



# Summarizing

**Level 6**

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**

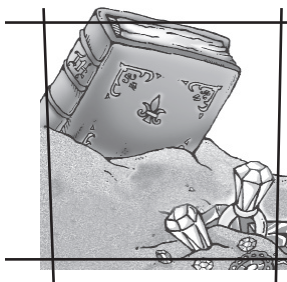
In this lesson, the S.H.O.R.T. School students will ask your students to write a summary of Edgardo's Birthday Party, The Gift, and Making the Team. The following suggestions are included to help you plan your instruction on how to write a summary.

### **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.**

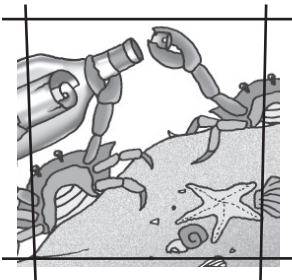


- **Play** "Part 1: Summarizing Narrative Texts" (4 minutes).
  - Radford will ask students to work with their partners to list story elements.
- Stop the video as indicated, and model completing the activities, or have students complete them.
- Preview the Team Talk questions with the class. Point out 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 **Random Reporter**.

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

<p><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>

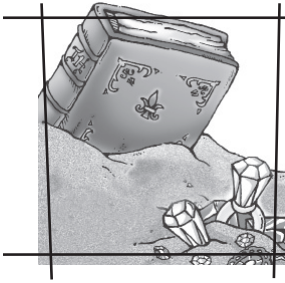
- Summarize the lesson for students.

**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!**

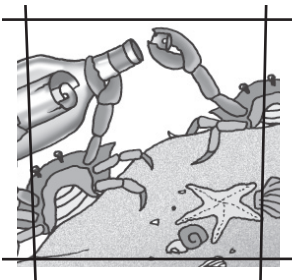


- **Play “Part 2: Reading and Retelling” (3 minutes).**
  - Radford will ask students to read and retell the second page of *The Gift* with their partners. Have several partners share what they included in their retell. Then compare it with Elinor and Lee’s retell.
- Preview the Team Talk questions with 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)



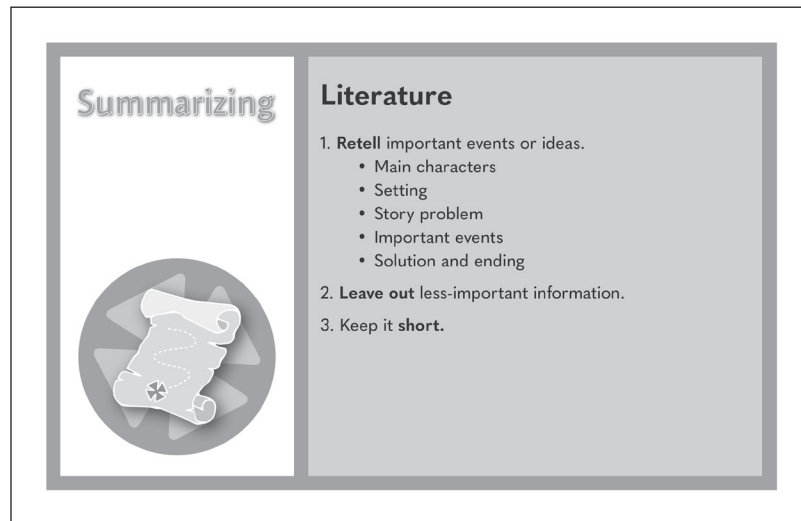
## TEAMWORK

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.*

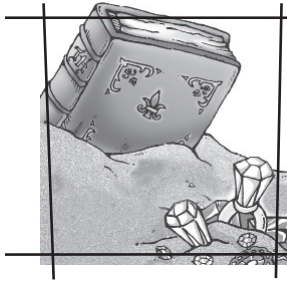
- Summarize the lesson for students.

**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.

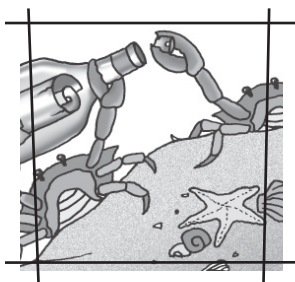


- **Play** “Part 3: Team Discussion of Story Elements, Pages 1 and 2” (4 minutes).
  - Radford will ask students to read and retell pages 3 and 4 of *The Gift* with their partners and then discuss the story elements with their teammates and reach consensus. Have each team save its list of the story elements; 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)



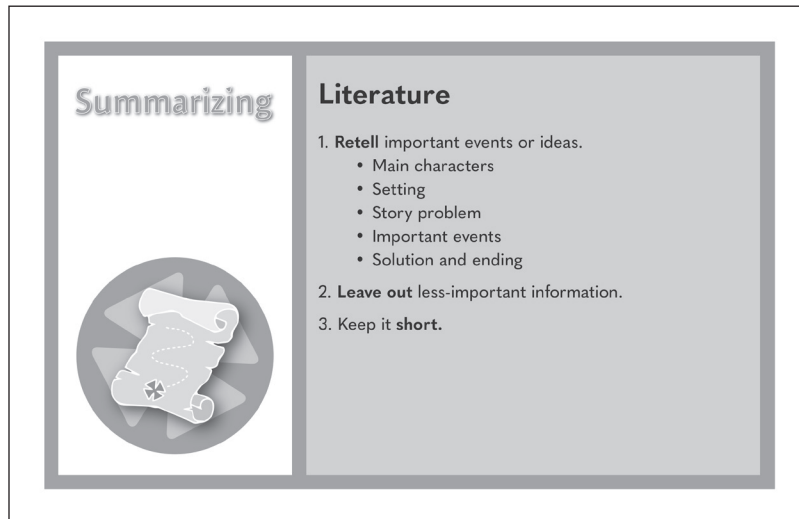
## TEAMWORK

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.*

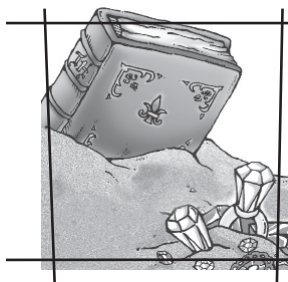
- Summarize the lesson for students.

**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.

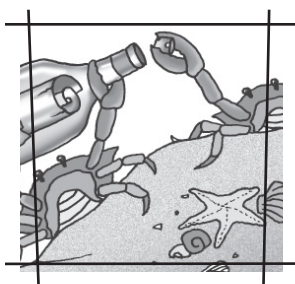
Team Notes 2	
<input type="radio"/>	Character: Guitar player
	Event: Miguel takes the trumpet to the marketplace.
	Event: Miguel hums the song his father taught him to feel better.
	Event: A man was playing the same song.
	Event: The man is a friend of Miguel’s father.
	Event: Miguel tells the man everything.
<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.*

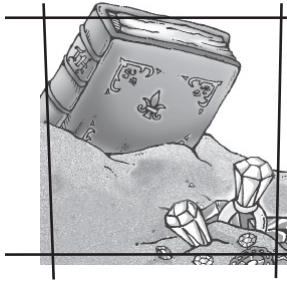
- Summarize the lesson for students.

**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.**

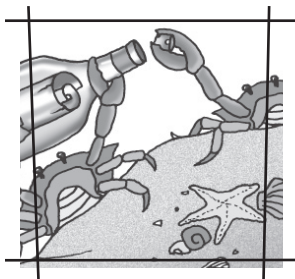


- **Play** “Part 5: Making a Story Map” (2 minutes).
  - Radford will ask students to fill in a story map for *The Gift*.
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually, after students discuss it in their teams.
-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

- resolve a sticky note
- describe team strategy use

**Team Talk Discussion**

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

**Write-On Discussion**

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

**TEAM TALK**

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

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

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

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

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

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

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

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

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

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

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

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

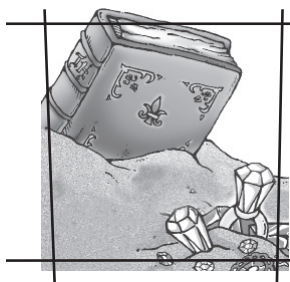
- Summarize the lesson for students.

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

## TEAM CELEBRATION POINTS

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

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



## DAY 6

## ACTIVE INSTRUCTION

Timing Goal: 55 minutes

## Team Cooperation and Achievement Goal

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

## Set the Stage

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

## Using the Targeted Strategy

## Introduction and Definition



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

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

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

## Preview Team Talk

- Introduce the video.


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



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

Blackline master provided.

**Story Map**

 **Title:** *The Gift*

<p style="text-align: center;"><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:**

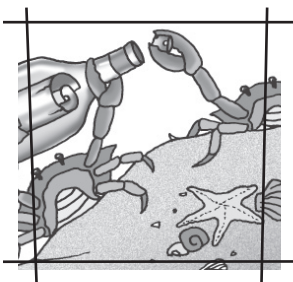
Miguel uses the money to bury his mother and buy food for his brother and sister.

- 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.*

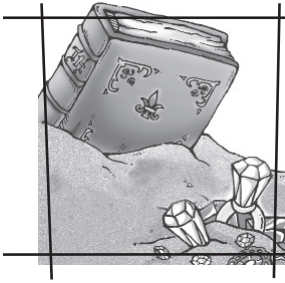
- Summarize the lesson for students.

**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.

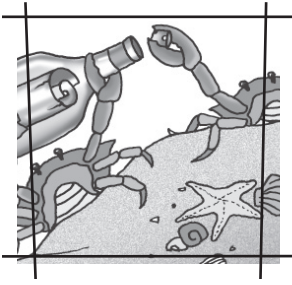
People listen and begin to give Miguel money for the song. He plays all day and ends up with enough money for food and to bury his mother. Miguel grows up to become a famous musician. He never forgets his parents. The song turns out to be his gift from them.

- 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.*

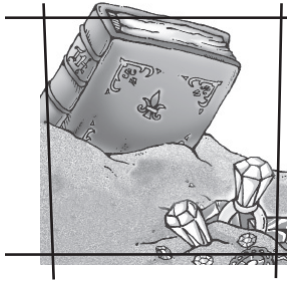
- Summarize the lesson for students.

**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

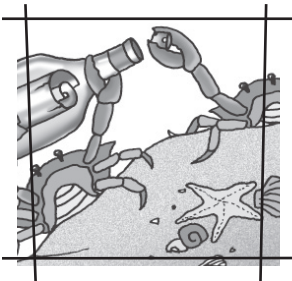
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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 4. |SU| (Summarizing rubric)
3. Use the information you have written on your story map to write a brief summary of paragraph 7. **(Write-On)** |SU| (Summarizing rubric)



## TEAMWORK

Timing Goal: 45 minutes

### Partner Reading **TP**

*A Collection of Readings,*  
page 15

- Use the first paragraph of *Cleaning for a Cause* 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 idea in this paragraph is that the community park needed to be cleaned up. This seems like an important idea.**

- 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:

***Cleaning for a Cause* 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

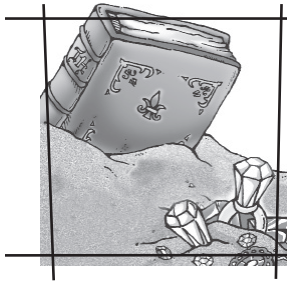
## TEAM TALK

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 “What is the meaning of the title, Cleaning for a Cause?” I wanted to know what cause people cleaned for.*
  - 90 points** = *One question I had before reading was “What is the meaning of the title, Cleaning for a Cause?”*
  - 80 points** = *What is the meaning of the title?*
2. On your story map, write the important events from paragraph 4. |SU| (Summarizing rubric)
  - 100 points** = *An important event in paragraph 4 is that Jasmine introduces her idea to clean the community park to her classmates. She wants it to be a volunteer project for everyone.*
  - 90 points** = *An important event in paragraph 4 is that Jasmine introduces her idea to clean the community park to her classmates.*
  - 80 points** = *Jasmine introduces her idea to her classmates.*
3. Use the information you have written on your story map to write a brief summary of paragraph 7. **(Write-On)** |SU| (Summarizing rubric)
  - 100 points** = *Jasmine’s classmate Lamont suggests getting the whole neighborhood involved with the cleanup. He wants the community to be involved, not just the students. Jasmine explains that she hopes neighbors will donate to the cause to help keep the park clean. It will take everyone’s help to do it.*
  - 90 points** = *Jasmine’s classmate Lamont suggests getting the whole neighborhood involved with the cleanup. Jasmine explains that she hopes neighbors will donate to the cause to help keep the park clean.*
  - 80 points** = *Lamont suggests getting the whole neighborhood involved. They can call the charity Clean for a Cause.*

## 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.

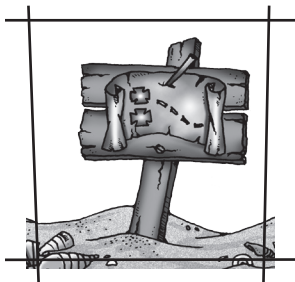
### Set the Stage

- 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 *The Wash Out*. We will think about the story's important events or ideas so we can write a summary after reading.**

### Prepare Students for the Test

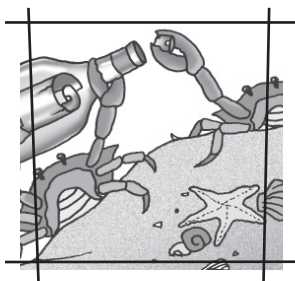
- Distribute the test, and preview it with students without providing information about the answers. Point out that question #4 asks about summarizing.
- Ask students to underline key words or phrases in question #4.
- Make sure students understand that the test is independent work and that they should 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>

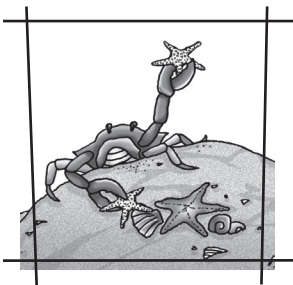
- Remind students that they will need to prepare each team member to discuss words or phrases that needed clarification during Class Discussion.
- Pass out a colored pen (e.g., red or green ink) to each student.
- Point to the skill question. Ask students to specifically discuss the skill question.

- 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.

