyager* space probes. You read about one *Voyager* space probe's visit to Uranus and Neptune.

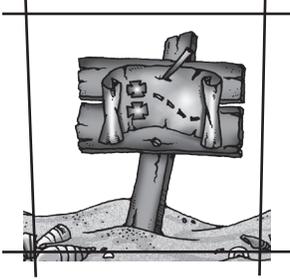
Vocabulary **TP**

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

Prepare Students for the Test

- Distribute the test, and preview it with students without providing information about the answers. Point out that questions #2 and #3 ask about summarizing.

- Ask students to underline key words or phrases in question #3.
- Make sure students understand that the test is independent work and that they should continue to use their strategies with sticky notes as they read without their partners' assistance.
- Tell students to add any relevant ideas from this reading to their graphic organizers and to do so without assistance.
- Remind students that they have 40 minutes for the test.

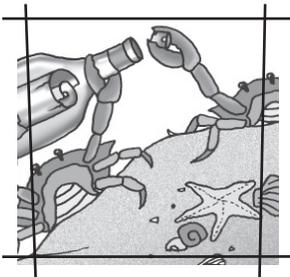


TEST

Timing Goal: 40 minutes

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

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



TEAMWORK

Timing Goal: 30 minutes

Teacher procedures for
Teamwork vary with
strategy instruction.

Team Discussion **TP**

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

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

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



Class Discussion **TP**

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

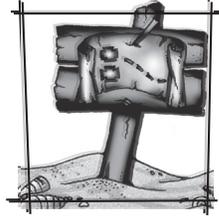


- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.
- Use information from student tests to plan modeling and/or Think Alouds for the next lesson that will build upon the skills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

TEAM CELEBRATION POINTS

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

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



TEST

Test Passage

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

Voyaging Where No Spacecraft Had Gone Before

Voyager 1 and Voyager 2 were made to fly by Jupiter and Saturn. Scientists wanted to collect information about the planets and their moons. The spacecraft were launched in 1977.

Voyager 1 reached Jupiter in five years. It showed scientists volcanoes on one of Jupiter's moons. Scientists did not know that volcanoes existed outside Earth. The craft also showed that Saturn's moons helped to shape its rings. After visiting Saturn, Voyager 1 went far out into space.

Voyager 2 flew farther. It got to Uranus and Neptune after ten years. It collected the first information about them. It found ten more moons and two new rings for Uranus. With the craft, scientists learned that Neptune has the strongest winds in the solar system. Voyager 2 also found geysers there.

Now the spacecraft collect information about space beyond the planets. They still send data to Earth. Scientists didn't think the spacecraft would last longer than ten years. There is a record on each craft. The record has greetings in many languages. It also has some music. Scientists thought aliens could find the craft and could learn about Earth.

Sources:

voyager.jpl.nasa.gov/index.html

www.nasa.gov/mission_pages/voyager/index.html

Comprehension Questions

Answers may vary.
Accept reasonable responses.

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

30 points

1. What is the topic of this text? | MI • AP |
 - a. flying by Saturn
 - b. sending information through space
 - c. *the Voyager spacecraft*
 - d. flying by Neptune

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

30 points = *The intent of the author is to inform the reader about the Voyager missions. I know because I learn information about them and what they learned as they flew through the solar system. The author does not entertain me with stories about them or try to persuade me in the text.*

25 points = *The intent of the author is to inform the reader about the Voyager missions. I know because I learn information about them and what they learned as they flew through the solar system.*

20 points = *To inform the reader about the Voyager missions. I learn information about them.*

30 points

2. Is the idea that the Voyager spacecraft have records with music and greetings in many languages an important detail to include in a summary? Why or why not? |SU| (Team Talk rubric)

30 points = *The idea that the Voyager spacecraft have records with music and greetings in many languages is an important detail to include in a summary. Scientists wanted to include information in case alien life find the spacecraft. The records may tell aliens something about Earth. Both spacecraft are traveling beyond our solar system, and we don't know what may find them.*

25 points = *The idea that the Voyager spacecraft have records with music and greetings in many languages is an important detail to include in a summary. Scientists wanted to include information in case alien life find the spacecraft.*

20 points = *It's an important detail because they could tell aliens about Earth.*

30 points

3. Use information from your graphic organizer to write a summary of the passage.

(Write-On) |SU| (Summarizing rubric)

100 points = *The Voyager spacecraft were launched to fly by Jupiter, Saturn, Neptune, and Uranus. Scientists wanted to learn more about them. Voyager 1 showed us that there are active volcanoes in space. We also learned more about Saturn's rings. Voyager 2 also flew past Uranus and Neptune. Those flights were the first close looks at those planets. Now the spacecraft are exploring deeper space.*

90 points = *The Voyager spacecraft were launched to fly by Jupiter, Saturn, Neptune, and Uranus. Voyager 1 showed us that there are active volcanoes in space. Voyager 2 also flew past Uranus and Neptune. Now the spacecraft are exploring deeper space.*

80 points = *The Voyager spacecraft were launched to fly by Jupiter, Saturn, Neptune, and Uranus. Scientists didn't think they would last longer than ten years.*

Word Power

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

5 points each

Skill Questions

Use the sample dictionary pages to answer the following questions. Write the answers on your paper.

ere evergreen	shift situation
<p>error n. a failure to be correct.</p> <p>eternal adj. 1 lasting forever, having no beginning and no end. 2 continuing without interruption.</p>	<p>signal n. 1 a sign, event, or word that starts an action. 2 a sound that gives a warning. 3 a radio wave. —v. 4 to notify or communicate by signals.</p> <p>simmer v. 1 to cook gently at, or just below, the boiling point. 2 to be on the point of bursting out in anger.</p>

- What is the best definition of *signal* as it is used in the following sentence?
I couldn't get a clear signal in the house, so music from my favorite station sounded fuzzy.
Entry #3.
- Should any of the words on these pages be capitalized? Why or why not?
No. None of the words are proper nouns.
- What is the best definition of *eternal* as it is used in the following sentence?
A star's life is not eternal because the star will use up all of its energy some day.
Entry #1.
- What are the guide words for the page where you would find the definition of *error*?
Ere and evergreen.

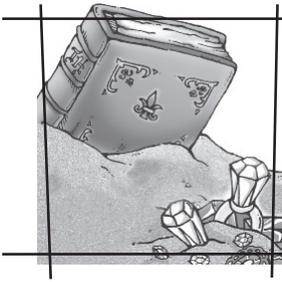
10 points each

Building Meaning

limits	core	proceed	survive
fitting	dwarf	notable	determined

- Write a meaningful sentence for the word *limits*.
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.*
- A camel can survive for many days in the desert without drinking water.

7. “The Dizzy” was a fitting name for the roller coaster that was full of swooping loops.
Fitting means—
- strange.
 - inappropriate.
 - given.
 - appropriate.*
8. Ulrike told Vickie to proceed with making notes while she made a snack for them.
9. I bought a dwarf palm tree so I could have a tropical tree in my house all year.
Dwarf means—
- small.*
 - huge.
 - sick.
 - large.
10. The escape from the prison was notable because no one had ever escaped from there before.
11. The core of our planet is a solid mass of rock and metal surrounded by a layer of molten rock. *Core* means—
- outside.
 - body.
 - center.*
 - head.
12. Carly determined who the chocolate thief was because her sister had fudge smears all over her face.



DAY 6

ACTIVE INSTRUCTION

Timing Goal: 5 minutes

Two-Minute Edit **TP**

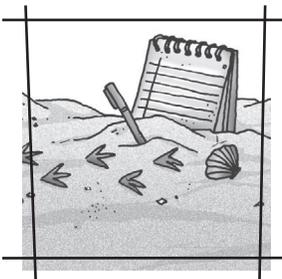
- Display and have students complete the Two-Minute Edit to start the class.
- Identify a frequently occurring grammatical or mechanical problem from the students' writing.
- Prepare a sentence that illustrates the problem (with no more than four errors).
- Display the sentence, and indicate the number 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 job listing to find someone who is interested in traveling into space to explore a planet. You have read about seven of the planets in our solar system this cycle. Imagine that technology has made it possible for humans to explore other planets, and NASA needs people to complete a mission to a planet.



- 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>Write a job listing seeking astronauts to explore one of the planets you read about this cycle. Begin your job listing with a heading that will grab the attention of job seekers. Provide at least two details about what people will do as the first visitors to that planet, and at least three details about the requirements or traits a person who wants to be a NASA astronaut needs.</p>	

Student Edition Writing Guide contains no point values.

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

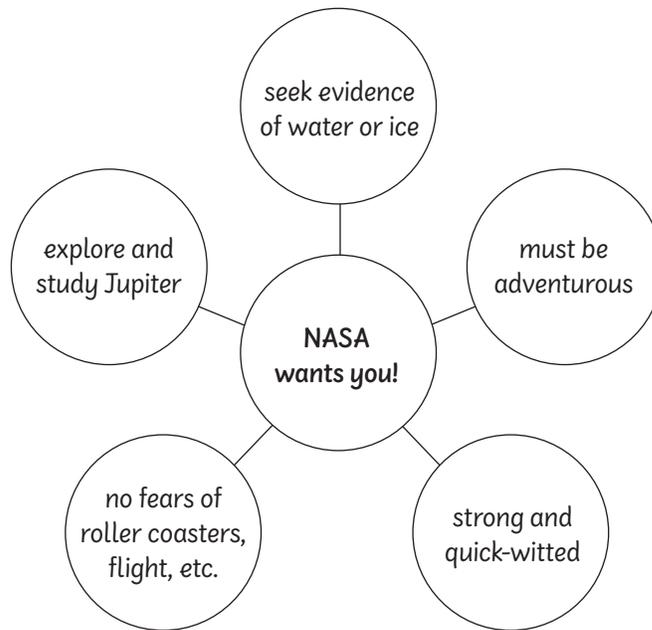
- Remind students of the importance of planning their writing before they actually begin to write. Introduce the graphic organizer—the type of organizer and how it is used.

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

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

- Ask one or two students who have examples of good planning to share their ideas with the class.

Sample Graphic Organizer



Drafting

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

Team Discussion

Sharing, Responding, and Revising

- Tell students that they will work with partners to improve their writing. They will share and respond to provide feedback for each other's drafts.

- Using the chart in the student routines, explain and model, or review if necessary, how to share and respond with partners. **SR**

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

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

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

- Tell students they should help their partners determine whether they have used descriptive words and phrases to make their job listings seem attractive.

Imagine that you are looking for a job and searching through job listings. Would you think about taking a job that is described in a very boring way or a job that is described so it seems fun or important? Companies want to attract people to work for them. Companies want people to think they will enjoy working for them. Working for NASA as an astronaut is probably pretty exciting. Your job listing should make the job sound that way

- Blackline master provided.
- Display the following sample job listing. Ask a volunteer to read the listing aloud to the class.

NASA wants you!

NASA is looking for potential employees who are interested in exploring the planet Jupiter. Once hired, employees will study Jupiter and search for evidence of water or ice on the planet. Applicants should be adventurous, strong, and quick witted and should have no fear of flight, roller coasters, traveling at high speeds, or heights. E mail resumes to beanastronaut@nasa.gov.

- Use **Think-Pair-Share** to have students identify whether this advertisement makes the job seem exciting. Have students explain Why or why not? Randomly select a

few students to share. *No. It does not seem exciting. There are no details or descriptions in the advertisement that make the job seem exciting or interesting.*

- Blackline master provided.
- Display the following sample job listing. Ask a volunteer to read the listing aloud to the class.

