



Clarifying

Level 5

Teacher Edition, Student Edition, and Student Test



The **Savvy
Reader**

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

The Savvy Reader—Clarifying

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Clarifying Sticky Situations with the Strategy Spies

Summary

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

Instructional Objectives

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

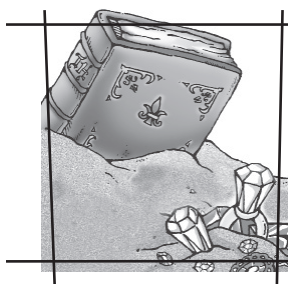
Teacher's Note:

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

Preparation:

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

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



DAY 1

ACTIVE INSTRUCTION

Timing Goal: 55 minutes



Creating Teams

- Divide students into teams, and assign each team a letter. Assign each student a number for **Random Reporter**.
- Tell students they will work in partnerships and teams like they do in homeroom.
- Tell them that the first step in teamwork is getting to know one another and creating a team name.
- Tell students that an important part of getting to know one another is identifying the things they have in common.
- Give each team a large piece of paper with a circle on it. Tell students to write things they have in common in the circle and to write things unique to each member outside the circle.
- Prompt the student discussions with the following questions.
When do you go to bed? What do you eat for breakfast? What is your favorite food? Who is your favorite singer? What is your favorite season? What is your favorite baseball team?
- Use Random Reporter to select students to give examples of the things their teammates have in common.
- Ask students to use their posters to create a team name. Ask them to write the team name on their poster.
- Post the teams' work around the classroom. Tell students that they can add to their posters as they get to know their teammates better.
- Tell students that there are important parts of working in partnerships and teams. Tell them they can earn team celebration points for effective teamwork.
- Point to the Team Celebration Points poster. Use Random Reporter to have one student from each team tell you his or her team's name. Write each team name at the top of a column on the poster.
- Tell them that they will watch a video about working in partnerships and teams. Ask them to look for the Team Celebration Points poster during the video and to notice how teams earn team celebration points.
- **Play "Working Together" (7 minutes).**
- Use **Think-Pair-Share** to have students discuss what they learned about working in teams. Randomly select a few students to share.



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

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

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

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

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

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

Set the Stage

- Introduce the lesson and reading objective.

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

Using the Targeted Strategy

Introduction and Definition

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

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

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

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

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

- Introduce the video.

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



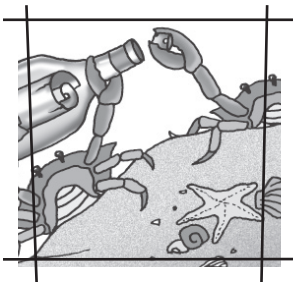
- Ask students to take out their Clarifying Strategy Cards from their team folders.
- **Play** “Part 1: Word Pronunciation Strategies” (12 minutes). During the last segment of part 1, students will be asked to help Kate and Fred clarify two words.
- Model clarifying the first word with student help and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

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

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



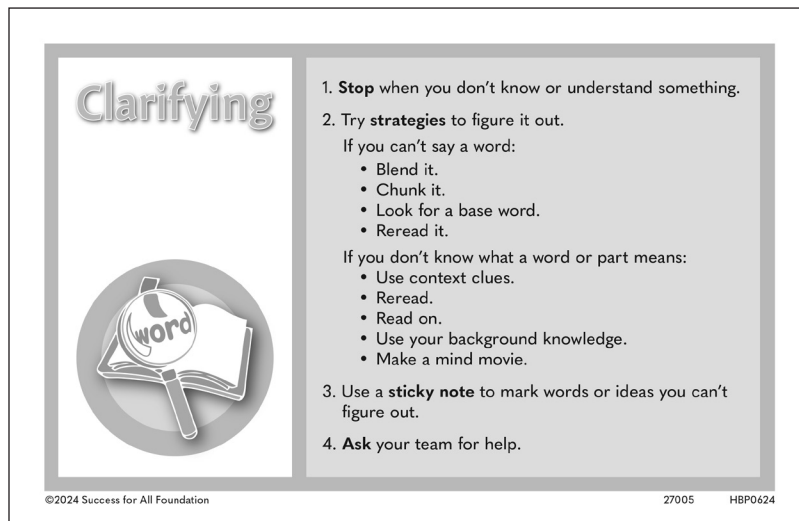
- Emphasize that different strategies can be used to clarify the same word.
- Use **Team Huddle** to have teams discuss why they need to fix sticky situations. Use **Random Reporter** to select a few students to share. *You need to fix sticky situations to understand the reading.*
- Use **Team Huddle**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



TEAMWORK

Timing Goal: 35 minutes

Team Discussion



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

Kate and Fred want to see if you are good strategy spies, too, so they have a challenge for you. Read it along with me.

- Read the Strategy Spies' Challenge aloud.

Student Edition, page S-1.

Hi!

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

The Techno-Geeks,
Kate and Fred

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

Student Edition, page S-1.

How do you say the underlined words?

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

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

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

Class Discussion

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

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

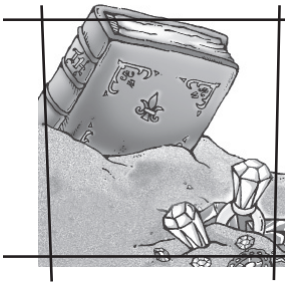
OK, Number X. Tell me how your team clarified sentence 1. Allow one student time to respond. Prompt his or her answer using the clarifying rubric. An example follows. **OK, Javier. Kate and Fred challenged us to clarify how to say the underlined word in sentence 1. Can you say the word?** Allow time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



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

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

TEAM CELEBRATION POINTS	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	<ul style="list-style-type: none"> • 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

Introduction to Team Cooperation Goals

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

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



- **Play** "Practice Active Listening and Explain Your Ideas/Tell Why" (5 minutes).
- Display or create a looks like/sounds like chart.
- Use **Think-Pair-Share** to have students use evidence from the video to discuss what active listening looks and sounds like. Randomly select a few students to share. Write answers on the looks like/sounds like chart. *Active listening shows students with eyes on the speaker, sitting still, ready to ask a question, rephrasing a teammate's answer, and contributing to the discussion.*
- Use **Think-Pair-Share** to have students use evidence from the video to discuss what explaining ideas and telling why looks and sounds like. Randomly select a few students to share. Write answers on the looks like/ sounds like chart. *Looking at the text, with teammates listening and asking questions, providing clues or evidence for answers, and asking "what else do you know about this?" are all evidence of students explaining their ideas.*
- Tell students that you want them to show these behaviors during class today and that you will award team celebration points when you see them.

Set the Stage

- Remind students of the reading objective.

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

Using the Targeted Strategy

Introduction and Definition

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

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

- Introduce the video.

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



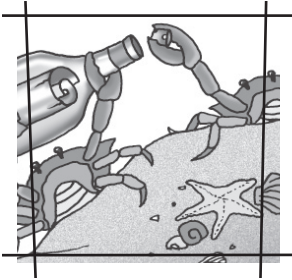
- **Play** "Part 2: Word Meaning Strategies" (6 minutes). During the last segment of part 2, students will be asked to help Fred and Kate figure out the meaning of two words.
- Model clarifying the first word with a student partner if necessary. Choose a student partner randomly.

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

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



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



TEAMWORK

Timing Goal: 35 minutes

Team Discussion

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

Student Edition, page S-2.

Hi!

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

Thanks!
Kate and Fred

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

Student Edition, page S-2.

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

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

Message:

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

Standard alphabet:

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

Caesar's alphabet:

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

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

Class Discussion

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

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



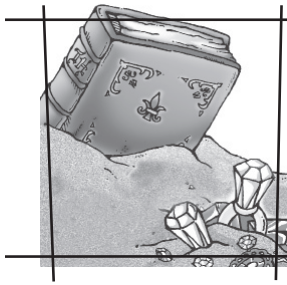
- Use **Random Reporter** to review the rest of the words students clarified. Prompt responses by referencing the Strategy Use rubric.
- Award team celebration points for responses that fit the 100-point criteria on the Strategy Use rubric.
- Record individual strategy-use points on the teacher cycle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

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

TEAM CELEBRATION POINTS

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

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



DAY 3

ACTIVE INSTRUCTION

Timing Goal: 55 minutes

Introduction to Team Cooperation Goals

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

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



- **Play** "Help and Encourage Others and Everyone Participates" (6 minutes).
- Display or create a looks like/sounds like chart.
- Use **Think-Pair-Share** to have students use evidence from the video to discuss what everyone participates looks and sounds like. Randomly select a few students to share. Write their answers on the looks like/sounds like chart. *When everyone participates, heads huddle together, teammates use role cards, and you hear team cheers.*
- Use **Think-Pair-Share** to have students use evidence from the video to discuss what helping and encouraging others looks and sounds like. Randomly select a few students to share. Write answers on the looks like/sounds like chart. *When teammates help and encourage others, you hear encouraging words and respond to the role-card cues.*
- Tell students that you want them to show these behaviors during class today and that you will award team celebration points when you see them.

Set the Stage

- Remind students of the reading objective.

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

Using the Targeted Strategy

Introduction and Definition

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

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

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

- Introduce the video.

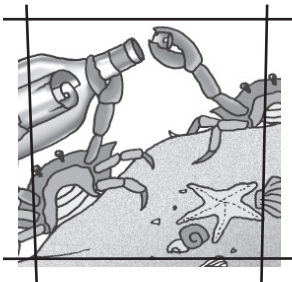
The Chocolate Underground is going to have the same problem we’ve had. They’re going to get stuck on the meaning of a whole sentence—even though they think they know all the words. Let’s see how they get themselves unstuck.



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



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



TEAMWORK

Timing Goal: 35 minutes

Team Discussion

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

- Introduce the Strategy Spies' Challenge.

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

- Read the Strategy Spies' Challenge aloud.

Student Edition, page S-3.

Hi!

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

Good luck!

Kate and Fred

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

Student Edition, page S-3.

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

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

Class Discussion

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

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

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



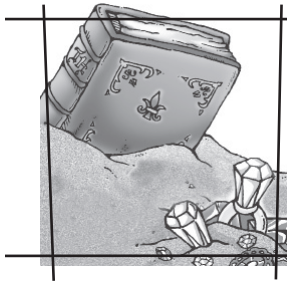
- Use **Random Reporter** to have students share more words they clarified as a team and to tell what each sentence means. Prompt responses by referencing the clarifying rubric.
- Award team celebration points for responses that fit the 100-point criteria on the Strategy Use rubric.
- Record individual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

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

TEAM CELEBRATION POINTS

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

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



DAY 4

ACTIVE INSTRUCTION

Timing Goal: 55 minutes

Introduction to Team Cooperation Goals

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

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



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

Set the Stage

- Remind students of the reading objective.

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

Using the Targeted Strategy

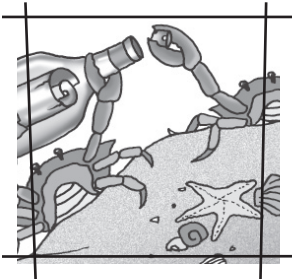
Introduction and Definition

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

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

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

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



TEAMWORK

Timing Goal: 35 minutes

Partner Reading

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

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

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

Hmm. I don't know this word. Point to *available*. I seem to be stuck on it. I'll mark it with a sticky note. Maybe if I could say the word, I'd recognize it and know what it means. I'll check my Clarifying Strategy Card to decide what strategy I should try . . . I think I'll try chunking this word. I'll break it into parts and say each part—a-vail-a-ble, *available*. Ah, now I recognize this word. *Available* means on hand: "Mud was readily available" (on hand) "along the Nile River, which made mud-brick houses cheap and easy to replace when necessary." That makes sense. I'll take off the sticky note now.

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

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

Team Discussion

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

Class Discussion **TP**

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

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

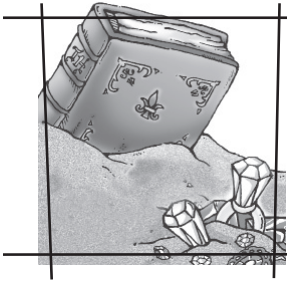


- Use **Random Reporter** to have students share more words they clarified as a team. Prompt responses by referencing the Strategy Use rubric.
- Award team celebration points for responses that fit the 100-point criteria on the Strategy Use rubric.
- Record individual strategy-use points on the teacher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

TEAM CELEBRATION POINTS

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

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



DAY 5

ACTIVE INSTRUCTION

Timing Goal: 20 minutes

Team Cooperation Goal

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

Set the Stage

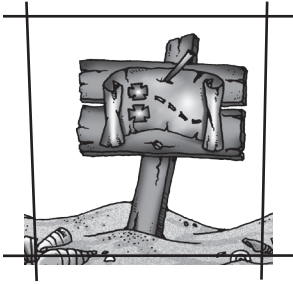
- Tell students that their reading test today includes questions about clarifying.
- Tell students that their scores on this test will contribute to their team scores.
- Introduce the passage that students will read for their test. Tell what it is about, but do not give additional information or details.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

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

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

Prepare Students for the Test

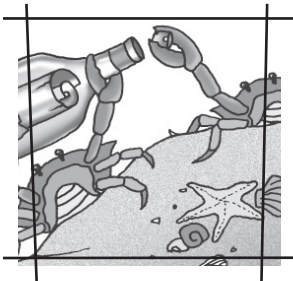
- Distribute the test, and preview it with students without providing information about the answers. Point out that all the questions are about clarifying.
- Make sure that students understand that the test is independent work and that they should continue to use their strategies with sticky notes as they read without their partners' assistance.
- Remind students that they have 20 minutes for the test.



TEST

Timing Goal: 20 minutes

- 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

- Modify the procedures for Team Discussion to have students discuss independent strategy use and answers to the test.
- Remind students that they will need to prepare each team member to discuss the team's strategy use during Class Discussion.
- Have students read their answers to question #6. Ask the teams to think about what they like about their answers and what they wish they had said differently.
- Circulate during Team Discussion, and listen to discussions about test answers.
- Award team celebration points.

Class Discussion



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



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

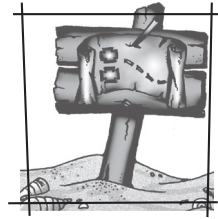
TEAM CELEBRATION POINTS

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

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

Cycle Follow-up

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



TEST

Comprehension Questions

Answers may vary.
Accept reasonable responses.

Read *Mummies*, and answer the following questions. The total score for comprehension questions equals 100 points.

Mummies

A mummy is a dead body that has been well preserved so it will not decay over time. Some mummies have been preserved naturally. Cold, dry wind, and freezing temperatures can preserve a body. Also conditions that are acidic, dry, have little oxygen, or are very salty can produce mummies. Examples of naturally preserved mummies are ice mummies, mummies found buried in sand, and bog mummies.

Some mummies have been man-made by a method of embalming. The ancient Egyptians had a special way of preparing mummies. After death, the person's internal organs were removed and washed with wine. The organs were placed in jars. The brain was removed through the nose and thrown away. The body was washed with wine and the cavities packed with natron, a natural salt, and left for forty days. After forty days, when the body was dried out, it was treated with oils, perfumes, and spices. The body was then wrapped in yards of linen cloth, placed in a decorated coffin, and buried in a tomb.

10 points

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

10 points

2. If a clarifying strategy does not work, you should—
 - a. tell the teacher.
 - b. ask your partner.
 - c. try another strategy.
 - d. skip the word.

10 points

3. “A mummy is a dead body that has been well preserved so it will not decay over time.” The word *preserved* means—
- found in sand.
 - kept from decaying.*
 - cold.
 - hidden.

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

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

10 points

4. “After death, the person’s internal organs were removed and washed with wine.” The word *internal* means—
- dried out.
 - inside.*
 - special.
 - old.

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

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

30 points

5. Why is it important to stop reading when you don’t understand something? |CL|
- 30 points** = *It is important to stop reading when you don’t understand something so you can fix the problem. If you stop, you can use strategies to figure out a word or sentence to help you understand what the author is trying to tell you.*
- 25 points** = *It is important to stop reading when you don’t understand something so you can fix the problem.*
- 20 points** = *So you can fix the problem.*

30 points

6. How can rereading a confusing part help you understand it? |CL|
- 30 points** = *Rereading a confusing part can help you understand it because if you reread, you might find context clues that help you understand what the author means. When you reread, you might find out that you skipped an important word.*
- 25 points** = *Rereading a confusing part can help you understand it because if you reread, you might find context clues that help you understand what the author means.*
- 20 points** = *You might find context clues that help you understand what the author means.*

College and Career Readiness Standards

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

LEVEL 5 / *Clarifying Sticky Situations with the Strategy Spies*

English Language Arts Standards: *Language*

Vocabulary Acquisition and Use

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

LITERATURE (7 DAY)

Tyler Bradford Is the New Kid in School

Written by Sam R. McColl

Illustration by Jeremy Tugeau

The Savvy Reader—Clarifying, A Collection of Readings, pages 3–55
Success for All Foundation, 2011

Summary

Tyler Bradford is the new kid in school. His first two weeks are exciting to say the least. From the principal to the school bully to the football coach, it's beginning to seem like Tyler won't do well at Ames Elementary School. Will his new friend Jerome help Tyler turn things around?

Instructional Objectives

	READING	WRITING
CYCLE 1	<p>Clarifying (CL)</p> <p>Students will learn how to recognize when they don't understand a word pronunciation or meaning. They will use clarifying strategies to attempt to figure out the unknown words or mark the words with sticky notes and ask their teammates for help.</p>	<p>Write a letter.</p> <p>Students will pretend that they have moved to a city twelve hours away from their home town, and they will write letters to friends in their old city.</p>

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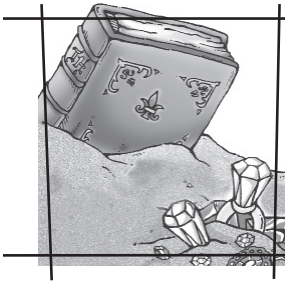
	READING	WORD POWER	WRITING
CYCLE 2	Clarifying (CL)	Prefix + base word	Write a short essay.
	Students will learn and practice how to clarify more than just words by using fix it strategies, marking the confusing word or part with sticky notes, and seeking assistance from teammates. They will explain their use of the teamwork process to figure out unclear ideas in sentence, paragraphs, and larger parts of the passage.	Students will break words into prefixes and base words and use the prefix <i>re-</i> to increase their understanding of words.	Students will write short literary responses about Jerome’s solution to his problem with Charlie Baker.

Cycle 1

Instructional Objectives

		READING	WRITING
CYCLE 1	Clarifying (CL)		Write a letter.
	Students will learn how to recognize when they don't understand a word pronunciation or meaning. They will use clarifying strategies to attempt to figure out the unknown words or mark the words with sticky notes and ask their teammates for help.		Students will pretend that they have moved to a city twelve hours away from their home town, and they will write letters to friends in their old city.

Teacher's Note: This cycle's Adventures in Writing lesson asks students to imagine that they have moved to a new city about twelve hours from their original home. As a reference, provide students with a list of cities that are approximately twelve hours from their hometown, or provide students with atlases or road maps to help them choose new cities. If access to the computer is possible, use <http://maps.google.com> as a reference.



DAY 1

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Students discuss responses to the Big Question.

Big Question

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

THE BIG QUESTION

Have you ever been the new kid somewhere? How did you feel? Or, how do you think it feels to be the new kid?



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

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



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

Success Review and Keeping Score

- Tell students they will watch a video to introduce them to the team score sheet and to see how team celebration points factor into their team scores.
- **Play** the Team Score Sheet video.
- Hand out team score sheets and team certificates to each team.
- Point to the Team Celebration Points poster and celebrate super teams from the cycle.
- Remind students how to earn team celebration points. Remind them that team celebration points help them to become super teams.
- Introduce goal setting for students. Tell them that setting goals helps them focus on increasing their scores in one area.
- Ask them to look at the scores from the last cycle on their team score sheets. Ask teams to use their scores from the previous cycle to set goals for this cycle. Guide them as necessary.
- Guide teams to set new goals for the cycle.
- Have one student from each team write the team achievement goal on the team score sheet. Note each team's achievement goal on the teacher cycle record form.
- If needed, explain the challenge scores using the rubrics on the team folders.
- Explain the student assessments: fluency, the Student Test, and Adventures in Writing. Tell students there will be questions on the Student Test that are related to the reading skill.
- Students will brainstorm and make notes of the actions they will take to help their team meet the goal on the back of their team score sheet.

Team Cooperation Goal

- Set the team cooperation goal for the next cycle based on your class's needs or use **practice active listening**. Point out the related behavior on the team score sheet. Explain, or model, as necessary.
- Remind students that listening and paying close attention to what teammates say is a vital skill for successful teams. Review, as necessary, what a good listener looks like (eyes on speaker, sitting still, reading to ask a question, rephrase a teammate's answer, or otherwise contribute to the discussion at any point.)
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Introduce the story, author, and reading objective.

For the next two cycles, we will read *Tyler Bradford is the New Kid in School* by Sam R. McColl. As we read, we'll practice figuring out words that we don't understand. We call this clarifying. Good readers try to fix what they don't understand so they can keep reading. That's why we clarify.

- Point out this lesson's strategy target, **clarifying**.
- Point out that the story is literature, or have students explore the story to figure out that it is literature. Review how literature differs from informational text.
- Use the items below to build or activate background knowledge about the story.
 - Ask students if they have ever moved. Use **Team Huddle** to have students discuss what they think it would feel like to move far away from their current homes to a new place. Use **Random Reporter** to select students to share.
 - Use **Team Huddle** to have students discuss what they could do to make new friends in a new home. Use **Random Reporter** to select students to share.
 - Tell students that the main character in this story moves to a city twelve hours away from his original home. Explain that this is a distance greater than 700 miles. Display a map, pointing out to students places that are about 700 miles from their current homes. Use **Random Reporter** to select students to share which city they would move to if they had a choice.



Vocabulary **TP**

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

- Ask teams to have teammates make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Introduce the vocabulary words by modeling the identification strategy and then completing a “My Turn, Your Turn,” modeling the use of the pronunciation strategies and correcting pronunciations when necessary.
- Ask teams to make a tent with their hands if they all rated the word with a “+.” Use **Random Reporter** to ask a student from a confident team to tell what each word means. Award team celebration points.
- Introduce the student routine for partner study of the vocabulary words using a student partner. Ask the student to be the reader while you coach them.

SPEAKER		COACH	
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 first four words, coaching your student partner on how to respond. Switch roles to model responding to your partner as they review the last four words.
- Direct students to the student routine in their team folders. Tell them they will work with the same partner each day and alternate reviewing the first or last three words in the chart.
- Have students review the vocabulary words with their partner. Ask them to use the vocabulary words in new, meaningful sentences, if possible, rather than reading the sentences provided. **SR**
 - Assign partners as either speaker or coach to review the vocabulary words.
 - Teach or model this student routine as necessary. Remind students that only the coach should look at the vocabulary chart.
 - Have students begin.
- Use **Random Reporter** to follow up the team review. Model the use of strategies, and correct pronunciations when necessary.
- Award team celebration points.
- Tell students they will also learn their vocabulary words and earn team celebration points by noticing the words in their daily reading.

When you find a vocabulary word in your reading, write down the page number where you find it next to the word in your journal. Only write one page number

even if you see the word again. On the test day, I'll check your journal to see the page numbers you have listed and to award team celebration points.

Finding Your Words
<ul style="list-style-type: none"> • 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.

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

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

Vocabulary Vault
<ul style="list-style-type: none"> • 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
faculty page 9	chunk: fa-cul-ty	group of teachers, instructors, and professors at a school	The <i>faculty</i> at Cumberland High School really loves their students.
glanced page 15	base word + ending: glanc(e) + ed	looked at quickly	I <i>glanced</i> out the window at a dog running by.
sprinted page 16	base word + ending: sprint + ed	ran very fast	The horses <i>sprinted</i> out of the gate at the derby.
jotted page 22	base word + ending: jot + t + ed	wrote down quickly	Molly <i>jotted</i> down Lisa's number so she wouldn't forget it.

WORD AND PAGE NUMBER	IDENTIFICATION STRATEGY	DEFINITION	SENTENCE
glared page 23	base word + ending: glar(e) + ed	stared angrily	Talib <i>glared</i> at his brother Amir when he barged into his room.
scheduled page 28	sch = /sk/ base word + ending: schedul(e) + ed	planned, made time for in the future	The mayor <i>scheduled</i> the town meeting for next week, after the sheriff's return.
previous page 28	chunk: pre-vi-ous	prior, earlier	I bought a basketball the <i>previous</i> time I went to the mall, so I didn't have to get one when I went with Jeffrey today.
obtain page 29	chunk: ob-tain	get	The pilot had to <i>obtain</i> clearance from the tower before he was allowed to land.

Using the Targeted Strategy

Introduction and Definition
Blackline master provided.

- Display the following sentences to demonstrate clarifying.

Sentence 1

The Inuit sail in finners to hunt seals and whales.

Sentence 2

The Inuit brave icy Arctic waters to hunt the narwhal.



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

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

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

Here's a sentence with a real word that you may not know. Point to *narwhal*. Read the sentence, and try to figure out what the underlined word means. Tell your partners your ideas. What does this word mean? *An animal such as a seal or whale.* How did you figure that out? What other words in the sentence helped you figure out the meaning?

- Point out to students that when they talk about what words mean, as they did with

these sentences, they are clarifying.

What you have been doing, thinking about and explaining what words mean, is clarifying. This is what you will do and how you will help each other as you read *Tyler Bradford Is the New Kid in School*.

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

Listening Comprehension

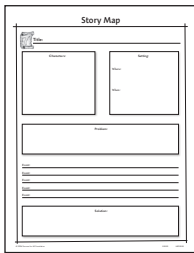


- Read page 5 (paragraph 1) aloud, stopping to ask questions, clarify confusing words or ideas, or focus students' attention as necessary.
- Use a **Think Aloud** to model following the steps on the Clarifying Strategy Card to clarify a word or phrase based on what you have read so far.

“Move it or lose it,” what does this phrase mean? I need to clarify this phrase from the story. I understand what all the words mean on their own, so I need to reread the paragraph to see if there’s any context that will help me clarify. Model rereading the paragraph. It’s morning and Tyler’s alarm is going off, telling him to wake up. He wants to snooze longer. He thinks about how his mom would tell him to “move it or lose it” when he hit the snooze button. OK, I think this phrase means to get up and get moving. If Tyler lays in bed, he will lose time in the day. I needed to reread the paragraph to find more information that would help me clarify the phrase.

- Continue reading pages 5 (paragraph 2)–7 aloud, stopping to ask questions, clarify confusing words or ideas, or focus students' attention as necessary.
- Display or create a sample story map. Model adding a key point from the Listening Comprehension selection to the story map.

Blackline master provided.



Characters: Tyler Bradford, Dad

Setting: Where: Ames, Iowa

When: school year

Problem: Tyler’s parents get divorced, and Tyler moves with his dad to Iowa. Tyler is worried about being the new kid in school.

Event: Tyler gets ready for his first day at his new school.

- Remind students that they will continue clarifying as they read *Tyler Bradford Is the New Kid in School* this cycle.

Preview Team Talk

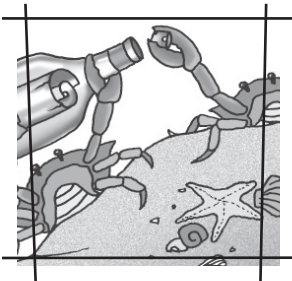
- Preview the Team Talk questions with the class.

Student Edition, page S-6.

TEAM TALK

1. What word, phrase, or passage did you clarify? How did you clarify it? |CL| (Strategy Use rubric)
2. Why do the kids in Room 111 laugh at Tyler? |CE| (Team Talk rubric)
3. Which definition best fits the word *expecting* on page 8? |CL|
 - a. looking at
 - b. watching out
 - c. waiting for
 - d. listening to

Explain why. (Team Talk rubric)



TEAMWORK

Timing Goal: 50 minutes

Partner Reading **TP**

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

Blackline master provided.

Going to a museum is like stepping into a time machine. You can see ancient artifacts, like mummies from Egypt or knight's armor from medieval times. Paintings hang on the walls, telling stories without words. There are interactive exhibits where you can touch and explore. It's a fun way to learn about history and art all in one place.

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

Teacher (T): "You can see ancient *art-facts*..." I don't think I'm saying this word right, and I'm having trouble sounding it out, so I'm going to mark it with a sticky note. Consuela, can you help me with it?"

Student (S): It's artifacts.

T: How did you know that?

S: *I chunked it. The word artifacts has three syllables, ar/ti/facts.*

T: **Great! I missed the middle syllable in *artifacts*. Since my partner helped me clarify this word, I'm going to put a check on my sticky note.**

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

T: **“*Med-midi-med*...I'm going to put a sticky note next to it since I don't know it. Consuela, what is this word?**

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

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

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

T: **“There are interactive exhibits where you can touch and explore.” I know that this word is *interactive*, but I don't know what it means, so I'll mark it with a sticky note.**

S: *The strategy card says you can try to reread and use context clues. The passage says you can touch and explore interactive exhibits at the museum. I think it means you can play with them or handle them. They aren't exhibits that you just look at, like a painting.*

T: **That makes sense. You used rereading, context clues, and your background knowledge. Great job! I can put a check on my sticky note.**

- Read the remainder of the paragraph.



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

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

- Pass out three sticky notes to each student (use your judgement to distribute fewer or more sticky notes than suggested), and have partners begin reading.

Students read and restate aloud.

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

pages 8 and 9 aloud with partners.

pages 10 and 11 silently.

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

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

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

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

Team Discussion **TP**

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

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

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

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

S1: I don't know that word.

S2: I do. It's medieval.

T: Do you know what *medieval* means?

S3: Medieval means coming from the Middle Ages. I've read stories about medieval knights and dragons from the Middle Ages.

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

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

Class Discussion **TP**

- Tell students they will watch a video about strategy-use discussion. Tell them to look for student usage of the strategy cards and challenge-score rubrics during the team discussions in the video.
- **Play** the Strategy Use video.
- Use **Think-Pair-Share** to have students tell what tools the students in the video used to clarify words. Randomly select a few students to share. *The students used the Clarifying Strategy Card and the Strategy Use rubric.*
- Use **Think-Pair-Share** to have students discuss how the teams in the video showed that they were prepared for Class Discussion. Randomly select a few students to



Remind students to use the Strategy Use rubric.

share. Each student on a team was ready for Random Reporter; each student could tell what was clarified by their team, what it means, and what strategy the team used.



- Use **Think-Pair-Share** to have students tell how the teams were rewarded for good Strategy Use discussions. Randomly select a few students to share. *They were rewarded with team celebration points.*

- Begin strategy-use discussion.

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

- Award team celebration points.

- Add individual rubric scores to the teacher cycle record form.

- Students record their rubric scores on the team score sheet.



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

Answers may vary. Accept reasonable responses.

Strategy Use Discussion

- resolve a sticky note
- describe team strategy use

TEAM TALK

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

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

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

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

2. Why do the kids in Room 111 laugh at Tyler? |CE| (Team Talk rubric)

100 points = *The kids in Room 111 laugh at Tyler because he makes a mistake when speaking Spanish to Mrs. Yarborough. He accidentally calls her miss when she is a missus.*

90 points = *The kids in Room 111 laugh at Tyler because he makes a mistake when speaking Spanish to Mrs. Yarborough.*

80 points = *He makes a mistake when speaking Spanish.*

TEAM TALK CONTINUED

3. Which definition best fits the word *expecting* on page 8? |CL|
- looking at
 - watching out
 - waiting for*
 - listening to

Explain why. (Team Talk rubric)

100 points = *I think expecting means waiting for because the secretary says the principal is expecting Tyler and his dad. When the principal learns they have arrived, she asks for them to be sent into her office. She must have been waiting for them to arrive at school.*

90 points = *I think this because the secretary says the principal is expecting Tyler and his dad.*

80 points = *The principal is expecting Tyler and his dad.*

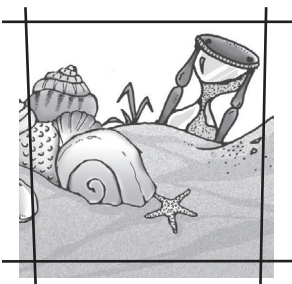
TEAM TALK EXTENSION

4. How does Tyler feel after meeting Principal Wilkins? How can you tell? |SQ|
(Team Talk rubric)

100 points = *Tyler feels annoyed after meeting Principal Wilkins. I can tell because he is upset that she wants to discuss the divorce with him. He doesn't want to talk about the divorce with a stranger. He is also upset, because he feels like crying as he leaves her office*

90 points = *Tyler feels annoyed after meeting Principal Wilkins. I can tell because he is upset that she wants to discuss the divorce with him.*

80 points = *He's annoyed. He is upset that she wants to discuss the divorce with him.*



FLUENCY IN FIVE

Timing Goal: 5 minutes

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

Page 10 (paragraphs 1 and 2)

- Randomly choose a student partner. Reread the passage, first incorrectly, then choppily, and finally without expression to show a lack of fluency skills. Prompt your student partner to use the rubric to give you feedback after each reading and to tell what score they might give you and why.
- Introduce the concept of rate. Explain that when we read with smoothness, accuracy, and expressiveness, we read at an appropriate rate.
- Tell students we can measure rate by finding out how many words we read correctly per minute. Explain your target-rate range.
- Tell students that we want to meet our target-rate range, but we must remember that fluent reading is not a race. Tell students that we must remember to demonstrate the other criteria in the rubric to be fluent readers.
- Display and introduce the word errors to students

Blackline master provided.

Word Errors

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

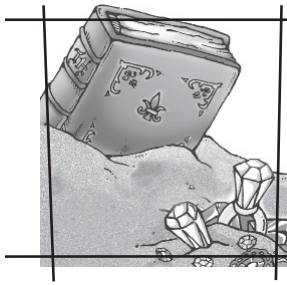


- Tell students that you want them to listen carefully as you read aloud and to count how many words you miss.
- Demonstrate timing yourself as you read the passage again, applying the skills of the rubric, but missing one or two words. Mark where you stop reading. Count the total number of words in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

TEAM CELEBRATION POINTS

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

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



DAY 2

ACTIVE INSTRUCTION

Timing Goal: 20 minutes



Big Question

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



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

Team Cooperation and Achievement Goal

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

Set the Stage

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

Vocabulary **TP**

- Have students review the vocabulary words with their partner. Ask them to use the vocabulary words in new, meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Use **Random Reporter** to check for understanding. Review any words and/or definitions that students need additional support in understanding.
 - Focus on words that appear in the reading for the day if applicable: *glanced* page 15 and *sprinted* page 16.



- 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 12 (paragraph 1) of the story aloud.
- Read the first sentence of the second paragraph, pausing after the word *cafeteria*. Model how to clarify *cafeteria* on page 12 using a **Think Aloud**. Misread the word as *caf-teria* (omitting the first letter *e*) until you clarify it.

“When Mrs. Yarborough let the students go to the *caf-teria* for lunch...”
***Caf-teria?* I’ve never heard that word before, so I have no idea what it means. I’m going to look at that word again, and this time I’ll try to sound it out. *Caf-e-ter-i-a. Cafeteria.* Now, that’s a word I know. It means lunchroom. Let me read that sentence again to see if the word *cafeteria* makes sense.**

“When Mrs. Yarborough let the students go to the cafeteria for lunch...”

Okay. That makes sense. Mrs. Yarborough is sending the kids to the lunchroom to eat. Since I clarified that word, I can now continue reading.

- Read the rest of chapter 3 on pages 12–14 aloud, stopping to ask questions, clarify confusing words or ideas, or focus students’ attention as necessary.
- Display or create a sample story map. Model adding a key point from the Listening Comprehension selection to the story map.

Blackline master provided.

The image shows a 'Story Map' template. It has a title 'Story Map' at the top. Below the title, there are several boxes and lines for writing. The boxes are labeled 'Characters', 'Setting', 'Problem', and 'Solution'. There are also lines for 'Cause' and 'Effect'.

Characters: Jerome Simpson

Event: Jerome befriends him during lunch, and the two discover they have a lot in common.

- Remind students that they will continue clarifying as they read *Tyler Bradford Is the New Kid in School* this cycle.

Preview Team Talk

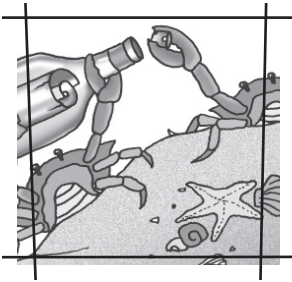
- Preview the Team Talk questions with the class.

Student Edition, page S-6.

TEAM TALK

1. What word, phrase, or passage did you clarify? How did you clarify it? |CL| (Strategy Use rubric)
2. How does Tyler feel differently after lunch than before it? |CC| (Team Talk rubric)
3. Which definition best fits the word *pursuit* on page 16? |CL|
 - a. chase
 - b. lead
 - c. obey
 - d. command

Explain why. (Team Talk rubric)



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

Students read and restate aloud.

- Explain, or review, if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**
 pages 15 and 16 aloud with partners.
 pages 17 and 18 silently.
- If some teams finish ahead of others, have them begin working on the following activities: **SR**

After Reading

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

Team Discussion **TP**

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

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

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

Class Discussion **TP**



- Remind students to think about the Clarifying Strategy Card and Strategy Use rubric during Class Discussion.

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

- Award team celebration points.

- Add individual rubric scores to the teacher cycle record form.

- Students record their rubric scores on the team score sheet.



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

Answers may vary. Accept reasonable responses.