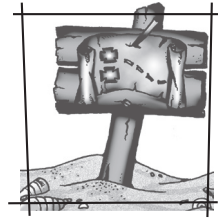
### Team Cooperation Goal

- 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 *The Wash Out* 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 "What does the phrase 'wash out' mean?" I wanted to know what the title is referring to.*

**25 points** = *One question I had about the main idea before I began reading was "What does the phrase 'wash out' mean?"*

**20 points** = *What does the phrase "wash out" mean?*

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 the storm winds and water damage the zoo's animal enclosures. The storm knocked trees over and destroyed plants. An important event is that the students volunteer to help restore the zoo. They will make it their community service project.*

**25 points** = *The story's main problem is that the storm winds and water damage the zoo's animal enclosures. An important event is that the students volunteer to help restore the zoo.*

**20 points** = *Storm winds and water damage the zoo's animal enclosures. Students volunteer to help restore the zoo.*

10 points

3. Which of the following best describes the main idea of paragraph 7? |MI|
- The students plan to donate their pets to the zoo.
  - The students think of ways to donate new plants to the zoo.
  - The students visit other zoos to borrow new plants.
  - The students grow new plants at home to give to the zoo.

**30 points**

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

**30 points** = *The students plan how they will work on helping the zoo. Some students will go around town to ask for plant donations. They want to replace plants that were lost in the flood. Other students will go to the zoo to clean up. They will remove fallen branches and trees.*

**25 points** = *Some students will go around town to ask for plant donations. Other students will go to the zoo to clean up.*

**20 points** = *Some students will go around town to ask for plant donations. They will bring a wagon with them to collect plants.*

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

	Team Notes 2
○	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:** *Cleaning for a Cause*

**Characters:**

Jasmine  
Dad  
Frank  
Mr Holmgren  
Lamont

**Setting:**

Where: Jasmine's school, the  
community park

When: school day, weekend

**Problem:**

The community park is full of trash, and Jasmine thinks it should be cleaned up.

Jasmine presents her idea to clean the park to her class at school. She wants it to be a volunteer project for everyone.

Event: Her classmates and teacher come up with ideas about how to clean the park.

Mr. Holmgren says he will make sure the project counts as community service for the class if they help clean it. Lamont suggests getting the neighborhood involved.

Event: They agreed to meet at the park at 8 a.m. Saturday to start cleaning. They clean up trash, haul away junk, and clean the playground equipment.

Event:

**Solution:**

Over two days, Jasmine and her class get the park cleaned up and usable by everyone in the community again.

## 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 6 / *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)**

# Me, My Friends, and the Mayor

Written by Terrence Parker

Illustrated by Nicole Tadgell

*The Savvy Reader—Summarizing, A Collection of Readings*, pages 19–61

Success for All Foundation, 2011

## Summary

There's a horrible, trash strewn vacant lot in Maurice's neighborhood, and he wants something done about it. He tries to ask the mayor for help, but he soon learns that if you want something done, you may have to do it yourself.

## Instructional Objectives

	READING	WORD POWER	WRITING
<b>CYCLE 1</b>	<b>Summarizing (SU)</b>	<b>Compound words</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 pronounce and determine the meaning of compound words by separating each word and thinking about each word's meaning.	Students will write summaries of familiar stories, using a story map to plan which are the most important events to include.

*(continued on next page)*

	Summarizing (SU)	Dictionary skills	Write a summary blog entry.
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 use dictionary entries to increase their understanding of words.	Students will pretend that they are Maurice and will write a blog entry that summarizes what happens after Maurice and his friends work to clean up the vacant lot.

**Teacher’s Note:**

- Before beginning, please read through both cycles of the summarizing lessons for *Me, My Friends, and the Mayor* to see the sequence of instruction from one cycle to the next. Note:
  - Each day during cycle 1 you 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

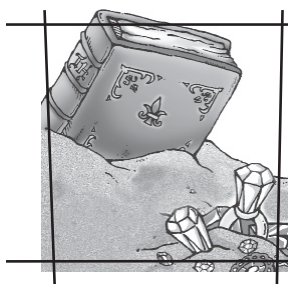
## Instructional Objectives

	READING	WORD POWER	WRITING
<b>CYCLE 1</b>	<b>Summarizing (SU)</b>	<b>Compound words</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 pronounce and determine the meaning of compound words by separating each word and thinking about each word's meaning.	Students will write summaries of familiar stories, using a story map to plan which are the most important events to include.

### Teacher's Note:

- Cycle 1 does not include a story map.





## DAY 1

## ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Students discuss responses to the Big Question.

## Big Question

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

## THE BIG QUESTION

What is a change you would like to see in your neighborhood or city?



- 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 *Me, My Friends, and the Mayor* by Terrence 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 main character in this story learns how to use technology, such as email, to make changes. Use **Think-Pair-Share** to have students discuss how they or someone they know uses email. Randomly select a few students to share.
  - Use **Think-Pair-Share** to have students discuss whether they have ever wanted to ask someone in politics, such as their mayor, governor, or representative in



Washington, D.C., to support a cause they care about. 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 and for adding words to the **Vocabulary Vault**. **SR**

### Finding Your Words

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

### Vocabulary Vault

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

Student Edition, page S-5

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

WORD AND PAGE NUMBER	IDENTIFICATION STRATEGY	DEFINITION	SENTENCE
<b>access</b> page 28	-cc = /ks/ chunk: ac-cess	ability to reach something	To gain <i>access</i> to the private club, you'll need to be invited by a member.
<b>technician</b> page 28	chunk: tech-ni-cian	someone who works with machinery and other tools	When the computer broke, we had to call a computer <i>technician</i> to come and fix it.
<b>device</b> page 30	chunk: de-vice	tool, object that has a function	A jigsaw is a <i>device</i> that lets you cut holes in flat pieces of wood.
<b>eyesore</b> page 34	compound word: eye + sore	ugly sight, something terrible to look at	The graffiti on the wall was an <i>eyesore</i> that no one liked to see.
<b>potential</b> page 34	chunk: po-ten-tial	possible	We can choose from a few <i>potential</i> places to go to for our summer vacation.
<b>privileges</b> page 38	base word + ending: privilege + s	rights that a certain group has	Going on fun trips with the football team is one of the <i>privileges</i> that the marching band gets.
<b>budget</b> page 39	-dg = /j/ chunk: bud-get	amount of money one can spend for something	The teacher told the class they had a <i>budget</i> of \$50 for the field trip.

WORD AND PAGE NUMBER	IDENTIFICATION STRATEGY	DEFINITION	SENTENCE
<b>initiative</b> page 39	chunk: in-i-tia-tive	willingness to start something, to take the first step	Charlie showed <i>initiative</i> when he started raking the leaves without being asked to do it.

## 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 21–23 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 21–23 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 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.

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



**Now that I've restated what I have read, I'll think back about the most important information that I want to leave in and about the less important information that I can leave out. I'll use the story elements on my Summarizing Strategy Card as a guide. I know something about the setting, or where the story takes place. It takes place in a city. I can add that to my chart. I know that at least two of the main characters are Maurice Juarez and Steve Odekirk. I know what the main problem is also. There's a terrible, trash filled vacant lot in the neighborhood.**

- 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 thought about the story elements that are listed on the literature side of my Summarizing Strategy Card to decide on the important information. Then I put these down in my own words. I left out some information that, although interesting, didn't tell me about any of the story elements. For example, I left out the details about what kind of trash is in the vacant lot. I left those details out because they are less important. I also left out that the vacant lot used to be**

**a mom and pop store because that doesn't have much to do with the main story elements.**

- Remind students that they will continue summarizing as they read *Me, My Friends, and the Mayor* this cycle.

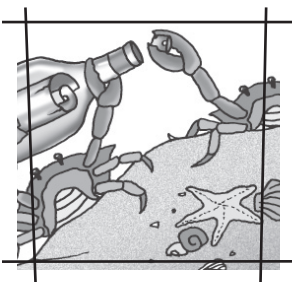
### Preview Team Talk

- 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. Luis tells Maurice to meet him at the library.
  - b. Maurice wishes he could be a cool older brother.
  - c. Luis explains what a civic duty is to Maurice.
  - d. Maurice wants to do something about the empty lot.
2. Maurice says that he and his brother get along well. Do you agree? Support your answer. |DC| (Team Talk rubric)
3. What are the most important events and ideas from page 24 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 24 aloud with partners.**

**pages 25 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. Luis tells Maurice to meet him at the library.
  - b. *Maurice wishes he could be a cool older brother.*
  - c. Luis explains what a civic duty is to Maurice.
  - d. Maurice wants to do something about the empty lot.

## TEAM TALK CONTINUED

2. Maurice says that he and his brother get along well. Do you agree? Support your answer. |DC| (Team Talk rubric)

**100 points** = *Yes, I agree that they get along well. Maurice and Luis do not fight. They talk together in the kitchen. Luis gives Maurice a snack of the quesadillas he is making for dinner. He offers to help Maurice with his problem.*

**90 points** = *Yes, I agree that they get along well. Maurice and Luis do not fight.*

**80 points** = *I agree. They don't fight.*

3. What are the most important events and ideas from page 24 of the story? Write a short summary of this passage using at least three important events.

**(Write-On)** |SU| (Summarizing rubric)

**100 points** = *Luis, Maurice's older brother, is cooking dinner in the kitchen. Maurice decides to talk to him about the abandoned lot. He likes that he and Luis get along better than other brothers he knows. Luis describes the vacant lot as a landfill.*

**90 points** = *Luis is cooking dinner in the kitchen. Maurice decides to talk to him about the abandoned lot. Luis describes the vacant lot as a landfill.*

**80 points** = *Luis is cooking dinner in the kitchen. He is making quesadillas. He gives Luis a small bite of one.*

## 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. On page 25, Luis says that doing something about the vacant lot is Maurice's "civic duty." What does he mean by that? How did you figure that out? |CL| (Team Talk rubric)

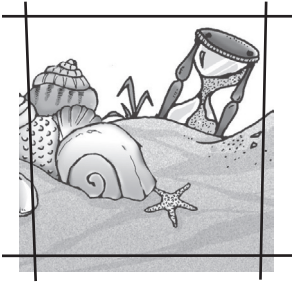
**100 points** = *When Luis says that doing something about the vacant lot is Maurice's "civic duty" on page 25, he means that it is Maurice's responsibility as a member of the community to do something about it. I figured that out by reading ahead. Luis explains what he learned in school. Everyone in society has a responsibility to fix a problem.*

**90 points** = *When Luis says that doing something about the vacant lot is Maurice's "civic duty" on page 25, he means that it is Maurice's responsibility as a member of the community to do something about it. I figured that out by reading ahead.*

**80 points** = *It is Maurice's responsibility as a member of the community to do something about it. I read ahead.*

## 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.

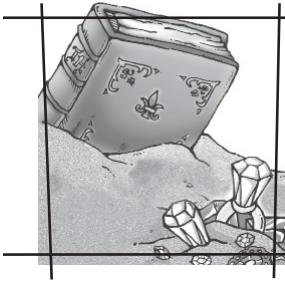
## Page 24

- 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: *access* page 28, *technician* page 28, and *device* page 30.



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

## Text Review

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

## Listening Comprehension



- Read pages 26 and 27 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.

**A few things have happened in this part of the story, but I'm going to try to think about the most important information, using the story elements on my Summarizing Strategy Card as a guide. I know that Luis meets Maurice after school. That's important because Luis is going to help Maurice with the vacant lot. I also know that the boys walk to the library. This is important because it gives the boys a chance to talk about their plans. I also know that Maurice thinks Luis is really cool. That's important because it describes the relationship between two of the main characters. I'll write these important ideas down.**

- 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. Some things that happened might not be as important, so I left those events out. For example, I left out the detail about the music Luis was listening to because that doesn't seem as important as some of the other ideas.**

- Remind students that they will continue summarizing as they read *Me, My Friends, and the Mayor* this cycle.

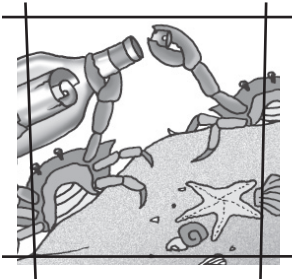
## Preview Team Talk

- 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. Luis types in his user name and password.
  - b. Maurice keeps his voice quiet because he is in a library.
  - c. Mr. Wilson needs to set up Maurice's account.
  - d. Maurice will get access to library books and computers.
2. Is Luis familiar with the library? How is this different from Maurice? |DC • CC|  
(Team Talk rubric)
3. What are the most important events and ideas from page 28 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 28 aloud with partners.**

**pages 30 and 31 silently.**
- If some teams finish ahead of others, have them begin working on the following activities: **SR**

**After Reading**

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

**Team Discussion TP**

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

**Class Discussion TP**



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



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

Answers may vary. Accept reasonable responses.

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

**TEAM TALK**

- Which of the following is an important detail you could put in a summary of this part of the story? |SU|
  - Luis types in his user name and password.
  - Maurice keeps his voice quiet because he is in a library.
  - Mr. Wilson needs to set up Maurice’s account.
  - Maurice will get access to library books and computers.*

2. Is Luis familiar with the library? How is this different from Maurice? |DC • CC| (Team Talk rubric)

**100 points** = *Yes. Luis is familiar with the library. He knows how the library works. He knows Ms. Jackson, and he already has a library card and access to the computers. This is different from Maurice because Maurice is not familiar with the library. He’s never been there. He doesn’t know the library is free.*

**90 points** = *Yes. Luis is familiar with the library. He knows how the library works. This is different from Maurice because Maurice is not familiar with the library. He’s never been there.*

**80 points** = *Luis knows how the library works. Maurice has never been there.*

**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 28 of the story?

Write a short summary of this passage using at least three important events.

**(Write-On)** (Summarizing rubric)

**100 points** = *Luis introduces Maurice to Ms. Jackson, the librarian. She welcomes him and has him fill out a form to get a library card. She will also get Maurice access to the computers. Maurice learns how he can use the library.*

**90 points** = *Luis introduces Maurice to Ms. Jackson, the librarian. She will get Maurice access to the computers. Maurice learns how he can use the library.*

**80 points** = *Luis introduces Maurice to Ms. Jackson, the librarian. It will take a day for his library card and account to be ready. Luis signs into his account.*

**TEAM TALK EXTENSION**

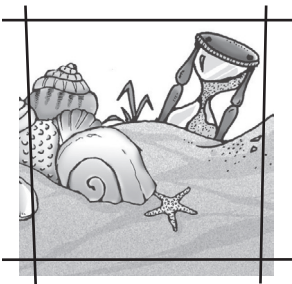
4. Why do you think Ms. Jackson assumes Maurice should have a library card?

Support your answer. |DC| (Team Talk rubric)

**100 points** = *I think Ms. Jackson assumes Maurice should have a library card because Luis must be showing Maurice how to use the library. Maurice will need a card if he ever wants to come without Luis and borrow books or use the computers.*

**90 points** = *I think Ms. Jackson assumes Maurice should have a library card because Luis must be showing Maurice how to use the library.*

**80 points** = *Because Luis must be showing Maurice how to use the library.*

**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.

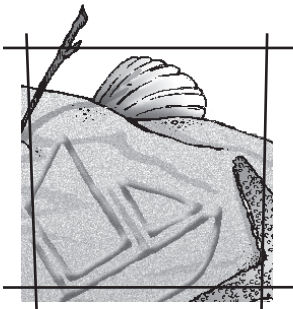
**Not ready yet?** Practice reading the same passage again with your partner. Ask your teacher to hear you read when you are ready.