NASA wants you!

NASA is looking for potential employees who are interested in being the first humans ever to explore Jupiter, the giant of our solar system. Jupiter offers a world of territory waiting for discovery. Once hired and trained, employees will set out on a mission to explore Jupiter and search for evidence of water or ice on the planet. They will submit data and observations and bring home samples of gases and other materials from the planet. Applicants should be adventurous and curious about new places. They will need to be strong and quick witted to handle long space flights. It is important that applicants have no fear of flight, roller coasters, traveling at high speeds, or heights. E-mail resumes to beanastronaut@nasa.gov



- Use **Team Huddle** to have students identify why this job listing might attract more people. Use **Random Reporter** to select students to share. *This job listing is more descriptive. It offers more details that make the job interesting. It mentions that the people hired will be the first humans to explore Jupiter. It describes what the employees will do in more detail. It better describes what character traits they are looking for in applicants.*
- Tell students to help their partners think of descriptive words and phrases to use in their writing to make the job of exploring a planet seem exciting and interesting.
- 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?

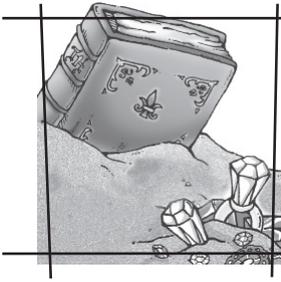


- Use **Random Reporter** to select a few students to share responses.
- Award points to teams whose writing projects meet the criteria. Record these points on the team poster.

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?



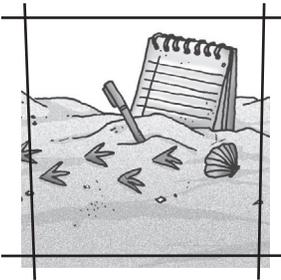
DAY 7

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.

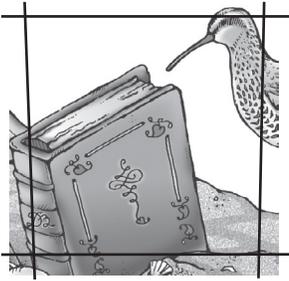


ADVENTURES IN WRITING

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.

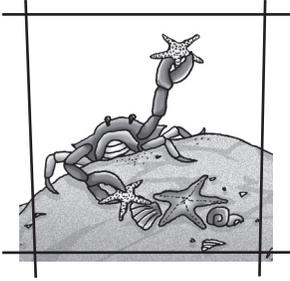


Class Discussion

- 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 **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

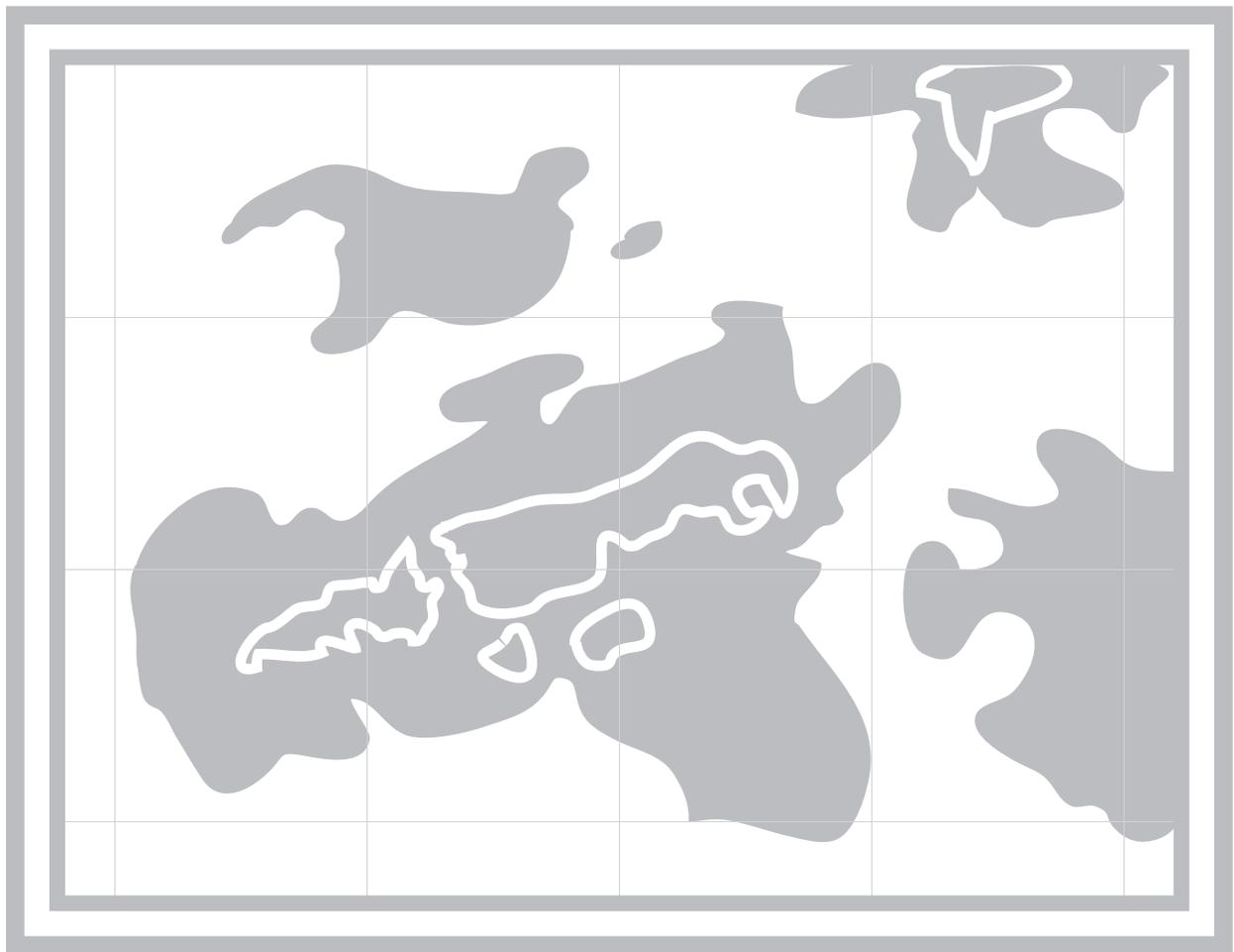
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.

- 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?

Sonic BOOM!

The year was 1947. On an October morning, test pilot Charles “Chuck” Yeager sealed himself into his X-1 plane. It was a rocket powered plane. Yeager and the plane shot down the runway. His plane soared into the air. Yeager pressed down on the throttle. The plane went faster and faster through the air. Then suddenly, the X-1 hit the speed of Mach 1. A deafening boom rang out.

Until that day, no pilot had ever flown a plane faster than the speed of sound. The sound the plane made was a sonic boom. It’s the sound that occurs whenever something goes faster than the speed of sound, or breaks the sound barrier. Many planes can now travel that fast, or faster!



contact | corporal

contest

n. **1** a struggle for victory. —*v.* **2** to argue against something.

convince

v. to make someone go along with or believe.

core

n. **1** the central part of some fruits. **2** the central part of a heavenly body. **3** the basic or central part of something. —*v.* **4** to remove the middle from something, such as fruit.

preach | project

preserve

n. **1** a fruit cooked into jam or jelly. **2** an area where fish or game are protected. —*v.* **3** to keep safe from injury or ruin. **4** to maintain or continue.

proceed

v. **1** to come from a source. **2** to go forward or onward, advance.

progress

n. **1** a movement toward a goal. **2** a gradual improvement. —*v.* **3** to move toward a higher or more advanced stage.

NASA wants you!

NASA is looking for potential employees who are interested in exploring the planet Jupiter. Once hired, employees will study Jupiter and search for evidence of water or ice on the planet. Applicants should be adventurous, strong, and quick witted and should have no fear of flight, roller coasters, traveling at high speeds, or heights. E mail resumes to beanastronaut@nasa.gov.

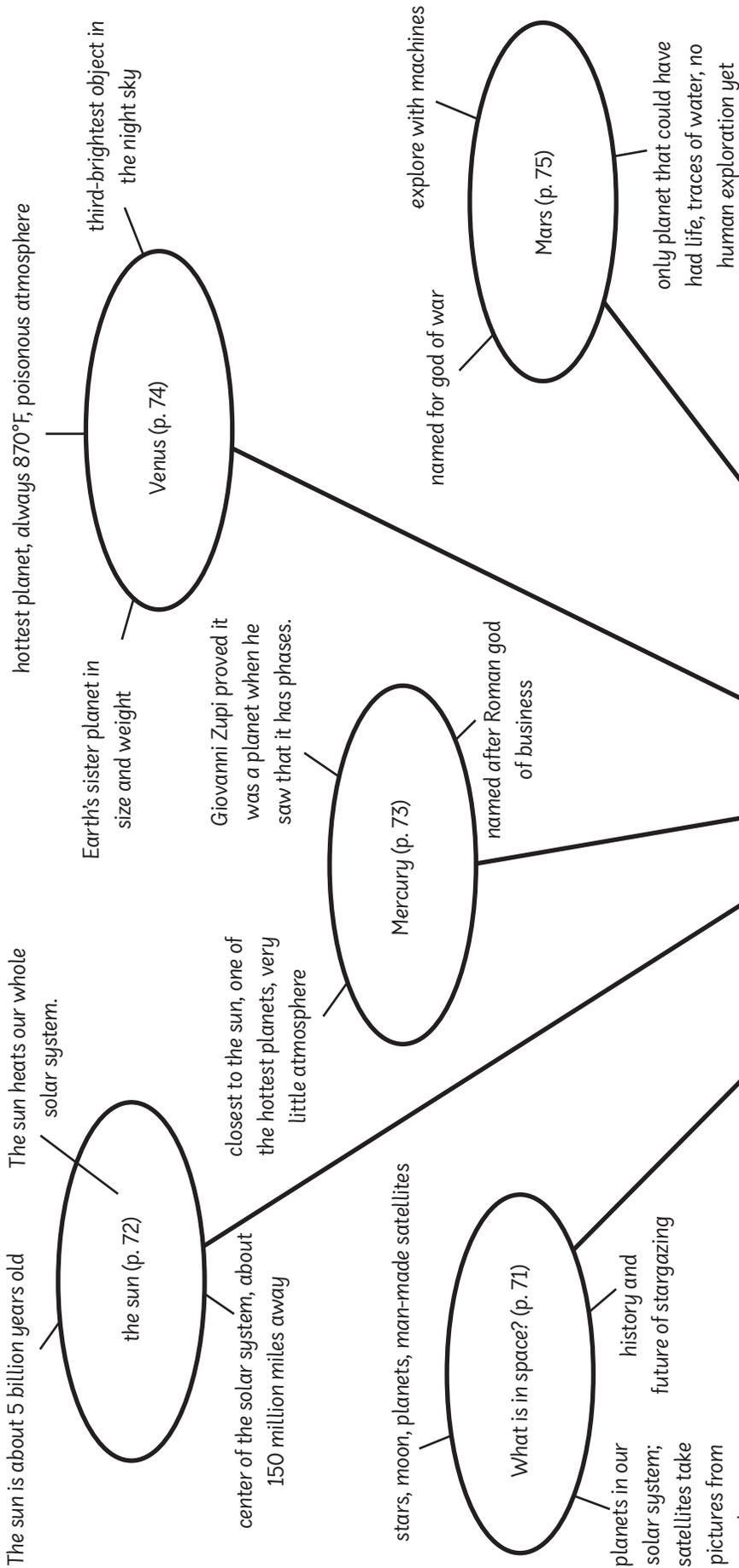
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Title: Beyond the Sky: The Solar System, Deeper Space, and the Scientists (cycle 1)