Strategy Use Discussion

- resolve a sticky note
- describe team strategy use

TEAM TALK

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

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

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

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

2. How does Tyler feel differently after lunch than before it? |CC| (Team Talk rubric)

100 points = *Tyler feels differently after lunch than before it because he feels a lot happier. Tyler has made his first friend. He and Jerome have a lot of things in common. He doesn't care as much about being the new kid anymore.*

90 points = *Tyler feels differently after lunch than before it because he feels a lot happier.*

80 points = *He feels a lot happier.*

3. Which definition best fits the word *pursuit* on page 16? |CL|

- a. chase
- b. lead
- c. obey
- d. command

Explain why. (Team Talk rubric)

100 points = *I think this because Jerome sprints out the door, and Tyler follows him. He must be chasing Jerome. If he wants to chase Jerome, he will have to run quickly.*

90 points = *I think this because Jerome sprints out the door, and Tyler follows him.*

80 points = *Tyler runs after Jerome.*

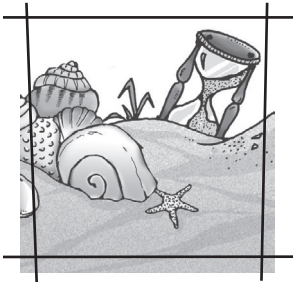
TEAM TALK EXTENSION

4. How does Tyler’s dad feel about how Tyler did on his first day? How can you tell? |DC| (Team Talk rubric)

100 points = *Tyler’s dad feels happy because Tyler had a great day at school. I can tell because he says he is proud of Tyler. He can hear the excitement in Tyler’s voice. His eyes glisten. He almost cries because he’s so happy for Tyler.*

90 points = *Tyler’s dad feels happy because Tyler had a great day at school. I can tell because he says he is proud of Tyler.*

80 points = *He’s happy. He says he is proud.*



FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes



- Tell students they will watch a video of two partners practicing fluency. Ask them to pay attention to how the partner gives feedback using the Fluency rubric.
- **Play** "Fluency" (5 minutes).
- Use **Think-Pair-Share** to have students tell what feedback the listener gave the reader.
- Use **Think-Pair-Share** to have students explain how the reader could read more fluently.
- Explain the routine and rubric for fluency. Remind students that you modeled the routine with a student partner yesterday, and they just watched two students use the routine in the video. **SR**

Fluency Routine

1. Choose a partner to read first.
2. Begin reading.
3. Listening partner:
 - 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.

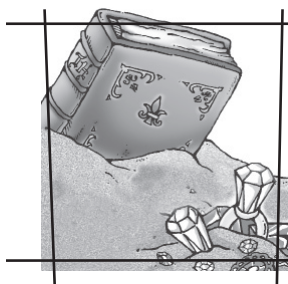
Page 17

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

TEAM CELEBRATION POINTS

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

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



DAY 3

ACTIVE INSTRUCTION

Timing Goal: 20 minutes

Big Question



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



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

Team Cooperation and Achievement Goal

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

Set the Stage

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

Vocabulary **TP**

- Have students review the vocabulary words with their partner. Ask them to use the vocabulary words in new, meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Use **Random Reporter** to check the review.
 - Focus on words that appear in the reading for the day if applicable: *jotted* page 22 and *glared* page 23.



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

Text Review

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

Listening Comprehension



- Read the beginning of chapter 5, pages 18 (paragraph 7)–20 (paragraph 4) aloud, stopping to ask questions, clarify confusing words or ideas, or focus students' attention as necessary.
- Read the fifth full paragraph of page 20. Model how to clarify an unknown word. Deliberately struggle to sound out *apparently* in the first paragraph, and demonstrate how to clarify that word with a **Think Aloud**.

“Jerome is sick today. *Ay-pah . . .*”

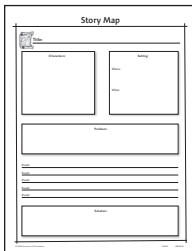
You know, I don't know any words that start with the sound /ay-pah/. Maybe I should try sounding that out again. Instead of putting a long /a/ sound there, I'll try a short one. *Ap-par-ent-ly. Apparently.* Now, that's a word I know. I'll reread that part again to make sure the word *apparently* makes sense.

“Jerome is sick today. *Apparently* he has some sort of stomach problem.”

Yes, that makes sense. People usually say *apparently* when they're not actually sure what's going on. Mrs. Yarborough has heard only that Jerome is sick. When something didn't make sense to me, I went back and tried sounding it out again as a way of clarifying. Now I can continue reading.

- Read the rest of chapter 5 on pages 20 (page 6) and 21 aloud, stopping to ask questions, make points, or focus students' attention as needed.
 - Display or create a sample story map. Model adding a key point from the Listening Comprehension selection to the story map.
- Event:** Jerome is absent from school, and Tyler is lonely
- Remind students that they will continue clarifying as they read *Tyler Bradford Is the New Kid in School* this cycle.

Blackline master provided.



Preview Team Talk

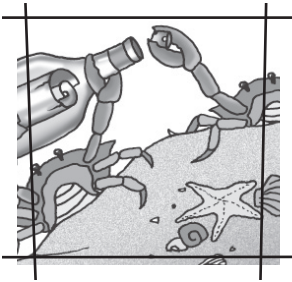
- Preview the Team Talk questions with the class.

Student Edition, page S-6.

TEAM TALK

1. What word, phrase, or passage did you clarify? How did you clarify it? |CL| (Strategy Use rubric)
2. Is Jerome surprised by what happened between Tyler and Charlie? How can you tell? |DC| (Team Talk rubric)
3. Which definition best fits the word *upbeat* on page 23? |CL|
 - a. in confusion
 - b. sad
 - c. with wonder
 - d. cheerful

Explain why. (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 22 aloud with partners.
 pages 23 and 24 silently.
- If some teams finish ahead of others, have them begin working on the following activities: **SR**

After Reading

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

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

Team Discussion **TP**

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

T: OK, we all have our role cards. Mine says, “First,” so I’m going to go first and follow the steps on the card. Step 1 is to read the question to you guys. Everyone look at me so I know you’re listening. Here it is: “Is Jerome surprised by what happened between Tyler and Charlie? How can you tell?” Did everyone hear the question? I think a key phrase in the question is *surprised*. Who has the card that says, “Second”? You go next. What does your role card tell you to do?

S1: *My card says to answer the question. First, I have to restate the question in my own words. The question asks me if Jerome is surprised by what happened. My answer is, "No, because he describes Charlie to Tyler without knowing who Tyler talked to at lunch." Did everyone hear my answer?*

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

S2: *I'll go first. The card tells me to restate my teammate's answer. Then it tells me to agree or disagree. His answer was that Jerome is not surprised because he describes Charlie to Tyler without knowing who Tyler talked to at lunch. I agree. I think I would add some information to that. Jerome says that Charlie isn't his best friend and to ignore him. I think he knows Charlie isn't very nice. Does everyone agree with my answer? Is there anything we can add to it?*

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

S3: *I agree with her answer. But I just looked at the Team Talk rubric, and it says to include the question in the answer. So I would just add that we should say, "No. Jerome isn't surprised by what happened between Tyler and Charlie. I can tell because he describes Charlie to Tyler without knowing who Tyler talked to at lunch. He says he and Charlie aren't best friends and to ignore him. I think he knows Charlie isn't very nice." Does everyone agree with that?*

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

S4: *OK, I get to summarize and restate the answer. Our answer is that Jerome is not surprised by what happened between Charlie and Tyler at lunch because Charlie isn't a nice person. Does everybody understand that answer? Can everybody remember it for Random Reporter during Class Discussion?*

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

- Remind teams to discuss any sticky notes that are still unresolved.
- Ensure that students discuss the Team Talk questions thoroughly.
- Ask students to begin their team discussion starting with question #2. Tell them they have 15 minutes. Prompt students to use their Clarifying Strategy Cards for strategy use and their role cards to discuss Team Talk questions.
- Remind the teams to use the Strategy Use and Team Talk rubrics on the backs of their team folders to aid their discussions.

- Remind team leaders to make sure:
 - their teams clarify the words marked with unchecked sticky notes,
 - each teammate can discuss the team's strategy use for Class Discussion, and
 - each teammate can discuss the team's responses to the Team Talk questions.
- Remind students that they will need to prepare each team member to discuss the team's strategy use and their answers to the Team Talk questions to earn team celebration points during Class Discussion.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

Class Discussion **TP**



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



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



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

Answers may vary. Accept reasonable responses.

Strategy Use Discussion

- resolve a sticky note
- describe team strategy use

TEAM TALK

1. What word, phrase, or passage did you clarify? How did you clarify it? |CL|

(Strategy Use rubric)

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

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

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

2. Is Jerome surprised by what happened between Tyler and Charlie? How can you tell? |DC| (Team Talk rubric)

100 points = *No. Jerome isn't surprised by what happened between Tyler and Charlie. I can tell because he describes Charlie to Tyler without knowing who Tyler talked to at lunch. He says he and Charlie aren't best friends and he should ignore him. I think he knows Charlie isn't very nice.*

90 points = *No. Jerome isn't surprised by what happened between Tyler and Charlie. I can tell because he describes Charlie to Tyler without knowing who Tyler talked to at lunch.*

80 points = *He is not surprised. He describes Charlie to Tyler without knowing who Tyler talked to.*

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

- in confusion
- sad
- with wonder
- cheerful

Explain why. (Team Talk rubric)

100 points = *I think this because Tyler tries to sound happy when he answers his dad. He wants his dad to think he had a good day at school. I also think he would have to try to sound cheerful, since his day wasn't actually very good.*

90 points = *I think this because Tyler tries to sound happy when he answers his dad.*

80 points = *He tries to sound happy when he answers.*

TEAM TALK EXTENSION

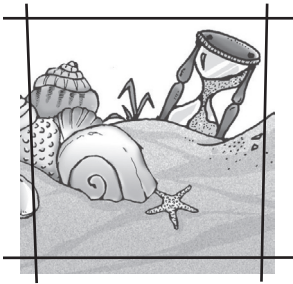
4. Tyler's dad seems worried about Tyler. How do his actions show this? |CH|

(Team Talk rubric)

100 points = *Tyler's dad's actions show he is worried about Tyler because he asks if Tyler wants to talk about what happened at lunch. He wants to make sure Tyler is okay. He also asks Tyler if he agrees that it is good that he has made one friend already.*

90 points = *Tyler's dad's actions show he is worried about Tyler because he asks if Tyler wants to talk about what happened at lunch.*

80 points = *He asks if Tyler wants to talk about what happened at lunch.*



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.

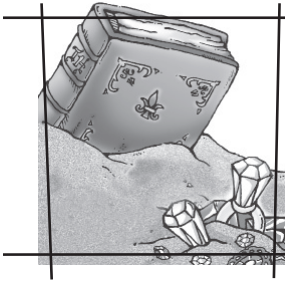
Page 17 or 24 (paragraphs 1–7)

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

TEAM CELEBRATION POINTS

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

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



DAY 4

ACTIVE INSTRUCTION

Timing Goal: 20 minutes



Big Question

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



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

Team Cooperation and Achievement Goal

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

Set the Stage

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

Vocabulary **TP**

- Have students review the vocabulary words with their partner. Ask them to use the vocabulary words in new, meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Students will individually write a meaningful sentence for one of the words in preparation for the assessment.
- Use **Random Reporter** to select students to share their meaningful sentence and lead a discussion using the Meaningful Sentence rubric.
- Use **Random Reporter** to check the review.
 - Focus on words that appear in the reading for the day if applicable: *scheduled* page 28, *previous* page 28, and *obtain* page 29.
- 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



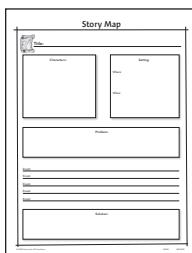
- Read pages 25–27 (paragraph 1) of the story aloud, stopping to ask questions, clarify confusing words or ideas, or focus students’ attention as necessary.
- Deliberately struggle with the meaning of the word *backpedaled* in the first paragraph on page 25. Model how to clarify with a **Think Aloud**.

“Jerome winked as he backpedaled to a spot about 50 feet away from Tyler.” I’ve never heard the word *backpedaled* before. I’m not really sure what it means. I know what *back* means, and I know how to pedal a bicycle, but I can’t see how they go together. I’m going to read the next sentence to see if that helps me figure out what backpedaled means.

“Tyler launched the football into the air toward Jerome.” Let me get my thoughts together here. It looks like Tyler and Jerome are playing catch. I’ve played catch before, and I know you face the person with whom you’re playing. I also know that *back*, at the beginning of the word, means to go backward. I also know that you pedal with your feet, like on a bike. Oh, now I get it. Jerome ran backward so he could still face Tyler when Tyler threw the ball toward him. So *backpedaled* must mean ran backward. I figured it out.

- Read the rest of page 27 aloud, stopping to ask questions, make points, or focus students’ attention as needed.
- Display or create a sample story map. Model adding a key point from the Listening Comprehension selection to the story map.

Blackline master provided.



Event: Coach Sanders watches Jerome and Tyler play football during recess.

- Remind students that they will continue clarifying as they read *Tyler Bradford Is the New Kid in School* this cycle.

Preview Team Talk

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

OK. The Write-On question says, “Which definition best fits the word *erupted* on page 28? Explain why.” I’m going to underline *definition*, “best fits,” and *explain*. These words help me know that the question means to tell which answer choice means almost the same as *erupted*, and then I need to tell why that’s the correct choice.

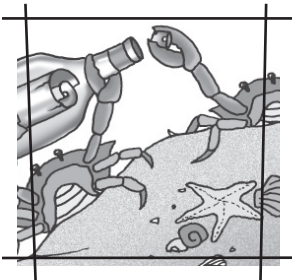
- Ask students if there are other key words or phrases they can underline. Tell them this will help them during Class Discussion.

Student Edition, page S-7.

TEAM TALK

1. What word, phrase, or passage did you clarify? How did you clarify it? |CL|
(Strategy Use rubric)
2. Why can't Tyler and Jerome sit with each other at the assembly? |CE|
 - a. They cause too much trouble when they sit together.
 - b. They are in different classes.
 - c. Their last names start with different letters.
 - d. They had a fight on the way to school.
3. Which definition best fits the word *erupted* on page 28? |CL|
 - a. spoke
 - b. exploded
 - c. vanished
 - d. arrived

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



TEAMWORK

Timing Goal: 50 minutes

Partner Reading **TP**

Students read and restate aloud.

- Explain, or review, if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**
 page 28 aloud with partners.
 pages 29 and 30 silently.
- If some teams finish ahead of others, have them begin working on the following activities: **SR**

After Reading

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

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

Team Discussion **TP**

- Remind teams to discuss any sticky notes that are still unresolved.
- Ensure that students discuss the Team Talk questions thoroughly.
- Tell students that today they will begin writing the answer to one of the Team Talk questions individually. Remind them that it is the question in which they underlined key words and phrases.
- Tell students to use the Team Talk rubric on the backs of their team folders to aid them in writing answers and in their team discussions.
- Explain, or have team leaders review, if necessary, how to use role cards during Team Discussion. **SR**
- Ask students to begin their team discussions. Tell them they have 15 minutes. Monitor the discussions for understanding. Prompt students to use their Clarifying Strategy Cards for strategy use, to discuss Team Talk questions, and to add to their individual Write On question answers after discussion.
- Remind students that they will need to prepare each team member to report on Strategy Use, Write-On, and Team Talk discussions to earn challenge scores from the rubrics during Class Discussion.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

Class Discussion **TP**

- Tell students that they will watch a video about the Write-On discussion. Tell them to look for student use of the challenge scores rubrics during the team discussions in the video.
- **Play** "Write-On" (4 minutes).
- Use **Think-Pair-Share** to have students explain why it's important to look at the Team Talk rubric during Class Discussion. *It's important to look at the rubric to make sure that we include all the important parts in our written answers.*
- Use **Think-Pair-Share** to have students explain how the team in the video showed that they were prepared for Class Discussion. *Each student on the team was ready*



for Random Reporter; each student could give a complete, correct answer that gave evidence or background knowledge using the question stem.



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



Answers may vary. Accept reasonable responses.

Strategy Use Discussion

- resolve a sticky note
- describe team strategy use

Write-On Discussion

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

TEAM TALK

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

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

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

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

2. Why can't Tyler and Jerome sit with each other at the assembly? |CE|
 - a. They cause too much trouble when they sit together.
 - b. They are in different classes.
 - c. *Their last names start with different letters.*
 - d. They had a fight on the way to school.

3. Which definition best fits the word *erupted* on page 28? |CL|

- a. spoke
- b. *exploded*
- c. vanished
- d. arrived

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

100 points = *I think this because when the kids hear the good news, they erupt into cheers and applause. When people suddenly begin cheering and applauding, it might sound like an explosion of noise.*

90 points = *I think this because when the kids hear the good news, they erupt into cheers and applause.*

80 points = *The kids erupt into cheers and applause.*

TEAM TALK EXTENSION

Team Talk Discussion

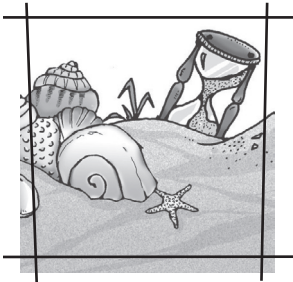
- ask students if they understood or enjoyed the reading
- reinforce use of the skill

4. Who is a more experienced football player, Tyler or Jerome? How can you tell?
|CC| (Team Talk rubric)

100 points = *Jerome is a more experienced football player. I can tell because he played on a team. Tyler only played on Saturday mornings with his friends. Jerome played in a city league for two years when he lived in Boston.*

90 points = *Jerome is a more experienced football player. I can tell because he played on a team.*

80 points = *Jerome played on a team.*



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.

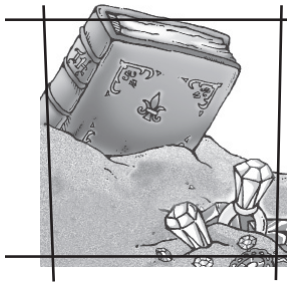
Page 17, 24 (paragraphs 1–7), or 28 (paragraphs 1 and 2)

- 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.

TEAM CELEBRATION POINTS

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

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



DAY 5

ACTIVE INSTRUCTION

Timing Goal: 20 minutes

Rate Vocabulary Words

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

Team Cooperation and Achievement Goal

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

Set the Stage

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



In yesterday's reading, Tyler learned he could try out for the school football team. Today we will find out if Tyler's dad will let him try out for the team.

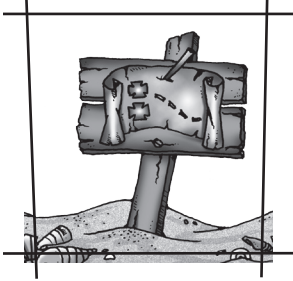
Vocabulary **TP**

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

Prepare Students for the Test

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

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

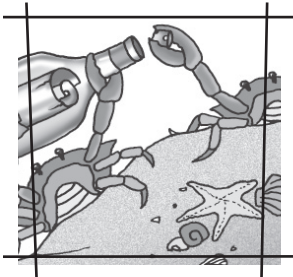


TEST

Timing Goal: 40 minutes

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

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



TEAMWORK

Timing Goal: 30 minutes

Teacher procedures for
 Teamwork vary with
 strategy instruction.

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

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

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



Class Discussion **TP**

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

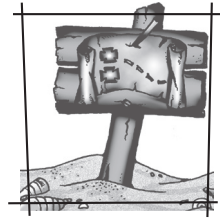


- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.
- Use information from student tests to plan modeling and/or Think Alouds for the next lesson that will build upon the skills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

TEAM CELEBRATION POINTS

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

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



TEST

Comprehension Questions

Answers may vary.
Accept reasonable
responses.

Read pages 31 and 32 of *Tyler Bradford is the New Kid in School*, and answer the following questions. The total score for comprehension questions equals 100 points.

30 points

1. How is the afternoon of Tyler's first day at school different from the morning? |CC| (Team Talk rubric)

30 points = *The afternoon of Tyler's first day at school is different from the morning because he is much happier in the afternoon. He has made a friend. Jerome has a lot in common with him.*

25 points = *The afternoon of Tyler's first day at school is different from the morning because he is much happier in the afternoon.*

20 points = *He is much happier in the afternoon.*

30 points

2. Does Tyler's dad want him to play football? How can you tell? |DC| (Team Talk rubric)

30 points = *Yes. Tyler's dad wants him to play football. I can tell because he agrees to let him play. He asks if this is something Tyler really wants to do. He makes a big show about signing the permission slip.*

25 points = *Yes. Tyler's dad wants him to play football. I can tell because he agrees to let him play.*

20 points = *Yes. He agrees to let him play.*

10 points

3. Which of the following predictions is the best one to make at this point in the story? |PR|

- Only Tyler will try out for the team.
- Only Jerome will try out for the team.
- Tyler and Jerome will both try out for the team.
- Neither Tyler nor Jerome will try out for the team.

30 points

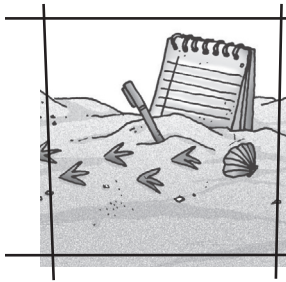
4. Which definition best fits the word *perused* on page 31? |CL|
- followed
 - misplaced
 - glanced
 - studied*

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

30 points = *I think perused means studied because the story says Tyler's dad peruses the permission slip and reads it slowly, word after word. I think that if you are reading something slowly, you are studying it.*

25 points = *I think this because the story says Tyler's dad peruses the permission slip and reads it slowly, word after word.*

20 points = *Tyler's dad reads the permission slip slowly, word after word.*



DAY 6

ADVENTURES IN WRITING

Timing Goal: 90 minutes

Suggested timing:

Planning: 20 minutes

Drafting: 25 minutes

Team Discussion: 20 minutes

Class Discussion: 25 minutes

- Introduce the activity.

Today you will pretend that you have moved far away from your current home. In fact, you have moved twelve hours away from home, just like Tyler. You will write a letter to one of your friends, describing what you miss about home.

- Remind students that letters have a certain format.

All letters contain some basic parts. First, a letter should include the date. This lets your recipient know when you wrote the letter, and how old the news in the letter is. Next, a letter needs a greeting. This is like saying hello to the person to whom you are writing. The greeting is always followed by a comma. Then there is the body of the letter, where you tell the recipient your news. After the body, you need to close the letter. This is like saying goodbye to the recipient. Finally, you write your signature so the recipient knows who wrote the letter.



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

Student Edition, page S-7.

WRITING PROMPT

Pretend that like Tyler, you have moved to a new city that is twelve hours away from your current home. Write a letter to a friend back home, describing some of the things you miss about your old home, hometown, or your friends. Include at least two details that describe your new home. Include details about at least three things you miss.

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 web. This will help us put our thoughts in the right order as we write our letters.

- 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.
- Tell students that as they write, they should consider organization and smooth transitions in their writing.

When you write, you should consider how good organization and smooth transitions from one idea to another can help make your writing clear and easy to understand. Since you are writing a letter, you want your friend to understand what you are experiencing in your new home. A good way to organize the body of your letter is to tell your friend about what is new first. They might be very curious about what your new town is like. Then tell your friend about the things you miss from home. Smooth transitions using a variety of sentences and transition words will make your writing easier to read as well. Transition words can help you connect ideas and make sentences flow together.

- Blackline master provided.
- Tell students that as they write, they should consider organization and smooth transitions in their writing.

Hello from Chicago! This is the first chance I've had to sit down and write a letter. The past couple weeks have been pretty busy. I've been unpacking. I've been learning about my new home. So far Chicago seems pretty different from Baltimore. This whole city is laid out like a grid! All the neighborhoods and streets are in nice rows and columns. My mom says that will be helpful in keeping me from getting too lost or confused. It's a lot colder here in the winter. We had to buy all new winter coats. It's windier, and Chicago gets a lot more snow than Baltimore. Schools do not close very often.



- Use **Team Huddle** to have students identify what is wrong with this passage. Use **Random Reporter** to select students to share. *The passage is choppy. The sentences are all short and only have one idea in them.*
- Point out to students that the author of this passage could improve his or her writing with some transition words.
- Display the following list of example transition words.

Blackline master provided.

Words that Show Time

first
meanwhile
after

Words that Contrast

but
however
although

Words that Add Information

for example
additionally
also

Conjunctions

and
because
but

- Explain to students that these are just a small sample of words that can help create smooth transitions and connect ideas in writing. Use **Team Huddle** to have students explain how they could use transition words to improve the sample passage. Use **Random Reporter** to select students to share.

You have identified how the sample passage seems choppy and that each sentence only seems to have one idea. You can use the transition words I displayed along with others to make the passage better. Let's look at the first

five sentences. The first and second sentences are just a greeting and short explanation of what has been going on in the author’s life. I think that is fine, but the next three sentences all share the same idea: that the author has been busy. How can transition words make this smoother? *The author could combine the ideas. The author could write, “The past couple weeks have been pretty busy because I’ve been unpacking and learning about my new home.” Good! This is much more natural sounding. Moving on, I think the sixth sentence is fine. The author introduces a new idea: Chicago is different from Baltimore. Then the author provides some examples of how. What might you change about the next several sentences?* *The author could use transition words that add information. He or she could write, “For example, this whole city is laid out like a grid! All the neighborhoods and streets are in nice rows and columns, which my mom says will be helpful in keeping me from getting too lost or confused.” Then the author could write, “Additionally, it’s a lot colder here in the winter. We had to buy all new winter coats because it’s windier and Chicago gets a lot more snow than Baltimore. However, schools do not close very often.”* **Great! These changes will make this letter easier to read.**

- Tell students to pay attention to their organization and transitions as they write their letters.
- While they have their plans in front of them, have students review their ideas with partners and begin to write.
- Remind students to periodically check their writing against the prompt and writing guide to make sure they are meeting the goal for the activity.
- Monitor students as they begin working. Give specific feedback to reinforce good drafting, and assist students as needed.
- As students complete their drafts, have them read their writing aloud to a partner to see that it includes the intended ideas and makes sense.
- Ask one or two students to share their first drafts with the class to celebrate.

Team Discussion

Sharing, Responding, and Revising

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

Sharing

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

Responding

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

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

Revising

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

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

Editing

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

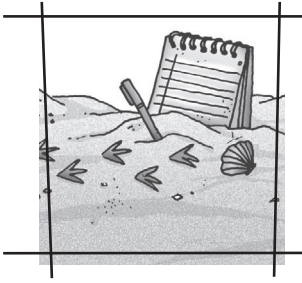
Class Discussion **TP**

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



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

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



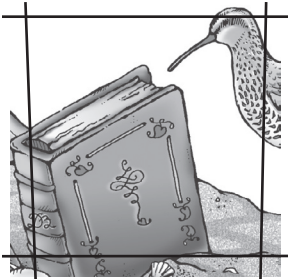
DAY 7

ADVENTURES IN WRITING

Timing Goal: 30 minutes

Rewriting

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



BOOK CLUB

Timing Goal: 40 minutes

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

Team Discussion

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

READ AND RESPOND QUESTIONS

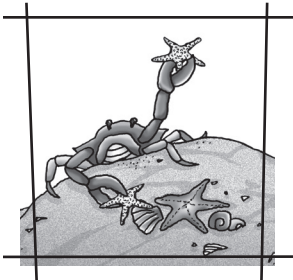
- Is your book literature or informational? Summarize what you read.
 - Why did you choose this book? How did it make you feel while reading it?
 - What is something you liked about the book? Would you recommend it to others?
- As you visit teams, take this opportunity to check students' homework for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

Class Discussion

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

Book Presentation

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



SUCCESS REVIEW AND KEEPING SCORE

Timing Goal: 20 minutes

Success Review and Keeping Score

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

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

Team Cooperation Goal

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

TEAM CELEBRATION POINTS

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

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

Sentence 1

The Inuit sail in finners to hunt seals and whales.

Sentence 2

The Inuit brave icy Arctic waters to hunt the narwhal.

Going to a museum is like stepping into a time machine. You can see ancient artifacts, like mummies from Egypt or knight's armor from medieval times. Paintings hang on the walls, telling stories without words. There are interactive exhibits where you can touch and explore. It's a fun way to learn about history and art all in one place.

Hello from Chicago! This is the first chance I've had to sit down and write a letter. The past couple weeks have been pretty busy. I've been unpacking. I've been learning about my new home. So far Chicago seems pretty different from Baltimore. This whole city is laid out like a grid! All the neighborhoods and streets are in nice rows and columns. My mom says that will be helpful in keeping me from getting too lost or confused. It's a lot colder here in the winter. We had to buy all new winter coats. It's windier, and Chicago gets a lot more snow than Baltimore. Schools do not close very often.

Words that Show Time

first

meanwhile

after

Words that Contrast

but

however

although

Words that Add Information

for example

additionally

also

Conjunctions

and

because

but

Story Map



Title: *Tyler Bradford Is the New Kid in School, cycle 1*

Characters:

Tyler Bradford
Dad
Principal Wilkins
Mrs. Yarborough
Jerome Simpson
Charlie Baker
Coach Sanders

Setting:

Where: Ames, Iowa

When: school days

Problem:

Tyler's parents get divorced, and Tyler moves with his dad to Iowa. Tyler is worried about being the new kid in school.

Event: Tyler has his first day at Ames Elementary. Jerome befriends him during lunch, and the two discover they have a lot in common.

Event: Jerome is absent from school, and Tyler is lonely. His temper almost gets the best of him at lunch, but he cools off. He calls Jerome after school to tell him about his day and his encounter with Charlie Baker.

Event: Coach Sanders watches Jerome and Tyler play football during recess. He announces that fifth graders will be allowed to try out for the football team this year.

Event: _____

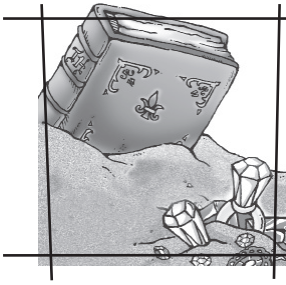
Event: _____

Solution:

Cycle 2

Instructional Objectives

	READING	WORD POWER	WRITING
CYCLE 2	Clarifying (CL)	Prefix + base word	Write a short essay.
	Students will learn and practice how to clarify more than just words by using fix it strategies, marking the confusing word or part with sticky notes, and seeking assistance from teammates. They will explain their use of the teamwork process to figure out unclear ideas in sentence, paragraphs, and larger parts of the passage.	Students will break words into prefixes and base words and use the prefix <i>re-</i> to increase their understanding of words.	Students will write short literary responses about Jerome's solution to his problem with Charlie Baker.



DAY 1

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Students discuss responses to the Big Question.

Big Question

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

THE BIG QUESTION

What is something you are confident about? What makes you confident?



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

Team Cooperation and Achievement Goal

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

Set the Stage

- Introduce the story, author, and reading objective.

This cycle we'll continue to read *Tyler Bradford Is the New Kid in School* by Sam R. McColl. We'll also learn about clarifying more than just words as we read. Readers may understand words but still be confused about the ideas in sentences, paragraphs, or larger parts of a story. To clarify, you must figure out what confuses you, and then try to fix it.

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

Vocabulary **TP**

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

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

SPEAKER		COACH	
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-9.

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

WORD AND PAGE NUMBER	IDENTIFICATION STRATEGY	DEFINITION	SENTENCE
exhaled page 36	base word + ending: exhal(e) + ed	breathed out	The diver finally <i>exhaled</i> when he surfaced after thirty seconds.
recalling page 41	prefix + base word + ending: re + call + ing	remembering, calling up from memory	We met old friends and spent an evening <i>recalling</i> good times from the past.
famished page 42	base word + ending: famish + ed	very hungry, almost starving	Jules felt <i>famished</i> after not eating all day.
gigantic page 42	chunk: gi-gan-tic	huge	Jenny was unsure she could finish the <i>gigantic</i> bowl of cereal she had poured herself.
drifted page 46	base word + ending: drift + ed	floated	The clouds <i>drifted</i> by on the wind.
makeshift page 47	compound word: make + shift	thrown or put together at the last minute	When the rain began to pour, we built a <i>makeshift</i> tent out of twigs, branches, and leaves.
spiraled page 52	base word + ending: spiral + ed	spun while moving out	The boomerang <i>spiraled</i> through the air after Dudley threw it.
conflicting page 53	base word + ending: conflict + ing	opposing	Tabitha had <i>conflicting</i> feelings; she wanted to go to the mall, but she also wanted to see her cousins.

Using the Targeted Strategy

Introduction and Definition

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

Blackline master provided.

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

Example 1

On a bright summer day, Sara and her friends raced to the beach. They built a fortress of sand. It was decorated with snow and evergreen branches. Suddenly, they spotted a baby sea turtle stranded on the shore. Working together, they gently guided it back to the sea, protecting it from hungry seagulls and the hot sun.

Listen as I read this paragraph. Read the paragraph. **Are any of the ideas confusing? Which ones confused you?** Wait for students' responses. **Right! Sara and her friends are at the beach, but decorate their sand castle with snow and evergreen branches. That doesn't make sense.**

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

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



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

Blackline master provided.

Example 2

Every morning, Lilia hurried to the bakery ready for another exciting day. The bakery buzzed with energy. The scent of warm baked goods filled the air, drawing in customers with its comforting embrace. Lilia felt like an inventor with her creations.

Lilia poured her heart into each batch of cupcakes, knowing they would bring joy to those who tasted them. She was always testing new flavor combinations, like tangy lemon with sweet blueberry cream, or graham crackers with marshmallow and chocolate. Customers loved her creative flavors.

I'm going to read another story to you. Read the first paragraph and then stop. **Wait. I'm confused by something, so I need to stop and clarify. What is confusing me? Lilia says she's an inventor? That doesn't make sense. I thought she was a baker. Let me read some more and see if I can figure out what's going on in inventions.** Read the second paragraph of example 2. **Oh! Now I understand. Lilia bakes cupcakes. She likes to try new flavor combinations. Inventors try different things to make something new, so that's how she is like an inventor.**



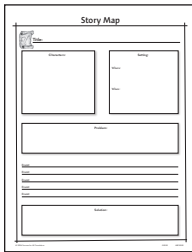
- Use **Think-Pair-Share** to have students describe what you did to clarify. Randomly select a few students to share. *Stopped reading, figured out what was confusing, and continued reading until you found the answer.*
- Tell students that when they read something that doesn't make sense, they should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

Listening Comprehension

- Create interest in the next section of the text by reviewing what has happened in the story so far. Ask questions, if necessary, to prompt students' thinking.
- Preview chapters 10–18 of *Tyler Bradford Is the New Kid in School* with the class.
- Use **Think-Pair-Share** to have students predict what will happen this cycle in the story. Remind students to give reasons for their predictions. Randomly select a few students to share.
- Read chapter 10 on pages 33–35 aloud, stopping to ask questions, clarify confusing words or ideas, or focus students' attention as necessary.
- Use a **Think Aloud** to model following the steps on the Clarifying Strategy Card to clarify a word or phrase based on what you have read so far.

Let me clarify something I read in the story. Tyler says, “Knock it off, man,” to Jerome. What does that mean? I know the word *knock* can mean something like tapping on a door, but I’m not sure that’s the way it’s being used here. Let me reread a few paragraphs before that phrase. Model rereading a few paragraphs. Before Tyler makes that comment, Jerome teases him about the mistake he made on the first day of school when he mixed up the words *señora* and *señorita*. When someone teases you, you might tell them to stop it. I think that’s what Tyler is saying to Jerome when he says knock it off. But Tyler isn’t mad at Jerome, he’s grinning at the joke.

Blackline master provided.



- Display a sample story map. Model adding a key point from the Listening Comprehension selection to the story map.
 - Event:** Coach Sanders tells Tyler and Jerome they play well. Jerome and Charlie have a disagreement.
- Remind students that they will continue clarifying as they read *Tyler Bradford Is the New Kid in School* this cycle.

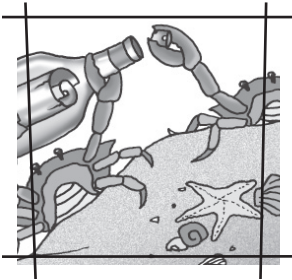
Preview Team Talk

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

Student Edition, page S-10.

TEAM TALK

1. What word, phrase, or passage did you clarify? How did you clarify it? |CL| (Strategy Use rubric)
2. Not thinking about the divorce, Jerome, or Charlie Baker makes Tyler feel— |DC|
 - a. calm.
 - b. angry.
 - c. sad.
 - d. glad.
3. On page 36, the author writes that Tyler would see what his dad’s “two cents” were. What does that phrase mean? How did you figure that out? **(Write-On)** |CL| (Team Talk rubric)



TEAMWORK

Timing Goal: 50 minutes

Partner Reading **TP**

Students read and restate aloud.

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

page 36 aloud with partners.

pages 37 and 38 (paragraph 2) 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.	<p>What word, phrase, or passage did you clarify? How did you clarify it? CL (Strategy Use rubric)</p> <p>100 points = <i>Uses a sticky note, tells what strategy was used to discuss it, and explains how the strategy helped to understand the text.</i></p> <p>90 points = <i>Uses a sticky note, and tells what strategy was used to discuss it.</i></p> <p>80 points = <i>Uses a sticky note to mark a thought.</i></p>
2.	<p>Not thinking about the divorce, Jerome, or Charlie Baker makes Tyler feel— DC </p> <ol style="list-style-type: none"> calm. angry. sad. glad.