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

Student Edition, page S-5.

**Page 28**

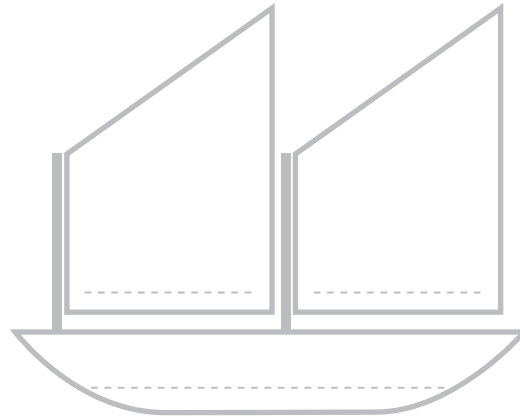
- Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.
- Tell the reading students when they should begin reading, and then time them for one minute. Have the listening students identify where the readers stopped, how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

Blackline master provided.



- Use **Think-Pair-Share** to have students identify what the Word Treasure clue means. Randomly select a few students to share. Two main or big sails mean there are two whole words.

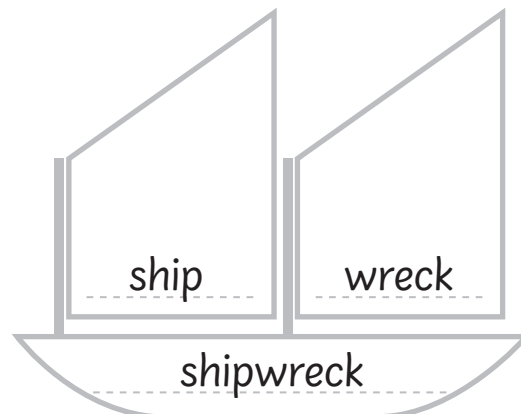
Display the Word Treasure.

### Word Treasure

Some words are two words put together. They are called compound words.

If you are having trouble reading these words, read the two words separately first, then read them together.

- Write the word “shipwreck” on the bottom of the boat. Remind students that a word made up of two whole words is called a compound word.
- Use **Think-Pair-Share** to have students identify what words go onto each sail. Randomly select a few students to share. *The words that go on each sail are ship and wreck.* Write each word on a sail as they are given.



- Use the sails to read the word, and have students say the word with you. Remind students that thinking about the meaning of each word in a compound word helps us define the compound word.
- Use **Team Huddle** to have students define the meaning of *shipwreck*, and use **Random Reporter** to select students to share. *A ship is something that sails on water, and a wreck is something that is broken. A shipwreck is a ship that is sunken or broken.*
- Tell students that Captain Read More has found a word in their vocabulary list that is a compound word. Remind them to look for this word the next time they review vocabulary.

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

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

Student Edition, page S-6

SKILL PRACTICE			
Write each compound word in your journal. Then write the two words that make up each compound word. Write a definition for each word. Draw a sailboat if you need help.			
1.	icebreaker	<i>ice + breaker; something that breaks the ice</i>	
2.	spyglass	<i>spy + glass; a glass that lets you look at something secretly</i>	
BUILDING MEANING			
<b>access</b>	<b>technician</b>	<b>device</b>	<b>eyesore</b>
<b>potential</b>	<b>privileges</b>	<b>budget</b>	<b>initiative</b>
3. Choose a word from the vocabulary list, and write a meaningful sentence for that word. <b>100 points</b> = <i>The sentence uses the word correctly and includes details to create a mind movie.</i> <b>90 points</b> = <i>The sentence uses the word correctly and includes one detail.</i> <b>80 points</b> = <i>The sentence uses the word correctly.</i>			
4. Choose the word that best completes the sentence. Marlana really showed her <u>initiative</u> when she started writing letters to a pen pal all on her own.			

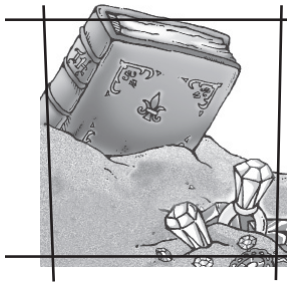
- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration 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: *eyesore* page 34 and *potential* page 34.



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

## Text Review

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

## Listening Comprehension



- Read pages 32 and 33 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 Maurice learns that they're going to email the mayor. It's also important that he learns how to log on. They begin writing the email, starting with the subject, which seems important. 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 *Me, My Friends, and the Mayor* this cycle.

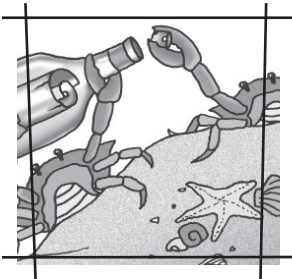
## Preview Team Talk

- 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. Luis tells the mayor where the vacant lot is located.
  - b. Luis asks Maurice what he thinks of the email.
  - c. Luis and Maurice offer to help with the vacant lot cleanup.
  - d. Luis describes the vacant lot as dangerous.
2. Describe the tone of the email. |LT| (Team Talk rubric)
3. What are the most important events and ideas from page 34 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 34 aloud with partners.  
 page 35 silently.
- If some teams finish ahead of others, have them begin working on the following activities: **SR**

#### After Reading

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

### Team Discussion **TP**

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

- Ensure that students discuss the Team Talk questions thoroughly 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. Luis tells the mayor where the vacant lot is located.
  - b. Luis asks Maurice what he thinks of the email.
  - c. Luis and Maurice offer to help with the vacant lot cleanup.
  - d. Luis describes the vacant lot as dangerous.

2. Describe the tone of the email. |LT| (Team Talk rubric)

**100 points** = *The tone of the email is very polite and friendly. The boys introduce themselves. They do not demand anything from the mayor or sound angry. They compliment the city and the mayor. They thank the mayor in advance for considering what they have to say.*

**90 points** = *The tone of the email is very polite and friendly.*

**80 points** = *Polite and friendly.*

**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 34 of the story? Write a short summary of this page using at least three important events. **(Write-On)** |SU| (Summarizing rubric)

**100 points** = *Maurice and Luis work on their email for about thirty minutes. They introduce themselves to the mayor in the email. They explain the problem with the vacant lot. Maurice and other students walk through it. They ask the mayor for help to clean it up.*

**90 points** = *Maurice and Luis work on their email for about thirty minutes. They explain the problem with the vacant lot. They ask the mayor for help to clean it up.*

**80 points** = *Maurice and Luis work on their email for about thirty minutes. They describe the vacant lot as an eyesore. They tell the mayor that she has done a fabulous job so far.*

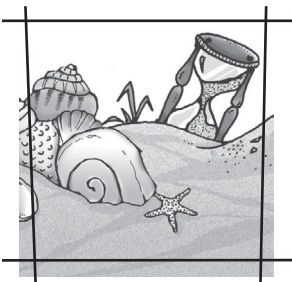
**TEAM TALK EXTENSION**

4. Why do the boys think the mayor will respond to their email? |DC| (Team Talk rubric)

**100 points** = *The boys think the mayor will respond to their email because she claims to want to hear what the people of the city have to say. They think she is someone who wants to make things right for the people.*

**90 points** = *The boys think the mayor will respond to their email because she claims to want to hear what the people of the city have to say.*

**80 points** = *She claims to want to hear what the people of the city have to say..*



**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.

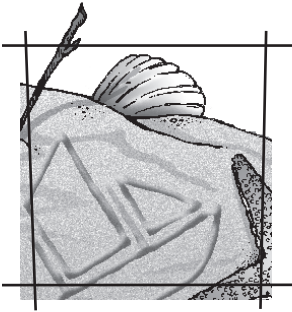
Student Edition, page S-5.

**Page 28 or 34**

- 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.

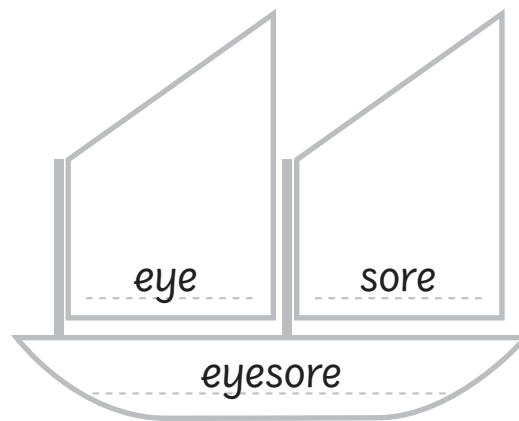


## WORD POWER **TP**

Timing Goal: 10 minutes



- Remind students of the Word Power skill (compound words) and, if necessary, the Word Treasure clue Captain Read More uses (two big sails).
- Display the Word Treasure clue (a sailboat with two big sails).
- Use **Team Huddle** to have students identify the compound word in their vocabulary list and to question them about the two words that make up the word. Use **Random Reporter** to select students to share. Record their answers on the boat. *Eyesore = eye + sore.*



- Remind students that we can use the meanings of the two words to help us figure out the meaning of the compound word. Use **Think-Pair-Share** to have students discuss the meaning. Randomly select a few students to share. *An eye is what you use to see. If something is sore, it hurts. An eyesore must be something that hurts your eyes to look at it.*
- Compare the meaning with the definition provided in the vocabulary chart (ugly sight, something terrible to look at) to further clarify students' understanding of the word.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.

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

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

Student Edition, page S-7.

SKILL PRACTICE			
Write each compound word in your journal. Then write the two words that make up each compound word. Write a definition for each word. Draw a sailboat if you need help.			
1.	foreshadow	<i>fore + shadow; a shadow or hint of something before it happens</i>	
2.	guideline	<i>guide + line; a line or rule that leads or guides you</i>	
BUILDING MEANING			
<b>access</b>	<b>technician</b>	<b>device</b>	<b>eyesore</b>
<b>potential</b>	<b>privileges</b>	<b>budget</b>	<b>initiative</b>
3. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday. <b>100 points</b> = <i>The sentence uses the word correctly and includes details to create a mind movie.</i> <b>90 points</b> = <i>The sentence uses the word correctly and includes one detail.</i> <b>80 points</b> = <i>The sentence uses the word correctly.</i>			
4. The scientist invented a neat little <u>device</u> that would measure the temperature in two different places at once. <i>Device</i> means— a. <i>tool.</i> b. <i>toy.</i> c. <i>treat.</i> d. <i>trail.</i>			

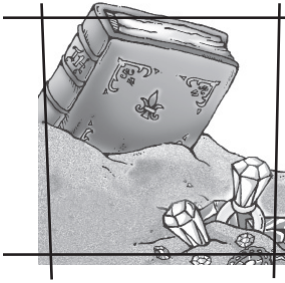
- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration 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: *privileges* page 38, *budget* page 39, and *initiative* page 39.
- 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 36 and 37 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 boys talk to their mother. Their mother convinces Maurice not to get his hopes up. Maurice gets worried, but he decides to wait and see what happens. 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 *Me, My Friends, and the Mayor* this cycle.

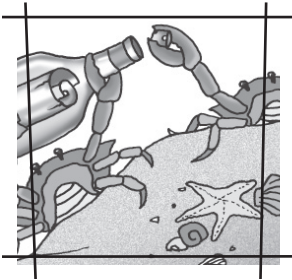
## Preview Team Talk

- 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. The mayor responds to Maurice and Luis's email.
  - b. Maurice logs out the email program before he leaves.
  - c. Maurice tells Steve-o to suit himself.
  - d. The mayor lives near the vacant lot.
2. According to the email, what is the main reason why the mayor won't be able to help clean the lot? |CE| (Team Talk rubric)
3. What are the most important events and ideas from page 38 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 38 aloud with partners.  
 pages 39 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. *The mayor responds to Maurice and Luis's email.*
  - b. Maurice logs out the email program before he leaves.
  - c. Maurice tells Steve-o to suit himself.
  - d. The mayor lives near the vacant lot.

2. According to the email, what is the main reason why the mayor won't be able to help clean the lot? |CE| (Team Talk rubric)

**100 points** = *According to the email, the main reason the mayor won't be able to help clean the lot is that she doesn't have the resources or money to help. The city's budget is limited, so she cannot promise that anything can happen right now.*

**90 points** = *According to the email, the main reason the mayor won't be able to help clean the lot is that she doesn't have the resources or money to help.*

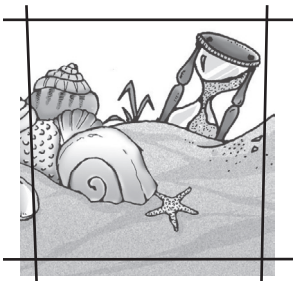
**80 points** = *She doesn't have the resources or money to help.*

**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 38 of the story? Write a short summary of this passage using at least three important events.

**(Write-On) |SU|** (Summarizing rubric)

**100 points** = *Maurice goes to the library after school. He gets his library card from Ms. Jackson. He can now borrow books and use the library computers. He tells Ms. Jackson he is checking his email. She is interested in who he is emailing. He is looking for a reply from the mayor.*

**90 points** = *Maurice goes to the library. He gets his library card. He tells Ms. Jackson he is checking his email. He is looking for a reply from the mayor.*

**80 points** = *Maurice goes to the library. His friend Steve-o doesn't want to go to the library. Maurice remembers how to login to his email.*

**TEAM TALK EXTENSION**

4. How does the mayor's email make Maurice feel? How can you tell? |CH| (Team Talk rubric)

**100 points** = *The mayor's email makes Maurice angry. He feels like he is getting the runaround. He says he is stunned. He leaves the library without saying good bye to Ms. Jackson.*

**90 points** = *The mayor's email makes Maurice angry.*

**80 points** = *It makes him angry.*

**FLUENCY IN FIVE TP**

Timing Goal: 5 minutes

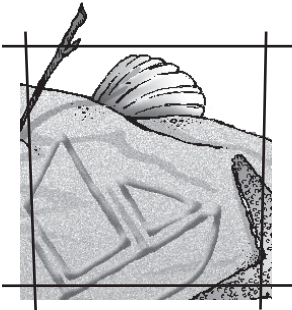
- Explain, or have team leaders review, if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

Student Edition, page S-5.

**Page 28, 34, or 38**

- 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 (compound words).
- Use **Think-Pair-Share** to have students identify why it is useful to learn compound words. Randomly select a few students to share. *Compound words are made up of two different words. Understanding the meaning of each word helps us define the meaning of the compound word.*
- Display the Word Power Challenge. Tell students that they will work in teams to read the words and give a meaning for each word. If necessary, have students use the sail clues and identify the two words in the compound word.

