



# Summarizing

**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—Summarizing***

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## LITERATURE (9 DAY)

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

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

## Summary

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

## Instructional Objectives

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

### Teacher’s Note:

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

### Preparation:

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

*(continued on next page)*

### **Writing Instruction Suggestions**

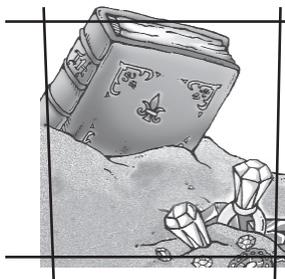
In this lesson, the S.H.O.R.T. School students will ask your students to write a summary of Edgardo's Birthday Party, The Gift, and Making the Team. The following suggestions are included to help you plan your instruction on how to write a summary.

### **Getting Started**

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

### **Modeling and Practice**

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



## DAY 1

# ACTIVE INSTRUCTION

Timing Goal: 55 minutes

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

## Team Cooperation and Achievement Goal

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

## Set the Stage

- Introduce the reading objective.

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

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

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## Using the Targeted Strategy

### Introduction and Definition

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

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

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

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

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

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

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

### Preview Team Talk

- Introduce the video.

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

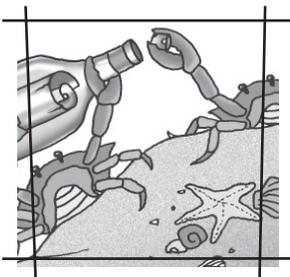


- **Play** "Part 1: Summarizing Narrative Texts" (4 minutes).
  - Radford will ask students to work with their partners to list story elements.
- Stop the video as indicated, and model completing the activities, or have students complete them.
- Preview the Team Talk questions with the class. Point out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

Student Edition, page S-1.

**TEAM TALK**

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



# TEAMWORK

Timing Goal: 35 minutes

## Team Discussion **TP**

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

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

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

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

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

- Read the Editor’s Challenge aloud.

Student Edition, page S-1.

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

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

**Class Discussion TP**



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

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

Answers may vary. Accept reasonable responses.

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

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

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

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

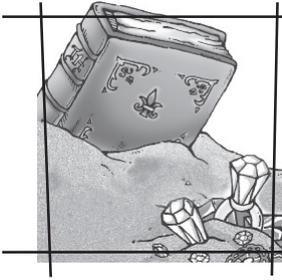
- Summarize the lesson for students.

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

## TEAM CELEBRATION POINTS

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

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



## DAY 2

## ACTIVE INSTRUCTION

Timing Goal: 55 minutes

## Team Cooperation and Achievement Goal

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

## Set the Stage

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

## Using the Targeted Strategy

## Introduction and Definition



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

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

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

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

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

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

## Preview Team Talk

- Introduce the video.

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

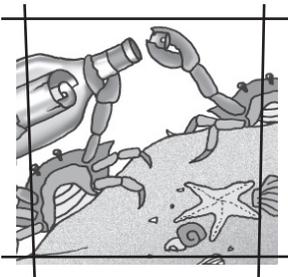


- **Play “Part 2: Reading and Retelling” (3 minutes).**
  - Radford will ask students to read and retell the second page of *The Gift* with their partners. Have several partners share what they included in their retell. Then compare it with Elinor and Lee’s retell.
- Preview the Team Talk questions with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

Student Edition, page S-1.

### TEAM TALK

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



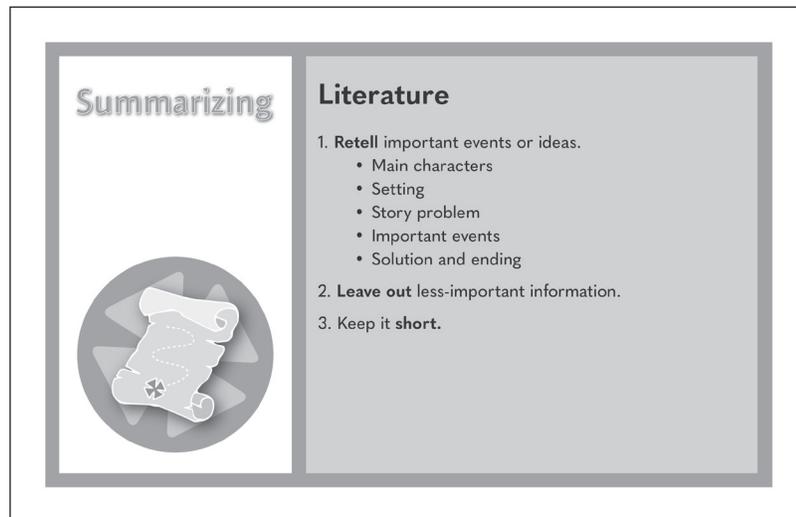
## TEAMWORK

Timing Goal: 35 minutes

### Team Discussion **TP**

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

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



- Introduce the Editor's Challenge.

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

- Read the Editor's Challenge aloud.

Student Edition, page S-1.

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

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

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

### Class Discussion **TP**



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

Answers may vary. Accept reasonable responses.

#### Strategy Use Discussion

- resolve a sticky note
- describe team strategy use

#### Team Talk Discussion

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

#### Write-On Discussion

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

## TEAM TALK

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

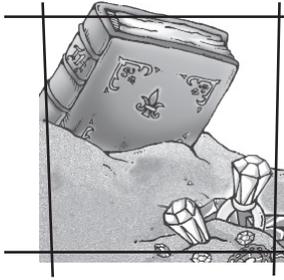
- Summarize the lesson for students.

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

## TEAM CELEBRATION POINTS

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

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



## DAY 3

# ACTIVE INSTRUCTION

Timing Goal: 55 minutes

### Team Cooperation and Achievement Goal

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

### Set the Stage

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

### Using the Targeted Strategy

#### Introduction and Definition



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

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

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

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

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

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

### Preview Team Talk

- Introduce the video.

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

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

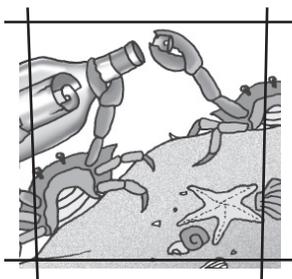


- **Play** “Part 3: Team Discussion of Story Elements, Pages 1 and 2” (4 minutes).
  - Radford will ask students to read and retell pages 3 and 4 of *The Gift* with their partners and then discuss the story elements with their teammates and reach consensus. Have each team save its list of the story elements; on day 4 they'll compare their notes with those of the S.H.O.R.T. School students.
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page S-2.

### TEAM TALK

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



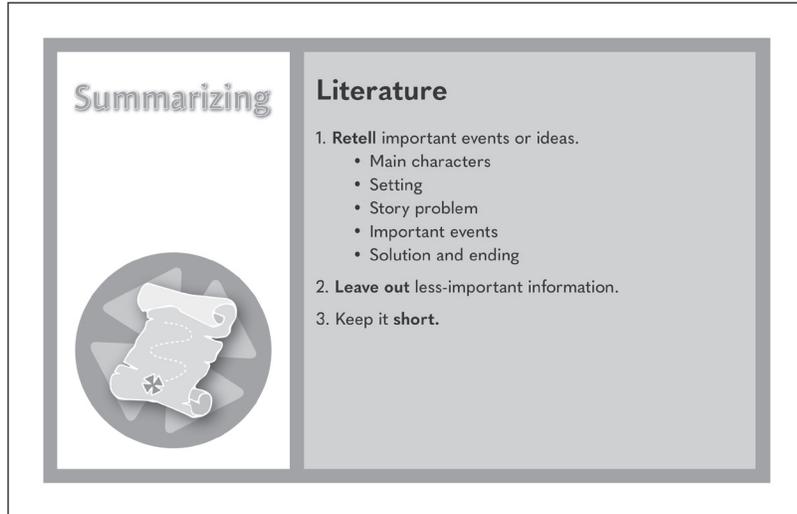
## TEAMWORK

Timing Goal: 35 minutes

### Team Discussion **TP**

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

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



- Introduce the Editor's Challenge.

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

- Read the Editor's Challenge aloud.

Student Edition, page S-2.

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

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

### **Class Discussion TP**

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



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

Answers may vary. Accept reasonable responses.

#### Strategy Use Discussion

- resolve a sticky note
- describe team strategy use

#### Team Talk Discussion

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

#### Write-On Discussion

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

## TEAM TALK

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

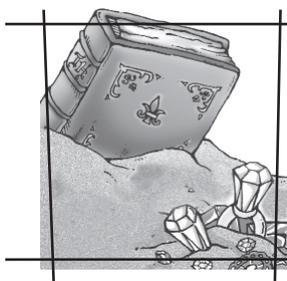
- Summarize the lesson for students.

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

### TEAM CELEBRATION POINTS

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

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



## DAY 4

# ACTIVE INSTRUCTION

Timing Goal: 55 minutes

### Team Cooperation and Achievement Goal

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

### Set the Stage

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

### Using the Targeted Strategy

#### Introduction and Definition



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

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

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

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

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

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

### Preview Team Talk

- Introduce the video.

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



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

Blackline master provided.

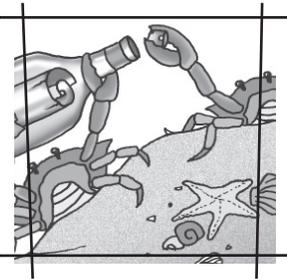
Team Notes 2	
<input type="radio"/>	Character: Guitar player
	Event: Miguel takes the trumpet to the marketplace.
	Event: Miguel hums the song his father taught him to feel better.
	Event: A man was playing the same song.
	Event: The man is a friend of Miguel’s father.
	Event: Miguel tells the man everything.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

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

Student Edition, page S-2.

**TEAM TALK**

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

**TEAMWORK**

Timing Goal: 35 minutes

**Team Discussion TP**

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

## Summarizing



### Literature

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

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

### Class Discussion **TP**



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

Answers may vary. Accept reasonable responses.

#### Strategy Use Discussion

- resolve a sticky note
- describe team strategy use

#### Team Talk Discussion

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

## TEAM TALK

1. Do your team’s notes look similar to those of the S.H.O.R.T. School team? Do you think there are any important events or ideas they did not include? If so, what are they? (Team Talk rubric)
  - 100 points** = *Yes, my team’s notes looked similar to those of the S.H.O.R.T. School team. I think they included all the important events or ideas. They did not include some less important events and ideas.*
  - 90 points** = *Yes, my team’s notes looked similar to those of the S.H.O.R.T. School team. I think they included all the important events or ideas.*
  - 80 points** = *Yes. They included all the important events.*
  
2. Mingo helped clarify for the team what the phrase the “bell of the trumpet” means. Why is it important to continue to clarify before you summarize? (Team Talk rubric)
  - 100 points** = *You need to understand words and passages so you can decide if something is important. If you can’t identify what’s important, you can’t really summarize.*
  - 90 points** = *You need to understand words and passages so you can decide if something is important.*
  - 80 points** = *So you can decide if something is important.*

**Write-On Discussion**

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

**TEAM CONTINUED**

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

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

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

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

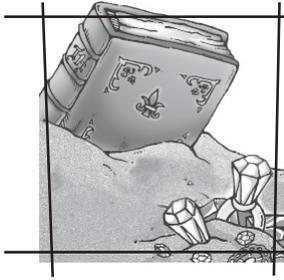
- Summarize the lesson for students.

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

**TEAM CELEBRATION POINTS**

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

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



## DAY 5

# ACTIVE INSTRUCTION

Timing Goal: 55 minutes

### Team Cooperation and Achievement Goal

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

### Set the Stage

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

### Using the Targeted Strategy

Introduction and Definition



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

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

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

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

### Preview Team Talk

- Introduce the video.

Blackline master provided.

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

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

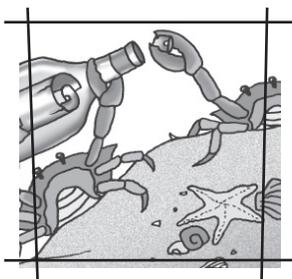


- **Play** “Part 5: Making a Story Map” (2 minutes).
  - Radford will ask students to fill in a story map for *The Gift*.
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students’ reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page S-2.

### TEAM TALK

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



## TEAMWORK

Timing Goal: 35 minutes

### Team Discussion **TP**

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

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

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

- Read the Editor’s Challenge aloud.

Student Edition, page S-2.

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

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

### Class Discussion **TP**



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

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

Answers may vary. Accept reasonable responses.

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

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

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

TEAM TALK	
<p>1. What is the purpose of a story map? (Team Talk rubric)</p> <p><b>100 points</b> = <i>The purpose of a story map is to organize the important parts of the story. It helps in evaluating the importance of information and keeping things short.</i></p> <p><b>90 points</b> = <i>The purpose of a story map is to organize the important parts of the story.</i></p> <p><b>80 points</b> = <i>It organizes the important parts of the story.</i></p> <p>2. Why can an event or idea seem important at the beginning of a story but less important after you read the whole story? (Team Talk rubric)</p> <p><b>100 points</b> = <i>An event can seem important at the beginning of a story but less important after reading on because the reader may find out that an event has little to do with the story problem or the way the problem is resolved. You might find out it is an event or idea that involves characters that don't turn out to be main characters.</i></p> <p><b>90 points</b> = <i>An event can seem important at the beginning of a story but less important after reading on because the reader may find out that an event has little to do with the story problem or the way the problem is resolved.</i></p> <p><b>80 points</b> = <i>The reader may find out that an event has little to do with the story problem.</i></p> <p>3. What were the challenges of filling in a story map? Did you eliminate any events or ideas that were in your notes? (<b>Write-On</b>) (Team Talk rubric)</p> <p><b>100 points</b> = <i>The challenges of filling in a story map were deciding which events were the most important to include. We had a lot of events in our notes, but they weren't all important. We left a lot of events from our notes off our story map.</i></p> <p><b>90 points</b> = <i>The challenges of filling in a story map were deciding which events were the most important to include.</i></p> <p><b>80 points</b> = <i>We had to decide which events were the most important.</i></p>	

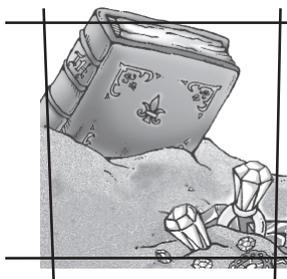
- Summarize the lesson for students.

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

## TEAM CELEBRATION POINTS

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

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



## DAY 6

## ACTIVE INSTRUCTION

Timing Goal: 55 minutes

## Team Cooperation and Achievement Goal

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

## Set the Stage

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

## Using the Targeted Strategy

## Introduction and Definition



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

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

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

## Preview Team Talk

- Introduce the video.

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



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

Blackline master provided.

**Story Map**

 **Title:** *The Gift*

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

**Problem:**

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

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

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

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

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

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

**Solution:**

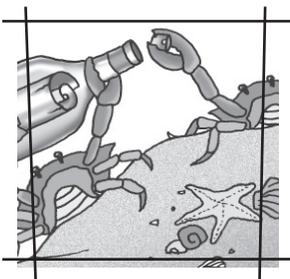
Miguel uses the money to bury his mother and buy food for his brother and sister.

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

Student Edition, page S-3.

### TEAM TALK

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



# TEAMWORK

Timing Goal: 30 minutes

## Team Discussion **TP**

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

## Class Discussion **TP**



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

Answers may vary. Accept reasonable responses.

### Strategy Use Discussion

- resolve a sticky note
- describe team strategy use

## TEAM TALK

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

**Team Talk Discussion**

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

**Write-On Discussion**

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

**TEAM TALK CONTINUED**

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

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

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

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

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

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

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

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

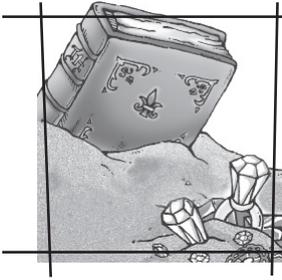
- Summarize the lesson for students.

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

**TEAM CELEBRATION POINTS**

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

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



## DAY 7

## ACTIVE INSTRUCTION

Timing Goal: 55 minutes

## Team Cooperation and Achievement Goal

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

## Set the Stage

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

## Using the Targeted Strategy

Introduction and Definition



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

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

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

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

## Preview Team Talk

- Introduce the video.

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



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

Blackline master provided.

Review of *The Gift*

by E. Austin

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

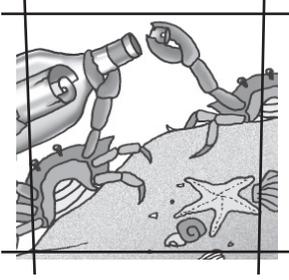
People listen and begin to give Miguel money for the song. He plays all day and ends up with enough money for food and to bury his mother. Miguel grows up to become a famous musician. He never forgets his parents. The song turns out to be his gift from them.

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

Student Edition, page S-3.

TEAM TALK

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



# TEAMWORK

Timing Goal: 35 minutes

## Team Discussion **TP**

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

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

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

- Read the Editor's Challenge aloud.

Student Edition, page S-3.

Blackline master provided.

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

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

### Class Discussion **TP**



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

Answers may vary. Accept reasonable responses.

#### Strategy Use Discussion

- resolve a sticky note
- describe team strategy use

#### Team Talk Discussion

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

### TEAM TALK

1. How would you compare and contrast your summary with the summary that Mingo, Alicia, Elinor, and Lee wrote? (Team Talk rubric)

**100 points** = *My summary was very similar to Mingo, Alicia, Elinor, and Lee’s summary. We had a lot of the same information in our summaries. It was different because I didn’t use as many details in my summary. It was simpler.*

**90 points** = *My summary was very similar to Mingo, Alicia, Elinor, and Lee’s summary.*

**80 points** = *Mine was similar.*

2. Evaluate the summary written by Mingo, Alicia, Elinor, and Lee. Is it longer or shorter than you think it should be? Does it include the important information? Are there any less important details included? (Summarizing rubric)

**100 points** = *I think the summary is a good length. It gives the most important details and events without being too long.*

**90 points** = *I think the summary is a good length.*

**80 points** = *It’s a good length.*

**Write-On Discussion**

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

**TEAM TALK CONTINUED**

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

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

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

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

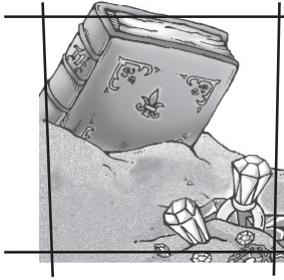
- Summarize the lesson for students.

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

**TEAM CELEBRATION POINTS**

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

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



## DAY 8

# ACTIVE INSTRUCTION

Timing Goal: 45 minutes

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### Team Cooperation and Achievement Goal

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

### Set the Stage

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

### Using the Targeted Strategy

#### Introduction and Definition

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

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

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

### Preview Team Talk

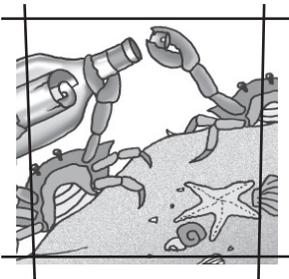
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide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

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

Student Edition, page S-3.

## TEAM TALK

1. What is one question you had before you began reading? |QU| (Team Talk rubric)
2. On your story map, write the important events from paragraph 6. |SU| (Summarizing rubric)
3. Use the information you have written on your story map to write a brief summary of paragraph 8. **(Write-On)** |SU| (Summarizing rubric)



# TEAMWORK

Timing Goal: 45 minutes

## Partner Reading **TP**

*A Collection of Readings*,  
page 15

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

**Let's see. I think the main ideas in this paragraph are that Samantha loves reading and that she finds books at the library. These seem like important ideas.**

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

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

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

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

***The Book Raiders* on pages 15 and 16 aloud with partners.**

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

### Team Discussion **TP**

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

### Class Discussion **TP**



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

Answers may vary. Accept reasonable responses.

**Strategy Use Discussion**

- resolve a sticky note
- describe team strategy use

**Team Talk Discussion**

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

**Write-On Discussion**

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

**TEAM TALK**

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

**100 points** = *One question I had before reading was “Who or what are the book raiders referred to in the title?” I wanted to know what the book raiders did.*

**90 points** = *One question I had before reading was “Who or what are the book raiders referred to in the title?”*

**80 points** = *Who or what are the book raiders referred to in the title?*

2. On your story map, write the important events from paragraph 6. |SU| (Summarizing rubric)

**100 points** = *The important events from paragraph 6 are that Samantha tells her friends how they will choose books to read. She explains how they will read new books from different genres each month.*

**90 points** = *The important events from paragraph 6 are that Samantha tells her friends how they will choose books to read.*

**80 points** = *Samantha tells her friends how they will choose books to read.*

3. Use the information you have written on your story map to write a brief summary of paragraph 8. (Write-On) |SU| (Summarizing rubric)

**100 points** = *The Book Raiders club members choose to read Mrs. Frisby and the Rats of NIMH. They will meet at the library on the last Saturday of the month to discuss the book. They have three weeks to read it.*

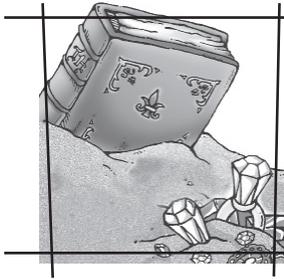
**90 points** = *The Book Raiders club members choose to read Mrs. Frisby and the Rats of NIMH. They will meet at the library to discuss the book.*

**80 points** = *They will read Mrs. Frisby and the Rats of NIMH. They each checked out a copy from the library.*

**TEAM CELEBRATION POINTS**

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

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



## DAY 9

# ACTIVE INSTRUCTION

Timing Goal: 20 minutes

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### Team Cooperation and Achievement Goal

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

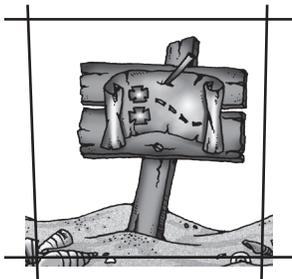
### Set the Stage

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

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

### Prepare Students for the Test

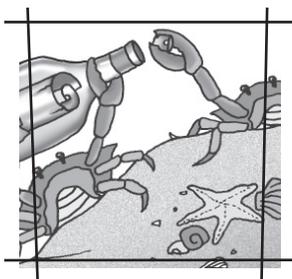
- Distribute the test, and preview it with students without providing information about the answers. Point out that question #4 asks about summarizing.
- Ask students to underline key words or phrases in question #4.
- Make sure students understand that the test is independent work and that they should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



# TEST

Timing Goal: 30 minutes

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



# TEAMWORK

Timing Goal: 30 minutes

## Team Discussion **TP**

Teacher procedures for Teamwork vary with strategy instruction.

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

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

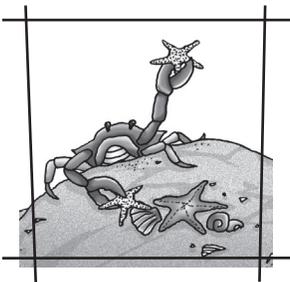
- Remind students that they will need to prepare each team member to discuss words or phrases that needed clarification during Class Discussion.
- Pass out a colored pen (e.g., red or green ink) to each student.
- Point to the skill question. Ask students to specifically discuss the skill question.

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



### Class Discussion **TP**

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



## SUCCESS REVIEW AND KEEPING SCORE

Timing Goal: 20 minutes

### Success Review and Keeping Score

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

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

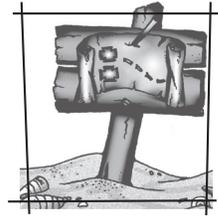
### Team Cooperation Goal

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

### TEAM CELEBRATION POINTS

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

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



# TEST

## Comprehension Questions

Answers may vary.  
Accept reasonable  
responses.

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

**30 points**

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

**30 points** = *One question I had about the main idea before I began reading was "Who or what was crazy about kids?" I wanted to know what the title refers to.*

**25 points** = *One question I had about the main idea before I began reading was "Who or what was crazy about kids?"*

**20 points** = *Who or what was crazy about kids?*

**30 points**

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

**30 points** = *The story's main problem is that Carl needs a way to make sure Ike has a babysitter so he can join the baseball team. He takes care of Ike after school. An important event is that he forms a babysitting club to organize neighborhood babysitters. Then his mom will know who to call when Carl is busy.*

**25 points** = *The story's main problem is that Carl needs a way to make sure Ike has a babysitter so he can join the baseball team. An important event is that he forms a babysitting club to organize neighborhood babysitters.*

**20 points** = *Carl needs a way to make sure Ike has a babysitter so he can join the baseball team. He forms a babysitting club.*

**10 points**

3. Which of the following best describes the main idea of paragraph 5? |MI|
- Carl and Sonya need to hire babysitters to do their jobs for them.
  - Parents leave their kids alone because there are no babysitters.
  - Ballet and playing baseball are more important than watching Ike.
  - The babysitters will have time for babysitting and other activities.*

**30 points**

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

**30 points** = *Carl, Sonya, Tracy, and Rodrigo meet to make advertisements for their club. They put the club's contact information on posters. They go around the neighborhood handing out posters and fliers. Carl's mom thinks her son has a good idea.*

**25 points** = *Carl, Sonya, Tracy, and Rodrigo meet to make advertisements for their club. They go around the neighborhood handing out posters and fliers.*

**20 points** = *The friends hand out advertisements for their club. They bring Ike with them in a wagon.*



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

# Story Map



**Title:** *The Gift*

**Characters:**

Miguel  
the guitar player

**Setting:**

Where: Miguel's street  
his house  
the marketplace

When:

**Problem:**

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

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

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

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

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

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

**Solution:**

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

## Review of *The Gift*

by E. Austin

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

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



# Story Map



**Title:** *The Book Raiders*

**Characters:**

Samantha  
Miss Campbell  
Kanye  
Marcus  
Grace

**Setting:**

Where: the library  
  
When: once a month

**Problem:**

Samantha loves reading, but wants to discuss the books she reads with other people.

Event: Miss Campbell the librarian suggests Samantha start a book club with her friends.

Her friends like the idea. They find out they can reserve a study room in the library once a month  
Event: to talk about the books they read.

Event: They decide to read a different genre of book every month so they all try something new.

Event: They name their book club and decide to read *Mrs. Frisby and the Rats of NIMH* first.

Event:

**Solution:**

Samantha and her friends enjoy the book and discussing it afterward. They agree on a book to read next month.

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

**Reading:** *Literature*

### **Key Ideas and Details**

Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

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**LITERATURE (7 DAY)**

# Somewhat the Sailor

Written by Darnell Parker

Illustrated by James Bravo

*The Savvy Reader—Summarizing, A Collection of Readings*, pages 19–57

Success for All Foundation, 2011

## Summary

Not many people have heard of Sinbad the Sailor’s young brother, Somewhat the Simpleton. But when Somewhat’s brother needs his help, he embarks on a strange voyage across the East Sea. With his faithful friend, Molly Merriweather, and the crew of the Golden Fleece behind him, will Somewhat learn to find the confidence and belief in himself that he lacks? Will he successfully defeat the Sea Beast of the East Sea?

## Instructional Objectives

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

*(continued on next page)*

	Summarizing (SU)	Base word + ending	Write a captain's log.
CYCLE 2	Students will use story elements to help them identify the main events in the story. As they read, they will restate (retell) information with their partners. At the end of each section, students will identify the most important events through discussion with their teammates.	Students will break words into base words and endings and use the endings <i>-ion</i> , <i>-ly</i> , <i>-ing</i> , and <i>-al</i> to increase their understanding of words.	Students will pretend that they are <i>Somewhat</i> and write a captain's log to summarize the events that have happened since <i>Somewhat</i> took command of the ship.

**Teacher's Note:**

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

# Cycle 1

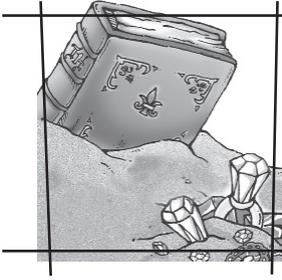
## Instructional Objectives

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

### Teacher's Note:

- Cycle 1 does not include a story map.





## DAY 1

## ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Students discuss responses to the Big Question.

## Big Question

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

## THE BIG QUESTION

Have you ever felt overshadowed by a sibling or a friend? How did that make you feel?



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

## Team Cooperation Goal and Achievement Goal

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

## Set the Stage

- Introduce the story, author, and reading objective.

**This cycle we will begin reading *Somewhat the Sailor* by Darnell Parker. As we read, we'll identify the most important events in the story. Good readers do this as they read to make sure they understand the author's plot—what happens to the main characters as the story develops. When they put these ideas together, they can summarize parts of the story or the story as a whole.**

- Point out this lesson's strategy target, **summarizing**.
- Point out that the story is literature, or have students explore the story to figure out that it is literature. Review how literature differs from informational text.
- Use the items below to build or activate background knowledge about the story.



- Tell students that the story they will read is about a journey on a sailing ship. Use **Think-Pair-Share** to have students discuss what they think it would be like to sail on a ship. Randomly select a few students to share.
- Tell students that the main character in this story is related to a famous character of Middle Eastern folklore named Sinbad. Point out that Sinbad's stories are often included in *The Book of One Thousand and One Arabian Nights* written by Scheherazade. Use **Think-Pair-Share** to have students discuss what

they might know about these stories or if they are familiar with any other stories from the collection. If necessary, explain that the story of Aladdin is part of the tales. Randomly select a few students to share.

**Vocabulary TP**

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

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



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

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

Student Edition, page S-5

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

WORD AND PAGE NUMBER	IDENTIFICATION STRATEGY	DEFINITION	SENTENCE
<b>awkwardly</b> page 23	base word + ending: awkward + ly	clumsily, not smoothly	The little lamb stumbled <i>awkwardly</i> on its legs the first time it tried to walk.
<b>grimace</b> page 23	chunk: grim-ace	make a face because of pain or discomfort, wince	I had to <i>grimace</i> when I hit my thumb with a hammer.
<b>brilliant</b> page 27	chunk: bril-iant	very smart, intelligent	The scientist was known all over the world for his <i>brilliant</i> ideas.
<b>conspiring</b> page 31	base word + ending: conspir(e) + ing	planning together	Joey and Bill were <i>conspiring</i> to throw Monique a surprise party.
<b>address</b> page 31	chunk: ad-dress	speak to	The students paid attention as the teacher stood to <i>address</i> the class.
<b>informative</b> page 35	chunk: in-form-a-tive	educational, full of information	Harold watched an <i>informative</i> show about dinosaurs and learned a lot from it.
<b>nuisance</b> page 35	-ui = /oo/ chunk: nui-sance	bother, pest	The picnic went smoothly, but the ants were a bit of a <i>nuisance</i> .
<b>suppress</b> page 36	chunk: sup-press	keep quiet, keep secret	Julie tried to <i>suppress</i> her laughter because her mother had told her to go to sleep.

## Using the Targeted Strategy

### Introduction and Definition

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

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

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

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

## Listening Comprehension

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

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



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

**The pages I just read give me a lot of information about this story. They tell me some important details about the story elements—the main characters, the setting, the problem, and the ending—so I'm going to list this information on a piece of chart paper. I'll start by writing down: "Main Characters: Somewhat the Sailor and his friend Molly Merriweather." I know that Somewhat the Sailor was never famous, at least not until he fought the Sea Beast of the East Sea. I think that's probably part of the main problem in the story, so I'll write: "Problem: Somewhat the Sailor will have to fight a beast." I might also know the ending of the story, so I'll write: "Somewhat the Sailor became famous for fighting the Sea Beast of the East Sea." Since these pages tell me something about the story elements, they summarize *Somewhat the Sailor*. As we read, we'll find out more about these elements.**

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

**I used the story elements on my Summarizing Strategy Card to decide what information from these two pages was the most important. Then I put these ideas into my own words. Since a summary is supposed to be short, I had to leave out a lot of information that, although interesting, wasn't absolutely necessary to include. For example, I left out things like the fact that Sinbad the Sailor plays his lyre really well and is good at archery. I listed only what I thought the author would most want me to know about the story before reading *Somewhat the Sailor*.**

- Remind students that they will continue summarizing as they read *Somewhat the Sailor* this cycle.

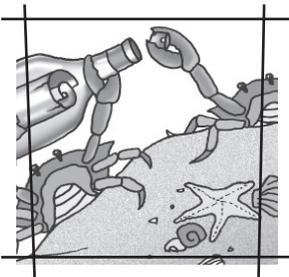
## Preview Team Talk

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

Student Edition, page S-6.

### TEAM TALK

1. Which of the following is a less important detail that you would not put in a summary of this part of the story? |SU|
  - a. Somewhat is expecting mail.
  - b. Somewhat reads his letter.
  - c. Somewhat burns his lip.
  - d. Somewhat gets a letter in the mail.
2. What does the word *limped* mean on page 24? How can you tell? |CL| (Team Talk rubric)
3. What are the most-important events and ideas from page 23 (paragraphs 1–5) of the story? Write a short summary of this passage using at least three important events. **(Write-On)** |SU| (Summarizing rubric)



## TEAMWORK

Timing Goal: 50 minutes

### Partner Reading **TP**

Students read and restate aloud.

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

**page 23 (paragraphs 1–5) aloud with partners.**

**pages 23 (paragraph 6) and 24 silently.**

**LITERATURE****Read Aloud**

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

**Read Silently**

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

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

**After Reading**

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

**Team Discussion **TP****

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

### Team Discussion

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

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

### Class Discussion **TP**



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



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

Answers may vary. Accept reasonable responses.

### TEAM TALK

1. Which of the following is a less important detail that you would not put in a summary of this part of the story? |SU|
  - a. Somewhat is expecting mail.
  - b. Somewhat reads his letter.
  - c. *Somewhat burns his lip.*
  - d. Somewhat gets a letter in the mail.

## TEAM TALK CONTINUED

2. What does the word *limped* mean on page 24? How can you tell? |CL| (Team Talk rubric)

**100 points** = *The word limped on page 24 means to walk awkwardly, as if in pain. I can tell because I know Somewhat is in pain after stubbing his toe. I don't think he can walk normally. He's trying not to hurt his toe even more.*

**90 points** = *The word limped on page 24 means to walk awkwardly, as if in pain. I can tell because I know Somewhat is in pain after stubbing his toe.*

**80 points** = *It means to walk as if in pain. Somewhat is in pain after stubbing his toe.*

3. What are the most-important events and ideas from page 23 (paragraphs 1–5) of the story? Write a short summary of this passage using at least three important events. **(Write-On)** |SU| (Summarizing rubric)

**100 points** = *Somewhat is clumsy. He burns his thumb while making breakfast. He stubs his toe while getting the mail. He is waiting for a letter from his brother Sinbad, who is sailing the Seven Seas. He goes to greet the postman.*

**90 points** = *Somewhat is clumsy. He is waiting for a letter from his brother Sinbad, who is sailing the Seven Seas. He goes to greet the postman.*

**80 points** = *Somewhat is clumsy. He spent most of his morning bandaging his thumb. He drops his mail in a puddle.*

## Write-On Discussion

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

## TEAM TALK EXTENSION

4. Do you think Somewhat thinks he has good luck in life? Why or why not? |DC| (Team Talk rubric)

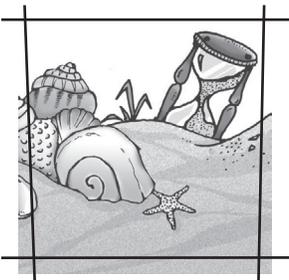
**100 points** = *No. I don't think Somewhat thinks he has good luck in life. He says that bad things always seem to happen to him. It's early in the day, and he's already burned his thumb, stubbed his toe, and dropped his mail. He thinks more will happen to him.*

**90 points** = *No. I don't think Somewhat thinks he has good luck in life. He says that bad things always seem to happen to him.*

**80 points** = *No. He says that bad things always happen.*

## Team Talk Discussion

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



## FLUENCY IN FIVE

Timing Goal: 5 minutes

- Explain to students that when they read correctly, smoothly, and with expression, it shows that they understand what they are reading.
- Tell students to look at the Fluency rubric as you model fluent reading.

- Explain and model reading fluently. Read a passage from the student text. Then reread it, first incorrectly, then choppily, and finally without expression to show a lack of fluency skills.

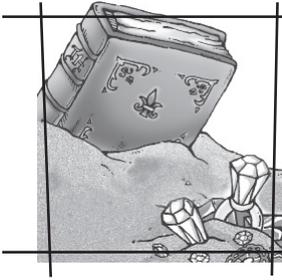
**Page 23 (paragraphs 1–3)**

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

## Team Cooperation and Achievement Goal

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

## Set the Stage

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

Vocabulary **TP**

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



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

## Text Review

- Have students work in teams 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 and 26 aloud, stopping to ask questions, make points, or focus students' attention as needed. Pause briefly after each page to retell what you read in your own words.
- Use a **Think Aloud** to model identifying and listing the most-important things that happen on this page and leaving out the less-important details. Aim for three or four important ideas. Display these ideas on a new piece of chart paper.

**I'm going to think about the story elements to help me decide what information is the most important on these pages. "Somewhat's brother has wrecked his ship." "Somewhat needs to get money from the bank." "Somewhat needs to hire a ship and sail to his brother." These are all important ideas because they're part of the story's main plot.**

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

**I thought about what I needed to know, using the story elements listed on my Summarizing Strategy Card. I tried to leave out the things that were less important. For example, I left out the name of the banker, Mr. Moneypenny. It's a funny name for a banker, but it's not very important.**

- Remind students that they will continue summarizing as they read *Somewhat the Sailor* this cycle.

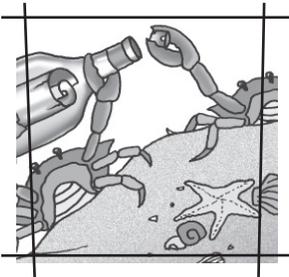
## Preview Team Talk

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

Student Edition, page S-6.

**TEAM TALK**

1. Which of the following is an important detail you could put in a summary of this part of the story? |SU|
  - a. Somewhat takes off his hat before going in Molly's Public House.
  - b. Somewhat decides to ask Molly for advice about Sinbad.
  - c. Molly invented the phrase "a cup of good cheer."
  - d. Molly gives Somewhat his favorite drink, hot cocoa.
2. Is Somewhat a confident person? How can you tell? |CH| (Team Talk rubric)
3. What are the most-important events and ideas from page 27 (paragraphs 1–4) of the story? Write a short summary of this passage using at least three important events. **(Write-On)** (Summarizing rubric)

**TEAMWORK**

Timing Goal: 50 minutes

**Partner Reading TP**

Students read and restate aloud.

- Explain, or review, if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**  
**page 27 (paragraphs 1–4) aloud with partners.**  
**pages 27 (paragraph 5) and 28 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

- Which of the following is an important detail you could put in a summary of this part of the story? |SU|
  - Somewhat takes off his hat before going in Molly’s Public House.
  - Somewhat decides to ask Molly for advice about Sinbad.*
  - Molly invented the phrase “a cup of good cheer.”
  - Molly gives Somewhat his favorite drink, hot cocoa.
- Is Somewhat a confident person? How can you tell? |CH| (Team Talk rubric)
 

**100 points** = *No. Somewhat isn’t a very confident person. He doesn’t think he can do what his brother asks him to do. He is afraid of the sea, which is why he lives on land.*

**90 points** = *No. Somewhat isn’t a very confident person. He doesn’t think he can do what his brother asks him to do.*

**80 points** = *No. He doesn’t think he can help his brother.*

**Write-On Discussion**

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

**TEAM TALK CONTINUED**

3. What are the most-important events and ideas from page 27 (paragraphs 1–4) of the story? Write a short summary of this passage using at least three important events. **(Write-On)** (Summarizing rubric)

**100 points** = *Somewhat can't believe Sinbad is asking him for help. He is afraid of the sea. Somewhat doesn't know about ships or hiring sailors. He decides to ask Molly Merriweather for help. She is his oldest friend.*

**90 points** = *Somewhat can't believe Sinbad is asking him for help. Somewhat doesn't know about ships or hiring sailors. He decides to ask Molly Merriweather for help.*

**80 points** = *Somewhat can't believe Sinbad is asking him for help. He has always stayed landlocked. He was limping from his stubbed toe.*

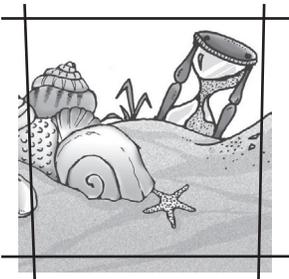
**TEAM TALK EXTENSION**

4. Why does Somewhat make sure the stove is turned off? |CE| (Team Talk rubric)

**100 points** = *Somewhat makes sure the stove is turned off because he remembers a time when he forgot to turn it off. He singed the silk curtains in the kitchen.*

**90 points** = *Somewhat makes sure the stove is turned off because he remembers a time when he forgot to turn it off.*

**80 points** = *He remembers a time when he forgot to turn it off.*

**FLUENCY IN FIVE** TP

Timing Goal: 5 minutes

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

### Fluency Routine

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

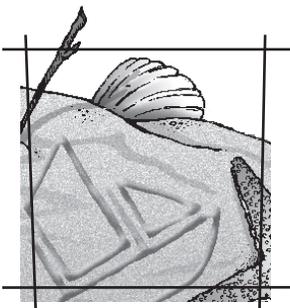
**Not ready yet?** Practice reading the same passage again with your partner. Ask your teacher to hear you read when you are ready.