Write-On Discussion

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

Team Talk Discussion

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

TEAM TALK CONTINUED

3. On page 36, the author writes that Tyler would see what his dad’s “two cents” were. What does that phrase mean? How did you figure that out? (**Write-On**) |CL| (Team Talk rubric)

100 points = *When the author writes that Tyler would see what his dad’s “two cents” were on page 36, he means that Tyler would see what his dad thinks about his problem. I figured it out by reading on. I know that when someone offers his or her two cents about something, that person is offering his or her thoughts or opinion.*

90 points = *When the author writes that Tyler would see what his dad’s “two cents” were on page 36, he means that Tyler would see what his dad thinks about his problem. I figured it out by reading on.*

80 points = *He would see what his dad thinks about his problem. I read on.*

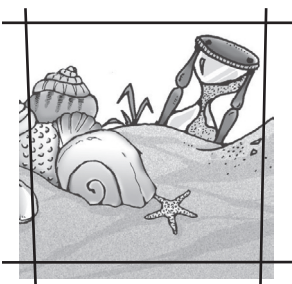
TEAM TALK EXTENSION

4. How is Tyler’s dad’s story similar to what is happening between Jerome and Charlie? |CC| (Team Talk rubric)

100 points = *Tyler’s dad’s story is similar to what is happening between Jerome and Charlie because his story is also about choosing between someone older or younger to do a job. Jerome wants to play quarterback, but Charlie is older and has waited longer to play quarterback. Tyler’s dad was older than another person who wanted the job.*

90 points = *Tyler’s dad’s story is similar to what is happening between Jerome and Charlie because his story is also about choosing between someone older or younger to do a job.*

80 points = *His story is also about choosing between someone older or younger to do a job.*

**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.

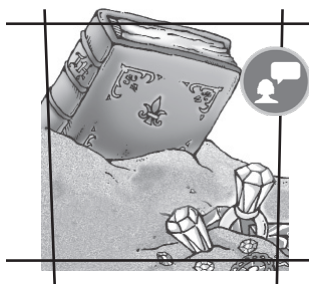
Page 36 (paragraphs 2–4)

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

TEAM CELEBRATION POINTS

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

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



DAY 2

ACTIVE INSTRUCTION

Timing Goal: 20 minutes



Big Question

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



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

Team Cooperation and Achievement Goal

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

Set the Stage

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

Vocabulary **TP**

- Have students review the vocabulary words with their partner. Ask them to use the vocabulary words in new, meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Use **Random Reporter** to check for understanding. Review any words and/or definitions that students need additional support in understanding.
 - Focus on words that appear in the reading for the day if applicable: *recalling* page 41, *famished* page 42, and *gigantic* page 42.



- 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 38 (paragraph 3) of the story aloud. Use this paragraph to model clarification by deliberately omitting the third line of the paragraph. Register confusion as you read the fourth line of the paragraph. Use a **Think Aloud** to clarify the paragraph by rereading.

“There was also some yard cleaning . . .” What? “Yard cleaning?” That doesn’t make sense. I’m going to go back and reread that part of the paragraph again.

“There was also some yard work that needed to be done: leaves needed raking, the rain gutters needed cleaning, and the car needed washing.” Okay. I see what I did. I skipped a line of the paragraph. Now that I’ve reread it, the paragraph makes sense. Tyler is listing the chores that needed to be done. I figured it out.

- Read the rest of chapter 12 on pages 38–40 aloud, stopping to ask questions, clarify confusing words or ideas, or focus students’ attention as necessary.

Blackline master provided.

The image shows a 'Story Map' template. It is a rectangular box divided into several sections. At the top, it says 'Story Map'. Below that, there are two columns: 'Characters' and 'Setting'. Under 'Characters', there are two smaller boxes labeled 'Main Character' and 'Other Characters'. Under 'Setting', there are two smaller boxes labeled 'Time' and 'Place'. Below these columns are two larger boxes: 'Problem' and 'Solution'. At the bottom, there are several lines of text for 'Notes'.

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

Event: Tyler learns that his favorite football player will be at school during the tryouts.

- Remind students that they will continue clarifying as they read *Tyler Bradford Is the New Kid in School* this cycle.

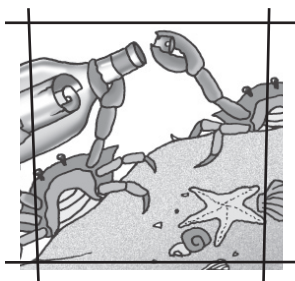
Preview Team Talk

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

Student Edition, page S-10.

TEAM TALK

1. What word, phrase, or passage did you clarify? How did you clarify it? |CL| (Strategy Use rubric)
2. How does Jerome reach his decision about Charlie Baker? |CE|
 - a. He thinks about Charlie’s side of the story.
 - b. He flips a coin.
 - c. He gets in a fight with Charlie on Sunday.
 - d. He draws straws.
3. On page 43, the author writes that Tyler “choked up a little bit.” What does that phrase mean? Explain how you figured that out. **(Write-On)** |CL| (Team Talk rubric)

**TEAMWORK**

Timing Goal: 35 minutes

Partner Reading TP

Students read and restate aloud.

- Explain, or review, if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**
 page 41 aloud with partners.
 pages 42 and 43 (paragraph 4) silently.
- If some teams finish ahead of others, have them begin working on the following activities: **SR**

After Reading

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

Team Discussion TP

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

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

Class Discussion TP



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



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

Answers may vary. Accept reasonable responses.

Strategy Use Discussion

- resolve a sticky note
- describe team strategy use

TEAM TALK

1. What word, phrase, or passage did you clarify? How did you clarify it? |CL| (Strategy Use rubric)
100 points = *Uses a sticky note, tells what strategy was used to discuss it, and explains how the strategy helped to understand the text.*
90 points = *Uses a sticky note and tells what strategy was used to discuss it.*
80 points = *Uses a sticky note to mark a thought.*
2. How does Jerome reach his decision about Charlie Baker? |CE|
 - a. He thinks about Charlie’s side of the story.
 - b. He flips a coin.
 - c. He gets in a fight with Charlie on Sunday.
 - d. He draws straws.

Write-On Discussion

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

TEAM TALK CONTINUED

3. On page 43, the author writes that Tyler “choked up a little bit.” What does that phrase mean? Explain how you figured that out. **(Write-On)** |CL| (Team Talk rubric)

100 points = *The phrase “choked up” on page 43 means that Tyler is about to cry. I figured this out by rereading. Sometimes people feel tightness in their throats when they cry or are about to cry. Also Tyler has had a long week, but he feels good about his friendship with Jerome. Sometimes people cry when they are happy.*

90 points = *The phrase “choked up” on page 43 means that Tyler is about to cry. I figured this out by rereading.*

80 points = *Tyler is about to cry. I reread.*

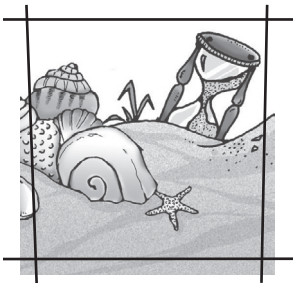
TEAM TALK EXTENSION

4. Describe how Jerome feels about the problem he has with Charlie Baker. |CH| (Team Talk rubric)

100 points = *Jerome feels two ways about the problem he has with Charlie Baker. He sees both sides to the story. He knows he really wants to try out for the team and play quarterback. He also knows that Charlie has been waiting a long time to be on the football team. Jerome isn't sure what to do.*

90 points = *Jerome feels two ways about the problem he has with Charlie Baker. He sees both sides to the story.*

80 points = *He sees both sides to the story.*

**FLUENCY IN FIVE TP**

Timing Goal: 5 minutes

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

Fluency Routine

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

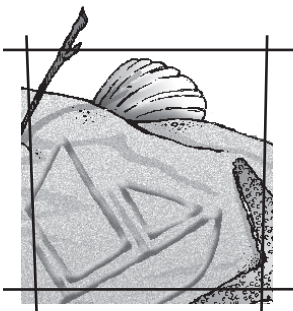
Not ready yet? Practice reading the same passage again with your partner. Ask your teacher to hear you read when you are ready.

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

Student Edition, page S-9.

Page 41 (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

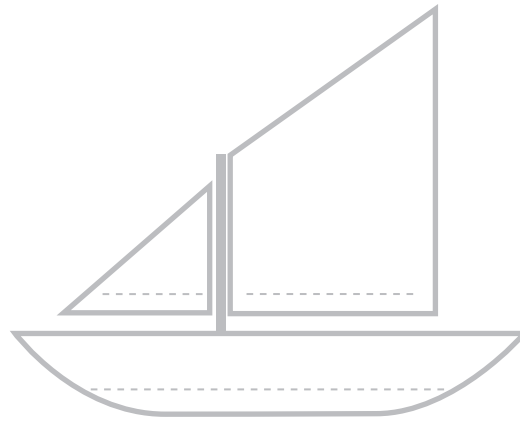
- Introduce Word Power lessons and Captain Read More.

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

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

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

Blackline master provided.



tps

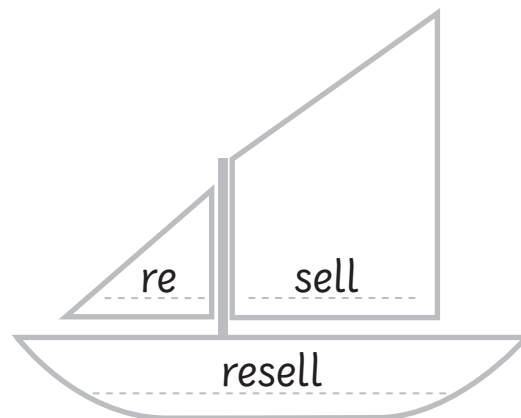
- Use **Think-Pair-Share** to have students tell you what they think the Word Treasure clue means. Randomly select a few students to share.
- Review the Word Treasure (skill).

Display the Word Treasure.

Word Treasure

Some base words have certain beginnings or prefixes. If you're having trouble reading these words, first read the base word. Next read the prefix, and then read the whole word.

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



- Use the word parts written on the sails to pronounce the word *resell*, and have students say the word with you.
- Explain that prefixes can help us define the meaning of a word. Explain that the prefix *re-* means again or do over.
- Use **Team Huddle** to have students discuss the meaning of resell. Use **Random Reporter** to select students to share responses. *Sell over or sell again.*

th



- Tell students that there is a word with the prefix *re-* in their vocabulary list and that they should be on the lookout for the word the next time they review their vocabulary.
- Tell students to watch for words that have synonyms from this cycle’s vocabulary list.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Tell students that part of their vocabulary practice is writing a meaningful sentence. Tell them that this is another challenge score and that they can earn team celebration points for writing good meaningful sentences.
- Point out the meaningful-sentence rubric on the backs of the team folders. Tell students they will watch a video about meaningful sentences.
- **Play** "Meaningful Sentence" (1 minute)
- Use **Team Huddle** to ask students what makes a sentence meaningful. Use **Random Reporter** to select students to share. *Using the word correctly and including details that help to make a mind movie make a sentence meaningful.*
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**



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

Student Edition, page S-10.

SKILL PRACTICE	
Write the words in your journal. Then write the prefix and base word. Write a definition for each word.	
1. remake	<i>re + make; to make again</i>
2. rebuild	<i>re + build; to build again</i>

BUILDING MEANING

exhaled	recalling	famished	gigantic
drifted	makeshift	spiraled	conflicting

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.

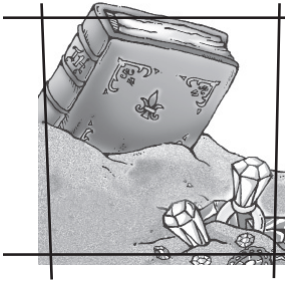
After hiking in the woods all day without eating, we were famished by the time we made a campfire.

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

TEAM CELEBRATION POINTS

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

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



DAY 3

ACTIVE INSTRUCTION

Timing Goal: 20 minutes

Big Question



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



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

Team Cooperation and Achievement Goal

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

Set the Stage

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

Vocabulary **TP**

- Have students review the vocabulary words with their partner. Ask them to use the vocabulary words in new, meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Use **Random Reporter** to check the review.
 - Focus on words that appear in the reading for the day if applicable: *drifted* page 46 and *makeshift* page 47.



- 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 43 (paragraph 5) and 44 (paragraph 1) of the story aloud, stopping to ask questions, clarify confusing words or ideas, or focus students' attention as necessary.
- Model clarifying with the second paragraph on page 44. Use a **Think Aloud** to show your confusion about what the paragraph means and how you read ahead to clarify. Read the second paragraph on page 44.

Wait a minute. Why are students supposed to meet in all different places? Why would students study by the coatroom? That doesn't make sense. Maybe if I read a little bit more I can figure out what's going on.

- Read the next two paragraphs on page 44.

Now I've got it. Mrs. Yarborough wants the students to separate into groups so they can work together. And it looks like she wants the groups to be able to discuss their work as they go. It would make sense to separate the groups. That's probably why she wants the groups spread out all over the room. Now I understand.

- Read the rest of chapter 14 on pages 44 and 45 aloud, stopping to ask questions, clarify confusing words or ideas, or focus students' attention as necessary.

Blackline master provided.

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

Characters: Julie, Sun, Vladimir, Thomas, Sandra

Event: Tyler has to work in a team with students he doesn't know. He helps the team with their work.

- Remind students that they will continue clarifying as they read *Tyler Bradford Is the New Kid in School* this cycle.

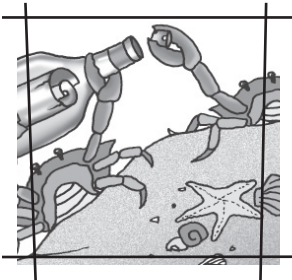
Preview Team Talk

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

Student Edition, page S-11.

TEAM TALK

1. What word, phrase, or passage did you clarify? How did you clarify it? |CL| (Strategy Use rubric)
2. Why is Sandra concerned with trying out for the football team? |CE|
 - a. She can't kick.
 - b. She is a girl.
 - c. She can't throw.
 - d. She is busy.
3. On page 47, Jerome says that Sandra kicks the ball "like nobody's business." What does that mean? How did you figure that out? **(Write-On)** |CL| (Team Talk rubric)



TEAMWORK

Timing Goal: 50 minutes

Partner Reading **TP**

Students read and restate aloud.

- Explain, or review, if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**
 page 46 aloud with partners.
 pages 47 and 48 silently.
- If some teams finish ahead of others, have them begin working on the following activities: **SR**

After Reading

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

Team Discussion **TP**

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

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

Class Discussion **TP**



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



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

Answers may vary. Accept reasonable responses.

Strategy Use Discussion

- resolve a sticky note
- describe team strategy use

TEAM TALK

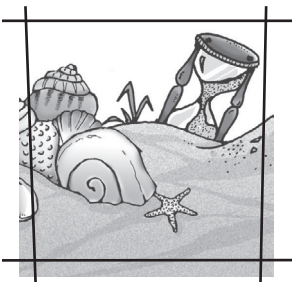
1. What word, phrase, or passage did you clarify? How did you clarify it? |CL| (Strategy Use rubric)
 - 100 points** = *Uses a sticky note, tells what strategy was used to discuss it, and explains how the strategy helped to understand the text.*
 - 90 points** = *Uses a sticky note and tells what strategy was used to discuss it.*
 - 80 points** = *Uses a sticky note to mark a thought.*
2. Why is Sandra concerned with trying out for the football team? |CE|
 - a. She can't kick.
 - b. She is a girl.
 - c. She can't throw.
 - d. She is busy.

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
- **Blackline master provided.** Reinforce use of the skill.



TEAM TALK CONTINUED

3. On page 47, Jerome says that Sandra kicks the ball “like nobody’s business.” What does that mean? How did you figure that out? **(Write-On)** |CL| (Team Talk rubric)

100 points = *When Jerome says Sandra kicks the ball “like nobody’s business” on page 47, he means Sandra kicks the ball better than anybody else does. I figured this out by rereading. He thinks she should try out for the football team because she kicks so well. Earlier in the passage, she kicked the ball far and high.*

90 points = *When Jerome says Sandra kicks the ball “like nobody’s business” on page 47, he means Sandra kicks the ball better than anybody else does. I figured this out by rereading.*

80 points = *He means Sandra kicks the ball better than anybody else does. I reread.*

TEAM TALK EXTENSION

4. Tell how Tyler’s life at school has changed over the week. |CC| (Team Talk rubric)

100 points = *Tyler’s life at school has changed over the week because he is settling in at school. At first, he had no friends. He was the new kid in school. He wasn’t happy. Now he is happy and he has made several friends in addition to Jerome.*

90 points = *Tyler’s life at school has changed over the week because he is settling in at school.*

80 points = *He is settling in at school.*

FLUENCY IN FIVE TP

Timing Goal: 5 minutes

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

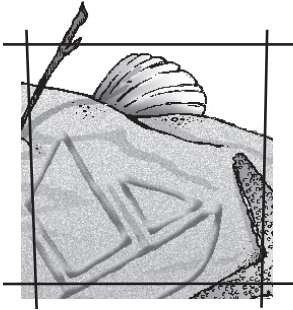
Student Edition, page S-9.

Page 41 (paragraphs 1–5) or 46 (paragraphs 1–4)

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

share their feedback using the Fluency rubric. Have partners switch roles and repeat the process.

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



WORD POWER **TP**

Timing Goal: 10 minutes

tps

- Remind students of the Word Power skill (prefix and base word) and, if necessary, the Word Treasure clue Captain Read More uses (little sail and big sail). Have students identify the prefix they are working with in this cycle (*re-*).

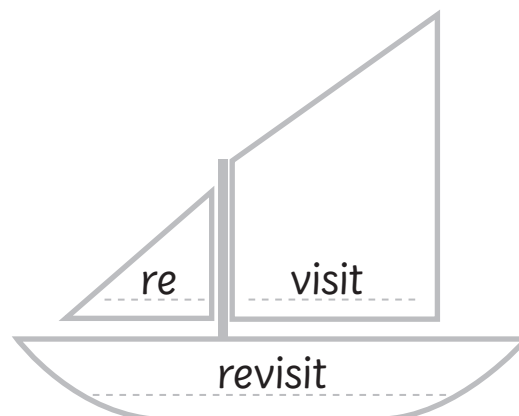
- Use **Think-Pair-Share** to have students look at their vocabulary words and find a word with the prefix *re-*. Randomly select a few students to share. *The word* recalling.

- Point out that the word *recall* also has an ending, *-ing*. Have students pronounce the word with you. Display and use the sail clue if necessary.

th



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



- Use the word parts to say the word, and have students say the word with you.
- Use **Think-Pair-Share** to have students use the prefix to define the word. Randomly select a few students to share. *Visit over or again.*
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.

- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition, page S-11.

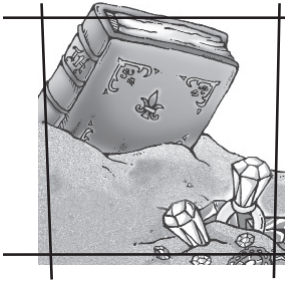
SKILL PRACTICE			
Write the words in your journal. Then write the prefix and base word. Write a definition for each word.			
1. reuse	<i>re + use; to use again or use over</i>		
2. replay	<i>re + play; to play again or play over</i>		
BUILDING MEANING			
exhaled	recalling	famished	gigantic
drifted	makeshift	spiraled	conflicting
<p>3. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.</p> <p>100 points = <i>The sentence uses the word correctly and includes details to create a mind movie.</i></p> <p>90 points = <i>The sentence uses the word correctly and includes one detail.</i></p> <p>80 points = <i>The sentence uses the word correctly.</i></p> <p>4. A small feather <u>drifted</u> on top of the water on its way down the stream. <i>Drifted</i> means—</p> <ol style="list-style-type: none"> swirled. tossed. <i>floated.</i> fluffed. 			

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

TEAM CELEBRATION POINTS

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

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



DAY 4

ACTIVE INSTRUCTION

Timing Goal: 20 minutes

Big Question



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



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

Team Cooperation and Achievement Goal

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

Set the Stage

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

Vocabulary **TP**

- Have students review the vocabulary words with their partner. Ask them to use the vocabulary words in new, meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Students will individually write a meaningful sentence for one of the words in preparation for the assessment.
- Use **Random Reporter** to select students to share their meaningful sentence and lead a discussion using the Meaningful Sentence rubric.
- Use **Random Reporter** to check the review.
 - Focus on words that appear in the reading for the day if applicable: *spiraled* page 52 and *conflicting* page 53.



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

Text Review

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

Listening Comprehension

- Read the page 49 of the story. In the last paragraph, stop after the sentence, “His booming voice floated across the crowd.” Model how to clarify this sentence.

That idea is confusing to me. How can a voice float? I need to clarify this. What are some things I can do to help me clarify? Listen to students’ responses. That’s right. I can reread or read on. Let me try rereading the beginning of this paragraph.

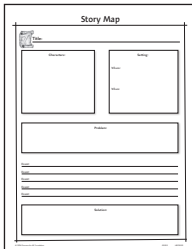


- Reread the entire paragraph, and then use the following **Think Aloud**.

I think I understand now. Coach Sanders has picked up a bullhorn. Bullhorns are those cone-shaped things that coaches and cheerleaders use to make their voices louder. So “his booming voice floated” is a way of saying that his voice was loud enough that it reached the whole crowd and all the students heard him.

- Read the rest of chapter 16 on pages 50 and 51 aloud, stopping to ask questions, clarify confusing words or ideas, or focus students’ attention as necessary.

Blackline master provided.



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

Event: After school, Coach Sanders tells the kids that the professional football players won’t be there after all. Tyler focuses on supporting his teammates and having a good tryout, rather than being disappointed.

- Remind students that they will continue clarifying as they read *Tyler Bradford Is the New Kid in School* this cycle.

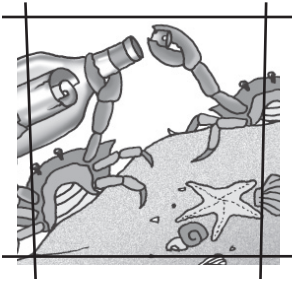
Preview Team Talk

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

Student Edition, page S-11.

TEAM TALK

1. What word, phrase, or passage did you clarify? How did you clarify it? |CL| (Strategy Use rubric)
2. Describe how Jerome’s throw during his tryout is unlike any of his other throws. What does Tyler think about this? |CC|
3. On page 52, the author says Tyler focused on the “task at hand.” What does that phrase mean? Explain how you figured that out. **(Write-On)** |CL| (Team Talk rubric)



TEAMWORK

Timing Goal: 50 minutes

Partner Reading **TP**

Students read and restate aloud.

- Explain, or review, if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**
 page 51 (paragraph 3) aloud with partners.
 pages 52 and 53 silently.
- If some teams finish ahead of others, have them begin working on the following activities: **SR**

After Reading

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

Team Discussion **TP**

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

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

Class Discussion **TP**



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



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

Answers may vary. Accept reasonable responses.

Strategy Use Discussion

- resolve a sticky note
- describe team strategy use

TEAM TALK

1. What word, phrase, or passage did you clarify? How did you clarify it? |CL| (Strategy Use rubric)
 - 100 points** = *Uses a sticky note, tells what strategy was used to discuss it, and explains how the strategy helped to understand the text.*
 - 90 points** = *Uses a sticky note and tells what strategy was used to discuss it.*
 - 80 points** = *Uses a sticky note to mark a thought.*
2. Describe how Jerome's throw during his tryout is unlike any of his other throws. What does Tyler think about this? |CC|
 - 100 points** = *Jerome's throw during his tryout is unlike any of his other throws because it's not very good. His throw doesn't go nearly as far or as high as his usual throws. Tyler thinks Jerome throws this way on purpose. He thinks Jerome is throwing badly so Charlie will be the starting quarterback.*
 - 90 points** = *Jerome's throw during his tryout is unlike any of his other throws because it's not very good. Tyler thinks Jerome throws this way on purpose.*
 - 80 points** = *It's not very good. He thinks he throws this way on purpose.*

Write-On Discussion

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

Team Talk Discussion

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

TEAM TALK CONTINUED

3. On page 52, the author says Tyler focused on the “task at hand.” What does that phrase mean? Explain how you figured that out. **(Write-On)** |CL| (Team Talk rubric)

100 points = *The phrase “task at hand” on page 52 means that Tyler is focusing on what he has to do at that moment. I figured this out by rereading the paragraphs before this. He ignores everything else and focuses on running with the ball. He focuses on doing well at tryouts*

90 points = *The phrase “task at hand” on page 52 means that Tyler is focusing on what he has to do at that moment. I figured this out by rereading the paragraphs before this.*

80 points = *He focuses on what he has to do at that moment. I reread.*

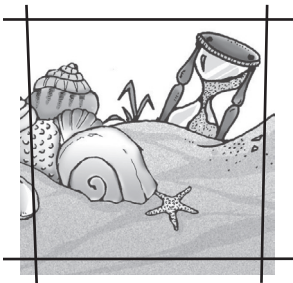
TEAM TALK EXTENSION

4. Do you think Tyler has a good chance of getting on the football team? How do you know? |DC| (Team Talk rubric)

100 points = *I think Tyler has a good chance of getting on the football team. I know because he does well at practice. He catches the ball and runs really fast. Coach Sanders tells him he did a good job, and the other kids say he runs really fast.*

90 points = *I think Tyler has a good chance of getting on the football team. I know because he does well at practice.*

80 points = *He has a good chance. He does well at practice.*

**FLUENCY IN FIVE TP**

Timing Goal: 5 minutes

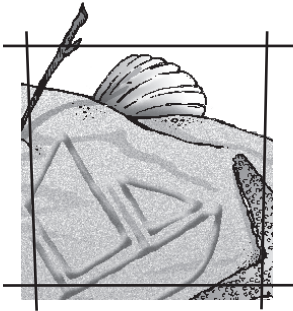
- Explain, or have team leaders review, if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

Student Edition, page S-9.

Page 41 (paragraphs 1–5), 46 (paragraphs 1–4), or 51 (paragraphs 3 and 4)

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

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



WORD POWER **TP**

Timing Goal: 10 minutes

tps

Preparation: Display the Word Power Challenge

- Remind students of the Word Power skill (prefix and base word).
- Use **Think-Pair-Share** to have students discuss why it is useful to learn prefixes and their meanings. *Adding a prefix to a word changes its meaning. For example, re- means do over or again. Understanding the meaning of the prefix and the base word will help us define the word.*
- Display the Word Power Challenge. Tell students that they will work in teams to read the words and give a meaning for each word. If necessary, have students use the sail clues and identify the prefix and base word.

Word Power Challenge

reappear

recount



- Use **Random Reporter** to select students to share responses. *Reappear = re + appear; to appear again; recount = re + count; to count again or over.*
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition, page S-12.

SKILL PRACTICE

Write the words in your journal. Then write the prefix and base word. Write a definition for each word.

1. renew *re + new; make new over or make new again*
2. review *re + view; view over or view again*

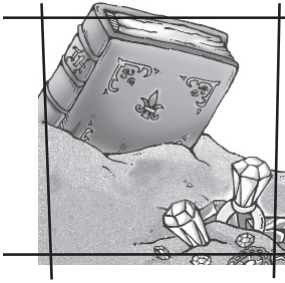
BUILDING MEANING			
exhaled	recalling	famished	gigantic
drifted	makeshift	spiraled	conflicting

- 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.

Sonia exhaled a sigh of relief when she found out she wouldn't have to get up in front of the whole school to speak.

- 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 5

ACTIVE INSTRUCTION

Timing Goal: 20 minutes

Rate Vocabulary Words

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

Team Cooperation and Achievement Goal

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

Set the Stage

- Tell students that their reading test today includes comprehension questions, vocabulary, and Word Power items.
- Remind students that their scores on this test will contribute to their team scores.
- Have students work in teams to review the story elements on their story maps from the reading on days 1–4.



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

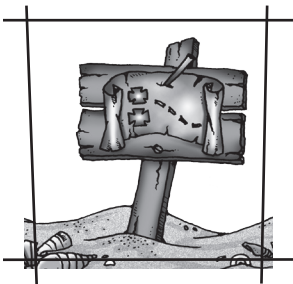
In yesterday's reading, Tyler and his friends tried out for the football team. Today we will find out whether they made the team.

Vocabulary **TP**

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

Prepare Students for the Test

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

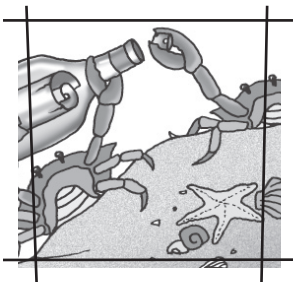


TEST

Timing Goal: 40 minutes

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

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



TEAMWORK

Timing Goal: 30 minutes

Teacher procedures for
Teamwork vary with
strategy instruction.

Team Discussion **TP**

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

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

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



Class Discussion **TP**

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

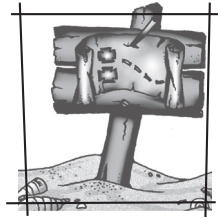


- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.
- Use information from student tests to plan modeling and/or Think Alouds for the next lesson that will build upon the skills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

TEAM CELEBRATION POINTS

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

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



TEST

Comprehension Questions

Answers may vary.
Accept reasonable responses.

Read pages 54 and 55 of *Tyler Bradford is the New Kid in School*, and answer the following questions. The total score for comprehension questions equals 100 points.

30 points

1. How could you tell that Tyler did well during his tryout? |DC| (Team Talk rubric)
 - 30 points** = *I could tell that Tyler did well during his tryout because he caught the ball and ran fast with it. Coach Sanders is impressed and tells him he did a good job. His friends tell him he ran fast.*
 - 25 points** = *I could tell that Tyler did well during his tryout because he caught the ball and ran fast with it.*
 - 20 points** = *He caught the ball and ran fast with it.*

30 points

2. Do you think Tyler will do well at Ames Elementary? Support your prediction. |PR| (Team Talk rubric)
 - 30 points** = *Yes. I think Tyler will do well at Ames Elementary. He is happy now. He has a bunch of friends. He is a starter on the football team. He doesn't think things are so bad anymore.*
 - 25 points** = *Yes. I think Tyler will do well at Ames Elementary.*
 - 20 points** = *Yes. He will do well.*

10 points

3. What happens because Jerome throws badly during tryouts? |CE|
 - a. He is the starting quarterback.
 - b. He doesn't make the team.
 - c. He is the third-string quarterback.
 - d. He is not the starting quarterback.

30 points

4. On page 54, Tyler learns that he is the first-string wide receiver. What does the phrase “first-string” mean? Explain how you figured that out. **(Write-On)** | CL | (Team Talk rubric)

30 points = *The phrase “first-string” on page 54 means that you are the first player in that position and you play in every game. You are the starter. I figured that out because Vladimir says he will be a second-string player. He says he will not play in every game and he will fill in for other players. A first-string player must be a starter.*

25 points = *The phrase “first-string” on page 54 means that you are the first player in that position and you play in every game. You are the starter. I figured that out because Vladimir says he will be a second-string player.*

20 points = *You are the first player in that position and you play in every game. I used what Vladimir said.*

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 the words in your journal. Then write the prefix and base word. Write a definition for each word.

1. relive *re + live, live over or live again*
2. replant *re + plant; plant over or plant again*
3. rethink *re + think; think over or think again*
4. retest *re + test; test over or test again*

10 points each

Building Meaning

exhaled	recalling	famished	gigantic
drifted	makeshift	spiraled	conflicting

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

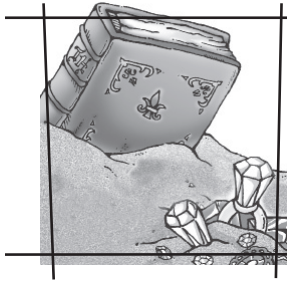
10 points = *Uses the word correctly and includes details to create a mind movie.*

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

1 point = *Uses the word correctly.*

6. We drifted in the canoe because we got tired of paddling.

7. Bret held his breath to swim underwater, and he exhaled when he came up for more air. *Exhaled* means—
- breathed out.*
 - sank below.
 - breathed easy.
 - pushed hard.
8. When I threw the paper airplane, it spiraled through the air and landed under the table.
9. There was a gigantic hot air balloon in the field behind Josh's house. *Gigantic* means—
- odd.
 - full.
 - tall.
 - huge.*
10. Jed had trouble recalling the exact date of his troop's camping trip.
11. The weather man gave conflicting reports about whether or not it was going to rain over the weekend. *Conflicting* means—
- similar.
 - hopeful.
 - opposing.*
 - expert.
12. Dad was famished after mowing the lawn and working in the yard all day without eating lunch. *Famished* means—
- very grumpy.
 - very hungry.*
 - very thirsty.
 - very excited.



DAY 6

ACTIVE INSTRUCTION

Timing Goal: 5 minutes

Two-Minute Edit **TP**

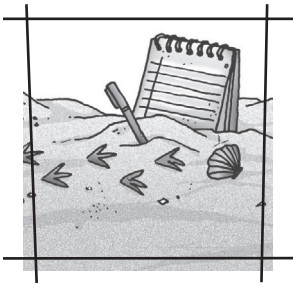
- Display the Two Minute Edit and tell students that it includes common errors. Tell them how many errors the sentence contains.
- Tell students to look for and correct errors in their teams. Tell them they can earn team celebration points for preparing each member of their team to tell the corrections.
- Identify a frequently occurring grammatical or mechanical problem from the students' writing.
- Prepare a sentence that illustrates the problem (with no more than four errors).
- Display the sentence, and indicate the number of errors that students should find. **SR**
 - Teach or model this student routine as necessary.

Two-Minute Edit

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



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



ADVENTURES IN WRITING

Timing Goal: 85 minutes

Suggested timing:

Planning: 20 minutes

Drafting: 20 minutes

Team Discussion: 20 minutes

Class Discussion: 25 minutes



Student Edition, page S-12.

- Introduce the activity.

Today you will write a short essay about Jerome's solution to the problem with Charlie Baker. Jerome really wanted to be the starting quarterback on the football team, but he understood why Charlie felt the way he did too.

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

WRITING PROMPT

Write a short essay about Jerome's solution to the problem Charlie Baker. Explain how Jerome solved the problem. Then explain whether you think that was fair to himself, Charlie, and the football team.

Student Edition Writing Guide contains no point values.

WRITING GUIDE

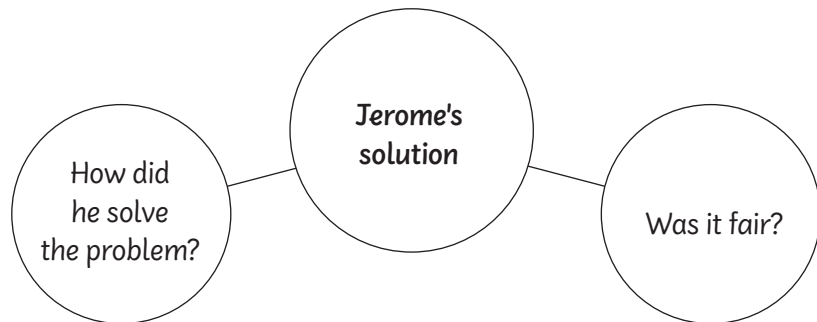
IDEAS	<ul style="list-style-type: none"> • Clearly introduces ideas, a topic, or a story and supports it with details. 	30 points
ORGANIZATION	<ul style="list-style-type: none"> • Has a clear beginning that introduces the topic or story. • The middle has details that support the topic or moves the story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

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

Sample Graphic Organizer



Drafting

- Tell students that they will use their plans to write a first draft.
- Explain how students will use the ideas in their graphic organizers to write their drafts. Remind them to include all of their ideas, writing in sentences and skipping lines to make room for revisions. Also, suggest that they include new thoughts as they occur.
- Remind students that even though they are sharing their opinion in their literary responses, they should back their opinions up with facts and reasons.

A literary response essay is a way for you to share your opinion about something in a story. Even though you are sharing an opinion, you should support it with facts from the story or other reasons. Think about what information in the story helped you form your opinion. Or you should share other reasons that helped you form your opinion, like a personal experience. You need to let readers know why you think a certain way.

- While they have their plans in front of them, have students review their ideas with partners and begin to write.
- Remind students to periodically check their writing against the prompt and writing guide to make sure they are meeting the goal for the activity.
- Monitor students as they begin working. Give specific feedback to reinforce good drafting, and assist students as needed.
- As students complete their drafts, have them read their writing aloud to a partner to see that it includes the intended ideas and makes sense.

- Ask one or two students to share their first drafts with the class to celebrate.

Team Discussion

Sharing, Responding, and Revising

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

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

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

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

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

Editing

- Tell students that they will edit their work to get it ready for rewriting.
- Develop a checklist with students by asking them what kinds of errors they should look for when they edit. Add to, or modify, students' suggestions with your own list of capitalization, punctuation, grammar, and spelling skills. If necessary, go over a few examples of each kind of error.
- 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.

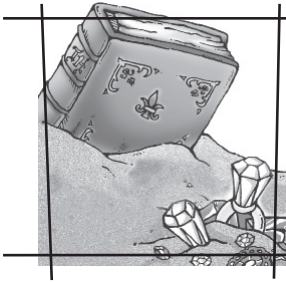
Class Discussion **TP**

- 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?



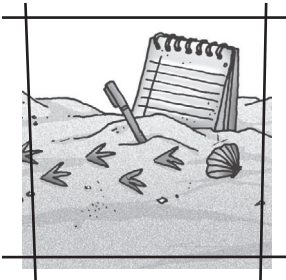
DAY 7

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.

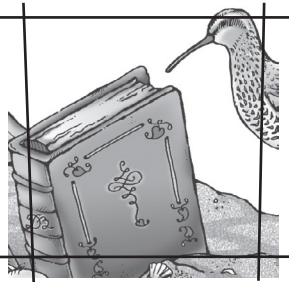


ADVENTURES IN WRITING

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.