Idea Tree

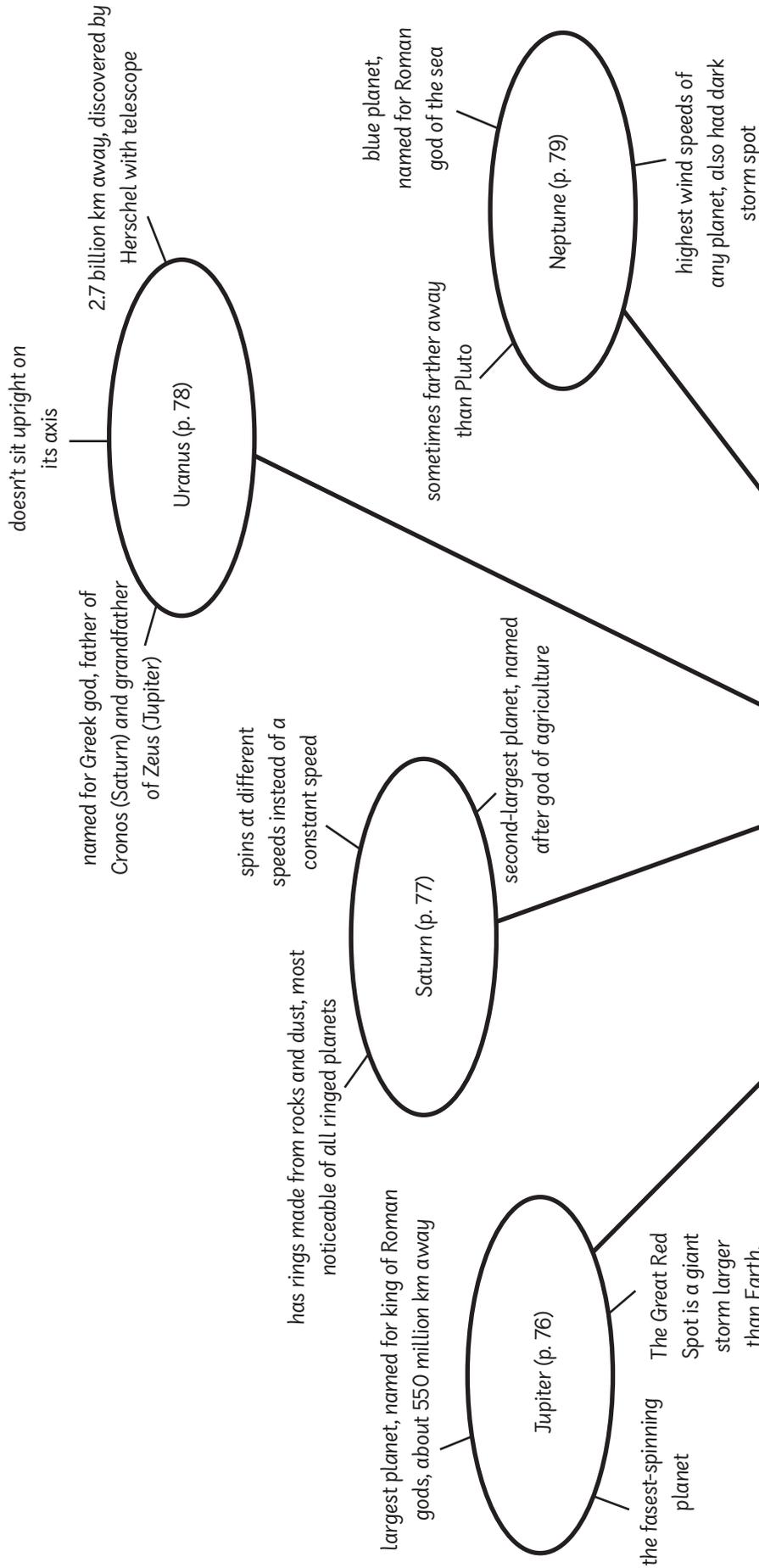


Idea Tree



Beyond the Sky: The Solar System, Deeper Space, and the Scientists (cycle 1) cont'd

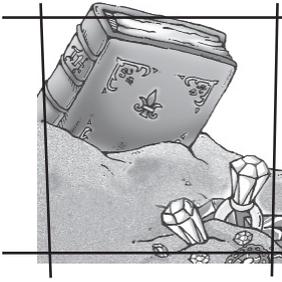
Title:



Cycle 2

Instructional Objectives

	READING	WORD POWER	WRITING
CYCLE 1	Summarizing (SU)	Contractions	Write a newspaper article.
	Students will summarize sections of the text using main ideas and supporting details.	Students will break contractions into their separate words to help them read the words.	Students will write brief newspaper articles about the discovery of a new planet.



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

Do you think it's important to learn about the beginnings of the universe? Why or why not?



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

Team Cooperation and Achievement Goal

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

Set the Stage

- Introduce the text, author, and reading objective.

This cycle we will finish reading *Beyond the Sky: The Solar System, Deeper Space, and the Scientists* by Tanya Jackson. As we read, we'll continue to decide which information from the text to include in a summary. Good readers summarize as they read informational texts to check their understanding of the important ideas the author wants them to know.

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



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

I know that when we read informational texts, we use TIGRRS to help us understand the text better. I remember the first step of TIGRRS is to identify

the topic of the text. We identified the topic of the text in cycle 1. The topic of the text is space. We read about our neighbors in the solar system in the last cycle.

- Tell students the next step of TIGRRS. Use a **Think Aloud** to model identifying the intent of the author.

We reminded ourselves about the topic of this text. Now we need to think about the author’s intent, or why the author wrote the text. Last cycle, we decided the author’s intent was to inform us about objects in space. I’ll flip through the pages of the text to see if the intent is still the same in this cycle’s reading. Flip through the pages of the text. Yes, we’ll still be learning about objects in space and space in general. This cycle seems to focus more on things outside our solar system. This is still the author’s intent.

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

Our next step in TIGRRS is to choose a graphic organizer to help us record important ideas from the text. In the last cycle, we used an idea tree. The author gives us a lot of ideas and details that support them. When I flip through the second half of the text, I see that it is still arranged in the same way. There are more ideas and supporting details. We’ll keep using an idea tree to record important information.

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

Vocabulary **TP**

- Display the vocabulary words.
- Have students rate their knowledge of each word. Remind students that they can say they know a word when they can read it, define it, and use it in a meaningful sentence.
 - + Think they know the word
 - ? Not sure if they know the word
- Ask teams to have teammates make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Introduce the vocabulary words by modeling the identification strategy and then completing a “My Turn, Your Turn,” modeling the use of the pronunciation strategies and correcting pronunciations when necessary.
- Have students review the vocabulary words with their partner. Ask them to use the

vocabulary words in new, meaningful sentences, if possible, rather than reading the sentences provided. **SR**

- Assign partners as either speaker or coach to review the vocabulary words.
- Teach or model this student routine as necessary. Remind students that only the coach should look at the vocabulary chart.
- Have students begin.

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



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

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

Student Edition, page S-29.

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

WORD AND PAGE NUMBER	IDENTIFICATION STRATEGY	DEFINITION	SENTENCE
assembly page 81	base word + ending: assembl(e) + y	group, collection	The <i>assembly</i> of lawyers was a good place to talk to someone about working in a law office.
appears page 81	base word + ending: appear + s	seems	"It <i>appears</i> that Joe isn't coming, but we can wait a bit longer," Sara said.

WORD AND PAGE NUMBER	IDENTIFICATION STRATEGY	DEFINITION	SENTENCE
transmit page 83	chunk: trans-mit	send	The radio station will <i>transmit</i> the sound, and your radio will pick it up.
steady page 83	chunk: stead-y	even, constant	In the movie, people rowed the boat to a <i>steady</i> drumbeat.
modern page 85	chunk: mo-dern	up to date, new	We drive cars in <i>modern</i> days, but long ago people rode in horse drawn buggies.
advances page 85	base word + ending: advance + s	improvements	Holly made great <i>advances</i> in her study skills by practicing.
traverse page 87	chunk: tra-verse	cross	The hikers had to <i>traverse</i> the entire desert before they found water.
makeup page 87	compound word: make + up	what something is made of	The <i>makeup</i> of the group is friends and relatives, so we will know everyone.

Using the Targeted Skill

Introduction and Definition



- Use **Think-Pair-Share** to have students summarize a story they recently read by writing the main ideas in approximately ten sentences.
- Now ask students to think about how they would summarize the same stories in less than five sentences. Randomly select a few students to share.
- Use **Think-Pair-Share** to have students tell how these summaries differed from the ones they told in ten sentences. Randomly select a few students to share.
- Point out that summaries can be different lengths. Explain that we can revise summaries, evaluating the details we include and making sure that we leave out less important details.
- Display a list of important ideas from a section of the idea tree that students filled out last cycle. Explain that this is from the section of the text about Jupiter called “The King of the Planets.”

Blackline master provided.

Jupiter is the largest planet, and it is named for the king of the Roman gods.
 The Great Red Spot is a storm larger than Earth.
 It’s 550 million kilometers from Earth.
 It’s the fastest spinning planet.

- Explain that you want to shorten this list of important ideas; you want to summarize it further by leaving out any less important details. Explain to students that they must choose the most-important ideas by deciding what they think the author considers important.
- Use a **Think Aloud** to model deciding which important ideas to keep and which to leave out.

To decide which ideas are important to include in a summary, I need to think about the author. What does the author consider important? The main idea of the passage is Jupiter, so I think the author must consider that important. I'll keep that idea. It's also important to know that Jupiter is the largest planet, so I'll keep that idea too. Should I include the information about the Great Red Spot? In the passage, the author says quite a bit about the Great Red Spot, so I'll keep that detail because the author probably thinks that's important too. The distance from Earth is important too, so I'll keep that. I don't think the detail about how fast Jupiter spins is really important. It doesn't really tell me much about the planet. So I'll leave that detail out of my summary.

- Model putting the information from the idea tree into sentences for a summary.

To summarize those ideas, I can say, "Jupiter is the largest planet. It is 550 million kilometers from Earth. Part of it is a storm called the Great Red Spot, which is huge."

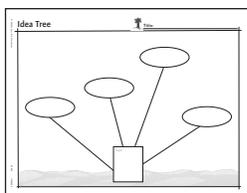
- Tell students that they will summarize as they read the text.
- Award team celebration points for good discussions that demonstrate effective teamwork.

Listening Comprehension

- Introduce the text, and remind students that it is informational. Remind them you will use the TIGRRS process as you read.
- Remind students of the topic, intent of the author, and the graphic organizer.
- Tell students that you will start reading the text and applying the skill. Tell them that you will also record the important ideas on the graphic organizer.
- Read page 80 aloud, stopping to ask questions, make points, or focus students' attention as needed. Use a **Think Aloud** to model identifying the main idea. Put this information on the blank idea tree.