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

Student Edition, page S-5.

### Page 27 (paragraphs 1–3)

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



## WORD POWER **TP**

Timing Goal: 10 minutes

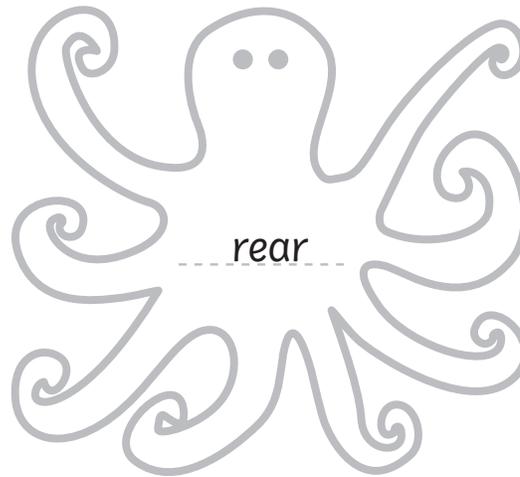
**Preparation:** Display the word *stale*.



- Direct students' attention to the word you have displayed. Use **Think-Pair-Share** to have students identify what this word means. Randomly select a few students to share the definitions for *stale*. List the definitions on the board or chart paper. *Old or not fresh, musty or still, not exciting.*

- Remind students that some words have more than one meaning. We call these words *homographs*, or multiple meaning words. Point out that these words may or may not sound the same.
- Use **Think-Pair-Share** to have students identify the Word Treasure clue Captain Read More uses for homographs. Randomly select a few students to share. Display the Word Treasure clue for homographs (an octopus). Point out that the octopus has many legs and that we can write our multiple meanings on them.
- Display the graphic of the octopus. Write the word “rear” in the octopus. Use **Think-Pair-Share** to have students identify the meanings of the word. Randomly select a few students to share, and write each definition on a leg of the octopus. *The back of something, to raise.*

Blackline master provided.



- Review the Word Treasure (homographs). Review why Captain Read More thinks it is important to know homographs by explaining that they help us stop and consider the word and its context. Point out that this helps us make sure that we understand the word’s correct meaning.

Display the Word Treasure.

### Word Treasure

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

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

- Tell students that Captain Read More has found one word from this cycle’s vocabulary list that is a homograph. Tell students to look out for this word the next time they review their vocabulary words.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

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

Student Edition, page S-6

### SKILL PRACTICE

- Read the following sentence.  
The strong winds and blowing snow drove me to cancel my plans and stay home.  
Which of the following sentences uses *drove* the same way?
  - My dad drove me to my friend’s house to spend the night.
  - The extreme heat of the afternoon drove us inside where it was cooler.*
  - The cowboys drove their cattle across the country to take them to market.
  - Our coach drove us to the pizza parlor after the game to celebrate.
- Read the following sentence.  
My cat loves it when you stroke her fur with the brush.  
Which of the following sentences uses *stroke* the same way?
  - Ron knew he would have to work on his stroke if he wanted to golf well.
  - The blacksmith dealt the metal a mighty stroke with his hammer.
  - One way to calm a scared dog down is to talk quietly and stroke it.*
  - Tara’s grandfather suffered a stroke, but he was okay after a few days.

### BUILDING MEANING

awkwardly	grimace	brilliant	conspiring
address	informative	nuisance	suppress

- Choose a word from the vocabulary list, and write a meaningful sentence for that word.  
**100 points** = *The sentence uses the word correctly and includes details to create a mind movie.*  
**90 points** = *The sentence uses the word correctly and includes one detail.*  
**80 points** = *The sentence uses the word correctly.*
- Choose the word that best completes the sentence.  
The exhibit at the museum was very informative, and I learned a lot about *T. rex*.

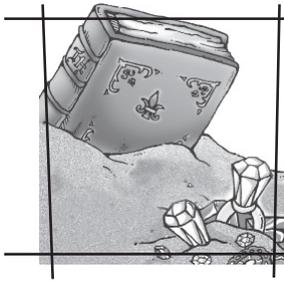
- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.

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

### TEAM CELEBRATION POINTS

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

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



## DAY 3

## ACTIVE INSTRUCTION

Timing Goal: 20 minutes



## Big Question

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



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

## Team Cooperation and Achievement Goal

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

## Set the Stage

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

Vocabulary **TP**

- Have the teams review the vocabulary words using one of the following choices: **SR**
  - Concept Maps
  - Draw It Out
  - Act It Out
  - Examples/Non-Examples
  - Other interactive activity
- Use **Random Reporter** to check the review.
  - Focus on words that appear in the reading for the day if applicable: *conspiring* page 31 and *address* page 31.



- 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 29 and 30 aloud, stopping to ask questions, make points, or focus students' attention as needed. Pause briefly after each page to retell what you read in your own words.
- Use a **Think Aloud** to model identifying the most important ideas from this section. Aim for three or four ideas. Display these ideas on a new piece of chart paper.

**What are the most-important ideas in this section? I'll use the story elements on the Summarizing Strategy Card as a guide to help me think about the most important information. I think it's pretty important that Molly says she'll go with Somewhat. I also think it's important that Somewhat goes to the bank to get the money. He also learns that a crew and a ship are already waiting for him. I'll add these ideas to the chart.** Write and display these ideas on chart paper.

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

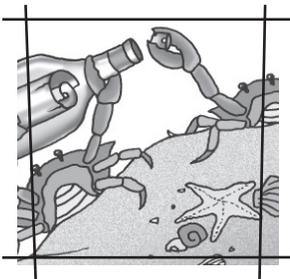
## Preview Team Talk

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

Student Edition, page S-7.

## TEAM TALK

1. Which of the following is a less important detail that you would not put in a summary of this part of the story? |SU| (Team Talk rubric)
  - a. Somewhat has gold to pay the sailors.
  - b. One sailor mishears what Somewhat says.
  - c. Mr. Boatswain collects a crew of sailors for Somewhat.
  - d. Molly is excited to go on the voyage with Somewhat.
2. Tell how the author tries to use humor in this section. |LT| (Team Talk rubric)
3. What are the most-important events and ideas from page 31 of the story? Write a short summary of this page using at least three important events. **(Write-On)** |SU| (Summarizing rubric)



## TEAMWORK

Timing Goal: 50 minutes

### Partner Reading **TP**

Students read and restate aloud.

- Explain, or review, if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**  
 page 31 aloud with partners.  
 page 32 silently.
- If some teams finish ahead of others, have them begin working on the following activities: **SR**

#### After Reading

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

### Team Discussion **TP**

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

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

### Class Discussion **TP**



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



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

Answers may vary. Accept reasonable responses.

#### Strategy Use Discussion

- resolve a sticky note
- describe team strategy use

### TEAM TALK

1. Which of the following is a less important detail that you would not put in a summary of this part of the story? |SU| (Team Talk rubric)
  - a. Somewhat has gold to pay the sailors.
  - b. *One sailor mishears what Somewhat says.*
  - c. Mr. Boatswain collects a crew of sailors for Somewhat.
  - d. Molly is excited to go on the voyage with Somewhat.
2. Tell how the author tries to use humor in this section. |LT| (Team Talk rubric)
 

**100 points** = *The author tries to use humor by showing some funny examples of people not understanding one another. For example, one of the sailors hears the phrase “sea quest” as “seek west.” Also the Spanish sailor says “Si! Si!” which sounds like the “I see! I see!” shouted by another sailor.*

**90 points** = *The author tries to use humor by showing some funny examples of people not understanding one another.*

**80 points** = *There are funny examples of people not understanding one another.*

**Write-On Discussion**

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

**TEAM TALK CONTINUED**

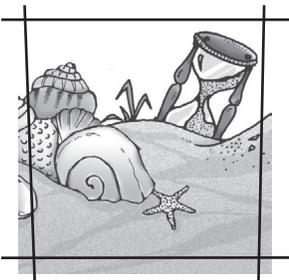
3. What are the most-important events and ideas from page 31 of the story? Write a short summary of this page using at least three important events. **(Write-On)** |SU| (Summarizing rubric)
- 100 points** = *Somewhat thinks everyone is conspiring to make him go on the voyage. He doesn't want to disappoint his friends. Molly is excited for the voyage. He meets the sailors who will go on the voyage with him. He is nervous at first. He tells them they will sail to the East Sea.*
- 90 points** = *Somewhat thinks everyone is conspiring to make him go on the voyage. He doesn't want to disappoint them. He meets the sailors who will go with him.*
- 80 points** = *He meets the sailors who will go with him. They shout "Hooray, Captain Somewhat! Hooray!" He can pay them in gold.*

**Team Talk Discussion**

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

**TEAM TALK EXTENSION**

4. Do you think Somewhat will enjoy the voyage? Support your prediction with evidence from the story. |PR| (Team Talk rubric)
- 100 points** = *Yes. I think Somewhat will enjoy the voyage. Somewhat enjoys being called Captain. The ship's crew also seems like a good group of people who like to laugh and joke.*
- 90 points** = *Yes. I think Somewhat will enjoy the voyage.*
- 80 points** = *Yes.*



**FLUENCY IN FIVE TP**

Timing Goal: 5 minutes

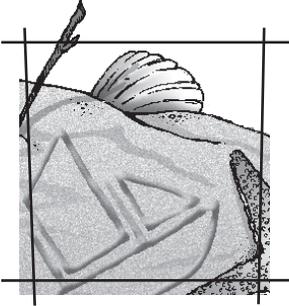
- Explain, or have team leaders review, if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

Student Edition, page S-5.

**Page 27 (paragraphs 1–3) or 31 (paragraphs 4–10)**

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

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



## WORD POWER **TP**

Timing Goal: 10 minutes

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



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

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

Student Edition, page S-7.

### SKILL PRACTICE

- Read the following sentence.  
I decided to sleep in the top bunk when I got to my cabin at summer camp.  
Which of the following sentences uses *bunk* the same way?
  - The seas were so rough that sailors were knocked out of their bunks during the night.*
  - “I never heard such bunk in my life!” Joe said when he heard the rumors at school.
  - It’s against school rules to bunk a day of classes so you can go to the mall.
  - The stories about a sasquatch or abominable snowman are a lot of bunk.
- Read the following sentence.  
Even a thin coating of ice on the sidewalk can cause you to slip and fall.  
Which of the following sentences uses *slip* the same way?
  - My mom says you should wear a slip under dresses to reduce static.
  - Constance traded Marco a slip of paper for a new eraser.
  - I decided to slip out of the room quietly when the baby fell asleep.
  - The wet bathroom floor almost made me slip, but I caught myself in time.*

### BUILDING MEANING

<b>awkwardly</b>	<b>grimace</b>	<b>brilliant</b>	<b>conspiring</b>
<b>address</b>	<b>informative</b>	<b>nuisance</b>	<b>suppress</b>

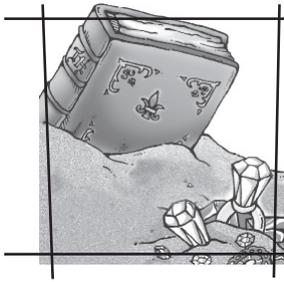
- Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.  
**100 points** = *The sentence uses the word correctly and includes details to create a mind movie.*  
**90 points** = *The sentence uses the word correctly and includes one detail.*  
**80 points** = *The sentence uses the word correctly.*
- We all went to the lecture to hear the brilliant scholar talk about her great ideas.  
*Brilliant* means—
  - uncomplicated.
  - shining.
  - intelligent.*
  - dull.

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

### TEAM CELEBRATION POINTS

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

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



## DAY 4

## ACTIVE INSTRUCTION

Timing Goal: 20 minutes

## Big Question



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



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

## Team Cooperation and Achievement Goal

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

## Set the Stage

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

Vocabulary **TP**

- Have the teams review the vocabulary words using one of the following choices: **SR**
  - Concept Maps
  - Draw It Out
  - Act It Out
  - Examples/Non-Examples
  - Other interactive activity
- Use **Random Reporter** to check the review.
  - Focus on words that appear in the reading for the day if applicable: *informative* page 35, *nuisance* page 35, and *suppress* page 36.



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

## Text Review

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

## Listening Comprehension



- Read pages 33 and 34 aloud, stopping to ask questions, make points, or focus students' attention as needed. Pause briefly after each page to retell in your own words what has happened on that page.
- Use a **Think Aloud** to model identifying the most important ideas from this section. Aim for three or four important ideas. Display these ideas on a new piece of chart paper.

**What are the most-important events from these pages? I'll use the story elements listed on the Summarizing Strategy Card as a guide to help me think about the most important ideas. I think it's important that the setting is now on the boat, at sea. Because of that, Somewhat is seasick. Molly helps him get over his seasickness. These are all important events from the story, so I'll add them to our chart.** Write and display these ideas on chart paper.

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

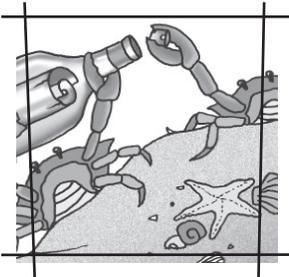
## Preview Team Talk

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

Student Edition, page S-8.

## TEAM TALK

1. Which of the following is an important detail that you would put in a summary of this part of the story? |SU|
  - a. Somewhat is feeling more confident about the voyage.
  - b. Somewhat falls down on the deck after he trips.
  - c. Somewhat gets over feeling seasick.
  - d. Somewhat looks at the sea from the front of the ship.
  
2. Why do you think the author ends this section with the sentence “If only that were the case”? |DC • LT| (Team Talk rubric)
  
3. What are the most important events and ideas from page 35 (paragraphs 1–6) of the story? Write a short summary of this passage using at least three important events. **(Write-On)** |SU| (Summarizing rubric)



## TEAMWORK

Timing Goal: 50 minutes

### Partner Reading **TP**

Students read and restate aloud.

- Explain, or review, if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**
  - page 35 (paragraphs 1–6) aloud with partners.
  - pages 35 (paragraph 7) and 36 silently.
- If some teams finish ahead of others, have them begin working on the following activities: **SR**

**After Reading**

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

**Team Discussion TP**

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

**Class Discussion TP**

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



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

Answers may vary. Accept reasonable responses.

**Strategy Use Discussion**

- resolve a sticky note
- describe team strategy use

**TEAM TALK**

1. Which of the following is an important detail that you would put in a summary of this part of the story? |SU|
  - a. Somewhat is feeling more confident about the voyage.
  - b. Somewhat falls down on the deck after he trips.
  - c. Somewhat gets over feeling seasick.
  - d. Somewhat looks at the sea from the front of the ship.

2. Why do you think the author ends this section with the sentence “If only that were the case”? |DC • LT| (Team Talk rubric)

**100 points** = *I think the author ends this section with the sentence “If only that were the case” because he is letting the reader know that things are going to go wrong soon. There must be trouble ahead for their voyage. Everything will not stay alright.*

**90 points** = *I think the author ends this section with the sentence “If only that were the case” because he is letting the reader know that things are going to go wrong soon.*

**80 points** = *Things are going to go wrong soon.*

**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. What are the most important events and ideas from page 35 (paragraphs 1–6) of the story? Write a short summary of this passage using at least three important events. **(Write-On) |SU|** (Summarizing rubric)

**100 points** = *Somewhat finishes his tour of the ship with Mr. Boatswain. He says he would like to help the crew if he can. He tells Molly how much he enjoys the sea air and the sun. Molly is surprised by the change in Somewhat. She thinks he is more confident.*

**90 points** = *Somewhat finishes his tour of the ship. He tells Molly how much he enjoys the sea air and the sun. Molly is surprised by the change in Somewhat.*

**80 points** = *Molly is surprised by the change in Somewhat. He was seasick earlier. But he still trips over a rope on the deck.*

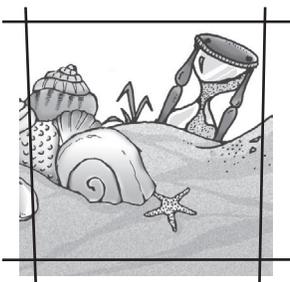
**TEAM TALK EXTENSION**

4. What lesson does Molly want Somewhat to learn from this voyage? **|CE|** (Team Talk rubric)

**100 points** = *The lesson Molly wants Somewhat to learn from this voyage is that if you face your fears, you can do anything. She thinks Somewhat is a lot more confident now.*

**90 points** = *The lesson Molly wants Somewhat to learn from this voyage is that if you face your fears, you can do anything.*

**80 points** = *If you face your fears, you can do anything.*



**FLUENCY IN FIVE TP**

Timing Goal: 5 minutes

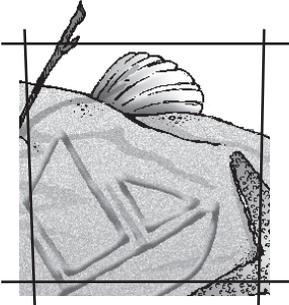
- Explain, or have team leaders review, if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

Student Edition, page S-5.

**Page 27 (paragraphs 1–3), 31 (paragraphs 4–10), or 35 (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

**tps**

**Preparation:** Display the Word Power Challenge

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

### Word Power Challenge

A snake must have liked the dark \_\_\_\_\_ in the backyard because we found a lot of skins that it had \_\_\_\_\_ in there.



- Use **Random Reporter** to select students to read each sentence aloud and to identify the missing homograph. Have students provide definitions for the homographs. *Shed = a small building, to remove or cast off.*
- 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-8.

### SKILL PRACTICE

1. Read the following sentence.  
A person in a wheelchair needs a ramp so he or she can roll up inclines.  
Which of the following sentences uses *ramp* the same way?
  - a. The students began to ramp up their energy during the pep rally.
  - b. The angry squirrel ramped about when it saw that something had stolen his nuts.
  - c. The toddler was ramping and raging in the store when he didn't get his way.
  - d. *The ramp was less steep than the stairs, so we walked up that instead.*
  
2. Read the following sentence.  
The sea ground the rock down slowly until it became sand.  
Which of the following sentences uses *ground* the same way?
  - a. The plane was grounded until officials were sure it was safe to fly.
  - b. *I ground the pepper into small pieces so no one would get a spicy shock.*
  - c. The ground seemed to move and sway after stepping off the boat.
  - d. "You are grounded for lying about your homework," Felix's mom said.

### BUILDING MEANING

awkwardly	grimace	brilliant	conspiring
address	informative	nuisance	suppress

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.  
 "Stop being such a(n) nuisance, and leave me alone!" Cantrell shouted.

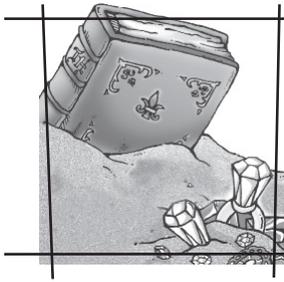
- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration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

- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

### TEAM CELEBRATION POINTS

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

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



## DAY 5

## ACTIVE INSTRUCTION

Timing Goal: 20 minutes

**Rate Vocabulary Words**

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

**Team Cooperation and Achievement Goal**

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

**Set the Stage**

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



**In yesterday's reading, Somewhat was feeling a lot more confident than earlier in the story. Today we will find out what happens to make the voyage go from pleasant to terrifying.**

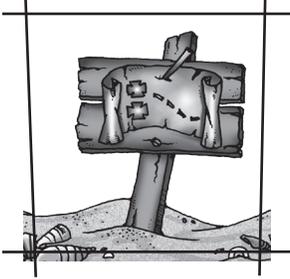
**Vocabulary TP**

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

**Prepare Students for the Test**

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

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

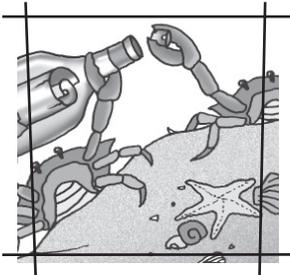


## TEST

Timing Goal: 40 minutes

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

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



## TEAMWORK

Timing Goal: 30 minutes

Teacher procedures for  
 Teamwork vary with  
 strategy instruction.

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

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

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



### 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.

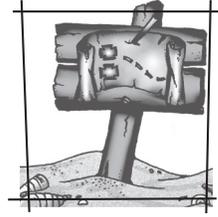


- Award team celebration points.
- Use information from student tests to plan modeling and/or Think Alouds for the next lesson that will build upon the skills students need. If necessary, add or modify questions on the next student test to address a particular skill, quality of expression, or question 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 37 and 38 of *Somewhat the Sailor*, and answer the following questions.  
The total score for comprehension questions equals 100 points.

30 points

1. How can you tell that Somewhat is not very confident at the beginning of the story?  
|CH| (Team Talk rubric)

**30 points** = *I can tell that Somewhat is not very confident at the beginning of the story because he does not think he can help Sinbad. He is afraid of sailing. He also gets upset when he does clumsy things.*

**25 points** = *I can tell that Somewhat is not very confident at the beginning of the story because he does not think he can help Sinbad.*

**20 points** = *He does not think he can help Sinbad.*

30 points

2. Do you think Mr. Boatswain is a good sailor? Why or why not? |DC| (Team Talk rubric)

**30 points** = *No, I don't think Mr. Boatswain is a good sailor. He travels through danger by accident. He didn't realize he was sailing them over the lair of the Sea Beast of the East Sea. He also doesn't know the difference between an undersea volcano and a waterspout. A waterspout is a tornado that happens over water.*

**25 points** = *No, I don't think Mr. Boatswain is a good sailor. He travels through danger by accident.*

**20 points** = *No, he travels through danger.*

10 points

3. The day on the ship starts off— |CC|
- the same as other mornings.*
  - darker and scarier than other mornings.*
  - better than the previous morning.*
  - louder and rockier than other mornings.*

30 points

4. What are the most-important events and ideas from today's reading? Write a short summary of this passage using at least three important events. **(Write-On)** |SU| (Team Talk rubric)

**30 points** = *The day started normally, and the crew of the Golden Fleece worked around the boat. Around one o'clock, the crew heard a rumbling noise come from the sea. The water began bubbling and churning. Mr. Boatswain runs to look at an atlas. He realizes that they have sailed over the lair of the Sea Beast of the East Sea. No one has survived meeting the Sea Beast of the East Sea.*

**25 points** = *The day started normally, and the crew of the Golden Fleece worked around the boat. The crew heard a rumbling noise come from the sea. They have sailed over the lair of the Sea Beast of the East Sea.*

**20 points** = *The day started normally, and the crew of the Golden Fleece worked around the boat. Mr. Boatswain gazed at the sea through his looking glass.*

### Word Power

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

5 points each

### Skill Questions

- Read the following sentence.  
The base of my tower wasn't very strong because the blocks I used to build it were smaller than the ones on top.  
Which of the following sentences uses *base* the same way?
  - The new movie is based on a book written by my favorite author.
  - When making a human pyramid, the strongest cheerleaders will always form the base.*
  - A ballplayer has to reach base before someone tags him or it with the ball.
  - Most pasta sauces have a tomato base, but you can also use cheese or olive oil.
- Read the following sentence.  
“Don't skirt the issue, Governor, we need to talk about raising taxes more than naming baseball teams,” the advisor said.  
Which of the following sentences uses *skirt* the same way?
  - There is nothing nicer than that first warm day of spring when you can wear a skirt.
  - A line of trees skirts our yard and almost blocks our house from view.
  - My bed has a ruffled skirt along the bottom edge to hide the mess under it.
  - Montel kept skirting the issue of his grades because he didn't want to discuss them.*

3. Read the following sentence.  
 Corinna had so many art supplies that she needed a tote on wheels to carry them to and from school.  
 Which of the following sentences uses *tote* the same way?
- I made myself a tote for groceries so I didn't have to use plastic or paper bags.
  - Greg always totes a pen because he never knows when he might want to write something down.
  - The bellboy will tote our luggage up to the hotel room while we finish signing in.
  - "I could use some help toting all this equipment to the field," Coach Paul hinted.
4. Read the following sentence.  
 High tide is the best time to surf because the waves are large and powerful.  
 Which of the following sentences uses *tide* the same way?
- The tide of opinions about the president changes every day.
  - A small snack in the morning and afternoon can tide you over between meals.
  - The battle at Gettysburg turned the tide of the Civil War in the North's favor.
  - Fishermen always know the tides because it helps them know the best times to fish.

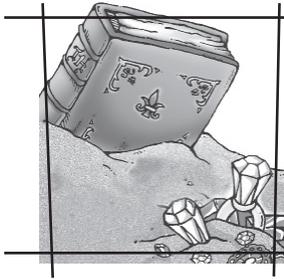
10 points each

**Building Meaning**

awkwardly	grimace	brilliant	conspiring
address	informative	nuisance	suppress

5. Write a meaningful sentence for the word *grimace*.  
**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. Quentin was conspiring with Martin to trick Mimi later in the day.
7. When I hear my mother address me as "Robert James" instead of just "Bobby," I know I'm in big trouble. *Address* means—
- introduce.
  - frown at.
  - ignore.
  - speaks to.
8. The dancer forgot her steps and stumbled awkwardly as she tried to finish the routine.

9. The mosquito buzzing around my head was a real nuisance on an otherwise pleasant summer night. *Nuisance* means—
- delight.
  - joy.
  - bother*.
  - friend.
10. “What a(n) brilliant idea!” Maria exclaimed when she saw the basket Holly added to her bike to carry her books.
11. Mr. Johnson tried to suppress his class’s displeasure by telling them that they could play a game after the pop quiz. *Suppress* means—
- keep quiet*.
  - encourage.
  - continue.
  - keep excited.
12. The best newspaper articles are informative pieces that help readers learn about the news.



## DAY 6

# ACTIVE INSTRUCTION

Timing Goal: 5 minutes

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

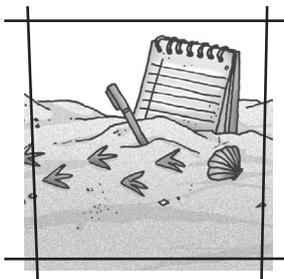
- Display and have students complete the Two-Minute Edit to start the class.
- Identify a frequently occurring grammatical or mechanical problem from the students' writing.
- Prepare a sentence that illustrates the problem (with no more than four errors).
- Display the sentence, and indicate the number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

#### Two-Minute Edit

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



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



# ADVENTURES IN WRITING

Timing Goal: 85 minutes

#### Suggested timing:

Planning: 20 minutes

Drafting: 20 minutes

Team Discussion: 20 minutes

Class Discussion: 25 minutes



- Introduce the activity.

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

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

Student Edition, page S-8.

**WRITING PROMPT**

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

Student Edition Writing Guide contains no point values.

**WRITING GUIDE**

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

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

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

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

Sample Graphic Organizer

### Story Map



Title: *Snow White*

Characters:

Snow White

the evil queen/Snow White's stepmother

the seven dwarves

the prince

Setting:

Where:

When:

Problem:

Snow White's evil stepmother wants to kill her because Snow White is the most beautiful lady in the land.

Event: *Snow White runs away into the woods and finds the dwarves' home.*

---

Event: *The evil queen discovers Snow White is still alive and disguises herself as an old woman to give Snow White a poisoned apple to eat.*

---

Event: *The dwarves chase the queen and kill her.*

---

Event: *They place Snow White's body in a crystal coffin.*

---

Event: *A prince rides by and sees Snow White in her coffin. He kisses her, and Snow White wakes up.*

Solution:

Snow White and the prince marry and return to the kingdom to live happily ever after.

**Drafting**

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

## Team Discussion

### Sharing, Responding, and Revising

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

#### Sharing

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

#### Responding

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

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

#### Revising

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

- Tell students to help one another identify where they may have included unimportant information in their summaries.

**Remember that in your summaries, you only want to tell the big events and ideas from the story. Your summary should not have too many unimportant details from the original story. You can help your partners identify where they may have included too many unimportant details.**

Blackline master provided.

- Display the following excerpt from a summary. Ask a volunteer to read the excerpt aloud to the class.

The dwarves were happy to have Snow White live with them and promised to help her stay safe from the evil queen. Snow White decided to repay them for their kindness by taking care of their house while they worked in the mines. She cooked meals for them, cleaned, did laundry, and tended the garden while they were gone.



- Use **Team Huddle** to have students identify how the author could make changes to this excerpt to make it a better summary. Use **Random Reporter** to select students

to share. Answers may vary. *The author could say, “The dwarves were happy to protect Snow White, and in return, Snow White cleaned and took care of their house.”*

- Tell students to check their partner’s drafts and make suggestions about keeping unimportant ideas or details out of their summaries.
- 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**

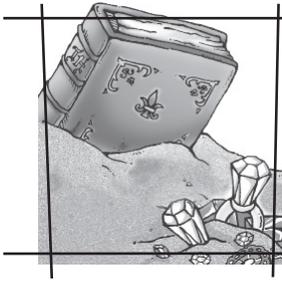
- Randomly select a writing project from one or two teams’ piles without revealing their authors. Display a writing project, and read it aloud.
- Refer students to the writing guide and the writing objective.
- Using the writing guide, discuss and evaluate the selected writing project(s) with the class. 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

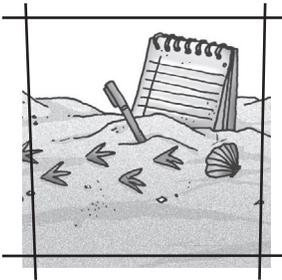
# ACTIVE INSTRUCTION

Timing Goal: 5 minutes

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### 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.



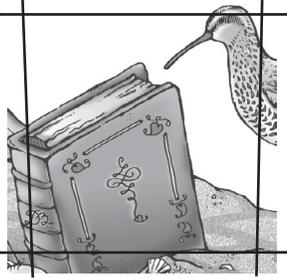
# ADVENTURES IN WRITING

Timing Goal: 25 minutes

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### 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.

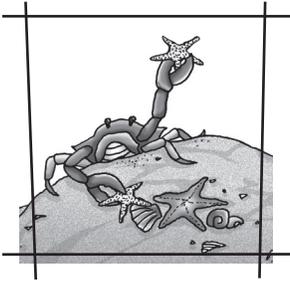
## Class Discussion



- 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.

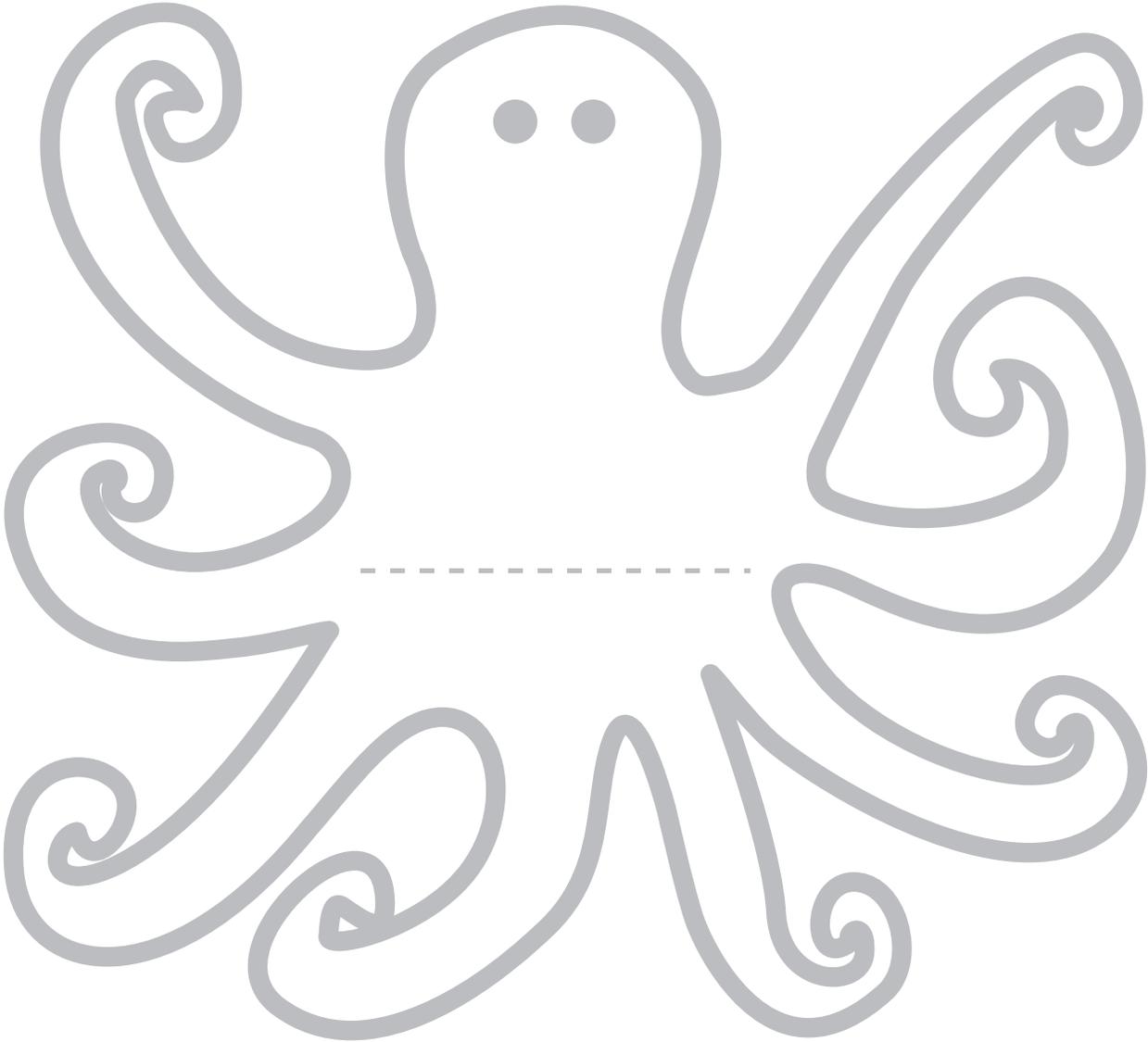
## Team Cooperation Goal

- 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?



The dwarves were happy to have Snow White live with them and promised to help her stay safe from the evil queen. Snow White decided to repay them for their kindness by taking care of their house while they worked in the mines. She cooked meals for them, cleaned, did laundry, and tended the garden while they were gone.

# Cycle 2

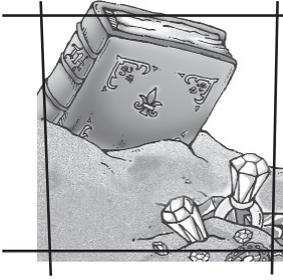
## Instructional Objectives

	READING	WORD POWER	WRITING
<b>CYCLE 2</b>	<b>Summarizing (SU)</b>	<b>Base word + ending</b>	<b>Write a captain's log.</b>
	Students will use story elements to help them identify the main events in the story. As they read, they will restate (retell) information with their partners. At the end of each section, students will identify the most-important events through discussion with their teammates.	Students will break words into base words and endings and use the endings <i>-ion</i> , <i>-ly</i> , <i>-ing</i> , and <i>-al</i> to increase their understanding of words.	Students will pretend that they are Somewhat and write a captain's log to summarize the events that have happened since Somewhat took command of the ship.

### Teacher's Note:

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





## DAY 1

## ACTIVE INSTRUCTION

Timing Goal: 35 minutes

Students discuss responses to the Big Question.

## Big Question

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

## THE BIG QUESTION

Why do you think it might be important to stay calm during an emergency?



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

## Team Cooperation and Achievement Goal

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

## Set the Stage

- Introduce the story, author, and reading objective.

**This cycle we will finish reading *Somewhat the Sailor* by Darnell Parker. As we read, we'll continue to identify the important events in the story. Good readers identify important events to help them understand what happens in the story as they read.**

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

Vocabulary **TP**

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

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

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



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

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

Student Edition, page S-11.

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

WORD AND PAGE NUMBER	IDENTIFICATION STRATEGY	DEFINITION	SENTENCE
<b>jeopardy</b> page 41	-jeop = /jep/ chunk: jeop-ar-dy	great danger, risk	Jack was in <i>jeopardy</i> of not doing well in class because he hadn't done any of his homework all semester.
<b>precision</b> page 41	base word + ending: precis(e) + ion	doing something exactly and correctly	The archer shot arrows with such <i>precision</i> that she always hit the bullseye.
<b>ordeal</b> page 42	chunk: or-deal	difficult or sad task or time	Learning a new language can be quite an <i>ordeal</i> , so you should depend on others to help you do it.
<b>commence</b> page 45	chunk: com-mence	begin	Lilith loved school and couldn't wait for the semester to <i>commence</i> .
<b>fervently</b> page 45	base word + ending: fervent + ly	eagerly, passionately	The violinist's fingers moved like lightning as he <i>fervently</i> played the violin.
<b>acquiring</b> page 45	base word + ending: acquir(e) + ing	getting	Some people think <i>acquiring</i> things is what's important, but I think just being happy is what's really important.
<b>crucial</b> page 49	chunk: cru-cial	necessary, very important	It's <i>crucial</i> to take plenty of water if you're going to hike in the desert.
<b>lamenting</b> page 53	base word + ending: lament + ing	regretting, feeling sorry about	Vince was <i>lamenting</i> his bad decisions.

### Using the Targeted Strategy

Introduction and Definition



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

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

less-important details. Point out that what seems important often depends on the length of the summary

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

The setting is now on the boat, at sea.  
 Somewhat is seasick.  
 Molly helps him get over his seasickness.  
 Somewhat takes a tour of the ship.  
 Somewhat begins to enjoy himself.  
 He’s still a little clumsy.

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



**If I had to summarize this list of important ideas, I would think about how some ideas might be related, which ones are still important, and which ones are no longer as important. Let’s see. It’s important to know that the setting is now on the boat, so I’ll keep the first item. I know that the next two are related; they’re both about Somewhat’s seasickness. I could combine these two ideas and shorten them, so I’ll write, “Somewhat is seasick until Molly helps him feel better.” I don’t really think taking a tour of the ship is very important after all, so I’ll get rid of the fourth one. It’s probably important that Somewhat is enjoying himself, but I’ll connect that idea with the one that follows: I’ll write, “Somewhat is enjoying himself, but he’s still a little clumsy.”**

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

**Now that I’ve shortened my list, I’m going to put these ideas in paragraph form. I can say “The setting is now on the boat, at sea. Somewhat is seasick until Molly helps him feel better. Somewhat is enjoying himself, but he’s still a little clumsy.” This is my summary.**

Blackline master provided.

- Display your summary.

The setting is now on the boat, at sea. Somewhat is seasick until Molly helps him feel better. Somewhat is enjoying himself, but he’s still a little clumsy.