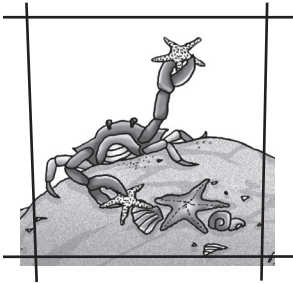


Class Discussion

- 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 **help and encourage others**. Point out the related behavior on the team score sheet. Explain, or model, as necessary.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

TEAM CELEBRATION POINTS

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

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

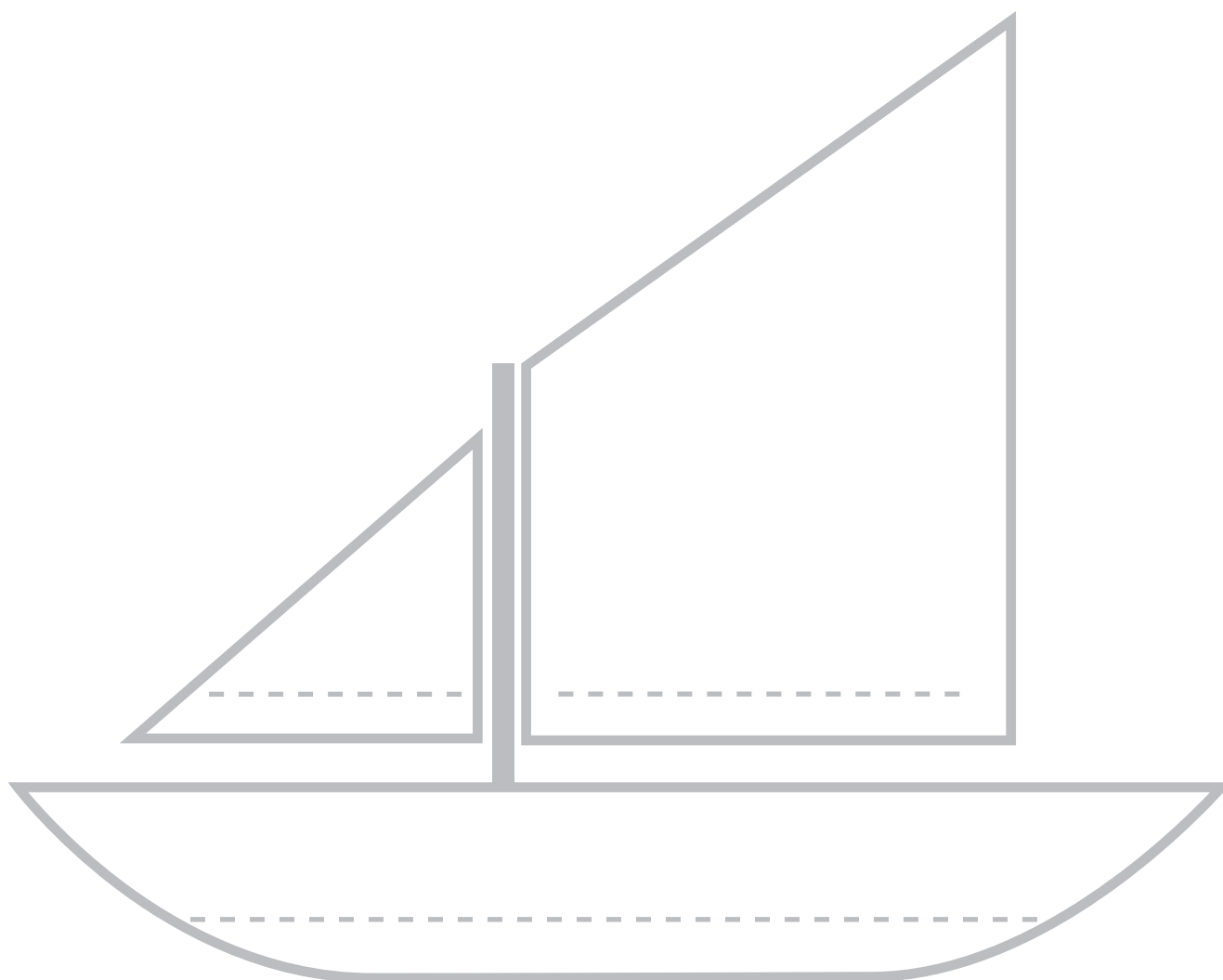
Example 1

On a bright summer day, Sara and her friends raced to the beach. They built a fortress of sand. It was decorated with snow and evergreen branches. Suddenly, they spotted a baby sea turtle stranded on the shore. Working together, they gently guided it back to the sea, protecting it from hungry seagulls and the hot sun.

Example 2

Every morning, Lilia hurried to the bakery ready for another exciting day. The bakery buzzed with energy. The scent of warm baked goods filled the air, drawing in customers with its comforting embrace. Lilia felt like an inventor with her creations.

Lilia poured her heart into each batch of cupcakes, knowing they would bring joy to those who tasted them. She was always testing new flavor combinations, like tangy lemon with sweet blueberry cream, or graham crackers with marshmallow and chocolate. Customers loved her creative flavors.



Story Map



Title: *Tyler Bradford Is the New Kid in School, cycle 2*

Characters:

Tyler Bradford	Vladimir
Dad	Thomas
Principal Wilkins	Sandra
Mrs. Yarborough	
Jerome Simpson	
Charlie Baker	
Coach Sanders	
Julie	

Setting:

Where: Ames, Iowa

When: school days

Problem:

Tyler's parents get divorced, and Tyler moves with his dad to Iowa. Tyler is worried about being the new kid in school.

Event: Tyler has his first day at Ames Elementary. Jerome befriends him during lunch, and the two discover they have a lot in common.

Event: Jerome is absent from school, and Tyler is lonely. His temper almost gets the best of him at lunch, but he cools off. He calls Jerome after school to tell him about his day and his encounter with Charlie Baker.

Event: Coach Sanders watches Jerome and Tyler play football during recess. He announces that fifth graders will be allowed to try out for the football team this year.

Event: Tyler learns that his favorite football player will be at school during the tryouts. Tyler and Jerome practice all day Sunday to be ready for tryouts the next day.

Event: After school, Coach Sanders tells the kids that the professional football players won't be there after all. Tyler focuses on supporting his teammates and having a good tryout, rather than being disappointed.

Solution:

Tyler makes the football team, along with his new friends. He realizes that although he misses his mom and friends in Texas, he is happy in Ames.

College and Career Readiness Standards

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

LEVEL 5 / *Tyler Bradford Is the New Kid in School*

Reading: *Foundational Skills*

Phonics and Word Recognition

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

Writing

Text Types and Purposes

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

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Language

Vocabulary Acquisition and Use

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

INFORMATIONAL (7 DAY)

Big Fun in the Big Easy: A Sensory Tour of New Orleans

Written by Adrian Mathenia

The Savvy Reader—Clarifying, A Collection of Readings, pages 57–67

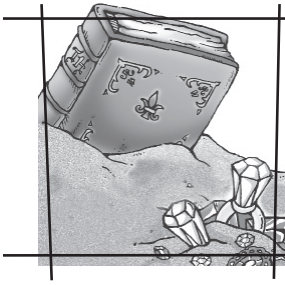
Success for All Foundation, 2011

Summary

New Orleans, Louisiana, is one of the most vibrant cities in the United States. Take a tour of the sounds of New Orleans jazz, the smells of seafood stews and rich pastries, and the sights of Mardi Gras and architecture.

Instructional Objectives

	READING	WORD POWER	WRITING
	Main idea and supporting details (MI)	Base word + ending	Write a summary.
CYCLE 1	Students will find the main ideas and supporting details of different sections of the text.	Students will break words into base words and endings and use the endings <i>-ing</i> and <i>-able</i> to increase their understanding of words.	Students will choose one of the sections in the text and write a summary of it for a classmate.



DAY 1

ACTIVE INSTRUCTION

Timing Goal: 35 minutes

Students discuss responses to the Big Question.

Big Question

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

THE BIG QUESTION

What do you think it means to take a “sensory tour” of something?



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

Team Cooperation and Achievement Goal

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

Set the Stage

- Introduce the text, author, and reading objective.

This cycle we will read *Big Fun in the Big Easy: A Sensory Tour of New Orleans* by Adrian Mathenia. As we read, we’ll look for main ideas and supporting details. Good readers identify main ideas and supporting details to make sure that they learn and remember important information.

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

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

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

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

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

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

Blackline master provided.

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

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

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

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

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

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

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

Use TIGRRS to help you read and understand informational text!

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

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

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

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



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

I know that figuring out the topic is the first step of TIGRRS—our informational process. Knowing the topic will help me understand what the text is about. I'll figure out the topic by paging through the text before I read it. Page through the text, noting different text features. **I see that the title of the book is *Big Fun in the Big Easy: A Sensory Tour of New Orleans*. There are pictures of a person playing an instrument, buildings, food, and people in costume on the cover too. As I look through the text, I also see pictures of musicians, parades, costumes, food, buildings, and a steamboat. All of these pictures seem to go with the text to help me understand it. I think the topic has to be things to see in New Orleans, which is a city in Louisiana.**



- Use the items below to build or activate background knowledge about the text.
 - Use **Team Huddle** to have students discuss what they know about New Orleans, Louisiana. Tell students to think about what they might have heard about New Orleans in the news. Use **Random Reporter** to select students to share.
 - Show students where New Orleans is located on a map of the United States. Use **Team Huddle** to have students think about how New Orleans's location affects its culture and food. Use **Random Reporter** to share responses.
 - Share a few important or interesting facts about New Orleans. For example, Mardi Gras, the big celebration held every year in New Orleans, is related to similar festivals in Europe. The city was named after Philip II, who was the Duke of Orleans and regent in France. New Orleans was a part of the Louisiana Purchase, which doubled the size of the United States for about three cents per acre.
- Tell students the next step of TIGRRS. Use a **Think Aloud** to model identifying the intent of the author.

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

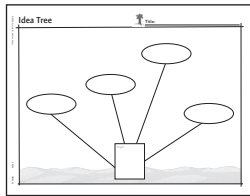
- Tell students the next step of TIGRRS. Use a **Think Aloud** to model identifying the graphic organizer they will use to record information from the text.

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

When I surveyed the text, it didn't look like it had information to compare and contrast or steps in a process, so I won't use the Venn diagram or the sequence chain. I don't think the T-chart is right either because I didn't see any causes and effects when I paged through the text. I know I can find main ideas and

supporting details, so I think I'll use the idea tree as my graphic organizer. This will help me organize and remember the important parts of the text.

Blackline master provided.



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

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

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

Vocabulary **TP**

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

SPEAKER		COACH	
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-13.

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

WORD AND PAGE NUMBER	IDENTIFICATION STRATEGY	DEFINITION	SENTENCE
commotion page 60	chunk: com-mo-tion	noisy disturbance	"What is this <i>commotion</i> I hear when you're supposed to be in bed?" Evan's father asked.
inseparable page 60	prefix + base word + ending: in + separ(ate) + able	connected, united	Jody and his dog are <i>inseparable</i> from the time they wake up to the time they go to bed.
unpredictable page 60	prefix + base word + ending: un + predict + able	changeable	Butterflies are hard to catch because their flight pattern is so <i>unpredictable</i> .
prominent page 61	chunk: prom-i-nent	important	The mayor is a <i>prominent</i> person in the city, and everyone always listens when he gives his opinion.

WORD AND PAGE NUMBER	IDENTIFICATION STRATEGY	DEFINITION	SENTENCE
enticing page 62	base word + ending: entic(e) + ing	attractive	The <i>enticing</i> smell of the cake in the oven made Rory hungry for dessert.
refraining page 63	base word + ending: refrain + ing	doing without	Helen had a hard time <i>refraining</i> from biting her nails when she was nervous.
elaborate page 64	chunk: e-lab-or-ate	detailed	Wendi's <i>elaborate</i> ballet costumes always made her look beautiful on stage.
myriad page 66	chunk: myr-i-ad	countless number	There are a <i>myriad</i> of things to do at an amusement park, so it's hard to choose where to start.

Using the Targeted Skill

Introduction and Definition

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

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

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

Main Idea and Supporting Details

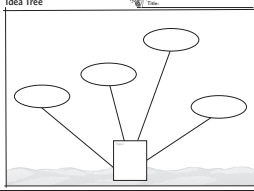
MAIN IDEA: The most important idea about a topic. The BIG idea.

Tips to finding the main idea:

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

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

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



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

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

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

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

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

Often, a text will contain clues that can lead us to the main idea. Key words are one of these clues. Key words could be several words that are alike or words that are repeated throughout the text. Pictures also help us find the main idea

by showing us what the text is explaining. As we read, look for these clues. They will help to point you to the main ideas.

- Tell students that they will identify main ideas and supporting details as they read the text.
- Award team celebration points for good discussions that demonstrate effective teamwork.

Listening Comprehension

- Introduce the text, and remind students that it is informational. Remind them you will use the TIGRRS process as you read.
- Remind students of the topic, intent of the author, and the graphic organizer.
- Tell students that you will start reading the text and applying the skill. Tell them that you will also record the important ideas on the graphic organizer.
- Display a blank idea tree. Remind students that you will only read for main ideas as you read the text the first time.
- Explain to students that the author of a text does not always directly state the main idea.

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

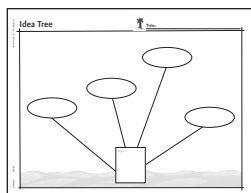
- Read page 59 (paragraphs 1–3) of the text aloud. Use a **Think Aloud** to model identifying the main idea of the section and the clues that led you to it. Fill in the idea tree accordingly.

Let's take a look at the text to see what clues I can identify that will help tell us more about the main idea. I know the main idea is things to see in New Orleans. On this page, the author gives me some historical information about New Orleans. The heading on the page says "A Rich Historical Culture." That clue tells me I'll learn some of the history of New Orleans. I also see a picture of an old map on the page. I think that shows me the history of New Orleans.

- Continue reading the text box and caption on page 59 aloud, adding main ideas to your idea tree as you read.

The text box is another clue about the main idea of this page. I think it might provide me more information about the history or culture of New Orleans. It has the words Cajun and Creole in it. I've heard these words before. They refer to a culture. Those clues tell me that the main idea of this section is the history and culture of New Orleans.

Blackline master provided.



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

Main idea: Introduction: A Rich Historical Culture (p. 59)

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

Let's clarify something I read. It is important to clarify as you read to make sure you understand all the information in the text. I read "I thought about pinching myself." Why would I pinch myself? What does that mean? I read ahead to see if there was any information that would help me. The author says that everything they saw and experienced seemed like a dream. Then I understood. If you pinch yourself, it hurts. It's something you can feel. If you're dreaming, you can't feel anything. Pinching yourself is a way to make sure you are awake and in real life.

- Remind students that they will continue identifying main ideas and supporting details as they read *Big Fun in the Big Easy: A Sensory Tour of New Orleans* this cycle.

Preview Team Talk

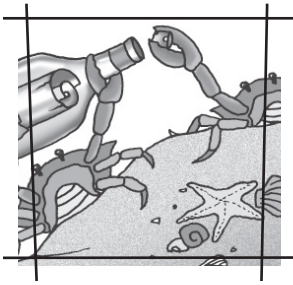
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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. What word, phrase, or passage did you clarify? How did you clarify it? |CL|
(Strategy Use rubric)
2. Why aren't there jazz funerals and second line parades in summer? |CE|
 - a. The weather is too hot.
 - b. People go on vacation.
 - c. It's against the law then.
 - d. No one dies in summer.
3. Page 62 is mainly about— |MI|
 - a. who invented gumbo.
 - b. a recipe for beignets.
 - c. food in New Orleans.
 - d. catching crawfish.

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



TEAMWORK

Timing Goal: 50 minutes

Partner Reading **TP**

Students read and restate aloud.

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

pages 60–62 aloud with partners.

INFORMATIONAL

Read Aloud

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

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

After Reading

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

Team Discussion **TP**

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

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

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

Class Discussion **TP**



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



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

Answers may vary. Accept reasonable responses.

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

TEAM TALK	
1.	<p>What word, phrase, or passage did you clarify? How did you clarify it? CL (Strategy Use rubric)</p> <p>100 points = <i>Uses a sticky note, tells what strategy was used to discuss it, and explains how the strategy helped to understand the text.</i></p> <p>90 points = <i>Uses a sticky note and tells what strategy was used to discuss it.</i></p> <p>80 points = <i>Uses a sticky note to mark a thought.</i></p>
2.	<p>Why aren’t there jazz funerals and second line parades in summer? CE </p> <ol style="list-style-type: none"> <i>The weather is too hot.</i> People go on vacation. It’s against the law then. No one dies in summer.

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. Page 62 is mainly about— |MI|
- who invented gumbo.
 - a recipe for beignets.
 - food in New Orleans.
 - catching crawfish.

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

100 points = *One clue that led me to this main idea is the heading. The heading says “Spicy Southern Appetite.” I know that the word appetite has to do with eating food. Other clues that led me to this main idea are the pictures. There are pictures of crawfish, shrimp, okra, and beignets on the page. These are things you eat.*

90 points = *One clue that led me to this main idea is the heading. The heading says “Spicy Southern Appetite.” Other clues that led me to this main idea are the pictures.*

80 points = *One clue is the heading. Other clues are the pictures.*

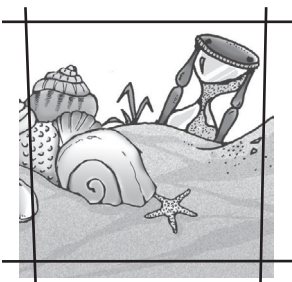
TEAM TALK EXTENSION

4. How was jazz music born? |CE| (Team Talk rubric)

100 points = *Jazz music was born when a man named Charles “Buddy” Bolden heard the rhythms of African songs, dances, and spirituals. He liked their music and combined it with European brass instruments to make jazz.*

90 points = *Jazz music was born when a man named Charles “Buddy” Bolden heard the rhythms of African songs, dances, and spirituals.*

80 points = *Charles “Buddy” Bolden heard the rhythms of African songs, dances, and spirituals.*



FLUENCY IN FIVE

Timing Goal: 5 minutes

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

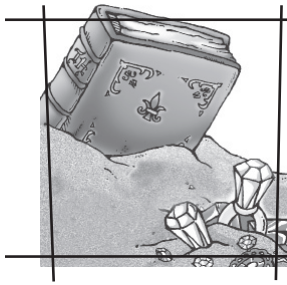
Page 60 (paragraph 3)

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

Vocabulary **TP**

- Have students review the vocabulary words with their partner. Ask them to use the vocabulary words in new, meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Use **Random Reporter** to check for understanding. Review any words and/or definitions that students need additional support in understanding.
 - Focus on words that appear in the reading for the day if applicable: *refraining* page 63, *elaborate* page 64, and *myriad* page 66.



- 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 New Orleans. We learned a little about the music of New Orleans. People listen to zydeco and jazz there. Jazz is used to celebrate the passing of important musicians in the city. Food is also important in New Orleans.



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

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

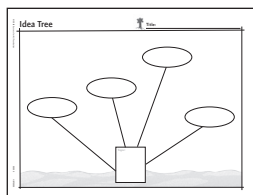
- Read the first paragraph of page 63 aloud. Use a **Think Aloud** to model identifying the main idea of this paragraph and the clues in the text that lead you to the main ideas. Fill in the idea tree accordingly.

Let’s see if I can identify the main idea of this page. The heading says “Mardi Gras: A Neighborly Celebration.” That makes it sound like I’ll be learning about some kind of big party in this section, one that involves the whole neighborhood. Maybe I should keep reading the page to find some more clues.

- Continue reading page 63 (paragraph 2) aloud. Use a **Think Aloud** to model identifying the main idea of this paragraph and the clues in the text that lead you to the main ideas. Fill in the idea tree accordingly.

As I continued reading the page, I noticed the photographs. I see some shiny, colorful beads in one picture. Another picture shows someone dressed in a really colorful and elaborate costume. There are dragons coming out of it and a lot of gold. This isn’t your average party. I think this page will talk about a special party called Mardi Gras.

Blackline master provided.



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

Main idea: Mardi Gras: A Neighborly Celebration (pp. 63 and 64)

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

Let me clarify something I read. I read, “In the 1700s, the French began hosting balls...” Hosting balls? What does that mean? We play sports with things like basketballs and soccer balls, but that must not be what a ball is in this sense. I needed to read ahead, and I saw that the author talks about celebrating and feasting. So, in this context, a ball might be a big party. I used the dictionary to

confirm my thinking, and it says a ball is a large, lavish party featuring dancing. It comes from the same root as the word *ballet*, which is a type of dance. That makes more sense now.

- Remind students that they will continue identifying main ideas and supporting details as they read *Big Fun in the Big Easy: A Sensory Tour of New Orleans* this cycle.

Preview Team Talk

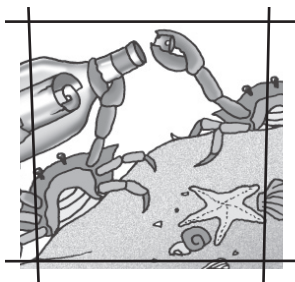
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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. What word, phrase, or passage did you clarify? How did you clarify it? |CL|
(Strategy Use rubric)
2. What happens after the pipe organist presses one of the keys on the calliope?
|SQ|
 - a. The steamboat sounds a bell.
 - b. Steam shoots out of the pipe making the sound.
 - c. Fire shoots out of the pipe making the sound.
 - d. People listen for the music.
3. Page 65 is mainly about— |MI|
 - a. important sight-seeing spots.
 - b. porch railings.
 - c. how to play the calliope.
 - d. sailing on the Mississippi River.

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



TEAMWORK

Timing Goal: 50 minutes

Partner Reading **TP**

Students read and restate aloud.

- Explain, or review, if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students read and restate: **SR**
pages 63 (paragraph 3)–66 aloud with partners.
- If some teams finish ahead of others, have them begin working on the following activities: **SR**

After Reading

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

Team Discussion **TP**

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

Class Discussion **TP**



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



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

Answers may vary. Accept reasonable responses.

Strategy Use Discussion

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

Write-On Discussion

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

TEAM TALK

1. What word, phrase, or passage did you clarify? How did you clarify it? |CL| (Strategy Use rubric)
 - 100 points** = *Uses a sticky note, tells what strategy was used to discuss it, and explains how the strategy helped to understand the text.*
 - 90 points** = *Uses a sticky note and tells what strategy was used to discuss it.*
 - 80 points** = *Uses a sticky note to mark a thought.*
2. What happens after the pipe organist presses one of the keys on the calliope? |SQ|
 - a. The steamboat sounds a bell.
 - b. Steam shoots out of the pipe making the sound.
 - c. Fire shoots out of the pipe making the sound.
 - d. People listen for the music.
3. Page 65 is mainly about— |MI|
 - a. important sight-seeing spots.
 - b. porch railings.
 - c. how to play the calliope.
 - d. sailing on the Mississippi River.

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

100 points = *One clue that led me to this main idea is the heading. It says “The Must See of the Big Easy.” I know that something that is a “must see” must be important. It might be something you can’t see anywhere outside of that location. Other clues that led me to this main idea are the pictures. I see a streetcar, some beautiful iron railings, and a steamboat. These must be some of the things you can see in New Orleans.*

90 points = *One clue that led me to this main idea is the heading. Other clues that led me to this main idea are the pictures.*

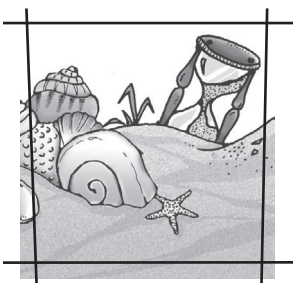
80 points = *One clue is the heading. Other clues are the pictures.*

Team Talk Discussion

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

TEAM TALK EXTENSION

4. What conclusion can you draw about Mardi Gras based on the photographs on pages 63 and 64? Support your answer. |DC • TF| (Team Talk rubric)
- 100 points** = *Based on the photographs on pages 63 and 64, I can draw the conclusion that Mardi Gras is very colorful and fun. I can tell that people like wearing interesting costumes that are bright and multicolored. They wear colorful necklaces and masks. It looks like people are dancing and having fun playing music.*
- 90 points** = *Based on the photographs on pages 63 and 64, I can draw the conclusion that Mardi Gras is very colorful and fun.*
- 80 points** = *Mardi Gras is very colorful and fun.*



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.

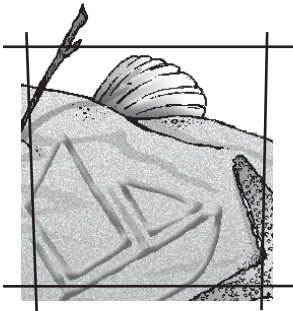
- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

Student Edition, page S-13.

Pages 63 (paragraph 3) and 64

- 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 that they have seen Word Treasure clues from Captain Read More. Display the Word Treasure clue.

Blackline master provided.



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

Display the Word Treasure.

Word Treasure

Some base words have additional endings.

If you're having trouble reading these words, read the base word first. Read the ending next, and then read the whole word to figure out its meaning.

- If necessary, remind students about the purpose of endings, or suffixes (letter or group of letters that come at the end of a word; suffixes change the word meaning).
- Tell students that they will work with the endings *-ing* and *-able*. Remind students of (or ask students to give) the meanings of these endings (*-ing* means action of, activity, result of an activity; *-able* means capable of or fit to do something).
- Write the word “enchanting” on the board.
- Use **Think-Pair-Share** to have students tell you how the base word is divided from the ending and give its meaning. Randomly select a few students to share. *Enchant + ing; action of casting a spell on something.*
- Point out that *enchant* is a base word. Write this word on the first sail. Write “ing” on the small sail, and explain that this is an ending or suffix.
- 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-14.

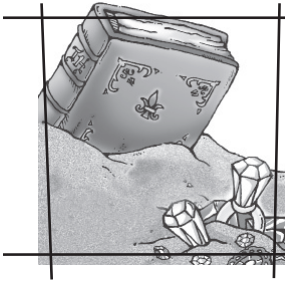
SKILL PRACTICE			
Write each word in your journal. Then write the base word and ending. Write a definition for each word.			
1. expanding	<i>expand + ing; action of making something bigger</i>		
2. expandable	<i>expand + able; capable of making bigger</i>		
BUILDING MEANING			
commotion	inseparable	unpredictable	prominent
enticing	refraining	elaborate	myriad
3. Choose a word from the vocabulary list, and write a meaningful sentence for that word. 100 points = <i>The sentence uses the word correctly and includes details to create a mind movie.</i> 90 points = <i>The sentence uses the word correctly and includes one detail.</i> 80 points = <i>The sentence uses the word correctly.</i>			
4. Choose the word that best completes the sentence. “When you were a baby, you and your blanket were <u>inseparable</u> , and you cried if someone tried to take it from you!” Veronica’s mother said.			

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

TEAM CELEBRATION POINTS

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

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



DAY 3

ACTIVE INSTRUCTION

Timing Goal: 20 minutes

Big Question



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



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

Team Cooperation and Achievement Goal



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

Set the Stage

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

Vocabulary **TP**

- Have students review the vocabulary words with their partner. Ask them to use the vocabulary words in new, meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Use **Random Reporter** to check the review.
 - Focus on words that appear in the reading for the day if applicable: *commotion* page 60, *inseparable* page 60, *unpredictable* page 60, *prominent* page 61, and *enticing* page 62.



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

Text Review

- Have students work in teams to 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

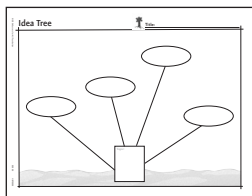
- Review the topic and the author’s intent with students.
- Remind students of the graphic organizer you are using to help you remember the text.
- Review the important ideas from yesterday’s reading.

Yesterday we read more about New Orleans. We learned more about its culture. Mardi Gras is an important part of New Orleans. People come together to celebrate that. We also read about some of the important sight seeing spots in the city.

- Tell students that today you will begin rereading the text you have already read. Explain that rereading helps you look for details that support the main ideas you found when you read the text the first time.
- Tell students that as you reread you will look for details about the important ideas and add them to the graphic organizer. Tell students that you will also add any important information you missed the first time you read.
- Reread page 59 aloud. Use a **Think Aloud** to model identifying the details that support the main idea from day 1. Add the supporting details to the idea tree accordingly.

Remember that I said that one of our main ideas is the history and culture of New Orleans. As I reread, I can find some details that support this main idea. The cultures of the French, Spanish, Cajuns, Africans, and Native Americans all influenced New Orleans. The city was founded in 1718 by the French but was sold as part of the Louisiana Purchase in 1803. The text box tells me that the Cajuns and Creoles played an important role in New Orleans history and culture too. The Cajuns were chased from Acadia in Canada and settled in New Orleans because of the French influences. Creoles are people who have a culture blended from the French, Spanish, Native American, and African cultures. These are details that tell me about the history and culture of New Orleans.

Blackline master provided.



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

Main idea: Introduction: A Rich Historical Culture (p. 59)

- founded by French in 1718 near Mississippi River
 - culture is blend of French, Spanish, Cajun, Caribbean, African, and Native American
 - Cajuns are descendants of French Canadians, and Creoles are people with mixed ancestors.
- Use a **Think Aloud** to model following the steps on the Clarifying Strategy Card to clarify a word or phrase based on what you have read so far.

Let me clarify something from this reading. Sometimes when we reread, we realize that we didn’t fully understand a word, phrase, or passage. The passage

keeps talking about New Orleans being a port. What is a port? It must have to do with water, because the passage also talks about how New Orleans is on the Mississippi River. When I looked this up in the dictionary, it told me that a port is a city, town, or other place where ships load or unload. Then I remembered that New Orleans is not only on the Mississippi River, it's on the Gulf of Mexico. So ships must go to the port of New Orleans to deliver goods and people.

- Remind students that they will continue identifying main ideas and supporting details as they read *Big Fun in the Big Easy: A Sensory Tour of New Orleans* this cycle.

Preview Team Talk

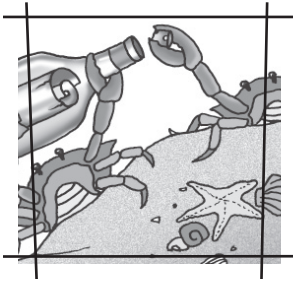
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide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

Student Edition, page S-15.

TEAM TALK

1. What word, phrase, or passage did you clarify? How did you clarify it? |CL|
(Strategy Use rubric)
2. The text box on page 61 tells— |TF|
 - a. why clarinets are good at improvising.
 - b. how to improvise a jazz funeral.
 - c. how to improvise in jazz music.
 - d. what the word *improvised* means.
3. Page 62 is mainly about foods in New Orleans. Which of the following is a detail that tells more about this main idea? |MI|
 - a. Crawfish turn bright red when they are boiled.
 - b. Beignets are usually rectangular in shape.
 - c. Seafood is important to many New Orleans dishes.
 - d. Gumbo is cooked in a large pot over fire.

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



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

Students read and restate aloud.

- Explain, or review, if necessary, the Partner Reading routines for strategy use with sticky notes and TIGGRS before having students reread and restate: **SR**
pages 60–62 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. What word, phrase, or passage did you clarify? How did you clarify it? |CL| (Strategy Use rubric)
 - 100 points** = *Uses a sticky note, tells what strategy was used to discuss it, and explains how the strategy helped to understand the text.*
 - 90 points** = *Uses a sticky note and tells what strategy was used to discuss it.*
 - 80 points** = *Uses a sticky note to mark a thought.*
2. The text box on page 61 tells— |TF|
 - a. why clarinets are good at improvising.
 - b. how to improvise a jazz funeral.
 - c. how to improvise in jazz music.
 - d. *what the word improvised means.*
3. Page 62 is mainly about foods in New Orleans. Which of the following is a detail that tells more about this main idea? |MI|
 - a. Crawfish turn bright red when they are boiled.
 - b. Beignets are usually rectangular in shape.
 - c. *Seafood is important to many New Orleans dishes.*
 - d. Gumbo is cooked in a large pot over fire.

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

100 points = *One detail that supports this main idea is that gumbo is a popular seafood stew in New Orleans. Many people order in restaurants, and every cook uses their own favorite ingredients. Another detail is that po boy sandwiches are usually sold by street vendors around the city. This is a sandwich made with fried shrimp.*

90 points = *One detail that supports this main idea is that gumbo is a popular seafood stew in New Orleans. Another detail is that po boy sandwiches are usually sold by street vendors around the city.*

80 points = *Gumbo is a popular seafood stew in New Orleans. Po boy sandwiches are sold by street vendors.*

TEAM TALK EXTENSION

Team Talk Discussion

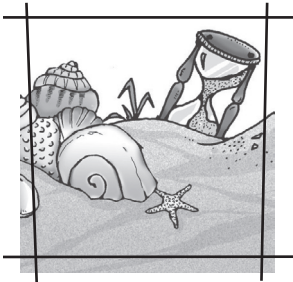
- ask students if they understood or enjoyed the reading
- reinforce use of the skill

4. Do you think foods in New Orleans are usually spicy or bland? Why? | DC |
(Team Talk rubric)

100 points = *I think foods in New Orleans are usually spicy. The heading on the page has the word spicy in it. The author describes how the gumbo smells when it's put in front of him. He says it makes his nose tingle. I know cayenne and black pepper are spicy.*

90 points = *I think foods in New Orleans are usually spicy.*

80 points = *They are usually spicy.*



FLUENCY IN FIVE

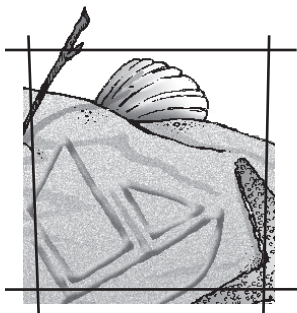
Timing Goal: 5 minutes

- 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-13.

Pages 63 (paragraph 3) and 64 or page 62 (paragraphs 2 and 3)

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



WORD POWER **TP**

Timing Goal: 10 minutes

tps

- Remind students of the Word Power skill (base word and ending) and, if necessary, the Word Treasure clue Captain Read More uses (big sail and little sail).
- Use **Think-Pair-Share** to have students identify the suffixes from this cycle and their meanings. Randomly select a few students to share. *The suffix -ing means action or result of an action; the suffix -able means capable of or fit to do something.*
- Use **Think-Pair-Share** to have students look at their vocabulary words and find words that have these endings and give the base word and endings. Randomly select a few students to share. *Inseparable = inseparate + able; unpredictable = unpredict + able; enticing = entice + ing; refraining = refrain + ing.*
- Point out to students that the words *inseparable* and *unpredictable* have prefixes as well.

The words *inseparable* and *unpredictable* need to be broken down into a prefix, base word, and suffix to make the most sense. You probably don't recognize the word *inseparable*. Write the word "inseparable" on the board. But if you break it down into in + separ(ate) + able, you can see the word *separate* is the real base word. Write "in + separate + able" on the board, and scrub (or cross) out the *ate* in *separate*.

th



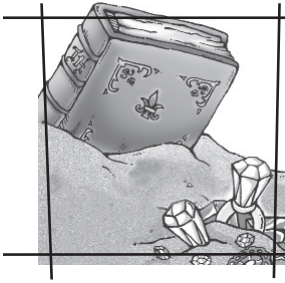
- Use **Team Huddle** to have students break the word *unpredictable* down into its prefix, base word, and ending. Use **Random Reporter** to select students to share.
- Point out that two of the base words lose letters when suffixes are added to them. Point out that the word *separate* loses the *ate* at the end of the word when *-able* is added. Point out that *entice* loses the *e* at the end when *-ing* is added. Explain that some base words need to change a little when suffixes are added to them.
- Have students review the definitions of the words and read the sample sentences in their vocabulary list.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition, page S-15.

SKILL PRACTICE			
Write each word in your journal. Then write the base word and ending. Write a definition for each word.			
1. obtainable	<i>obtain + able; capable of being gotten</i>		
2. exporting	<i>export + ing; action of sending something out of the country</i>		
BUILDING MEANING			
commotion	inseparable	unpredictable	prominent
enticing	refraining	elaborate	myriad
3. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday. 100 points = <i>The sentence uses the word correctly and includes details to create a mind movie.</i> 90 points = <i>The sentence uses the word correctly and includes one detail.</i> 80 points = <i>The sentence uses the word correctly.</i>			
4. Choose the word that best completes the sentence. My grandma never made <u>elaborate</u> cakes covered in frosting swirls or decorations, but they were always delicious.			

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

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



DAY 4

ACTIVE INSTRUCTION

Timing Goal: 20 minutes



Big Question

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



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

Team Cooperation and Achievement Goal

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

Set the Stage

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

Vocabulary **TP**

- Have students review the vocabulary words with their partner. Ask them to use the vocabulary words in new, meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Students will individually write a meaningful sentence for one of the words in preparation for the assessment.
- Use **Random Reporter** to select students to share their meaningful sentence and lead a discussion using the Meaningful Sentence rubric.
- Use **Random Reporter** to check the review.
 - Focus on words that appear in the reading for the day if applicable: *refraining* page 63, *elaborate* page 64, and *myriad* page 66.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.



Text Review

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

Listening Comprehension

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

Yesterday I learned some more information about zydeco, jazz, and food in New Orleans. We discussed the different kinds of food people enjoy eating in New Orleans. Gumbo and jambalaya are both popular dishes that are full of seafood and sausages. Po boys are popular sandwiches stuffed with shrimp. Crawfish are little lobster like creatures popular in Cajun foods. Beignets are the most popular pastry in New Orleans.