### Word Power Challenge

crossroad  
sideline



- Use **Random Reporter** to check pronunciations and meanings. *Crossroad = cross + road, means a road that cuts across or two roads that make a cross; sideline = side + line, a line or marker for the edge of the field.*
- 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

Write each compound word in your journal. Then write the two words that make up each compound word. Write a definition for each word. Draw a sailboat if you need help.

1. cupcake                      *cup + cake; a small cake the size of a cup*
2. volleyball                    *volley + ball; a ball you volley or throw at one another*

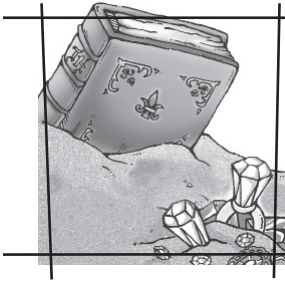
BUILDING MEANING			
access	technician	device	eyesore
potential	privileges	budget	initiative

- 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.
 

Winta was hired as a technician who would fix computers and other machines for the company.

- 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 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, Maurice didn't get the answer he wanted from the mayor. Today we will find out more about how he feels about the mayor's response.**

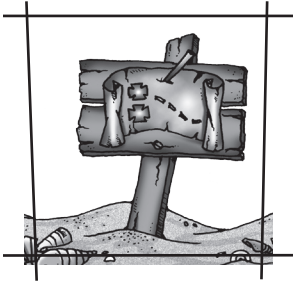
### Vocabulary **TP**

- 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.

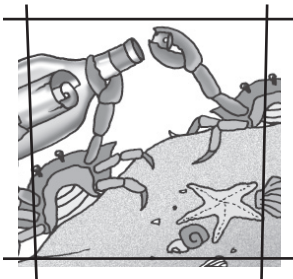


## TEST

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.

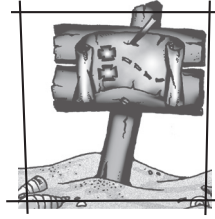


- Award team celebration points.
- Use information from student tests to plan modeling and/or Think Alouds for the next lesson that will build upon the skills students need. If necessary, add or modify questions on the next student test to address a particular skill, quality of expression, or question 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 40 and 41 of *Me, My Friends, and the Mayor*, and answer the following questions. The total score for comprehension questions equals 100 points.

**30 points**

1. How can you tell Maurice and Luis get along? |DC| (Team Talk rubric)
- 30 points** = *I can tell that Maurice and Luis get along because Luis is willing to talk to Maurice and help him with his problem. Maurice says that they get along better than his friend Steve o and his brother.*
- 25 points** = *I can tell that Maurice and Luis get along because Luis is willing to talk to Maurice and help him with his problem.*
- 20 points** = *Luis is willing to talk to Maurice and help him with his problem.*

**10 points**

2. How do Maurice's actions during his walk home show that he's upset? |CH|
- He stomps his feet and balls his fists.
  - He walks with his head high and proud.
  - He walks slowly and kicks pebbles.*
  - He skips and cheers down the street.

**30 points**

3. Make a prediction about what you think Maurice's big idea might be. Support your prediction. |PR| (Team Talk rubric)
- 30 points** = *I think Maurice's big idea might be to start cleaning the vacant lot himself. He learns from his mom that the city might not have enough manpower to do a big job like cleaning the vacant lot. He asks, "What if it wasn't such a big deal?" I think he wants to start cleaning the lot so it won't be as big a job for the city to finish.*
- 25 points** = *I think Maurice's big idea might be to start cleaning the vacant lot himself.*
- 20 points** = *To start cleaning the vacant lot himself.*

30 points

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

**30 points** = *Maurice is upset about the mayor’s response to his idea about cleaning up the park. He talks to his mom about what the mayor said. She reminds Maurice that it takes a lot of time, money, and people to do big projects, and the city might not have them to spare. Maurice wonders if the mayor would help if the job wasn’t as big. He gets an idea and needs to make some phone calls.*

**25 points** = *Maurice is upset about the mayor’s response to his idea. His mom reminds Maurice that it takes a lot of time, money, and people to do big projects. Maurice wonders if the mayor would help if the job wasn’t as big.*

**20 points** = *Maurice is upset about the mayor’s response to his idea. He kicks pebbles during his walk home because he is angry. He uses the phone in his mom’s room to make some phone calls.*

### 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 compound word on your paper. Then write the two words that make up each compound word. Write a definition for each word. Draw a sailboat if you need help.

1. password                      *pass + word; a word that lets you get past something*
2. handwriting                  *hand + writing; writing that is done by hand*
3. storeroom                      *store + room; a room or place where things are kept*
4. necktie                          *neck + tie; a tie that goes around your neck*

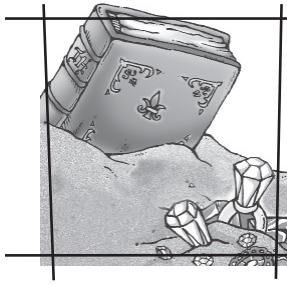
10 points each

### Building Meaning

access	technician	device	eyesore
potential	privileges	budget	initiative

5. Write a meaningful sentence for the word *budget*.  
**10 points** = *Uses the word correctly and includes details to create a mind movie.*  
**5 points** = *Uses the word correctly and includes one detail in the sentence.*  
**1 point** = *Uses the word correctly.*
6. We ought to thank Clancy for his initiative in starting the program to keep the schoolyard clean.

7. Kara was working on a device that would make cooking rice easier and faster.  
*Device* means—
- train.
  - toy.
  - tool*.
  - trick.
8. The workers fought for better privileges, such as more vacation days and higher wages.
9. Going to the mall, watching a movie, or playing football were all potential things we could do with our upcoming day off. *Potential* means—
- daring.
  - boring.
  - poor.
  - possible*.
10. John waited for the technician to come and look at his broken computer screen.
11. The city council agreed that the ugly statue was an eyesore that should be removed.  
*Eyesore* means—
- ugly sight*.
  - pest.
  - annoyance.
  - beautiful object.
12. You can access the secret room if you know the pass code and type it in the keypad.



## DAY 6

# ACTIVE INSTRUCTION

Timing Goal: 5 minutes

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

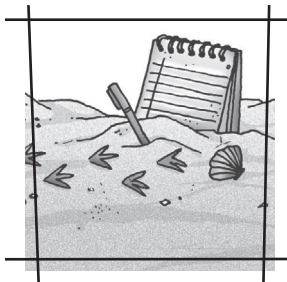
- Display and have students complete the Two-Minute Edit to start the class.
- Identify a frequently occurring grammatical or mechanical problem from the students' writing.
- Prepare a sentence that illustrates the problem (with no more than four errors).
- Display the sentence, and indicate the number 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 *Me, My Friends, and the Mayor*. 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: *Sleeping Beauty*

Characters:

king

queen

princess

old fairy

seventh fairy

Setting:

Where:

When:

Problem:

The princess has been cursed to prick her finger on the spindle of the spinning wheel.

Event: *The king and queen have a hard time having a child.*

---

Event: *When the princess is born, they invite the kingdom's fairies to give her gifts.*

---

Event: *An old bitter fairy who was not invited curses the princess.*

---

Event: *The seventh fairy changes the curse.*

---

Event:

---

Solution:

The princess will not die when she pricks her finger, but she will fall into a deep sleep and be awakened by a prince.

**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.

- Remind students that their summary stories should make sense when they tell them.

**Remember that as you are telling your summary story to a young child, the story has to make sense. Do not leave out important details in your story. Leaving out important details will make your story sound like it is skipping around too much. Think about how you would feel if you were listening to someone tell a story that did not make sense. You would probably lose interest or interrupt the storyteller with a lot of questions!**

Blackline master provided.

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

### Sleeping Beauty

Long ago, a king and a queen had to wait a very long time before they could have their first child. An old fairy said the princess would prick her finger on the spindle of a spinning wheel and die. One of the good fairies had not yet given her gift, so she changed the curse. She said the princess would fall into a deep, ageless sleep instead of dying.



- Use **Team Huddle** to have students identify whether this summary contains all the important events so it makes sense. Have students identify what information is missing. Use **Random Reporter** to select students to share. *No. It is missing too much information. It is not clear who the good fairies are.*
- Use **Team Huddle** to have students identify why this information is important. Use **Random Reporter** to select students to share. *This information is important because without it, a listener might wonder why an old fairy and a good fairy are with the princess. It is not clear why the fairies are giving the princess gifts.*
- Tell students to work with their partners and help them identify where their summaries might be missing important details.
- Point out that it is important to strike a balance and to make sure that too many unimportant details are not included in the summaries as well.
- 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?

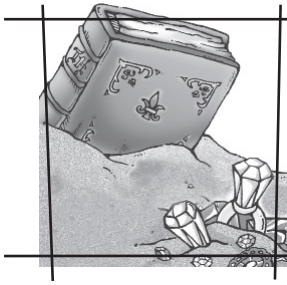


- Use **Random Reporter** to select a few students to share responses.
- Award points to teams whose writing projects meet the criteria. Record these points on the team poster.

### 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

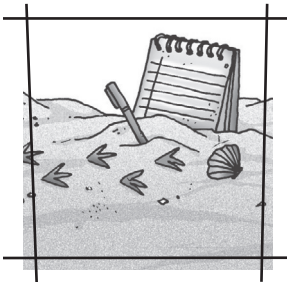
# ACTIVE INSTRUCTION

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.



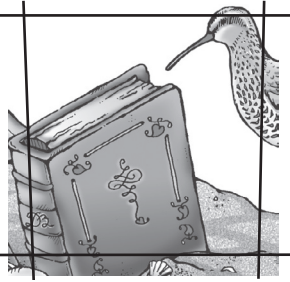
# ADVENTURES IN WRITING

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.

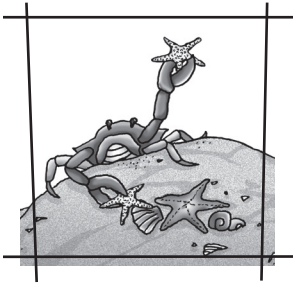
## Class Discussion



- 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.

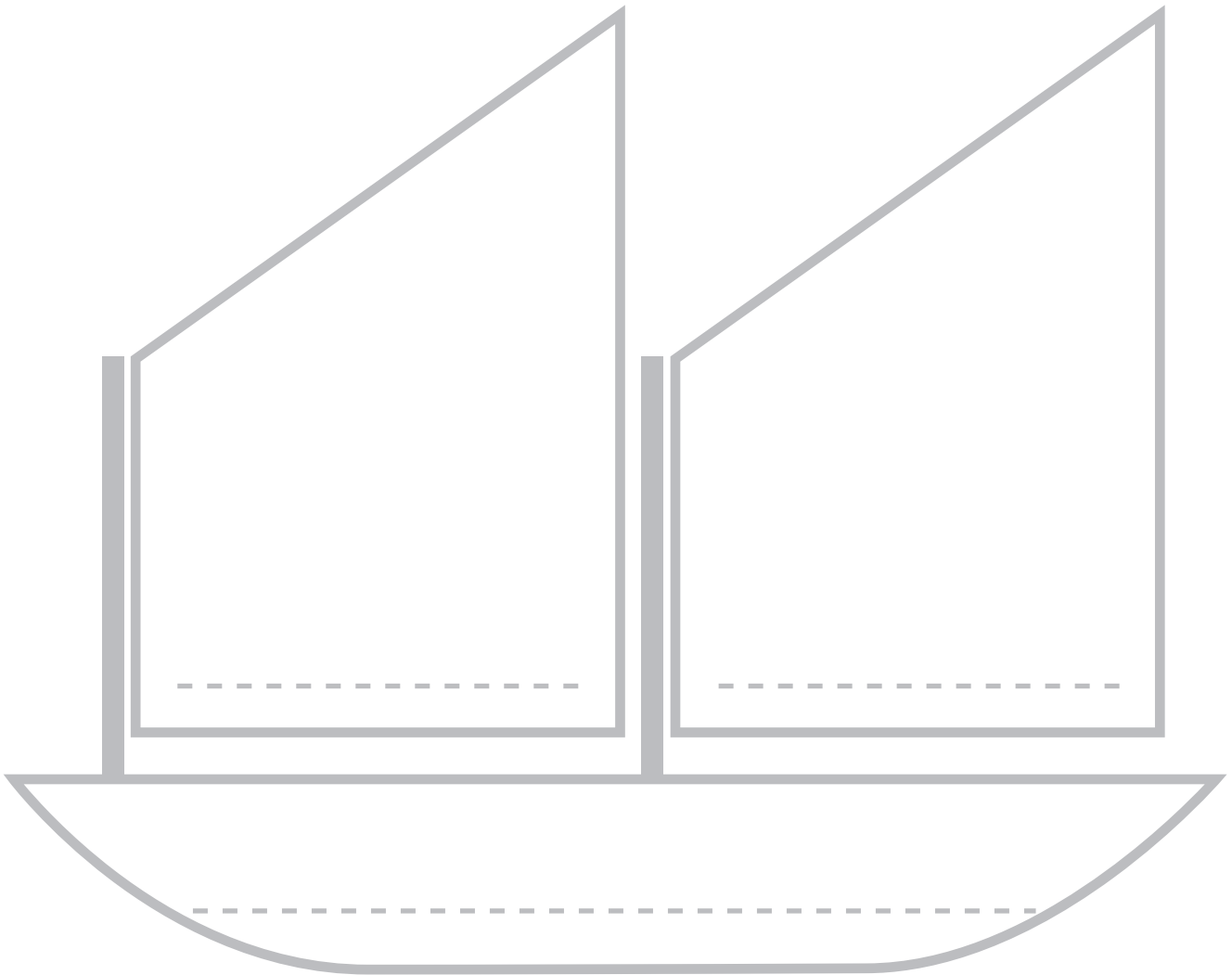
## Team Cooperation Goal

- 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?



## **Sleeping Beauty**

Long ago, a king and a queen had to wait a very long time before they could have their first child. An old fairy said the princess would prick her finger on the spindle of a spinning wheel and die. One of the good fairies had not yet given her gift, so she changed the curse. She said the princess would fall into a deep, ageless sleep instead of dying.