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

- Using another list of important ideas from last cycle’s reading, use **Team Huddle** to have students practice shortening the list. Remind students to think about and keep the most-important information in the story. Remind them to decide which details are less important and can be left out. Point out that students’ remaining



ideas should make sense; they must not compress the information so much that the summary is hard to follow or leaves out important parts of the story. Use **Random Reporter** to review the teams' discussions and lists.

- Tell students that as they read this cycle, they will discuss and list the main events of each section.
- Award team celebration points for good discussions that demonstrate effective teamwork.

## Listening Comprehension

- Recall what has happened in the story so far. Remind students that the crew has sailed into the lair of the Sea Beast of the East Sea. Ask students to predict, with evidence, what might happen next.
- Tell students that you are about to read pages 38 and 39 aloud, stopping after each page to restate the important ideas. Explain that when you have finished the two pages, you will write the most-important ideas from this section on a piece of chart paper.
- Read pages 39 and 40 aloud, stopping to ask questions, make points, or focus students' attention as needed. Pause briefly after each page to retell, in your own words, what happened on that page.
- Use a **Think Aloud** to model identifying and listing the most-important ideas and leaving out the less-important information. Aim for three or four important ideas. Display these ideas in a list on chart paper.



**Now that I've finished, I'll think back about the most important information and decide which important information I want to keep and which information I should leave out. I'll use the story elements on my Summarizing Strategy Card as a guide. I think the most important ideas are: "The Sea Beast attacks the ship." "The Sea Beast takes Mr. Boatswain away." "Molly tells Somewhat that he now has to lead the crew." These are all important things that have happened in the story; they affect the main characters, and they move the plot along. Write and display these ideas on chart paper.**

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

**I thought about the story elements on my Summarizing Strategy Card to decide what information from this section was the most important. I'm using the main characters and the main problem in the story to decide on important events, and I'm writing these down briefly in my own words. Since a summary is supposed to be short, I left out some information that, although interesting, wasn't absolutely necessary to include. For example, I left out the small detail about Somewhat grabbing hold of the side of the boat to steady himself. I'm trying to list what I think the author would want me to remember the most about what happens in *Somewhat the Sailor*.**

- Remind students that they will continue summarizing as they read *Somewhat the Sailor* this cycle.

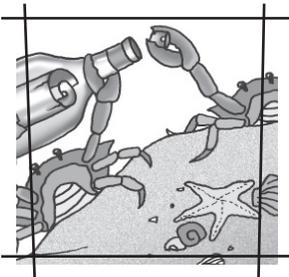
## Preview Team Talk

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

Student Edition, page S-12.

### TEAM TALK

1. Which of the following is an important detail you could put in a summary of this part of the story? |SU|
  - a. Some members of the crew weep at their loss.
  - b. Molly tells the crew that they need to sail to safety.
  - c. Somewhat tells Molly that she was brave.
  - d. Each member of the crew does their job with precision.
2. Why do you think the author compares the crew to a well-oiled machine? |CC • DC| (Team Talk rubric)
3. Write a summary of pages 41 and 42 using at least four important events from the story. **(Write-On)** |SU| (Summarizing rubric)



## TEAMWORK

Timing Goal: 50 minutes

### Partner Reading **TP**

Students read and restate aloud.

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

**page 41 (paragraphs 1–5) aloud with partners.**

**pages 41 (paragraph 6) and 42 silently.**

**LITERATURE****Read Aloud**

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

**Read Silently**

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

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

**After Reading**

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

**Team Discussion **TP****

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

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

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

### Class Discussion **TP**



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



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

Answers may vary. Accept reasonable responses.

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

TEAM TALK
<p>1. Which of the following is an important detail you could put in a summary of this part of the story?  SU </p> <ul style="list-style-type: none"> <li>a. Some members of the crew weep at their loss.</li> <li>b. <i>Molly tells the crew that they need to sail to safety.</i></li> <li>c. Somewhat tells Molly that she was brave.</li> <li>d. Each member of the crew does their job with precision.</li> </ul>

## TEAM TALK CONTINUED

2. Why do you think the author compares the crew to a well-oiled machine? |CC • DC| (Team Talk rubric)

**100 points** = *The author compares the crew to a well oiled machine to give the reader an idea of how well the crew works together. I know that a machine needs oil to run smoothly and work perfectly. That is how the crew must look when they are working together.*

**90 points** = *The author compares the crew to a well oiled machine to give the reader an idea of how well the crew works together.*

**80 points** = *To give the reader an idea of how well the crew works together.*

3. Write a summary of pages 41 and 42 using at least four important events from the story. **(Write-On)** |SU| (Summarizing rubric)

**100 points** = *Molly tells the crew they need to sail to safety. The crew agrees that they need to punish the Sea Beast. Molly agrees that they can return soon. She directs the crew now that Mr. Boatswain is gone. All the sailors do their jobs to get the ship sailing. Molly tells Somewhat to have confidence in himself so he can help the crew.*

**90 points** = *Molly tells the crew they need to sail to safety. The crew agrees that they need to punish the Sea Beast. She directs the crew now that Mr. Boatswain is gone. Molly tells Somewhat to have confidence in himself so he can help the crew.*

**80 points** = *The crew agrees that they need to punish the Sea Beast. They shout, "For Mr. Boatswain! For our leader!" They crew does their work well. Somewhat will do his best.*

## Write-On Discussion

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

## TEAM TALK EXTENSION

4. Does the loss of Mr. Boatswain affect how well the crew works together? Support your answer. |CE| (Team Talk rubric)

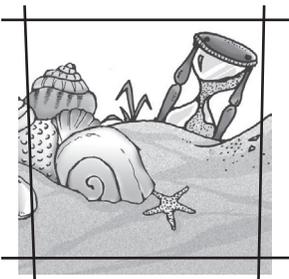
**100 points** = *No. The loss of Mr. Boatswain doesn't affect how well the crew works together. Even though they are shocked and sad, they still work well together. They do their jobs just as they did before.*

**90 points** = *No. The loss of Mr. Boatswain doesn't affect how well the crew works together.*

**80 points** = *No. They work well together.*

## Team Talk Discussion

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



## FLUENCY IN FIVE

Timing Goal: 5 minutes

- Explain to students that when they read correctly, smoothly, and with expression, it shows that they understand what they are reading.

- Tell students to look at the Fluency rubric as you model fluent reading.
- Explain and model reading fluently. Read a passage from the student text. Then reread it, first incorrectly, then choppily, and finally without expression to show a lack of fluency skills.

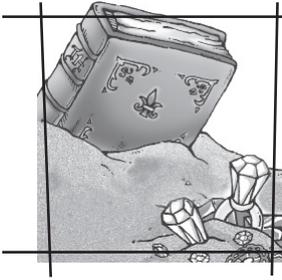
**Pages 41 (paragraph 5) and 42**

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

**TEAM CELEBRATION POINTS**

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

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



## DAY 2

## ACTIVE INSTRUCTION

Timing Goal: 20 minutes



## Big Question

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



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

## Team Cooperation and Achievement Goal

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

## Set the Stage

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

Vocabulary **TP**

- Have students review the vocabulary words with their partner. Ask them to use the vocabulary words in new, meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Use **Random Reporter** to check for understanding. Review any words and/or definitions that students need additional support in understanding.
  - Focus on words that appear in the reading for the day if applicable: *commence* page 45, *fervently* page 45, and *acquiring* page 45.



- 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 and 44 aloud, stopping to ask questions, make points, or focus students' attention as needed. Pause briefly after each page to retell, in your own words, what has happened on that page.
- Use a **Think Aloud** to model identifying and listing the most-important ideas and leaving out the less-important information. Aim for three or four important ideas. Display these ideas in a list on chart paper.

**A number of things have happened in this part of the story, but I'm going to try to think about just the most important information, using the story elements on my Summarizing Strategy Card as a guide. The crew sails to safety. They discuss how to attack the Sea Beast. They learn that the Sea Beast is afraid of the North Star. Somewhat has a plan.** Write and display these ideas on chart paper.

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

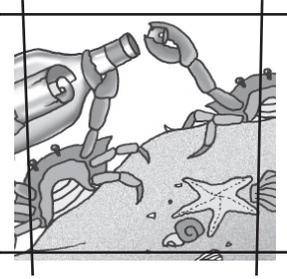
## Preview Team Talk

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

Student Edition, page S-12.

### TEAM TALK

1. Which of the following is a less important detail that you would not put in a summary of this part of the story? |SU| (Team Talk rubric)
  - a. The crew wants to honor Mr. Boatswain.
  - b. Sinbad once rescued Mr. Boatswain.
  - c. Mr. Boatswain promised to help Sinbad and Somewhat.
  - d. Somewhat and Molly listen to the crew's stories.
2. Why was Mr. Boatswain so eager to help Somewhat before the voyage began? |CE| (Team Talk rubric)
3. Write a summary of pages 45 and 46 using at least four important events from the story. **(Write-On)** |SU| (Summarizing rubric)



# TEAMWORK

Timing Goal: 50 minutes

## Partner Reading **TP**

Students read and restate aloud.

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

**page 45 (paragraphs 1–4) aloud with partners.**

**pages 45 (paragraph 5) and 46 silently.**

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

### After Reading

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

## Team Discussion **TP**

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



### Class Discussion **TP**

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



Answers may vary. Accept reasonable responses.

#### Strategy Use Discussion

- resolve a sticky note
- describe team strategy use

#### Write-On Discussion

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

### TEAM TALK

1. Which of the following is a less important detail that you would not put in a summary of this part of the story? |SU| (Team Talk rubric)
  - a. The crew wants to honor Mr. Boatswain.
  - b. Sinbad once rescued Mr. Boatswain.
  - c. Mr. Boatswain promised to help Sinbad and Somewhat.
  - d. *Somewhat and Molly listen to the crew's stories.*
  
2. Why was Mr. Boatswain so eager to help Somewhat before the voyage began? |CE| (Team Talk rubric)
 

**100 points** = *Mr. Boatswain was so eager to help Somewhat because Sinbad saved his life on a voyage when they were younger. Mr. Boatswain was thankful for that ever since. He promised Sinbad that he would always help him and his brother.*

**90 points** = *Mr. Boatswain was so eager to help Somewhat because Sinbad saved his life on a voyage when they were younger.*

**80 points** = *Sinbad saved his life on a voyage.*
  
3. Write a summary of pages 45 and 46 using at least four important events from the story. **(Write-On)** |SU| (Summarizing rubric)
 

**100 points** = *The crew honors Mr. Boatswain by sharing their memories of him. Sarafina Strongbow tells Somewhat that his brother Sinbad once saved Mr. Boatswain's life. He had been thrown overboard their ship. Mr. Boatswain promised to help Sinbad or Somewhat. Somewhat understands things better now. He never heard that story before.*

**90 points** = *The crew honors Mr. Boatswain. Sinbad once saved Mr. Boatswain's life. Mr. Boatswain promised to help Sinbad or Somewhat. Somewhat understands things better now.*

**80 points** = *The crew honors Mr. Boatswain. He sailed to exotic lands in the past. Their excitement to defeat the Sea Beast was replaced by sadness for Mr. Boatswain. The crew gets to work.*

## Team Talk Discussion

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

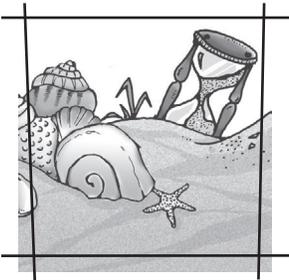
## TEAM TALK EXTENSION

4. Was Mr. Boatswain well-liked? How can you tell? |DC| (Team Talk rubric)

**100 points** = *Yes. Mr. Boatswain was well-liked. I can tell because the crew has a lot of good memories of him. They tell stories about voyages with him, talk about how witty and intelligent he was, and talk about his shipbuilding skills.*

**90 points** = *Yes. Mr. Boatswain was well-liked. I can tell because the crew has a lot of good memories of him.*

**80 points** = *Yes. The crew has a lot of good memories of him.*

FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes

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

## Fluency Routine

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

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

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

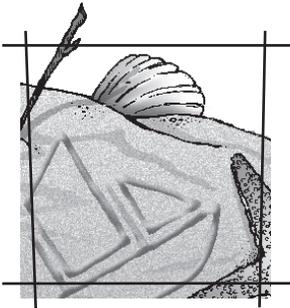
Student Edition, page S-11.

## Page 45 (paragraphs 1–3)

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

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

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

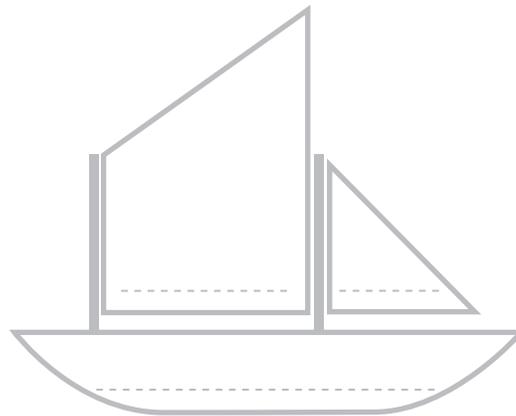


## WORD POWER **TP**

Timing Goal: 10 minutes

- Remind students that they have seen Word Treasure clues from Captain Read More. Display the Word Treasure clue for this cycle.

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

Sometimes words have endings on them.

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

- If necessary, remind students about the purpose of endings (letter or group of letters that come at the end of a word; endings change the word meaning).
- Tell students that they will work with the endings *-ion*, *-ly*, *-ing*, and *-al* during this cycle. Remind students of (or ask students to give) the meanings of these endings:

–*ion* means an act or condition of,

–*ly* means in the manner of,

–*ing* means activity, result of an activity, and

–*al* means pertaining to or having the character of.

- Write the word “duplication” 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 responses. *Duplicate* + *ion*; *the act of copying*.
- Point out to students that the word *duplicate* ends with an *e*, and sometimes words need their final *e* scrubbed to add the ending. Explain that Captain Read More uses the scrubber to remove the *e* from base words with endings.
- Tell students that there are several words on this cycle’s vocabulary list that have endings. Tell students to be on the lookout for these 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-12.

### SKILL PRACTICE

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

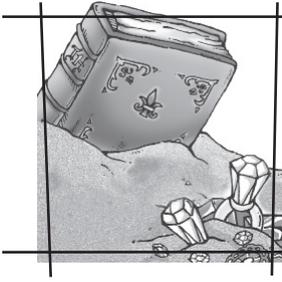
- raggedly      *ragged* + *ly*; *in a torn or worn out manner*
- communication      *communicate* + *ion*; *the act of talking*

BUILDING MEANING			
jeopardy	precision	ordeal	commence
fervently	acquiring	crucial	lamenting

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. Tanya was so excited about her idea that she fervently threw paint on the canvas to see it come to life. *Fervently* means—
- eagerly.
  - slowly.
  - hesitantly.
  - lazily.

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

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



## DAY 3

## ACTIVE INSTRUCTION

Timing Goal: 25 minutes



## Big Question

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



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

## Team Cooperation and Achievement Goal

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

## Set the Stage

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

Vocabulary **TP**

- Have the teams review the vocabulary words using one of the following choices: **SR**
  - Concept Maps
  - Draw It Out
  - Act It Out
  - Examples/Non-Examples
  - Other interactive activity
- Use **Random Reporter** to check the review.
  - Focus on words that appear in the reading for the day if applicable: *crucial* page 49.



- 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 47 and 48 aloud, stopping to ask questions, make points, or focus students' attention as needed. Pause briefly after each page to retell, in your own words, what happened on that page.
- Use a **Think Aloud** to model identifying and listing the most-important ideas and leaving out the less-important information. Aim for three or four important ideas. Display these ideas in a list on chart paper.

**Now that I've finished, I'll think back about the most important information and decide which information I want to keep and which information I should leave out. I'll use the story elements on my Summarizing Strategy Card as a guide. I think the most important ideas are that Somewhat feels self confident for the first time. The crew begins the journey back to the lair of the Sea Beast.** Write and display these ideas on chart paper.

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

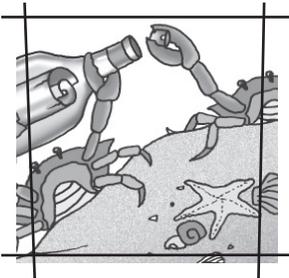
## Preview Team Talk

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

Student Edition, page S-13.

**TEAM TALK**

1. Which of the following is an important detail that you would put in a summary of this part of the story? |SU|
  - a. The Golden Fleece sailed three nautical miles.
  - b. Molly and Somewhat wait for the Sea Beast with the ship.
  - c. Somewhat stood guard at the front of the ship.
  - d. The crew slipped the anchor into the water quietly.
2. What does the word *stealth* mean on page 49? How do you know? |CL| (Team Talk rubric)
3. Write a summary of pages 49 and 50 using at least four important events from the story. **(Write-On)** |SU| (Summarizing rubric)

**TEAMWORK**

Timing Goal: 50 minutes

**Partner Reading TP**

Students read and restate aloud.

- Explain, or review, if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**  
**page 49 (paragraphs 1–6) aloud with partners.**  
**pages 49 (paragraph 7) and 50 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
<ul style="list-style-type: none"> <li>• resolve a sticky note</li> <li>• describe team strategy use</li> </ul>

**TEAM TALK**

1. Which of the following is an important detail that you would put in a summary of this part of the story? |SU|
  - a. The Golden Fleece sailed three nautical miles.
  - b. *Molly and Somewhat wait for the Sea Beast with the ship.*
  - c. Somewhat stood guard at the front of the ship.
  - d. The crew slipped the anchor into the water quietly.

2. What does the word stealth mean on page 49? How do you know? |CL| (Team Talk rubric)

**100 points** = *The word stealth means secrecy or a way to be sneaky. I reread the passage. Everyone on the ship is being quiet and sneaky. They are whispering. They don't want the Sea Beast to know they are there.*

**90 points** = *The word stealth means secrecy or a way to be sneaky. I reread the passage.*

**80 points** = *Secrecy or a way to be sneaky. I reread.*

**Write-On Discussion**

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

**TEAM TALK CONTINUED**

3. Write a summary of pages 49 and 50 using at least four important events from the story. **(Write-On)** |SU| (Summarizing rubric)

**100 points** = *The crew returns to the lair of the Sea Beast at night. They stop the ship and drop anchor. Somewhat sends the crew north in the lifeboat to keep them safe. Molly refuses to leave Somewhat's side when he faces the Sea Beast. She gets angry at Somewhat for telling her to go. They prepare to face the Sea Beast together.*

**90 points** = *The crew returns to the lair of the Sea Beast. Somewhat sends the crew north. Molly refuses to leave Somewhat's side when he faces the Sea Beast. They prepare to face the Sea Beast together.*

**80 points** = *The crew returns to the lair of the Sea Beast. It's dark outside. They sailed three nautical miles to get back to the lair. Somewhat doesn't want to argue with Molly.*

**TEAM TALK EXTENSION**

4. Explain how Sarafina Strongbow knows that the ship has reached the lair of the Sea Beast. |CE| (Team Talk rubric)

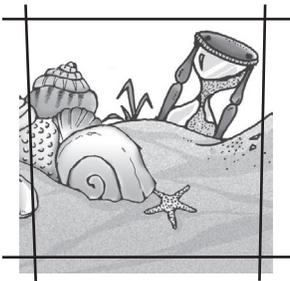
**100 points** = *Sarafina Strongbow knows that the ship has reached the lair of the Sea Beast because of the distance they sailed. After the attack, they sailed three nautical miles due west. Later that day, they sailed three nautical miles due east, so they should be in the same place as the attack.*

**90 points** = *Sarafina Strongbow knows that the ship has reached the lair of the Sea Beast because of the distance they sailed.*

**80 points** = *Because of the distance they sailed.*

**Team Talk Discussion**

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

**FLUENCY IN FIVE TP**

Timing Goal: 5 minutes

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

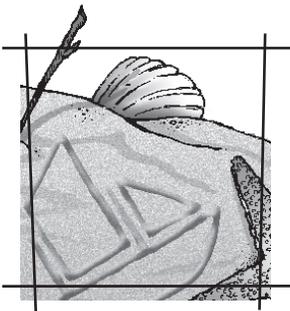
Student Edition, page S-11.

**Page 45 (paragraphs 1–3) or 49 (paragraphs 1–5)**

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

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

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



## WORD POWER **TP**

Timing Goal: 10 minutes

- Remind students of the Word Power skill (base word and ending) and, if necessary, the Word Treasure clue Captain Read More uses (big sail and little sail).
- Use **Think-Pair-Share** to have students identify the endings and their meanings. Randomly select a few students to share. *The ending -ion means the act or condition of; -ly means in the manner of; -ing means action or result of an action; -al means pertaining to or having the character of.*
- 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 ending and a definition for each word. Randomly select a few students to share. *Precision = precis~~e~~ + ion; the act of being exact; fervently = fervent + ly; in an intense manner; acquiring = acquir~~e~~ + ing; the act of collecting; crucial = crux + c + i + al; having the character of being important; lamenting = lament + ing; the act of feeling sorry.*
- Point out to students that some words on their vocabulary list have a final *e* that needs to be scrubbed. Use **Think-Pair-Share** to have students identify which words need to have the final *e* scrubbed. Model this, if necessary, by writing the base word and ending on the board and striking out the final *e*. *The words precision and acquiring need the scrubber.*
- If necessary, point out the word *crucial* and the fact that its base word is hard to identify. Explain that the base word of *crucial* is *crux*, which is Latin for cross. Point out that the *x* on *crux* is scrubbed off and a *ci* is patched in its place.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

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

Student Edition, page S-13.

### SKILL PRACTICE

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

- accidental      *accident + al; having the character of being done by mistake*
- menacing      *menace + ing; the act of threatening*

### BUILDING MEANING



jeopardy	precision	ordeal	commence
fervently	acquiring	crucial	lamenting

- 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.*
- “Now that we have given thanks, let us commence our celebratory feast!” the king exclaimed. *Commence* means—
  - finish.
  - discard.
  - admire.
  - begin.*

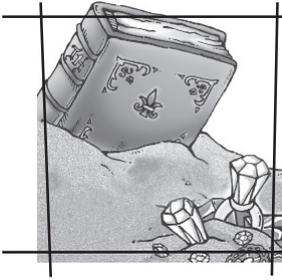
- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration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

- Award team celebration points.
- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

### TEAM CELEBRATION POINTS

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

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



## DAY 4

## ACTIVE INSTRUCTION

Timing Goal: 20 minutes



## Big Question

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



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

## Team Cooperation and Achievement Goal

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

## Set the Stage

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

Vocabulary **TP**

- Have the teams review the vocabulary words using one of the following choices: **SR**
  - Concept Maps
  - Draw It Out
  - Act It Out
  - Examples/Non-Examples
  - Other interactive activity
- Use **Random Reporter** to check the review.
  - Focus on words that appear in the reading for the day if applicable: *lamenting* 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 pages 51 and 52 aloud, stopping to ask questions, make points, or focus students' attention as needed. Pause briefly after each page to retell, in your own words, what happened on that page.
- Use a **Think Aloud** to model identifying and listing the most-important ideas and leaving out the less-important information. Aim for three or four important ideas. Display these ideas in a list on chart paper.

**Now that I've finished, I'll think about the most important information and decide which information I want to keep and which information I should leave out. I'll use the story elements on my Summarizing Strategy Card as a guide. I think the most important ideas are: "Somewhat begins to lose faith in himself." "Molly shows him how much he's changed since the beginning of the voyage." "The sea starts to bubble and boil, so the Sea Beast is coming." "Molly and Somewhat jump behind the mast to hide."** Write and display these ideas on chart paper.

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

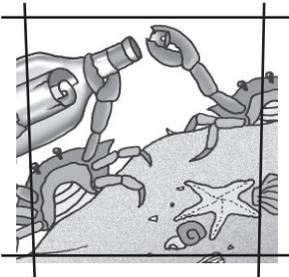
## Preview Team Talk

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

Student Edition, page S-14.

**TEAM TALK**

1. Which of the following is a less important detail that you would not put in a summary of this part of the story? |SU|
  - a. The Sea Beast bellows in pain from the light.
  - b. Molly and Somewhat hide behind the mast.
  - c. Somewhat fires an arrow at the Sea Beast.
  - d. The lifeboat crew gets the attention of the Sea Beast.
2. Would Somewhat's plan to slay the Sea Beast have worked during the day? Explain your answer. |DC| (Team Talk rubric)
3. Write a summary of pages 53 and 54 using at least four important events from the story. **(Write-On)** |SU| (Summarizing rubric)

**TEAMWORK**

Timing Goal: 50 minutes

**Partner Reading TP**

Students read and restate aloud.

- Explain, or review, if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**  
**page 53 aloud with partners.**  
**page 54 silently.**
- If some teams finish ahead of others, have them begin working on the following activities: **SR**

**After Reading**

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

### Team Discussion **TP**

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

### Class Discussion **TP**



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



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

Answers may vary. Accept reasonable responses.

#### Strategy Use Discussion

- resolve a sticky note
- describe team strategy use

### TEAM TALK

1. Which of the following is a less important detail that you would not put in a summary of this part of the story? |SU|
  - a. *The Sea Beast bellows in pain from the light.*
  - b. Molly and Somewhat hide behind the mast.
  - c. Somewhat fires an arrow at the Sea Beast.
  - d. The lifeboat crew gets the attention of the Sea Beast.

2. Would Somewhat’s plan to slay the Sea Beast have worked during the day? Explain your answer. |DC| (Team Talk rubric)

**100 points** = *No. Somewhat’s plan to slay the Sea Beast would not have worked during the day. The Sea Beast is afraid of the North Star. You can only see the North Star at night. The Sea Beast wouldn’t have been blinded by it during the day.*

**90 points** = *No. Somewhat’s plan to slay the Sea Beast would not have worked during the day. The Sea Beast is afraid of the North Star.*

**80 points** = *No. It’s afraid of the North Star.*

**Write-On Discussion**

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

**Team Talk Discussion**

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

**TEAM TALK CONTINUED**

3. Write a summary of pages 53 and 54 using at least four important events from the story. **(Write-On)** |SU| (Summarizing rubric)

**100 points** = *The Sea Beast rises out of the water to attack the Golden Fleece. It is confused when it can't find anyone. It looks north when the lifeboat crew fires a pistol. The Sea Beast is blinded by the North Star. Somewhat shoots an arrow from the and kills the Sea Beast. He confirms it is dead.*

**90 points** = *The Sea Beast rises out of the water to attack the Golden Fleece. It looks north and is blinded. Somewhat shoots an arrow from the and kills the Sea Beast.*

**80 points** = *The Sea Beast rises out of the water to attack the Golden Fleece. It is angry when it can't find anything to eat. Molly tells Somewhat to believe in himself. She hugs Somewhat.*

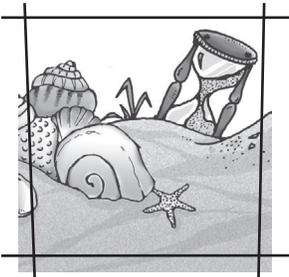
**TEAM TALK EXTENSION**

4. Describe how Somewhat feels about himself right before he shoots the arrow. |CH| (Team Talk rubric)

**100 points** = *Right before he shoots the arrow, Somewhat is confident in himself. He believes in himself. He tells himself that he knows he can kill the Sea Beast.*

**90 points** = *Right before he shoots the arrow, Somewhat is confident in himself.*

**80 points** = *He is confident in himself.*

**FLUENCY IN FIVE TP**

Timing Goal: 5 minutes

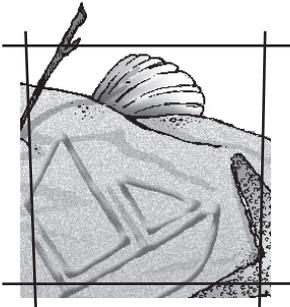
- Explain, or have team leaders review, if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

Student Edition, page S-11.

**Page 45 (paragraphs 1–3), 49 (paragraphs 1–5), or pages 53 (paragraph 6) and 54**

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

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



## WORD POWER **TP**

Timing Goal: 10 minutes



- Remind students of the Word Power skill (base word and ending).
- Use **Think-Pair-Share** to have students explain why it is useful to learn different endings for base words and give an example. Randomly select a few students to share. *Learning about base words and endings helps us better understand the meanings of words and how suffixes can change their meanings. For example, -ly means in the manner of.*
- Display the Word Power Challenge. Tell students that they will work in teams to read each word and give a definition for it. If necessary, have students use the sail clues and identify the base word and ending of each word.

**Preparation:** Display the Word Power Challenge

Word Power Challenge	reversal
	impression



- Use **Random Reporter** to select students to check pronunciations and meanings. *Reverse + al: having the character of being reversed, turned back; impress + ion: the condition of being affected by something, impressed.*
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition, page S-14.

SKILL PRACTICE	
Write each word in your journal. Then write the base word and ending. Use tools to make the word parts match the whole word as needed. Write a definition for each word. Draw a sailboat if you need help.	
1. cruelly	<i>cruel + ly; in a mean manner</i>
2. pleading	<i>plead + ing; the act of begging</i>

BUILDING MEANING			
jeopardy	precision	ordeal	commence
fervently	acquiring	crucial	lamenting

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

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

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

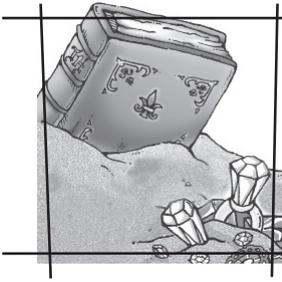
**80 points** = *The sentence uses the word correctly.*

4. Choose the word that best completes the sentence.

I missed a(n) crucial scene in the movie when I got up to get something to drink, so I was confused when I returned.

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

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



## DAY 5

# ACTIVE INSTRUCTION

Timing Goal: 20 minutes

### Rate Vocabulary Words

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

### Team Cooperation and Achievement Goal

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

### Set the Stage

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



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

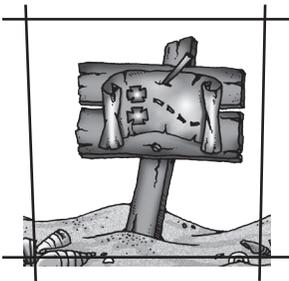
**In yesterday's reading, Somewhat killed the Sea Beast. Today we will find out whether he completes his voyage and helps Sinbad.**

### Vocabulary **TP**

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

## Prepare Students for the Test

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

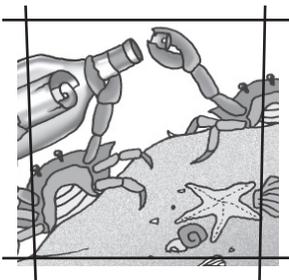


## TEST

Timing Goal: 40 minutes

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

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



## TEAMWORK

Timing Goal: 30 minutes

Teacher procedures for  
 Teamwork vary with  
 strategy instruction.

### Team Discussion **TP**

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

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

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



### Class Discussion **TP**

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

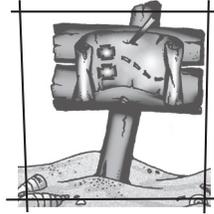


- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.
- Use information from student tests to plan modeling and/or Think Alouds for the next lesson that will build upon the skills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

## TEAM CELEBRATION POINTS

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

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



# TEST

## Comprehension Questions

Answers may vary.  
Accept reasonable responses.

Read pages 55 and 56 of *Somewhat the Sailor*, and answer the following questions.  
The total score for comprehension questions equals 100 points.

30 points

1. What happened in Mr. Boatswain's past that made him eager to help Somewhat? |CE|  
(Team Talk rubric)

**30 points** = *Mr. Boatswain was eager to help Somewhat because he was rescued by Somewhat's brother Sinbad. Mr. Boatswain and Sinbad sailed on the same ship. Sinbad helped Mr. Boatswain when he was thrown overboard. He promised to help Sinbad and Somewhat.*

**25 points** = *Mr. Boatswain was eager to help Somewhat because he was rescued by Somewhat's brother Sinbad.*

**20 points** = *He was rescued by Somewhat's brother Sinbad.*

30 points

2. How has Somewhat changed throughout the story? |CH • CC| (Team Talk rubric)

**30 points** = *Somewhat has changed a lot throughout the story. At the beginning he was clumsy. He was not very confident and was afraid to help Sinbad. He grew more confident as he sailed on the Golden Fleece. By the end, Somewhat killed the Sea Beast and became the captain of the Golden Fleece. Now he sails the Seven Seas like his brother. He is no longer called Somewhat the Simpleton.*

**25 points** = *Somewhat has changed a lot throughout the story. At the beginning he was clumsy. He grew more confident as he sailed on the Golden Fleece.*

**20 points** = *At the beginning he was clumsy. He grew more confident as he sailed on the Golden Fleece.*

10 points

3. Why does Somewhat want Molly to be captain with him? |CE|

- She helped him believe in himself.*
- She's better at being captain than him.*
- She's tired of running a Public House.*
- She enjoys the seafaring life a lot.*

30 points

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

**30 points** = *The Sea Beast of the East Sea attacks the Golden Fleece. It takes Mr. Boatswain. The crew sails to safety and comes up with a plan to defeat the Sea Beast. The Sea Beast fears the North Star. They sail back to its lair at night. Most of the crew gets in a lifeboat and sails north. Somewhat and Molly hide on the ship. When the Sea Beast rises, the lifeboat crew distracts it. It is blinded by the North Star. Somewhat kills it with an arrow. The crew reaches Sinbad safely. Somewhat continues sailing.*

**25 points** = *The Sea Beast of the East Sea attacks the Golden Fleece. The crew comes up with a plan to defeat the Sea Beast. They sail back to its lair at night. Somewhat and Molly hide on the ship. The lifeboat crew distracts the Sea Beast. Somewhat kills it with an arrow. The crew reaches Sinbad. Somewhat continues sailing.*

**20 points** = *The ship is attacked by the Sea Beast. They kill it. The ship reaches Sinbad. Somewhat continues sailing. Now he's called Somewhat the Sailor.*

### Word Power

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

5 points each

### Skill Questions

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

- |                 |  |
|-----------------|--|
| 1. abruptly     | <i>abrupt + ly; in a quick manner</i>                                    |
| 2. substitution | <i>substitut<del>e</del> + ion; the condition of being a replacement</i> |
| 3. coughing     | <i>cough + ing; the act of suddenly releasing air through the mouth</i>  |
| 4. sensational  | <i>sensation + al; characterized by being great, astounding</i>          |

10 points each

### Building Meaning

jeopardy	precision	ordeal	commence
fervently	acquiring	crucial	lamenting

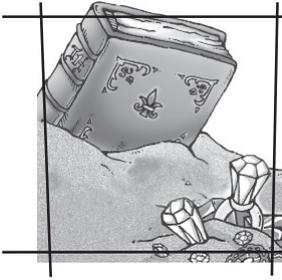
5. Write a meaningful sentence for the word *acquiring*.

**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 gymnast did her routine with such precision that she got a perfect score at the competition.
  
7. The animal rescue workers worked quickly to get the dog out of the locked car because its life was in jeopardy from the heat. *Jeopardy* means—
  - a. *great danger.*
  - b. safety.
  - c. protected.
  - d. little risk.
  
8. House training a new puppy can be quite a(n) ordeal, but hard work and consistency will see you through.
  
9. Ivan was lamenting his decision to stay up late to watch horror movies when he was exhausted in school the next day. *Lamenting* means—
  - a. savoring.
  - b. appreciating.
  - c. *regretting.*
  - d. loving.
  
10. The football player fervently pushed through his opponents to score the winning touchdown in the championship game.
  
11. Salt is a crucial ingredient in most recipes because it adds a lot of flavor, even in baked goods. *Crucial* means—
  - a. unimportant.
  - b. minor.
  - c. overlooked.
  - d. *necessary.*
  
12. “We will commence taking the test as soon as the clock reads ten o’clock exactly,” Mr. Swinbourne explained.



## DAY 6

## ACTIVE INSTRUCTION

Timing Goal: 5 minutes

Two-Minute Edit **TP**

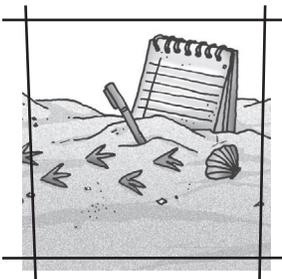
- Display and have students complete the Two-Minute Edit to start the class.
- Identify a frequently occurring grammatical or mechanical problem from the students' writing.
- Prepare a sentence that illustrates the problem (with no more than four errors).
- Display the sentence, and indicate the number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

## Two-Minute Edit

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



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



## ADVENTURES IN WRITING

Timing Goal: 85 minutes

**Suggested timing:**

Planning: 20 minutes

Drafting: 20 minutes

Team Discussion: 20 minutes

Class Discussion: 25 minutes

- Introduce the activity.

**Today you will pretend that you are Somewhat and write your captain's log to summarize the events that have happened since Mr. Boatswain was taken by the Sea Beast. Somewhat took control of the ship, with Molly's help, and needs to write the important events from his voyage in his captain's log.**



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

Student Edition, page S-15.

WRITING PROMPT	
<p>Pretend that you are Somewhat, the captain of the Golden Fleece. Write your captain's log by summarizing the events that have happened since Mr. Boatswain was taken by the Sea Beast and you took control of the ship. Decide how to combine and reword ideas, and identify the events that can be left out.</p>	

Student Edition Writing Guide contains no point values.

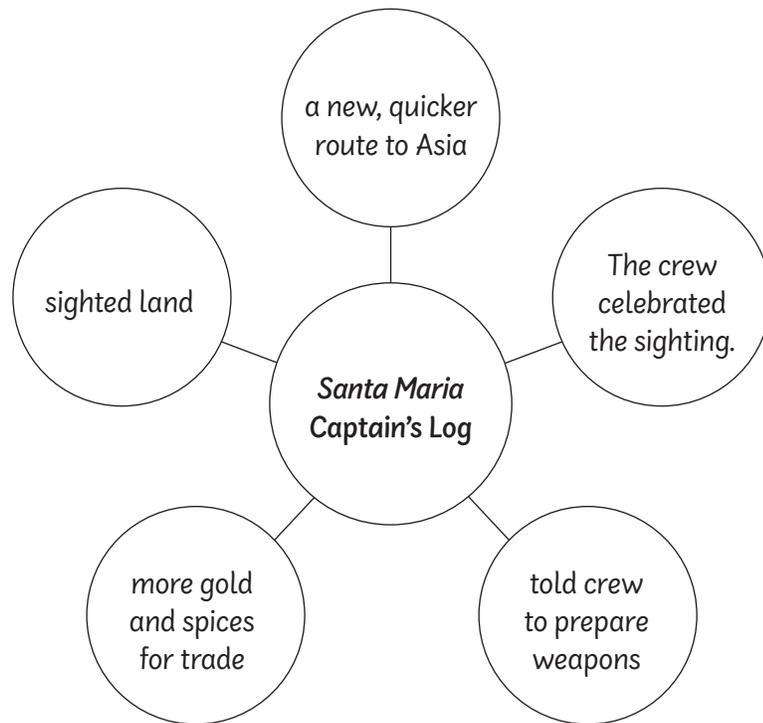
WRITING GUIDE		
<b>IDEAS</b>	<ul style="list-style-type: none"> <li>• Clearly introduces ideas, a topic, or a story and supports it with details.</li> </ul>	<b>30 points</b>
<b>ORGANIZATION</b>	<ul style="list-style-type: none"> <li>• Has a clear beginning that introduces the topic or story.</li> <li>•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

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

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

- 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.
- Discuss with students how to create information for their captain's log.

**In your captain's log, you can include the type of information ship's captains usually include, such as the date, where the voyage begins, and the weather and sea conditions. This story is fiction and does not give us an exact place the voyage begins or date for the setting. You can choose a town or city you know that is near water, or make up a town of your own. You can assume the story takes place in the past. Choosing any date before the 1800s is a safe guess. We also do not get a clear description of the weather or sea conditions, but we can make a good guess. When Somewhat defeats the Sea Beast, he does it by tricking the Sea Beast into looking at the North Star. What do you think the weather should be like to see the North Star? The weather should be clear. That's right. Somewhat and his crew have good weather during their voyage. Think about this as you write your captain's log.**

- While they have their plans in front of them, have students review their ideas with partners and begin to write.
- Remind students to periodically check their writing against the prompt and writing guide to make sure they are meeting the goal for the activity.