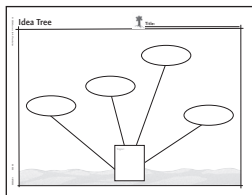
- Tell students that as you reread you will look for details about the important ideas and add them to the graphic organizer. Tell students that you will also add any important information you missed the first time you read.



- Reread page 63 (paragraphs 1 and 2) aloud. Use a **Think Aloud** to model identifying the details that support the main idea from day 2. Add the supporting details to the idea tree accordingly.

I remember that this section of the text mainly talks about Mardi Gras, a big celebration in New Orleans. When I reread, I can identify more details about Mardi Gras. During this celebration, people dance in the streets and watch parades go by. They wear fancy costumes. It is a tradition that dates back to ancient Rome. The phrase “Mardi Gras” means fat Tuesday in French. It comes from the tradition of eating as much as possible before fasting for the Lenten season in the Catholic church. I can add these details to my idea tree.

Blackline master provided.



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

Main idea: Mardi Gras: A Neighborly Celebration (pp. 63 and 64)

- parades with costumes, masks, candy
 - celebrate with friends and family
- Use a **Think Aloud** to model following the steps on the Clarifying Strategy Card to clarify a word or phrase based on what you have read so far.

Let me clarify something I read in the text. At the end of the passage, I read the word *fast*. I know what *fast* means, it means to move quickly. But that doesn’t make sense in the passage. I reread the paragraph, and saw that it talks about how Fat Tuesday and Mardi Gras are a celebration to eat as much as possible before they are expected to fast. I wonder if *fast* has to do with not eating. I

looked it up in the dictionary, and saw that it can also mean to not eat food, or only eat small amounts or certain kinds of food. So, Mardi Gras is a big party to celebrate and eat good food before you are expected to only eat a little. This makes more sense now.

- Remind students that they will continue identifying main ideas and supporting details as they read *Big Fun in the Big Easy: A Sensory Tour of New Orleans* this cycle.

Preview Team Talk

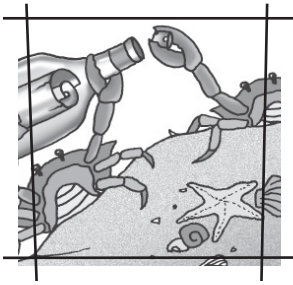
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide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

Student Edition, page S-16.

TEAM TALK

1. Use information from your graphic organizer to write a summary of *Big Fun in the Big Easy: A Sensory Tour of New Orleans*. |SU| (Summarizing rubric)
2. Owning a costume shop would be good in New Orleans because— |CE|
 - a. everyone plays tricks on one another in costume.
 - b. no one in New Orleans wears normal clothes every day.
 - c. people need costumes for their costume parties.
 - d. people buy masks and costumes for Mardi Gras each year.
3. Page 65 is mainly about important sight seeing spots in New Orleans. Which of the following is a detail that tells more about this main idea? |MI|
 - a. The tan and white houses reflect sunlight onto trees.
 - b. New Orleans's historic mansions are on Charles Avenue.
 - c. You cannot hear the calliope play on Sundays.
 - d. The calliope's pipes light up when played.

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



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

Students read and restate aloud.

- Explain, or review, if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students reread and restate: **SR**
pages 63 (paragraph 3)–66 aloud with partners.
- If some teams finish ahead of others, have them begin working on the following activities: **SR**

After Reading

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

Team Discussion **TP**

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

Class Discussion **TP**



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



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

Answers may vary. Accept reasonable responses.

Strategy Use Discussion

- resolve a sticky note
- describe team strategy use

Write-On Discussion

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

TEAM TALK

1. Use information from your graphic organizer to write a summary of *Big Fun in the Big Easy: A Sensory Tour of New Orleans*. |SU| (Summarizing rubric)
100 points = *Restates the main ideas and gives important details that support them.*
90 points = *Restates the main ideas.*
80 points = *Restates some important ideas but includes less important details.*
2. Owning a costume shop would be good in New Orleans because— |CE|
 - a. everyone plays tricks on one another in costume.
 - b. no one in New Orleans wears normal clothes every day.
 - c. people need costumes for their costume parties.
 - d. people buy masks and costumes for Mardi Gras each year.
3. Page 65 is mainly about important sight seeing spots in New Orleans. Which of the following is a detail that tells more about this main idea? |MI|
 - a. The tan and white houses reflect sunlight onto trees.
 - b. *New Orleans's historic mansions are on Charles Avenue.*
 - c. You cannot hear the calliope play on Sundays.
 - d. The calliope's pipes light up when played.

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

100 points = *One detail that supports this main idea is that visitors to New Orleans should ride a streetcar through Charles Avenue. This part of the city has old mansions and historic buildings. People go to Charles Avenue to see the wrought iron porch railings and spindles. Another detail that supports the main idea is that you should see or ride the Steamboat Natchez. The steamboat has a steam-powered calliope organ that is played every day.*

90 points = *One detail that supports this main idea is that visitors to New Orleans should ride a streetcar through Charles Avenue. Another detail that supports the main idea is that you should see or ride the Steamboat Natchez.*

80 points = *Visitors to New Orleans should ride a streetcar through Charles Avenue. You should see or ride the Steamboat Natchez*

Team Talk Discussion

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

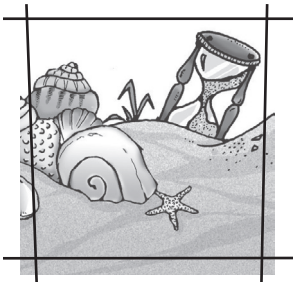
TEAM TALK EXTENSION

4. Why do you think mansions in New Orleans have beautiful wrought iron porch railings and spindles? |DC| (Team Talk rubric)

100 points = *I think mansions in New Orleans have beautiful wrought iron porch railings and spindles because wealthy people lived in the mansions. They wanted their homes to look nice. They wanted to show off their wealth. The railings are fancy, so they probably cost a lot of money to buy.*

90 points = *I think mansions in New Orleans have beautiful wrought iron porch railings and spindles because wealthy people lived in the mansions.*

80 points = *Wealthy people lived in the mansions.*



FLUENCY IN FIVE

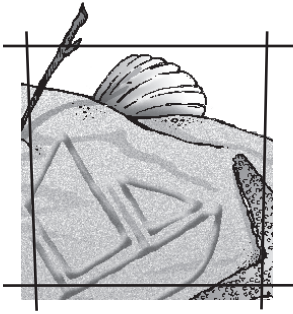
Timing Goal: 5 minutes

- 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-13.

Page 63 (paragraph 3) and 64, page 62 (paragraphs 2 and 3), or 65

- 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).
- Display the Word Power Challenge. Tell students that they will work in teams to read the words and identify the base word and endings.

Word Power Challenge	limping
	repeatable



- Use **Random Reporter** to select students to share the base words, endings, and the meanings of the words. *Limp + ing; the action of walking slowly or with jerky motions; repeat + able; capable of being done again.*
- 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-16.

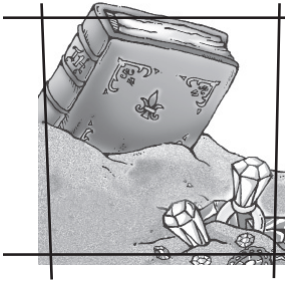
SKILL PRACTICE			
Write each word in your journal. Then write the base word and ending. Write a definition for each word.			
1. consumable	<i>consume + able; capable of being eaten</i>		
2. snarling	<i>snarl + ing; the action of growling</i>		
BUILDING MEANING			
commotion	inseparable	unpredictable	prominent
enticing	refraining	elaborate	myriad
3. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday. 100 points = <i>The sentence uses the word correctly and includes details to create a mind movie.</i> 90 points = <i>The sentence uses the word correctly and includes one detail.</i> 80 points = <i>The sentence uses the word correctly.</i>			
4. Choose the word that best completes the sentence. The smells coming from the chocolate shop were <u>enticing</u> , but Manuel knew he couldn't stop to buy any candy that day.			

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

TEAM CELEBRATION POINTS

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

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



DAY 5

ACTIVE INSTRUCTION

Timing Goal: 20 minutes

Rate Vocabulary Words

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

Team Cooperation and Achievement Goal

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

Set the Stage

- Tell students that their reading test today includes comprehension questions, vocabulary, and Word Power items.
- Remind students that their scores on this test will contribute to their team scores.
- 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 French Quarter of New Orleans. This is the historic part of New Orleans and a major tourist destination in the city.

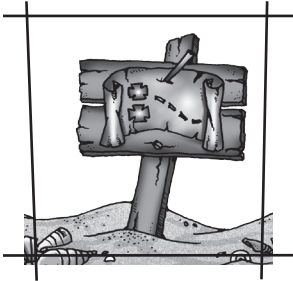
Vocabulary **TP**

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

Prepare Students for the Test

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

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

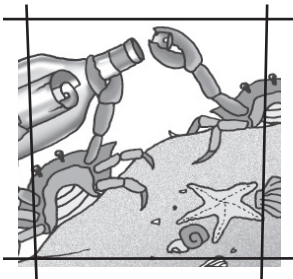


TEST

Timing Goal: 40 minutes

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

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



TEAMWORK

Timing Goal: 30 minutes

Teacher procedures for
Teamwork vary with
strategy instruction.

Team Discussion **TP**

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

After the Test	
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.

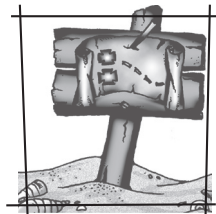


- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.
- Use information from student tests to plan modeling and/or Think Alouds for the next lesson that will build upon the skills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

The French Quarter in New Orleans is the oldest part of the city. New Orleans is located near the mouth of the Mississippi River. The French chose to build there so they could control trade up and down the river. The grid of streets now called the French Quarter or Vieux Carré (“Old Square”) was planned in 1722. The city grew slowly until it came under Spanish control. Then New Orleans became the biggest port in the Gulf of Mexico. Two fires destroyed the city in the late 1700s, but the Spanish rebuilt it. Many buildings have Spanish and French designs.

The French Quarter was mainly populated with people who called themselves Creoles. They are the children of French and Spanish settlers. The word often refers to people of both French and Spanish descent. The Creoles were proud of their blended culture. They were the wealthy class in New Orleans, and lived rich lifestyles in the old part of the city.

Source: <https://www.nps.gov/jela/planyourvisit/french-quarter-site.htm>

Comprehension Questions

Answers may vary.
Accept reasonable responses.

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

30 points

1. What is the topic of this text? |MI • AP| (Team Talk rubric)
 - a. *The French Quarter in New Orleans.*
 - b. The mouth of the Mississippi River.
 - c. The children of French and Spanish settlers.
 - d. The wealthy residents of New Orleans.

What is the intent of the author in writing about this topic? How do you know?

30 points = *The intent of the author is to inform the reader about the French Quarter. I know this is the intent of the author because the text tells me many facts about the French Quarter. I learned that the French Quarter is the oldest part of New Orleans. It was designed in 1722. It helped the French control the Mississippi River. Creole people mainly lived there.*

25 points = *The intent of the author is to inform the reader about the French Quarter. I know this is the intent of the author because the text tells me many facts about the French Quarter.*

20 points = To inform the reader about the French Quarter. The author because the text tells me many facts about the French Quarter.

30 points

2. What details support the idea that French Quarter Creoles had a blended culture?
(Write-On) |MI| (Team Talk rubric)

30 points = *One detail that supports the idea that French Quarter Creoles had a blended culture is that the word Creole usually referred to people of French and Spanish descent. They were people whose parents were French and Spanish. Another detail is that Creoles were proud of their blended culture. They were the wealthy class of people in the city.*

25 points = *One detail that supports the idea that French Quarter Creoles had a blended culture is that the word Creole usually referred to people of French and Spanish descent. Another detail is that Creoles were proud of their blended culture.*

20 points = *The word Creole usually referred to people of French and Spanish descent. Creoles were proud of their blended culture.*

30 points

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

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

25 points = *Restates the main ideas.*

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

Word Power

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

5 points each

Skill Questions

Write each word on your paper. Then write the base word and ending. Write the definition for each word.

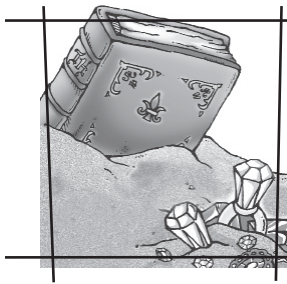
- waddling *waddle* + *ing*; action of walking and swaying side to side
- laughable *laugh* + *able*; capable of being laughed at
- manageable *manage* + *able*; capable of being handled or dealt with
- residing *reside* + *ing*; action of living in a place

10 points each

Building Meaning

commotion	inseparable	unpredictable	prominent
enticing	refraining	elaborate	myriad

5. Write a meaningful sentence for the word *prominent*.
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 class had a myriad of questions for the visiting author, but she only had time to answer a few of them.
7. At first Todd thought the two pieces of metal were inseparable, but then he realized they were held together with a screw. *Inseparable* means—
 a. unrelated.
 b. twisted.
 c. rusted.
 d. connected.
8. Elsa heard a commotion and rushed outside to see her dog barking at a raccoon on the trash can.
9. My favorite dress is one with the elaborate beadwork flowers all along the bottom edge of the dress. *Elaborate* means—
 a. detailed.
 b. sloppy.
 c. muscled.
 d. dingy.
10. My cat's moods are unpredictable, and you can never tell when he wants to cuddle or when he wants to be left alone.
11. Luke is trying to eat healthier, so he is refraining from eating potato chips and French fries at lunch. *Refraining* means—
 a. continuing.
 b. doing without.
 c. doing everything.
 d. dispatching.
12. Randi's bed looked very enticing after a long day of playing in the volleyball tournament.



DAY 6

ACTIVE INSTRUCTION

Timing Goal: 5 minutes

Two-Minute Edit **TP**

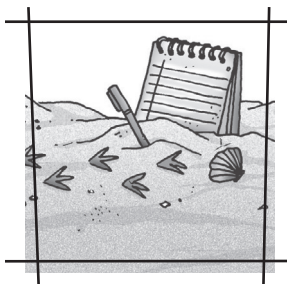
- Display and have students complete the Two-Minute Edit to start the class.
- Identify a frequently occurring grammatical or mechanical problem from the students' writing.
- Prepare a sentence that illustrates the problem (with no more than four errors).
- Display the sentence, and indicate the number 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 for one section of *Big Fun in the Big Easy: A Sensory Tour of New Orleans*. You learned a lot about the city of New Orleans. You will pretend one of your classmates has been absent and needs a summary of the information they missed in class.



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

Student Edition, page S-17.

WRITING PROMPT	
<p>Write a summary of one of the sections in <i>Big Fun in the Big Easy: A Sensory Tour of New Orleans</i>. The sections are: "Introduction: A Rich Historical Culture," "The Musical Landscape," "Spicy Southern Appetite," "Mardi Gras: A Neighborly Celebration," and "The Must See of the Big Easy." Be sure to restate information in your own words.</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 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



Drafting

- Tell students that they will use their plans to write a first draft.
- Explain how students will use the ideas in their graphic organizers to write their drafts. Remind them to include all of their ideas, writing in sentences and skipping lines to make room for revisions. Also, suggest that they include new thoughts as they occur.
- While they have their plans in front of them, have students review their ideas with partners and begin to write.
- Tell students that a summary should show that the author has a good understanding of the text.

Since a summary is a restatement of the most important ideas in a text, it is important for the author to have a good understanding of what he or she is writing about. If the author does not understand the facts he or she read in the original text, his or her summary will not contain good factual information in it. That could lead to other people having a poor understanding of the topic.

Blackline master provided.

- Display the following excerpt from a summary. Have a volunteer read the excerpt aloud to the class.

Mardi Gras is an ancient New Orleans tradition where men dance in the streets in colorful costumes and masks. This celebration has been happening in New Orleans since before it became an American city.



- Tell students to turn to page 63 in their texts and read the section silently. Use **Team Huddle** to have students identify what is wrong with the summarized information. Use **Random Reporter** to select students to share. *The author is confused about the passage. Mardi Gras is not an ancient New Orleans tradition. The*

text says it is an ancient Roman tradition that the French brought with them when they settled in the Americas. The word *ancient* means something is very old, and New Orleans is not that old yet.

- Use **Think-Pair-Share** to have students tell why it would be wrong to pass the information in the summary on to another person. *Another person would be confused. He or she might think New Orleans is ancient, or that Mardi Gras started in New Orleans instead of in ancient Rome.*
- Tell students to make sure they read and interpret the text correctly so they include good information in their summaries.
- Remind students to periodically check their writing against the prompt and writing guide to make sure they are meeting the goal for the activity.
- Monitor students as they begin working. Give specific feedback to reinforce good drafting, and assist students as needed.
- As students complete their drafts, have them read their writing aloud to a partner to see that it includes the intended ideas and makes sense.
- Ask one or two students to share their first drafts with the class to celebrate.

Team Discussion

Sharing, Responding, and Revising

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

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

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

Revising

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

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

Editing

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

Class Discussion **TP**

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

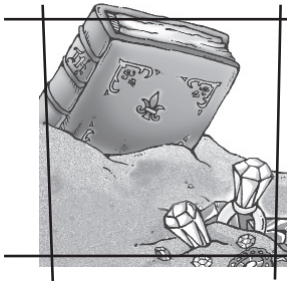


- Award points to teams whose writing projects meet the criteria. Record these points on the team poster.

TEAM CELEBRATION POINTS

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

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



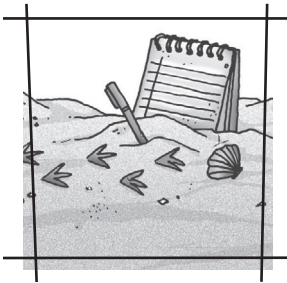
DAY 7

ACTIVE INSTRUCTION

Timing Goal: 5 minutes

Two-Minute Edit **TP**

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

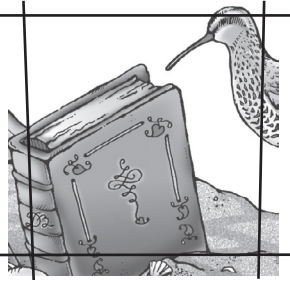


ADVENTURES IN WRITING

Timing Goal: 25 minutes

Rewriting

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



BOOK CLUB

Timing Goal: 40 minutes

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

Team Discussion

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

READ AND RESPOND QUESTIONS

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

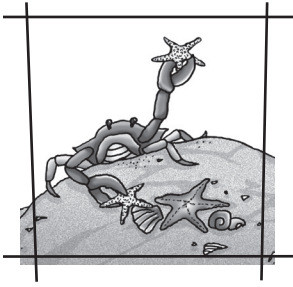
Class Discussion



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

Book Presentation

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



SUCCESS REVIEW AND KEEPING SCORE

Timing Goal: 20 minutes

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

Success Review and Keeping Score

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

Team Cooperation Goal

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

TEAM CELEBRATION POINTS

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

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



Topic

Look for clues to predict the topic, or big idea:

- title, headings, and subheadings;
- pictures, diagrams, and captions; and
- words in bold.

Think about what you already know about this topic.

Intent

Why did the author write the text? Does the author want to:

- inform: teach facts about the topic;
- compare: look at how two or more things are the same or different;
- persuade: convince readers to think, feel, or do something.
- instruct: teach the directions or steps to do something.

Graphic Organizer

Choose a graphic organizer that will help you take notes about the text:

- idea tree: the text has a lot of main ideas and details;
- sequence chain: there are a lot of events you can put in order;
- T-chart: you are looking for causes and effects or problems and solutions;
- Venn diagram: you can compare and contrast information.

Read

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

Reread

As you reread with your partner:

- look for ideas that you may have missed to add to your graphic organizers;
- add supporting details to your organizers.

Summarize

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

Use **TIGRRS** to help you read and understand informational text!



Main Idea and Supporting Details

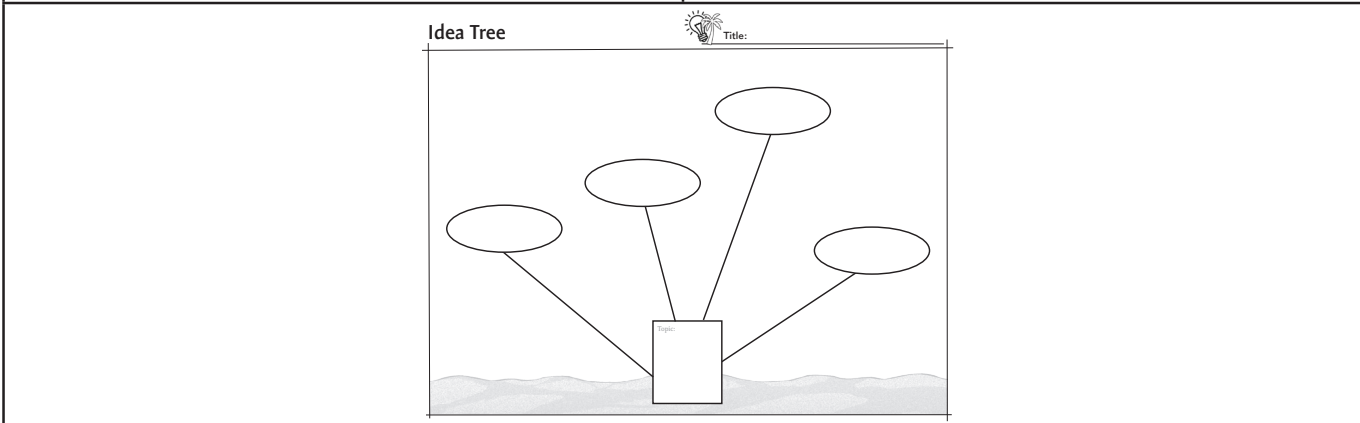
MAIN IDEA: The most important idea about a topic. The BIG idea.

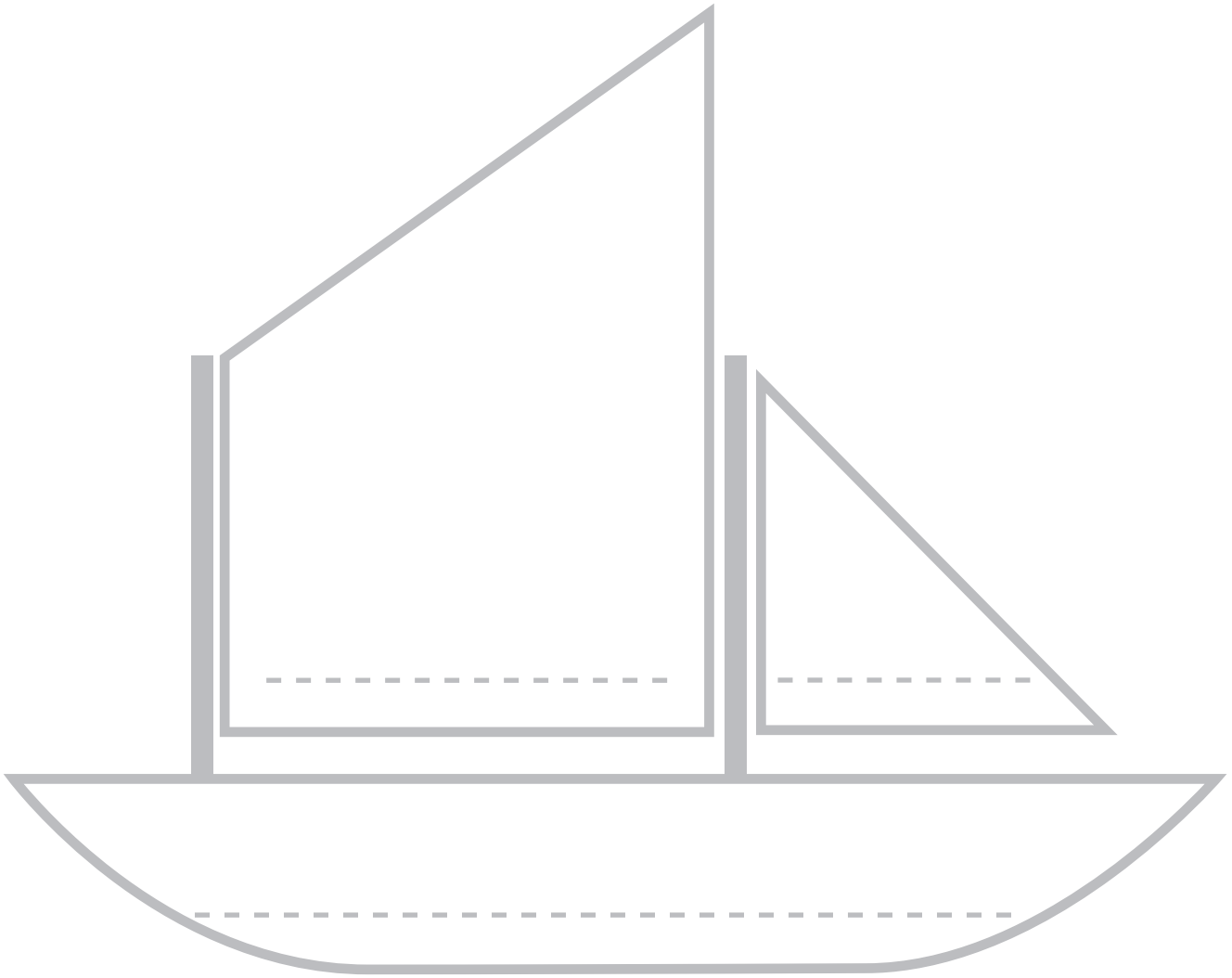
- Tips to finding the main idea:**
- Read the title.
 - Read the subheadings.
 - Look at the first or last sentence.
 - Ask yourself, "What is the text about?"

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

- They tell...**
- who
 - what
 - where
 - when
 - why
 - how

- They include...**
- facts
 - examples
 - steps
 - definitions
 - reasons
 - descriptions



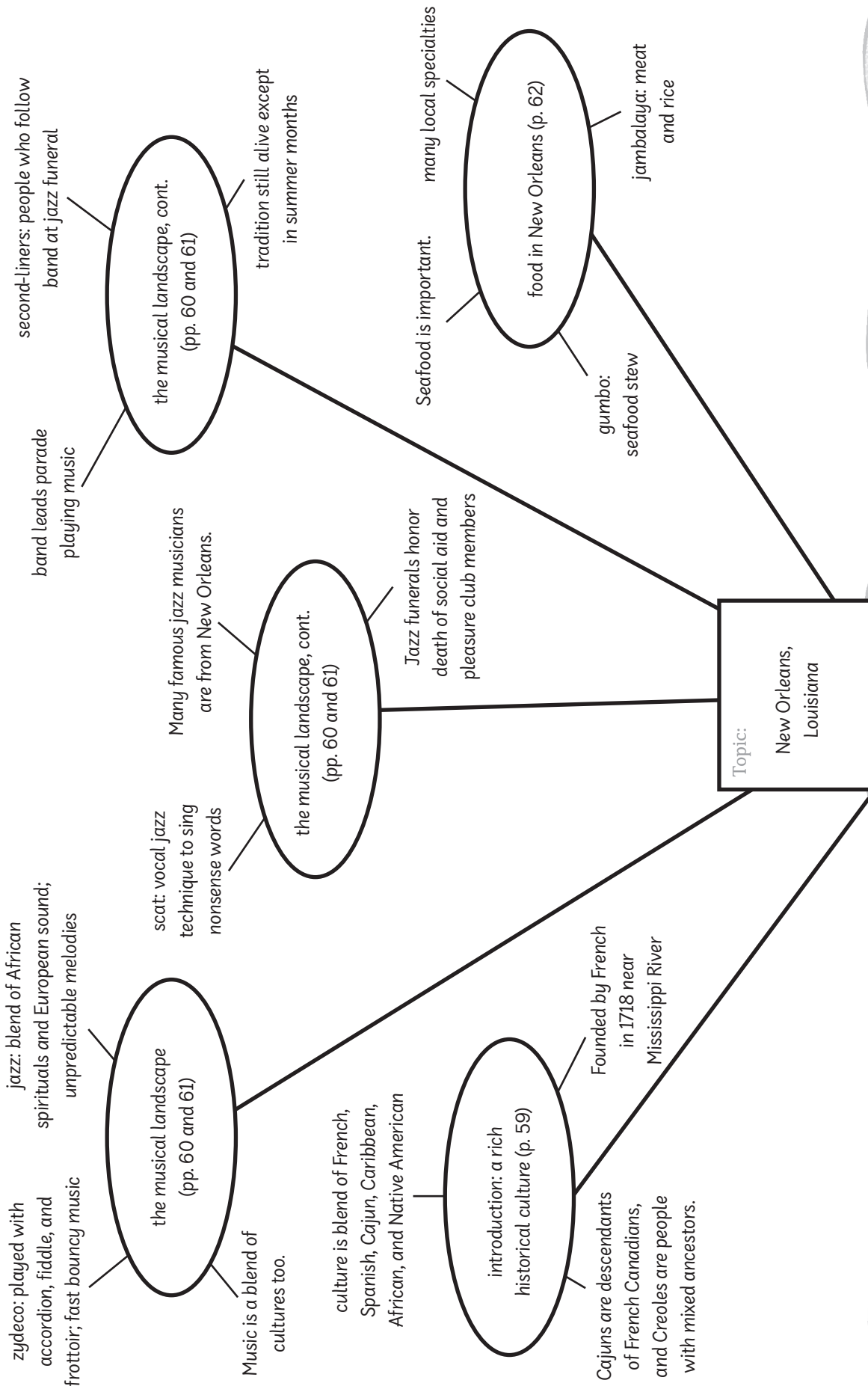


Mardi Gras is an ancient New Orleans tradition where men dance in the streets in colorful costumes and masks. This celebration has been happening in New Orleans since before it became an American city.



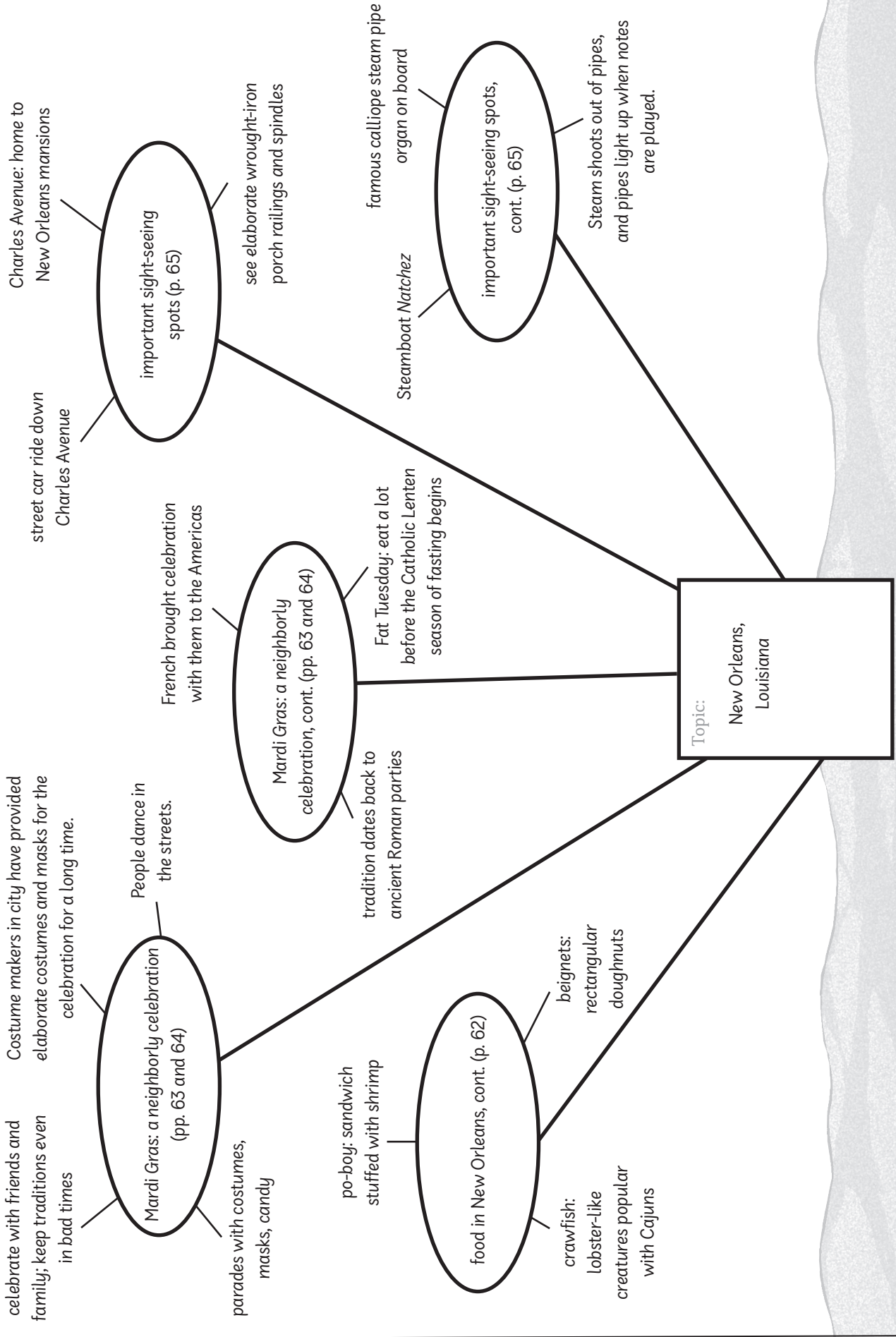
Title: Big Fun in the Big Easy: A Sensory Tour of New Orleans

Idea Tree



Idea Tree

Title: Big Fun in the Big Easy: A Sensory Tour of New Orleans, cont'd



College and Career Readiness Standards

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

LEVEL 5 / *Big Fun in the Big Easy: A Sensory Tour of New Orleans*

Reading: *Informational Text*

Key Ideas and Details

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Reading: *Foundational Skills*

Phonics and Word Recognition

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

Writing

Text Types and Purposes

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

INFORMATIONAL (7 DAY)

Canada: A Visit to the Great White North

Written by Ryan Murphy

The Savvy Reader—Clarifying, A Collection of Readings, pages 69–88

Success for All Foundation, 2011

Summary

From hockey to politics, from Newfoundland to British Columbia, our neighbors to the north have much to offer. Canada is a fascinating country, so visit the country known affectionately as the Great White North. Learn all about Canada’s history, government, political system, culture, and recreation.

Instructional Objectives

	READING	WORD POWER	WRITING
CYCLE 1	Clarifying (CL)	Latin Roots	Write an essay.
	Students will clarify words in an informational text. They will use several strategies, such as rereading, reading on, and thinking about the big topic, to figure out words they do not know.	Students will identify the meaning of words using their understanding of Latin roots.	Students will write a short essay comparing and contrasting the United States and Canada.
CYCLE 2	Clarifying (CL)	Base word + ending	Write a business letter.
	Students will clarify confusing ideas in sentences and larger sections of an informational text. They will use text features to help them figure out unfamiliar ideas.	Students will break words into base words and endings and use the endings <i>-ion</i> , <i>-tion</i> , and <i>-sion</i> to increase their understanding of words.	Students will write business letters to the Canadian prime minister, asking for more information about Canada.

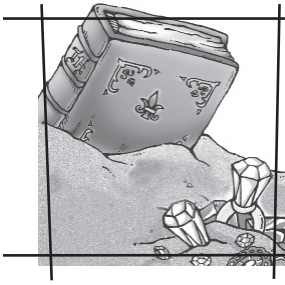
Cycle 1

Instructional Objectives

	READING	WORD POWER	WRITING
CYCLE 1	Clarifying (CL)	Latin Roots	Write an essay.
	Students will clarify words in an informational text. They will use several strategies, such as rereading, reading on, and thinking about the big topic, to figure out words they do not know.	Students will identify the meaning of words using their understanding of Latin roots.	Students will write a short essay comparing and contrasting the United States and Canada.

Teacher's Note:

- Before you begin *Adventures in Writing*, collect sample brochures to provide to students as examples, or print the provided sample brochure double-sided to make an example for students. If possible, allow students access to the Internet, atlases, or almanacs for information if needed.
- The text references Queen Elizabeth II as the ruler of England and the Commonwealth of Nations. Her son, King Charles III, became ruler of England and the Commonwealth of Nations on September 8, 2022.



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

Canada and the United States share a long border. What kind of relationship do you think these countries have? 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 *Canada: A Visit to the Great White North* by Ryan Murphy. As we read, we'll clarify words we don't understand. We already know some clarifying strategies. We'll also learn a new strategy for clarifying words in informational texts. Good readers clarify as they read informational texts to make sure they understand what the author wants them to learn.

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



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

When I read, I use TIGRRS to make sure that I understand all the important

information an author has to share with me. The first step of TIGRRS is to tell the topic of the text. The title of this book tells me I am probably going to read about Canada. When I page through the text, I see pictures of landscapes, maps, animals, and people. The pictures show me things about Canada. I think Canada is the topic of this text.



- Use the items below to build or activate background knowledge about the text.
 - Display a map of North America. Use **Think-Pair-Share** to have students locate Canada on the map. Randomly select a few students to share.
 - Share a few interesting or important facts about Canada with students. For example, Canada is the second largest country in the world based on size. Around 10 percent of the world's forests are in Canada. Jim Naismith, the inventor of basketball, was born in Canada.

- Tell students the next step of TIGRRS. Use a **Think Aloud** to model identifying the intent of the author.

The next step of TIGRRS is to identify the intent of the author, or the reason why the author wrote the book. When I looked through the pages of *Canada: A Visit to the Great White North*, I saw pictures of different people and places in Canada. I think the author's intent is to inform readers about Canada.