What is this passage mostly about? It's mostly about the dwarf planets. I'll write that as my main idea on my idea tree. Write "dwarf planets" on the idea tree.

Blackline master provided.



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

Main idea: dwarf planets (p. 80)

- Tell students that you will use the information on the idea tree to write a summary of the section when you reread the text on day 3.

- Remind students that they will continue summarizing as they read *Beyond the Sky: The Solar System, Deeper Space, and the Scientists* this cycle.

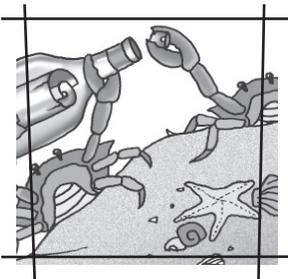
Preview Team Talk

- 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. Which of the following is not an important detail you should include in a summary of page 83? |SU|
 - a. Quasars are older than many stars we see.
 - b. You can see quasars through telescopes.
 - c. Pulsars send out pulses of light and energy.
 - d. Quasars and pulsars teach us about the universe.
2. How does the picture on page 82 help you understand what happens when a star explodes in a supernova? |TF| (Team Talk rubric)
3. What is the main idea from the section titled “A Milky Way?” Why do you think this is the main idea to include in a summary? **(Write-On)** |SU| (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 81–83 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

- Which of the following is not an important detail you should include in a summary of page 83? |SU|
 - Quasars are older than many stars we see.
 - You can see quasars through telescopes.*
 - Pulsars send out pulses of light and energy.
 - Quasars and pulsars teach us about the universe.
- How does the picture on page 82 help you understand what happens when a star explodes in a supernova? |TF| (Team Talk rubric)

100 points = *The picture on page 82 helps me understand what happens when a star explodes in a supernova because it shows the debris left behind from the explosion. The star doesn’t look like a point of light because it no longer exists.*

90 points = *The picture on page 82 helps me understand what happens when a star explodes in a supernova because it shows the debris left behind from the explosion.*

80 points = *It shows the debris left behind from the explosion.*
- What is the main idea from the section titled “A Milky Way?” Why do you think this is the main idea to include in a summary? **(Write-On)** |SU| (Team Talk rubric)

100 points = *The main idea of the section titled “A Milky Way?” is the galaxy we live in, the Milky Way. I think this is the main idea because I learn about our galaxy. The passage tells about the kinds of objects in the galaxy. It tells how it got the name Milky Way.*

90 points = *The main idea of the section titled “A Milky Way?” is the galaxy we live in, the Milky Way. I think this is the main idea because I learn about our galaxy.*

80 points = *The galaxy we live in. I learn information about it.*

Team Talk Discussion

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

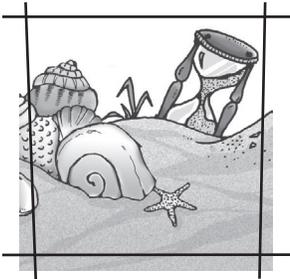
TEAM TALK EXTENSION

4. When we see stars in the sky, are we seeing them as they really look? Explain.
|DC| (Team Talk rubric)

100 points = *When we see stars in the sky, we are not seeing them as they really look. It takes the light from stars a long time to reach Earth. Stars are very far away from Earth. A star might have died, but we are still receiving its light.*

90 points = *When we see stars in the sky, we are not seeing them as they really look. It takes the light from stars a long time to reach Earth.*

80 points = *No. It takes light a long time to reach Earth.*

**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.

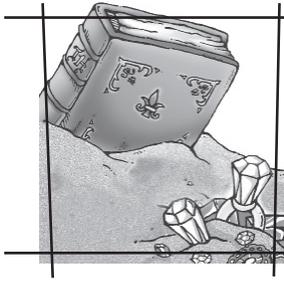
Page 81 (paragraphs 2 and 3)

- 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: 25 minutes



Big Question

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



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

Team Cooperation and Achievement Goal

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

Set the Stage

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

Vocabulary **TP**

- Have 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: *modern* page 85, *advances* page 85, *traverse* page 87, and *makeup* page 87.



- 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.

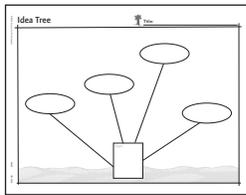
Yesterday we began reading about some other objects in space. We learned about our own galaxy, the Milky Way. We learned about stars. We learned about quasars and pulsars.



- Tell students that you will continue to record important ideas on the graphic organizer.
- Read page 84 aloud, stopping to ask questions, make points, or focus students’ attention as needed. Use a **Think Aloud** to model identifying the main idea. Put this information on the blank idea tree.

What is this passage mostly about? It’s mostly about black holes. I’ll write that as my main idea on my idea tree. Write “black holes” on the idea tree.

Blackline master provided.



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

Main idea: black holes (p. 84)

- Tell students that you will use the information on the idea tree to write a summary of the section when you reread the text on day 4.
- Remind students that they will continue summarizing as they read *Beyond the Sky: The Solar System, Deeper Space, and the Scientists* this cycle.

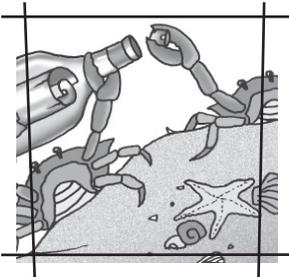
Preview Team Talk

- 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. Which of the following is an important detail you could add to a summary of page 87? |SU|
 - a. Yuri Gagarin traveled once around the Earth.
 - b. Neil Armstrong was the first human to walk on the moon.
 - c. Neil Armstrong said a famous quote.
 - d. In the future, maybe we will set foot on other planets.
2. Why do you think astronauts wanted the American flag to look like it was blowing in the wind? |DC • TF| (Team Talk rubric)
3. What is the main idea from the section titled “Early Stargazers”? Why do you think this is the main idea to include in a summary? **(Write-On)** |SU| (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 85–88 aloud with partners.
- If some teams finish ahead of others, have them begin working on the following activities: **SR**

After Reading

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

Team Discussion **TP**

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

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

Class Discussion **TP**



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



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

Answers may vary. Accept reasonable responses.

Strategy Use Discussion

- resolve a sticky note
- describe team strategy use

TEAM TALK

1. Which of the following is an important detail you could add to a summary of page 87? |SU|
 - a. Yuri Gagarin traveled once around the Earth.
 - b. *Neil Armstrong was the first human to walk on the moon.*
 - c. Neil Armstrong said a famous quote.
 - d. In the future, maybe we will set foot on other planets.
2. Why do you think astronauts wanted the American flag to look like it was blowing in the wind? |DC • TF| (Team Talk rubric)

100 points = *I think astronauts wanted the American flag to look like it was blowing in the wind because it showed the flag better. It looks better than having a limp flag. People could more clearly see which flag was on the moon.*

90 points = *I think astronauts wanted the American flag to look like it was blowing in the wind because it showed the flag better.*

80 points = *It showed the flag better.*

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. What is the main idea from the section titled “Early Stargazers”? Why do you think this is the main idea to include in a summary? **(Write-On)** |SU| (Team Talk rubric)

100 points = *The main idea of the section titled “Early Stargazers” is people who studied the night sky long ago. I think this is the main idea because I learn about Copernicus and Galileo. They studied the night sky. They lived a long time ago during the 1500s.*

90 points = *The main idea of the section titled “Early Stargazers” is people who studied the night sky long ago. I think this is the main idea because I learn about Copernicus and Galileo.*

80 points = *People who studied the night sky long ago. I learn about Copernicus and Galileo.*

TEAM TALK EXTENSION

4. What was the difference between Sputnik and Sputnik 2? |CC| (Team Talk rubric)

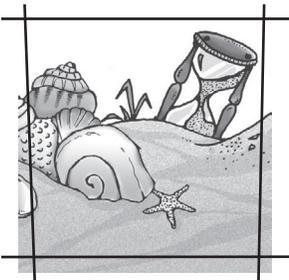
100 points = *The difference between Sputnik and Sputnik 2 was that Sputnik 2 had a live passenger on it. The Soviet Union sent a dog named Laika into space on Sputnik 2. The first Sputnik satellite was just a machine.*

90 points = *The difference between Sputnik and Sputnik 2 was that Sputnik 2 had a live passenger on it.*

80 points = *Sputnik 2 had a live passenger on it.*

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**

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.

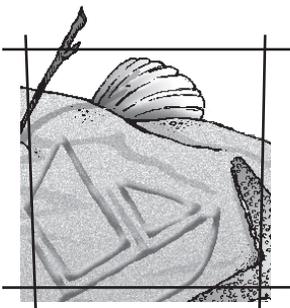
Not ready yet? Practice reading the same passage again with your partner. Ask your teacher to hear you read when you are ready.

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

Student Edition, page S-29.

Page 85 (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**

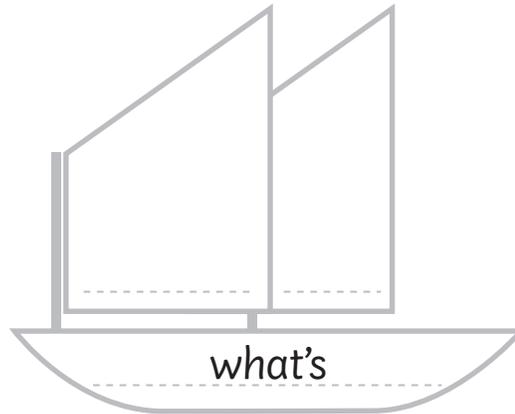
Timing Goal: 10 minutes

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

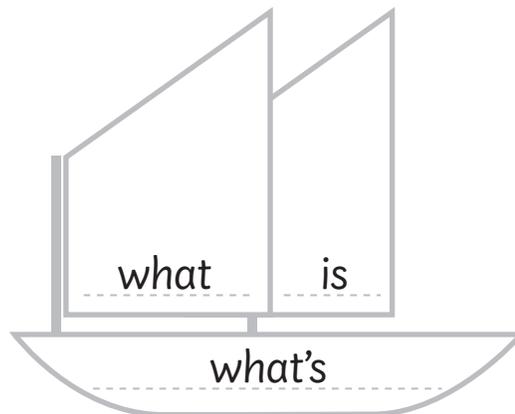
- Explain that a contraction is a word made from two words—a base word and a second word. When the words are put together, the base word stays the same, and the second word is pushed onto it. When the words are pushed together, one or more letters gets squeezed out of the second word and replaced with an apostrophe.

Blackline master provided.

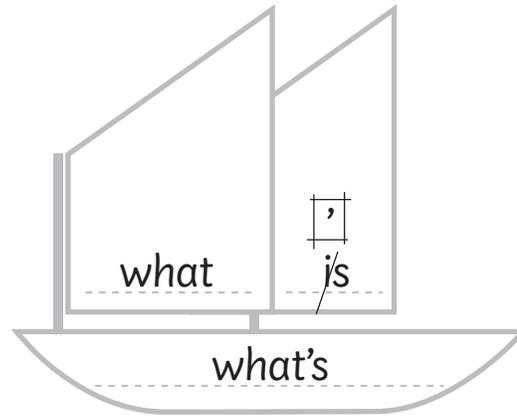
- Display a sailboat with two overlapping sails, and write “what’s” on the boat.