- Monitor students as they begin working. Give specific feedback to reinforce good drafting, and assist students as needed.
- As students complete their drafts, have them read their writing aloud to a partner to see that it includes the intended ideas and makes sense.
- Ask one or two students to share their first drafts with the class to celebrate.

### Team Discussion

#### Sharing, Responding, and Revising

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

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

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

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

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

#### Editing

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

- If helpful, have students copy the checklist in their journals as a reference.
- 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**

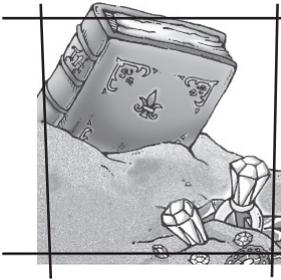
- Randomly select a writing project from one or two teams' piles without revealing their authors. Display a writing project, and read it aloud.
- Refer students to the writing guide and the writing objective.
- Using the writing guide, discuss and evaluate the selected writing project(s) with the class. 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

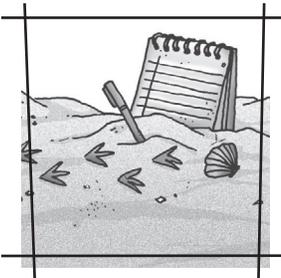
# ACTIVE INSTRUCTION

Timing Goal: 5 minutes

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### 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.



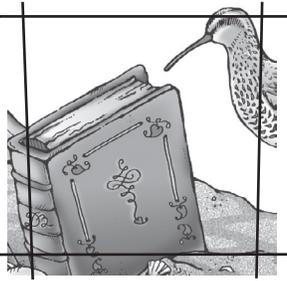
# ADVENTURES IN WRITING

Timing Goal: 25 minutes

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### 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.

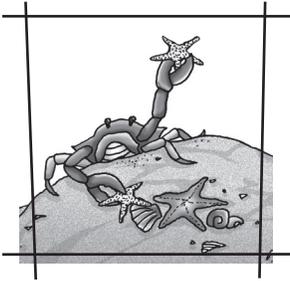
## Class Discussion



- 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

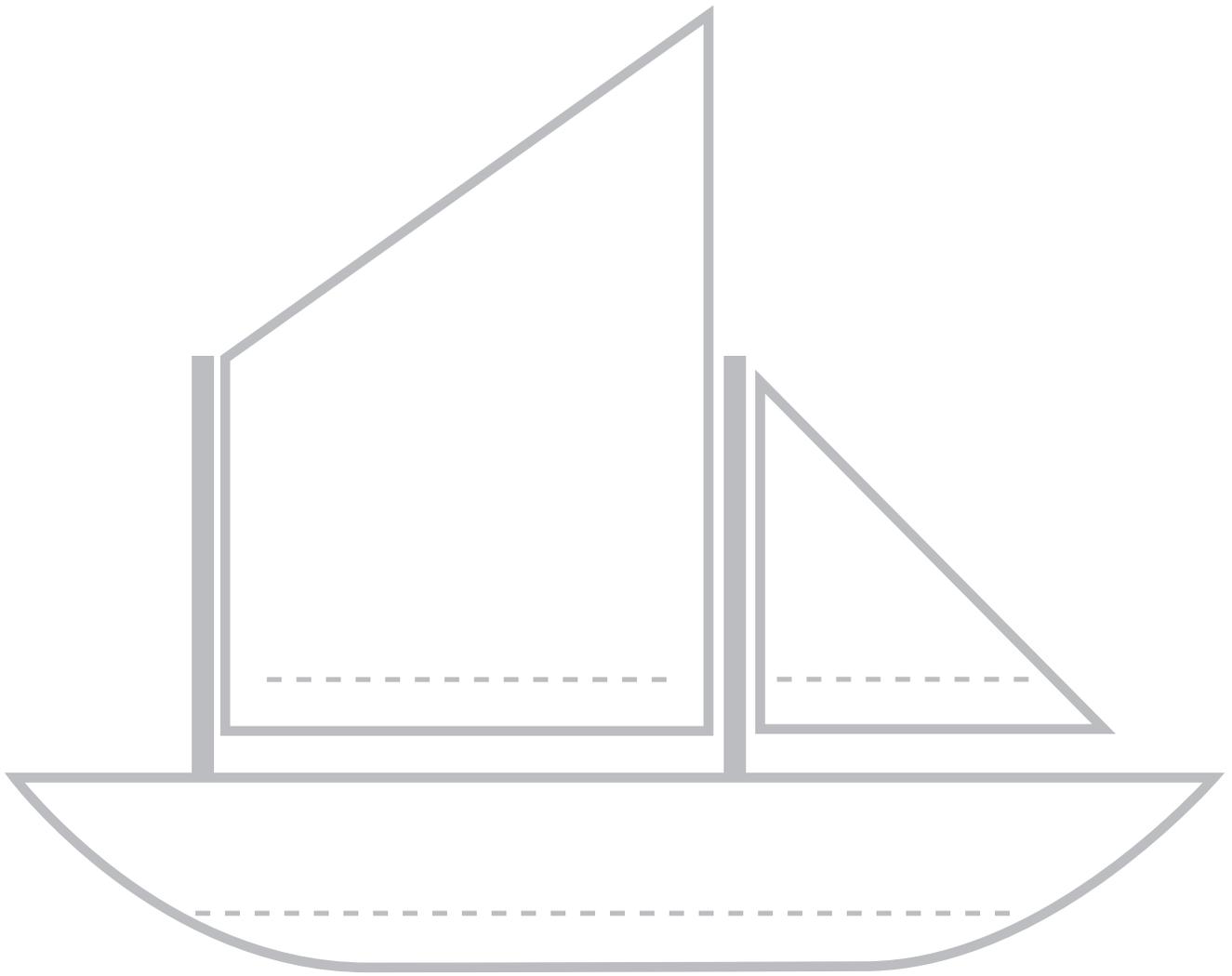
- Set the team cooperation goal for the next cycle based on your class’s needs or use **complete tasks**. Point out the related behavior on the team score sheet. Explain, or model, as necessary.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation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

The setting is now on the boat, at sea. Somewhat is seasick until Molly helps him feel better. Somewhat is enjoying himself, but he's still a little clumsy.



# Story Map



**Title:** *Somewhat the Sailor, cycle 2*

## Characters:

Somewhat the Simpleton  
 Sinbad the Sailor  
 Molly Merriweather  
 Mr. Boatswain  
 the Sea Beast  
 Sarafina Strongbow

## Setting:

Where: the East Sea  
  
 When: the past

## Problem:

Somewhat needs to help his brother, Sinbad, but he does not have confidence and is afraid of the sea.

Event: Somewhat receives a letter from his brother, Sinbad, asking him to hire a ship and a crew and rescue Sinbad.

Event: Somewhat hires a ship and a crew with the help of Molly. The crew sets sail on the Golden Fleece for the East with Somewhat as its captain.

Event: The Golden Fleece finds the Sea Beast of the East Sea and Mr. Boatswain is eaten. The Golden Fleece sails quickly away from the monster.

Event: Somewhat and the crew of the the Golden Fleece create a plan to kill the Sea Beast and avenge Mr. Boatswain.

Event: Somewhat hides and shoots an arrow into the Sea Beast's neck when it is blinded by the North Star.

## Solution:

Somewhat gains confidence in himself after he saves his crew from the Sea Beast and rescues his brother.

## 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 / *Somewhat the Sailor*

#### Reading: *Literature*

##### Key Ideas and Details

Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

#### Reading: *Foundational Skills*

##### Phonics and Word Recognition

Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

#### Writing

##### Text Types and Purposes

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

#### Language

##### Vocabulary Acquisition and Use

Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

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

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## INFORMATIONAL (6 DAY)

# Summarizing Saves the Animals: Samburu

*The Savvy Reader—Summarizing, A Collection of Readings*, pages 59–71  
Success for All Foundation, 2011

## Summary

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

## Instructional Objectives

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

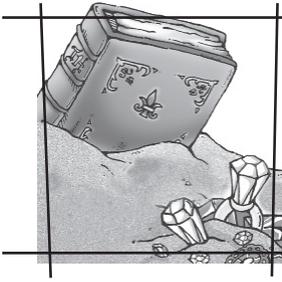
### Teacher's Note

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

### Preparation

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





## DAY 1

## ACTIVE INSTRUCTION

Timing Goal: 55 minutes

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

## Team Cooperation and Achievement Goal

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

## Set the Stage

- Introduce the reading objective.

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

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

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

## Using the Targeted Strategy

## Introduction and Definition

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

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

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

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

### Preview Team Talk

- Introduce the video.

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

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

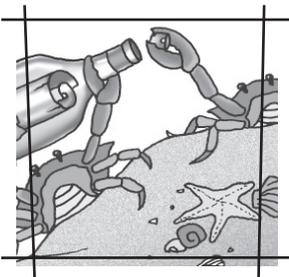
- Build or activate knowledge about the Samburu Wildlife Reserve.
  - Search for articles and photos of Samburu on the Internet. Use a search engine like Google.com to find the information.
  - Tell students that the Samburu Wildlife Reserve is located in a hot and dry part of Kenya, East Africa, about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

- Use **Random Reporter** to select students to share, and then play the rest of part 1. Show the idea tree you filled in with the topic.
- Tell students to save their idea trees because they will continue filling them in during day 2.
- Award team celebration points.
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page S-17.

## TEAM TALK

1. What text features did you find in the article that helped you identify the topic? (Team Talk rubric)
2. Adam had a different opinion about the topic of the article. What did Adam think the topic was? Why did he think that? (Team Talk rubric)
3. Adam, Tori, Rachel, and Zach have to summarize Dr. Nick's article. To develop the summary, which of the following questions should they ask themselves?  
|SU|
  - a. What do leopards do at night in the Samburu Reserve?
  - b. What is the most-important information about leopards?
  - c. Do leopards eat at night?
  - d. Why don't leopards sleep at night?
 Why did you pick that question? (**Write-On**) (Team Talk rubric)



## TEAMWORK

Timing Goal: 35 minutes

### Team Discussion **TP**

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

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

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

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

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

- Introduce Bakiri's Challenge.

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

Student Edition, page S-17.

- Read Bakiri's Challenge aloud.

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

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

### Class Discussion **TP**



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

- Use **Random Reporter** to have teams share the topic they identified.
- Use **Random Reporter** to select a team to share responses to each question.
- Students should listen to the team selected and provide feedback based on the rubric.
- Award team celebration points.



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

Answers may vary. Accept reasonable responses.

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

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

TEAM TALK
<p>1. What text features did you find in the article that helped you identify the topic? (Team Talk rubric)</p> <p><b>100 points</b> = <i>The text features I found in the article that helped me identify the topic were the title, subtitles, captions, and sidebars. They gave me clues that helped me identify the topic.</i></p> <p><b>90 points</b> = <i>The text features I found in the article that helped me identify the topic were the title, subtitles, captions, and sidebars.</i></p> <p><b>80 points</b> = <i>The title, subtitles, captions, and sidebars.</i></p> <p>2. Adam had a different opinion about the topic of the article. What did Adam think the topic was? Why did he think that? (Team Talk rubric)</p> <p><b>100 points</b> = <i>Adam thought the topic of the article was Samburu leopards instead of just leopards. He thought that because Dr. Nick studies the leopards that live in the Samburu Reserve. Zach points out that only one heading is about Samburu leopards.</i></p> <p><b>90 points</b> = <i>Adam thought the topic of the article was Samburu leopards instead of just leopards. He thought that because Dr. Nick studies the leopards that live in the Samburu Reserve.</i></p> <p><b>80 points</b> = <i>Samburu leopards instead of just leopards. Dr. Nick studies Samburu leopards.</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. Adam, Tori, Rachel, and Zach have to summarize Dr. Nick’s article. To develop the summary, which of the following questions should they ask themselves?

|SU|

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

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

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

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

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

- Summarize the lesson for students.

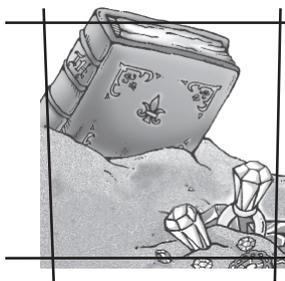
**We have discussed examples of summaries in our daily lives. We have been introduced to some students who must write a summary of an article to help save the animals of the Samburu Wildlife Reserve. You have identified the topic of an article and asked questions about leopards or questions you think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

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

**TEAM CELEBRATION POINTS**

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

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



## DAY 2

# ACTIVE INSTRUCTION

Timing Goal: 55 minutes

### Team Cooperation and Achievement Goal

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

### Set the Stage

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

### Using the Targeted Strategy



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

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

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

### Preview Team Talk

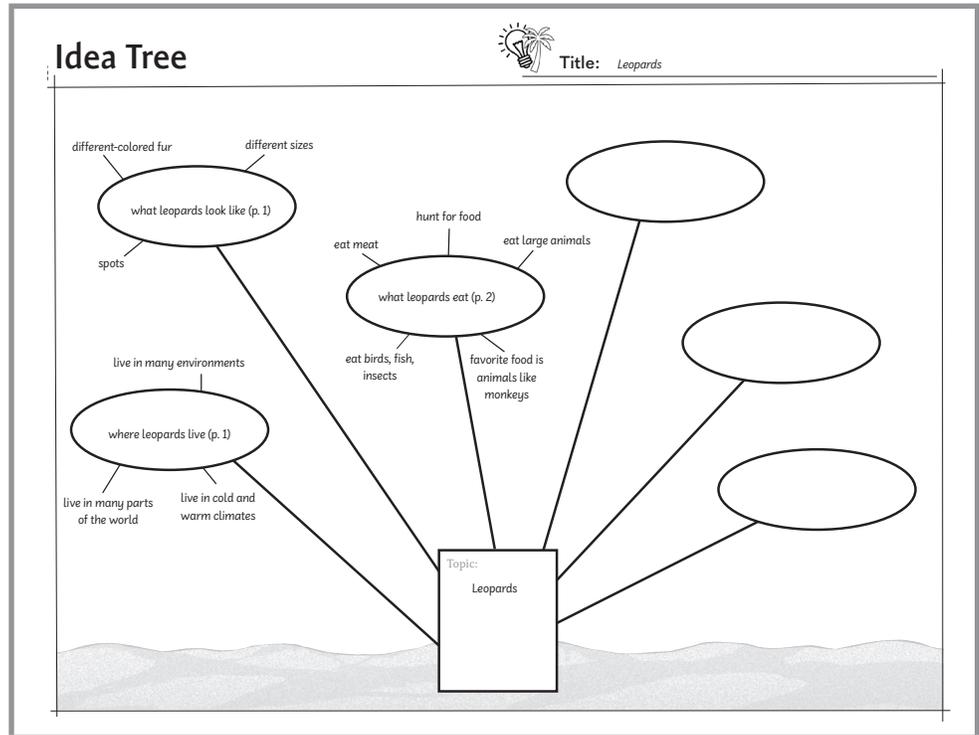
- Introduce the video.

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



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

Blackline master provided.

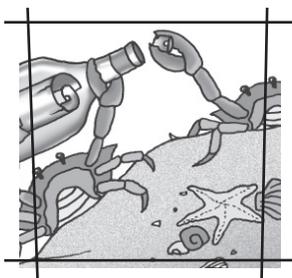


- Award team celebration points.
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #4, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if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

Student Edition, page S-17.

**TEAM TALK**

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

**TEAMWORK**

Timing Goal: 35 minutes

**Team Discussion TP**

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

<h2>Summarizing</h2> 	<h2>Informational</h2> <ol style="list-style-type: none"> <li>1. <b>Retell</b> important events or ideas.             <ul style="list-style-type: none"> <li>• Title</li> <li>• Headings</li> <li>• Bold text</li> <li>• Captions</li> <li>• Sidebars</li> </ul> </li> <li>2. <b>Leave out</b> less-important information.</li> <li>3. Keep it <b>short</b>.</li> </ol>
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- Introduce Bakiri’s Challenge. Have partners read and restate “There’s a Wild Thing in My Bedroom!,” identify the important ideas and supporting details, and record them on an idea tree.

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

Student Edition, page S-17.

- Read Bakiri’s Challenge aloud.

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

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

### Class Discussion **TP**



- Introduce the strategy use discussion by telling students they will talk about Bakiri’s Challenge.
- Use **Random Reporter** to have teams share the important events or ideas and supporting details on their idea trees. Tell students to save their idea trees.
- Use **Random Reporter** to select a team to share responses to each question.
- Students should listen to the team selected and provide feedback based on the rubric.
- Award team celebration points.



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

Answers may vary. Accept reasonable responses.

#### Strategy Use Discussion

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

#### Team Talk Discussion

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

## TEAM TALK

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

**Write-On Discussion**

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

**TEAM TALK CONTINUED**

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

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

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

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

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

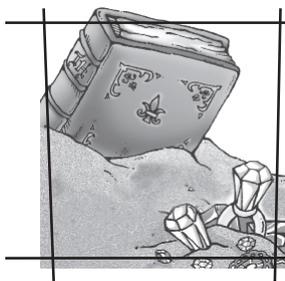
- Summarize the lesson for students.

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

**TEAM CELEBRATION POINTS**

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

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



## DAY 3

## ACTIVE INSTRUCTION

Timing Goal: 55 minutes

## Team Cooperation and Achievement Goal

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

## Set the Stage

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

## Using the Targeted Strategy

## Introduction and Definition



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

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

Accept students' answers while guiding them to understand. *Restating actually begins the process of summarizing because you're picking out the most important events or ideas—those that the author wants you to remember. Restating is also a way to make sure that you understand what you read.*

**Are you starting to summarize when you talk with your friends or family? Can you give an example, like summarizing what you did one day, or a TV show you watched, or a funny thing that happened to you? Did you include only the most important ideas or events and details?** Answers will vary.

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

## Preview Team Talk

- Introduce the video.

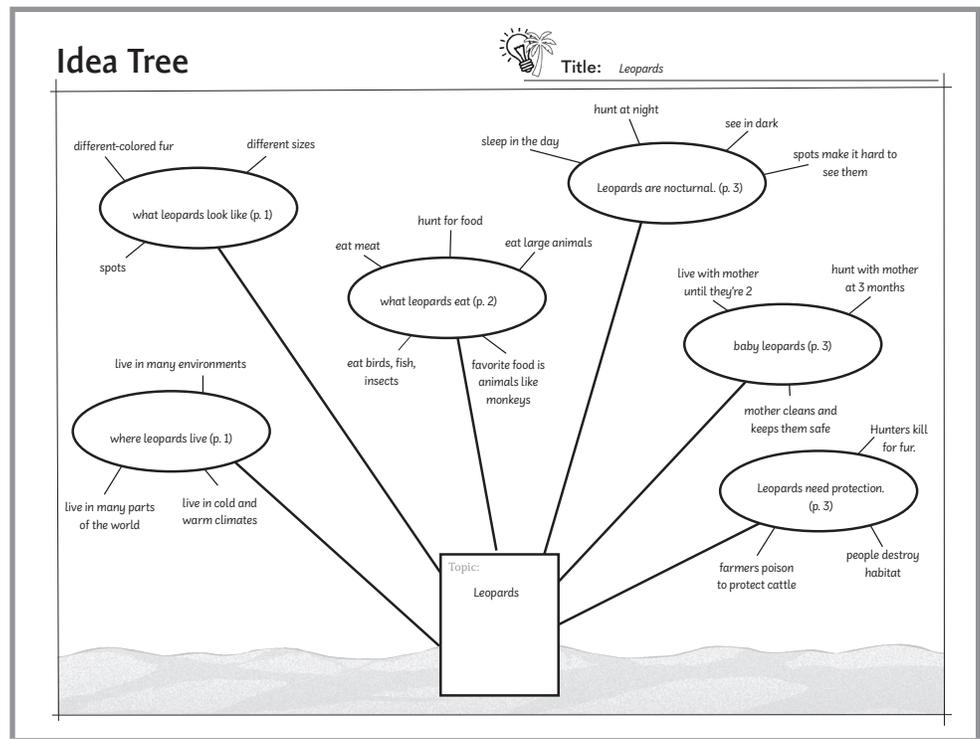
**Rachel, Zach, Tori, and Adam have read the first two pages of Dr. Nick's article about leopards. But there are two pages left for them to read, restate, and identify the important events or ideas and supporting details. I have a feeling Bakiri will ask you to work right along with the Samburu students. So get the**

article and the idea tree that you've begun ready, and make sure you have sticky notes and your Summarizing Strategy Card. Time is ticking away, and I'm surprised that Dr. Nick still doesn't know that he's missing the summary of this article. He really is absentminded!

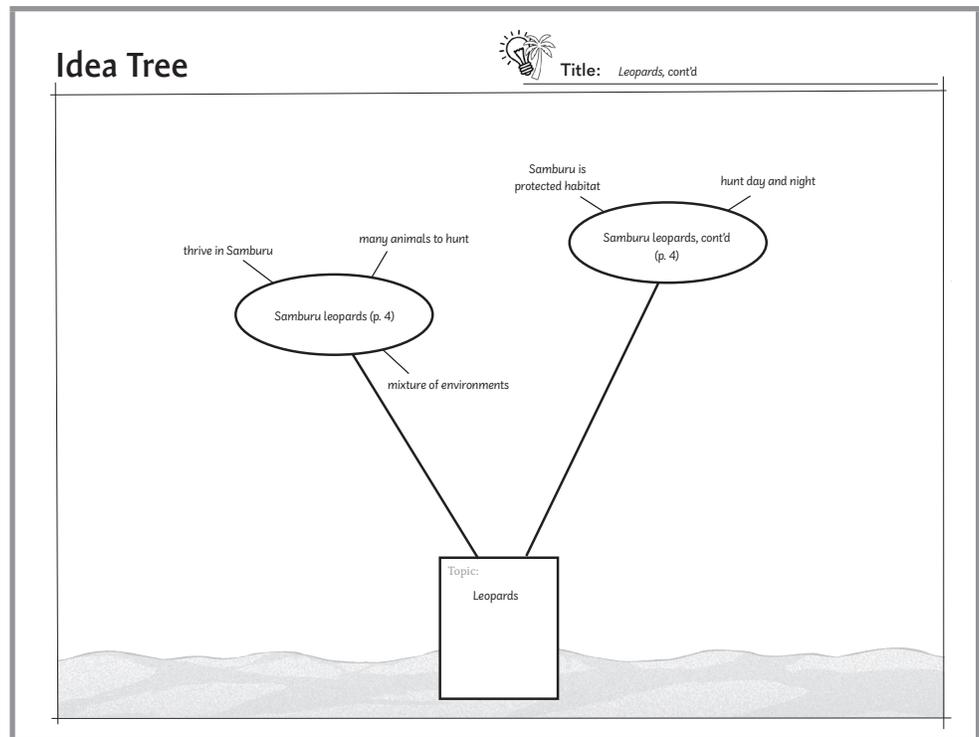


- Play “Part 3: Read and Restate Important Ideas, Pages 3 and 4” (6 minutes).
  - Bakiri will ask students to read pages 3 and 4 of Dr. Nick’s article with their partners, record important events or ideas and supporting details on their idea trees, discuss what they selected with their team, and reach consensus.
- Stop the video as indicated, and model completing the activities, or have students complete them. Then show the rest of part 3. When it concludes, show students the idea tree filled in, as in the video, telling students to compare their work with it. Use **Team Huddle** to have students discuss any differences. Use **Random Reporter** to select students to share.

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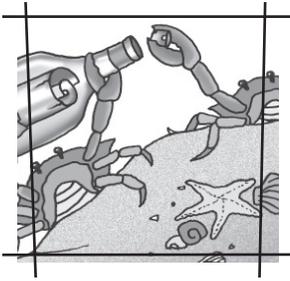


- Have students save their idea trees because they will use them to write a summary on day 4.
- Award team celebration points.
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #2, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page S-18.

## TEAM TALK

1. Tori suggested that her team combine two ideas: "Leopards need protection from people who cut down forests," and "Leopards need protection from people who build on the land leopards live on," into one statement. Do you remember how Tori combined them? Do you think that was a good suggestion? Why or why not? (Team Talk rubric)
2. Bakiri said that when you fill in the idea tree, it's okay to put ideas and details in your own words. When you compared your idea tree for pages 3 and 4 with the one in the video, did you find that you picked out some of the same ideas and details, but put them in different words? Which ideas and details? Did you use more or fewer words than the students at Samburu? (**Write-On**) |SU| (Team Talk rubric)



# TEAMWORK

Timing Goal: 35 minutes

## Team Discussion **TP**

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

<p><b>Summarizing</b></p> 	<p><b>Informational</b></p> <ol style="list-style-type: none"> <li>1. <b>Retell</b> important events or ideas. <ul style="list-style-type: none"> <li>• Title</li> <li>• Headings</li> <li>• Bold text</li> <li>• Captions</li> <li>• Sidebars</li> </ul> </li> <li>2. <b>Leave out</b> less-important information.</li> <li>3. <b>Keep it short.</b></li> </ol>
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- Introduce Bakiri’s Challenge. Have teams compare the idea trees they filled in for “There’s a Wild Thing in My Bedroom!” with the one that was filled in by the Samburu students. Ask teams to discuss any differences and make changes to their idea trees as needed.

**Bakiri has sent us another challenge.**

- Student Edition, page S-18.
- Read Bakiri's Challenge aloud.

Some time ago, when Rachel, Zach, Tori, and Adam first arrived in Samburu, Bakiri asked them to read and restate chapter 1 of his book, *Animals of Samburu*. They did as Bakiri asked and filled in an idea tree for the chapter "There's a Wild Thing in My Bedroom!" With your team, compare your idea tree for the text with the one filled in by Rachel, Zach, Tori, and Adam. Discuss the differences. Would you change anything on your idea tree now? Explain why.

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

### Class Discussion **TP**



- Introduce the strategy use discussion by telling students they will talk about Bakiri's Challenge.
- Use **Random Reporter** to have teams share the differences between their idea trees and those of the Samburu students and any changes they made to their idea trees. Have students save their idea trees.
- Use **Random Reporter** to select a team to share responses to each question.
- Students should listen to the team selected and provide feedback based on the rubric.
- Award team celebration points.
- Add individual rubric scores to the teacher cycle record form.
- Students record their rubric scores on the team score sheet.



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

Answers may vary. Accept reasonable responses.

**Strategy Use Discussion**

- resolve a sticky note
- describe team strategy use

**Team Talk Discussion**

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

**Write-On Discussion**

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

## TEAM TALK

1. Tori suggested that her team combine two ideas: “Leopards need protection from people who cut down forests,” and “Leopards need protection from people who build on the land leopards live on,” into one statement. Do you remember how Tori combined them? Do you think that was a good suggestion? Why or why not? (Team Talk rubric)

**100 points** = *I think Tori’s suggestion was good. She thought the ideas had something in common. They are both about people destroying the leopards’ habitat. Tori said they could keep it short by combining the two ideas into “Leopards need protection from people who destroy their habitat.”*

**90 points** = *I think Tori’s suggestion was good. She thought the ideas had something in common.*

**80 points** = *It was good. The ideas had something in common.*

2. Bakiri said that when you fill in the idea tree, it’s okay to put ideas and details in your own words. When you compared your idea tree for pages 3 and 4 with the one in the video, did you find that you picked out some of the same ideas and details, but put them in different words? Which ideas and details? Did you use more or fewer words than the students at Samburu? **(Write-On) |SU|** (Team Talk rubric)

**100 points** = *Yes. I found that I said some ideas differently on my idea tree. I did not have as many details about what a mother leopard does for her babies. I said that mother leopards care for their babies. I used fewer words to tell my main idea.*

**90 points** = *Yes. I found that I said some ideas differently on my idea tree. I did not have as many details about what a mother leopard does for her babies.*

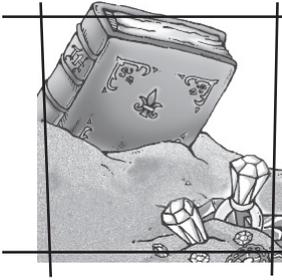
**80 points** = *Yes, I said some ideas differently. I had fewer details about mother leopards.*

- Summarize the lesson for students.

**Rachel, Zach, Tori, and Adam restated what they had read with their partners. They identified the important ideas and supporting details as they read. They decided which ideas were most important by thinking about what was important to the author, and they looked for details that supported the ideas. To keep it short, they combined ideas that had something in common.**

## TEAM CELEBRATION POINTS

<p>Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.</p>	<ul style="list-style-type: none"> <li>• How many points did you earn today?</li> <li>• How well did you use the team cooperation goal and behavior?</li> <li>• What did you do to work toward your achievement goal?</li> </ul>
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## DAY 4

## ACTIVE INSTRUCTION

Timing Goal: 55 minutes

## Team Cooperation and Achievement Goal

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

## Set the Stage

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

## Using the Targeted Strategy

Introduction and Definition



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

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

**Are four heads better than one? How was your team helpful in completing the idea tree?** Answers will vary.

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

## Preview Team Talk

- Introduce the video.

**Rachel, Zach, Tori, and Adam have read Dr. Nick's article, picked out all the important ideas, and recorded them on an idea tree. Now it's time for them to turn their idea tree into a written summary for Dr. Nick. But can they do it by the deadline? Will Dr. Nick find the fax machine, get the students' summary, and make it to the meeting on time? We'll find out today! So get the article and idea tree that you've begun ready, and make sure you have sticky notes and your Summarizing Strategy Card.**

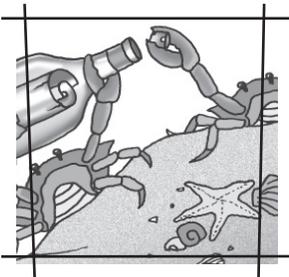


- **Play** “Part 4: Review and Learn: Summarize” (6 minutes).
  - Bakiri will ask students to review their idea trees, see if Dr. Nick answered their questions, and choose one or two branches of their ideas trees to write a summary.
- Stop the video while students individually review their idea trees and summarize one or two branches. Have them trade summaries with their partners and give each other feedback. At Bakiri’s prompt, show students the Samburu students’ summary so they can compare their summaries with it. Play the concluding segment of the video.
- Award team celebration points.
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #1, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students’ reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page S-18.

### TEAM TALK

1. How does your written summary compare with that of Rachel, Zach, Tori, and Adam? Is your summary longer or shorter? Is it as clear as theirs or clearer? Does it have fewer or more details? (**Write-On**) (Team Talk rubric)
2. How did your partner’s feedback help you improve your summary? (Team Talk rubric)
3. Did Dr. Nick answer your questions about leopards? What did you learn? If he didn’t answer your questions, what’s one interesting fact that you learned about leopards? (Team Talk rubric)



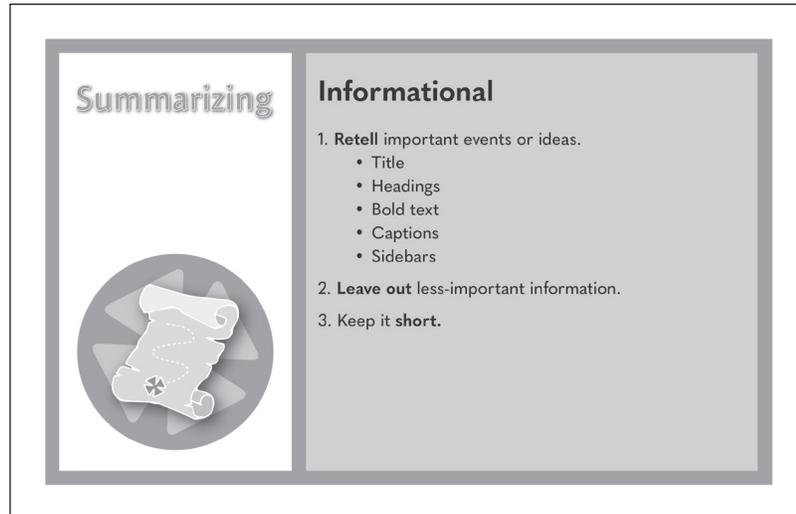
## TEAMWORK

Timing Goal: 35 minutes

### Team Discussion **TP**

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

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



- Introduce Bakiri's Challenge. Have partners pick one branch of the idea tree they filled in for the text and write a summary of it together.

**Bakiri has one last challenge for you.**

Student Edition, page S-18.

- Read Bakiri's Challenge aloud.

Because you've become so good at summarizing, Bakiri would like you and your partner to select a branch or two of the idea tree you filled in for "There's a Wild Thing in My Bedroom!" and to write a summary of it. First, talk about what to write. Then, write your summary on every other line of a piece of paper. Use the blank lines underneath to revise it.

- Monitor the discussions for understanding. Remind students to use their Summarizing Strategy Cards.
- Have partners trade summaries with their teammates and give one another helpful feedback. Monitor the discussions, and give support as needed.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

**Class Discussion TP**



- Introduce the strategy use discussion by telling students they will talk about Bakiri's Challenge.
- Use **Random Reporter** to have teams read their summaries aloud.
- Use **Random Reporter** to select a team to share responses to each question.



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

Answers may vary. Accept reasonable responses.

**Write-On Discussion**

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

**Strategy Use Discussion**

- resolve a sticky note
- describe team strategy use

**Team Talk Discussion**

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

**TEAM TALK**

1. How does your written summary compare with that of Rachel, Zach, Tori, and Adam? Is your summary longer or shorter? Is it as clear as theirs or clearer? Does it have fewer or more details? (**Write-On**) (Team Talk rubric)
  - 100 points** = *My written summary is similar to the summary written by Rachel, Zach, Tori, and Adam. My summary is a little shorter than theirs. Sometimes I included fewer details than they did when I wrote about the main ideas and important details. I didn't think a lot of details needed to be in the summary.*
  - 90 points** = *My written summary is similar to the summary written by Rachel, Zach, Tori, and Adam. My summary is a little shorter than theirs.*
  - 80 points** = *It is similar to their summary. It is a little shorter.*
2. How did your partner's feedback help you improve your summary? (Team Talk rubric)
  - 100 points** = *My partner's feedback helped me improve my summary because my partner told me when I included too many interesting details that were less important. My partner made sure my summary just had important details in it.*
  - 90 points** = *My partner's feedback helped me improve my summary because my partner told me when I included too many interesting details that were less important.*
  - 80 points** = *My partner told me when I included too many details.*
3. Did Dr. Nick answer your questions about leopards? What did you learn? If he didn't answer your questions, what's one interesting fact that you learned about leopards? (Team Talk rubric)
  - 100 points** = *One interesting fact I learned about leopards is that leopards are good tree climbers. I learned that they take their food up into trees so they can eat it without being bothered by other animals.*
  - 90 points** = *One interesting fact I learned about leopards is that leopards are good tree climbers.*
  - 80 points** = *Leopards are good tree climbers.*

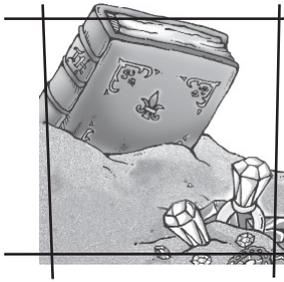
- Summarize the lesson for students.

**Dividing up the writing made summarizing the article easier for us and for the Samburu students. Each of you took a branch or two from your idea tree and used the information there to write a whole-sentence, paragraph-length summary. Good job!**

Blackline master provided.

- Award the Wildlife Department certificates to students for helping share information about the animals of the Samburu Wildlife Reserve.

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



## DAY 5

# ACTIVE INSTRUCTION

Timing Goal: 45 minutes

### Team Cooperation and Achievement Goal

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

### Set the Stage

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

### Using the Targeted Strategy

#### Introduction and Definition

- Remind students that they have been learning to write summaries while watching the videos.

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

- Refer students to the Summarizing Strategy Card, and review how to summarize informational texts.
- Remind students to use their Summarizing Strategy Cards while they partner read today. Tell them to talk to their partners about the summarizing strategies that they use as they read.

### Preview Team Talk

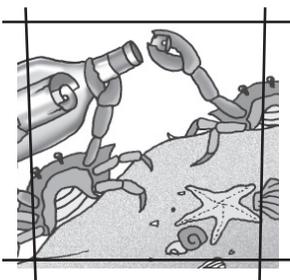
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide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

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

Student Edition, page S-19.

## TEAM TALK

1. What is one question you had before you began reading? |QU| (Team Talk rubric)
2. On your idea tree, write the main idea and important supporting details from the section titled “Steadfast and Predictable.” |MI| (Team Talk rubric)
3. Use the information you have written on your idea tree to write a brief summary of the section “Threatened Tortoises.” **(Write-On)** |SU| (Summarizing rubric)



## TEAMWORK

Timing Goal: 45 minutes

### Partner Reading **TP**

*A Collection of Readings,*  
page 68.

- Use the first paragraph of “Ancient Giants: Galápagos Tortoises” to model summarizing with a student. Read the passage aloud. Model restating the ideas in the paragraph in your own words.

**Let’s see if I can identify the topic of this article. I can tell the topic is giant tortoises from the heading.**

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

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

**When reading informational texts, you should use an idea tree or other graphic organizer to record important ideas. Remember to check each main idea by adding supporting details to your organizer. To help you find main ideas and supporting details, use titles, headings, bold text, captions, and sidebars. You can remember all these elements by looking at your Summarizing Strategy Card.**

- Have students read:

**“Ancient Giants: Galápagos Tortoises” on pages 68 and 69 aloud with partners.**

- Tell students to write their predictions and the clues that help them make these predictions in their journals.

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

### Team Discussion **TP**

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

### Class Discussion **TP**



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

Answers may vary. Accept reasonable responses.

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

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

## TEAM TALK

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

**100 points** = *One question I had before I began reading was why the Galápagos tortoises are called ancient giants in the heading. I want to know how old and big they are.*

**90 points** = *One question I had before I began reading was why the Galápagos tortoises are called ancient giants in the heading.*

**80 points** = *Why are Galápagos tortoises called ancient giants?*

2. On your idea tree, write the main idea and important supporting details from the section titled “Steadfast and Predictable.” |MI| (Team Talk rubric)

**100 points** = *The main idea of the section is that the Galápagos tortoises lead very simple lives. These tortoises do the same things every day. They walk to the same places to feed or swim. They have done this so much that they have worn paths into the land. Galápagos tortoises have predictable behaviors. Whenever the tortoises need a cleaning, they will allow finches to land on them to eat the ticks or parasites on them.*

**90 points** = *The main idea of the section is that the Galápagos tortoises lead very simple lives.*

**80 points** = *Galápagos tortoises lead very simple lives.*

3. Use the information you have written on your idea tree to write a brief summary of the section “Threatened Tortoises.” (Write-On) |SU| (Summarizing rubric)

**100 points** = *Galápagos tortoises are threatened in the wild. Many people landed on the islands to kill the tortoises for food. When people settled the islands, they brought nonnative species with them. These animals, which are still there, kill the tortoises and eat their eggs. They eat the plants the tortoises need for food and shelter. Scientists are working to breed tortoises and release them into the wild when they are big enough to protect themselves. They also have programs to rid the island of nonnative species.*

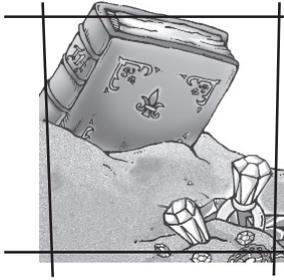
**90 points** = *Galápagos tortoises are threatened in the wild. When people settled the islands, they brought nonnative species with them. Scientists are working to breed tortoises and release them into the wild when they are big enough to protect themselves.*

**80 points** = *Galápagos tortoises are threatened in the wild. Charles Darwin studied fifteen species of giant tortoise.*

## TEAM CELEBRATION POINTS

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

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



## DAY 6

# ACTIVE INSTRUCTION

Timing Goal: 45 minutes

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### Team Cooperation and Achievement Goal

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

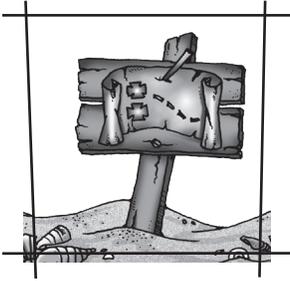
### Set the Stage

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

**Today we will read "Seagoing Marine Iguanas." We will think about the important ideas or events so we can write a summary after reading.**

### Prepare Students for the Test

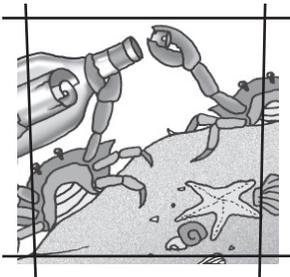
- Distribute the test, and preview it with students without providing information about the answers. Point out that question #4 ask about summarizing.
- Ask students to underline key words or phrases in question #4.
- Make sure students understand that the test is independent work and that they should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



## TEST

Timing Goal: 20 minutes

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



## TEAMWORK

Timing Goal: 30 minutes

### Team Discussion **TP**

Teacher procedures for Teamwork vary with strategy instruction.