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

The third step of TIGRRS is to choose which organizer we should use to record the important ideas we hear in the text. Let me take a look at the text to see if I can find any clues. I see the text is divided into sections. Sections are usually groups of similar main ideas. It looks like each section is about one big idea. The pictures and other text features on the pages give additional details about these ideas. I think the best organizer to use is an idea tree. Display an idea tree. The topic of the text is the first thing I should record on the idea tree in the section called "Topic." I know I will write main ideas in the circles at the end of the longer branches. I will then write supporting details next to the lines coming out of the circles.

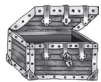
- Establish the purpose for reading by telling students that they will learn more about the topic as they read.

Vocabulary **TP**

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

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

SPEAKER		COACH	
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-19.

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

WORD AND PAGE NUMBER	IDENTIFICATION STRATEGY	DEFINITION	SENTENCE
tandem page 72	chunk: tan-dem	together, as a team	The partners worked in <i>tandem</i> to make sure all the work was completed quickly.
ensure page 72	chunk: en-sure	make sure of, guarantee	Studying hard will <i>ensure</i> that you do well in school.
operate page 72	chunk: op-er-ate	work in a certain way	The machine will <i>operate</i> if you turn it on and put a coin in it.
conflicts page 74	base word + ending: conflict + s	disagreements	Jack and Joseph had too many <i>conflicts</i> , so the teacher tried to help the boys work them out.
appoints page 76	base word + ending: appoint + s	picks for a certain position	The principal <i>appoints</i> his assistants instead of letting the students vote.
populous page 78	chunk: pop-u-lous	full of people	The city was so <i>populous</i> and crowded that traffic was often really bad.
vibrant page 78	chunk: vib-rant	doing well, succeeding	The <i>vibrant</i> business was making a lot of money.
relay page 78	chunk: re-lay	pass on, sent along	My job is to get messages from John and <i>relay</i> them to Lisa.

Using the Targeted Strategy

Introduction and Definition



- Introduce clarifying words in informational texts by using **Think-Pair-Share** to have students explain what it means to clarify. Randomly select a few students to share. *To clarify means to stop and try to figure out something you do not understand.*
- Have students work in **Team Huddle** to identify ways they can try to clarify words they do not understand when they read stories. Use **Random Reporter** to share responses. *They can reread, read on, sound it out, think about it, use context clues, use picture clues, or ask someone for help.* Write their responses on the board.
- Point out that these strategies will also help them clarify words they do not understand when they read informational texts.
- Tell students that one of the strategies they identified (think about it) can be very helpful when trying to clarify words in informational texts. Remind students that informational texts have a big topic. Explain that thinking about the big topic can help them figure out unfamiliar words.

One of the strategies in our list is to think about what we read. This strategy can be very helpful when we try to clarify words in informational texts. We know that informational texts each have a big topic that the whole book is about. Keeping the big topic in mind can help us figure out words we don't know as we read informational texts.

- Display the following passage. Tell students that this is a section from a book about ships.

Blackline master provided.

Today's big ships, called ocean liners, can be as long as several football fields from bow to stern. Hundreds of people can travel on these big ocean liners.

- Read the passage aloud, showing confusion about the word *stern*. Use a **Think Aloud** to model using the big topic to help you clarify the word.

"...from bow to stern." Stern? That word doesn't make sense to me. I know people can get stern looks on their faces when they're angry. But it doesn't make sense to say that something is as long as several football fields from bow to stern. I need to clarify this word. Let me think about what this text is about. I know the big topic is ships. I know that ocean liners are big. They are really long. Wait a minute! When you describe something that's really long, you describe how long it is from front to back. I think I remember that the bow of the ship is the front. So the stern must be the back! I thought about the big topic to help me clarify a word I didn't know.

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

Listening Comprehension

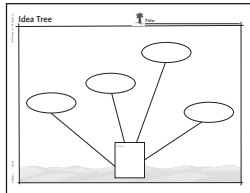
- Introduce the text, and remind students that it is informational. Remind them you will use the TIGRRS process as you read.
- Remind students of the topic, intent of the author, and the graphic organizer.
- Tell students that you will start reading the text and applying the skill. Tell them that you will also record the important ideas on the graphic organizer.
- Read the first paragraph on page 71 of the text aloud. Use a **Think Aloud** to model thinking about the big topic to help you clarify the word *tundra*.

"Canada has deserts, mountains, forests, and tundra." Tundra? I don't know that word. Let me think. I know that the big topic of this text is Canada. This first paragraph seems to be about Canada's size. It also describes the different kinds of land in Canada. The paragraph tells me that Canada has deserts, mountains, forests, and tundra. So tundra must be some kind of land. It must be different from mountains, forests, and deserts.

Maybe it's some kind of flat plain. Yes, that would make sense. Especially because I know that Canada is so far north, where there are frozen plains. So tundra must mean frozen plains. Okay, I figured it out, and thinking about the big topic helped me.

- Read the rest of page 71 aloud, stopping to ask questions, clarify confusing words or ideas, or focus students’ attention as necessary.

Blackline master provided.



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

Topic: Canada

Main idea: Overview of Canada (p. 71)

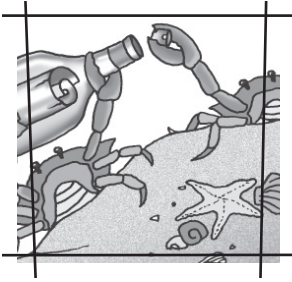
- Remind students that they will continue clarifying as they read *Canada: A Visit to the Great White North* this cycle.

Preview Team Talk

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

Student Edition, page S-20.

TEAM TALK
1. What word, phrase, or passage did you clarify? How did you clarify it? CL (Strategy Use rubric)
2. How do we know Vikings lived in Canada? CE (Team Talk rubric)
3. Which of the following means about the same as the word <i>skirmishes</i> on page 74? CL
a. discussions
b. battles.
c. dangers.
d. agreements.
How did you figure that out? (Write-On) (Team Talk rubric)



TEAMWORK

Timing Goal: 50 minutes

Partner Reading **TP**

Students read and restate aloud.

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

pages 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.
- 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.	<p>What word, phrase, or passage did you clarify? How did you clarify it? CL (Strategy Use rubric)</p> <p>100 points = <i>Uses a sticky note, tells what strategy was used to discuss it, and explains how the strategy helped to understand the text.</i></p> <p>90 points = <i>Uses a sticky note and tells what strategy was used to discuss it.</i></p> <p>80 points = <i>Uses a sticky note to mark a thought.</i></p>
2.	<p>How do we know Vikings lived in Canada? CE (Team Talk rubric)</p> <p>100 points = <i>We know Vikings lived in Canada because they left things behind when they moved from their settlement. The Vikings left behind clay pots, weapons, boats, and buildings.</i></p> <p>90 points = <i>We know Vikings lived in Canada because they left things behind when they moved from their settlement.</i></p> <p>80 points = <i>They left things behind when they moved.</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 CONTINUED

3. Which of the following means about the same as the word *skirmishes* on page 74? |CL|
- discussions
 - battles.*
 - dangers.
 - agreements.

How did you figure that out? **(Write-On)** (Team Talk rubric)

100 points = *I figured this out because the text talks about the troops having conflicts and skirmishes. I know that troops are a part of an army and fight in battles. If troops are involved, then skirmishes must be battles.*

90 points = *I figured this out because the text talks about the troops having conflicts and skirmishes.*

80 points = *The text talks about the troops.*

TEAM TALK EXTENSION

4. What does Canada have in common with New Zealand and Australia? |CC|
(Team Talk rubric)

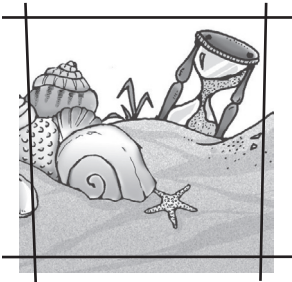
100 points = *Canada has England in common with New Zealand and Australia. Canada is part of the Commonwealth of Nations like New Zealand and Australia.*

90 points = *Canada has England in common with New Zealand and Australia.*

80 points = *England.*

Team Talk Discussion

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

**FLUENCY IN FIVE**

Timing Goal: 5 minutes

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

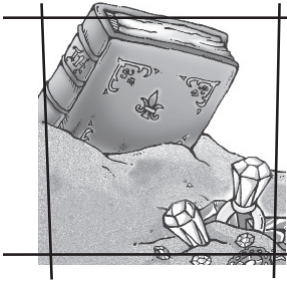
Page 72 (paragraphs 1–3)

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

TEAM CELEBRATION POINTS

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

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



DAY 2

ACTIVE INSTRUCTION

Timing Goal: 20 minutes



Big Question

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



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

Team Cooperation and Achievement Goal

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

Set the Stage

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

Vocabulary **TP**

- Have students review the vocabulary words with their partner. Ask them to use the vocabulary words in new, meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Use **Random Reporter** to check for understanding. Review any words and/or definitions that students need additional support in understanding.
 - Focus on words that appear in the reading for the day if applicable: *appoints* page 76, *populous* page 78, *vibrant* page 78, and *relay* 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 began reading about Canada. We learned some important ideas about Canada. We learned that it is part of the Commonwealth of Nations and is ruled by the king or queen of England. Canada had native people living in it for a long time before it was settled by Vikings and other Europeans.

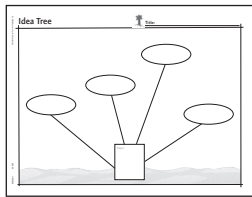


- Tell students that you will continue to record important ideas on the graphic organizer.
- Read the first paragraph on page 75 of the text aloud. Begin reading the second paragraph, stopping to clarify the word *authorized*. Use a **Think Aloud** to model thinking about the big topic to clarify the word.

The governor general is authorized to make decisions for the queen. I’m not sure I know the word *authorized*. Let’s see. The big topic of this text is Canada, and I know that Canada is ruled by the Queen of England. Now, there is also a governor general in Canada. He or she works for the queen because the queen can’t be in all of her countries all the time. So, the governor general makes decisions for her. If the governor general is authorized to do so, that must mean they are allowed to do so. So *authorized* means allowed. Okay, I figured it out. Thinking about the big topic of the text helped.

- Continue reading page 75 aloud, stopping to ask questions, clarify confusing words or ideas, or focus students’ attention as necessary.
- Display a sample idea tree. Model adding a key point from the Listening Comprehension selection to the graphic organizer.

Blackline master provided.



Main idea: Politics in Canada (pp. 75 and 76)

- Remind students that they will continue clarifying as they read *Canada: A Visit to the Great White North* this cycle.

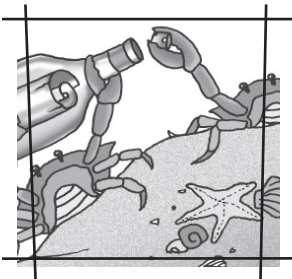
Preview Team Talk

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

Student Edition, page S-20.

TEAM TALK

1. What word, phrase, or passage did you clarify? How did you clarify it? |CL| (Strategy Use rubric)
2. What is the purpose of the map on page 78? |TF| (Team Talk rubric)
3. Which of the following means about the same as the word *enact* on page 76? |CL|
 - a. make law
 - b. break law
 - c. change law
 - d. veto law

How did you figure this out? **(Write-On)** (Team Talk rubric)**TEAMWORK**

Timing Goal: 45 minutes

Partner Reading TP

Students read and restate aloud.

- Explain, or review, if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students read and restate: **SR**
pages 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. What word, phrase, or passage did you clarify? How did you clarify it? |CL| (Strategy Use rubric)
 - 100 points** = *Uses a sticky note, tells what strategy was used to discuss it, and explains how the strategy helped to understand the text.*
 - 90 points** = *Uses a sticky note and tells what strategy was used to discuss it.*
 - 80 points** = *Uses a sticky note to mark a thought.*
2. What is the purpose of the map on page 78? |TF| (Team Talk rubric)
 - 100 points** = *The purpose of the map on page 78 is to show all the territories and provinces in Canada. The map shows each territory and province in a different color so I can clearly see where each is located.*
 - 90 points** = *The purpose of the map on page 78 is to show all the territories and provinces in Canada.*
 - 80 points** = *It shows all the territories and provinces in Canada.*

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 means about the same as the word *enact* on page 76?

|CL|

- make law
- break law
- change law
- veto law

How did you figure this out? **(Write-On)** (Team Talk rubric)

100 points = *I figured this out by reading ahead. The text says that enact means put on the books. The text is talking about laws. I know that when something is put on the books, it's made official. So to enact must mean to make a law.*

90 points = *I figured this out by reading ahead.*

80 points = *I read ahead.*

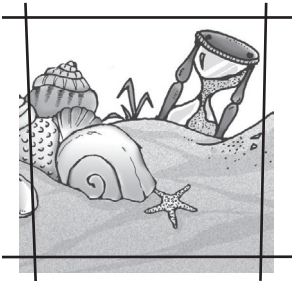
TEAM TALK EXTENSION

4. Why do you think so many people choose to live in Toronto? Support your answer with information from the text. |DC| (Team Talk rubric)

100 points = *I think so many people choose to live in Toronto because it is in a good location. The text says Toronto is just west of Ottawa, another big city and the capital of Canada. It also says Toronto is about an hour north of the U.S. border. People want to live in a city where they are close to other places and things to do.*

90 points = *I think so many people choose to live in Toronto because it is in a good location.*

80 points = *It is in a good location.*

**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.

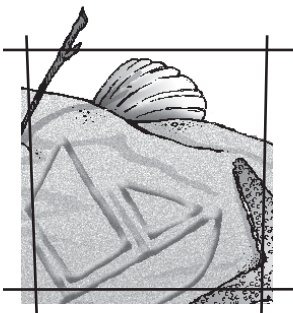
Not ready yet? Practice reading the same passage again with your partner. Ask your teacher to hear you read when you are ready.

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

Student Edition, page S-19.

Page 76 (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

- Introduce the Word Power skill by showing a graphic of the anchor. Tell students that an anchor holds the boat in place, much like the roots of a tree hold the tree in place. Tell students that words also have roots.

Blackline master provided.



- Explain that word roots are used to build other words and that understanding word roots can help us define words.
- Reveal the Word Treasure (skill).

Display the Word Treasure.

Word Treasure	<p>Latin roots</p> <p>If you have trouble reading and understanding words, look for Latin roots in the words to help you figure out words.</p>
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- Write the word “popularize” on the board, writing the root word, *pop*, under the anchor. Use **Think-Pair-Share** to have students discuss what they think this word means. Randomly select a few students to share. *To make people like someone or something.*



popularize

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

- Display the following chart. Write “pop” in the first column and “people” in the second column. Explain that you will add roots and their meanings each day.

LATIN ROOT	MEANING
pop	people

- Point out that knowing the word root can help us define the meaning of the word. Explain that not all words that have the letters *pop* can be defined by the root, such as the word *pope*.
- Tell students that Captain Read More has discovered that one of the vocabulary

words includes the Latin root *pop* and that you want them to look for that word.

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

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

Student Edition, page S-20.

SKILL PRACTICE

The Latin root *pop* means people. Use this information to answer the following questions.

1. What does *popular* mean?
 - a. *approved by most people*
 - b. *made for common people*
 - c. *to keep secret from people*
 - d. *created and made by people*
2. What does *population* mean?
 - a. *the number of people who like the same things*
 - b. *the method of counting people*
 - c. *the number of people living in an area*
 - d. *a group of people that have the same jobs*

BUILDING MEANING

tandem	ensure	operate	conflicts
appoints	populous	vibrant	relay

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.

I don't think it's fair how my mom always appoints me to take out the trash just because I'm a boy.

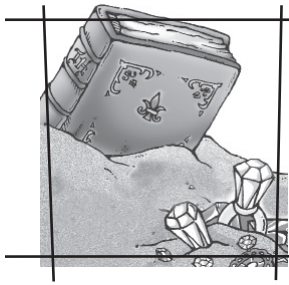
- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.

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

TEAM CELEBRATION POINTS

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

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



DAY 3

ACTIVE INSTRUCTION

Timing Goal: 20 minutes

Big Question



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



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

Team Cooperation and Achievement Goal

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

Set the Stage

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

Vocabulary **TP**

- Have students review the vocabulary words with their partner. Ask them to use the vocabulary words in new, meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Use **Random Reporter** to check the review.
 - Focus on words that appear in the reading for the day if applicable: *tandem* page 72, *ensure* page 72, *operate* page 72, and *conflicts* 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 learned some more important ideas about Canada. We learned about Canada’s government and how the provinces and territories are governed. We also learned about some of the biggest cities in Canada.

- 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.

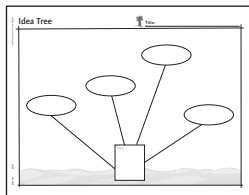


- Reread the first paragraph on page 71 aloud, stopping at the word *ally*. Purposefully mispronounce the word *ally* as *alley*. Use a **Think Aloud** to model thinking about the big topic and reading ahead to clarify the word *ally*.

“...Canada is also an important alley...” Alley? That word doesn’t seem to make sense here. An alley is a narrow road, but the big topic of the text is Canada. I think I need to clarify it. Maybe if I read ahead, I can figure it out. Read the rest of the sentence aloud. Ah, I see. I was reading the word *ally* incorrectly. When I read ahead, I saw that the text is talking about how Canada and the United States are good friends. I know an *ally* is a friend, especially in times of trouble. Thinking about the big picture and reading ahead helped me clarify a word I didn’t understand at first.

- Finish rereading the rest of page 71 aloud, stopping to clarify confusing words or ideas, ask questions, make points, or focus students’ attention as needed.
- Display a sample idea tree. Model adding a key point from the Listening Comprehension selection to the graphic organizer.

Blackline master provided.



Main idea: Overview of Canada(p. 71)

- borders U.S. to the north
 - second largest country in world, many geographic features
 - young: just over 100 years old
- Remind students that they will continue clarifying as they read *Canada: A Visit to the Great White North* 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.

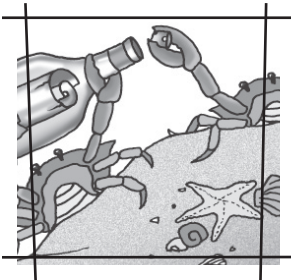
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page S-21.

TEAM TALK

1. What word, phrase, or passage did you clarify? How did you clarify it? |CL| (Strategy Use rubric)
2. Canada's provinces and territories are similar to— |CC|
 - a. English commonwealths.
 - b. foreign countries.
 - c. American states.
 - d. European city states.
3. Which of the following means about the same as the word *seafaring* on page 73? |CL|
 - a. traveling in air
 - b. traveling by horse
 - c. traveling on water
 - d. traveling by car

How did you figure that out? (**Write-On**) (Team Talk rubric)



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

Students read and restate aloud.

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

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

TEAM TALK

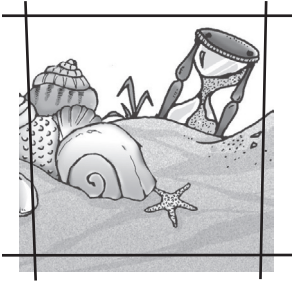
1. What word, phrase, or passage did you clarify? How did you clarify it? |CL| (Strategy Use rubric)
 - 100 points** = *Uses a sticky note, tells what strategy was used to discuss it, and explains how the strategy helped to understand the text.*
 - 90 points** = *Uses a sticky note and tells what strategy was used to discuss it.*
 - 80 points** = *Uses a sticky note to mark a thought.*
2. Canada's provinces and territories are similar to— |CC|
 - a. English commonwealths.
 - b. foreign countries.
 - c. American states.
 - d. European city states.
3. Which of the following means about the same as the word *seafaring* on page 73? |CL|
 - a. traveling in air
 - b. traveling by horse
 - c. *traveling on water*
 - d. traveling by car

How did you figure that out? **(Write-On)** (Team Talk rubric)

- 100 points** = *I figured this out by thinking about it and using context clues. The word seafaring has a word I recognize in it. It has the word sea in it. That is a big body of water. The text also says that seafaring means the Vikings used ships. I know you use ships to travel on water. So seafaring must mean traveling on water.*
- 90 points** = *I figured this out by thinking about it and using context clues.*
- 80 points** = *I thought about it and used context clues.*

TEAM TALK EXTENSION

4. Why was Canada originally known as New France? |CE| (Team Talk rubric)
 - 100 points** = *Canada was originally known as New France because the French were the major European settlers there in the sixteenth century. They explored Canada. They set up fur trading routes throughout Canada. They built communities along the trade routes*
 - 90 points** = *Canada was originally known as New France because the French were the major European settlers there in the sixteenth century.*
 - 80 points** = *The French were the major European settlers.*



FLUENCY IN FIVE

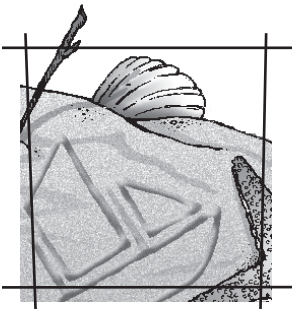
Timing Goal: 5 minutes

- 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-19.

Page 76 (paragraphs 2 and 3) or 74

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



WORD POWER **TP**

Timing Goal: 10 minutes

tps

- Remind students of the Word Power skill (Latin roots) and the Word Treasure clue Captain Read More uses for them (an anchor).
- Use **Think-Pair-Share** to have students identify the vocabulary word that contains the root pop and what the word means. Randomly select a few students to share responses. *Populous*: full of people.
- Display a graphic of two anchors side by side. Write the word “centipede,” making sure the letters *centi* appear under the first anchor and *pede* appear under the second anchor. Point out that some words are made up of two roots.



- Tell students that *centi* or *cent* means hundred. Tell students that *pede* or *ped* means foot. Record these ideas on the two-column Latin root chart.

LATIN ROOT	MEANING
pop	people
centi / cent	hundred
pede / ped	foot



- Use **Team Huddle** to have students use that information to define the word. Use **Random Reporter** to select students to share. *A centipede is an insect with one hundred feet.*
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

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

SKILL PRACTICE

- The Latin root *centi* means hundred, the Latin root *bi* means two, and the Latin root *ennial* refers to years. Using this information, *bicentennial* means—
 - one hundred years.
 - two hundred days.
 - one hundred months.
 - two hundred years.*
- The Latin root *ped* means foot, and the Latin root *quad* means four. Using this information, *quadruped* means—
 - rectangular.
 - four-footed.*
 - box -ike.
 - square.

BUILDING MEANING

tandem	ensure	operate	conflicts
appoints	populous	vibrant	relay

- 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.*
- Renee's lemonade stand was vibrant due to the hot weather and its good location near the park. *Vibrant* means—
 - succeeding.*
 - losing.
 - expanding.
 - failing.

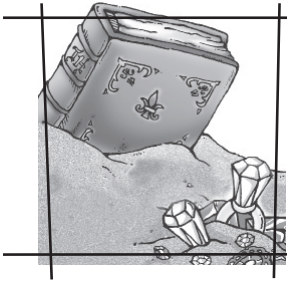
- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration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

- Award team celebration points.
- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

TEAM CELEBRATION POINTS

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

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



DAY 4

ACTIVE INSTRUCTION

Timing Goal: 20 minutes

Big Question



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



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

Team Cooperation and Achievement Goal

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

Set the Stage

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

Vocabulary **TP**

- Have students review the vocabulary words with their partner. Ask them to use the vocabulary words in new, meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Students will individually write a meaningful sentence for one of the words in preparation for the assessment.
- Use **Random Reporter** to select students to share their meaningful sentence and lead a discussion using the Meaningful Sentence rubric.
- Use **Random Reporter** to check the review.
 - Focus on words that appear in the reading for the day if applicable: *appoints* page 76, *populous* page 78, *vibrant* page 78, and *relay* 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.

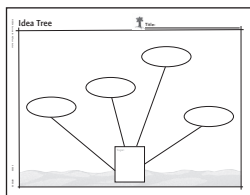
Yesterday we identified some more details about Canada that we could add to our idea trees. Canada has provinces and territories that are similar to American states. They have some control over their own governments and have their own leaders. Canada was first settled by native people about 10,000 years ago, but it was also settled by Vikings from Europe in the Middle Ages. They only settled in Newfoundland for a few years before leaving. Then the French and other Europeans settled Canada. They traded furs with natives and people living in the American colonies. The French and British fought over control of Canada, and the French lost.

- 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 the first two paragraphs of page 75 aloud, stopping to clarify confusing words or ideas, ask questions, make points, or focus students’ attention as needed.
- Continue rereading paragraph 3 on page 75, stopping with the word *appointed*. Use a **Think Aloud** to model clarifying this word by reading ahead.



“In 2005, Queen Elizabeth appointed a woman named Michaëlle Jean as governor general of Canada.” *Appointed*. I’m not sure I understand this word. Maybe if I read ahead, I’ll figure it out. Continue reading the paragraph. I see. The passage is talking about Michaëlle Jean and how she now holds the office of governor general. It says the queen picked her to hold the office. I think the word *appointed* must mean picked or chosen, since the queen put her in that office. By reading ahead, I found clues that helped me figure out the meaning of the word *appointed*.

Blackline master provided.



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

Main idea: Politics in Canada (pp. 75 and 76)

- part of Commonwealth of Nations
- Queen (or king) of England head of state
- Governor general is appointed by the queen or king.

- Remind students that they will continue clarifying as they read *Canada: A Visit to the Great White North* this cycle.

Preview Team Talk

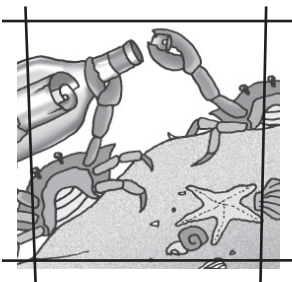
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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. Use information from your graphic organizer to write a summary of *Canada: A Visit to the Great White North* so far. |SU| (Summarizing rubric)
2. What do you learn from the text box at the bottom of page 77? Why is this information important? |TF • CE| (Team Talk rubric)
3. Which of the following means about the same as the word *dispersed* on page 78? |CL|
 - a. spread
 - b. lost
 - c. jammed
 - d. thrown

How did you figure this out? (**Write-On**) (Team Talk rubric)



TEAMWORK

Timing Goal: 50 minutes

Partner Reading **TP**

Students read and restate aloud.

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

- Use information from your graphic organizer to write a summary of *Canada: A Visit to the Great White North* so far. |SU| (Summarizing rubric)
 - 100 points** = *Restates the main ideas and gives important details that support them.*
 - 90 points** = *Restates the main ideas.*
 - 80 points** = *Restates some important idea, but includes less important details.*
- What do you learn from the text box at the bottom of page 77? Why is this information important? |TF • CE| (Team Talk rubric)
 - 100 points** = *I learn what the place names Nunavut and Nunatsiavut mean. They mean “our land” and “our beautiful land” in Inuit. This information is important because they are the names of two Canadian territories. Nunavut and Nunatsiavut and belong to the Canadian Inuit.*
 - 90 points** = *I learn what the place names Nunavut and Nunatsiavut mean. This information is important because they are the names of two Canadian territories.*
 - 80 points** = *I learn what the Inuit names mean. They are the names of two Canadian territories.*
- Which of the following means about the same as the word *dispersed* on page 78? |CL|
 - spread*
 - lost*
 - jammed*
 - thrown*

How did you figure this out? (**Write-On**) (Team Talk rubric)

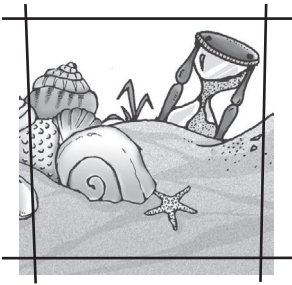
100 points = *I figured this out because I know the big topic of the text is Canada, and this section is talking about the provinces. I know the previous section was about the territories as well. Canada is a big country, so if the territories only take up a small part of it, the other provinces must be spread across the rest of the country. The word dispersed must mean spread.*

90 points = *I figured this out because I know the big topic of the text is Canada, and this section is talking about the provinces.*

80 points = *I know the big topic of the text is Canada.*

TEAM TALK EXTENSION

- How is Ottawa similar to Washington, D.C., in the United States? |DC • CC| (Team Talk rubric)
 - 100 points** = *Ottawa is similar to Washington, D.C. in the United States because Ottawa is the capital of Canada. It is where Parliament meets. Washington, D.C. is the capital of the United States and is where Congress meets.*
 - 90 points** = *Ottawa is similar to Washington, D.C. in the United States because Ottawa is the capital of Canada.*
 - 80 points** = *Ottawa is the capital of Canada.*



FLUENCY IN FIVE

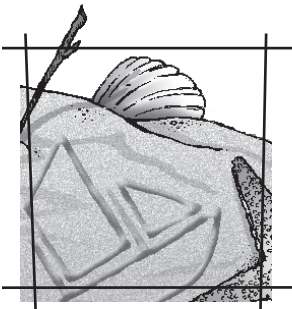
Timing Goal: 5 minutes

- 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-19.

Page 76 (paragraphs 2 and 3), 74, or 78

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



WORD POWER **TP**

Timing Goal: 10 minutes

tps

- Remind students of the Word Power skill (Latin roots) and the Word Treasure clue Captain Read More uses for them.
- Use **Think-Pair-Share** to have students explain why Captain Read More wants them to learn Latin roots. Randomly select a few students to share. *Many words contain Latin roots. Knowing the root word can help you define the meaning of the word.*
- Display the Latin root chart. Point out that you added *quad* to the list from their practice the day before. Write “pre” in the first column. Tell students that *pre* means before or in front of.

LATIN ROOT	MEANING
pop	people
centi / cent	hundred
pede / ped	foot
quad	four
pre	before, in front of

Preparation: Display the Word Power Challenge

- Display the Word Power Challenge and corresponding dictionary page. Tell students that they will work in teams to identify the meaning of the underlined word.

Word Power Challenge

What does preschool mean?



- Use **Random Reporter** to select students to share responses. *Before school, a place children go before going to grade school.*
- 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-22.

SKILL PRACTICE

1. The Latin root *pre* means before, and the Latin root *natal* means birth. Using this information, *prenatal* means—
 - a. *before one's birth.*
 - b. before birthday celebrations.
 - c. before opening presents.
 - d. before one's death.
2. The Latin root *ped* means foot. Using this information, *pedaling* means—
 - a. sounding like a foot.
 - b. *moving with the foot.*
 - c. looking like a foot.
 - d. stopping with the foot.

BUILDING MEANING

tandem	ensure	operate	conflicts
appoints	populous	vibrant	relay

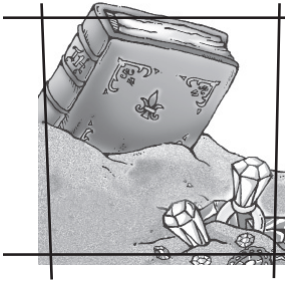
3. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.
100 points = *The sentence uses the word correctly and includes details to create a mind movie.*
90 points = *The sentence uses the word correctly and includes one detail.*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

4. Choose the word that best completes the sentence.
 Sometimes our teacher has to solve conflicts between disagreeing students on the playground.

- 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

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



DAY 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 French and Indian War. This was the first major war fought in North America and set in motion the events that have shaped Canada and the United States.

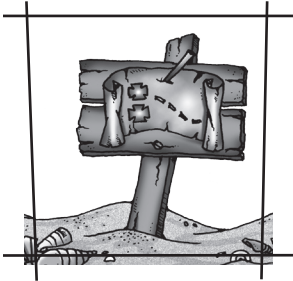
Vocabulary **TP**

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

Prepare Students for the Test

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

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

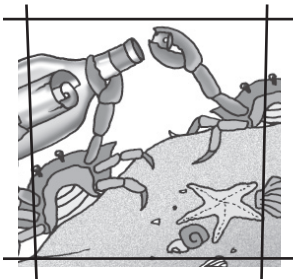


TEST

Timing Goal: 40 minutes

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

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



TEAMWORK

Timing Goal: 30 minutes

Teacher procedures for
Teamwork vary with
strategy instruction.

Team Discussion **TP**

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

After the Test	
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.

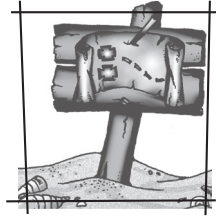


- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.
- Use information from student tests to plan modeling and/or Think Alouds for the next lesson that will build upon the skills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

A War of Many Names

The French and Indian War was the first war in North America after European settlers arrived. It began when George Washington led troops to the Ohio territory to stop the French from building a fort. Washington lost two battles against the French. Local Indian tribes taught the French to use camouflage. They hid behind trees and rocks to fight. British troops were easy targets because they marched in straight lines wearing bright red coats.

The French did not keep winning. They gave up their lands east of the Mississippi River and Canada when they signed the Treaty of Paris in 1763. Some people call this war by different names. It is the War of Conquest in Canada. In Europe, it is the Seven Years' War. For Europeans, it was just part of a larger war. Many countries were fighting for land all over the world. Some have even called it the first "world war" since so many countries fought in it.

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. the French Revolution
 - b. the War Between the States
 - c. the American Revolution
 - d. *the French and Indian War*

What is the intent of the author in writing about this topic? How do you know?

30 points = *The intent of the author is to give the reader information about the French and Indian War. I know the intent is to give the reader information because I learned many things about the French and Indian War. I learned why it started and how it ended. I learned that it has several names because different places call it different names.*

25 points = *The intent of the author is to give the reader information about the French and Indian War. I know the intent is to give the reader information because I learned many things about the French and Indian War.*

20 points = *To give the reader information about the French and Indian War. I learned many things about it.*

30 points

2. What does the word *camouflage* mean in the first paragraph of the passage? How did you figure this out? **(Write-On)** |CL| (Team Talk rubric)

30 points = *The word camouflage means cover or disguise. I figured that out by reading ahead. The author says the French hid behind trees and rocks to fight. That sounds like they used things to cover or disguise them so the British troops could not see them easily.*

25 points = *The word camouflage means cover or disguise. I figured that out by reading ahead.*

20 points = *Cover or disguise. I read ahead.*

30 points

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

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

25 points = *Restates the main ideas.*

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

Word Power

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

5 points each

Skill Questions

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

1. The Latin root *pop* means people. Using this information, what does *populace* mean?
 - a. common cold
 - b. common voice
 - c. *common people*
 - d. common look

2. The Latin root *quad* means four, and the Latin root *lateral* means side. Which of the following would be a *quadrilateral*?
 - a. a circle
 - b. *a square*
 - c. a triangle
 - d. a globe

3. The Latin root *pre* means before. What does *prepay* mean?
 - a. buy as a gift
 - b. buy for someone
 - c. buy after the fact
 - d. *buy in advance*

4. The Latin root *cent* means hundred. What is a *century*?
- one thousand seconds
 - one hundred years*
 - one hundred cents
 - one thousand meters

10 points each

Building Meaning

tandem	ensure	operate	conflicts
appoints	populous	vibrant	relay

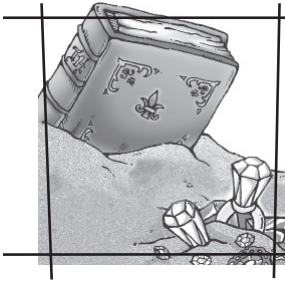
5. Write a meaningful sentence for the word *ensure*.
- 10 points** = *Uses the word correctly and includes details to create a mind movie.*
5 points = *Uses the word correctly and includes one detail in the sentence.*
1 point = *Uses the word correctly.*
6. The two teachers work in tandem, helping each other teach the class.
7. The city became more and more populous as people moved there to live.
Populous means—
- busy.
 - full of people.*
 - empty of life.
 - dirty.
8. Hector asked Kevon to relay a message to his brother when he got home from school.
9. The car will operate better if you change the oil and take care of the engine.
Operate means—
- work.*
 - speed.
 - turn.
 - sound.
10. Each week, Dad appoints a new member of the family to record notes from the family meeting.

11. I avoid conflicts by trying to listen to people who might disagree with me.

Conflicts means—

- a. compromises.
- b. solutions.
- c. agreements.
- d. *disagreements*.

12. After a much needed nap, Bill felt much more vibrant and ready to keep working on his school project.



DAY 6

ACTIVE INSTRUCTION

Timing Goal: 5 minutes

Two-Minute Edit **TP**

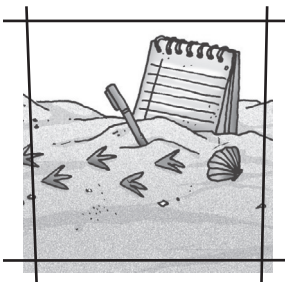
- Display and have students complete the Two-Minute Edit to start the class.
- Identify a frequently occurring grammatical or mechanical problem from the students' writing.
- Prepare a sentence that illustrates the problem (with no more than four errors).
- Display the sentence, and indicate the number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

Two-Minute Edit

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



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



ADVENTURES IN WRITING

Timing Goal: 85 minutes

Suggested timing:

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

- Introduce the activity.

Today you will write a compare and contrast essay comparing the United States and Canada. These two countries have a lot in common just because they are neighbors, but they are also different.



- 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-23.

WRITING PROMPT	
Write a short essay that compares and contrasts the United States and Canada. How are these neighboring countries similar and different? Use information from this cycle’s reading of <i>Canada: A Visit to the Great White North</i> to provide supporting details.	