# Cycle 2

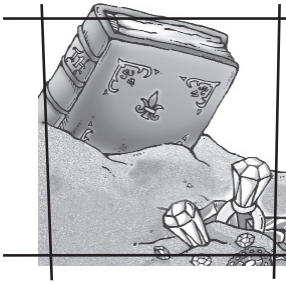
## Instructional Objectives

	READING	WORD POWER	WRITING
<b>CYCLE 2</b>	<b>Summarizing (SU)</b>	<b>Dictionary skills</b>	<b>Write a summary blog entry.</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 use dictionary entries to increase their understanding of words.	Students will pretend that they are Maurice and will write a blog entry that summarizes what happens after Maurice and his friends work to clean up the vacant lot.

### 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

What is something you have done as a volunteer, or where would you like to volunteer your time?



- 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 *Me, My Friends, and the Mayor* by Terrence 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>discarded</b> page 45	base word + ending: discard + ed	thrown away	<i>Discarded</i> gum wrappers and soda cans littered the ground.
<b>callous</b> page 46	chunk: cal-lous	harsh, cruel, uncaring	The <i>callous</i> boy didn't care about other people's feelings.
<b>substantial</b> page 51	chunk: sub-stan-tial	noticeable, significant	After working for many hours, we made <i>substantial</i> progress on our project.
<b>incredulously</b> page 54	base word + ending: incredulous + ly	shockingly, unbelievably	"You're not wearing a coat out in this cold weather?" I asked Travis <i>incredulously</i> .
<b>remnants</b> page 59	base word + ending: remnant + s	leftover pieces	After we ate the whole thing, the crumbs were the only <i>remnants</i> of the tasty pie.
<b>diligence</b> page 59	chunk: dil-i-gence	nonstop hard work, perseverance, ability to keep going	It took a lot of <i>diligence</i> , but I kept working and working until I figured out the difficult math problem.
<b>scheduled</b> page 59	base word + ending: schedul(e) + ed	made time for	Joe and Mary hadn't seen each other in a while, so they <i>scheduled</i> a meeting for the next day.
<b>oversee</b> page 59	compound word: over + see	lead, manage, control	The group realized they needed a leader to <i>oversee</i> the whole project.

### Using the Targeted Strategy

Introduction and Definition



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

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

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

Setting: a city

Main characters: Maurice Juarez and Steve Odekirk

There’s a terrible, trash filled vacant lot in the neighborhood.

Another main character: Luis, the older brother.

The brothers get along.

Luis wants to help Maurice with the vacant lot.

They will go to the library.



- 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 section of the story using this list of important ideas, I would see how some of these ideas are related. Let’s see. First I can see that there are two listed ideas about main characters, so I could combine those ideas. I could combine that with the setting and the problem. I think the fifth and sixth ideas are related as well; one of the reasons Luis wants to help his brother is because they get along so well. I can also get rid of the last idea because that doesn’t happen in this section of the story.**

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

**Now I can write all these ideas in a shorter way, in my own words. I can say “Maurice and Luis Juarez live in a city near their friend Steve Odekirk. In their neighborhood is a trash filled vacant lot. Luis and his brother get along really well, so Luis wants to help his brother fix the vacant lot problem.” By combining some of the important ideas and then rewriting them in a different, shorter way, I was able to write a summary of this section.**

Blackline master provided.

- Display your summary.

Maurice and Luis Juarez live in a city near their friend Steve Odekirk. In their neighborhood is a trash filled vacant lot. Luis and his brother get along really well, so Luis wants to help his brother fix the vacant lot problem.

**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

- Review what has happened in the story so far. Remind students that Maurice sent an email to the mayor asking for help with the vacant lot. Remind students why the mayor couldn't promise to help.
- Tell students that you are about to read pages 42 and 43 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 42 and 43 aloud, stopping to ask questions, make points, or focus students' attention as needed. Pause briefly after each page to retell, in your own words, what 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 restated what I have read, I'll think about the most important information that I will leave in and the less important information that I can leave out. I'll use the story elements on my Summarizing Strategy Card as a guide. Maurice has a plan to clean up the vacant lot himself. That's important because it's a possible solution to the problem, so I'll write that down. He calls his friends to help him. That's also important, so I'll write that down. His friend Monica's dad has a pick up truck that they can use. I think that's important too, so I'll write it down. These are all important ideas.**

- 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 on the important information. In this section, thinking about how the main characters are dealing with the main problem helped me. I'm also writing these ideas down in my own words. I left out some information that, although interesting, didn't tell me about important events. For example, I left out the idea that Steve wouldn't help unless Tally helped also. I don't think that's really important to the plot. I'm trying to list what I think the author would want me to remember most about what's happening in the story.**

- Remind students that they will continue summarizing as they read *Me, My Friends, and the Mayor* this cycle.

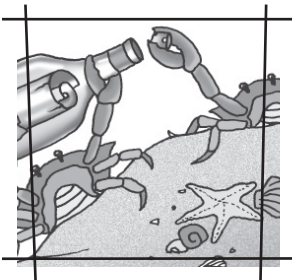
## Preview Team Talk

- 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. The kids work for hours and fill twenty bags with trash.
  - b. Tally says a boy probably threw away the teddy bear.
  - c. Monica and Steve-o pretend to be gladiators.
  - d. Maurice's mom brings lunch to the vacant lot.
2. How can you tell that cleaning the lot is fun even though it is hard work? Give examples. |DC| (Team Talk rubric)
3. Write a summary of pages 45–47 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 aloud with partners.**

**pages 46 and 47 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. <i>The kids work for hours and fill twenty bags with trash.</i></li> <li>b. Tally says a boy probably threw away the teddy bear.</li> <li>c. Monica and Steve-o pretend to be gladiators.</li> <li>d. Maurice’s mom brings lunch to the vacant lot.</li> </ul>

## TEAM TALK CONTINUED

2. How can you tell that cleaning the lot is fun even though it is hard work? Give examples. |DC| (Team Talk rubric)

**100 points** = *I can tell that cleaning the lot is fun even though it is hard work because the kids have fun playing with some of the things they find. They pretend that they are gladiators with trashcan lids and sticks. Tally makes up stories about some of the things she finds while cleaning.*

**90 points** = *I can tell that cleaning the lot is fun even though it is hard work because the kids have fun playing with some of the things they find.*

**80 points** = *The kids have fun playing with some of the things they find.*

3. Write a summary of pages 45–47 using at least four important events from the story. (Write-On) |SU| (Summarizing rubric)

**100 points** = *Maurice, Steve o, Monica, and Tally begin cleaning the vacant lot. They have some fun while cleaning the lot. They take a break for lunch. Then Mr. Montgomery comes with his truck to haul away the trash they collect. He says it doesn't look like the same vacant lot. They fill twenty bags with trash.*

**90 points** = *Maurice and his friends begin cleaning the vacant lot. They take a break for lunch. Then Mr. Montgomery comes to haul away the trash they collect. He says it doesn't look like the same vacant lot.*

**80 points** = *Maurice and his friends begin cleaning the vacant lot. They play with some of the trash they find. Mr. Montgomery arrives at 3 o'clock. They go to Monica's house for pizza.*

## 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. What is the effect of the kids' hard work? |CE| (Team Talk rubric)

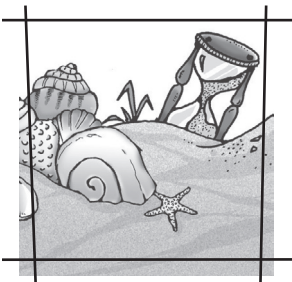
**100 points** = *The effect of the kids' hard work is that the vacant lot doesn't look quite the same anymore. They clean a lot out of it. They fill twenty bags with trash.*

**90 points** = *The effect of the kids' hard work is that the vacant lot doesn't look quite the same anymore.*

**80 points** = *The vacant lot doesn't look quite the same anymore.*

## 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.

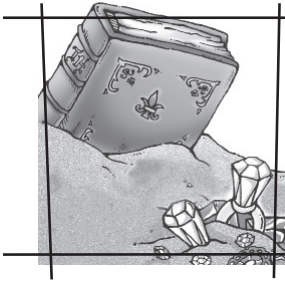
**Page 45**

- 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: *substantial* page 51.



- 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 48 and 49 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 few 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. I know that it's important that the kids celebrate their hard work with a pizza party, so I'll include that information. I think it's important that the kids' families are proud of them, so I'll include that as well. I also think it's important that Maurice plans to email the mayor again because that will probably make the story more interesting.**

- 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 on the important information. In this section, thinking about how the main characters are dealing with the main problem helped me. I'm also writing these ideas down in my own words. I left out some information that, although interesting, didn't tell me about important events. For example, I left out the idea that Luis says he will vote for Maurice when Maurice runs for mayor. I don't think that's really important to the plot. I'm trying to list what I think the author would want me to remember most about what's happening in the story.**

- Remind students that they will continue summarizing as they read *Me, My Friends, and the Mayor* this cycle.

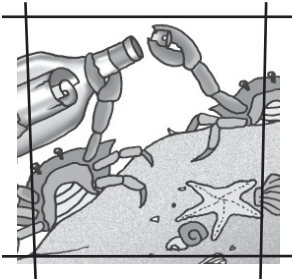
## Preview Team Talk

- 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. Maurice writes his first email ever to the mayor.
  - b. Maurice explains that his friends took care of a lot of trash.
  - c. Maurice whistles a happy tune when he walks home.
  - d. Maurice asks if the mayor can send city workers to help.
2. What is the main point of Maurice's email to the mayor? |DC| (Team Talk rubric)
3. Write a summary of pages 50 and 51 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 50 aloud with partners.**  
**page 51 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. Maurice writes his first email ever to the mayor.
  - b. Maurice explains that his friends took care of a lot of trash.
  - c. *Maurice whistles a happy tune when he walks home.*
  - d. Maurice asks if the mayor can send city workers to help.

2. What is the main point of Maurice’s email to the mayor? |DC| (Team Talk rubric)

**100 points** = *The main point of Maurice’s email to the mayor is that he thinks the mayor should be able to finish the job that he and his friends started. He wants the mayor to know that it will take fewer people and less money to clean the lot now.*

**90 points** = *The main point of Maurice’s email to the mayor is that he thinks the mayor should be able to finish the job that he and his friends started.*

**80 points** = *He thinks the mayor should be able to finish the job.*

**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 50 and 51 using at least four important events from the story. **(Write-On)** |SU| (Summarizing rubric)

**100 points** = *Maurice goes to the library to write a new email to the mayor. He thinks long and hard about what he wants to say. He rewrites his email several times. He tells the mayor about the work he and his friends did. He asks if the mayor could help with the lot now. He sends the email.*

**90 points** = *Maurice goes to the library to write a new email. He tells the mayor about the work he and his friends did. He asks if the mayor could help with the lot now.*

**80 points** = *Maurice goes to the library to write a new email. He is surprised that Ms. Jackson always seems to be there. He is proud of his email.*

**TEAM TALK EXTENSION**

4. How do you think the mayor will respond to Maurice's e-mail this time? Why? |PR| (Team Talk rubric)

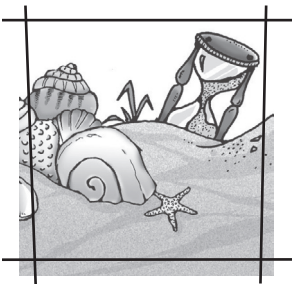
**100 points** = *I think the mayor will tell Maurice that she'll have the city workers finish the cleanup job. Maurice and his friends have done a lot of the work, so it won't take much more work to finish.*

**90 points** = *I think the mayor will tell Maurice that she'll have the city workers finish the cleanup job.*

**80 points** = *The mayor will have the city workers finish the cleanup job.*

**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.

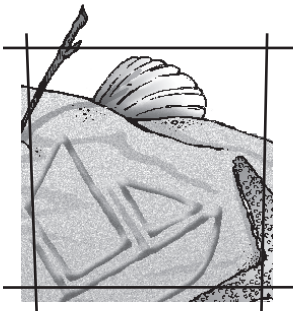
**Not ready yet?** Practice reading the same passage again with your partner. Ask your teacher to hear you read when you are ready.

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

Student Edition, page S-11.

**Page 51**

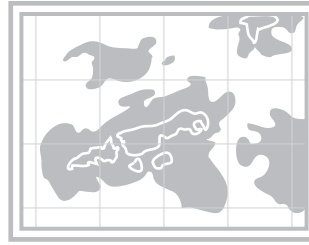
- Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.
- Tell the reading students when they should begin reading, and then time them for one minute. Have the listening students identify where the readers stopped, how 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 identify what the Word Treasure clue means. Randomly select a few students to share. Point out that a dictionary shows us how to understand words, just as a map shows us how to understand our surroundings.
- Reveal the Word Treasure (skill).

Display the Word Treasure.

## Word Treasure

The dictionary provides information about words.  
If you're having trouble reading and understanding words, check the dictionary.

- Have students consider the following sentences.

I will refuse to eat my vegetables at dinner.

Throw that old junk out in the refuse pile to be taken by the trash men.

- Tell students that you can clarify the meanings by using the dictionary.
- Show the dictionary entry for *refuse*.

Blackline master provided.

### refuse

*n.* **1** to decline to accept (something offered). **2** to decline to give (a request). —*n.* **3** trash, something to be discarded.

- Use **Think-Pair-Share** to have students identify which definition goes with which sentence. Randomly select a few students to share. *Definition #1 applies to the first sentence, and definition #3 applies to the second sentence.*
- Summarize by reminding students to use the dictionary when they are confused about words because many words have different meanings, and some meanings are unrelated to other meanings.
- 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

Which dictionary entry gives the best definition for *phase* as it is used in the following sentences?

**phase**

*n.* **1** a stage in a process of change or development. **2** the particular appearance presented by the moon at a given time. —*v.* **3** to introduce, one stage at a time.

- It takes the moon about twenty-eight days to go through its phases.  
*Entry #2.*
- Evan is going through a phase where he wants to suck his thumb.  
*Entry #1.*

### BUILDING MEANING

<b>discarded</b>	<b>callous</b>	<b>substantial</b>	<b>incredulously</b>
<b>remnants</b>	<b>diligence</b>	<b>scheduled</b>	<b>oversee</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.*
- It was going to take a lot of diligence to stay focused and keep going when the football game went into overtime. *Diligence* means—
  - movement.
  - ease.
  - intelligence.
  - perseverance.

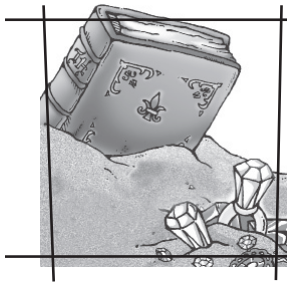
- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.