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

#### After the Test

##### INDEPENDENT STRATEGY USE

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

##### SKILL-QUESTION DISCUSSION

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

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

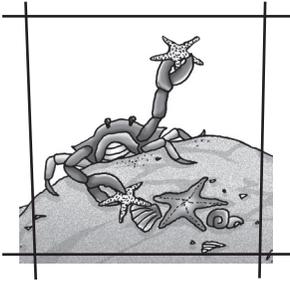


- Ask students to state the question in their own words and tell what key words or phrases they underlined.
- Have students read their answers to the question. Ask the teams to think about what they like about their answers and what they wish they had said differently. Tell them to use their colored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

### Class Discussion **TP**



- Collect the test answers.
- Use **Random Reporter** to have students share a word or phrase that needed clarification.
- Award team celebration points.
- Use **Random Reporter** to review assessment answers as time permits.
- Award team celebration points.
- Have students share with their teammates which vocabulary words they found in the text and on what page. Use **Random Reporter** to select a few students to share with the class.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.
- Use information from student tests to plan modeling and/or Think Alouds for the next lesson that will build upon the skills students need. If necessary, add or modify questions on the next student test to address a particular skill, quality of expression, or question format.



# SUCCESS REVIEW AND KEEPING SCORE

Timing Goal: 20 minutes

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

## Success Review and Keeping Score

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

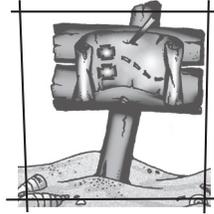
## Team Cooperation Goal

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

### TEAM CELEBRATION POINTS

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

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



# TEST

## Test Passage

Read the test passage, “Seagoing Marine Iguanas” on pages 70 and 71, and complete a graphic organizer. Then reread the passage, and add more ideas to your organizer.

### Comprehension Questions

Answers may vary.  
Accept reasonable responses.

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

30 points

1. What text features helped you predict the topic of this article? Write the topic on your idea tree. |PR • TF|

**30 points** = *The text features that help me predict the topic of this article are the heading and subheadings. The headings tell me that I will read about marine iguanas. Most of the subheadings mention marine iguanas.*

**25 points** = *The text features that help me predict the topic of this article are the heading and subheadings.*

**20 points** = *The heading and subheadings.*

30 points

2. On your idea tree, write the main idea and important supporting details from the section titled “Specially Built for the Water.” |MI| (Team Talk rubric)

**30 points** = *The main idea of the section is that marine iguanas have certain features that help them swim and feed in the water. An important supporting detail from the section is that iguanas can spend up to half an hour or longer feeding under the water.*

**25 points** = *The main idea of the section is that marine iguanas have certain features that help them swim and feed in the water.*

**20 points** = *Marine iguanas have certain features that help them swim and feed in the water.*

10 points

3. What is the main idea of paragraph 3? |MI|
  - a. *how iguanas reached the Galápagos Islands*
  - b. *ways marine iguanas are different from land iguanas*
  - c. *how dark skin helps marine iguanas survive*
  - d. *which foods marine iguanas need to eat every day*

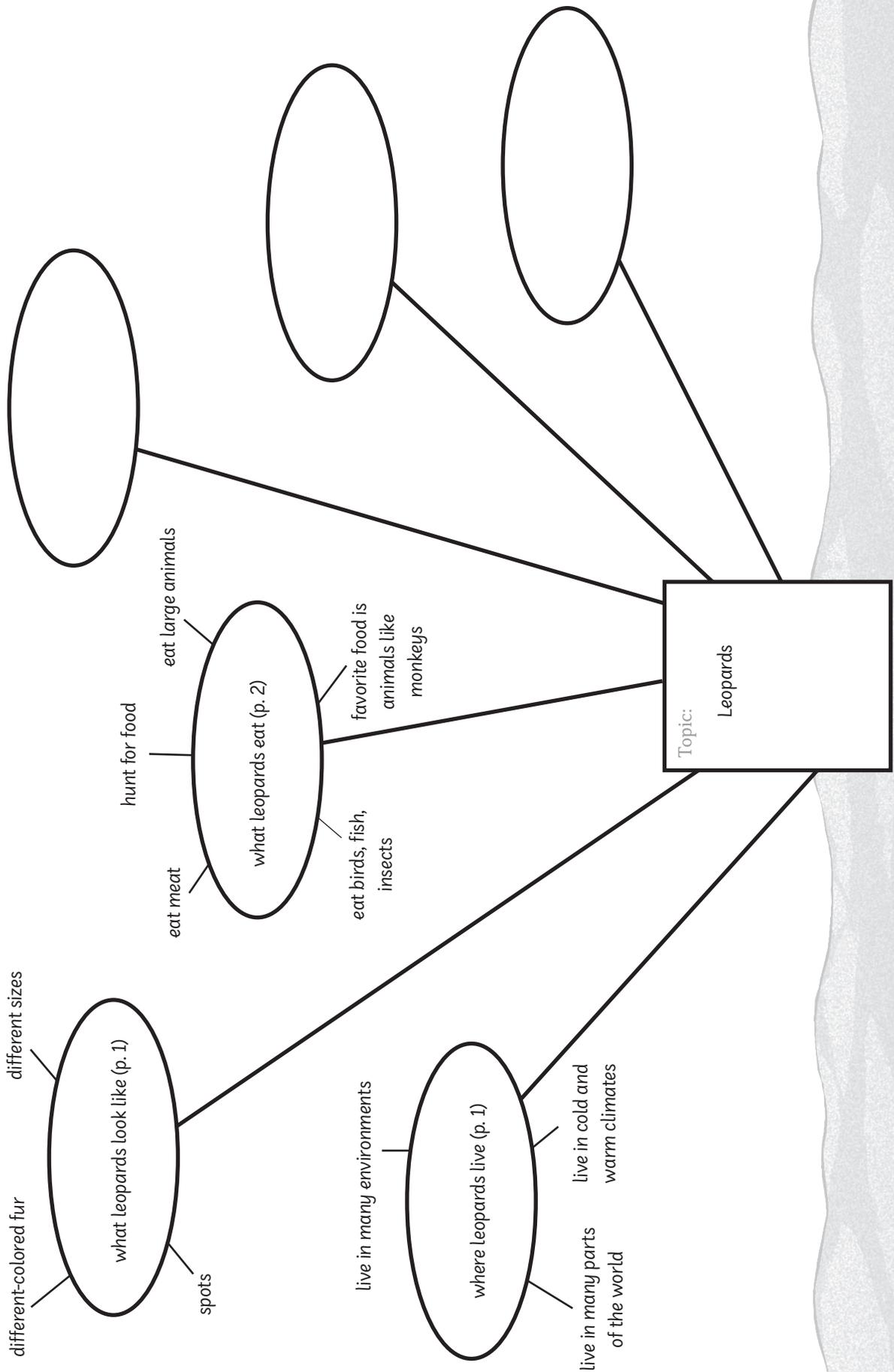
**30 points**

4. Use the information you wrote on your idea tree to write a brief summary of the section titled “Life for Marine Iguanas.” **(Write-On)** |SU| (Summarizing rubric)
- 30 points** = *Marine iguanas live in large, social colonies. Territory is only important during the mating season. Males may have small fights for territory. Marine iguanas have few predators. Their biggest threat comes from nonnative animals that attack them.*
- 25 points** = *Marine iguanas live in large, social colonies. Marine iguanas have few predators.*
- 20 points** = *Marine iguanas live in large, social colonies. They cuddle together for warmth.*

# Idea Tree



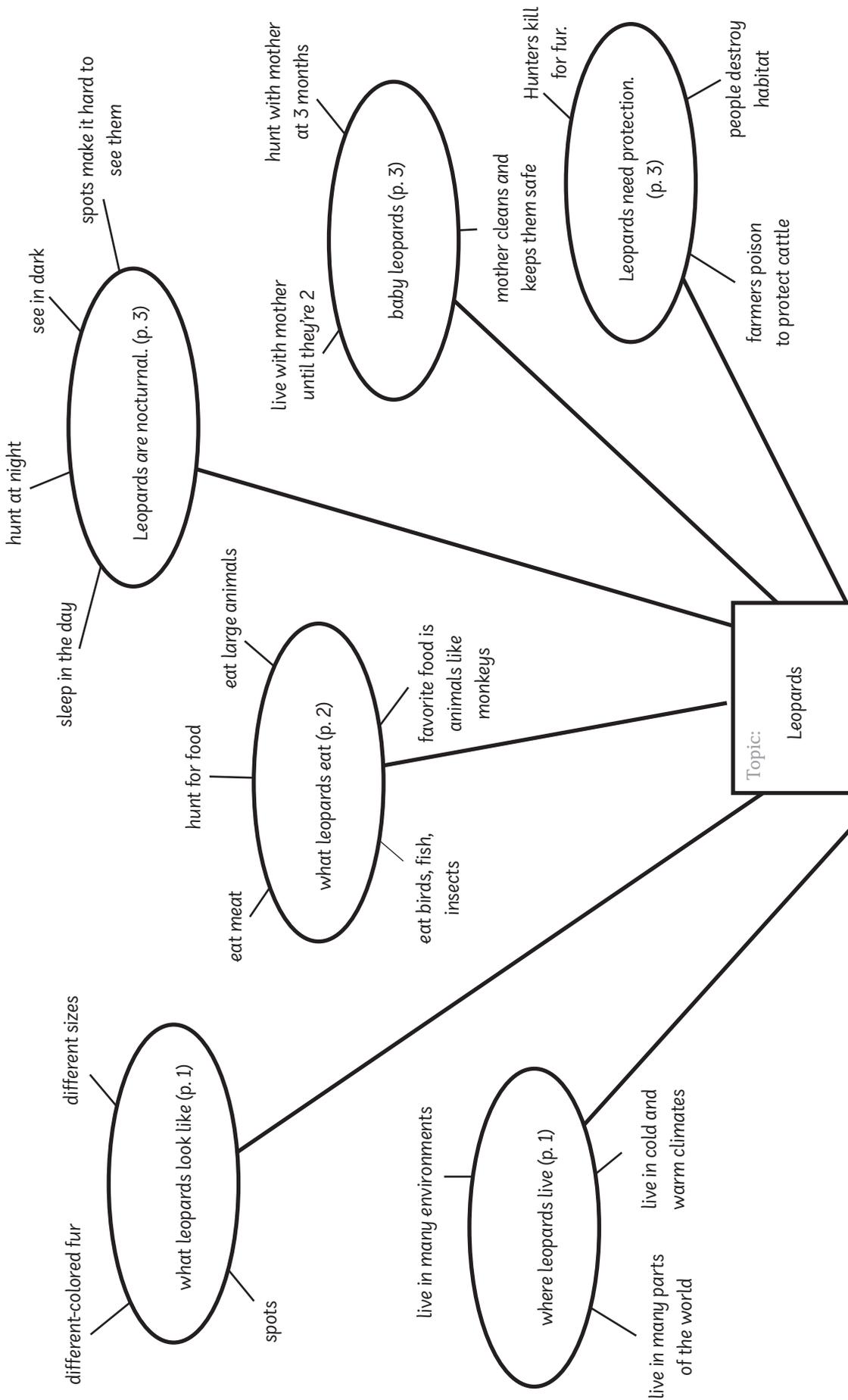
Title: Leopards





Title: Leopards

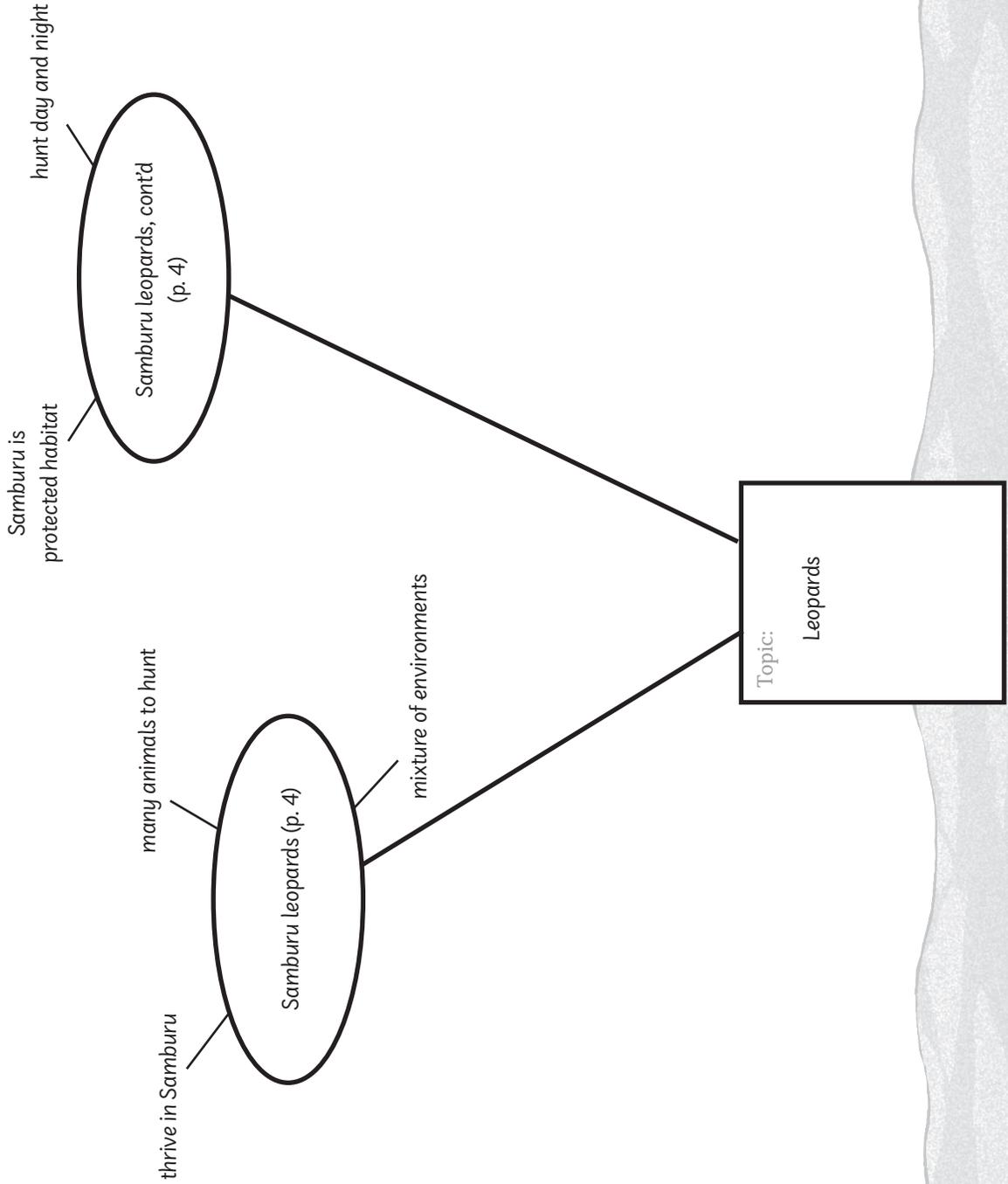
# Idea Tree





Title: Leopards, cont'd

# Idea Tree



# The Wildlife Department awards

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for being a good friend  
and protector of the  
animals in Samburu  
Wildlife Reserve.



# The Wildlife Department awards

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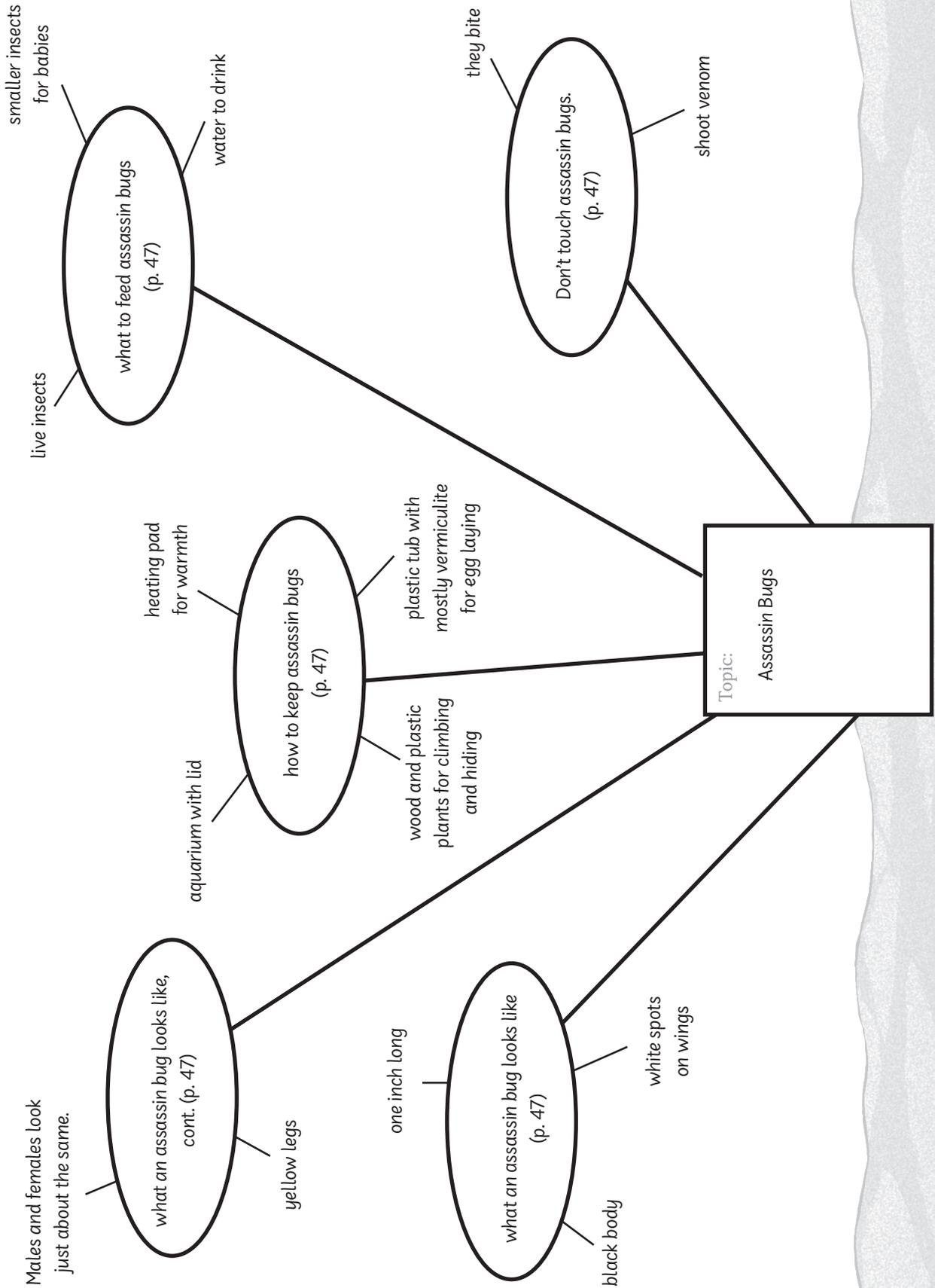
for being a good friend  
and protector of the  
animals in Samburu  
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# Idea Tree



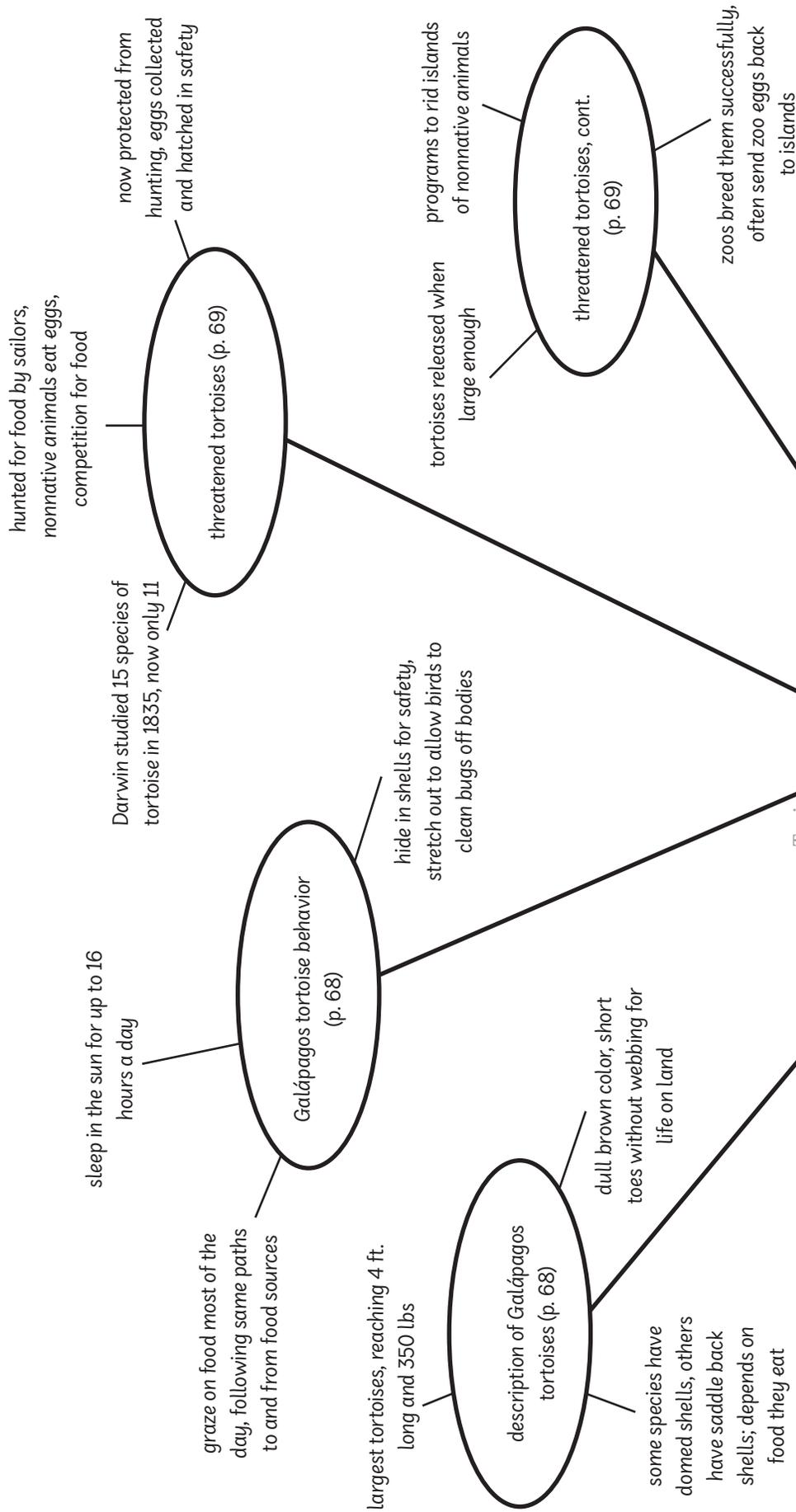
Title: "There's a Wild Thing in My Bedroom!"





Title: Ancient Giants: Galápagos Tortoises

# 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 / *Summarizing Saves the Animals: Samburu*

#### **Reading:** *Informational*

#### **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.

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## INFORMATIONAL (7 DAY)

# World Capitals: Europe

Written by Min Ha Li

*The Savvy Reader—Summarizing, A Collection of Readings*, pages 73–97

Success for All Foundation, 2011

## Summary

From Amsterdam to Athens and Paris to Prague, learn about a few of Europe’s finest capital cities. Find out how many people live in these cities, what the cities are like, and how their histories have shaped the way these cities are today.

## Instructional Objectives

	READING	WORD POWER	WRITING
CYCLE 1	<p><b>Summarizing (SU)</b></p> <p>Students will determine the information to include in a summary.</p>	<p><b>Base word + ending</b></p> <p>Students will break words into base words and endings and use the endings <i>-ed</i>, <i>-ic</i>, and <i>-s</i> to increase their understanding of words.</p>	<p><b>Write a summary.</b></p> <p>Students will write summaries about their state’s capital, telling the most-important information a tourist might be interested in learning about a city.</p>
CYCLE 2	<p><b>Summarizing (SU)</b></p> <p>Students will summarize sections of the text using main ideas and supporting details.</p>	<p><b>Connotation and denotation</b></p> <p>Students will think about the connotations of words to increase their understanding.</p>	<p><b>Write an interview.</b></p> <p>Students will write interviews, or lists of questions they’d like to ask a mayor of one of the capital cities they read about this cycle. Then students will pretend that they are the mayor and answer the questions.</p>



# Cycle 1

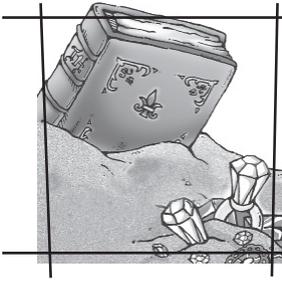
## Instructional Objectives

	READING	WORD POWER	WRITING
CYCLE 1	<b>Summarizing (SU)</b>	<b>Base word + ending</b>	<b>Write a summary.</b>
	Students will determine the information to include in a summary.	Students will break words into base words and endings and use the endings <i>-ed</i> , <i>-ic</i> , and <i>-s</i> to increase their understanding of words.	Students will write summaries about their state's capital, telling the most-important information a tourist might be interested in learning about a city.

### Teacher's Note

- Students will need to do a small amount of research about their state capital. Make available to students books or other resources about their state capital, such as access to state websites. The following website has information about states and their capitals: [www.infoplease.com/states.htm](http://www.infoplease.com/states.htm).





## DAY 1

# ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Students discuss responses to the Big Question.

### Big Question

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

#### THE BIG QUESTION

If you could travel to anywhere in Europe, where would you go? Why?



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

### Team Cooperation and Achievement Goal

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

### Set the Stage

- Introduce the text, author, and reading objective.

**This cycle we will begin reading *World Capitals: Europe* by Min Ha Li. As we read, we'll summarize sections of the text. Good readers summarize as they read informational texts to check their understanding of the important ideas the author wants them to know.**

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



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

**When I read informational texts, I use the TIGRRS process to help me find all the important facts. The first step of TIGRRS tells us we need to find the topic of the text. I can do a few things to figure out the topic of a text. First, I can**

read the title. *World Capitals: Europe*. It sounds like the text will be about capital cities in Europe. I know that countries have capital cities. They are often where the government meets to make decisions. Sometimes they are the biggest and most important cities in the country. I can also look at the front cover and flip through the pages of the text to see if I find any more clues about the topic. Page through the text. I see a lot of photographs of cities and buildings. I think the topic of the text is capital cities in Europe.

th

tps

- Use the items below to build or activate background knowledge about the story.
  - Use **Team Huddle** to have students discuss what they already know about European capital cities. Use **Random Reporter** to select students to share.
  - Use **Think-Pair-Share** to have students discuss why they think it might be important to learn about other capital cities around the world. Randomly select a few students to share.
  - Share a few interesting or important facts about European capitals with students. For example, many capitals in Europe have been occupied since ancient times. Many ancient capitals have a historic city center that marks where the original city existed and shows how the city has grown.
- Tell students the next step of TIGRRS. Use a **Think Aloud** to model identifying the intent of the author.

Now that we know the topic of this text, we can move on to the second step of TIGRRS. The step tells us that we need to find the author’s intent. That means we should figure out why the author wrote the book, or what she wants us to learn from reading the book. When I looked through the pages of *World Capitals: Europe*, I saw a lot of headings and pictures about different capital cities in Europe. I think the author’s intent is to tell me about these important cities. When we read, we should look for information that tells us about them.

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

When we read informational texts, we use graphic organizers to help us sort important information. The next step in TIGRRS is identifying which organizer we will use as we read. Let me take a look at the text. I don’t see any words telling me to compare or contrast. It doesn’t seem like there are a lot of problems or causes and effects either. It seems like the text is full of main ideas and supporting details. We use idea trees for main ideas and supporting details. Display an idea tree. This is an idea tree. I will use an idea tree as I read to write down the most important information in the book. I know that the section of the idea tree that says “Topic” is where I will write the topic of the text. We will write the main ideas of the text in the circles on the idea tree. Along the small lines that are attached to the circles, I will write the details that support the main ideas. When we are finished reading the text, we will be able to look back at our idea trees and see the most important information that we learned throughout the text.

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

## Vocabulary **TP**

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

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



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

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

Student Edition, page S-21.

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

WORD AND PAGE NUMBER	IDENTIFICATION STRATEGY	DEFINITION	SENTENCE
<b>thrived</b> page 76	base word + ending: thriv(e) + ed	did very well, flourished	The flowers <i>thrived</i> because of the water and sunlight.
<b>artistic</b> page 76	base word + endings: art + ist + ic	having to do with art	Wallace is really <i>artistic</i> ; he can paint and draw well.
<b>dedicated</b> page 76	base word + ending: dedicat(e) + ed	set apart for a certain purpose	The far corner of my room is <i>dedicated</i> to studying, so it has a desk and a lamp.
<b>founded</b> page 78	base word + ending: found + ed	created, started up	Mr. Jones likes to coach kids, so he <i>founded</i> an afterschool baseball program.
<b>key</b> page 82	blend	important, essential	Studying a little each night is <i>key</i> to performing well in school.
<b>juts</b> page 83	blend	sticks out	The table <i>juts</i> out into the room, and sometimes I bang into it.
<b>flaw</b> page 83	blend	problem or imperfection	The only <i>flaw</i> on the table is a small scratch near the left leg.
<b>declared</b> page 85	base word + ending: declar(e) + ed	announced	Ralphie stood up and <i>declared</i> that he would try out for the school play that spring.

## Using the Targeted Strategy

### Introduction and Definition

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

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



- Use **Think-Pair-Share** to have students discuss with their partners one activity they participated in yesterday. Tell students to tell their partners about this activity in one sentence. Randomly select a few students to share.
- Tell students they just summarized an activity they participated in yesterday.
- Distribute the Summarizing Strategy Cards, and review the steps for summarizing informational texts.
- Have students look at steps 1 and 2 again. Use **Think-Pair-Share** to have them identify a tool they use whenever they read an informational text that helps them find important information and supporting details. *The idea tree*.
- Display a blank idea tree. If necessary, briefly review where students record main ideas and supporting details.
- Remind students that they write the main idea and all details that support the main idea on their idea trees. Point out that according to the Summarizing Strategy Card, a summary includes important information and leaves out less important details. Tell students that this means they will not necessarily include all the information from their idea trees in their summaries. Explain that they will need to decide which information from their idea trees they will include in a summary.
- Display and read the following passage.

Blackline master provided.

### A City That's Capital

There are many great cities in the United States. There's New York and Chicago. There's Los Angeles and Philadelphia. But only one city is the capital. That city is Washington, D.C., which stands for District of Columbia. Washington, D.C. is on the banks of the Potomac River in an area between Maryland and Virginia, just south of Baltimore, Maryland. But Washington, D.C. isn't part of either state. In fact, it's the only city in the United States that's not part of a larger state. And don't confuse it with the state of Washington, on the West Coast of the United States. Washington, D.C. is its own district.

Since it is the nation's capital, many of our important buildings are in Washington, D.C. The White House, where the president lives, is there. So is the Capitol building, where Congress meets and does all of its work. You'll also find the Supreme Court Building, the U.S. Treasury, and hundreds of other important buildings. Washington, D.C. truly is a capital city.

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

**What is this passage mostly about? It's mostly about Washington, D.C. I'll write that as my topic on my idea tree. Fill in the topic. I read that it's the capital of the United States. Add this main idea to the idea tree. I read about where Washington, D.C., is located. Add this main idea to the idea tree. I read about what D.C. stands for. Add this main idea to the idea tree. I read about how Washington isn't part of a state. Add this main idea to the idea tree. I read about buildings in Washington, D.C. Add this main idea to the idea tree. I read about where the president lives. Add this main idea to the idea tree. Now I'll reread for supporting details. Reread. I found more details about D.C.'s location. I'll add "on the Potomac River" and "just south of Baltimore." I'll write that it is not the same as Washington state for the idea, "the only city without a state." I'll also add some specific names of buildings for the main idea about buildings.**

- Use a **Think Aloud** to model identifying the information from the idea tree to use in a summary. Remind students that summaries do not include less important details. Circle the information on the idea tree that you will include in the summary.

**I've filled in my idea tree, so I need to decide which information is important enough to include in a summary. My main idea is Washington, D.C. That's important, so I'll include it. It's very important that it's the capital city, so I'll include that too. I think what D.C. stands for is important, so I'll include that information as well. I think it's important that Washington, D.C. is the only city without a state because that's an interesting idea, so I'll include that in my summary. I think the buildings that are in Washington, D.C. are important, so I'll include those details. However I don't think it's important that Washington, D.C. and Washington State are different. I also don't think that it's important that the president lives in the White House. I won't include those two details in my summary.**

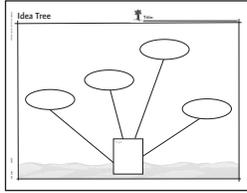
- Tell students that they will summarize as they read the text.
- Award team celebration points for good discussions that demonstrate effective teamwork.

## Listening Comprehension

- Introduce the text, and remind students that it is informational. Remind them you will use the TIGRRS process as you read.
- Remind students of the topic, intent of the author, and the graphic organizer.
- Tell students that you will start reading the text and applying the skill. Tell them that you will also record the important ideas on the graphic organizer.
- Read page 76 aloud, stopping to ask questions, make points, or focus students' attention as needed. Use a **Think Aloud** to model identifying the main idea. Put this information on the blank idea tree.

**What is this passage mostly about? It's about capital cities, so that's the main idea. Write "capital cities" on the idea tree.**

Blackline master provided.



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

**Main idea:** capital cities (p. 76)

- Tell students that you will use the information on the idea tree to write a summary of the section when you reread the text on day 3.
- Remind students that they will continue summarizing as they read *World Capitals: Europe* this cycle.

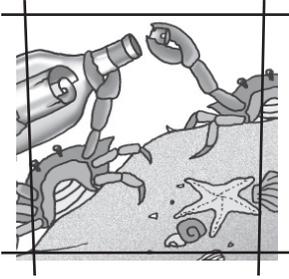
### Preview Team Talk

- 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. Which of the following is not an important detail you should include in a summary of page 79? |SU|
  - a. Berlin was divided into two cities.
  - b. Berlin is one of the most important cities in Europe.
  - c. East and West Berlin were reunited in 1990.
  - d. Germany is called Deutschland in German.
2. Why were the 2004 Athens Olympics considered a return to the birthplace of the Olympics? |CE| (Team Talk rubric)
3. What is the main idea of the section titled "A Dutch Fishing Village: Amsterdam"? Why do you think this is the main idea to include in a summary? **(Write-On)** |SU| (Team Talk rubric)



# TEAMWORK

Timing Goal: 50 minutes

## Partner Reading **TP**

Students read and restate aloud.

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

pages 76–80 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.

### TEAM TALK

1. Which of the following is not an important detail you should include in a summary of page 79? |SU|
  - a. Berlin was divided into two cities.
  - b. Berlin is one of the most important cities in Europe.
  - c. East and West Berlin were reunited in 1990.
  - d. *Germany is called Deutschland in German.*

TEAM TALK CONTINUED

2. Why were the 2004 Athens Olympics considered a return to the birthplace of the Olympics? | CE | (Team Talk rubric)

**100 points** = *The 2004 Athens Olympics were considered a return to the birthplace of the Olympics because the ancient Olympics took place there. The first Olympics took place just outside of Athens thousands of years ago.*

**90 points** = *The 2004 Athens Olympics were considered a return to the birthplace of the Olympics because the ancient Olympics took place there.*

**80 points** = *The ancient Olympics took place there.*

Write-On Discussion

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

3. What is the main idea of the section titled “A Dutch Fishing Village: Amsterdam”? Why do you think this is the main idea to include in a summary? (Write-On) | SU | (Team Talk rubric)

**100 points** = *The main idea of the section titled “A Dutch Fishing Village: Amsterdam” is the capital of the Netherlands, Amsterdam. I think this is the main idea to include in a summary because the page tells me about the European capital of Amsterdam. I see a caption that mentions Dutch artists. Another caption tells about a river that flows through Amsterdam. It is what the page is mainly about.*

**90 points** = *The main idea of the section titled “A Dutch Fishing Village: Amsterdam” is the capital of the Netherlands, Amsterdam. I think this is the main idea to include in a summary because the page tells me about the European capital of Amsterdam.*

**80 points** = *The capital of the Netherlands, Amsterdam. I read information about the city.*

TEAM TALK EXTENSION

4. What language do you think you would hear spoken in Belfast? Why? | DC | (Team Talk rubric)

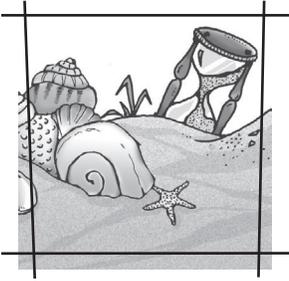
**100 points** = *I think I would hear English and Irish spoken in Belfast. I think this because I know the English have controlled Belfast for a long time, but the city also has an Irish Gaelic name. People must have spoken Irish there first. People have lived in the area of Belfast since the Bronze Age. The English arrived there in the 1600s.*

**90 points** = *I think I would hear English and Irish spoken in Belfast. I think this because I know the English have controlled Belfast for a long time, but the city also has an Irish Gaelic name.*

**80 points** = *TEnglish and Irish. The English control Belfast, but the city has an Irish Gaelic name.*

Team Talk Discussion

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



# FLUENCY IN FIVE

Timing Goal: 5 minutes

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

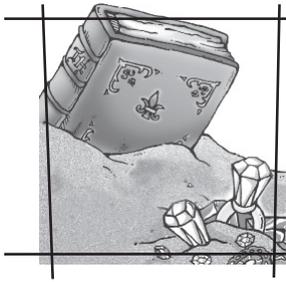
## Page 76

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

## TEAM CELEBRATION POINTS

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

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



## DAY 2

# ACTIVE INSTRUCTION

Timing Goal: 20 minutes

### Big Question



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



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

### Team Cooperation and Achievement Goal

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

### Set the Stage

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

### Vocabulary **TP**

- Have students review the vocabulary words with their partner. Ask them to use the vocabulary words in new, meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Use **Random Reporter** to check for understanding. Review any words and/or definitions that students need additional support in understanding.
  - Focus on words that appear in the reading for the day if applicable: *key* page 82, *juts* page 83, *flaw* page 83, and *declared* page 85.



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

### Text Review

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

## Listening Comprehension

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

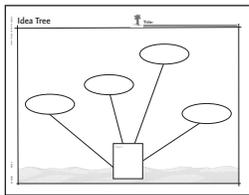
**Yesterday we read about some European capitals. We read about Amsterdam, Netherlands. We read about Athens, Greece. We learned about Belfast, Northern Ireland. We read about Berlin, Germany. We read about Bern, Switzerland.**

- Tell students that you will continue to record important ideas on the graphic organizer.
- Read page 81 aloud, stopping to ask questions, make points, or focus students’ attention as needed. When finished, use a **Think Aloud** to model identifying the main idea. Put this information on the blank idea tree.