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

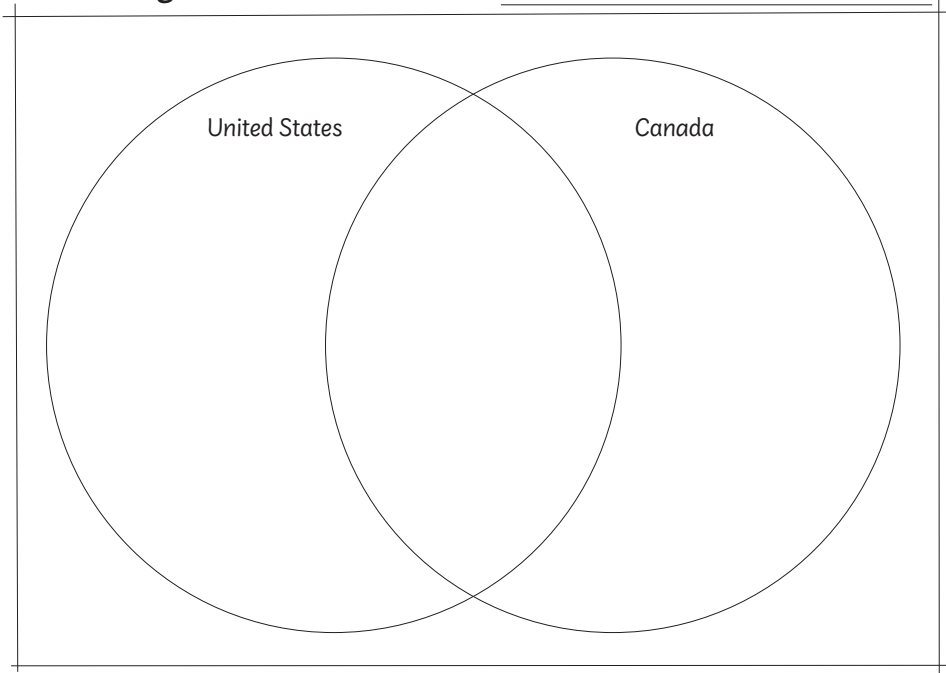
- Remind students of the importance of planning their writing before they actually begin to write. Introduce the graphic organizer—the type of organizer and how it is used.

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 Venn diagram. This will help us put our thoughts in the right order as we write our compare-and-contrast essays.

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

Sample Graphic Organizer**Venn Diagram**

Title: _____

**Drafting**

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

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

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

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

Sharing	Responding
<ul style="list-style-type: none"> 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.

- Tell students that organizing their essays is important to making their information clear.

When you are writing a compare and contrast essay, organization is important to keeping the information in your essay clear. You want the reader to easily understand the information that is similar and the information that is different. As you share and respond with your partners, note whether your partner has organized their essay in a clear way.

Blackline master provided.

- Display the following passage and read it aloud to students.

The United States and Canada are similar because they are both on the North American continent. Because they were both settled by the English, they share a common language. The Vikings settled Canada about 1,000 years before other European settlers came. Both the United States and Canada have a national capital where the leaders of the country live and work.



- Use **Team Huddle** to have students discuss what revisions they might suggest to the organization of this passage. Use **Random Reporter** to select students to share. *The sentence about the Vikings is out of place. The rest of the paragraph is about similarities. I would put the sentence about the Vikings in a paragraph that is about their differences.*
- Ask students to share and respond with their partners.
- Using the chart in the student routines, review how to make revisions. **SR**

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

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

Editing

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

Class Discussion **TP**

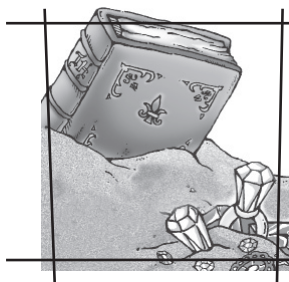
- Randomly select a writing project from one or two teams' piles without revealing their authors. Display a writing project, and read it aloud.
- Refer students to the writing guide and the writing objective.
- Using the writing guide, discuss and evaluate the selected writing project(s) with the class. For example, ask:
 - Does the writer introduce the topic/story clearly?
 - Does the writer include details to help readers understand the information/story?
 - Does the writer end with a closing statement/solve the story problem?
 - Does the writer use language and details to help readers make a mind movie?
- Use **Random Reporter** to select a few students to share responses.
- Award points to teams whose writing projects meet the criteria. Record these points on the team poster.



TEAM CELEBRATION POINTS

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

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



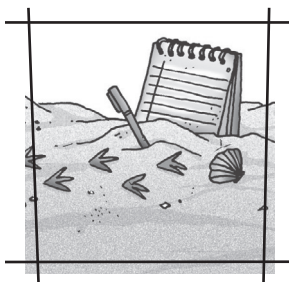
DAY 7

ACTIVE INSTRUCTION

Timing Goal: 5 minutes

Two-Minute Edit **TP**

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

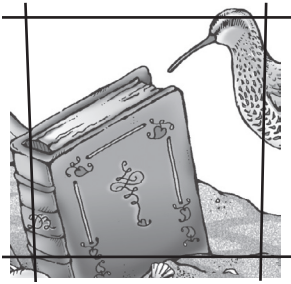


ADVENTURES IN WRITING

Timing Goal: 25 minutes

Rewriting

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



BOOK CLUB

Timing Goal: 40 minutes

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

Team Discussion

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

READ AND RESPOND QUESTIONS

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

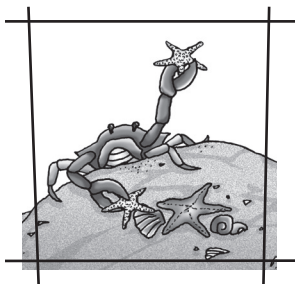
Class Discussion



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

Book Presentation

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



SUCCESS REVIEW AND KEEPING SCORE

Timing Goal: 20 minutes

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

Success Review and Keeping Score

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

Team Cooperation Goal

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

Today's big ships, called ocean liners, can be as long as several football fields from bow to stern. Hundreds of people can travel on these big ocean liners.

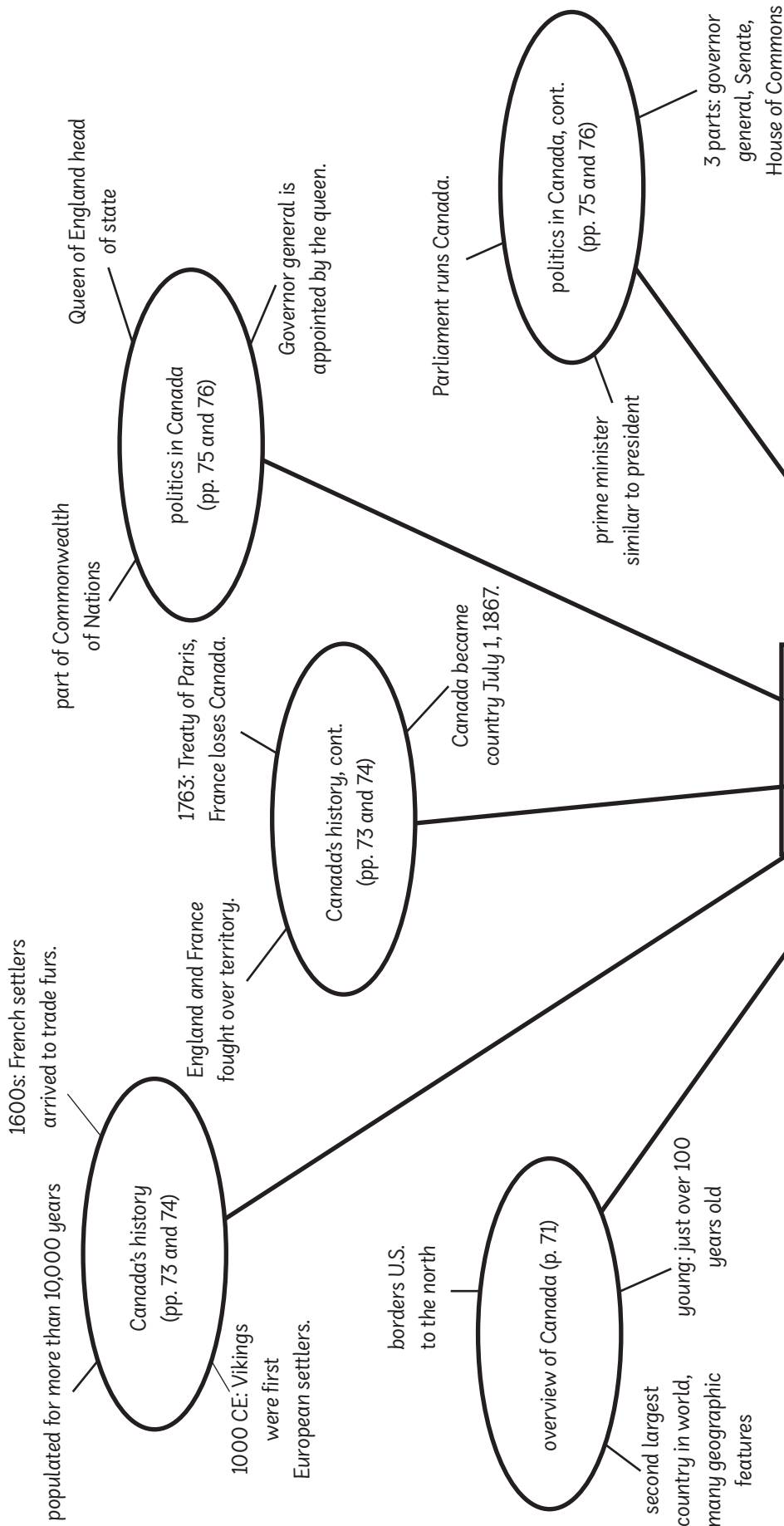


The United States and Canada are similar because they are both on the North American continent. Because they were both settled by the English, they share a common language. The Vikings settled Canada about 1,000 years before other European settlers came. Both the United States and Canada have a national capital where the leaders of the country live and work.



Title: Canada: A Visit to the Great White North, cycle 1

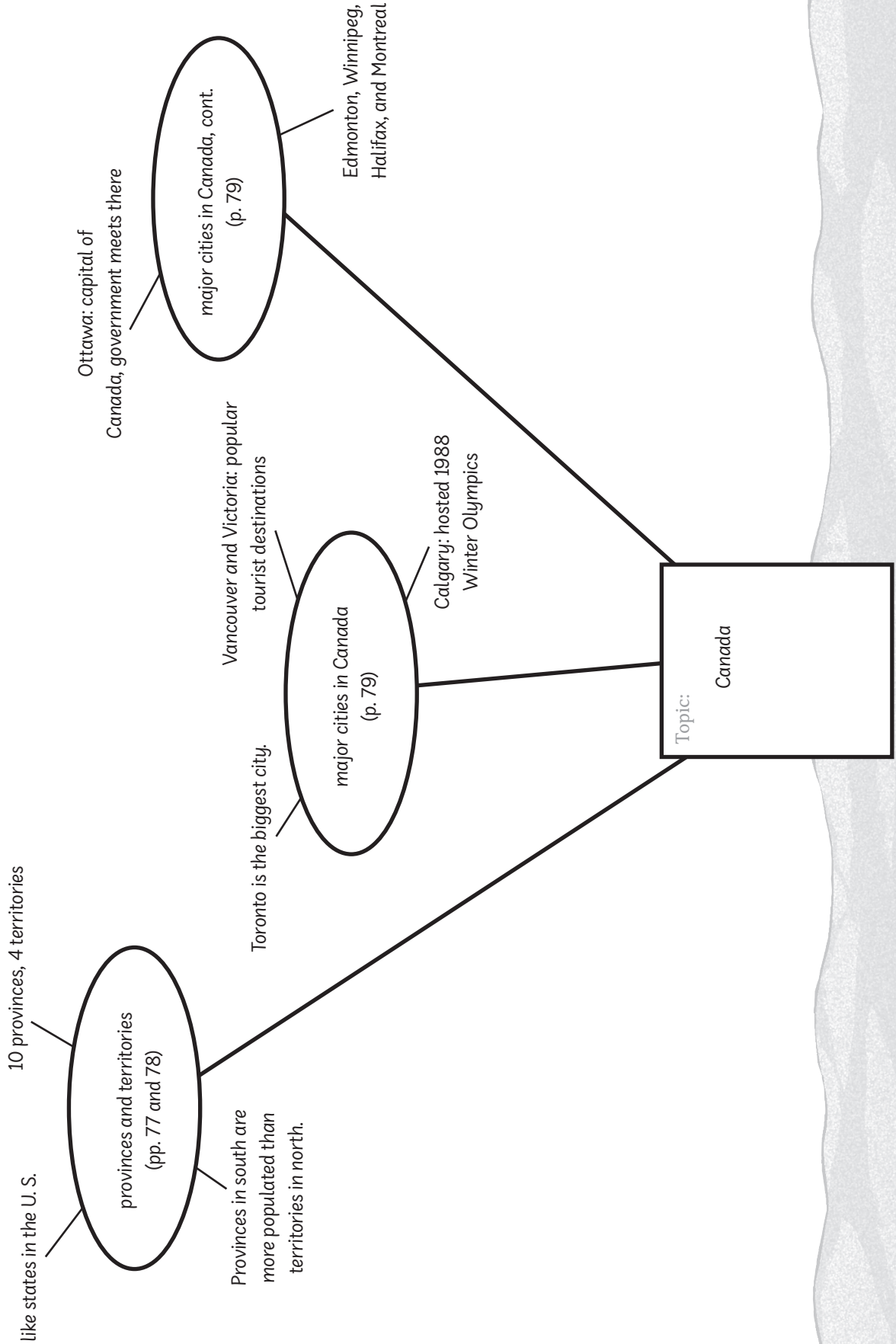
Idea Tree





Title: Canada: A Visit to the Great White North, cycle 1 (cont'd)

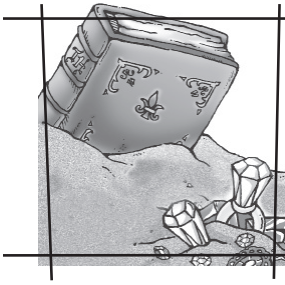
Idea Tree



Cycle 2

Instructional Objectives

	READING	WORD POWER	WRITING
CYCLE 2	Clarifying (CL)	Base word + ending	Write a business letter.
	Students will clarify confusing ideas in sentences and larger sections of an informational text. They will use text features to help them figure out unfamiliar ideas.	Students will break words into base words and endings and use the endings <i>-ion</i> , <i>-tion</i> , and <i>-sion</i> to increase their understanding of words.	Students will write business letters to the Canadian prime minister, asking for more information about Canada.



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 think your life would be different if you lived in Canada?



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

Team Cooperation and Achievement Goal

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

Set the Stage

- Introduce the text, author, and reading objective.

This cycle we will continue reading *Canada: A Visit to the Great White North* by Ryan Murphy. As we read, we'll concentrate on clarifying when we become confused about ideas in sentences and larger passages of text. Good readers clarify when they become confused about ideas to make sure that they understand what they read.

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



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

The first step of TIGRRS is to identify the topic of the text. Remember that when we began reading *Canada: A Visit to the Great White North* last time, we

said it was about Canada. If I flip through the pages of the text, I see more pictures, headings, and text features about Canada. I think our topic is still Canada.

- Tell students the next step of TIGRRS. Use a **Think Aloud** to model identifying the intent of the author.

The next step of TIGRRS is to identify the author’s intent. Earlier we said the author wanted to inform us about Canada. I think this is still true. I see a lot of information about Canada in the text.

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

Next, we should identify the graphic organizer. We used an idea tree before because the text mostly talked about main ideas and supporting details. I think the second half of the text will use the same graphic organizer. I don’t see any clue words that show that this text would use a T-chart, Venn diagram, or sequence chain.

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

Vocabulary **TP**

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

- Have students begin.

SPEAKER		COACH	
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-25.

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

WORD AND PAGE NUMBER	IDENTIFICATION STRATEGY	DEFINITION	SENTENCE
consequence page 81	chunk: con-se-quence	result, effect	Falling asleep during class is a <i>consequence</i> of not getting enough sleep at night.
several page 81	chunk: sev-er-al	many, more than a few	Joe went away for <i>several</i> months, so we missed him.
mild page 81	blend	pleasant, not too cold or warm	Papa Bear's porridge was too hot, Mama Bear's porridge was too cold, but Baby Bear's <i>mild</i> porridge was just right.
ancestry page 82	chunk: an-ces-try	family	Lorenzo's <i>ancestry</i> includes a long line of fishermen.

WORD AND PAGE NUMBER	IDENTIFICATION STRATEGY	DEFINITION	SENTENCE
admiration page 83	base word + ending: admir(e) + ation	respect	President Smith won the <i>admiration</i> of the public by being wise and fair.
increase page 83	chunk: in-crease	growth	I noticed an <i>increase</i> in strength after exercising every day for a week.
premier page 86	mier = /meer/ chunk: pre-mier	leading, highest	My uncle is one of the <i>premier</i> heart surgeons in the country and is often asked to do risky surgeries.
costly page 87	base word + ending: cost + ly	expensive	The new baseball glove was so <i>costly</i> that Matt had to save up a lot of money to buy it.

Using the Targeted Strategy

Introduction and Definition

- Review the targeted skill: clarifying. Use **Think-Pair-Share** to have students identify the new strategy they learned to help them clarify words they do not understand in an informational text. *Think about the big topic.*
- Remind students that words are not the only thing in texts that can confuse readers. Point out that ideas in sentences and larger parts of text can also confuse readers.
- Have students work in **Team Huddle** to review reasons why readers might become confused about ideas as they read. Use **Random Reporter** to share responses. List the responses on the board. *Readers might misread words or sentences; they might skip over sentences or lines of text; they might not pay attention as they read; they might read about an idea that is unfamiliar; they might not make sure they understand what they read as they read.*
- Explain to students that the most common reason readers become confused about ideas as they read informational texts is because they read ideas that are unfamiliar to them.
- Point out that informational texts often have features that can help readers understand unfamiliar ideas. Explain how pictures are features that can help readers understand new ideas in informational texts.



When we read informational texts, we often read to learn something new. Because these ideas are new, we might easily become confused. However, informational texts often have features that help us understand these new ideas. Pictures are one type of feature that can help us understand new ideas. If I'm reading a text that describes an insect I've never heard of before, I might have trouble understanding what I'm reading. However, the text might have a

picture showing that insect. That picture might help me better understand the description of the insect in the text.

- Have students work in **Team Huddle** to identify other possible features of informational texts that can help readers understand new ideas. Use **Random Reporter** to share responses. List the responses on the board. *Captions, maps, headings, charts, text boxes, and diagrams.*
- Display the following passage. Tell students that it came from an article about astronauts on the moon.

Blackline master provided.

Landing Sites

Landing on the moon is not easy. The land is powdery and filled with rocks and craters. Neil Armstrong had a hard time finding a good place to make the first moon landing. He finally did and named the new place Tranquility Base.

A few months later, Pete Conrad and Al Bean dove into the Ocean of Storms. They set up experiments and cameras all over their landing site. They also chattered, joked, and laughed the entire time.

- Read the passage aloud, showing confusion about the idea that Pete Conrad and Al Bean dove into the Ocean of Storms. Use a **Think Aloud** to model using the heading to help you clarify the idea.

“Pete Conrad and Al Bean dove into the Ocean of Storms.” I don’t understand this idea, so I need to clarify it. This is from an article about men on the moon. If they are on the moon, how can they dive into an ocean? Also, I’ve never heard of an ocean called the Ocean of Storms. This is an informational text, so maybe I can use a text feature to help me clarify. The heading tells me that this section is about landing sites. Then I read about two men going into the Ocean of Storms. These men must have been landing in the Ocean of Storms. The Ocean of Storms must be one of the landing sites on the moon. I was confused about an idea, but I used a feature of the informational text to help me clarify.

- Tell students that they will clarify confusing ideas using text features and other strategies as they read the text.
- Award team celebration points for good discussions that demonstrate effective teamwork.

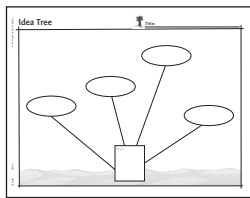
Listening Comprehension

- 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 the first two paragraphs on page 80, stopping with the phrase “They run from the northern tip of the Yukon.” Model having trouble with the idea that mountains can run. Use a **Think Aloud** to model clarifying that idea.

“They run from the northern tip of the Yukon.” Wait a minute. How can mountains run? They’re mountains! People and animals can run, but mountains can’t. Let me think about this. Okay, the heading on this page reminds me that this is an informational passage and that it’s about geography. I know that geography is about maps and land. So maybe the author means that the mountains don’t actually run, but that there are Rockies all along that part of Canada. Yes, that makes sense. Using a text feature, the heading, helped me clarify this idea.

- Read the rest of page 80 aloud, stopping to ask questions, clarify confusing words or ideas, or focus students’ attention as necessary.
- Display a sample idea tree. Model adding a key point from the Listening Comprehension selection to the graphic organizer.

Blackline master provided.



Main idea: Geography and Weather (pp. 80 and 81)

- Remind students that they will continue clarifying as they read *Canada: A Visit to the Great White North* this cycle.

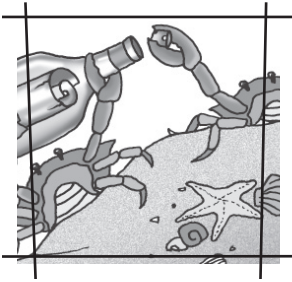
Preview Team Talk

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

Student Edition, page S-26.

TEAM TALK

1. What word, phrase, or passage did you clarify? How did you clarify it? |CL| (Strategy Use rubric)
2. What is an effect of Canada being settled by the French before the English? |CE • DC|
 - a. English is the only official language in Canada.
 - b. No one speaks English in Canada.
 - c. French is one of two official languages in Canada.
 - d. Canadians don’t understand Americans.
3. On page 81, the author writes that Canada is called the “Great White North.” What does that mean? How did you figure that out? **(Write-On)** |CL| (Team Talk rubric)



TEAMWORK

Timing Goal: 35 minutes

Partner Reading **TP**

Students read and restate aloud.

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

pages 81–84 aloud with partners.

INFORMATIONAL

Read Aloud

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

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

After Reading

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

Team Discussion **TP**

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

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

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

Class Discussion **TP**



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



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

Answers may vary. Accept reasonable responses.

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

TEAM TALK
<p>1. What word, phrase, or passage did you clarify? How did you clarify it? CL (Strategy Use rubric)</p> <p>100 points = <i>Uses a sticky note, tells what strategy was used to discuss it, and explains how the strategy helped to understand the text.</i></p> <p>90 points = <i>Uses a sticky note and tells what strategy was used to discuss it.</i></p> <p>80 points = <i>Uses a sticky note to mark a thought.</i></p> <p>2. What is an effect of Canada being settled by the French before the English? CE • DC </p> <ol style="list-style-type: none"> English is the only official language in Canada. No one speaks English in Canada. <i>French is one of two official languages in Canada.</i> Canadians don’t understand Americans.

Write-On Discussion

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

TEAM TALK CONTINUED

3. On page 81, the author writes that Canada is called the “Great White North.” What does that mean? How did you figure that out? (**Write-On**) |CL| (Team Talk rubric)

100 points = *When the author writes that Canada is called the “Great White North” on page 81, he means that Canada gets a lot of snow, and parts of Canada are really cold. I figured this out by rereading the text box. The author mentions the cold and snow in Canada. I know that snow is white and that it has to be cold to snow a lot. Canada must be called the “Great White North” because it’s covered in a lot of snow.*

90 points = *When the author writes that Canada is called the “Great White North” on page 81, he means that Canada gets a lot of snow, and parts of Canada are really cold. I figured this out by rereading the text box.*

80 points = *He means that Canada gets a lot of snow, and parts of Canada are really cold. I reread.*

TEAM TALK EXTENSION

4. How are the First Nations different from the Inuit? |CC| (Team Talk rubric)

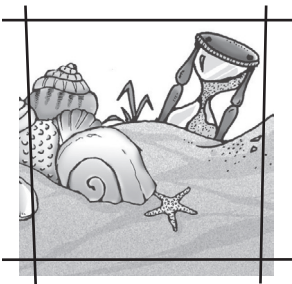
100 points = *The First Nations are different from the Inuit because they are not just one group of people, but many different tribes. They also live farther south in Canada and stretch from coast to coast. The First Nations tribes also live in the United States.*

90 points = *The First Nations are different from the Inuit because they are not just one group of people, but many different tribes.*

80 points = *They are many different tribes.*

Team Talk Discussion

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

**FLUENCY IN FIVE**

Timing Goal: 5 minutes

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

Page 82 (paragraphs 1 and 2)

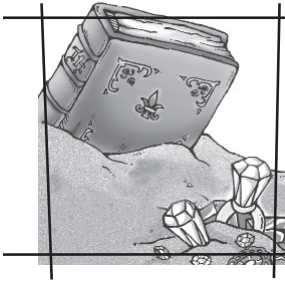
- Ask students to use the Fluency rubric to practice giving you feedback.

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

TEAM CELEBRATION POINTS

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

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



DAY 2

ACTIVE INSTRUCTION

Timing Goal: 20 minutes



Big Question

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



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

Team Cooperation and Achievement Goal

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

Set the Stage

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

Vocabulary **TP**

- Have students review the vocabulary words with their partner. Ask them to use the vocabulary words in new, meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Use **Random Reporter** to check for understanding. Review any words and/or definitions that students need additional support in understanding.
 - Focus on words that appear in the reading for the day if applicable: *premier* page 86 and *costly* 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 some important ideas about Canada. We learned that the weather in Canada can change a lot depending on where you are. There are two groups of native people in Canada, called the Inuit and the First Nations. Canadians share a culture with the United States, but they also have a culture that comes from the French.

- Tell students that you will continue to record important ideas on the graphic organizer.

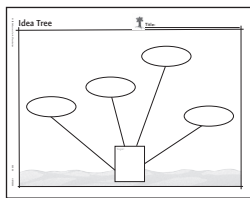


- Read the first two paragraphs of page 85 aloud, stopping at the phrase “. . . two wings, who play on the left and right of the center.” Use a **Think Aloud** to model clarifying this phrase by making a mind movie.

“. . . two wings, who play on the left and right of the center.” Wait a minute. I’m not sure I understand what this phrase means. Wings aren’t people who play hockey. They are things that help birds fly. Maybe if I make a mind movie about wings, it’ll help me figure out what the phrase means. When I think of the word *wings*, I do think of a bird. I see a bird with its wings stretched out. They are on either side of the bird’s body. Oh, I think I see what it means to have wings in hockey. There is a player in the center, and he has a player on either side of him. They are like his wings and help him move the puck toward the goal. Now I understand what the phrase means.

- Continue reading page 85 aloud, stopping to clarify confusing words or ideas, ask questions, make points, or focus students’ attention as needed
- Display a sample idea tree. Model adding a key point from the Listening Comprehension selection to the graphic organizer.

Blackline master provided.



Main idea: Sports and Recreation (pp. 85 and 86)

- Remind students that they will continue clarifying as they read *Canada: A Visit to the Great White North* this cycle.

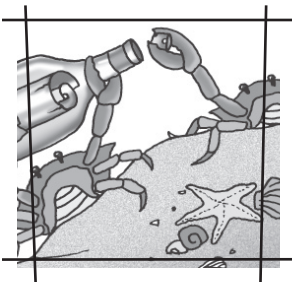
Preview Team Talk

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

Student Edition, page S-26.

TEAM TALK

1. What word, phrase, or passage did you clarify? How did you clarify it? |CL| (Strategy Use rubric)
2. Which of the following is a difference between Canadian football and American football? |CC|
 - a. American cities have teams.
 - b. Canadian football has a championship.
 - c. The players don't wear helmets.
 - d. The field is larger in Canadian football.
3. On page 87, the author uses the phrase "public universities." What does that mean? How did you figure that out? **(Write-On)** |CL| (Team Talk rubric)

**TEAMWORK**

Timing Goal: 50 minutes

Partner Reading TP

Students read and restate aloud.

- Explain, or review, if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students read and restate: **SR**
pages 86–88 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
- discuss predictions from day 1
- describe team strategy use

TEAM TALK

1. What word, phrase, or passage did you clarify? How did you clarify it? |CL|
(Strategy Use rubric)
100 points = *Uses a sticky note, tells what strategy was used to discuss it, and explains how the strategy helped to understand the text.*
90 points = *Uses a sticky note and tells what strategy was used to discuss it.*
80 points = *Uses a sticky note to mark a thought.*
2. Which of the following is a difference between Canadian football and American football? |CC|
 - a. American cities have teams.
 - b. Canadian football has a championship.
 - c. The players don’t wear helmets.
 - d. *The field is larger in Canadian football.*

Write-On Discussion

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

TEAM TALK CONTINUED

3. On page 87, the author uses the phrase “public universities.” What does that mean? How did you figure that out? **(Write-On)** |CL| (Team Talk rubric)

100 points = *When the author refers to “public universities” on page 87, he means that they are colleges run by the government and open to the public. I figured that out by reading ahead. The author explains how public Canadian universities and private American universities are different. All Canadian universities are run by the government and are less expensive than private American schools.*

90 points = *When the author refers to “public universities” on page 87, he means that they are colleges run by the government and open to the public. I figured that out by reading ahead.*

80 points = *They are colleges run by the government and open to the public. I read ahead.*

TEAM TALK EXTENSION

4. Why do you think so many people use the border crossing at Niagara Falls?

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

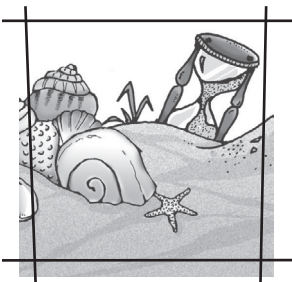
100 points = *I think so many people use the border crossing at Niagara Falls because it is a popular place to visit. I know Niagara Falls is a large and beautiful waterfall. I think a lot of people like to take a trip to Niagara Falls to see it. I think they would want to stop and see it while they drive to Canada.*

90 points = *I think so many people use the border crossing at Niagara Falls because it is a popular place to visit.*

80 points = *It is a popular place to visit.*

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.

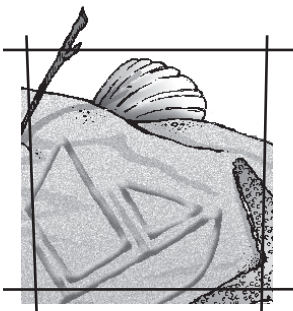
Not ready yet? Practice reading the same passage again with your partner. Ask your teacher to hear you read when you are ready.

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

Student Edition, page S-25.

Page 86

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



WORD POWER **TP**

Timing Goal: 10 minutes

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

Blackline master provided.



tps

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

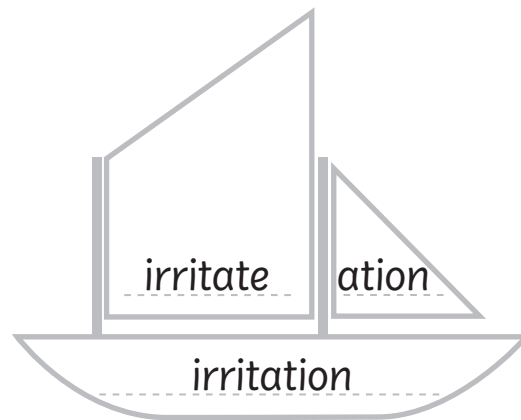
Display the Word Treasure.

Word Treasure

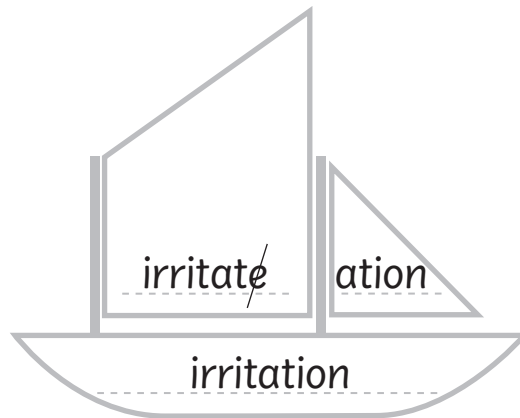
Some base words have endings.

If you're having trouble reading these words, read the base word first. Read the ending next, and then read the whole word and figure out its meaning.

- Write the word “irritation” on the board. Use **Think-Pair-Share** to have students divide the base word from the ending, or suffix. Randomly select a few students to share. Write the base word and the suffix on the appropriate sails.



- Use the word parts written in the sails to pronounce the word *irritation*, and have students say the word with you.
- Explain that endings, or suffixes, change the meaning of the base words they are attached to. Tell students that suffixes can help us define the meaning of a word.
- Explain that the suffix *-ion* expresses an action or a state of being. Tell students that this suffix changes action verbs into nouns that relate to that verb. Point out that *irritation* means the act or state of being annoyed, or something that annoys.
- Tell students that sometimes the base word needs to be changed to add this suffix. Tell them that we use the scrubber tool to scrub out or erase the final *e* at the end of certain words. Demonstrate this on the board with the word *irritation*. Erase or cross out the *e* at the end of *irritate* to show how the *e* is removed to make the word *irritation*.



- Explain to students that the suffix *-ion* may also take on different forms, depending on how the base word is spelled. Write the endings *-ation*, *-tion*, and *-sion* on the board. Point out that these mean the same thing as *-ion*.
- Tell students that Captain Read More has found a word with a suffix in their vocabulary list for this cycle. Tell students to be on the lookout for the word with a suffix 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-26.

SKILL PRACTICE	
Write the words in your journal. Then write the base word and ending. Write a definition for each word.	
1. procession	<i>process + ion; the act of marching or walking</i>
2. execution	<i>execute + ion; the act of doing or carrying out a plan</i>

BUILDING MEANING			
consequence	several	mild	ancestry
admiration	increase	premier	costly

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.*

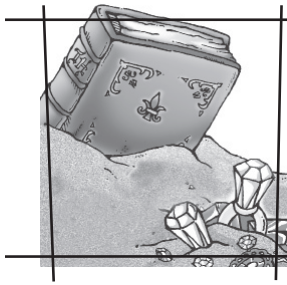
80 points = *The sentence uses the word correctly.*

4. Choose the word that best completes the sentence.

Terrel couldn't believe that he would be meeting one of the premier quarterbacks in professional football in just a few minutes.

- 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, **clarifying**.

Vocabulary **TP**

- Have students review the vocabulary words with their partner. Ask them to use the vocabulary words in new, meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Use **Random Reporter** to check the review.
 - Focus on words that appear in the reading for the day if applicable: *consequence* page 81, *several* page 81, *mild* page 81, *ancestry* page 82, *admiration* page 83, and *increase* 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 more important ideas about Canada. A lot of sports and activities are popular with Canadians. They enjoy Canadian football, which is similar to American football. The outdoors also provides a lot of opportunities for fun. Canada provides a lot of educational opportunities for young people. It is also an easy country to travel to if you are from the United States.

- 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.

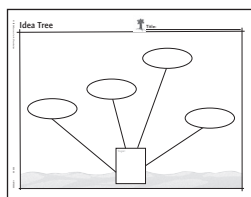


- Reread page 80 aloud, stopping at the phrase “the soil beneath the surface never thaws out.” Use a **Think Aloud** to model rereading and reading ahead to clarify this phrase.

“ . . . the soil beneath the surface never thaws out . . . ” Wait a minute. What does that mean? What does it mean to thaw out? Maybe if I reread, I’ll figure out what it means. Reread the previous sentence. Oh, I think I understand it better. The tundra is frozen. That means the ground is icy. When ice thaws, it melts. I guess the ground on the tundra never melts or gets soft. And if I read ahead a little, I see the word *permafrost*. That sounds like the words *permanent* and *frost* put together. That means it’s always icy. I reread and read ahead to clarify a confusing idea.

- Finish reading page 80 aloud, stopping to clarify confusing words or ideas, ask questions, make points, or focus students’ attention as needed.
- Display a sample idea tree. Model adding supporting details from the Listening Comprehension selection to the graphic organizer.

Blackline master provided.



Main idea: Geography and Weather (pp. 80 and 81)

- plains, forests, and maritime provinces
 - Canadian Rockies stretch along west from Yukon to British Columbia.
 - tundra: flat frozen plains, permafrost
- Remind students that they will continue clarifying as they read *Canada: A Visit to the Great White North* this cycle.

Preview Team Talk

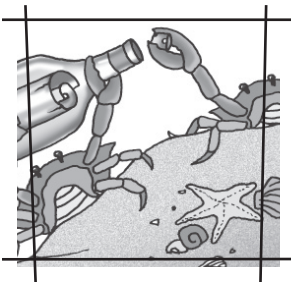
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model

this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.

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

Student Edition, page S-27.

TEAM TALK	
1.	What word, phrase, or passage did you clarify? How did you clarify it? CL (Strategy Use rubric)
2.	Large areas of Canada are cold because they are— CE <ul style="list-style-type: none"> a. filled with frozen rivers. b. inside the Arctic Circle. c. filled with polar bears. d. near the warm oceans.
3.	On page 83, the author writes that Canadians “take in” a lot of American movies and television. What does that mean? How did you figure that out? (Write-On) CL (Team Talk rubric)



TEAMWORK

Timing Goal: 50 minutes

Partner Reading **TP**

Students read and restate aloud.

- Explain, or review, if necessary, the Partner Reading routines for strategy use with sticky notes and TIGGRS before having students reread and restate: **SR**
pages 81–84 aloud with partners.
- If some teams finish ahead of others, have them begin working on the following activities: **SR**

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

Team Discussion TP

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

Class Discussion TP

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



Answers may vary. Accept reasonable responses.