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

### TEAM CELEBRATION POINTS

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

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



## DAY 3

## ACTIVE INSTRUCTION

Timing Goal: 25 minutes



## Big Question

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



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

## Team Cooperation and Achievement Goal

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

## Set the Stage

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

Vocabulary **TP**

- Have the teams review the vocabulary words using one of the following choices: **SR**
  - Concept Maps
  - Draw It Out
  - Act It Out
  - Examples/Non-Examples
  - Other interactive activity
- Use **Random Reporter** to check the review.
  - Focus on words that appear in the reading for the day if applicable: *incredulously* page 54.



- 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 52 and 53 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 Mr. Torrance talks about what the kids did. The class cheers. Maurice gets an email from the mayor's assistant. The email doesn't really say much. The email makes Maurice angry.** 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 *Me, My Friends, and the Mayor* this cycle.

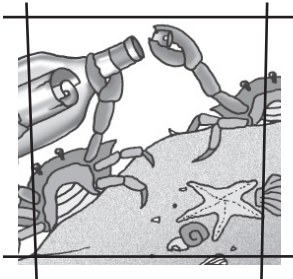
## Preview Team Talk

- 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 remaining trash is too big for people to move.
  - b. Luis turns off the TV to talk to Maurice.
  - c. Luis is carrying a black nylon bag.
  - d. Steve-o thinks weekends are for having fun.
2. What do you think will happen next in the story? Why? |PR| (Team Talk rubric)
3. Write a summary of pages 54 and 55 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 54 aloud with partners.  
 page 55 silently.
- If some teams finish ahead of others, have them begin working on the following activities: **SR**

#### After Reading

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

### Team Discussion **TP**

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

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

### Class Discussion **TP**



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



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

Answers may vary. Accept reasonable responses.

#### Strategy Use Discussion

- resolve a sticky note
- describe team strategy use

### TEAM TALK

1. Which of the following is an important detail that you would put in a summary of this part of the story? |SU|
  - a. *The remaining trash is too big for people to move.*
  - b. Luis turns off the TV to talk to Maurice.
  - c. Luis is carrying a black nylon bag.
  - d. Steve-o thinks weekends are for having fun.
2. What do you think will happen next in the story? Why? |PR| (Team Talk rubric)
 

**100 points** = *I think Luis will use the digital camera to take pictures of the lot now that the kids have really cleaned it up. I think he will send the pictures to the mayor to show her how hard Maurice and his friends have been working. I know you can email digital pictures easily.*

**90 points** = *I think Luis will use the digital camera to take pictures of the lot now that the kids have really cleaned it up.*

**80 points** = *Luis will take pictures of the lot.*

**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 54 and 55 using at least four important events from the story. **(Write-On)** |SU| (Summarizing rubric)

**100 points** = *The mayor's office still will not help Maurice. The mayor's assistant answers his email. He gets Steve o, Monica, and Tally together to help him clean the lot again after he talks to Luis. The kids clean up even more trash. They clean up all the trash they can carry. Luis shows up at the lot with a digital camera.*

**90 points** = *The mayor's office still will not help Maurice. He gets his friends to help him clean the lot again. The kids clean up even more trash. Luis shows up at the lot with a digital camera.*

**80 points** = *The mayor's office still will not help Maurice. Steve-o is not excited to help. They have the trash cleaned up by lunchtime.*

**TEAM TALK EXTENSION**

4. How is the second day of cleanup the same as the first day? How is it different? |CC| (Team Talk rubric)

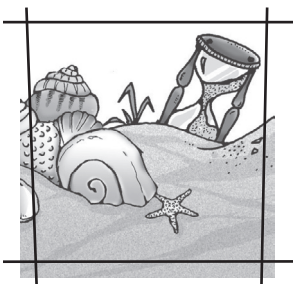
**100 points** = *The second day of cleanup is the same as the first day because the four kids still have fun cleaning up the lot. It is different because the kids have run out of things they can clean. The rest of the trash is too big for them to move. They also finish cleaning the lot by lunchtime the second day.*

**90 points** = *The second day of cleanup is the same as the first day because the four kids still have fun cleaning up the lot. It is different because the kids have run out of things they can clean.*

**80 points** = *The kids still have fun cleaning up the lot, but the kids have run out of things they can clean.*

**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.

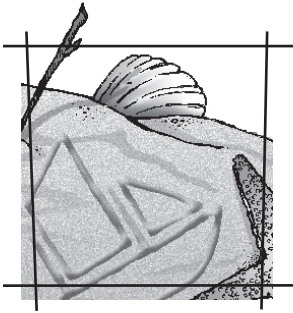
Student Edition, page S-11.

**Page 51 or 54**

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

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

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



## WORD POWER **TP**

Timing Goal: 10 minutes

- Remind students of the Word Power skill (dictionary skills) and, if necessary, the Word Treasure clue that Captain Read More uses (a map).
- Refer students to the definitions in their vocabulary list. Point out that there is more information about these words in a dictionary
- Show the dictionary entry for *callous*.

Blackline master provided.

### **callous**

*adj.* **1** made hard, hardened. **2** insensitive or unsympathetic. (*The prison guards were callous to the complaints about prison food.*) **3** having a callus or skin made hard by friction. —*v.* **4** to make or become hard.

**tps**

- Refer students to the dictionary definition of *callous*. Point out that the dictionary entry contains four definitions that have various shades of meaning.
- Use **Think-Pair-Share** to have students identify which definition entry matches the definition of *callous* in their vocabulary list. Randomly select a few students to share. *Entry #2.*
- Have students read the sample sentence in the dictionary entry for *callous*.
- 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

Which dictionary entry gives the best definition for *chum* as it is used in the following sentences?

**chum**

*n.* **1** a close companion, friend. **2** cut or ground bait dumped into water to attract fish to an area. —*v.* **3** to associate closely or pal around with. **4** to lure fish with chum.

- Sammy enjoyed chumming around with his friends on Saturday afternoons.  
*Entry #3.*
- The wise old fisherman used chum to attract all the fish in the lake to his boat.  
*Entry #2.*

### BUILDING MEANING

<b>discarded</b>	<b>callous</b>	<b>substantial</b>	<b>incredulously</b>
<b>remnants</b>	<b>diligence</b>	<b>scheduled</b>	<b>oversee</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.*
- Many people think Billy is really callous, but I know that deep down he is kind and generous. *Callous* means—
  - pleasant.
  - uncaring.
  - strong.
  - weak.

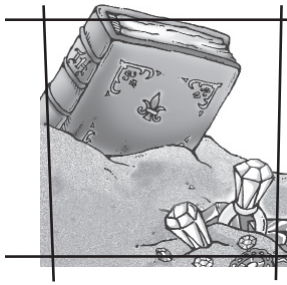
- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.

- 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: *remnants* page 59, *diligence* page 59, *scheduled* page 59, and *oversee* page 59.



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

## Text Review

- Have students work in teams 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 56 and 57 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 the back of my Summarizing Strategy Card as a guide. I think the most important ideas are that Luis takes pictures of the vacant lot. He helps Maurice send an email to the mayor. They attach the pictures to the email.** 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 *Me, My Friends, and the Mayor* this cycle.

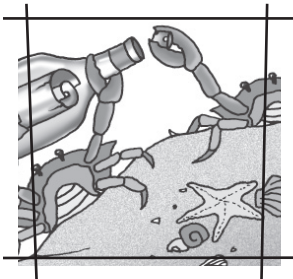
## Preview Team Talk

- 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 mayor is impressed with the work the kids have done.
  - b. Steve-o has to stand behind Maurice at the computer.
  - c. The mayor responds to the last email with the pictures.
  - d. The mayor will be at the vacant lot on Tuesday afternoon.
2. Has Maurice’s hard work paid off? Tell why. |CE| (Team Talk rubric)
3. Write a summary of pages 58 and 59 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 58 aloud with partners.  
 page 59 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 mayor is impressed with the work the kids have done.
  - b. *Steve-o has to stand behind Maurice at the computer.*
  - c. The mayor responds to the last email with the pictures.
  - d. The mayor will be at the vacant lot on Tuesday afternoon.
2. Has Maurice's hard work paid off? Tell why. |CE| (Team Talk rubric)
 

**100 points** = *Yes, Maurice's hard work has paid off. The lot will be clean. The mayor is really impressed with the work he did, and she wants to help finish the job.*

**90 points** = *Yes, Maurice's hard work has paid off. The lot will be clean.*

**80 points** = *Yes. The lot will be clean.*

**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 58 and 59 using at least four important events from the story. **(Write-On)** |SU| (Summarizing rubric)

**100 points** = *Maurice brings Steve o, Monica, and Tally to the library with him to check his email. They all sign up for the library too. There is an email from the mayor. The mayor is impressed with their work, and she wants to help finish cleaning the lot. She has contacted the principal of their school. She will see them Tuesday afternoon.*

**90 points** = *Maurice brings his friends to the library with him to check his email. There is an email from the mayor. The mayor is impressed with their work, and she wants to help. She will see them Tuesday afternoon.*

**80 points** = *Maurice brings his friends to the library with him to check his email. They think it's cool how he logs into it. They read the email. They think it's cool that the mayor talked about them.*

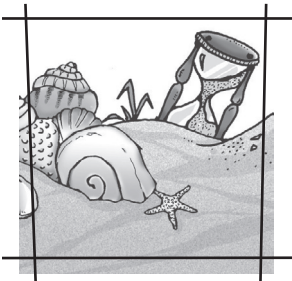
**TEAM TALK EXTENSION**

4. Why do you think the mayor contacts Maurice's principal? |DC| (Team Talk rubric)

**100 points** = *I think the mayor contacts Maurice's principal because she probably wants the principal to know how hard Maurice and his friends have been working. She thinks the principal would like to know what good things the students do outside of school.*

**90 points** = *I think the mayor contacts Maurice's principal because she probably wants the principal to know how hard Maurice and his friends have been working.*

**80 points** = *She probably wants the principal to know how hard they have been working.*



**FLUENCY IN FIVE TP**

Timing Goal: 5 minutes

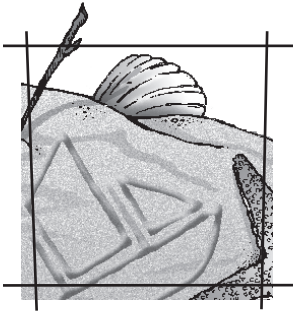
- Explain, or have team leaders review, if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

Student Edition, page S-11.

**Page 51, 54, or 59**

- 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 (dictionary skills).
- Use **Think-Pair-Share** to have students tell how a dictionary can help you read. Randomly select a few students to share. Answers may vary. *The dictionary lists all the definitions for words. Many words can be used in different ways, and the dictionary helps you find the best meaning.*
- Display the Word Power Challenge. Tell students that they will work in teams to read the dictionary entry and choose which entry is the definition of the underlined word in the sentence.

<b>Word Power Challenge</b>	The lion's <u>hoary</u> mane was a sign that he was no longer the youngest in the pride.
<p><b>hoary</b></p> <p><i>adj.</i> <b>1</b> gray or white with age. <b>2</b> ancient or venerable. <b>3</b> tedious or boring from familiarity, stale.</p>	

- 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

Which dictionary entry gives the best definition for *splinter* as it is used in the following sentences?

**splinter**

*n.* **1** a small, thin, sharp piece of wood that splits off the main body. **2** a small group that separates or acts apart from the original group. —*v.* **3** to split or break into splinters. **4** to break off something into splinters. **5** to break a larger group into independent groups. **6** to secure or support a broken limb with splints.

- The angry bear splintered the rotting log with one swipe of its paw.  
*Entry #3.*
- After getting our scavenger hunt lists in class, we splintered off in groups of three to start searching.  
*Entry #5.*

### BUILDING MEANING

<b>discarded</b>	<b>callous</b>	<b>substantial</b>	<b>incredulously</b>
<b>remnants</b>	<b>diligence</b>	<b>scheduled</b>	<b>oversee</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.*
- Choose the word that best completes the sentence.  
 The president scheduled a news conference for three o'clock this afternoon.

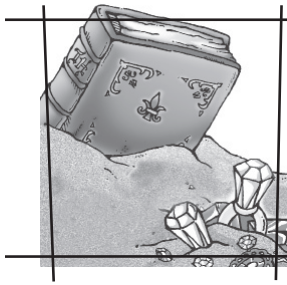
- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration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

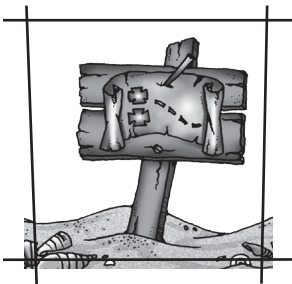
**In yesterday's reading, the kids learned that the mayor wants to help finish cleaning the lot. Today we will find out what happens on Tuesday afternoon.**

### 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.

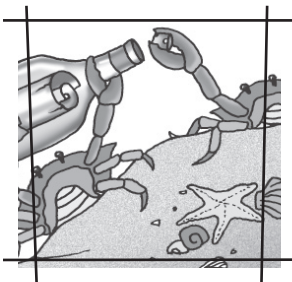


## TEST

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.

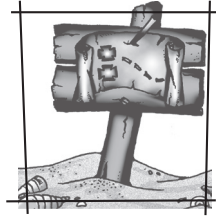


- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.
- Use information from student tests to plan modeling and/or Think Alouds for the next lesson that will build upon the skills 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 page 61 of *Me, My Friends, and the Mayor* and answer the following questions.  
The total score for comprehension questions equals 100 points.

30 points

1. What does Maurice hope will happen when he sends the mayor the second e-mail?  
|DC| (Team Talk rubric)  
**30 points** = *When Maurice sends the mayor the second email, he hopes the mayor will be more willing to help finish cleaning the lot. He tells her that he and his friends did a lot of work, so there is less to clean up. He hopes she will want to help since there is less to do.*  
**25 points** = *When Maurice sends the mayor the second email, he hopes the mayor will be more willing to help finish cleaning the lot.*  
**20 points** = *He hopes the mayor will be more willing to help finish cleaning the lot.*

30 points

2. Do you think the people in Maurice's neighborhood appreciate what the kids have done? How can you tell? |DC| (Team Talk rubric)  
**30 points** = *Yes, I think the people in Maurice's neighborhood appreciate what the kids have done. They show up at the lot and applaud for the kids. Mr. Paulson, the convenience store owner, has the article about Maurice on his wall behind the counter for everyone to see.*  
**25 points** = *Yes, I think the people in Maurice's neighborhood appreciate what the kids have done. They show up at the lot and applaud for the kids.*  
**20 points** = *Yes. They applaud for the kids.*

10 points

3. Which of the following is not a lesson Maurice learns from this situation? |TH|
  - a. Sometimes adults make things too complicated.
  - b. Making things better can be really hard work.
  - c. *Friends can be unreliable and unhelpful when you need them.*
  - d. It takes devotion and hard work to get a lot of things done.