- Use **Think-Pair-Share** to have students tell what is different about the sails on this boat. Randomly select a few students to share. *They overlap.*
- Explain that the two main sails overlap because they have been pushed together, just as a contraction is two words that have been pushed together.
- Point out the apostrophe, and explain that it stands for one or more missing letters from one of the words.
- Model and prompt students to figure out how the clues can help them read the word and which words should go on the sails. Write the words on the sails.



- Ask students to read just the words on the sails and to compare those with the word on the boat to see whether they are the same. Explain that because the *i* is missing when you put the parts together, the word on the boat sounds different. Ask students to blend the sounds on the boat, omitting the *i* sound, until they pronounce *what's* correctly. Model if necessary.
- Explain to students that Captain Read More uses the scrubber to clean off the *i* and a patch to add the apostrophe. Model the changes on the sails.



- Repeat the activity with the word *who's*.
- Use **Think-Pair-Share** to have students identify the treasure (skill).
- Confirm, or model, by reading Captain Read More's treasure note.

Display the Word Treasure.

Word Treasure

When some words are added to another word, one or more letters are left out, and an apostrophe is substituted.

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

- Tell students to look out for contractions in this cycle's text.
- 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 each word in your journal. For each word, write the two words that make up the contraction, draw a line through the extra letters, and draw a patch to add the apostrophe. Draw a sailboat if you need help.

1. where's *where + /s*
2. she's *she + /s*
3. how's *how + /s*
4. when's *when + /s*

BUILDING MEANING

assembly	appears	transmit	steady
modern	advances	traverse	makeup

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.

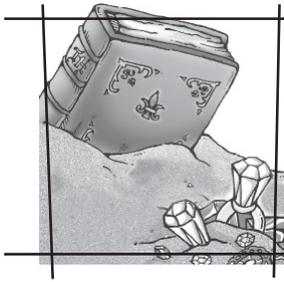
The big speakers can transmit sound all the way across the empty room.

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

TEAM CELEBRATION POINTS

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

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



DAY 3

ACTIVE INSTRUCTION

Timing Goal: 25 minutes



Big Question

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



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

Team Cooperation and Achievement Goal

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

Set the Stage

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

Vocabulary **TP**

- Have the teams review the vocabulary words using one of the following choices: **SR**
 - Concept Maps
 - Draw It Out
 - Act It Out
 - Examples/Non-Examples
 - Other interactive activity
- Use **Random Reporter** to check the review.
 - Focus on words that appear in the reading for the day if applicable: *assembly* page 81, *appears* page 81, *transmit* page 83, and *steady* page 83.



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

Text Review

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

Listening Comprehension

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

Yesterday we learned some more about space. We learned about some famous stargazers. We read about the space race and sending satellites into space. We learned about sending astronauts into space.

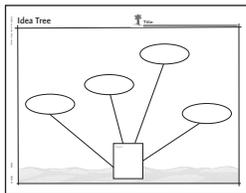
- Tell students that as you reread you will look for details about the important ideas and add them to the graphic organizer. Tell students that you will also add any important information you missed the first time you read.



- Reread page 80 aloud, stopping to ask questions, make points, or focus students’ attention as needed. Remind students that you identified the main idea from the page on day 1 and put it on the idea tree. Use a **Think Aloud** to identify supporting details, and add them to your idea tree as you reread.

When we read this section the first time, I recorded the main idea, dwarf planets, on the idea tree. Now I can identify supporting details that will help me create a summary. I read that the dwarf planets are named Pluto, Ceres, and Eris. They are named after Roman and Greek gods. I read that Pluto was discovered in 1930. When it was discovered, it was a regular planet in the solar system, and then it was reclassified. I read that Ceres was discovered in 1801, but scientists classified it as an asteroid. Eris wasn’t discovered until 2005. I read that there are a couple of ways to remember the names and order of the planets. National Geographic suggested “My Very Exciting Magic Carpet Just Sailed Under Nine Palace Elephants.”

Blackline master provided.



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

Main idea: dwarf planets (p. 80)

- Pluto, Ceres, Eris: gods of underworld, agriculture, discord
 - 1930: Pluto was regular planet; 1801: Ceres largest object in asteroid belt; 2005: Eris found
 - My Very Exciting Magic Carpet Just Sailed Under Nine Palace Elephants
- Model identifying the information from the idea tree to use in a summary. Remind students that summaries do not include less-important details. Circle the information on the idea tree that you will include in the summary.

I’ve filled in my idea tree, so I’m ready to write my summary. I want to keep

in mind the things the author would want me to think are important. I know I need to include my main idea. I also need to identify the most-important details. I remember that I should not include less important details in a summary. My main idea is the dwarf planets of Pluto, Ceres, and Eris. I'll definitely keep that. I think it's important to know when Pluto was discovered and that it was a regular planet in the solar system, so I'll include the details about that. I think it's important to know about Ceres's and Eris's histories as well, so I'll include that information. Those are the details I'll include in my summary. I don't think the details about the dwarf planets' names are that important. I also don't think it's that important to know how to remember the planets' names. I won't include that information in my summary.

- Share an example of a summary that is based on the information you circled on the idea tree.

Now that I know the most important details, I can create a summary. I can say, "Pluto, Ceres, and Eris are dwarf planets. Pluto was discovered in 1930 and was considered a regular planet. Ceres was discovered in 1801 and is the largest object in the asteroid belt. Eris was discovered in 2005."

- Remind students that they will continue summarizing as they read *Beyond the Sky: The Solar System, Deeper Space, and the Scientists* this cycle.

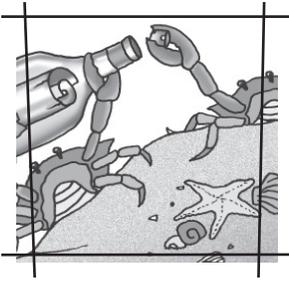
Preview Team Talk

- 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. Is the idea that there are different types of stars an important detail to include in a summary? Why or why not? |SU| (Team Talk rubric)
2. The author compares the size of a neutron star to the size of a— |CC|
 - a. supergiant.
 - b. city.
 - c. pulsar.
 - d. core.
3. The main idea of the section titled "A Milky Way?" is our Milky Way galaxy. Use supporting details from your idea tree to write a summary about this section. **(Write-On)** |SU| (Summarizing 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 81–83 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

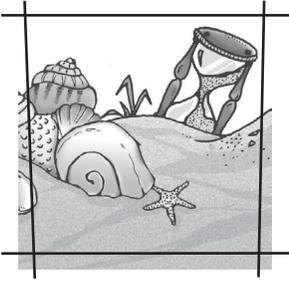
- ask students if they understood or enjoyed the reading
- reinforce use of the skill

TEAM TALK

1. Is the idea that there are different types of stars an important detail to include in a summary? Why or why not? |SU| (Team Talk rubric)
 - 100 points** = *The idea that there are different types of stars is an important detail to include in summary. It tells us characteristics of different stars. Neutron stars are the smallest, and supergiants are the largest.*
 - 90 points** = *The idea that there are different types of stars is an important detail to include in summary. It tells us characteristics of different stars.*
 - 80 points** = *It is important because it tells us about stars.*
2. The author compares the size of a neutron star to the size of a— |CC|
 - a. supergiant.
 - b. city.
 - c. pulsar.
 - d. core.
3. The main idea of the section titled “A Milky Way?” is our Milky Way galaxy. Use supporting details from your idea tree to write a summary about this section. (Write-On) |SU| (Summarizing rubric)
 - 100 points** = *A galaxy is a big collection of stars and other objects in space. Everything in a galaxy spins around its center. The center of our galaxy is near the constellation Sagittarius. The Milky Way got its name because it looks like a soft white band of light in the night sky. It is about 13 billion years old.*
 - 90 points** = *A galaxy is a big collection of stars and other objects in space. The center is near Sagittarius. It got its name because it looks like a soft white band of light in the night sky. It is about 13 billion years old.*
 - 80 points** = *The Milky Way got its name because it looks like a soft white band of light in the night sky. It’s easiest to see it in winter.*

TEAM TALK EXTENSION

4. Why are scientists interested in learning more about quasars? |CE| (Team Talk rubric)
 - 100 points** = *Scientists are interested in learning more about quasars because quasars are very old. If they learn more about quasars, they will learn more about the beginning of the universe.*
 - 90 points** = *Scientists are interested in learning more about quasars because quasars are very old.*
 - 80 points** = *Quasars are very old.*



FLUENCY IN FIVE **TP**

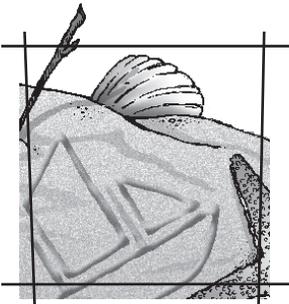
Timing Goal: 5 minutes

- 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-29.

Page 85 (paragraphs 2 and 3) or 83 (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.

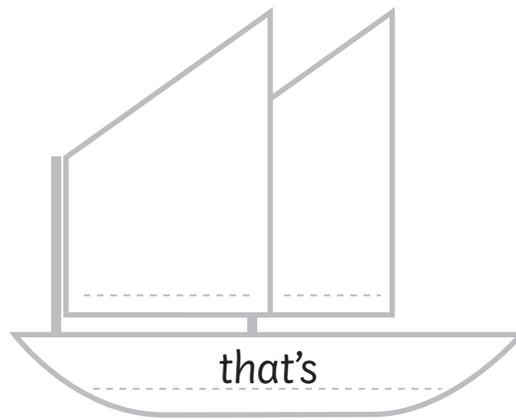


WORD POWER **TP**

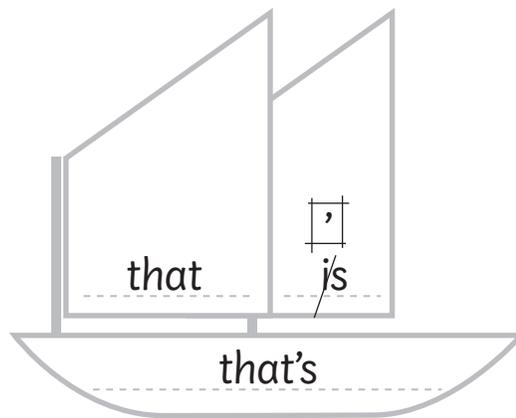
Timing Goal: 10 minutes

tps

- Pretend to take a message from Captain Read More out of the bottle. Use the message to remind students of the skill they are working on (contractions).
- Use **Think-Pair-Share** to have students tell whether they found a contraction in their book. Randomly select a few students to share. *Possible responses include: we've, you'll, that's, don't, etc.*
- Display a sailboat with two overlapping sails, and write “that’s” on the boat.



- Use **Think-Pair-Share** to have students identify which words should go on the sails and how to use the tools to change the words. Randomly select a few students to share. *The word that goes on the first sail, and the word is goes on the second sail. Scrub out the i, and patch in an apostrophe.*
- After students respond, make changes to that and is on the sails.



- Repeat the activity, as needed, with the words *we've*, *you'll*, and *don't*.
- 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 each word in your journal. For each word, write the two words that make up the contraction, draw a line through the extra letters, and draw a patch to add the apostrophe. Draw a sailboat if you need help.