Strategy Use Discussion

- resolve a sticky note
- describe team strategy use

TEAM TALK

1. What word, phrase, or passage did you clarify? How did you clarify it? |CL|
(Strategy Use rubric)
100 points = *Uses a sticky note, tells what strategy was used to discuss it, and explains how the strategy helped to understand the text.*
90 points = *Uses a sticky note and tells what strategy was used to discuss it.*
80 points = *Uses a sticky note to mark a thought.*
2. Large areas of Canada are cold because they are— |CE|
 - a. filled with frozen rivers.
 - b. inside the Arctic Circle.
 - c. filled with polar bears.
 - d. near the warm oceans.

Write-On Discussion

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

Team Talk Discussion

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

TEAM TALK CONTINUED

3. On page 83, the author writes that Canadians “take in” a lot of American movies and television. What does that mean? How did you figure that out? **(Write-On)** |CL| (Team Talk rubric)

100 points = *When the author writes the phrase “take in” on page 83, he means Canadians watch a lot of movies and television shows that Americans make. I figured this out by reading ahead. The heading says the section is about Canadian culture and activities. Watching television and movies is an activity people enjoy. “Take in” must mean watch, because that is what you do with television or movies.*

90 points = *When the author writes the phrase “take in” on page 83, he means Canadians watch a lot of movies and television shows that Americans make. I figured this out by reading ahead.*

80 points = *Canadians watch a lot of movies and television shows that Americans make. I read ahead.*

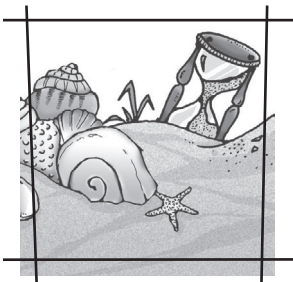
TEAM TALK EXTENSION

4. How does the text help you better understand how to pronounce the name Quebec correctly? |TF| (Team Talk rubric)

100 points = *The text helps me better understand how to pronounce the name Quebec correctly by giving me a guide. It breaks the French word down into more familiar sounds.*

90 points = *The text helps me better understand how to pronounce the name Quebec correctly by giving me a guide.*

80 points = *It gives me a guide.*

**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.

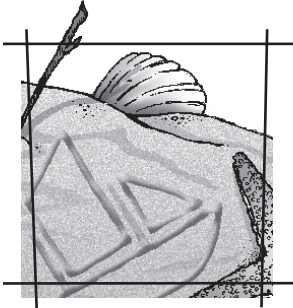
Student Edition, page S-25.

Page 86 or 83 (paragraph 1)

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

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

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



WORD POWER **TP**

Timing Goal: 10 minutes

- Remind students of the Word Power skill (base word and ending) and, if necessary, the Word Treasure clue Captain Read More uses (big sail and little sail). Have students identify the suffixes they are working with in this cycle. *The suffixes are -ion, -tion, -sion, and -ation.*

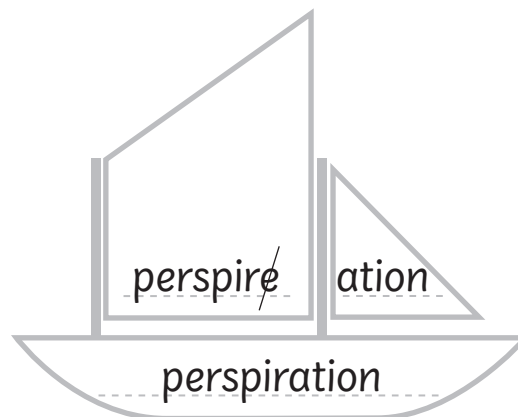
tps

- Use **Think-Pair-Share** to have students look at their vocabulary list and find a word that has one of these endings. Randomly select a few students to identify the word and use the suffix to define the word. *Admiration; the act of looking on something with pleasure or pride.*
- Remind students that they are working with the scrubber this cycle. Point out that the base word *admire* has a final *e* that needs to be scrubbed off to add the ending. Also point out that the suffix takes on a different spelling as *-ation*.

th



- Have students practice applying the suffix *-ation*. Display the sail clue, and write the word “perspiration” on the bottom of the boat. Use **Team Huddle** to have students identify the base word and ending. Use **Random Reporter** to select students to respond. Write “perspire” on the big sail and “ation” on the little sail.



- Use **Team Huddle** to have students use the suffix to define the word. Use **Random Reporter** to select students to share. *The act of sweating.*
- 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-27.

SKILL PRACTICE			
Write the words in your journal. Then write the base word and ending. Write a definition for each word.			
1.	sensation	<i>sense</i> + <i>ation</i> ; <i>the act of feeling something</i>	
2.	hesitation	<i>hesitate</i> + <i>ion</i> ; <i>a state of uncertainty</i>	
BUILDING MEANING			
consequence	several	mild	ancestry
admiration	increase	premier	costly
3. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday. 100 points = <i>The sentence uses the word correctly and includes details to create a mind movie.</i> 90 points = <i>The sentence uses the word correctly and includes one detail.</i> 80 points = <i>The sentence uses the word correctly.</i>			
4. Choose the word that best completes the sentence. Getting a painful sunburn is a <u>consequence</u> of not wearing enough sun block when playing outside for a long time.			

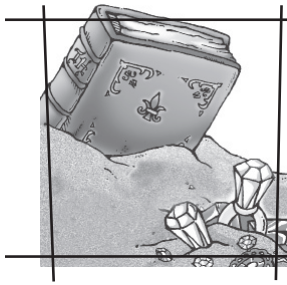
- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration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

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

TEAM CELEBRATION POINTS

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

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



DAY 4

ACTIVE INSTRUCTION

Timing Goal: 20 minutes

Big Question



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



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

Team Cooperation and Achievement Goal

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

Set the Stage

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

Vocabulary **TP**

- Have students review the vocabulary words with their partner. Ask them to use the vocabulary words in new, meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Students will individually write a meaningful sentence for one of the words in preparation for the assessment.
- Use **Random Reporter** to select students to share their meaningful sentence and lead a discussion using the Meaningful Sentence rubric.
- Use **Random Reporter** to check the review.
 - Focus on words that appear in the reading for the day if applicable: *premier* page 86 and *costly* 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 learned some more details about Canada as we reread the text. Canada can get quite cold in the areas above the Arctic Circle. The temperatures may drop to 75°F! But it also gets hot in Vancouver and stays pleasant in Toronto. The Inuit have learned to survive in the cold places by living off the land and using animals for fur, food, and warmth. The First Nations are made up of many different tribes, including the Iroquois, Algonquian, Crow, and Blackfoot Indians. Canadians enjoy a lot of the same television shows and movies we enjoy in America, and some of our most popular singers and stars are from Canada. The bear and beaver are important symbols to Canada, as well as their Mounties. French is one of the official languages in Canada, and is the official language in the province of Quebec.

- 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.

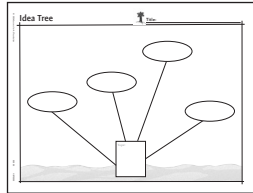


- Reread page 85, stopping with the sentence that ends with the phrase “imitation ponds called rinks.” Use a **Think Aloud** to model clarifying the phrase “imitation ponds.”

“ . . . imitation ponds called rinks.” Let’s stop for a minute. I’m not sure what the phrase “imitation ponds” means. What is an imitation pond? I think I’ll reread to figure out what this means. Reread starting from the beginning of the paragraph. OK. I think I get it now. Ice hockey is played on ice. Where it’s cold, the ponds can freeze over enough that people can play hockey outside on them. But where it’s warmer, the ponds don’t freeze enough. I think the phrase “imitation ponds” means fake ponds. They make ponds inside that they can make cold enough for people to play hockey. Rereading helped me clarify that phrase.

- Finish rereading page 85 aloud, stopping to clarify confusing words or ideas, ask questions, make points, or focus students’ attention as needed.

Blackline master provided.



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

Main idea: Sports and Recreation (pp. 85 and 86)

- Hockey is played outdoors on ponds or inside on rinks.
 - ice hockey: official winter sport, lacrosse is summer sport
 - most popular sport in Canada, hundreds of teams for all ages
- Remind students that they will continue clarifying as they read *Canada: A Visit to the Great White North* this cycle.

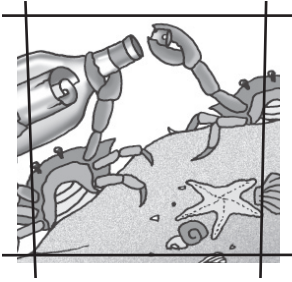
Preview Team Talk

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

Student Edition, page S-27.

TEAM TALK

1. Use information from your graphic organizer to write a summary of *Canada: A Visit to the Great White North* from this cycle. |SU| (Summarizing rubric)
2. Skiing is popular in Canada because— |CE|
 - a. the Canadian Rockies provide good mountains.
 - b. there is so much snow that people use skis to travel.
 - c. skiing is the national sport of Canada.
 - d. it is the only activity people do besides hockey.
3. On page 88, the author writes that Canada and the United States “share a border.” What does that mean? How did you figure that out? **(Write-On)** |CL| (Team Talk rubric)



TEAMWORK

Timing Goal: 50 minutes

Partner Reading **TP**

Students read and restate aloud.

- Explain, or review, if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students reread and restate: **SR**
pages 86–88 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

Write-On Discussion

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

Team Talk Discussion

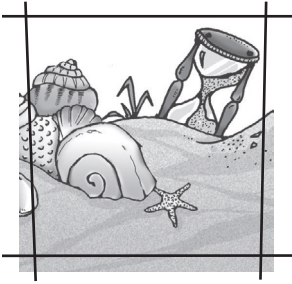
- ask students if they understood or enjoyed the reading
- reinforce use of the skill

TEAM TALK

1. Use information from your graphic organizer to write a summary of *Canada: A Visit to the Great White North* from this cycle. |SU| (Summarizing rubric)
 - 100 points** = *Restates the main ideas and gives important details that support them.*
 - 90 points** = *Restates the main ideas.*
 - 80 points** = *Restates some important ideas but includes less important details.*
2. Skiing is popular in Canada because— |CE|
 - a. *the Canadian Rockies provide good mountains.*
 - b. *there is so much snow that people use skis to travel.*
 - c. *skiing is the national sport of Canada.*
 - d. *it is the only activity people do besides hockey.*
3. On page 88, the author writes that Canada and the United States “share a border.” What does that mean? How did you figure that out? (**Write-On**) |CL| (Team Talk rubric)
 - 100 points** = *When the author writes that Canada and the United States “share a border” on page 88, he means the U.S. and Canada touch each other. I figured this out by reading ahead and the heading. The heading tells me this section is about visiting Canada. Because they are next to each other, it is easy for Americans to go to Canada for a visit.*
 - 90 points** = *When the author writes that Canada and the United States “share a border” on page 88, he means the U.S. and Canada touch each other. I figured this out by reading ahead and the heading.*
 - 80 points** = *He means the U.S. and Canada touch each other. I read ahead.*

TEAM TALK EXTENSION

4. Why do you think Canadian football shares many things in common with American football? Support your answer. |DC| (Team Talk rubric)
 - 100 points** = *I think Canadian football shares many things in common with American football because Canadians enjoy watching American football. They wanted their own football teams so they could go to games near their homes instead of traveling to the United States.*
 - 90 points** = *I think Canadian football shares many things in common with American football because Canadians enjoy watching American football.*
 - 80 points** = *Canadians enjoy watching American football.*



FLUENCY IN FIVE

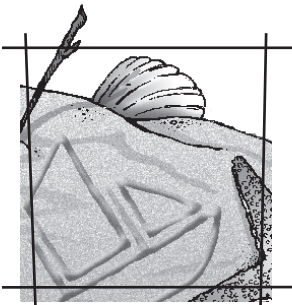
Timing Goal: 5 minutes

- 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-25.

Page 86, 83 (paragraph 1), or 87

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



WORD POWER **TP**

Timing Goal: 10 minutes

tps

- Remind students of the Word power skill (base word and ending).
- Use **Think-Pair-Share** to prompt students about 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 word meanings slightly. For example, adding -ion to a word means it is an act of doing something or a state of being.*
- Display the Word Power Challenge. Tell students that they will work in teams to read the words and give a meaning for each word. If necessary, have students use the sail clues and identify base word and ending.

Preparation: Display the Word Power Challenge

Word Power Challenge	temptation
	confusion



- Use **Random Reporter** to select students to read the words, the base words and endings, and their meanings. *Temptation = tempt + ation, state of being persuaded; confusion = confuse + ion, state of being bewildered.*
- 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-28.

SKILL PRACTICE

Write the words in your journal. Then write the base word and ending. Write a definition for each word.

1. declaration *declare + ation; the act of making an announcement*
2. estimation *estimate + ion; the act of making a guess*

BUILDING MEANING

consequence	several	mild	ancestry
admiration	increase	premier	costly

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. You can't tell when you look at a Chihuahua, but its ancestry goes back to wolves that roamed around North America. *Ancestry* means—
 - a. attitude.
 - b. family.
 - c. appearance.
 - d. quality.

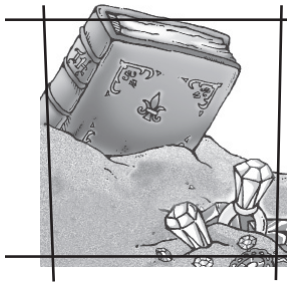
- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration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

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

TEAM CELEBRATION POINTS

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

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



DAY 5

ACTIVE INSTRUCTION

Timing Goal: 20 minutes

Rate Vocabulary Words

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

Team Cooperation and Achievement Goal

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

Set the Stage

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



Today you will read about lacrosse. Lacrosse is a sport that is popular all across North America, especially in Canada and in the eastern United States.

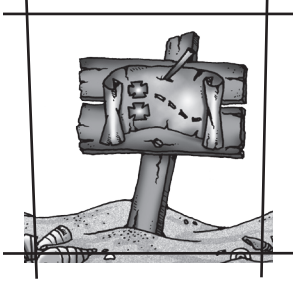
Vocabulary **TP**

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

Prepare Students for the Test

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

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

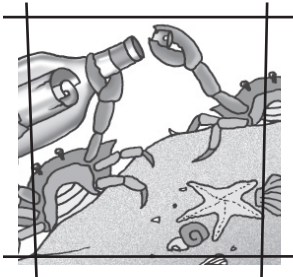


TEST

Timing Goal: 40 minutes

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

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



TEAMWORK

Timing Goal: 30 minutes

Teacher procedures for
 Teamwork vary with
 strategy instruction.

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

After the Test	
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.

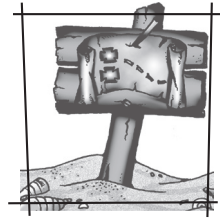


- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.
- Use information from student tests to plan modeling and/or Think Alouds for the next lesson that will build upon the skills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

Lacrosse is a popular team sport in much of North America. It was originally played by indigenous people living in Canada and on the East Coast of the United States. They called it “the Creator’s Game.” The game was often played between tribes to settle disputes. Instead of fighting wars, they played a game of lacrosse. The game is played with a small ball and a stick with a net on one end. You catch and throw the ball with the stick. The game did not catch on with European settlers right away. In 1867, Dr. William George Beers created rules for players to follow. Modern lacrosse was born from these rules.

Today lacrosse is one of the fastest growing sports in the world. It is the official summer sport of Canada and the official team sport of the state of Maryland. Lacrosse is played by children of all ages. Children can play it from grade school through college. Many cities have professional teams. Teams travel around the world to play championship games. The Iroquois Nation has a lacrosse team that competes internationally.

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. Canadian football
 - b. *the sport of lacrosse*
 - c. American football
 - d. stick and ball sports

What is the intent of the author in writing about this topic? How do you know?

30 points = *The intent of the author is to inform me about the sport of lacrosse. I know the intent of the author is to inform because I learned a lot of information about lacrosse. I learned that it was originally played by Indians in North America. It is played with a ball and a stick. Official rules were made for it. It is very popular with children across the country and is played internationally.*

25 points = *The intent of the author is to inform me about the sport of lacrosse. I know the intent of the author is to inform because I learned a lot of information about lacrosse.*

20 points = *To inform me about lacrosse. I learned a lot of information about lacrosse.*

30 points

2. In the first paragraph, the author says tribes played lacrosse to “settle disputes.” What does this mean? How did you figure this out? **(Write-On)** |CL| (Team Talk rubric)
- 30 points** = *When the author says tribes played lacrosse to “settle disputes,” they mean they used lacrosse to end arguments. I figured this out by reading ahead. It says that tribes would play a game of lacrosse instead of fight a war. I know that wars are usually started by arguments. They must have ended the arguments with the game.*
- 25 points** = *When the author says tribes played lacrosse to “settle disputes,” they mean they used lacrosse to end arguments. I figured this out by reading ahead.*
- 20 points** = *They used lacrosse to end arguments. I read ahead.*

30 points

3. Use information from your graphic organizer to write a summary of the passage. |SU| (Summarizing rubric)
- 30 points** = *Restates the main ideas and gives important details that support them.*
- 25 points** = *Restates the main ideas.*
- 20 points** = *Restates some important ideas, but includes less important details.*

Word Power

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

5 points each

Skill Questions

Write the words in your journal. Then write the base word and ending. Write a definition for each word.

- situation *situat~~e~~ + ion, the act of being located in a place*
- discussion *discuss + ion, the act of speaking together*
- decision *decid~~e~~ + sion, the act of making up one’s mind*
- alteration *alter + ation, the act of making changes to something*

10 points each

Building Meaning

consequence	several	mild	ancestry
admiration	increase	premier	costly

5. Write a meaningful sentence for the word *admiration*.
- 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. Forest rangers have noticed an increase in the number of deer in the forest since wolves have been removed from the area.

7. The first mild day of spring after a cold winter is always welcomed by people who dislike wearing heavy coats. *Mild* means—
 - a. sweltering.
 - b. miserable.
 - c. chilly.
 - d. *pleasant*.

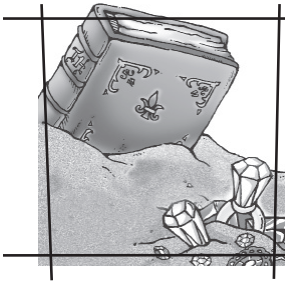
8. My ancestry can be traced back for hundreds of years because someone kept a very good record of births and marriages.

9. I could see several kittens with their mother when I followed the meowing sounds to the space under my porch. *Several* means—
 - a. *many*.
 - b. one.
 - c. spotted.
 - d. lucky.

10. The world championship for soccer is where premier athletes gather together from around the world to find out who is the best.

11. I was very careful with my music player because I knew it was costly, and I couldn't afford to lose it. *Costly* means—
 - a. cheap.
 - b. *expensive*.
 - c. thrifty.
 - d. replaceable.

12. A consequence of my rudeness during dinner was being sent to my room without dessert.



DAY 6

ACTIVE INSTRUCTION

Timing Goal: 5 minutes

Two-Minute Edit **TP**

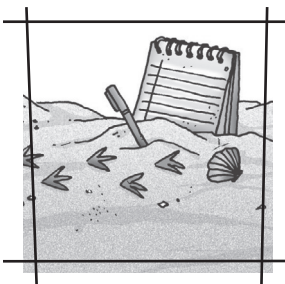
- Display and have students complete the Two-Minute Edit to start the class.
- Identify a frequently occurring grammatical or mechanical problem from the students' writing.
- Prepare a sentence that illustrates the problem (with no more than four errors).
- Display the sentence, and indicate the number 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 business letter to the prime minister of Canada, asking him for more information about Canada, and explaining what you found to be the most interesting thing you learned about the Great White North.

- Use **Team Huddle** to discuss the differences between a business letter and a friendly letter with students. Use **Random Reporter** to share responses.

Most of you are probably familiar with friendly letters. They are letters you send to friends or family members to tell them about recent events and other information. Another type of letter is a business letter. This is a letter you might send to a government leader or the owner of a business. How do you think this difference in the audience affects the way you write your letter? *The letter should be more serious. It should be formal. You are not friends with the person you are writing to because you don't know them.* **Yes. You probably don't know the recipient personally, so you want to be more serious and formal in your writing. Why do you think you might write a letter to a government leader or business owner?** *You might write to share your opinion about something. You might want to persuade them to do something. You might want to make them aware of something.* **Great work.**



- 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-28.

WRITING PROMPT
<p>You have learned a lot about Canada over the past two cycles. Now you want to write a letter to the prime minister to ask him for more information about his country. In your letter, explain what you found most interesting about Canada. Then ask the prime minister three questions you still have about Canada, and why you are interested in the answers.</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

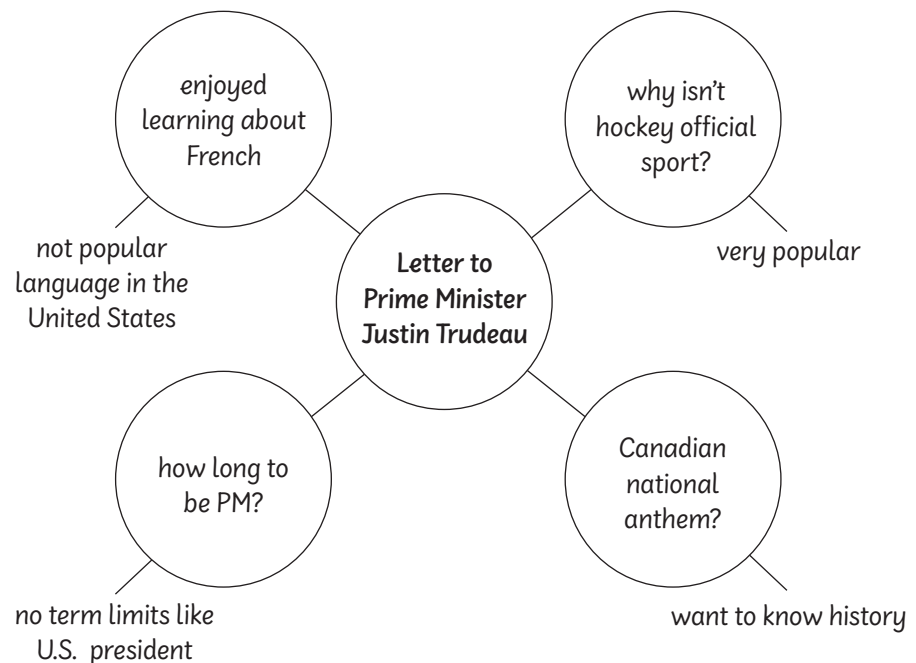
- Remind students of the importance of planning their writing before they actually begin to write. Introduce the graphic organizer—the type of organizer and how it is used.

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 business letters.

- 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.
- Point out to students that Canada's government has undergone change since the text was published.

Your text states that the prime minister of Canada is Paul Martin, who was elected in 2003. In 2015, Justin Trudeau was elected to the position of prime minister. You can address letters to Mr. Trudeau or just “Prime Minister.”

- 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 it is important to capitalize unfamiliar words that need capitalization and titles correctly.

As you write your letters to the prime minister, you may have to write some unfamiliar words. Some of these need to be capitalized because they are proper nouns. You might also write several titles, since you are addressing the prime minister of Canada. It is important to capitalize correctly.

Blackline master provided.

- Display the following excerpt from a glossary.

Capitalize	Do Not Capitalize
The Northwest Territories are to the east of the Yukon.	There are four territories in Canada.
Please welcome Prime Minister Justin Trudeau.	Justin Trudeau, prime minister of Canada
Nova Scotia is on the East Coast of Canada.	If you drive east through Nova Scotia, you will reach the coast.

- Explain to students the differences in capitalization.

There are three basic rules to capitalization. You capitalize words at the beginning of sentences, proper nouns, and the letter I as a personal pronoun. In the first example, the word territories is part of a proper noun. The Northwest Territories is the name of a territory in Canada. In the second example, the term prime minister is being used as a title with the name. You capitalize titles when they appear as a part of a name. When you are just referring to the position someone holds, it is lowercase. In the third example, you capitalize words that are being used to discuss a particular section of the country. You lowercase these same words if they are just showing direction.

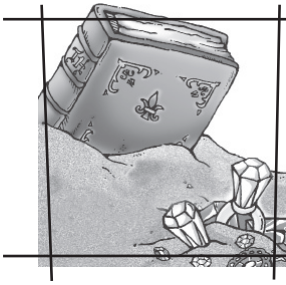
- Tell students to check and correct any capitalization errors they may have made in their business letters.
- If helpful, have students copy the checklist in their journals as a reference.
- Have students reread their first drafts, looking for the types of errors listed and correcting these on their 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	
<p>Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.</p>	<ul style="list-style-type: none"> • How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?



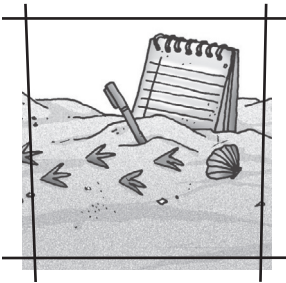
DAY 7

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.

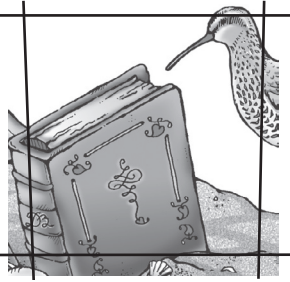


ADVENTURES IN WRITING

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.

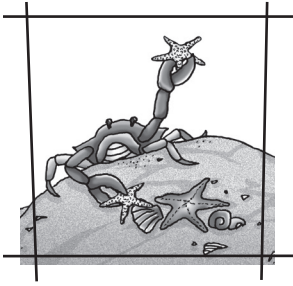


Class Discussion

- 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

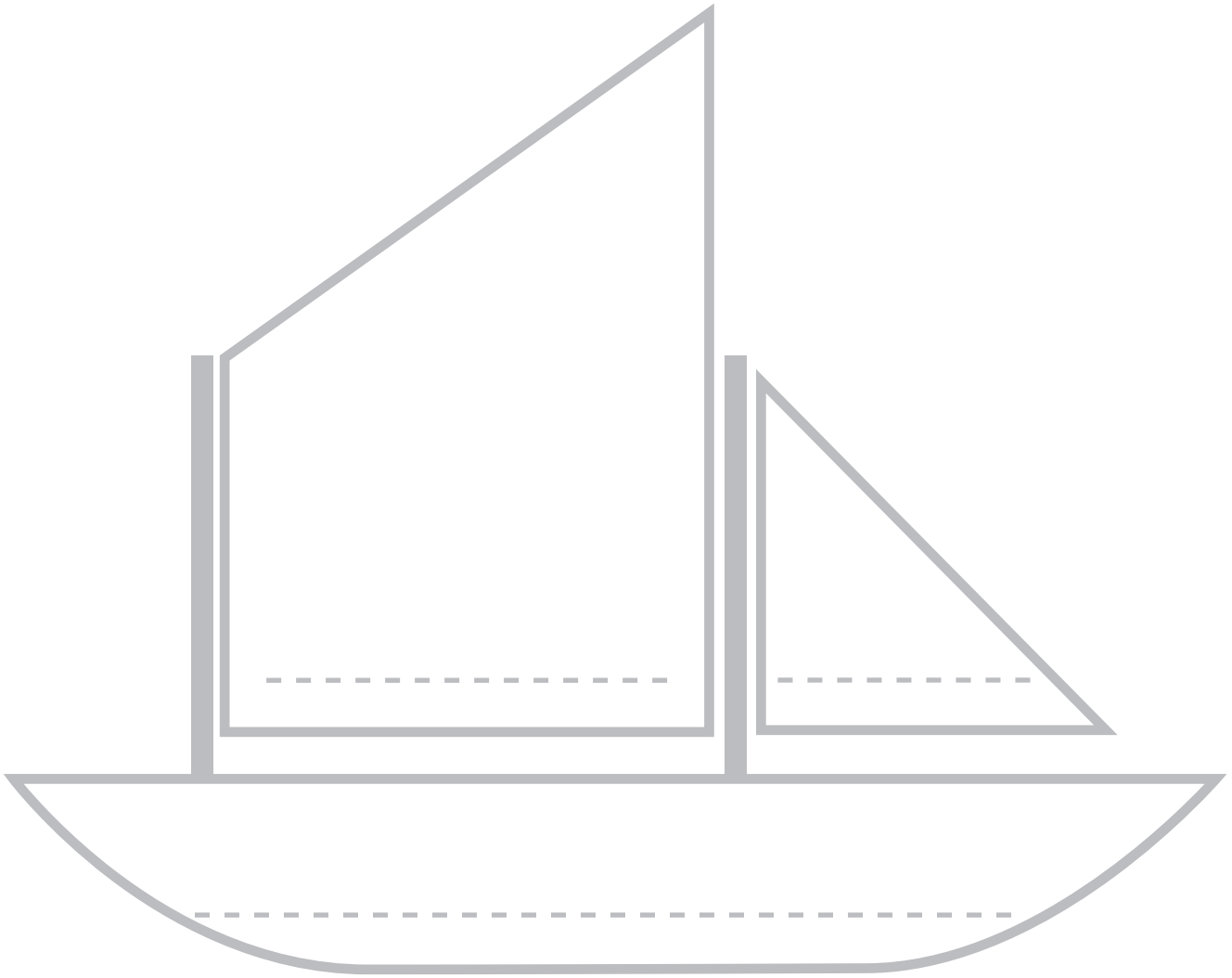
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.

- 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?

Landing Sites

Landing on the moon is not easy. The land is powdery and filled with rocks and craters. Neil Armstrong had a hard time finding a good place to make the first moon landing. He finally did and named the new place Tranquility Base.

A few months later, Pete Conrad and Al Bean dove into the Ocean of Storms. They set up experiments and cameras all over their landing site. They also chattered, joked, and laughed the entire time.

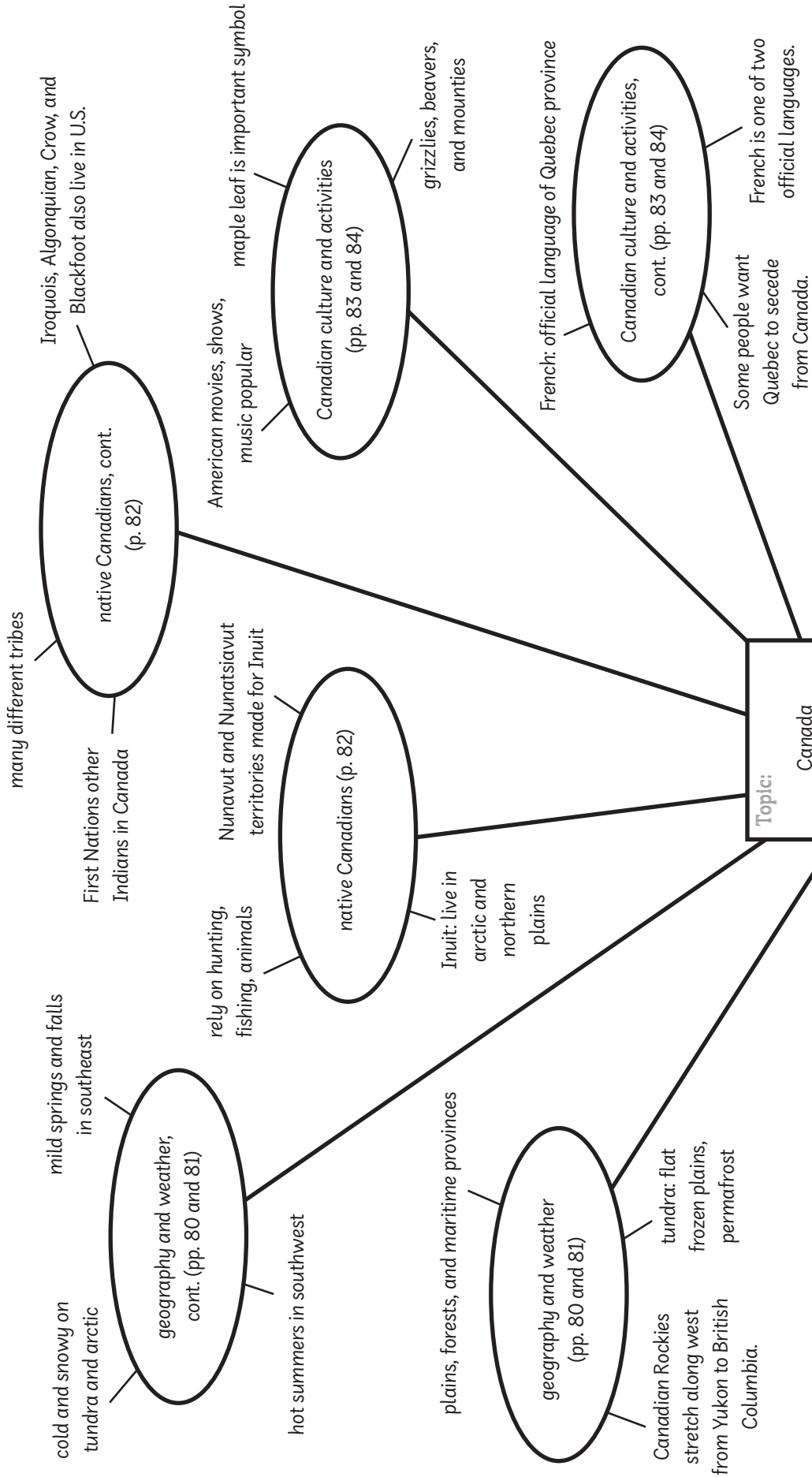


Capitalize	Do Not Capitalize
The Northwest Territories are to the east of the Yukon.	There are four territories in Canada.
Please welcome Prime Minister Justin Trudeau.	Justin Trudeau, prime minister of Canada
Nova Scotia is on the East Coast of Canada.	If you drive east through Nova Scotia, you will reach the coast.



Idea Tree

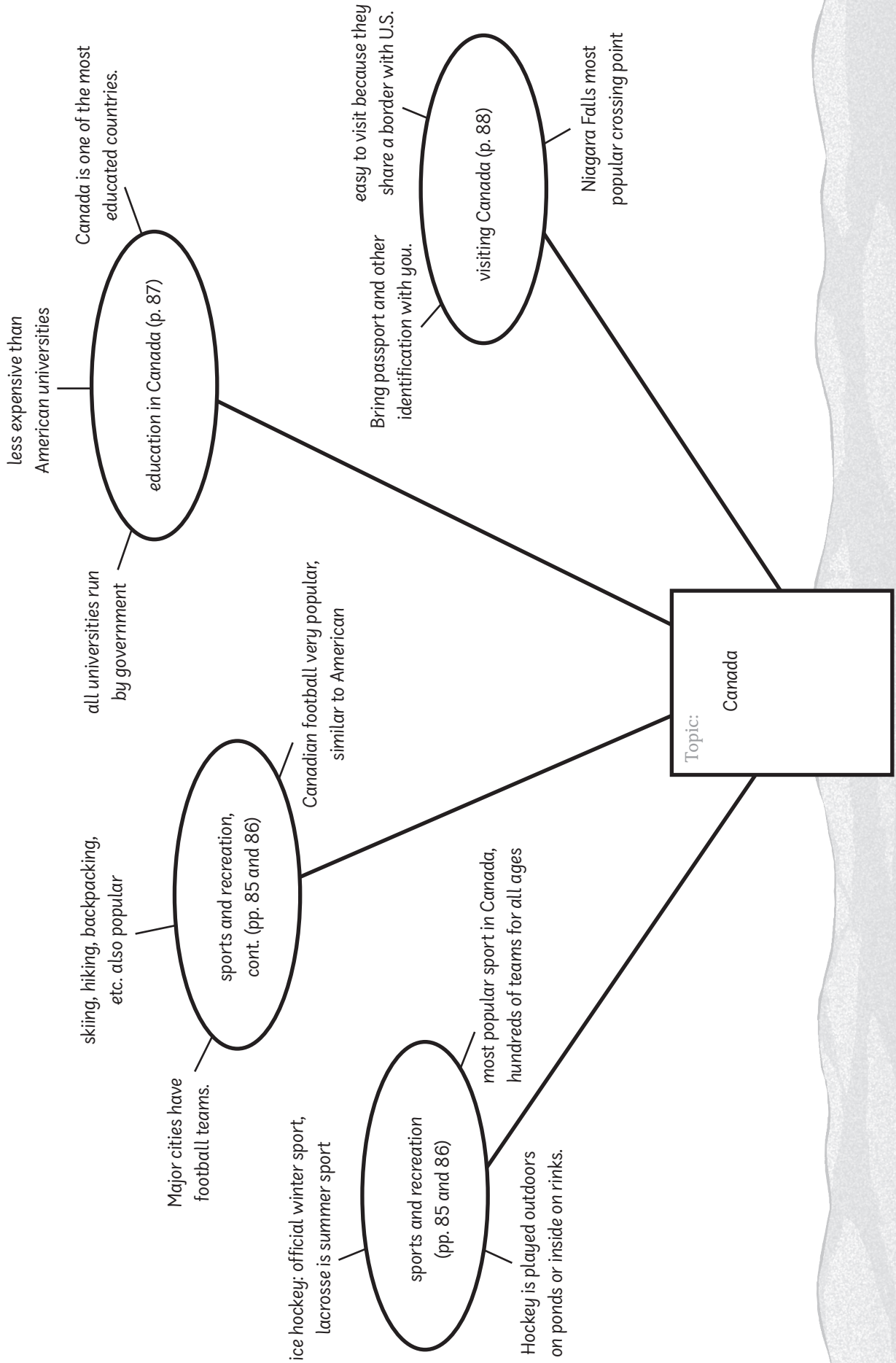
Title: Canada: A Visit to the Great White North, cycle 2





Title: Canada: A Visit to the Great White North, cycle 2 (cont'd)

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 5 / *Canada: A Visit to the Great White North*

Reading: *Foundational Skills*

Phonics and Word Recognition

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

Writing

Text Types and Purposes

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

Language

Vocabulary Acquisition and Use

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

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