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** = *Maurice convinces Steve o, Monica, and Tally to help him begin cleaning the vacant lot. They work hard and fill about twenty bags with trash. Maurice emails the mayor to tell her about their work, but her office still won't help. He gets his friends together again, and they clean up the rest of the trash they can move. Luis takes pictures to send to the mayor over email. The mayor is impressed by the work they did and agrees to finish the job. She has bulldozers and cranes at the lot. She congratulates Maurice and his friends. Now there is a new convenience store there.*
- 25 points** = *Maurice convinces his friends to help him begin cleaning the vacant lot. Maurice emails the mayor to tell her about their work. He gets his friends together again, and they clean up the rest of the trash they can move. The mayor agrees to finish the job. Now there is a new convenience store there.*
- 20 points** = *Maurice convinces his friends to help him begin cleaning the vacant lot. They have a lot of fun as they pick up the trash. Maurice helps his friends all get library cards. They are excited that the mayor responds to them. The lot isn't empty anymore.*

### Word Power

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

5 points each

### Skill Questions

Which dictionary entry gives the best definition for *vile* as it is used in the following sentences?

#### vile

*adj.* 1 terribly bad. 2 disgusting or repulsive. 3 highly offensive or insulting. 4 morally wicked, corrupt. 5 foul, filthy. 6 poor, wretched. 7 of mean or low condition. 8 lowly. 9 of little value.

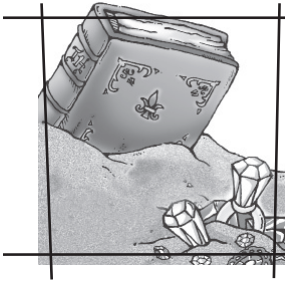
- There was a vile odor in the air when the rotten egg burst open.  
*Entry #2.*
- "Your vile deeds shall not go unpunished!" the king said to the wicked wizard.  
*Entry #4.*
- I had a vile headache after eating an entire bagful of chocolate candies.  
*Entry #1.*
- "Why must so many musicians use such vile language in their songs?" Wanda's grandmother asked.  
*Entry #1, #3, or #5.*

10 points each

**Building Meaning**

discarded	callous	substantial	incredulously
remnants	diligence	scheduled	oversee

5. Write a meaningful sentence for the word *oversee*.  
**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. After the forest fire raged through the forest, the only remnants were a few blackened trees.
  
7. Dad and I cleaned out the attic and decided that a lot of the old junk could be discarded. *Discarded* means—
  - a. purchased.
  - b. given away.
  - c. *thrown away*.
  - d. stolen.
  
8. Everyone expected the big iron ship to sink, so we all stared incredulously when it didn't meet its watery grave.
  
9. Vincent felt a bit ill after he ate a substantial amount of candy. *Substantial* means—
  - a. *significant*.
  - b. unimportant.
  - c. simple.
  - d. difficult.
  
10. It took a lot of diligence, but after months of working on it, I finally finished my painting.
  
11. Mr. Thigpen, my French teacher, scheduled a meeting for tomorrow so I could get some extra help. *Scheduled* means—
  - a. studied.
  - b. *made time for*.
  - c. forgot all about.
  - d. ignored.
  
12. Most of the kids in class think Terrell is really callous and doesn't care about the other kids' feelings.



## DAY 6

## ACTIVE INSTRUCTION

Timing Goal: 5 minutes

Two-Minute Edit **TP**

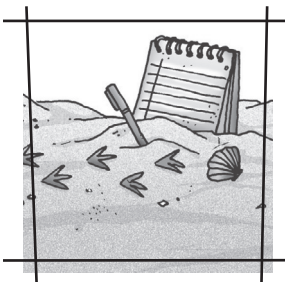
- Display and have students complete the Two-Minute Edit to start the class.
- Identify a frequently occurring grammatical or mechanical problem from the students' writing.
- Prepare a sentence that illustrates the problem (with no more than four errors).
- Display the sentence, and indicate the number 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 Maurice and write a blog entry that summarizes the actions that Maurice and his friends took during your reading in this cycle. Maurice was very determined to clean up the vacant lot near his and his friends' homes, so he put together a plan to get the mayor's attention. Imagine that he wants to summarize what he and his friends did over the**

**course of two weeks in a blog now that he is familiar with the internet and email.**



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

Student Edition, page S-15.

**WRITING PROMPT**

Pretend that you are Maurice. You want to create a blog to tell other people about the work you and your friends have done to help clean up the vacant lot. Write a blog entry that summarizes the work that you and your friends have done to get the vacant lot cleaned up. Use the class chart to find ideas from this cycle's reading. Decide which ideas can be left out and how to combine and reword other ideas.

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>

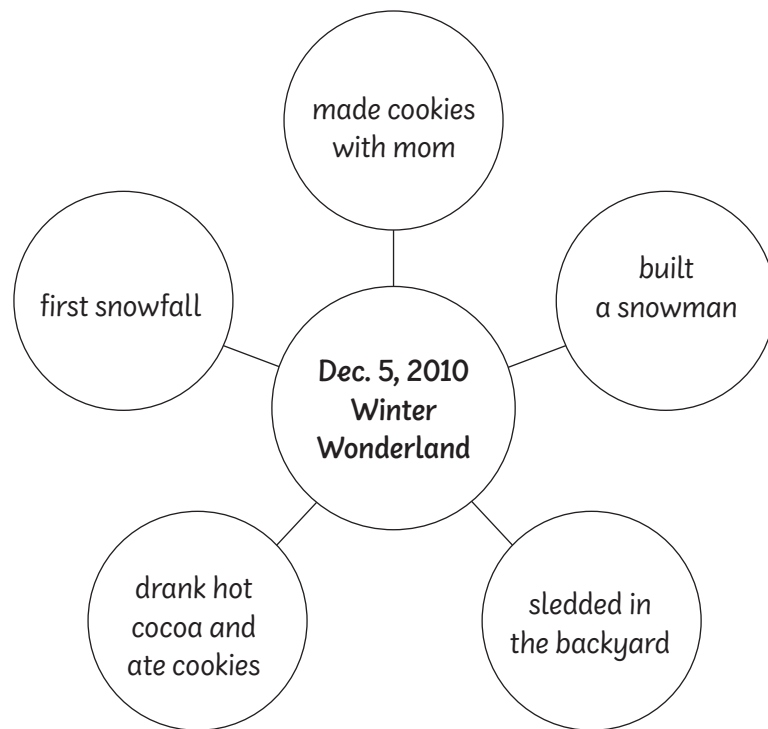
- Remind students of the importance of planning their writing before they actually begin to write. Introduce the graphic organizer—the type of organizer and how it is used.

**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 summary blog entries.**

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

- Ask one or two students who have examples of good planning to share their ideas with the class.

### Sample Graphic Organizer



### Drafting

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

## Team Discussion

### Sharing, Responding, and Revising

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

Sharing	Responding
<ul style="list-style-type: none"> <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.
- Point out to students that proper spelling and grammar are important when writing information on the internet.

**Remember that a blog has the potential to reach millions of people who use the internet. It is very important to check your spelling and grammar before you**

**publish your blog. If your blog is full of these simple mistakes, people won't want to read it! Spelling and grammar errors can be distracting, and people might not take you seriously. Maurice wants people to take him seriously!**

Blackline master provided.

- Display the following excerpt from a blog entry. Have a volunteer read the excerpt aloud.

I wanted to tackle a big project, and could never have done it without the help of my friends. The vacant lot on 121st Street is an eyesore, but it isn't anymore. Last week, I called three of my friends, Steve o, Tally, and Monica, and asked them to help me clean up the lot. We spent the day doing it and accomplished a lot. We had fun too. I emailed the mayor about our hard work, but I could not get through to her. My brother Luis suggested the for of us clean up the lot some more, and he surprised us by bringing a digital camera to take pictures of our progress.



- Use **Team Huddle** to have students identify mistakes made in the spelling or grammar of the excerpt. Use **Random Reporter** to select students to share. *The word done is misspelled. It is spelled d-u-n but should be spelled d-o-n-e. The tenses in the second sentence are mixed up. The author wrote the word is but should have written was. The lot was an eyesore but looks good now. The word for is wrong. The author should have used the word four instead.*
- Point out to students that the words for and four are homophones. Explain that homophones are words that sound the same but have different meanings and are spelled differently. Use **Team Huddle** to have students discuss other examples of homophones. Use **Random Reporter** to select students to share. *Possible responses: too, two, and to; their, there, and they're; ant and aunt.*
- Tell students to check their work for spelling and grammar mistakes.
- Have students reread their first drafts, looking for the types of errors listed and correcting these on their drafts. If your students are familiar with proofreading marks, encourage students to use them.
- Ask students to read their partners' drafts to check them against the editing list a second time. If they find additional errors, ask them to mark the errors on their partners' papers.
- Have students share their edits with their partners.
- Have teams put their writing projects in a pile in the middle of their tables so a writing project can be randomly selected for Class Discussion.

### Class Discussion **TP**

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

- Does the writer introduce the topic/story clearly?
- Does the writer include details to help readers understand the information/story?
- Does the writer end with a closing statement/solve the story problem?
- Does the writer use language and details to help readers make a mind movie?

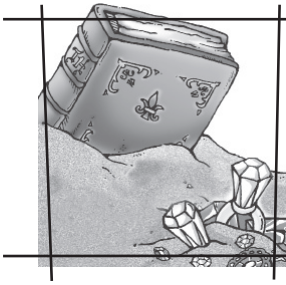


- Use **Random Reporter** to select a few students to share responses.
- Award points to teams whose writing projects meet the criteria. Record these points on the team poster.

### TEAM CELEBRATION POINTS

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

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



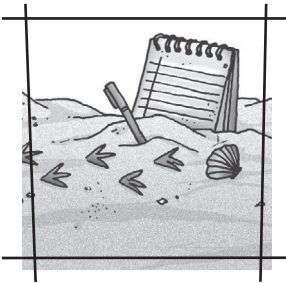
## DAY 7

# ACTIVE INSTRUCTION

Timing Goal: 5 minutes

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

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

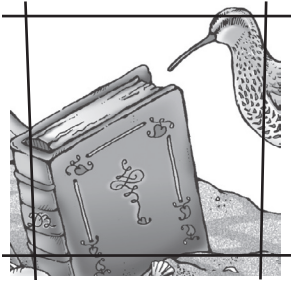


# ADVENTURES IN WRITING

Timing Goal: 25 minutes

### Rewriting

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



# BOOK CLUB

Timing Goal: 40 minutes

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

## Team Discussion

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

### READ AND RESPOND QUESTIONS

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

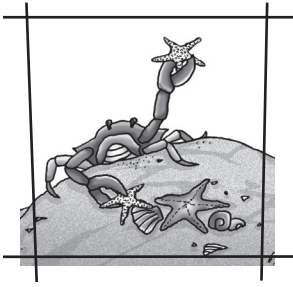
## Class Discussion



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

## Book Presentation

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



# SUCCESS REVIEW AND KEEPING SCORE

Timing Goal: 20 minutes

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

## Success Review and Keeping Score

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

## Team Cooperation Goal

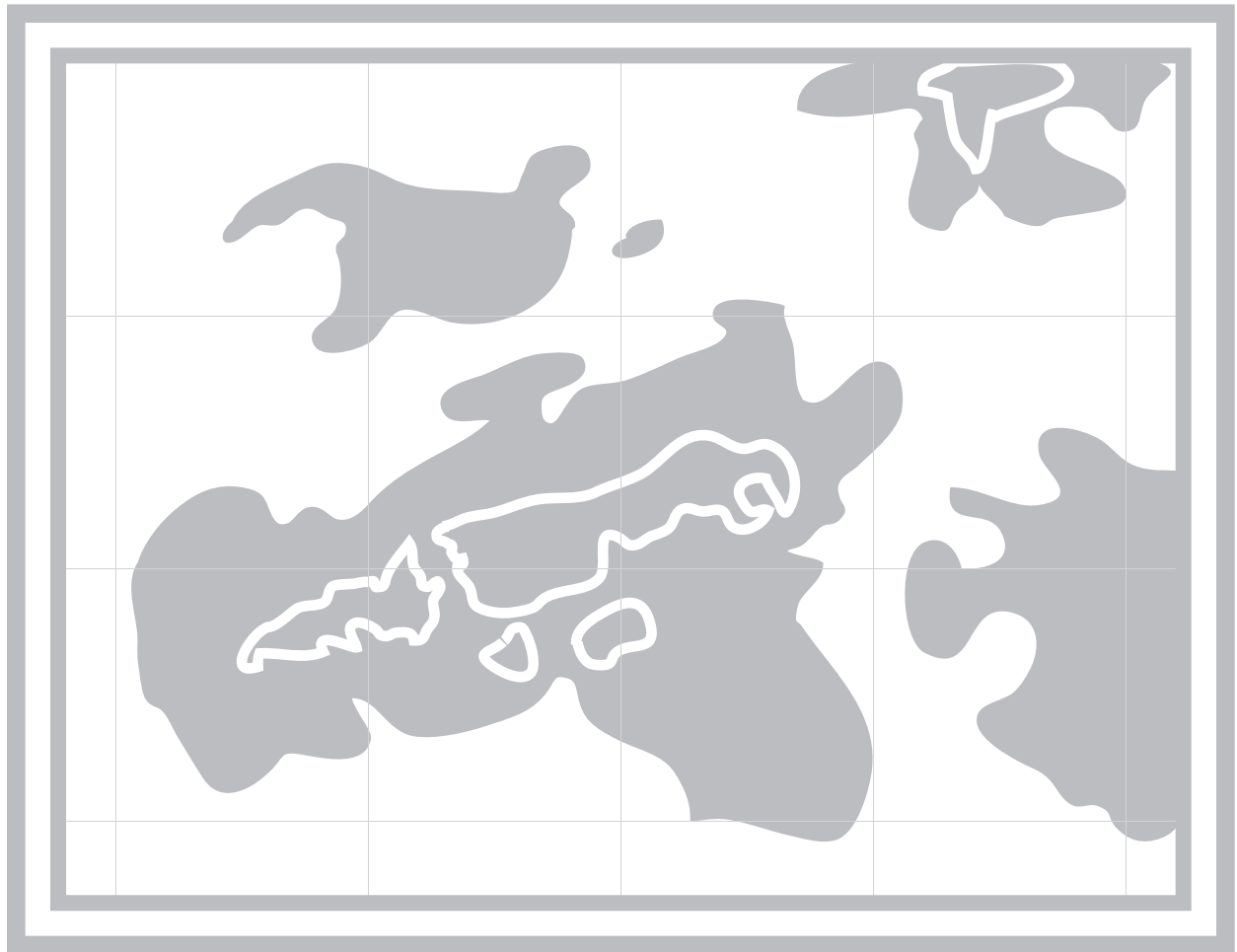
- Set the team cooperation goal for the next cycle based on your class's needs or use **complete tasks**. Point out the related behavior on the team score sheet. Explain, or model, as necessary.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation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

### TEAM CELEBRATION POINTS

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

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

Maurice and Luis Juarez live in a city near their friend Steve Odekirk. In their neighborhood is a trash filled vacant lot. Luis and his brother get along really well, so Luis wants to help his brother fix the vacant lot problem.