1. they'll they + ~~will~~
2. can't can + ~~not~~
3. you've you + ~~have~~
4. we'll we + ~~will~~

BUILDING MEANING

assembly	appears	transmit	steady
modern	advances	traverse	makeup

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

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

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

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

6. The assembly of teachers included people from all across the country.

Assembly means—

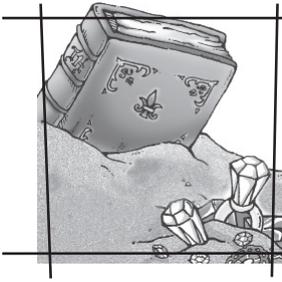
- a. mission.
- b. herd.
- c. presentation.
- d. group.

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

TEAM CELEBRATION POINTS

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

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



DAY 4

ACTIVE INSTRUCTION

Timing Goal: 25 minutes



Big Question

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



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

Team Cooperation and Achievement Goal

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

Set the Stage

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

Vocabulary **TP**

- Have the teams review the vocabulary words using one of the following choices: **SR**
 - Concept Maps
 - Draw It Out
 - Act It Out
 - Examples/Non-Examples
 - Other interactive activity
- Use **Random Reporter** to check the review.
 - Focus on words that appear in the reading for the day if applicable: *modern* page 85, *advances* page 85, *traverse* page 87, and *makeup* page 87.



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

Text Review

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

Listening Comprehension

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

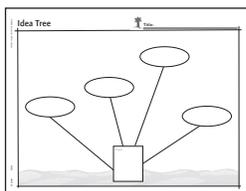
Yesterday we read more details about objects in space. We learned a little about our own galaxy, the Milky Way. Our solar system is just a part of this big group of stars, comets, asteroids, and dust that is about 13 billion years old. If you look toward the constellation Sagittarius, you are looking toward the center of our galaxy. There are a lot of stars that could be as tiny as neutron stars or as big as supergiants. Stars are very far away, so it takes their light a long time to reach Earth. Stars may have died in supernova thousands of years ago, but we still see them shining. Quasars and pulsars are like stars, but different. Quasars are much older and give off more energy. Pulsars pulsate energy instead of letting it go steadily.

- 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 84 aloud, stopping to ask questions, make points, or focus students' attention as needed. Remind students that you identified the main idea from the page on day 2 and put it on the idea tree. Use a **Think Aloud** to identify supporting details, and add them to your idea tree as you reread.



When we read this section the first time, I recorded the main idea, black holes, on the idea tree. Now I can identify the supporting details that will help me create a summary. I read that black holes are holes in space. When a star collapses, very strong gravity makes it pull in everything around it. Nothing escapes, including planets, other stars, and light. I read that scientists have some ways of finding black holes, even though they can't see them directly. They can see how the gravity of a black hole affects other objects in space. The gravity must pull on the objects. They can also see X rays and radiation released by stars that are affected by black holes.

Blackline master provided.



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

Main idea: black holes (p. 84)

- pull in everything around the star; nothing can escape gravity
- Scientists see x-rays by stars trapped by black holes.
- scientists see how black holes affect other objects

- Use a **Think Aloud** to model identifying the information from the idea tree to use in a summary. Remind students that summaries do not include less important details. Circle the information on the idea tree that you will include in the summary.

I've filled in my idea tree, so I'm ready to write my summary. I want to keep in mind the things the author would want me to think are important. I know I need to include my main idea. I also need to identify the most important details. When I check my details, it looks like they are all important. I'll include all of them in my summary.

- Share an example of a summary that is based on the information you circled on the idea tree. For example:

When I write my summary, I can say, "Black holes are holes in space. A star collapses, which makes it pull in everything around it, including light. Scientists can see how the gravity of a black hole affects other objects in space. They can also see X rays released by stars that are affected by black holes."

- Remind students that they will continue summarizing as they read *Beyond the Sky: The Solar System, Deeper Space, and the Scientists* this cycle.

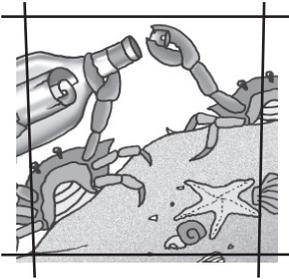
Preview Team Talk

- 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-32.

TEAM TALK

1. Is the idea that stars emit energy and light an important detail to include in a summary? Why or why not? |SU| (Team Talk rubric)
2. Which of the following is a question the author wants answered by scientists? |QU|
 - a. Is there life elsewhere out there?
 - b. How do you use a telescope to study space?
 - c. When can regular people take a trip into space?
 - d. Will we ever land on Venus?
3. Use information from your idea tree to write a summary of this cycle of *Beyond the Sky: The Solar System, Deeper Space, and the Scientists*. **(Write-On)** |SU| (Summarizing 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 85–88 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. Is the idea that stars emit energy and light an important detail to include in a summary? Why or why not? |SU| (Team Talk rubric)
 - 100 points** = *The idea that stars emit energy and light is an important detail to include in a summary. This is how they are different from planets. Stars are not solid and are not made from rocks or dust like planets. They are balls of gas. Stars, like the sun, release heat and light.*
 - 90 points** = *The idea that stars emit energy and light is an important detail to include in a summary. This is how they are different from planets.*
 - 80 points** = *It's an important detail because it's how they are different from planets.*
2. Which of the following is a question the author wants answered by scientists? |QU|
 - a. *Is there life elsewhere out there?*
 - b. How do you use a telescope to study space?
 - c. When can regular people take a trip into space?
 - d. Will we ever land on Venus?

Write-On Discussion

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

TEAM TALK CONTINUED

3. Use information from your idea tree to write a summary of this cycle of *Beyond the Sky: The Solar System, Deeper Space, and the Scientists*. **(Write-On)** |SU| (Summarizing rubric)

100 points = *There are many interesting objects in our galaxy. There are small planets. Pluto, Ceres, and Eris are dwarf planets. The galaxy itself is a huge collection of stars and other objects. Stars come in a variety of sizes. They are so distant from us that we still receive light from stars that have exploded. Quasars and pulsars are like stars, but different. Scientists study them to learn more about the universe. Black holes happen when stars collapse and create holes in space. We have explored space with unmanned and manned spacecraft. Scientists continue to discover new things about our universe.*

90 points = *There are many interesting objects in our galaxy such as dwarf planets, stars, quasars, pulsars, and black holes. Black holes happen when stars collapse and create holes in space. We have explored space with unmanned and manned spacecraft.*

80 points = *There are many interesting objects in our galaxy such as dwarf planets, stars, quasars, pulsars, and black holes. Scientists can study that they are different colors and sizes.*

TEAM TALK EXTENSION

4. What do you think Neil Armstrong meant when he said, “That’s one small step for a man, one giant leap for mankind”? |DC| (Team Talk rubric)

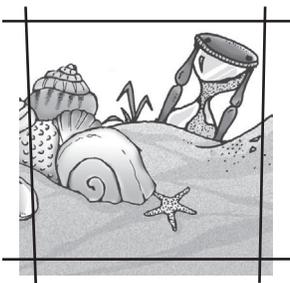
100 points = *When Neil Armstrong said, “That’s one small step for a man, one giant leap for mankind,” I think he meant that it wasn’t a large step for him to touch the moon, but it was a great effort to put a man on the moon. It took a lot of work to build a spacecraft to travel to the moon. It took eight years to make spacecraft that could bring humans to the moon after the first person went into space.*

90 points = *When Neil Armstrong said, “That’s one small step for a man, one giant leap for mankind,” I think he meant that it wasn’t a large step for him to touch the moon, but it was a great effort to put a man on the moon.*

80 points = *It wasn’t a large step for him to touch the moon, but it took a lot to put a man on the moon.*

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

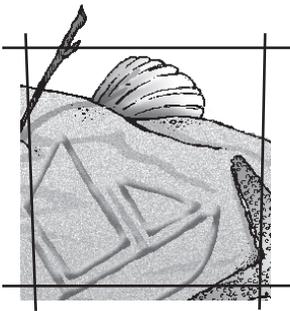
- Explain, or have team leaders review, if necessary, the routine and rubric for fluency. **SR**

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

Student Edition, page S-29.

Page 85 (paragraphs 2 and 3), 83 (paragraphs 1 and 2), or 87 (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

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

Preparation: Display the Word Power Challenge

Word Power Challenge

I'll give my mother a call to see whether I can spend the night at Mona's tonight.

I shouldn't complain that there is nothing to do because I have a lot of books to read.



- Use **Random Reporter** to select students to read each sentence aloud and to break down the contractions. *I'll* = *I + will*; *shouldn't* = *should + not*.
- 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 each word in your journal. For each word, write the two words that make up the contraction, draw a line through the extra letters, and draw a patch to add the apostrophe. Draw a sailboat if you need help.

1. I've I + ~~have~~
2. it'll it + ~~will~~
3. what'll what + ~~will~~
4. aren't are + ~~not~~

BUILDING MEANING

assembly	appears	transmit	steady
modern	advances	traverse	makeup

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.

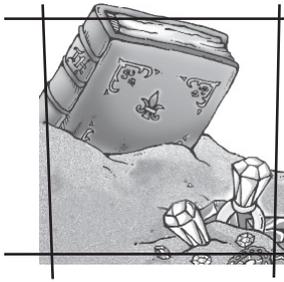
The cruise ship will traverse the ocean for its passengers' vacation pleasure.

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

TEAM CELEBRATION POINTS

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

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



DAY 5

ACTIVE INSTRUCTION

Timing Goal: 20 minutes

Rate Vocabulary Words

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

Team Cooperation and Achievement Goal

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

Set the Stage

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



Today you will read about asteroids and comets. These are some of our neighbors in space.

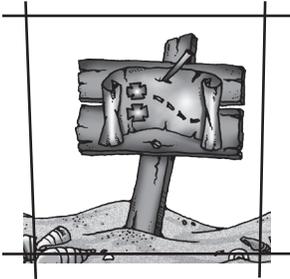
Vocabulary **TP**

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

Prepare Students for the Test

- Distribute the test, and preview it with students without providing information about the answers. Point out that questions #2 and #3 ask about summarizing.

- Ask students to underline key words or phrases in question #3.
- Make sure students understand that the test is independent work and that they should continue to use their strategies with sticky notes as they read without their partners' assistance.
- Tell students to add any relevant events from this reading to their story maps and to do so without assistance.
- Remind students that they have 40 minutes for the test.

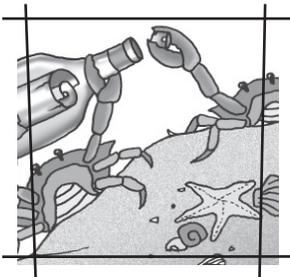


TEST

Timing Goal: 40 minutes

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

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



TEAMWORK

Timing Goal: 30 minutes

Teacher procedures for
Teamwork vary with
strategy instruction.

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

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

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



Class Discussion **TP**

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

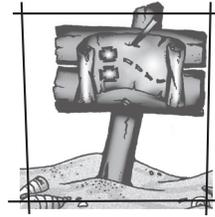


- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.
- Use information from student tests to plan modeling and/or Think Alouds for the next lesson that will build upon the skills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

TEAM CELEBRATION POINTS

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

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



TEST

Test Passage

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

Space Rocks and Dirty Snowballs

Our solar system is made up of more than just the sun and planets. Two other objects in the solar system are asteroids and comets. These also orbit our sun, but in very different ways.

Asteroids are chunks of rock that may have formed when the solar system was being born. Most of these rocks exist in the asteroid belt between Mars and Jupiter. Most are too small to see with the naked eye. Giuseppe Piazzi spotted the first one in 1801 and named it Ceres. Ceres is so large that it's considered a dwarf planet.