**What is this passage mostly about? It’s mostly about Brussels. I’ll write that as my main idea on my idea tree.** Write “Brussels” on the idea tree.

Blackline master provided.



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

**Main idea:** Brussels (p. 81)

- Tell students that you will use the information on the idea tree to write a summary of the section when you reread the text on day 4.
- Remind students that they will continue summarizing as they read *World Capitals: Europe* this cycle.

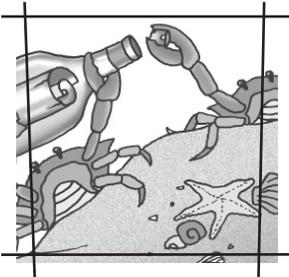
## Preview Team Talk

- 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. Which of the following is an important detail you could add to a summary of page 87? |SU|
  - a. Suomenlinna was built on six islands.
  - b. Helsinki was founded in 1550 by the Swedish.
  - c. Helsinki is northeast of Dublin.
  - d. Suomenlinna is open to tourists and picnic goers.
2. Is it a fact or opinion that Copenhagen is one of the best places to live in Europe? Support your thinking. |FO| (Team Talk rubric)
3. What is the main idea of the section titled “Are you Hungary? Budapest”? Why do you think this is the main idea to include in a summary? **(Write-On)** |SU| (Team Talk rubric)

**TEAMWORK**

Timing Goal: 50 minutes

**Partner Reading TP**

Students read and restate aloud.

- Explain, or review, if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students read and restate: **SR**  
**pages 82–86 aloud with partners.**
- If some teams finish ahead of others, have them begin working on the following activities: **SR**

**After Reading**

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

**Team Discussion TP**

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

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

### Class Discussion **TP**



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



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

Answers may vary. Accept reasonable responses.

#### Strategy Use Discussion

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

### TEAM TALK

1. Which of the following is an important detail you could add to a summary of page 87? |SU|
  - a. Suomenlinna was built on six islands.
  - b. Helsinki was founded in 1550 by the Swedish.
  - c. Helsinki is northeast of Dublin.
  - d. Suomenlinna is open to tourists and picnic goers.

2. Is it a fact or opinion that Copenhagen is one of the best places to live in Europe? Support your thinking. |FO| (Team Talk rubric)

**100 points** = *It is an opinion that Copenhagen is one of the best places to live in Europe. Copenhagen is an expensive city to live in. Many people would not think it's the best place to live because of that. Many people probably can't afford to live there.*

**90 points** = *It is an opinion that Copenhagen is one of the best places to live in Europe.*

**80 points** = *It is an opinion.*

**Write-On Discussion**

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

**TEAM TALK CONTINUED**

3. What is the main idea of the section titled “Are you Hungary? Budapest”? Why do you think this is the main idea to include in a summary? **(Write-On)** |SU| (Team Talk rubric)

**100 points** = *The main idea of the section titled “Are you Hungary? Budapest” is the capital of Hungary, Budapest. I think this is the main idea to include in a summary because the page gives information about a European capital. I read two captions that mention things to see in the city of Budapest. I read information about how Budapest was founded.*

**90 points** = *The main idea of the section titled “Are you Hungary? Budapest” is the capital of Hungary, Budapest. I think this is the main idea to include in a summary because the page gives information about a European capital.*

**80 points** = *The capital of Hungary, Budapest. The page gives information about a European capital.*

**TEAM TALK EXTENSION**

4. According to the caption on page 84, why did Vikings create the city of Dublin? |CE • TF| (Team Talk rubric)

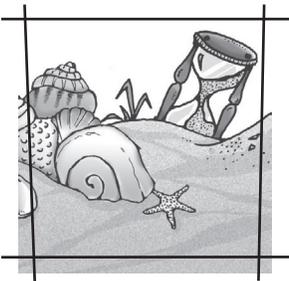
**100 points** = *According to the caption on page 84, Vikings created the city of Dublin so they could trade easily with other Vikings and the Irish. The caption says that Dublin was a hotspot for Viking invaders. That means the area of Dublin was a popular place for Vikings to visit.*

**90 points** = *According to the caption on page 84, Vikings created the city of Dublin so they could trade easily with other Vikings and the Irish.*

**80 points** = *So they could trade easily.*

**Team Talk Discussion**

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



# FLUENCY IN FIVE

Timing Goal: 5 minutes

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

### Fluency Routine

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

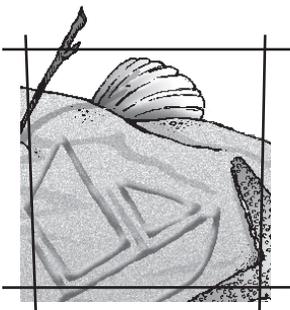
**Not ready yet?** Practice reading the same passage again with your partner. Ask your teacher to hear you read when you are ready.

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

Student Edition, page S-21.

### Page 82 (paragraphs 1 and 2)

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

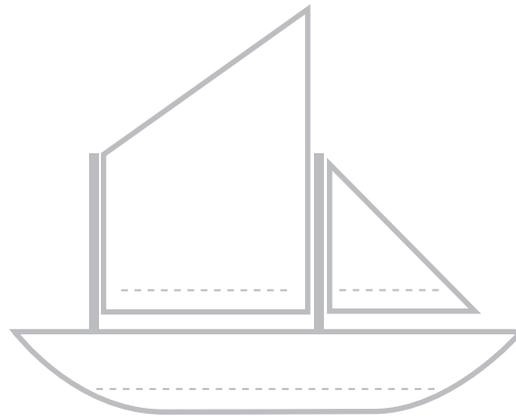


## WORD POWER **TP**

Timing Goal: 10 minutes

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

Blackline master provided.



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

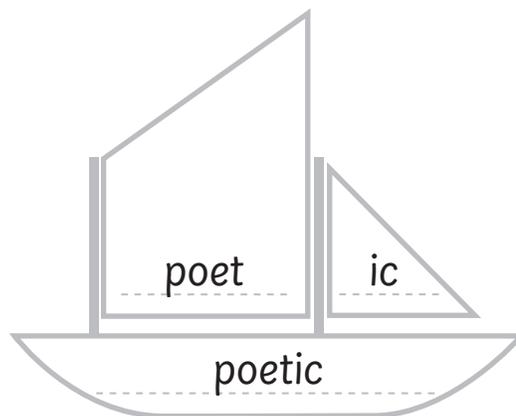
Display the Word Treasure.

### Word Treasure

Sometimes words have endings on them.

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

- Write the word “poetic” on the board. Use **Think-Pair-Share** to have students separate the base word from the suffix. Randomly select a few students to share. Write the base word and the suffix on the appropriate sails.



- Use the word parts written on the sails to pronounce the word *poetic*. 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 a word.
- Explain that the suffix *-ic* means having the characteristics of something. Tell students that this suffix changes word meanings to form descriptive words. Point out that *poetic* means having the characteristics of a poet or poetry.
- Tell students that sometimes the base word needs to be changed to add suffixes. Tell them that we use the scrubber tool to scrub out or erase the extra letters at the end of certain words. Demonstrate this on the board with the word *centric* (central + ic). Erase or cross out the “al” at the end of *central*.

- Tell students that this word describes the characteristics of being at the middle or center of something.
- Tell students that Captain Read More has found several words with suffixes in their vocabulary list this cycle.
- 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-22.

### SKILL PRACTICE

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

- quotes                      *quote + s; says what others say, more than one quote*
- blistered                    *blister + ed; to form a sore spot in the past*

### BUILDING MEANING

<b>thrived</b>	<b>artistic</b>	<b>dedicated</b>	<b>founded</b>
<b>key</b>	<b>juts</b>	<b>flaw</b>	<b>declared</b>

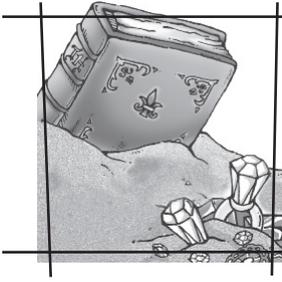
- Choose a word from the vocabulary list, and write a meaningful sentence for that word.
  - 100 points** = *The sentence uses the word correctly and includes details to create a mind movie.*
  - 90 points** = *The sentence uses the word correctly and includes one detail.*
  - 80 points** = *The sentence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

Nina is too tall for her desk, so her leg juts out from underneath when she sits there.

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

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

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



## DAY 3

# ACTIVE INSTRUCTION

Timing Goal: 20 minutes

### Big Question



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



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

### Team Cooperation and Achievement Goal

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

### Set the Stage

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

### Vocabulary **TP**

- Have the teams review the vocabulary words using one of the following choices: **SR**
  - Concept Maps
  - Draw It Out
  - Act It Out
  - Examples/Non-Examples
  - Other interactive activity
- Use **Random Reporter** to check the review.
  - Focus on words that appear in the reading for the day if applicable: *thrived* page 76, *artistic* page 76, *dedicated* page 76, and *founded* page 78.



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

## Text Review

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

## Listening Comprehension

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

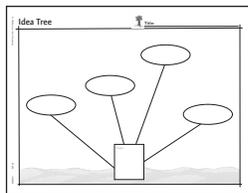
**Yesterday we read about some more European capitals. We read about Budapest, Hungary. We learned about Copenhagen, Denmark. We read about Dublin, Ireland. We learned about Helsinki, Finland. We read about Lisbon, Portugal.**

- Tell students that as you reread you will look for details about the important ideas and add them to the graphic organizer. Tell students that you will also add any important information you missed the first time you read.
- Reread page 75 aloud, stopping to ask questions, make points, or focus students' attention as needed. Remind students that on day 1, you identified the main idea from the page and put it on the idea tree. Use a **Think Aloud** to identify supporting details and add them to your idea tree as you reread.



**When we read this section the first time, I recorded the main idea, capital cities, on the idea tree. Now I can identify supporting details that will help me write a good summary. I learned that capital cities are where a country's government is located. I read that Washington, D.C., Mexico City, and Ottawa are capitals. Every country in the world has interesting history and culture. Capital cities also have important history and culture. I read that capitals can be important business centers, or centers of art and literature. Capital cities are often the biggest and most populated cities.**

Blackline master provided.



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

**Main idea:** capital cities (p. 75)

- town in a state or county where the government is located
- Washington, D.C., Mexico City, and Ottawa are NA capitals.
- history and culture; important trading places; art and literature; biggest cities
- heavily populated
- Use a **Think Aloud** to model identifying the information from the idea tree to use in a summary. Remind students that summaries do not include less important details. Circle the information on the idea tree that you will include in the summary.

I've filled in my idea tree, so I need to decide which information is important enough to include in a summary. My main idea is capital cities, so I'll include that in my summary. The definition of a capital is important and the detail that capitals have their own history and culture is important, so I'll include those as well. I think it's important that some capitals are places to trade, and it's important that they have art and literature, so I'll include that. Some capitals are heavily populated. I'll include that detail as well. I don't think it's really that important that Washington, Mexico City, and Ottawa are all capitals. That doesn't tell me much about world capitals in general. I won't include that detail. I also don't think the definition of culture is important, so I won't include that detail in my summary.

- Share an example of a summary that is based on the information you circled on the idea tree.

**Now that I know the most important details, I can create a summary. I can say, "A capital is a city where the government is located. These cities have important histories and cultures. Capital cities are often important business, art, or literary centers in a country. Sometimes they are the largest city in their country."**

- Remind students that they will continue summarizing as they read *World Capitals: Europe* this cycle.

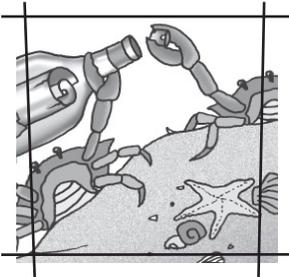
### Preview Team Talk

- 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-23.

## TEAM TALK

1. Is the idea that the city of Bern has a bear pit or park an important detail to include in a summary? Why or why not? |SU| (Team Talk rubric)
2. The photographs on page 77 help show how Athens is— |TF|
  - a. full of crumbling ruins.
  - b. both an ancient and modern city.
  - c. still influenced by Greek mythology.
  - d. less attractive than other cities.
3. The main idea of the of the section titled “A Dutch Fishing Village: Amsterdam” was the capital of the Netherlands, Amsterdam. Use your idea tree to write a short summary of this section, and include at least three important ideas. **(Write-On)** |SU| (Summarizing rubric)



## TEAMWORK

Timing Goal: 50 minutes

### Partner Reading **TP**

Students read and restate aloud.

- Explain, or review, if necessary, the Partner Reading routines for strategy use with sticky notes and TIGGRS before having students reread and restate: **SR**  
 pages 76–80 aloud with partners.
- If some teams finish ahead of others, have them begin working on the following activities: **SR**

#### After Reading

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

### Team Discussion **TP**

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

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

### Class Discussion **TP**



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



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

Answers may vary. Accept reasonable responses.

#### Strategy Use Discussion

- resolve a sticky note
- describe team strategy use

### TEAM TALK

1. Is the idea that the city of Bern has a bear pit or park an important detail to include in a summary? Why or why not? |SU| (Team Talk rubric)
  - 100 points** = *The idea that the city of Bern had a bear pit or park is an important detail to include in summary. It tells us about Bern's history and culture. The city was named for the word for bear in German. Bears are an important symbol for the city. They appear on the city's flag.*
  - 90 points** = *The idea that the city of Bern had a bear pit or park is an important detail to include in summary. It tells us about Bern's history and culture.*
  - 80 points** = *It is important because it tells us about its history and culture.*
2. The photographs on page 77 help show how Athens is— |TF|
  - a. full of crumbling ruins.
  - b. both an ancient and modern city.
  - c. still influenced by Greek mythology.
  - d. less attractive than other cities.

**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. The main idea of the of the section titled “A Dutch Fishing Village: Amsterdam” was the capital of the Netherlands, Amsterdam. Use your idea tree to write a short summary of this section, and include at least three important ideas.

**(Write-On) |SU|** (Summarizing rubric)

**100 points** = *Amsterdam is the capital of the Netherlands. It is the most populated city in the country. More than 1 million people live there. The city was founded as a fishing village and became a city around 1300. Amsterdam is one of Europe’s artistic and cultural centers. It has been home to famous artists.*

**90 points** = *Amsterdam is the capital of the Netherlands. It is the most populated city in the country. It became a city around 1300. Amsterdam is an artistic and cultural center.*

**80 points** = *Amsterdam is the capital of the Netherlands. It is in the middle of the country. It was a fishing village. People came to it to trade goods.*

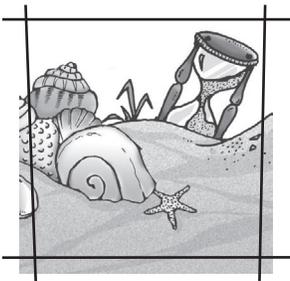
**TEAM TALK EXTENSION**

4. How does the author help you learn to pronounce words and names in this text? Give an example. |TF| (Team Talk rubric)

**100 points** = *The author helps me learn to pronounce words and names in this text by putting a guide for how to say the word in parentheses after difficult words. An example is “DOITCH land” after the word Deutschland. Mercury just looks like a black dot as it passes in front of the sun. The sun is huge compared with it.*

**90 points** = *The author helps me learn to pronounce words and names in this text by putting a guide for how to say the word in parentheses after difficult words. An example is “DOITCH land” after the word Deutschland.*

**80 points** = *There are guides for how to say the word in parentheses. “DOITCH land” after the word Deutschland.*



**FLUENCY IN FIVE**

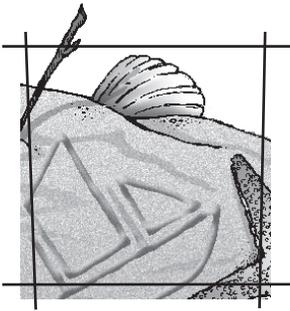
Timing Goal: 5 minutes

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

Student Edition, page S-21.

**Page 82 (paragraphs 1 and 2) or 78 (paragraphs 1 and 2)**

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



## WORD POWER **TP**

Timing Goal: 10 minutes

- 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 (*-ic*, *-ed*, and *-s*).

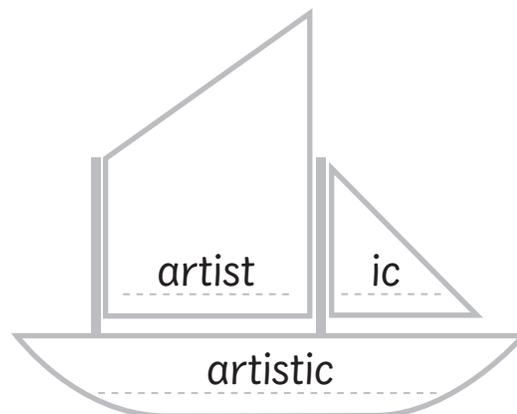
**tps**

- Use **Think-Pair-Share** to have students look at their vocabulary list and find words that have these endings. Randomly select a few students to share. *Thrived, artistic, dedicated, founded, juts, and declared.*
- Remind students that they are working with the scrubber this cycle. Point out that the base words *thrive, dedicate, and declare* all have a final *e* that needs to be scrubbed off to add the *-ed*.

**th**



- Have students practice applying the new suffix *-ic*. Display the sail clue, and write the word “artistic” 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 “artist” on the big sail and “ic” 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. Having the characteristics of an artist or art.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

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

Student Edition, page S-23.

### SKILL PRACTICE

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

- influenced      *influenc~~e~~ + ed; did affect or sway*
- comedic          *comedy + ic; having the characteristics of comedy, being funny*

### BUILDING MEANING

<b>thrived</b>	<b>artistic</b>	<b>dedicated</b>	<b>founded</b>
<b>key</b>	<b>juts</b>	<b>flaw</b>	<b>declared</b>

- Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.
  - 100 points** = *The sentence uses the word correctly and includes details to create a mind movie.*
  - 90 points** = *The sentence uses the word correctly and includes one detail.*
  - 80 points** = *The sentence uses the word correctly.*
- Ms. Withers was such a good gardener that all of her herbs and spices thrived under her care. *Thrived* means—
  - flourished.*
  - wilted.*
  - failed.*
  - diminished.*

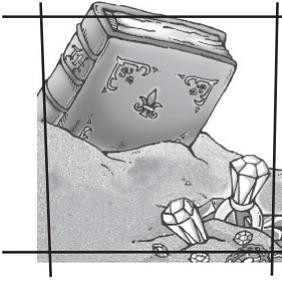
- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.

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

### TEAM CELEBRATION POINTS

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

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



## DAY 4

## ACTIVE INSTRUCTION

Timing Goal: 25 minutes



## Big Question

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



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

## Team Cooperation and Achievement Goal

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

## Set the Stage

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

Vocabulary **TP**

- Have the teams review the vocabulary words using one of the following choices: **SR**
  - Concept Maps
  - Draw It Out
  - Act It Out
  - Examples/Non-Examples
  - Other interactive activity
- Use **Random Reporter** to check the review.
  - Focus on words that appear in the reading for the day if applicable: *key* page 82, *juts* page 83, *flaw* page 83, and *declared* page 85.



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

## Text Review

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

## Listening Comprehension

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

**Yesterday we reread and learned more details about some European capitals. Amsterdam started out as a small fishing village, but it is now the biggest city in the Netherlands. It’s an important artistic and cultural center. Athens has been lived in since around 3000 BCE. People go there to visit the ancient architecture, but the city is also very modern. Belfast isn’t as old as Athens, but people have lived around there for thousands of years. It’s an important shipbuilding center. Berlin is the biggest city in Germany. After World War II, a wall divided the city in half. It was torn down in 1989. Bern still looks very medieval because many of its original buildings are still standing.**

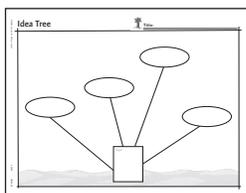
- Tell students that as you reread you will look for details about the important ideas and add them to the graphic organizer. Tell students that you will also add any important information you missed the first time you read.



- Reread page 81 aloud, stopping to ask questions, make points, or focus students’ attention as needed. Remind students that you identified the main idea from the page on day 2 and put it on the idea tree. Use a **Think Aloud** to identify supporting details, and add them to your idea tree as you reread.

**When we read this section the first time, I recorded the main idea, Brussels, on the idea tree. Now I can identify supporting details that will help me write a summary. I read that people living there speak both French and Dutch. That’s because Belgium is bordered by the Netherlands to the north and France to the south. That’s why it has two names—Brussels and Ville de Bruxelles. It is the capital of Belgium. It is home to about 140,000 people. It is a really important city for the European Union. Many official EU buildings are in Brussels. It’s considered the capital of the EU.**

Blackline master provided.



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

**Main idea:** Brussels (p. 81)

- capital of Belgium, about 140,000 people
- in the middle of a country with Dutch and French parts
- has two names
- important city for the European Union

- Use a **Think Aloud** to model identifying the information from the idea tree to use in a summary. Remind students that summaries do not include less-important details. Circle the information on the idea tree that you will include in the summary.

**I've filled in my idea tree, so I need to decide which information is important enough to include in a summary. My main idea is Brussels. That's important, so I'll include it. I think the detail about where it's located is important, so I'll include that. The facts that Brussels has two names and is in the middle of a country with Dutch and French parts are important, so I'll include those details. I also think it's important that Brussels is important to the EU. Do I need to include the detail about its population? That information is interesting, but it doesn't seem as important as the other details. I won't include that detail in my summary.**

- Share an example of a summary that is based on the information you circled on the idea tree.

**Now that I know the most important details, I can create a summary. I can say, "Brussels is the capital of Belgium. It is also called Ville de Bruxelles. Belgium is divided into Dutch and French regions, with Brussels in the middle. People in the city are bilingual. Brussels is important to the European Union."**

- Remind students that they will continue summarizing as they read *World Capitals: Europe* this cycle.

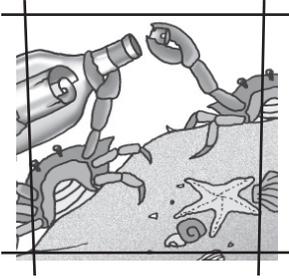
### Preview Team Talk

- 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.

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### TEAM TALK

1. Is the idea that there are twenty-six counties in Ireland an important detail to include in a summary? Why or why not? |SU| (Team Talk rubric)
2. What do Budapest and Copenhagen have in common? |CC|
  - a. They were both founded by the Romans in ancient times.
  - b. They are both located in Denmark.
  - c. They are both located in Hungary.
  - d. They were both controlled by Germany in World War II.
3. Use information from your idea tree to write a summary of this cycle of *World Capitals: Europe*. **(Write-On)** |SU| (Summarizing rubric)



# TEAMWORK

Timing Goal: 50 minutes

## Partner Reading **TP**

Students read and restate aloud.

- Explain, or review, if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students reread and restate: **SR**  
pages 82–86 aloud with partners.
- If some teams finish ahead of others, have them begin working on the following activities: **SR**

### After Reading

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

## Team Discussion **TP**

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

## Class Discussion **TP**



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



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

Answers may vary. Accept reasonable responses.

#### Strategy Use Discussion

- resolve a sticky note
- describe team strategy use

#### Write-On Discussion

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

## TEAM TALK

1. Is the idea that there are twenty-six counties in Ireland an important detail to include in a summary? Why or why not? |SU| (Team Talk rubric)
 

**100 points** = *The idea that there are twenty-six counties in Ireland is not an important detail to include in a summary. It is not information about the capital city, Dublin. The main idea of the text is capital cities, but this information is about Ireland in general.*

**90 points** = *The idea that there are twenty-six counties in Ireland is not an important detail to include in a summary. It is not information about the capital city, Dublin.*

**80 points** = *It's not important because it's not information about Dublin.*
2. What do Budapest and Copenhagen have in common? |CC|
  - a. They were both founded by the Romans in ancient times.
  - b. They are both located in Denmark.
  - c. They are both located in Hungary.
  - d. They were both controlled by Germany in World War II.
3. Use information from your idea tree to write a summary of this cycle of *World Capitals: Europe*. **(Write-On)** |SU| (Summarizing rubric)
 

**100 points** = *The capital cities of Europe are often the biggest cities in the country. Some capitals are important cultural centers. These are Amsterdam, Athens, and Bern. Other capitals are important business centers. Business centers include Belfast, Berlin, Budapest, Copenhagen, and Helsinki. Many of the cities have humble beginnings as small villages that grew into big cities. Amsterdam, Athens, Dublin, and Lisbon all started off small. Many European capitals are old cities. Athens is the oldest capital.*

**90 points** = *The capital cities of Europe are often the biggest cities in the country. Some capitals are important cultural centers. Other capitals are important business centers. Many of the cities have humble beginnings as small villages that grew into big cities. Many European capitals are old cities.*

**80 points** = *The capital cities of Europe are often the biggest cities in the country. Some are small with only about 130,000 people. Some are larger with millions of people living there.*

**Team Talk Discussion**

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

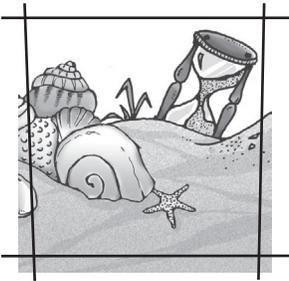
**TEAM TALK EXTENSION**

4. According to the caption on page 86, what problem do people living in Lisbon have to deal with on occasion? |PS • TF| (Team Talk rubric)

**100 points** = *According to the caption on page 86, people living in Lisbon have to deal with earthquakes on occasion. The caption says that many earthquakes have struck Lisbon. It says the worst earthquake struck in 1755 and destroyed most of the city.*

**90 points** = *According to the caption on page 86, people living in Lisbon have to deal with earthquakes on occasion.*

**80 points** = *They have to deal with earthquakes on occasion.*

**FLUENCY IN FIVE**

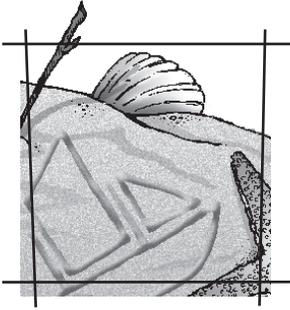
Timing Goal: 5 minutes

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

Student Edition, page S-21.

**Page 82 (paragraphs 1 and 2), 78 (paragraphs 1 and 2), or 85**

- 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 words and endings).
- Use **Think-Pair-Share** to have students tell 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 -ed to a word means it happened in the past.*
- 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 base words and endings.

<b>Word Power Challenge</b>	disguises heroic
-----------------------------	---------------------



- Use **Random Reporter** to select students to share their pronunciation and meanings. *Disguises = disguise + s, more than one costume or hiding right now; heroic = hero + ic, having the characteristics of being a hero or champion.*
- 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**

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SKILL PRACTICE	
Write each word in your journal. Then write the base word and ending. Use tools to make the word parts match the whole word as needed. Write a definition for each word. Draw a sailboat if you need help.	
1. dramatic	<i>drama + t + ic; having the characteristics of drama, seriousness</i>
2. recited	<i>recite + ed; said aloud</i>

BUILDING MEANING			
thrived	artistic	dedicated	founded
key	juts	flaw	declared

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

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

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

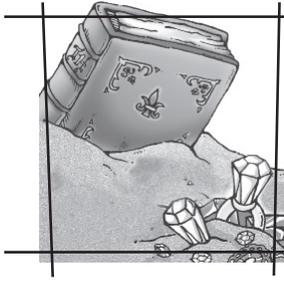
**80 points** = *The sentence uses the word correctly.*

4. Choose the word that best completes the sentence.

I couldn't find a single flaw in the perfectly smooth piece of glass.

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

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



## DAY 5

## ACTIVE INSTRUCTION

Timing Goal: 20 minutes

**Rate Vocabulary Words**

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

**Team Cooperation and Achievement Goal**

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

**Set the Stage**

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



**Today you will read about Istanbul. This European city was once an important capital.**

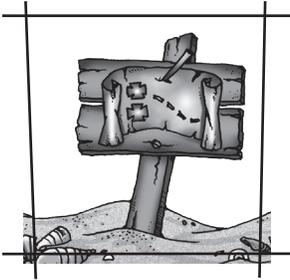
**Vocabulary TP**

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

**Prepare Students for the Test**

- Distribute the test, and preview it with students without providing information about the answers. Point out that questions #2 and #3 ask about summarizing.
- Ask students to underline key words or phrases in question #3.

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



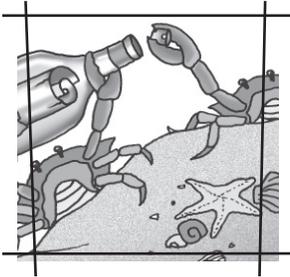
## TEST

Timing Goal: 40 minutes

### Suggested timing:

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

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



## TEAMWORK

Timing Goal: 30 minutes

Teacher procedures for Teamwork vary with strategy instruction.

### Team Discussion **TP**

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

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

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



### Class Discussion **TP**

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

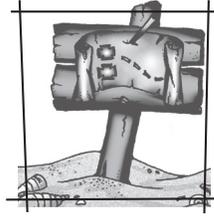


- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.
- Use information from student tests to plan modeling and/or Think Alouds for the next lesson that will build upon the skills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

## TEAM CELEBRATION POINTS

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

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



# TEST

## Test Passage

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

### **Ancient Capital No More: Istanbul**

Istanbul is a former European capital with a long history. It is in Turkey, which lies in both Europe and Asia. The country is divided by the Bosphorus Strait. This is a thin body of water that connects two seas. Istanbul is on the European side. It lies on the strait.

The city was created in 660 BCE and called Byzantium. It was an important trading center. Many different empires wanted to take over the city for its wealth. Roman emperors named it Constantinople when they took over the city.

It became the capital of the Eastern Roman Empire when the empire split. The city saw growth in art and architecture during this time. It influenced culture and knowledge across Europe. The Hagia Sophia church was built because of this. It is one of the most beautiful buildings in the city. Now it is a museum.

The Ottomans took over Turkey in the Middle Ages. They named the city Istanbul. The Ottoman Empire ruled Turkey until 1923. That is when Turkey created a new government. The new leaders moved the capital to Ankara. Istanbul is still the largest city. More than 9 million people live there. It is one of the most popular tourist spots in Europe. People visit to learn its history, see its beauty, and enjoy its culture.

Sources:

[www.lonelyplanet.com/turkey/istanbul](http://www.lonelyplanet.com/turkey/istanbul)

<https://www.city-data.com/world-cities/Istanbul-History.html>

[www.allaboutturkey.com/istanbul.htm](http://www.allaboutturkey.com/istanbul.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. Istanbul
  - b. the Ottoman Empire
  - c. Turkey
  - d. the Hagia Sofia

What is the intent of the author in writing about this topic? How do you know?

**30 points** = *The intent of the author is to inform the reader about a former European capital. I know because I learn information about Istanbul, which used to be the capital of Turkey. Istanbul had been the capital since the Middle Ages. The Turkish government moved the capital to Ankara in 1923.*

**25 points** = *The intent of the author is to inform the reader about a former European capital. I know because I learn information about Istanbul, which used to be the capital of Turkey.*

**20 points** = *To inform the reader about Istanbul, which used to be the capital of Turkey.*

30 points

2. Is the idea that Constantinople influenced culture and art across Europe an important detail to include in a summary? Why or why not? |SU| (Team Talk rubric)

**30 points** = *The idea that Constantinople influenced culture and art across Europe is an important detail to include in a summary. This tells how important Constantinople was. It was an important trading center. A lot of people must have traveled through Constantinople. People took ideas they learned in Constantinople to other places.*

**25 points** = *The idea that Constantinople influenced culture and art across Europe is an important detail to include in a summary. This tells how important Constantinople was.*

**20 points** = *It's an important detail because it tells how important the city was.*

30 points

3. Use information from your graphic organizer to write a summary of the passage.

**(Write-On)** |SU| (Summarizing rubric)

**100 points** = *Istanbul is a European city with a long history. It was founded in ancient times and was made the capital of many different empires. It was a capital in the Roman Empire, Eastern Roman Empire, and Ottoman Empire. It has been an important business center and a cultural center. It lies on a strait between two large seas. It lost the title of capital in 1923, but it is still the largest city in the country.*

**90 points** = *Istanbul is a European city with a long history. It was founded in ancient times. It has been an important business center and a cultural center. It lost the title of capital in 1923, but it is still the largest city in the country.*

**80 points** = *Istanbul is a European city with a long history. It was named Byzantium, Constantinople, and the Istanbul.*

### Word Power

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

5 points each

#### Skill Questions

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

1. volcanic                      *volcano + ic; having the characteristics of a volcano*
2. jeers                              *jeer + s; more than one insult, insulting right now*
3. desired                         *desir~~e~~ + ed; wanted in the past*
4. angelic                         *angel + ic; having the characteristics of an angel, sweet person*

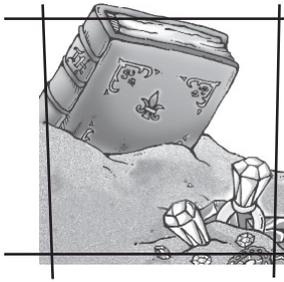
10 points each

#### Building Meaning

thrived	artistic	dedicated	founded
key	juts	flaw	declared

5. Write a meaningful sentence for the word *dedicated*.  
**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. There is one really *artistic* neighborhood in the city where all the residents have interesting sculptures in their yards.
7. Last year, Yancy founded the Kids for Kids Company, which helps new kids find friends and activities when they move to a new school. *Founded* means—
  - a. broke up.
  - b. created.
  - c. ruined.
  - d. shut down.
8. My plant thrived once I found a spot that wasn't too sunny or too shady for it.

9. The only flaw with Eden's plan was she didn't know how she would trick her mom into leaving the house while she set up for the surprise party. *Flaw* means—
- bump.
  - solution.
  - problem.*
  - regret.
10. A peninsula is a piece of land that juts out into a large body of water.
11. A key moment in the president's speech was when he announced that there would be no new taxes during his time in office. *Key* means—
- minor.
  - uninteresting.
  - important.*
  - wasted.
12. Lamont declared that he wanted to become healthier in the new year and that he would start running each day.



## DAY 6

# ACTIVE INSTRUCTION

Timing Goal: 5 minutes

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

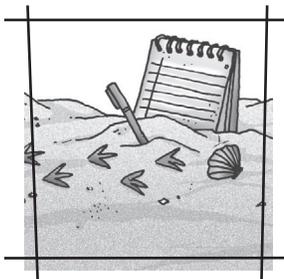
- Display and have students complete the Two-Minute Edit to start the class.
- Identify a frequently occurring grammatical or mechanical problem from the students' writing.
- Prepare a sentence that illustrates the problem (with no more than four errors).
- Display the sentence, and indicate the number 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 about the capital city of your state for a tourism brochure. You have read about many of the capital cities in Europe. Even though the United States is one country, each state has a capital that serves as the seat of the state government. You will do a little research to learn about your state's capital and write a summary of the most-important facts**

about it. Think about the kinds of facts a tourist to the city might want to learn.



- 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-24.

### WRITING PROMPT

Imagine that you work for your state's tourism department and need to write a summary about your state's capital. Choose at least five important facts or details about your state's capital city for your summary. Also think about information a tourist to your state's capital city might want to learn about or see. Your summary should read as if it is a story of the city's history and not a collection of facts.

Student Edition Writing Guide contains no point values.

### WRITING GUIDE

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

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

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

**Your research of your capital city might have turned up some interesting facts or places to see that you think should be mentioned in your summary. It is important to recognize when something is a proper name and when something**

**is just a regular noun. The names of buildings or organizations should be capitalized, while regular nouns are written in lowercase.**

- Blackline master provided.
- Display the following chart of nouns and how to capitalize them.

Noun	Proper Noun
library	Library of Congress
museum	National Museum of American History
stadium	Cooper Hall Stadium

- Point out to students that the words on the left are common nouns, and the words on the right are proper nouns.

**It is likely that your state’s capital city has one of these examples in it. It might have a big library, museum, or stadium in it. These are common nouns and should not be capitalized. The examples on the right are proper nouns, however. If your city has a library in it, it might have a name that includes the word library. In this case, it is a part of a proper noun, and it should be capitalized. Check your summaries to see if you have included the name of a famous building or monument. Make sure you have properly capitalized all the words in its name.**

- 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?

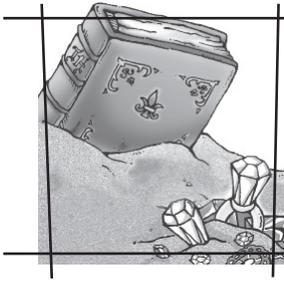


- Use **Random Reporter** to select a few students to share responses.
- Award points to teams whose writing projects meet the criteria. Record these points on the team poster.

## 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

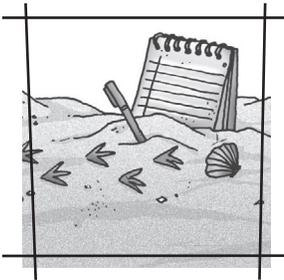
# ACTIVE INSTRUCTION

Timing Goal: 5 minutes

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### 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.



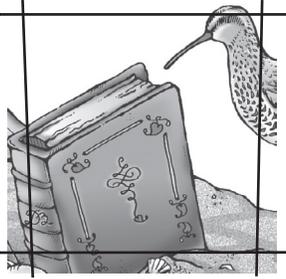
# ADVENTURES IN WRITING

Timing Goal: 25 minutes

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### Rewriting

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



# BOOK CLUB

Timing Goal: 40 minutes

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

## Team Discussion

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

### READ AND RESPOND QUESTIONS

- Is your book literature or informational? Summarize what you read.
- Why did you choose this book? How did it make you feel while reading it?
- What is something you liked about the book? Would you recommend it to others?

- As you visit teams, take this opportunity to check students' homework for completion (Read and Respond forms). Enter the information on your teacher cycle record form.