Comets are balls of ice that orbit the sun. They come from a cloud of dust outside our solar system called the Oort cloud. As a comet gets close to the sun, melting ice and dust create a tail that flows away from the comet's center. Some comets fly by Earth regularly. Comet Halley has been recorded since 240 BCE. It returns about every seventy six years. Meteor showers are caused by comets. They happen when Earth passes through the dust from a comet's tail.

Sources:

starchild.gsfc.nasa.gov/docs/StarChild/solar_system_level2/comets.html
nineplanets.org/asteroids.html
nineplanets.org/comets.html
nineplanets.org/halley.html

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. shooting stars
 - b. polluted snowbanks
 - c. *asteroids and comets*
 - d. the asteroid belt

What is the intent of the author in writing about this topic? How do you know?

30 points = *The author's intent is to inform the reader about two more objects in the solar system. I know this is the author's intent because I learn information about asteroids and comets. I learn what they look like or how they form. I learn about where they are in the solar system. The author does not try to entertain or persuade me or tell me how to identify comets.*

25 points = *The author's intent is to inform the reader about two more objects in the solar system. I know this is the author's intent because I learn information about asteroids and comets.*

20 points = *To inform. I read about asteroids and comets.*

30 points

2. Is the idea that comets come from the Oort cloud an important detail to include in a summary? Why or why not? |SU| (Team Talk rubric)

30 points = *The idea that comets come from the Oort cloud is an important detail. It explains where comets come from and go to in their orbit. Comets orbit the sun like planets and asteroids, but we can't see them all the time. The Oort cloud is far away. We only see them when they come closer.*

25 points = *The idea that comets come from the Oort cloud is an important detail. It explains where comets come from and go to in their orbit.*

20 points = *Its' an important detail. It explains where they go.*

30 points

3. Use information from your graphic organizer to write a summary of the passage.

(Write-On) |SU| (Summarizing rubric)

30 points = *Asteroids and comets are part of our solar system. Asteroids are rocks that did not form into a planet. Most are tiny and can be found floating between Mars and Jupiter. Comets are balls of ice and dust that pass by the sun. They form tails as they get near the sun. Some have regular orbits. Meteor showers are caused by comets.*

25 points = *Asteroids and comets are part of our solar system. Asteroids are rocks that did not form into a planet. Comets are balls of ice and dust that pass by the sun. Meteor showers are caused by comets.*

20 points = *Asteroids and comets are part of our solar system. Asteroids are rocks that did not form into a planet. Giuseppe Piazzi spotted the first one in 1801 and named it Ceres.*

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. For each word, write the two words that make up the contraction, draw a line through the extra letters, and draw a patch to add the apostrophe. Draw a sailboat if you need help.

1. couldn't *could + not*
2. she'll *she + will*
3. he's *he + is*
4. hasn't *has + not*

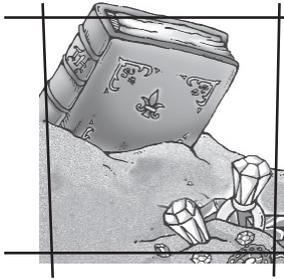
10 points each

Building Meaning

assembly	appears	transmit	steady
modern	advance	traverse	makeup

5. Write a meaningful sentence for the word *modern*.
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. I wished the boat were steady, but waves rocked it back and forth violently.
7. There is a beautiful view from the top deck of the boat as you traverse the lake.
Traverse means—
 - a. dig.
 - b. drain.
 - c. cross.
 - d. freeze.
8. The makeup of our soccer team is really interesting because the kids come from different parts of the city and even from all over the world.

9. That dog appears to be really unfriendly, but he's actually very sweet tempered. *Appears* means—
- acts.
 - seems*.
 - pretends.
 - barks.
10. An assembly of neighbors discussed the new traffic rules for driving through the streets.
11. Advances in cars make them safer and cleaner than ever to drive. *Advances* means—
- failures.
 - improvements*.
 - disappointments.
 - stops.
12. Instead of writing letters, campers today can transmit messages home using computers or cellular phones.



DAY 6

ACTIVE INSTRUCTION

Timing Goal: 5 minutes

Two-Minute Edit **TP**

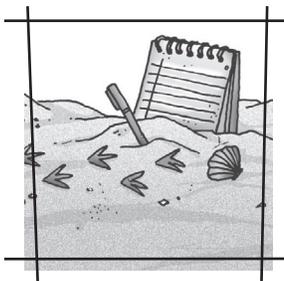
- Display and have students complete the Two-Minute Edit to start the class.
- Identify a frequently occurring grammatical or mechanical problem from the students' writing.
- Prepare a sentence that illustrates the problem (with no more than four errors).
- Display the sentence, and indicate the number 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 newspaper article about the discovery of a new planet in our solar system. Usually reporters get the information for their articles from good sources, but you will have to make up the details about the new planet for your article.



- 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

What if someone discovered a new planet today? Write a brief newspaper article announcing the discovery. Your article must answer the following questions: Who discovered it? When was it discovered? Where is the planet, or where did the discovery take place? What is the planet called? Why is it called that? And how was it discovered? Provide at least two other details about the newly discovered planet. Remember to give your article an attention grabbing headline.

Student Edition Writing Guide contains no point values.

WRITING GUIDE

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

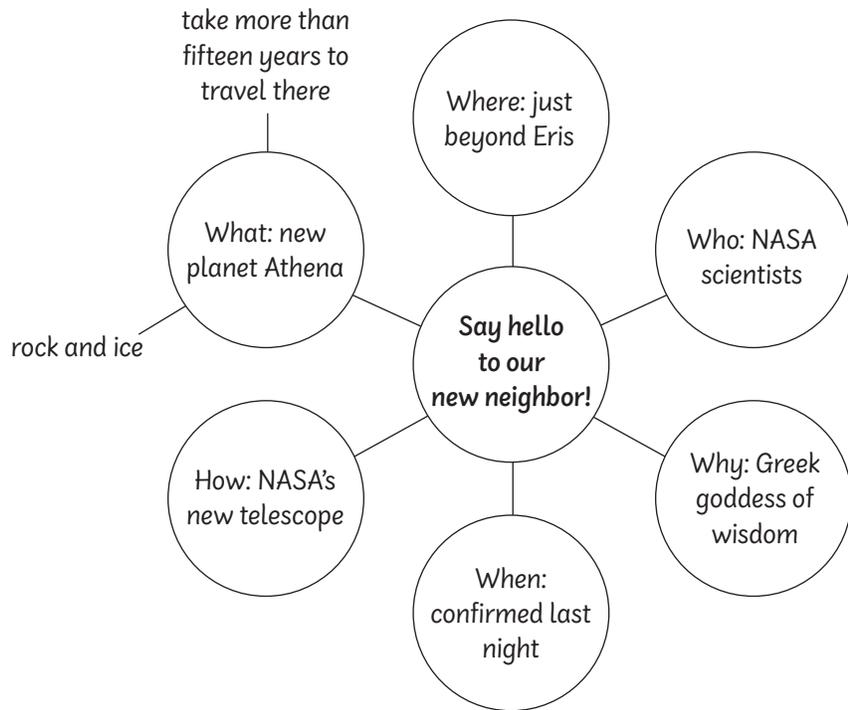
- Remind students of the importance of planning their writing before they actually begin to write. Introduce the graphic organizer—the type of organizer and how it is used.

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

Remember that the headline is usually the first thing someone notices about an article, especially if there is no picture with it. Headlines are written in big, bold print in newspapers for a reason. The newspapers want you to see the headlines and become interested in the articles. You are more likely to buy a newspaper if you see an interesting headline on the front page than if you see something boring!

Blackline master provided.

- Display the following list of possible headlines.

A new planet has been discovered.
 Say hello to our new neighbor!
 Eleventh Planet Joins Solar System
 Athena joins the ranks of the planets.
 Scientists Find New Planet



- Use **Team Huddle** to have students discuss which headlines seem the most interesting and attention grabbing and why. Use **Random Reporter** to share responses. Answers may vary. *The second and fourth headlines are interesting. The second headline is funny. We want to find out who the neighbor is. The fourth headline makes us curious about where the new planet came from.*
- Use **Team Huddle** to have students identify which headlines seem dull and uninteresting and why. Use **Random Reporter** to select students to share. Answers may vary. *The first and fifth headlines are boring. They just say there is a new planet. They are not funny. They do not have any information.*
- Point out that headlines can be funny, informative, or both.
- Tell students that as they write their headlines, they should think about what would grab their interest if they were looking at a newspaper.
- 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.
- Point out to students that the capitalization rules for a headline are similar to the rules for capitalizing a book title.

A headline is really the title of a story. It follows the same rules of capitalization as the title of a book. The first letter in a word should be capitalized. Small words such as the, it, or and should not be capitalized.

- Display the list of possible headlines again to show students how headlines should be capitalized.
- Tell students to check their headlines for correct capitalization.
- 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?

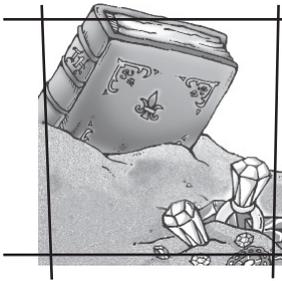


- Use **Random Reporter** to select a few students to share responses.
- Award points to teams whose writing projects meet the criteria. Record these points on the team poster.

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?



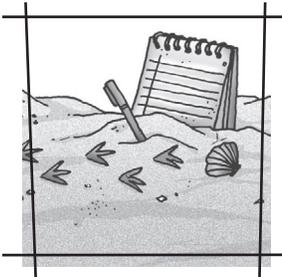
DAY 7

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.

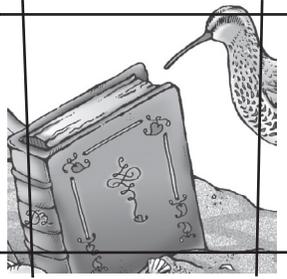


ADVENTURES IN WRITING

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.

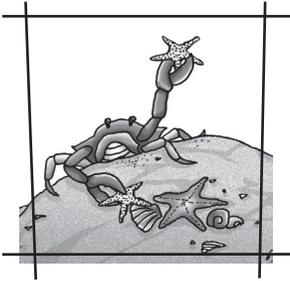
Class Discussion



- 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

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 **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.