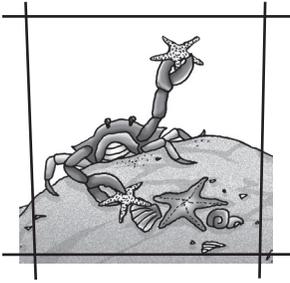
## Class Discussion



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

## Book Presentation

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



# SUCCESS REVIEW AND KEEPING SCORE

Timing Goal: 20 minutes

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

## Success Review and Keeping Score

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

## Team Cooperation Goal

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

### TEAM CELEBRATION POINTS

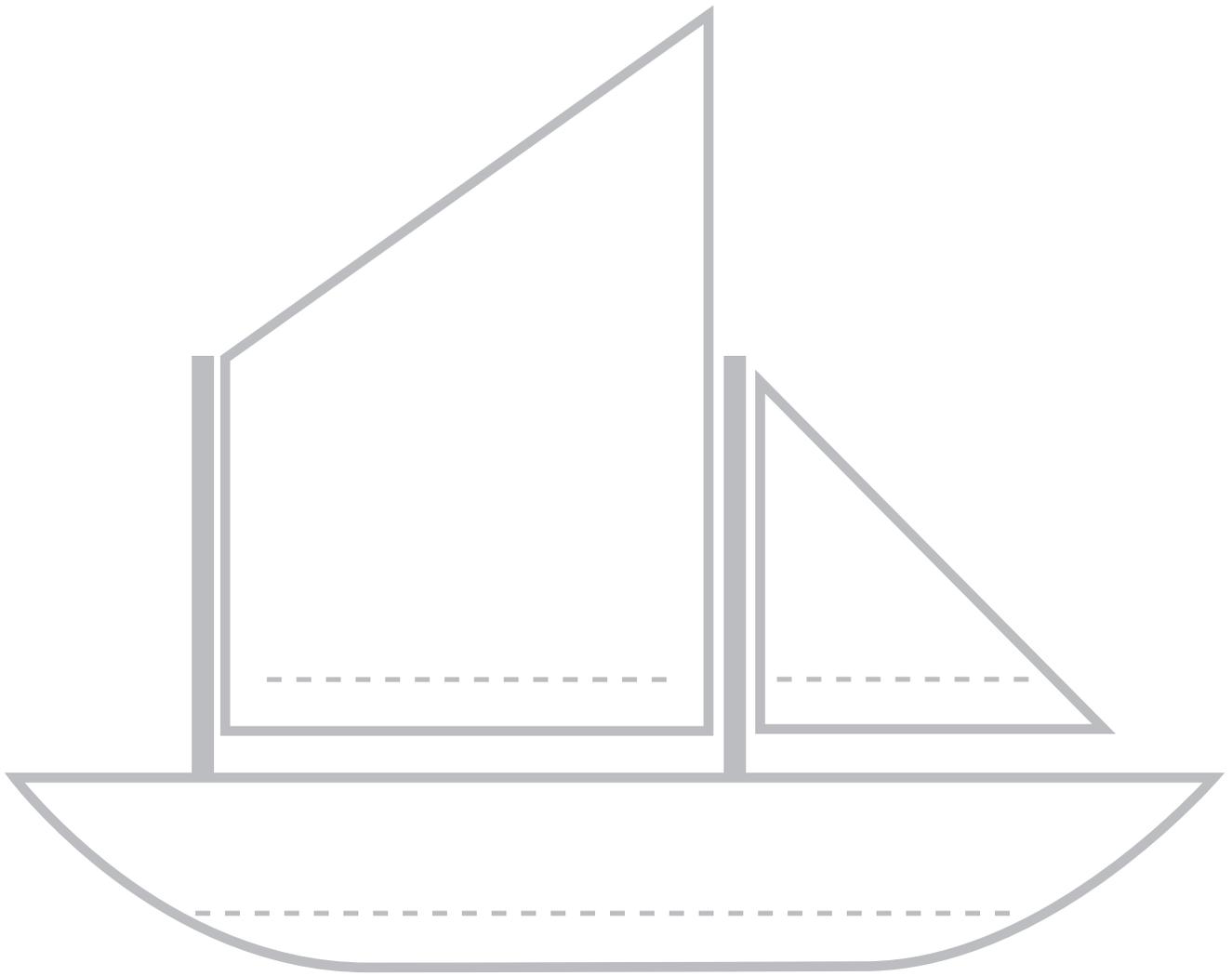
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.

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

## **A City That's a Capital**

There are many great cities in the United States. There's New York and Chicago. There's Los Angeles and Philadelphia. But only one city is the capital. That city is Washington, D.C., which stands for District of Columbia. Washington, D.C. is on the banks of the Potomac River in an area between Maryland and Virginia, just south of Baltimore. But Washington, D.C. isn't part of either state. In fact, it's the only city in the United States that's not part of a larger state. And don't confuse it with the state of Washington, on the west coast of the United States. Washington, D.C. is its own district.

Since it is the nation's capital, many of our important buildings are in Washington, D.C. The White House, where the president lives, is there. So is the Capitol building, where Congress meets and does all of its work. You'll also find the Supreme Court Building, the U.S. Treasury, and hundreds of other buildings. Washington, D.C. truly is a capital city.

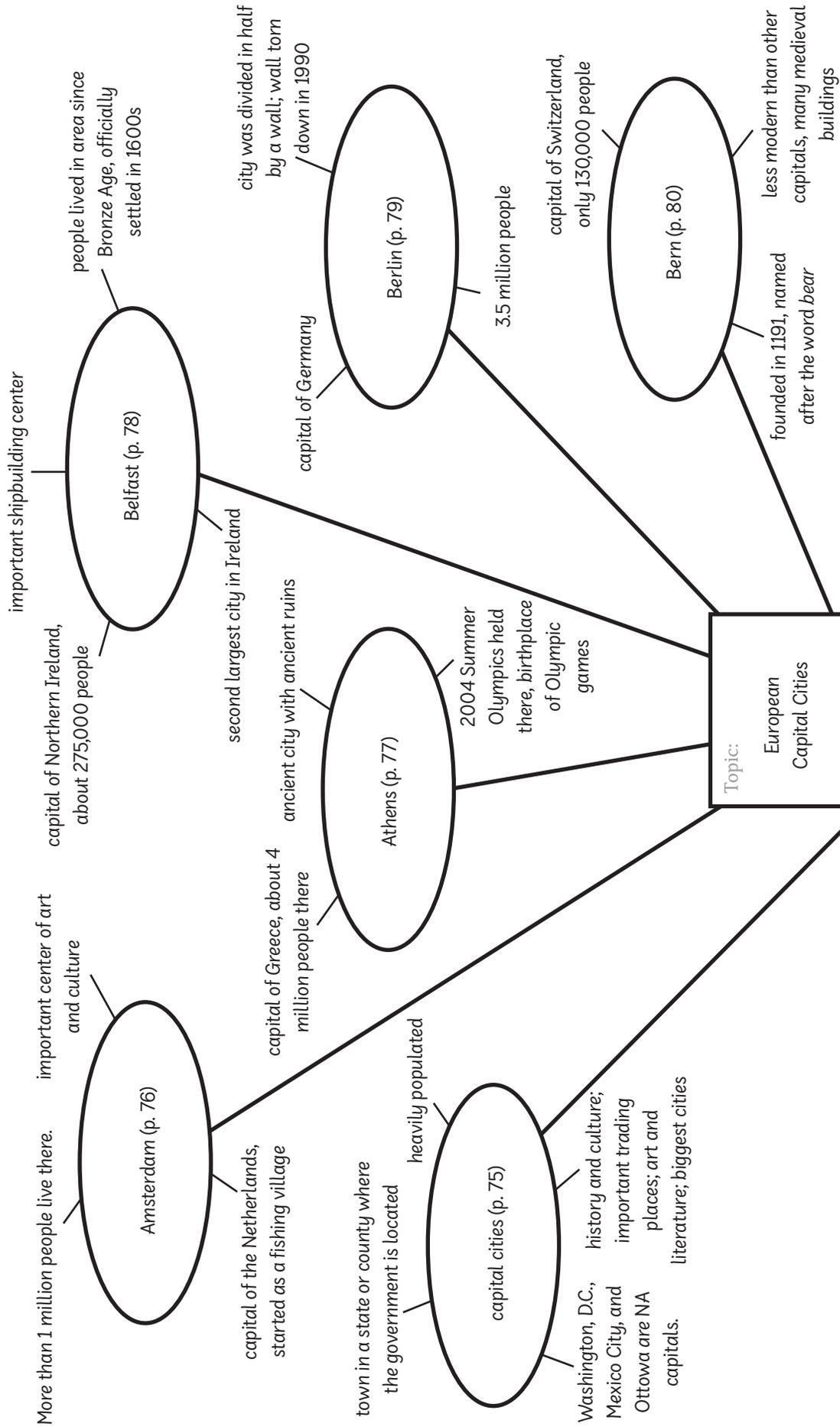


Noun	Proper Noun
library	Library of Congress
museum	National Museum of American History
stadium	Cooper Hall Stadium



Title: World Capitals: Europe (cycle 1)

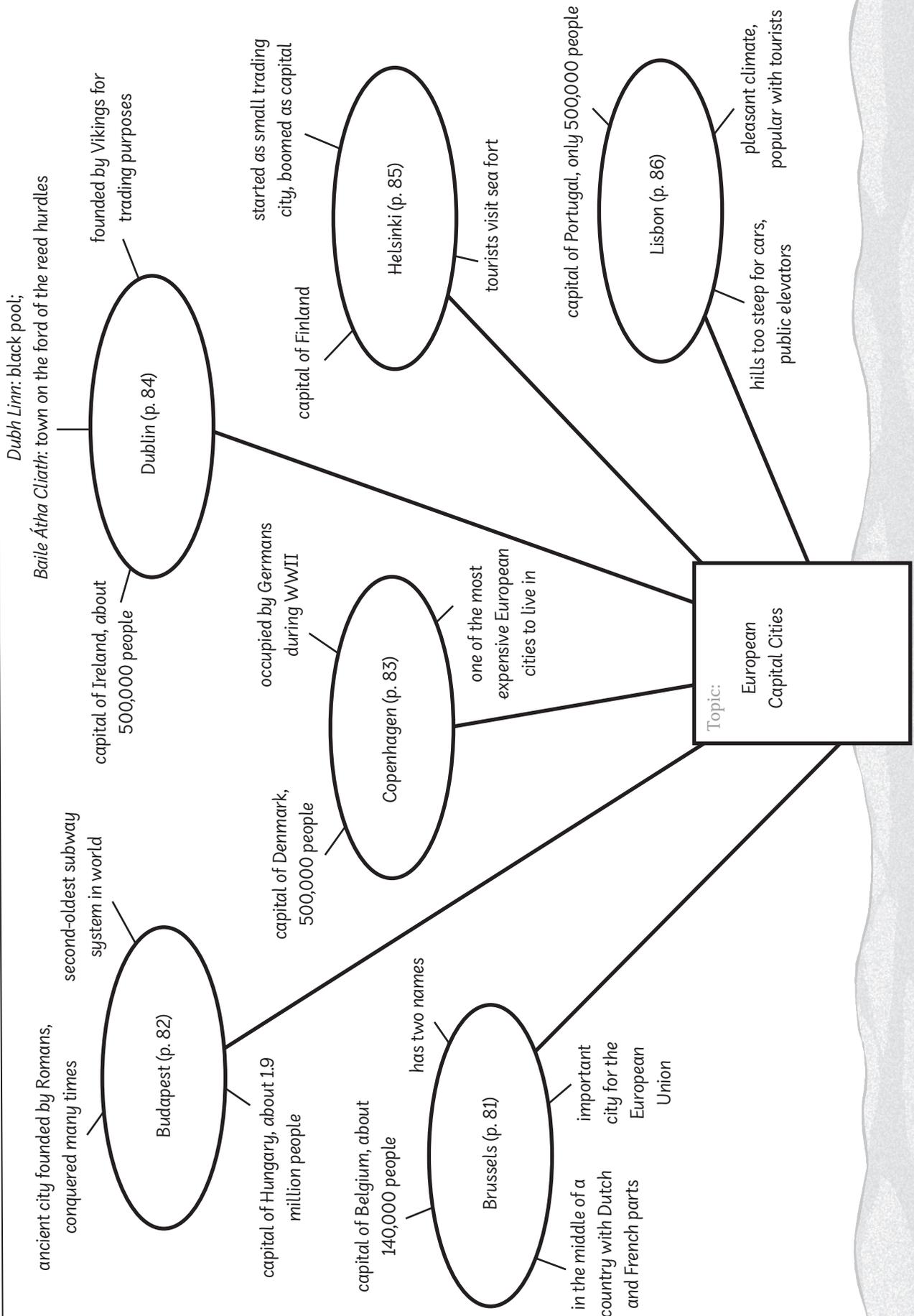
# Idea Tree





Title: World Capitals: Europe (cycle 1), cont'd

# Idea Tree



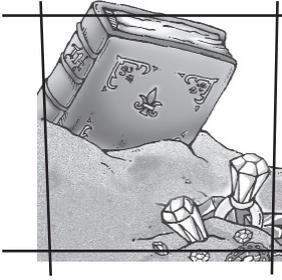


# Cycle 2

## Instructional Objectives

	READING	WORD POWER	WRITING
<b>CYCLE 2</b>	<b>Summarizing (SU)</b>	<b>Connotation and denotation</b>	<b>Write an interview.</b>
	Students will summarize sections of the text using main ideas and supporting details.	Students will think about the connotations of words to increase their understanding.	Students will write interviews, or lists of questions they'd like to ask a mayor of one of the capital cities they read about this cycle. Then students will pretend that they are the mayor and answer the questions.





## 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

A lot of European capital cities are popular with tourists. Do you think tourism is important to cities? Why or why not?



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

### Team Cooperation and Achievement Goal

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

### Set the Stage

- Introduce the text, author, and reading objective.

**This cycle we will finish reading *World Capitals: Europe* by Min Ha Li. As we read, we'll continue to decide which information from the text to include in a summary. Good readers summarize as they read informational texts to check their understanding of the important ideas the author wants them to know.**

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



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

**I know that when we read informational texts, we use TIGRRS to help us understand the text better. I remember the first step of TIGRRS is to identify**

**the topic of the text. We identified the topic of the text in cycle 1. The topic of the text is European capital cities. We read about some capitals in the last cycle.**

- Tell students the next step of TIGRRS. Use a **Think Aloud** to model identifying the intent of the author.

**We reminded ourselves about the topic of this text. Now we need to think about the author’s intent, or why the author wrote the text. Last cycle, we decided the author’s intent was to inform us about European capitals. I’ll flip through the pages of the text to see if the intent is still the same in this cycle’s reading. Flip through the pages of the text. Yes, we’ll still be learning about European capitals. This is still the intent of the author.**

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

**Our next step in TIGRRS is to choose a graphic organizer to help us record important ideas from the text. In the last cycle, we used an idea tree. The author gives us a lot of ideas and details that support them. When I flip through the second half of the text, I see that it is still arranged in the same way. There are more ideas and supporting details. We’ll keep using an idea tree to record important information.**

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

## Vocabulary **TP**

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

- Assign partners as either speaker or coach to review the vocabulary words.
- Teach or model this student routine as necessary. Remind students that only the coach should look at the vocabulary chart.
- Have students begin.

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



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

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

Student Edition, page S-27.

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

WORD AND PAGE NUMBER	IDENTIFICATION STRATEGY	DEFINITION	SENTENCE
<b>source</b> page 88	blend	beginning, where something comes from	We learned that the <i>source</i> of the water was an underground spring.
<b>attraction</b> page 88	base word + ending: attract + ion	something that people want to see or do	A fun waterslide is the biggest <i>attraction</i> at the theme park.
<b>tourists</b> page 88	base word + ending: tourist + s	people who visit a place on vacation	A busload of <i>tourists</i> stopped at all the famous sites in the city.

WORD AND PAGE NUMBER	IDENTIFICATION STRATEGY	DEFINITION	SENTENCE
<b>draws</b> page 90	base word + ending: draw + s	pulls in	The smell of Dad’s wonderful apple pie <i>draws</i> me and Mikey into the kitchen.
<b>elegant</b> page 90	chunk: el-e-gant	fancy, beautiful	The fancy party was fun because I wore my most <i>elegant</i> dress.
<b>boomed</b> page 94	base word + ending: boom + ed	grew quickly	Most towns in California were small until the gold rush, then they <i>boomed</i> overnight.
<b>astride</b> page 96	chunk: a-stride	sitting on two sides of something	The cowboy sits <i>astride</i> his horse, with a leg on either side.
<b>massively</b> page 96	base word + ending: massive + ly	largely	The blizzard <i>massively</i> affected the Midwest as it dumped ten inches of snow on roads in a few hours.

### Using the Targeted Skill

Introduction and Definition



- Use **Think-Pair-Share** to have students summarize a story they recently read by writing the main ideas in approximately ten sentences.
- Now ask students to think about how they would summarize the same stories in less than five sentences. Randomly select a few students to share.
- Use **Think-Pair-Share** to have students tell how these summaries differed from the ones they told in ten sentences. Randomly select a few students to share.
- Point out that summaries can be different lengths. Explain that we can revise summaries, evaluating the details we include and making sure that we leave out less-important details.

Blackline master provided.

- Display a list of important ideas from a section of the idea tree that students filled out last cycle. Explain that this is from the section of the text about Belfast, called “An Irish Neighbor to the North: Belfast.”

It is the capital of Northern Ireland.  
 People have lived there since the Bronze Age.  
 The English didn’t settle it until 1600.  
 It’s an important shipbuilding center.

- Explain that you want to shorten this list of important ideas; you want to summarize it further by leaving out any less-important details. Explain to students that they must choose the most-important ideas by deciding what they think the author considers important.
- Use a **Think Aloud** to model deciding which important ideas to keep and which to leave out.

**To decide which ideas are important to include in a summary, I need to think about the author. What does the author consider important? The main idea of the passage is Belfast, so I think the author must consider that important. I'll keep that idea. It's also important to know that Belfast is the capital of Northern Ireland, so I'll keep that idea too. Should I include the information about it being settled by Europeans in the 1600s? In the passage, the author makes this seem important, like that is when the city really grew. I'll keep that detail too because the author probably thinks it's important. The fact that it's an important shipbuilding center seems important too, so I'll keep that. I don't think that the detail about the Bronze Age is really important. It doesn't really tell me much about Belfast. So I'll leave that detail out of my summary.**

- Model putting the information from the idea tree into sentences for a summary.

**To summarize those ideas, I can say, "Belfast is the capital of Northern Ireland. It was settled by Europeans in the early 1600s. Today it is an important shipbuilding center."**

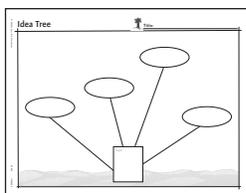
- Tell students that they will summarize as they read the text.
- Award team celebration points for good discussions that demonstrate effective teamwork.

## Listening Comprehension

- Introduce the text, and remind students that it is informational. Remind them you will use the TIGRRS process as you read.
- Remind students of the topic, intent of the author, and the graphic organizer.
- Tell students that you will start reading the text and applying the skill. Tell them that you will also record the important ideas on the graphic organizer.
- Read page 87 aloud, stopping to ask questions, make points, or focus students' attention as needed. Use a **Think Aloud** to model identifying the main idea. Put this information on the blank idea tree.

**What is this passage mostly about? It's about London, so that's my main idea.** Write "London" on the idea tree.

Blackline master provided.



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

**Main idea:** London (p. 87)

- Tell students that you will use the information on the idea tree to write a summary of the section when you reread the text on day 3.

- Remind students that they will continue summarizing as they read *World Capitals: Europe* this cycle.

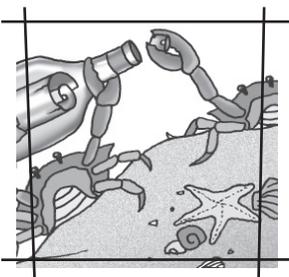
### Preview Team Talk

- 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-28.

### TEAM TALK

1. Which of the following is not an important detail you should include in a summary of page 83? |SU|
  - a. Prague is considered a world heritage site.
  - b. Prague was once the center of the Holy Roman Empire.
  - c. The capital of the Czech Republic is Prague.
  - d. Around 300,000 people work in Prague but don't call it home.
2. Why was the location of Oslo moved after 1624? |CE| (Team Talk rubric)
3. What is the main idea from the section titled "The Doors of Europe: Madrid"? Why do you think this is the main idea to include in a summary? **(Write-On)** |SU| (Team Talk rubric)



## TEAMWORK

Timing Goal: 50 minutes

### Partner Reading **TP**

Students read and restate aloud.

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

**pages 88–91 aloud with partners.**

**INFORMATIONAL****Read Aloud**

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

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

**After Reading**

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

**Team Discussion TP**

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

**Team Discussion**

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

- Remind students that they will need to prepare each team member to report on Strategy Use, Write-On, and Team Talk discussions to earn challenge scores from the rubrics during Class Discussion.

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

### Class Discussion **TP**



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



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

Answers may vary. Accept reasonable responses.

#### Strategy Use Discussion

- resolve a sticky note
- describe team strategy use

#### Write-On Discussion

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

### TEAM TALK

- Which of the following is not an important detail you should include in a summary of page 83? |SU|
  - Prague is considered a world heritage site.
  - Prague was once the center of the Holy Roman Empire.
  - The capital of the Czech Republic is Prague.
  - Around 300,000 people work in Prague but don’t call it home.*
- Why was the location of Oslo moved after 1624? |CE| (Team Talk rubric)
 

**100 points** = *The location of Oslo was moved after 1624 because a fire destroyed most of the city. King Christian IV of Denmark and Norway decided to move the town to a better location nearby.*

**90 points** = *The location of Oslo was moved after 1624 because a fire destroyed most of the city.*

**80 points** = *A fire destroyed most of the city.*
- What is the main idea from the section titled “The Doors of Europe: Madrid”? Why do you think this is the main idea to include in a summary? (**Write-On**) |SU| (Team Talk rubric)
 

**100 points** = *The main idea of the section titled “The Doors of Europe: Madrid” is the capital of Spain, Madrid. I think this is the main idea because I learn about this city. There are captions that explain what you can see in Madrid. I learn the origins of the name Madrid.*

**90 points** = *The main idea of the section titled “The Doors of Europe: Madrid” is the capital of Spain, Madrid. I think this is the main idea because I learn about this city.*

**80 points** = *The capital of Spain, Madrid. I learn about this city.*

**Team Talk Discussion**

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

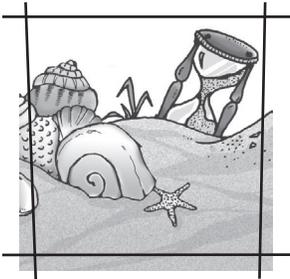
**TEAM TALK EXTENSION**

4. On page 90, the author writes that Paris is a “densely packed” place. What does that mean? How did you figure that out? |CL| (Team Talk rubric)

**100 points** = *When we see stars in the sky, we are not seeing them as they really look. It takes the light from stars a long time to reach Earth. Stars are very far away from Earth. A star might have died, but we are still receiving its light.*

**90 points** = *When we see stars in the sky, we are not seeing them as they really look. It takes the light from stars a long time to reach Earth.*

**80 points** = *No. It takes light a long time to reach Earth.*

**FLUENCY IN FIVE**

Timing Goal: 5 minutes

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

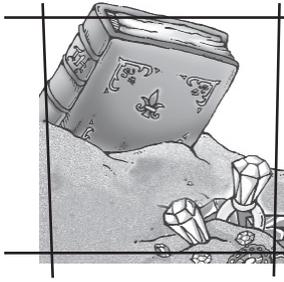
**Page 88 (paragraphs 1 and 2)**

- 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: 25 minutes



## Big Question

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



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

## Team Cooperation and Achievement Goal

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

## Set the Stage

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

Vocabulary **TP**

- Have students review the vocabulary words with their partner. Ask them to use the vocabulary words in new, meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Use **Random Reporter** to check for understanding. Review any words and/or definitions that students need additional support in understanding.
  - Focus on words that appear in the reading for the day if applicable: *boomed* page 94, *astride* page 96, and *massively* page 96.



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

## Text Review

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

## Listening Comprehension

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

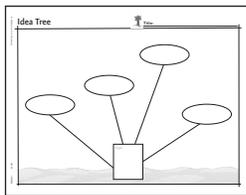
**Yesterday we began reading about some more European capitals. We read about London, England. We learned about Madrid, Spain. We read about Oslo, Norway. We learned about Paris, France. We read about Prague, Czech Republic. We learned about Reykjavik, Iceland.**



- Tell students that you will continue to record important ideas on the graphic organizer.
- Read page 92 aloud, stopping to ask questions, make points, or focus students’ attention as needed. Use a **Think Aloud** to model identifying the main idea. Put this information on the blank idea tree.

**What is this passage mostly about? It’s mostly about Reykjavik. I’ll write that as my main idea on my idea tree.** Write “Reykjavik” on the idea tree.

Blackline master provided.



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

**Main idea:** Reykjavik (p. 92)

- Tell students that you will use the information on the idea tree to write a summary of the section when you reread the text on day 4.
- Remind students that they will continue summarizing as they read *World Capitals: Europe* this cycle.

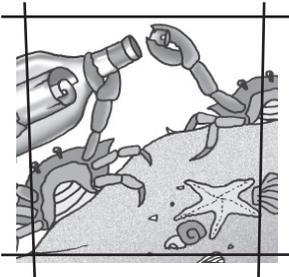
## Preview Team Talk

- 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-28.

## TEAM TALK

1. Which of the following is an important detail you could add to a summary of page 96? |SU|
  - a. Warsaw was rebuilt after being bombed during World War II.
  - b. The average temperature in winter is 26°F.
  - c. Warsaw is about 360 miles from the Carpathian mountains.
  - d. The Warsaw Metro opened in 1995.
2. How is Stockholm, Sweden similar to Bern, Switzerland? |CC| (Team Talk rubric)
3. What is the main idea from the section titled “Music and Theater: Vienna”? Why do you think this is the main idea to include in a summary? **(Write-On)** |SU| (Team Talk rubric)



## TEAMWORK

Timing Goal: 50 minutes

### Partner Reading **TP**

Students read and restate aloud.

- Explain, or review, if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students read and restate: **SR**  
**pages 93–97 aloud with partners.**
- If some teams finish ahead of others, have them begin working on the following activities: **SR**

#### After Reading

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

### Team Discussion **TP**

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

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

### Class Discussion **TP**



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



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

Answers may vary. Accept reasonable responses.

#### Strategy Use Discussion

- resolve a sticky note
- describe team strategy use

### TEAM TALK

1. Which of the following is an important detail you could add to a summary of page 96? |SU|
  - a. *Warsaw was rebuilt after being bombed during World War II.*
  - b. *The average temperature in winter is 26°F.*
  - c. *Warsaw is about 360 miles from the Carpathian mountains.*
  - d. *The Warsaw Metro opened in 1995.*

2. How is Stockholm, Sweden similar to Bern, Switzerland? |CC| (Team Talk rubric)

**100 points** = *Stockholm, Sweden is similar to Bern, Switzerland because both are old cities with medieval buildings. Stockholm was settled in 1252. The oldest part of the city has narrow streets and old buildings. Bern was settled in 1191. It still looks like it did in medieval times.*

**90 points** = *Stockholm, Sweden is similar to Bern, Switzerland because both are old cities with medieval buildings.*

**80 points** = *They are both old cities with medieval buildings.*

**Write-On Discussion**

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

**TEAM TALK CONTINUED**

3. What is the main idea from the section titled “Music and Theater: Vienna”? Why do you think this is the main idea to include in a summary? **(Write-On) |SU|** (Team Talk rubric)

**100 points** = *The main idea from the section titled “Music and Theater: Vienna” is the capital of Austria, Vienna. I think this is the main idea to include in a summary because the heading includes the city name. There are photographs of things to see in Vienna. There is a painting of Mozart, who composed music in Vienna.*

**90 points** = *The main idea from the section titled “Music and Theater: Vienna” is the capital of Austria, Vienna. I think this is the main idea to include in a summary because the heading includes the city name.*

**80 points** = *It’s the capital of Austria, Vienna. The heading includes the city name.*

**TEAM TALK EXTENSION**

4. Why did the author title page 93 “The Capital of the Boot: Rome”? |TF • AP| (Team Talk rubric)

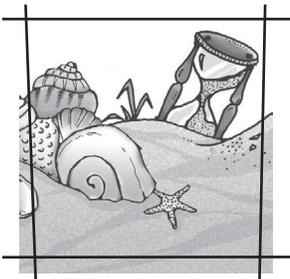
**100 points** = *The author titled page 93 “The Capital of the Boot: Rome” because Italy is shaped like a boot and Rome is the capital of Italy. If I look at a map, like the one on page 73, I can see how Italy looks like a tall boot. It is surrounded by water on three sides.*

**90 points** = *The author titled page 93 “The Capital of the Boot: Rome” because Italy is shaped like a boot and Rome is the capital of Italy.*

**80 points** = *Italy is shaped like a boot.*

**Team Talk Discussion**

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



**FLUENCY IN FIVE TP**

Timing Goal: 5 minutes

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

### Fluency Routine

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

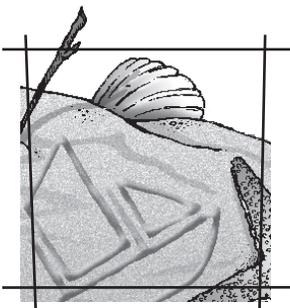
**Not ready yet?** Practice reading the same passage again with your partner. Ask your teacher to hear you read when you are ready.

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

Student Edition, page S-27.

### Page 93 (paragraphs 1–3)

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



## WORD POWER **TP**

Timing Goal: 10 minutes

- Remind students that they have seen Word Treasure clues from Captain Read More. Display the Word Treasure clue for this cycle.

Blackline master provided.



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

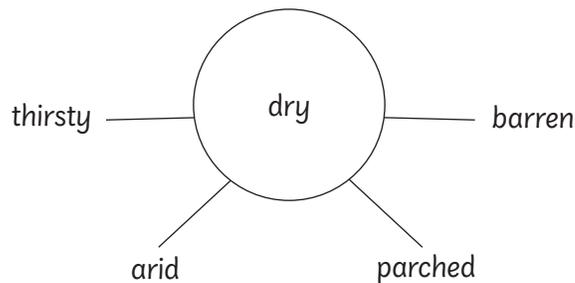
Display the Word Treasure.

### Word Treasure

Some words have different emotional content. They make us feel a certain way or create a certain image (mind movie) in our heads.

Consider the images that word connotations create for you to increase your understanding of text.

- Remind students that *denotation* means the dictionary meaning of a word and *connotation* means the feeling or cultural meaning that people attach to words.
- Write the following words on the board in a word map.



- Tell students that you could arrange the words in a sequence from least to most extreme, for example: *dry, thirsty, arid, parched, barren*. Point out that *barren* generally means completely dead and empty, whereas *dry* does not necessarily give this connotation.
- Tell students to think about word connotations as they read to understand what the real meaning of the text is.
- 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-28.

### SKILL PRACTICE

1. Read each sentence. How does each sentence make you feel? What are the connotations of the word *gaped*? If you wish, draw a concept map, and record your ideas about the word.

Yanni looked at the size of the dinosaur skeleton.

Yanni gaped at the size of the dinosaur skeleton.

*Stared with surprise or astonishment.*

### BUILDING MEANING

source	attraction	tourists	draws
elegant	boomed	astride	massively

2. 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.*

3. Choose the word that best completes the sentence.

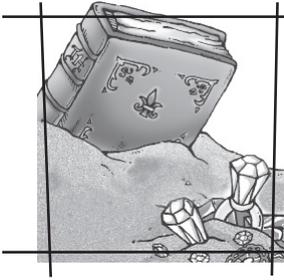
The restaurant was very elegant with white tablecloths and candles on each table.

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

## TEAM CELEBRATION POINTS

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

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



## DAY 3

# ACTIVE INSTRUCTION

Timing Goal: 25 minutes

### Big Question



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



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

### Team Cooperation and Achievement Goal

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

### Set the Stage

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

### Vocabulary **TP**

- Have the teams review the vocabulary words using one of the following choices: **SR**
  - Concept Maps
  - Draw It Out
  - Act It Out
  - Examples/Non-Examples
  - Other interactive activity
- Use **Random Reporter** to check the review.
  - Focus on words that appear in the reading for the day if applicable: *source* page 88, *attraction* page 88, *tourists* page 88, *draws* page 90, and *elegant* page 90.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.



## Text Review

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

## Listening Comprehension

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

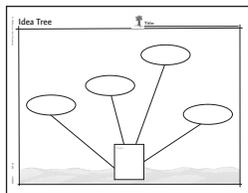
**Yesterday we learned about some more about European capitals. We read about Reykjavik, Iceland, and Rome, Italy. We learned about Stockholm, Sweden. We read about Vienna, Austria. We learned about Warsaw, Poland.**



- 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 87 aloud, stopping to ask questions, make points, or focus students’ attention as needed. Remind students that you identified the main idea from the page on day 1 and put it on the idea tree. Use a **Think Aloud** to identify supporting details, and add them to your idea tree as you reread.

**When we read this section the first time, I recorded the main idea, London, on the idea tree. Now I can identify supporting details that will help me create a summary. I read that London is the capital of England, and it is one of the most populated cities in the world. Around 7.2 million people live in or around London. It had the largest population in Europe from 1825–1925. I learned that both the monarch and Parliament are found in London. I read that William Shakespeare lived and wrote famous plays in London, making it important to culture. I also learned about London’s subway system. It is the oldest in the world and originally used steam engine trains.**

Blackline master provided.



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

**Main idea:** London (p. 87)

- capital of England, about 7.2 million people
  - queen and Parliament based in London
  - Many authors come from England like Shakespeare.
  - oldest subway system
- Model identifying the information from the idea tree to use in a summary. Remind students that summaries do not include less-important details. Circle the information on the idea tree that you will include in the summary.

**Now I need to think about which details to include in a summary. I’ll think about what the author really wants me to know. The main idea, London, is**

important, so I'll include that in my summary. And I know the author would want me to know that London is the capital of England. The author would also want me to know how big London is, so I'll include that detail. But I won't include the detail about how it was the biggest city in Europe for 100 years. I think the author would want me to remember that both the monarch and Parliament are in London, so I'll include those details. I also think the author would want me to know about the authors, including Shakespeare, who came from London, so I'll include that detail as well. And this is the second time the author has mentioned London's subway, so I'll include that detail too. I won't include the detail about the kinds of trains that ran through the subway.

- Share an example of a summary that is based on the information you circled on the idea tree.

Now that I know the most important details, I can create a summary. I can say, "London, a city of 7.2 million people, is the capital of England. A city with a great old subway, London is where the monarch and Parliament are located. But it's also a city of authors. For example, Shakespeare wrote in London."

- Remind students that they will continue summarizing as they read *World Capitals: Europe* this cycle.

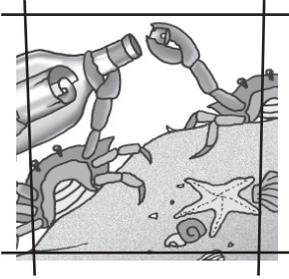
### Preview Team Talk

- 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-29.

### TEAM TALK

1. Is the idea that Prague has been ruled by many different forces an important detail to include in a summary? Why or why not? |SU| (Team Talk rubric)
2. Which of the following capitals should you visit to learn about Vikings? |ST|
  - a. Paris
  - b. Warsaw
  - c. Vienna
  - d. Oslo
3. The main idea of the section titled "The Doors of Europe: Madrid" is the capital of Spain, Madrid. Use supporting details from your idea tree to write a summary about this section. **(Write-On)** |SU| (Summarizing rubric)



# TEAMWORK

Timing Goal: 50 minutes

## Partner Reading **TP**

Students read and restate aloud.

- Explain, or review, if necessary, the Partner Reading routines for strategy use with sticky notes and TIGGRS before having students reread and restate: **SR**  
pages 88–91 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.



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

- 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**.

## TEAM TALK

1. Is the idea that Prague has been ruled by many different forces an important detail to include in a summary? Why or why not? |SU| (Team Talk rubric)
 

**100 points** = *The idea that Prague has been ruled by many different forces is an important detail to include in summary. This is part of Prague's long history. Prague was the center of the Holy Roman Empire. Then it was occupied by Germany during World War II. The Soviet Union occupied it in 1968.*

**90 points** = *The idea that Prague has been ruled by many different forces is an important detail to include in summary. This is part of Prague's long history.*

**80 points** = *It's an important detail. It's part of Prague's long history.*
2. Which of the following capitals should you visit to learn about Vikings? |ST|
  - a. Paris
  - b. Warsaw
  - c. Vienna
  - d. Oslo
3. The main idea of the section titled "The Doors of Europe: Madrid" is the capital of Spain, Madrid. Use supporting details from your idea tree to write a summary about this section. **(Write-On)** |SU| (Summarizing rubric)
 

**100 points** = *Madrid is the capital of Spain. About 4.7 million people live in Madrid. Its name is Arabic and means source of water. Madrid is home to many famous art museums. The Prado Museum has works from famous Spanish artists. It is also home to the Gate of Europe. These are two buildings built on an angle.*

**90 points** = *Madrid is the capital of Spain. About 4.7 million people live in Madrid. Madrid is home to many famous art museums. It is also home to the Gate of Europe.*

**80 points** = *Madrid is the capital of Spain. It is one of the largest cities in Europe. Romans once controlled the city. The Gate of Europe towers tilt toward each other at an angle of fifteen degrees.*

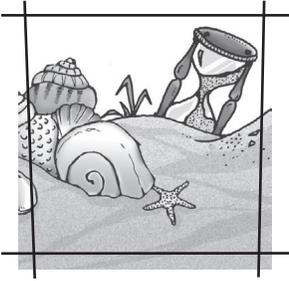
## TEAM TALK EXTENSION

4. Based on the meaning of the name *Madrid*, what can you tell about the city's location? |DC| (Team Talk rubric)
 

**100 points** = *Based on the meaning of the name Madrid, I can tell the city must be located near water. The name means source of water. People must have built the city near a river or other source of water.*

**90 points** = *Based on the meaning of the name Madrid, I can tell the city must be located near water.*

**80 points** = *It must be located near water.*



## FLUENCY IN FIVE **TP**

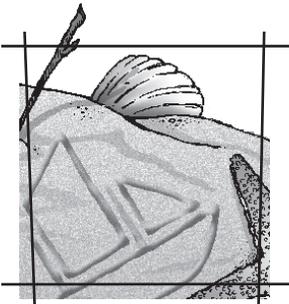
Timing Goal: 5 minutes

- 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-27.

### Page 93 (paragraphs 1–3) or 90 (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 (connotation and denotation) and, if necessary, the Word Treasure clue Captain Read More uses (cloud).
- Refer to the word *massively* on students' vocabulary list and its definition (largely). Use **Think-Pair-Share** to have students give additional meanings of the word *massively*. Randomly select a few students to share. Answers may vary. *Heavily, monstrosly, hugely, etc.*
- Use **Think-Pair-Share** to have students tell if they would rather have something affect them massively or have something affect them largely. Answers may vary. *I would rather have something affect me largely. That sounds smaller, and if it's something bad, I want it to have a smaller effect.*

- 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-29.

### SKILL PRACTICE

1. Read each sentence. How does each sentence make you feel? What are the connotations of the word *plagued*? If you wish, draw a concept map, and record your ideas about the word.  
 Tora's hurt knee bothered her when she walked.  
 Tora's hurt knee plagued her when she walked.  
*It bothered her a lot.*

### BUILDING MEANING

<b>source</b>	<b>attraction</b>	<b>tourists</b>	<b>draws</b>
<b>elegant</b>	<b>boomed</b>	<b>astride</b>	<b>massively</b>

2. 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.*
3. The smell of freshly baked cookies always draws us in from playing in the snow.  
*Draws* means—
  - a. pushes.
  - b. offends.
  - c. pulls.
  - d. disgusts.

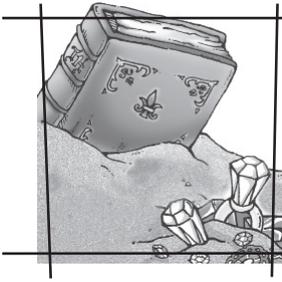
- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration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

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

### TEAM CELEBRATION POINTS

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

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



## DAY 4

## ACTIVE INSTRUCTION

Timing Goal: 25 minutes



## Big Question

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



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

## Team Cooperation and Achievement Goal

- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.
- Direct teams to review the achievement goal they set for the cycle.

## Set the Stage

- Remind students of the story, author, and reading objective.
- Point out this lesson's strategy target, **summarizing**.

Vocabulary **TP**

- Have the teams review the vocabulary words using one of the following choices: **SR**
  - Concept Maps
  - Draw It Out
  - Act It Out
  - Examples/Non-Examples
  - Other interactive activity
- Use **Random Reporter** to check the review.
  - Focus on words that appear in the reading for the day if applicable: *boomed* page 94, *astride* page 96, and *massively* page 96.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.



## Text Review

- Have students work in teams to summarize the ideas recorded on their graphic organizers from the passage they read the previous day. Use **Random Reporter** to review these ideas with the class. Model this if necessary.

## Listening Comprehension

- Review the topic and the author’s intent with students.
- Remind students of the graphic organizer you are using to help you remember the text.
- Review the important ideas from yesterday’s reading.

**Yesterday we read more details about European cities. London is the biggest city in England and home to English royalty, famous authors, and the oldest subway system in the world. Madrid is an important center of art and culture in Spain. Oslo is the home of the Vikings, and you can learn about them there. Paris is a must see city in Europe with many famous buildings and museums to visit. Prague is at the heart of Europe and is one of the most historically important places on Earth.**

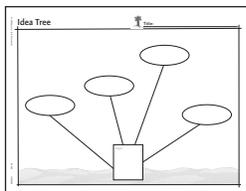
- Tell students that as you reread you will look for details about the important ideas and add them to the graphic organizer. Tell students that you will also add any important information you missed the first time you read.



- Reread page 92 aloud, stopping to ask questions, make points, or focus students’ attention as needed. Remind students that you identified the main idea from the page on day 2 and put it on the idea tree. Use a **Think Aloud** to identify supporting details, and add them to your idea tree as you reread.

**When we read this section the first time, I recorded the main idea, black holes, on the idea tree. Now I can identify the supporting details that will help me create a summary. I read that Reykjavik is the capital of Iceland. It has a population of about 120,000 people. I know that makes it one of the smaller capitals we’ve read about. The name means smoky bay. I learned that Iceland has volcanoes and hot springs. Reykjavik uses the hot springs and geothermal energy to power the city. I read that you can also learn about Vikings that settled Iceland at the Culture House**

Blackline master provided.



- Display a sample idea tree. Model adding supporting details from the Listening Comprehension selection to the graphic organizer.

**Main idea:** Reykjavik (p. 92)

- capital of Iceland
  - 120,000 people live in Reykjavik
  - name means smoky bay; settled by Vikings around 870 CE
  - uses geothermal energy from hot springs and volcanoes
- Use a **Think Aloud** to model identifying the information from the idea tree to use in a summary. Remind students that summaries do not include less-important

details. Circle the information on the idea tree that you will include in the summary.

**I've filled in my idea tree, so I'm ready to write my summary. I want to keep in mind the things the author would want me to think are important. I know I need to include my main idea. I also need to identify the most important details. A lot of my details seem important. I don't think the detail that this is one of Europe's smaller capitals is that important for a summary. Neither is the idea that you can visit the Culture House to learn more about Vikings.**

- Share an example of a summary that is based on the information you circled on the idea tree. For example:

**When I write my summary, I can say, "Reykjavik is the capital of Iceland. About 120,000 people live there. Its name means smoky bay because of all the steam from hot springs and volcanoes. Reykjavik's main source of energy is geothermal energy from the hot springs and volcanoes."**

- Remind students that they will continue summarizing as they read *World Capitals: Europe* this cycle.

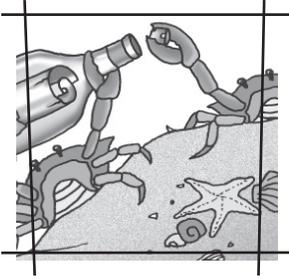
### Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page S-30.

### TEAM TALK

1. Is the idea that the Coliseum is in disrepair an important detail to include in a summary? Why or why not? |SU| (Team Talk rubric)
2. What do Warsaw and London have in common? |CC|
  - a. famous writers
  - b. a royal family
  - c. cool temperatures
  - d. a subway system
3. Use information from your idea tree to write a summary of this cycle of *World Capitals: Europe*. **(Write-On)** |SU| (Summarizing rubric)



# TEAMWORK

Timing Goal: 50 minutes

## Partner Reading **TP**

Students read and restate aloud.

- Explain, or review, if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students reread and restate: **SR**  
pages 93–97 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

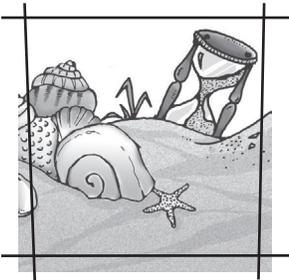
- Is the idea that the Coliseum is in disrepair an important detail to include in a summary? Why or why not? |SU| (Team Talk rubric)
  - 100 points** = *The idea that the Coliseum is in disrepair is not an important detail to include in a summary. It is not an important detail about the city. It doesn't tell about the Coliseum's history in Rome. The building is ancient. People know that old buildings are often falling apart.*
  - 90 points** = *The idea that the Coliseum is in disrepair is not an important detail to include in a summary. It is not an important detail about the city.*
  - 80 points** = *It's not an important detail. It's not about the city.*
- What do Warsaw and London have in common? |CC|
  - famous writers
  - a royal family
  - cool temperatures
  - a subway system
- Use information from your idea tree to write a summary of this cycle of *World Capitals: Europe*. **(Write-On)** |SU| (Summarizing rubric)
  - 100 points** = *The capital cities of Europe are often the biggest cities in the country. Some capitals are important cultural centers. These include London, Madrid, Oslo, Paris, Prague, Rome, and Vienna. Other capitals are important business centers. Business centers are found in Oslo, Stockholm, and Warsaw. Many of the cities have ancient beginnings. Rome and Prague are ancient cities. Others were heavily affected by wars. Prague and Warsaw were invaded and bombed during World War II.*
  - 90 points** = *The capital cities of Europe are often the biggest cities in the country. Some capitals are important cultural centers. Other capitals are important business centers. Many of the cities have ancient beginnings. Others were heavily affected by wars.*
  - 80 points** = *The capital cities of Europe are often the biggest cities in the country. They attracted authors like Shakespeare and famous artists.*

## TEAM TALK EXTENSION

## Team Talk Discussion

- ask students if they understood or enjoyed the reading
- reinforce use of the skill

4. Why are boats popular for sightseeing in Stockholm? |CE| (Team Talk rubric)
- 100 points** = *Boats are popular for sightseeing in Stockholm because the city was built on an archipelago. An archipelago is a chain of islands. You can use boats to travel around the islands that make up Stockholm.*
- 90 points** = *Boats are popular for sightseeing in Stockholm because the city was built on an archipelago.*
- 80 points** = *The city was built on an archipelago.*



## FLUENCY IN FIVE TP

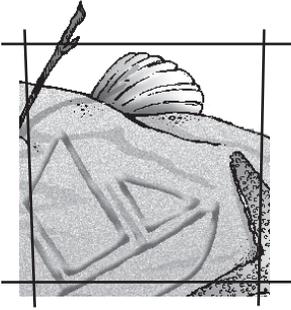
Timing Goal: 5 minutes

- 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-27.

**Page 93 (paragraphs 1–3), 90 (paragraphs 2 and 3), or 96**

- 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 (connotation and denotation).
- Remind students that word connotations can change the meaning of text and that they should pay attention to the words used to describe people, things, and ideas.
- Display the Word Power Challenge. Tell students that they will work in teams to discuss the connotation of the word *plundered*.

### Word Power Challenge

The pirates stole gold from the town.

The pirates plundered gold from the town.



- Use **Random Reporter** to select students to share their connotations and denotations. *Plundered means stole by force or with violence.*
- 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-30.

### SKILL PRACTICE

1. Read each sentence. How does each sentence make you feel? What are the connotations of the word *bawled*? If you wish, draw a concept map, and record your ideas about the word.
 

The baby cried when she dropped her toy.

The baby bawled when she dropped her toy.

*It means cried really hard.*

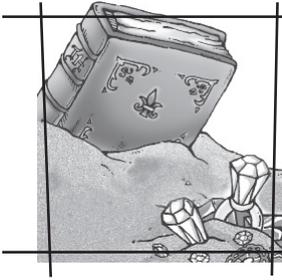
BUILDING MEANING			
source	attraction	tourists	draws
elegant	boomed	astride	massively

- 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.
 

Ladies used to always ride a horse sidesaddle, but now they sit with their legs *astride* the horse's back.

- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration points.
- Remember to add individual scores to the teacher cycle record form.
- Students add their rubric score on the team score sheet.
- Use **Random Reporter** to check for responses on the remaining item for building meaning.
- Award team celebration points.
- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

TEAM CELEBRATION POINTS	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	<ul style="list-style-type: none"> <li>• How many points did you earn today?</li> <li>• How well did you use the team cooperation goal and behavior?</li> <li>• What did you do to work toward your achievement goal?</li> </ul>



## DAY 5

# ACTIVE INSTRUCTION

Timing Goal: 20 minutes

### Rate Vocabulary Words

- Have students rerate the vocabulary words individually as they arrive for class.
  - + Think they know the word
  - ? Not sure if they know the word

### Team Cooperation and Achievement Goal

- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.
- Direct teams to review the achievement goal they set for the cycle.

### Set the Stage

- Tell students that their reading test today includes comprehension questions 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 Moscow. This is another big European capital.**

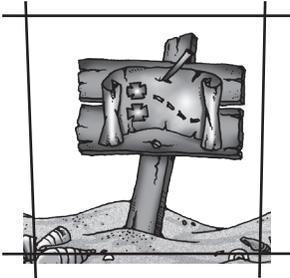
### Vocabulary **TP**

- Remind students that the meanings of the vocabulary words and the Word Power skill will be assessed on their written test.
- Have the teams review the vocabulary words. Remind them to use the vocabulary words in new, meaningful sentences. **SR**

### Prepare Students for the Test

- Distribute the test, and preview it with students without providing information about the answers. Point out that questions #2 and #3 ask about summarizing.
- Ask students to underline key words or phrases in question #3.

- Make sure students understand that the test is independent work and that they should continue to use their strategies with sticky notes as they read without their partners' assistance.
- Tell students to add any relevant events from this reading to their story maps and to do so without assistance.
- Remind students that they have 40 minutes for the test.

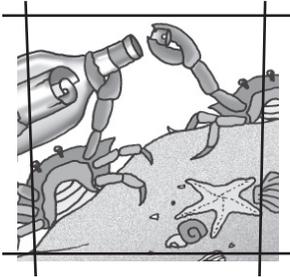


## TEST

Timing Goal: 40 minutes

**Suggested timing:**  
Reading/comprehension  
questions: 30 minutes  
Word Power: 10 minutes

- Allow students to begin.
- Help students monitor their timing by indicating once or twice how much time remains.
- When students are finished, collect pencils or pens, but have students retain the test.



## TEAMWORK

Timing Goal: 30 minutes

Teacher procedures for  
Teamwork vary with  
strategy instruction.

### Team Discussion **TP**

- Students discuss independent strategy use and answers to the test. **SR**

After the Test	
<b>INDEPENDENT STRATEGY USE</b>	<ul style="list-style-type: none"> <li>• How did you resolve a sticky note?</li> <li>• Describe your strategy use with the team.</li> </ul>
<b>SKILL-QUESTION DISCUSSION</b>	<ul style="list-style-type: none"> <li>• Discuss the skill question in teams.</li> <li>• Say the question in your own words, and tell what key words or phrases you underlined.</li> <li>• Read your answer to your team.</li> <li>• Think about what you like about your answer and what you could have said differently.</li> <li>• Use your colored pen to add comments to your answer.</li> </ul>

- Remind students that they will need to prepare each team member to discuss words or phrases that needed clarification during Class Discussion.
- Pass out a colored pen (e.g., red or green ink) to each student.
- Point to the skill question. Ask students to specifically discuss the skill question.
- Ask students to state the question in their own words and tell what key words or phrases they underlined.
- Have students read their answers to the question. Ask the teams to think about what they like about their answers and what they wish they had said differently. Tell them to use their colored pens to add comments to their answers.
- Circulate during Team Discussion, and listen to discussions about test answers.
- Use **Random Reporter** to have students share additions they made to the targeted skill question.
- Award team celebration points.
- Have students share the information that they added to their story maps.



### Class Discussion **TP**

- Collect the test answers.
- Use **Random Reporter** to have students share a word or phrase that needed clarification.
- Award team celebration points.
- Use **Random Reporter** to review assessment answers as time permits.
- Award team celebration points.
- Have students share with their teammates which vocabulary words they found in the text and on what page. Use **Random Reporter** to select a few students to share with the class.

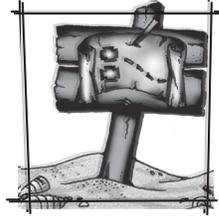


- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.
- Use information from student tests to plan modeling and/or Think Alouds for the next lesson that will build upon the skills students need. If necessary, add or modify questions on the next student test to address a particular skill, quality of expression, or question format.

## TEAM CELEBRATION POINTS

Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.

- How many points did you earn today?
- How well did you use the team cooperation goal and behavior?
- What did you do to work toward your achievement goal?



# TEST

## Test Passage

Read the test passage, and complete a graphic organizer. Then reread the passage, and add more ideas to your organizer.

### Gold-Domed City: Moscow

The site where Moscow stands was a small trading post by the Moskva River in Russia. In 1147, Prince Yuri Dolgoruky decided to take over the village. He built a small wooden fort on top of a hill. The prince called the spot Moscow.

Mongols controlled Russia for most of the Middle Ages. They made Moscow the seat of power. The city also became the center of the Russian Orthodox Church. The fort became a stone fortress, called the Kremlin. The Kremlin was home for the tsars (zahrs). Moscow earned the name Gold-Domed City because of gold-domed churches rising above the Kremlin walls.

Moscow lost its place as capital in 1712. A tsar named Peter the Great moved the capital to another city. He named the new capital St. Petersburg. This city was capital for 200 years. Moscow became the capital again after a revolution in 1917.

A visit to Moscow should include a trip to the Kremlin. It is a museum of Moscow's history. It is also home to the government. Moscow is famous for ballet. You can watch some great shows at the Bolshoi Ballet. There you can see dancers perform to composer Peter Tchaikovsky's Nutcracker Suite, Sleeping Beauty, or Swan Lake.

Sources:

[www.lonelyplanet.com/russia/moscow](http://www.lonelyplanet.com/russia/moscow)

[www.geographia.com/russia/moscow02.htm](http://www.geographia.com/russia/moscow02.htm)

[www.waytorussia.net/Moscow/History.html](http://www.waytorussia.net/Moscow/History.html)

## Comprehension Questions

Answers may vary.  
Accept reasonable responses.

Use your graphic organizer to answer the following questions. The score for comprehension questions equals 90 points. The graphic organizer is worth 10 points. The total possible score equals 100 points.

30 points

1. What is the topic of this text? |MI • AP| (Team Talk rubric)
  - a. St. Petersburg, Russia
  - b. *Moscow, Russia*
  - c. the Kremlin
  - d. the Bolshoi Ballet

What is the intent of the author in writing about this topic? How do you know?

**30 points** = *The author’s intent is to inform the reader about a European capital. I know this is the author’s intent because I learn information about the capital of Russia. I learned about its history. I learned what you can do in Moscow. I do not really see text that entertains, persuades, or compares.*

**25 points** = *The author’s intent is to inform the reader about a European capital. I know this is the author’s intent because I learn information about the capital of Russia.*

**20 points** = *To inform. I learn information about the capital of Russia.*

30 points

2. Is the idea that Russia’s capital moved from Moscow to St. Petersburg an important detail to include in a summary? Why or why not? |SU| (Team Talk rubric)

**30 points** = *The idea that Russia’s capital moved from Moscow to St. Petersburg is an important detail. It tells the history of Moscow. Even though Moscow was home to the tsars, one tsar decided to change the capital. After 200 years, the capital became Moscow again. It is still the capital today.*

**25 points** = *The idea that Russia’s capital moved from Moscow to St. Petersburg is an important detail. It tells the history of Moscow.*

**20 points** = *It’s an important detail. It tells the history.*

30 points

3. Use information from your graphic organizer to write a summary of the passage.

**(Write-On)** |SU| (Summarizing rubric)

**30 points** = *Moscow is the capital of Russia. It is an old city and was founded in 1147. It became the home of the tsars and the Russian Orthodox Church. Peter the Great moved the capital to St. Petersburg in 1712. It returned to Moscow in 1917. Moscow is famous for the Kremlin and its ballet. The Kremlin is where the government meets, and is a museum.*

**25 points** = *Asteroids and comets are part of our solar system. Asteroids are rocks that did not form into a planet. Comets are balls of ice and dust that pass by the sun. Meteor showers are caused by comets.*

**20 points** = *Moscow is the capital of Russia. It was controlled by the Mongols through the Middle Ages. It is called the Gold-Domed City.*

## Word Power

Number your paper from 1 to 12. Write your answers next to the matching numbers on your paper. The total possible score for Word Power questions equals 100 points.

5 points each

### Skill Questions

Read each sentence. How does each sentence make you feel? What are the connotations in each sentence? If you wish, draw a concept map, and record your ideas about the word.

1. Alicia was upset about finding a spot on her face.

Alicia was upset about finding a blemish on her face.

What are the connotations of the word *blemish*?

*A blemish suggests something that isn’t easily washed away or removed.*

2. Opal felt shy in large crowds.  
Opal felt cowardly in large crowds.  
What are the connotations of the word *cowardly*?  
*Being cowardly suggests being extremely afraid.*
3. D.J.'s mom said he was a slob.  
D.J.'s mom said he was a pig.  
What are the connotations of the word *pig*?  
*Pig suggests being very messy.*
4. Some animals are dead.  
Some animals are extinct.  
What are the connotations of the word *extinct*?  
*Extinct implies that the animals are dead and never coming back, that there are no more of them on Earth.*

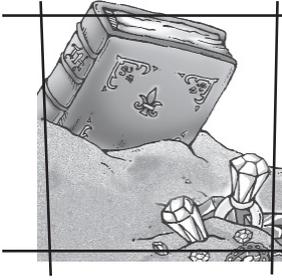
10 points each

## Building Meaning

source	attraction	tourists	draws
elegant	boomed	astride	massively

5. Write a meaningful sentence for the word *tourists*.  
**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 largest ball of yarn in the world was just one attraction I wanted to see on our family road trip.
7. The princess imagined that her wedding to the prince would be the most elegant event the kingdom had ever attended. *Elegant* means—  
a. *fancy.*  
b. *ugly.*  
c. *simple.*  
d. *plain.*
8. Max's candy business boomed after the kids at the school learned he was selling candy.

9. The street performer always draws a crowd when he begins his magic act.  
*Draws* means—
- loses.
  - pushes away.
  - pulls in.*
  - rejects.
10. The popularity of video games among kids has grown massively over the past few years.
11. The source of whining noise under the porch was an abandoned kitten that was cold and hungry. *Source* means—
- ending.
  - finale.
  - finish.
  - beginning.*
12. The cowboys sat astride the fence as they waited their turns to ride the bucking broncos.



## DAY 6

## ACTIVE INSTRUCTION

Timing Goal: 5 minutes

Two-Minute Edit **TP**

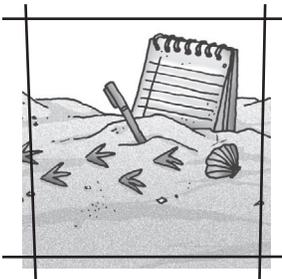
- Display and have students complete the Two-Minute Edit to start the class.
- Identify a frequently occurring grammatical or mechanical problem from the students' writing.
- Prepare a sentence that illustrates the problem (with no more than four errors).
- Display the sentence, and indicate the number of errors that students should find. **SR**
  - Teach or model this student routine as necessary.

## Two-Minute Edit

1. Read the sentence with your team.
2. Work together to find errors.
3. Use team consensus to decide how the errors can be corrected.
4. Make sure every team member is prepared to orally correct errors for **Random Reporter**.



- Use **Random Reporter** to check corrections.



## ADVENTURES IN WRITING

Timing Goal: 85 minutes

**Suggested timing:**

Planning: 20 minutes

Drafting: 20 minutes

Team Discussion: 20 minutes

Class Discussion: 25 minutes

- Introduce the activity.

**Today you will pretend that you are a newspaper reporter who has been given an assignment to interview the mayor of one of the capital cities you read about in World Capitals: Europe this cycle. You will think about the kinds of questions people might be interested in asking the mayor of one of these cities, and the answers you think the mayor would give.**



- If desired, consult the internet for up to date information about mayors of cities from this cycle’s reading.
- 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-30.

**WRITING PROMPT**

Imagine that you are a reporter for a newspaper. You have been assigned to interview the mayor of one of the European capitals you read about this cycle in *World Capitals: Europe* (pp. 87–96). Think of at least five questions you would ask about their city, and then answer each question.

Student Edition Writing Guide contains no point values.

<b>WRITING GUIDE</b>		
<b>IDEAS</b>	<ul style="list-style-type: none"> <li>• Clearly introduces ideas, a topic, or a story and supports it with details.</li> </ul>	<b>30 points</b>
<b>ORGANIZATION</b>	<ul style="list-style-type: none"> <li>• Has a clear beginning that introduces the topic or story.</li> <li>• The middle has details that support the topic or moves the story forward.</li> <li>• Ends with a closing statement or solution.</li> </ul>	<b>30 points</b>
<b>STYLE</b>	<ul style="list-style-type: none"> <li>• Uses words, phrases, quotes, or dialogue to support their writing or help the reader make a mind movie.</li> </ul>	<b>30 points</b>
<b>MECHANICS</b>	<ul style="list-style-type: none"> <li>• Uses correct punctuation, capitalization, spelling, and grammar.</li> </ul>	<b>10 points</b>

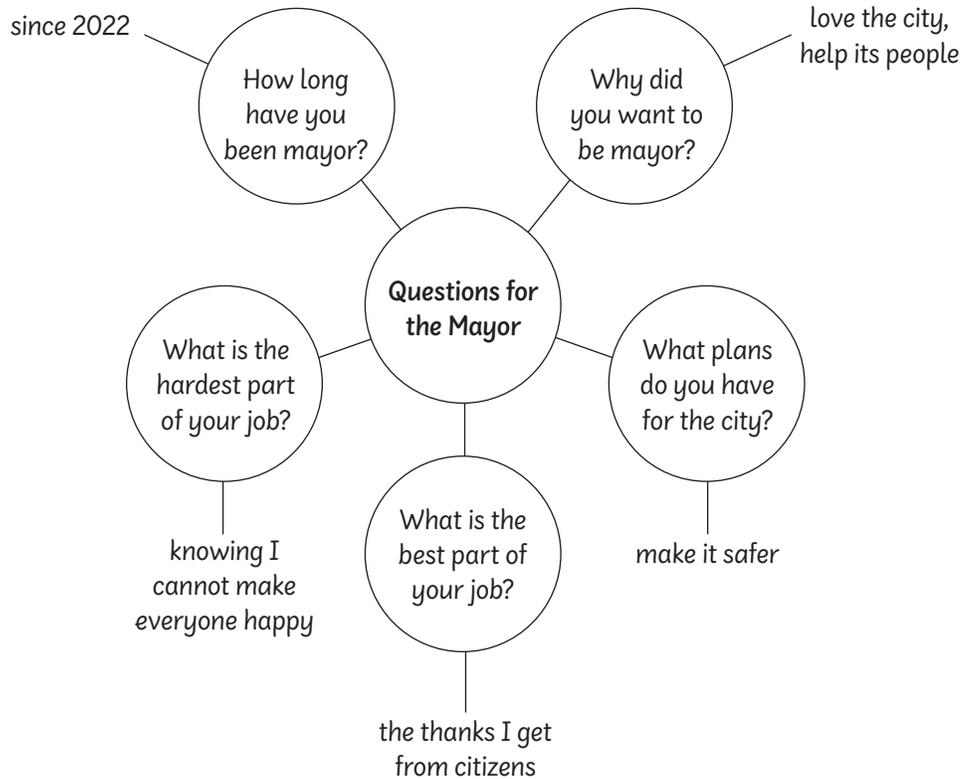
- Remind students of the importance of planning their writing before they actually begin to write. Introduce the graphic organizer—the type of organizer and how it is used.

**Before we begin writing, it’s very important that we plan what we are going to write. That way, our thoughts and ideas will be organized when we write them down. The best way to plan for writing is to use a graphic organizer. Today we will use a web. This will help us put our thoughts in the right order as we write our interviews.**

- 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.
- Point out that interviews are usually written in a special format.

**When you read an interview, whether it's in a newspaper, magazine, or on a website, it's usually written in a special format. The interview has a title to say who is being interviewed. Then the questions and answers are shown on different lines with the name or initials of the writer and the person being interviewed in front.**

- Display the sample interview format.

Blackline master provided.

**An Interview With Princeton Jackson, Star of *Air Strike Commandos***

By Kyle Stanley

**KS:** What caught your interest when you read the script for *Air Strike Commandos*?

**PJ:** Well, Mr. Stanley, I was really attracted to the role the director had drawn up for me. He offered me my first opportunity to play a villain. I've never played a villain before, so I leapt at the chance.

- Tell students to keep this format in mind as they write their interviews.
- While they have their plans in front of them, have students review their ideas with partners and begin to write.
- Remind students to periodically check their writing against the prompt and writing guide to make sure they are meeting the goal for the activity.
- Monitor students as they begin working. Give specific feedback to reinforce good drafting, and assist students as needed.
- As students complete their drafts, have them read their writing aloud to a partner to see that it includes the intended ideas and makes sense.
- Ask one or two students to share their first drafts with the class to celebrate.

**Team Discussion**

**Sharing, Responding, and Revising**

- Tell students that they will work with partners to improve their writing. They will share and respond to provide feedback for each other's drafts.
- Using the chart in the student routines, explain and model, or review if necessary, how to share and respond with partners. **SR**

Sharing	Responding
<ul style="list-style-type: none"> <li>• Read your writing once to yourself, and then read it aloud with expression to your partner.</li> <li>• When your partner responds, write suggestions that they make for improving your writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen carefully with your writing guide in front of you as your partner reads their draft.</li> <li>• When your partner has finished reading, tell what you liked about the writing.</li> <li>• Then use the writing guide to give the author suggestions for how to make the writing better.</li> </ul>

- Ask students to share and respond with their partners.
- Using the chart in the student routines, review how to make revisions. **SR**

### Revising

- 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.
- Remind students that their interviews should be in the correct format.

**Remember that your interviews should be in the correct format. They should have a title that introduces the interviewee. They should have a byline with your name. Your questions and the interviewee's answers should be preceded by your and his initials, followed by a colon.**

- Display the following interview sample with errors.

Blackline master provided.

#### **An Interview With the Mayor of Rome**

By Natalia George

**NG** How long have you been the mayor of Rome?

**GA:** I have been the mayor of Rome since 2008, when I defeated a man named Francesco Rutelli for the office. I actually ran for mayor once before but was defeated by the incumbent.

**NG:** Why did you want to become the mayor of Rome?

**ga:** I have always loved the city and want to help the people in it lead better lives. There is a lot of conflict in Rome today. I want to help smooth out differences between different groups of people and make sure Rome continues to be a pleasant place to live.

- Have students work in their groups, and use **Team Huddle** to have students identify mistakes made in the format of this interview. Use **Random Reporter** to select students to share. *The title never gives the name of the mayor of Rome. Natalia's initials are not followed by a colon before her first question.*
- If students have not already pointed it out, point out that the mayor's initials are written in lowercase before the answer to his second question. Remind students that since the initials represent proper nouns, they should be capitalized.

- If helpful, have students copy the checklist in their journals as a reference.
- Have students reread their first drafts, looking for the types of errors listed and correcting these on their drafts. If your students are familiar with proofreading marks, encourage students to use them.
- Ask students to read their partners' drafts to check them against the editing list a second time. If they find additional errors, ask them to mark the errors on their partners' papers.
- Have students share their edits with their partners.
- Have teams put their writing projects in a pile in the middle of their tables so a writing project can be randomly selected for Class Discussion.

### Class Discussion **TP**

- Randomly select a writing project from one or two teams' piles without revealing their authors. Display a writing project, and read it aloud.
- Refer students to the writing guide and the writing objective.
- Using the writing guide, discuss and evaluate the selected writing project(s) with the class. For example, ask:

- Does the writer introduce the topic/story clearly?
- Does the writer include details to help readers understand the information/story?
- Does the writer end with a closing statement/solve the story problem?
- Does the writer use language and details to help readers make a mind movie?

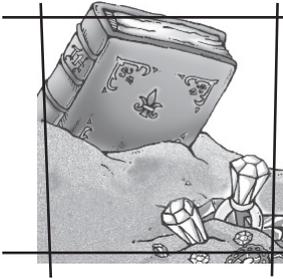


- Use **Random Reporter** to select a few students to share responses.
- Award points to teams whose writing projects meet the criteria. Record these points on the team poster.

### TEAM CELEBRATION POINTS

Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.

- How many points did you earn today?
- How well did you use the team cooperation goal and behavior?
- What did you do to work toward your achievement goal?



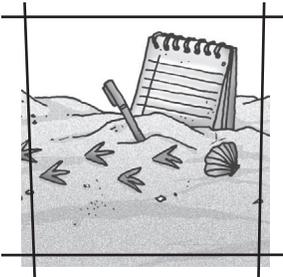
## DAY 7

# ACTIVE INSTRUCTION

Timing Goal: 5 minutes

### Two-Minute Edit **TP**

- Display and have students complete the Two-Minute Edit to start the class.
- Identify a frequently occurring grammatical or mechanical problem from the students' writing.
- Prepare a sentence that illustrates the problem (with no more than four errors).
- Display the sentence, and indicate the number of errors that students should find. **SR**
  - Teach or model this student routine as necessary.
- Use **Random Reporter** to check corrections.

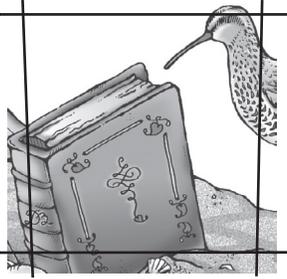


# ADVENTURES IN WRITING

Timing Goal: 25 minutes

### Rewriting

- Tell students that they will rewrite their drafts to include their revisions and edits from the previous day.
- Ask students to begin rewriting, and assist them as needed.
- When they are finished, have students read over their writing and then read it aloud to their partners as a final check.
- Celebrate by asking one or two volunteers to share their work with the class.
- Collect and score the completed writing activities.



# BOOK CLUB

Timing Goal: 40 minutes

- Have students get out their reading selections and Read and Respond forms.

## Team Discussion

- Tell students that they will discuss their reactions to their reading selections with their teammates using the Read and Respond questions as a guide.

### READ AND RESPOND QUESTIONS

- Is your book literature or informational? Summarize what you read.
- Why did you choose this book? How did it make you feel while reading it?
- What is something you liked about the book? Would you recommend it to others?

- As you visit teams, take this opportunity to check students' homework for completion (Read and Respond forms). Enter the information on your teacher cycle record form.

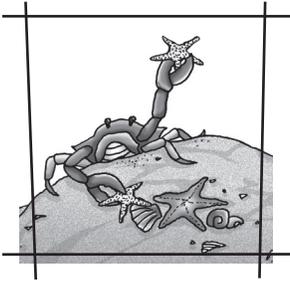


## Class Discussion

- Use **Random Reporter** to select a student to briefly share about their book.
- Award team celebration points.

## Book Presentation

- Have one or two students share their reading selections through activities of their choosing.
- Celebrate each student's selection and activity.
- Record student completion on the teacher cycle record form.



# SUCCESS REVIEW AND KEEPING SCORE

Timing Goal: 20 minutes

Add Super, Great, or Good Team designations to the poster.

## Success Review and Keeping Score

- Hand out team score sheets and team certificates to each team.
- Point to the Team Celebration Points poster, and celebrate super teams from the cycle.
- Remind students how to earn team celebration points. Remind them that team celebration points help them to become super teams.
- Have one student from each team write the team achievement goal on the team score sheet. Note each team's achievement goal on the teacher cycle record form.
- If needed, explain the challenge scores using the rubrics on the team folders.
- Students will brainstorm and make notes of the actions they will take to help their team meet the goal on the back of their team score sheet.

## Team Cooperation Goal

- Set the team cooperation goal for the next cycle based on your class's needs or use **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?

It is the capital of Northern Ireland.

People have lived there since the Bronze Age.

The English didn't settle it until 1600.

It's an important shipbuilding center.



## **An Interview With Princeton Jackson, Star of *Air Strike Commandos***

By Kyle Stanley

**KS:** What caught your interest when you read the script for *Air Strike Commandos*?

**PJ:** Well Mr. Stanley, I was really attracted to the role the director had drawn up for me. He offered me my first opportunity to play a villain. I've never played a villain before, so I leapt at the chance.

## **An Interview With the Mayor of Rome**

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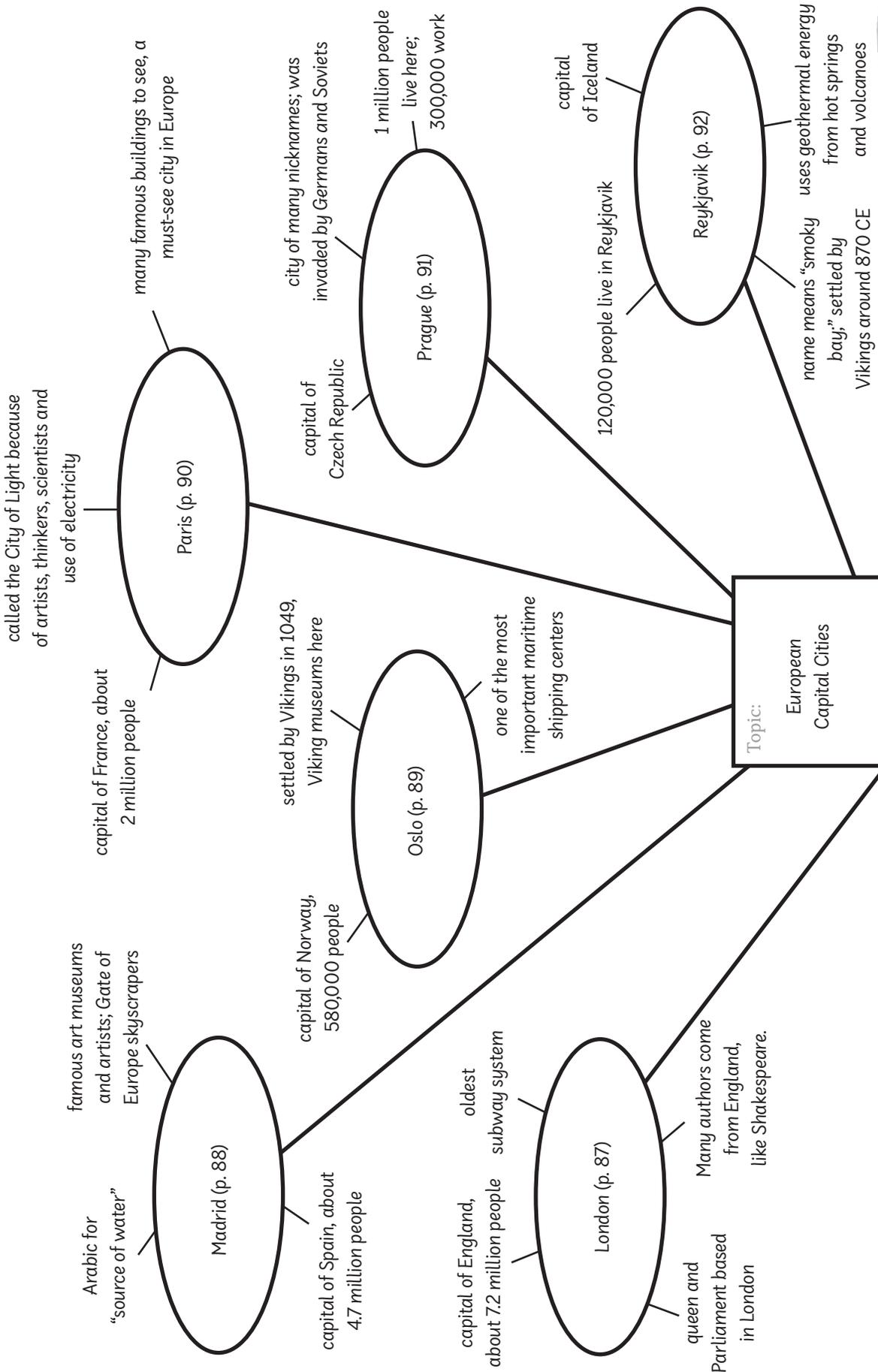
**NG:** Why did you want to become the mayor of Rome?

**ga:** I have always loved the city and want to help the people in it lead better lives. There is a lot of conflict in Rome today. I want to help smooth out differences between different groups of people and make sure Rome continues to be a pleasant place to live.



Title: World Capitals: Europe (cycle 2)

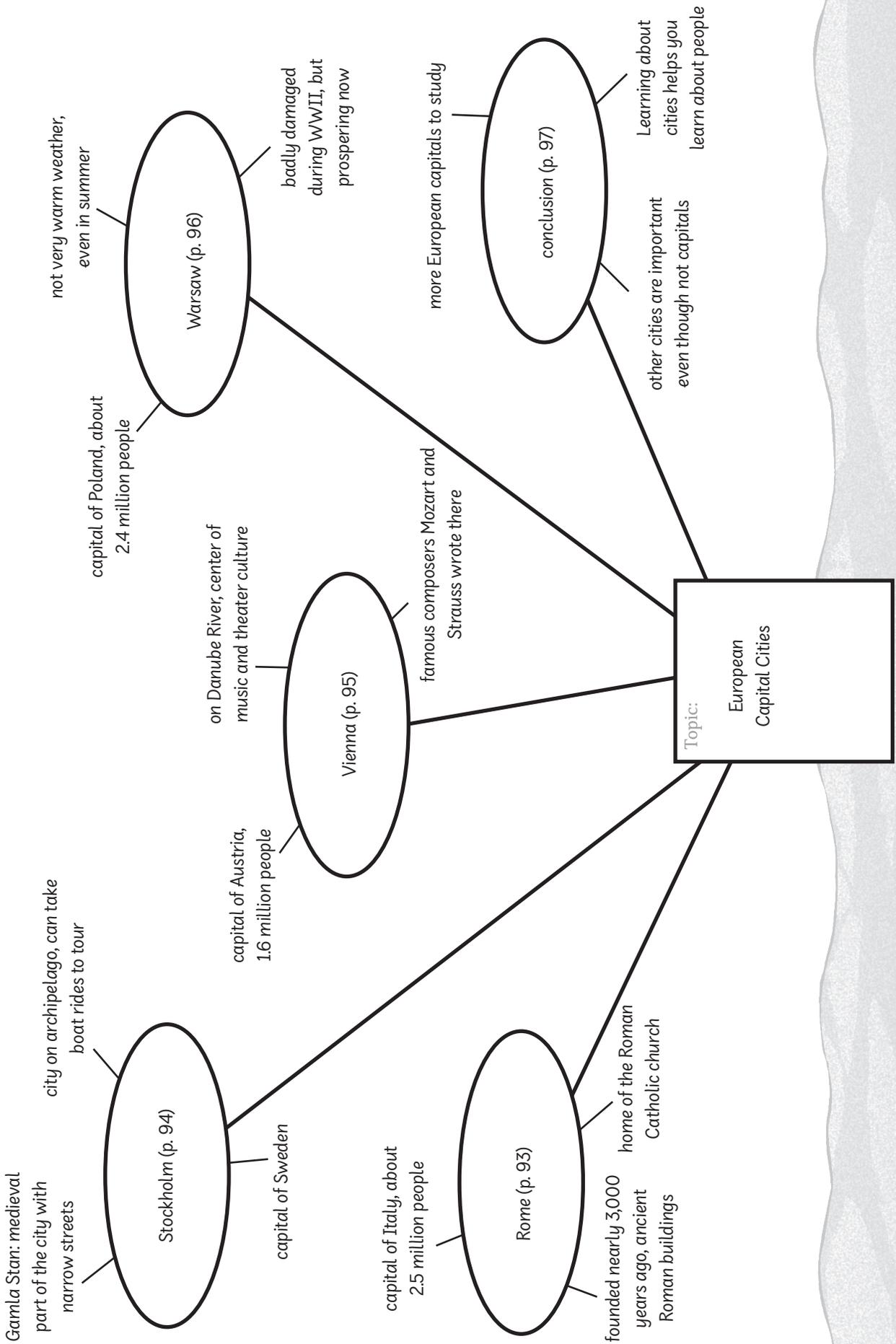
# Idea Tree





Title: World Capitals: Europe (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 / *World Capitals: Europe*

#### **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**

Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

#### **Writing**

##### **Text Types and Purposes**

Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

#### **Language**

##### **Vocabulary Acquisition and Use**

Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.