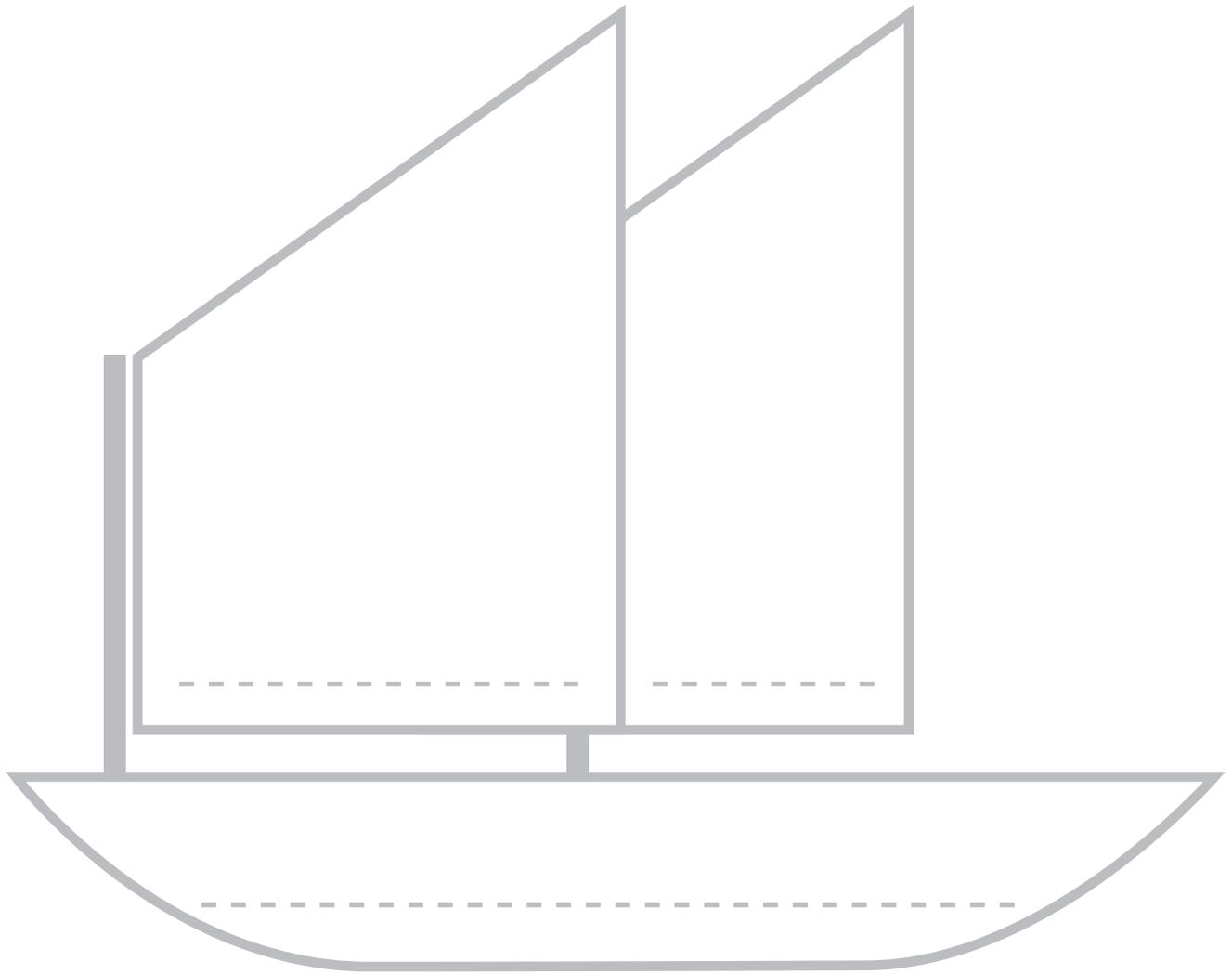
- How many points did you earn today?
- How well did you use the team cooperation goal and behavior?
- What did you do to work toward your achievement goal?

Jupiter is the largest planet, and it is named for the king of the Roman gods.

The Great Red Spot is a storm larger than Earth.

It's 550 million kilometers from Earth.

It's the fastest spinning planet.



A new planet has been discovered.

Say hello to our new neighbor!

Eleventh Planet Joins Solar System

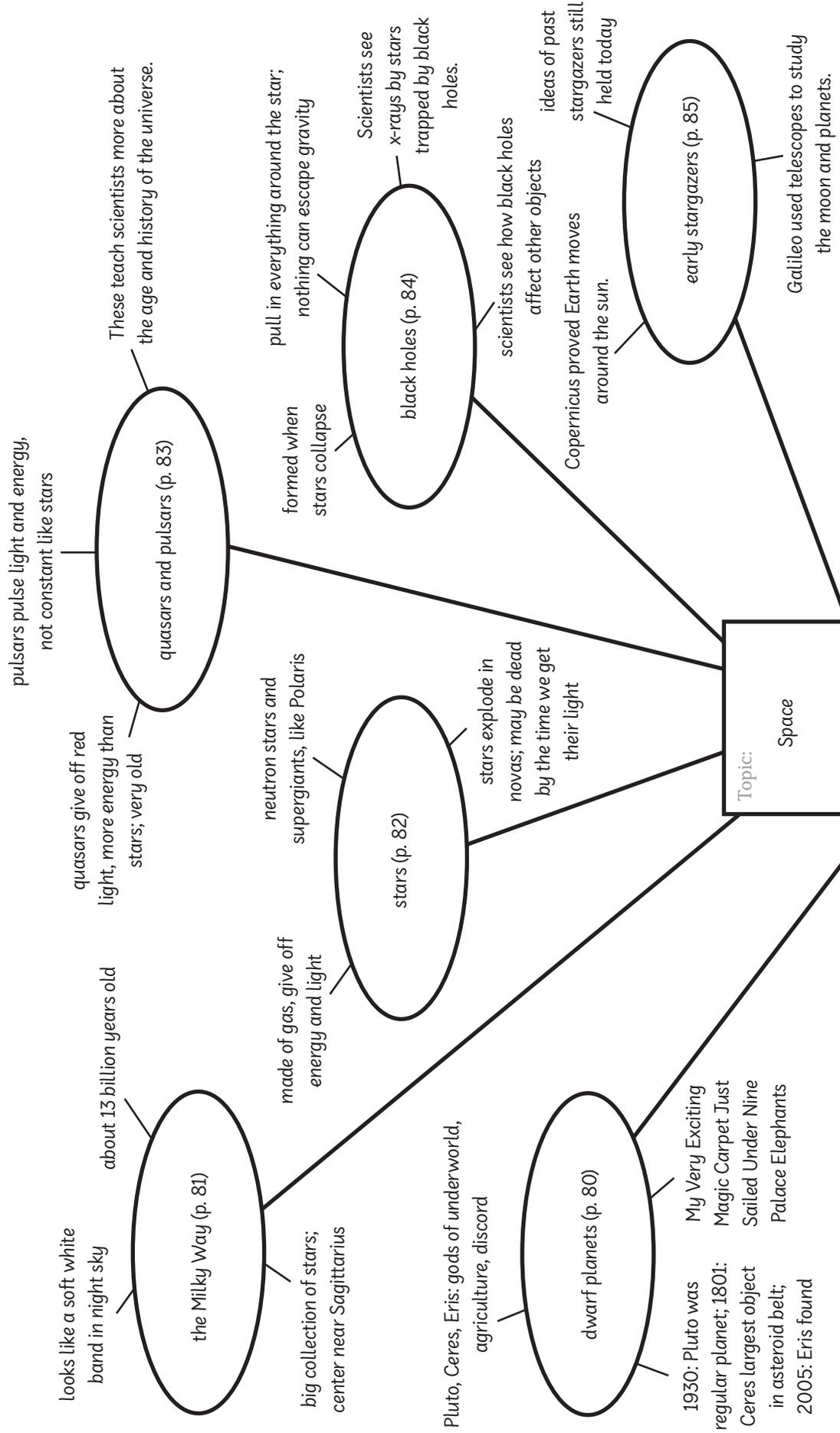
Athena joins the ranks of the planets.

Scientists Find New Planet

Idea Tree



Title: Beyond the Sky: The Solar System, Deeper Space, and the Scientists (cycle 2)

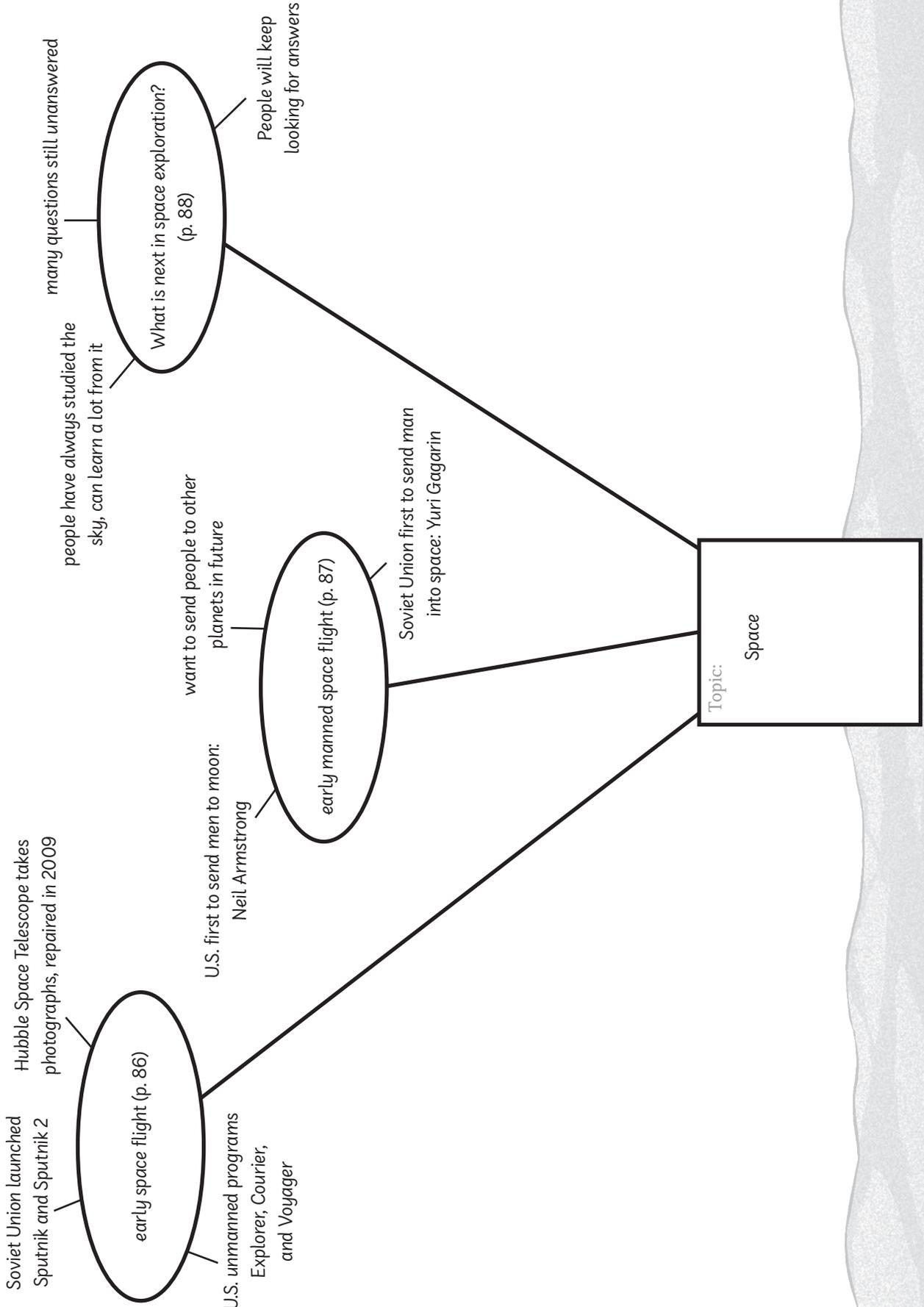




Beyond the Sky: The Solar System, Deeper Space, and the Scientists (cycle 2) cont'd

Title:

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 / *Beyond the Sky: The Solar System, Deeper Space, and the Scientists*

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

Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

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

Use precise language and domain-specific vocabulary to inform about or explain the topic.

Language

Vocabulary Acquisition and Use

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.