## **refuse**

**v. 1** to decline to accept (something offered). **2** to decline to give (a request). —**n. 3** trash, something to be discarded.

**callous**

*adj.* **1** made hard, hardened. **2** insensitive or unsympathetic. (*The prison guards were callous to the complaints about prison food.*) **3** having a callus or skin made hard by friction. —*v.* **4** to make or become hard.

**hoary**

*adj.* **1** gray or white with age. **2** ancient or venerable.  
**3** tedious or boring from familiarity, stale.

I wanted to tackle a big project, and could never have done it without the help of my friends. The vacant lot on 121st Street is an eyesore, but it isn't anymore. Last week, I called three of my friends, Steve-o, Tally, and Monica, and asked them to help me clean up the lot. We spent the day doing it and accomplished a lot. We had fun too. I emailed the mayor about our hard work, but I could not get through to her. My brother Luis suggested that for us to clean up the lot some more, and he surprised us by bringing a digital camera to take pictures of our progress.

# Story Map



**Title:** *Me, My Friends, and the Mayor, cycle 2*

**Characters:**

Maurice  
Steve-o  
Luis  
Ms. Jackson  
Mayor Grisham  
Monica  
Tally

**Setting:**

Where: Elm Hill Ave. and 121st St.  
the library

When: school year  
several Saturdays

**Problem:**

Maurice wants the vacant lot he walks through every day to be cleaned.

Event: Maurice gets Luis to help him solve the problem of the abandoned lot. Luis helps him e-mail the mayor to ask for help.

Event: The mayor e-mails Maurice back and tells him that she is not sure if she will be able to do anything to help. Maurice is upset. He comes up with a plan.

Event: Maurice calls Steve-O, Monica, and Tally and asks them to help with cleaning the lot. They work hard and clear a lot of the trash.

Event: Another e-mail to the mayor still doesn't get them help. Maurice and his friends pick up more trash. Luis brings a digital camera to take pictures to send to the mayor

Event: The mayor sends an e-mail back to Maurice saying that she is proud of their hard work and she will send city workers to help.

**Solution:**

The mayor helps Maurice and his friends finish clearing the vacant lot, and Maurice is seen as a hero for organizing the cleanup.

## 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 6 / *Me, My Friends, and the Mayor*

#### Reading: *Literature*

##### Key Ideas and Details

Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

#### 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, relevant descriptive details, and well-structured event sequences.

#### Language

##### Vocabulary Acquisition and Use

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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## INFORMATIONAL (6 DAY)

# Summarizing Saves the Animals: Samburu

*The Savvy Reader—Summarizing, A Collection of Readings*, pages 63–77  
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.

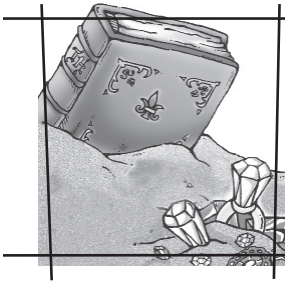
### Teacher's Note

- 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.
  - 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.

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## 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!**

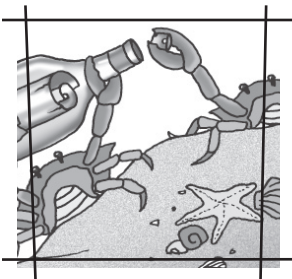
- Build or activate knowledge about the Samburu Wildlife Reserve.
  - Search for articles and photos of Samburu on the Internet. Use a search engine like Google.com to find the information.
  - Tell students that the Samburu Wildlife Reserve is located in a hot and dry part of Kenya, East Africa, about 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.

<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.

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

Student Edition, page S-17.

- Read Bakiri’s Challenge aloud.

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

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

### Class Discussion **TP**



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

- Use **Random Reporter** to have teams share the topic they identified.
- Use **Random Reporter** to select a team to share responses to each question.
- Students should listen to the team selected and provide feedback based on the rubric.
- Award team celebration points.



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

Answers may vary. Accept reasonable responses.

**Strategy Use Discussion**

- resolve a sticky note
- describe team strategy use

**Strategy Use Discussion**

- resolve a sticky note
- describe team strategy use

### TEAM TALK

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

**Write-On Discussion**

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

**TEAM TALK CONTINUED**

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

|SU|

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

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

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

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

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

- Summarize the lesson for students.

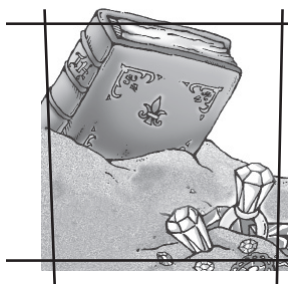
**We have discussed examples of summaries in our daily lives. We have been introduced to some students who must write a summary of an article to help save the animals of the Samburu Wildlife Reserve. You have identified the topic of an article and asked questions about leopards or questions you think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

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

**TEAM CELEBRATION POINTS**

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

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



## DAY 2

## ACTIVE INSTRUCTION

Timing Goal: 55 minutes

## Team Cooperation and Achievement Goal

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

## Set the Stage

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

## Using the Targeted Strategy



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

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

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

## Preview Team Talk

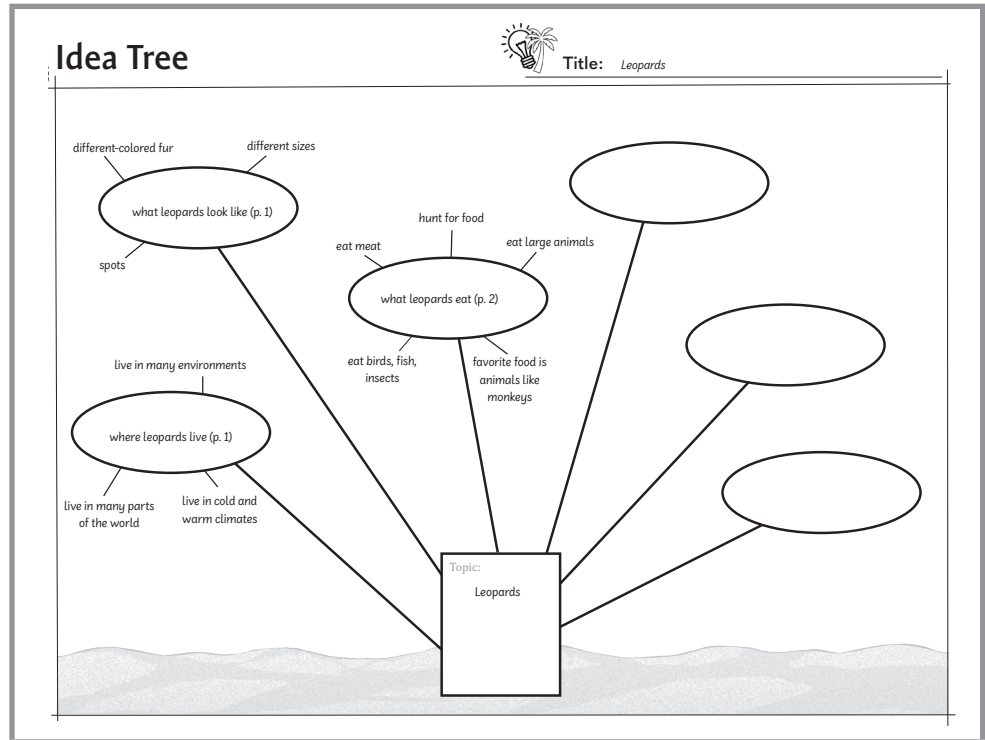
- Introduce the video.

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



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

Blackline master provided.

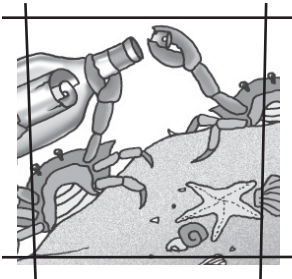


- Award team celebration points.
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #4, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if 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
<ul style="list-style-type: none"> <li>• resolve a sticky note</li> <li>• discuss predictions from day 1</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 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.*

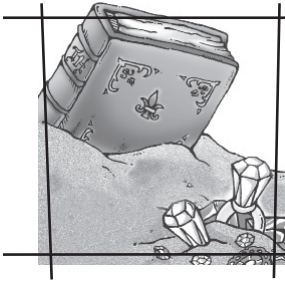
- Summarize the lesson for students.

**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.

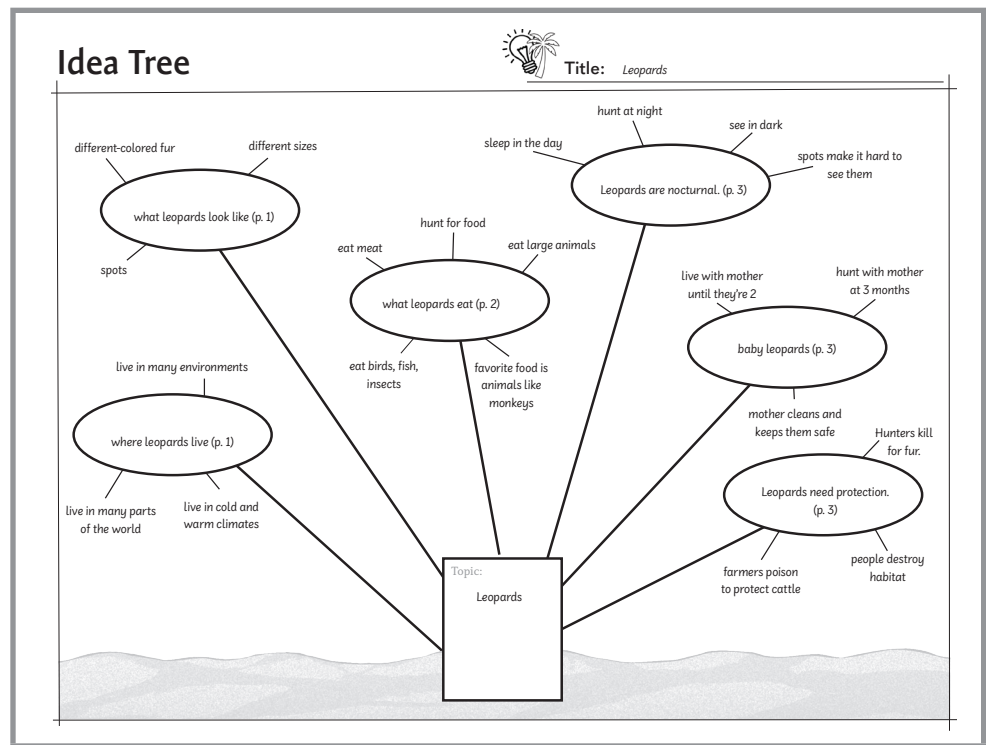
**Rachel, Zach, Tori, and Adam have read the first two pages of Dr. Nick's article about leopards. But there are two pages left for them to read, restate, and identify the important events or ideas and supporting details. I have a feeling Bakiri will ask you to work right along with the Samburu students. 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!

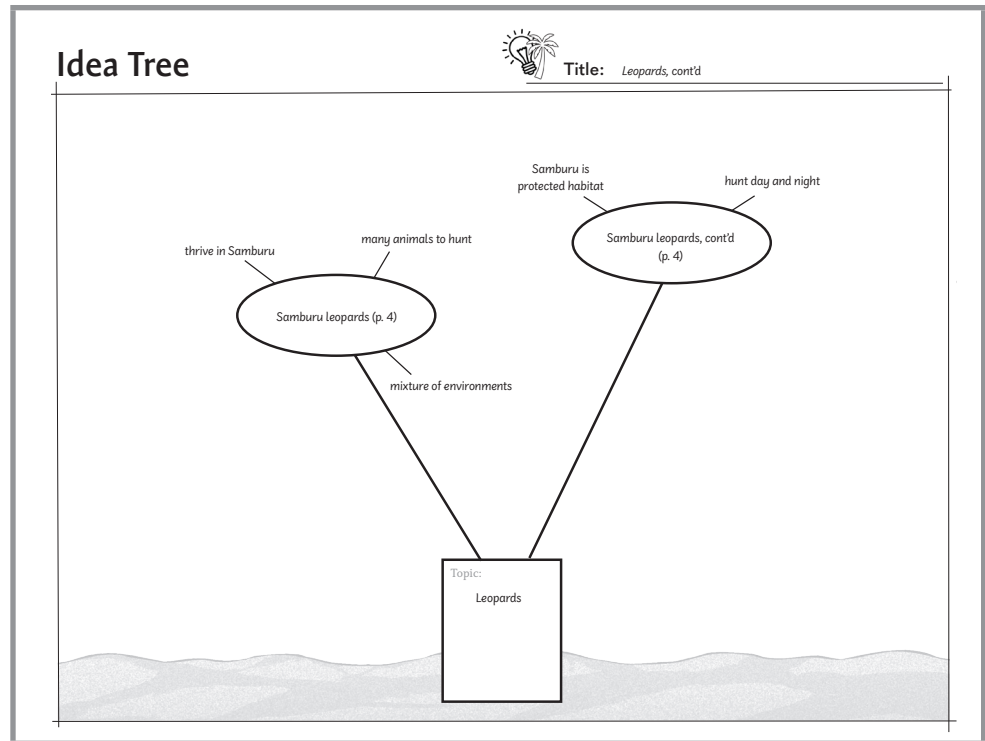


- **Play** “Part 3: Read and Restate Important Ideas, Pages 3 and 4” (6 minutes).
  - Bakiri will ask students to read pages 3 and 4 of Dr. Nick’s article with their partners, record important events or ideas and supporting details on their idea trees, discuss what they selected with their team, and 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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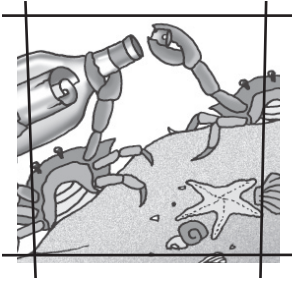


- Have students save their idea trees because they will use them to write a summary on day 4.
- Award team celebration points.
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #2, must be written individually, after students discuss it in their teams.
- 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.*

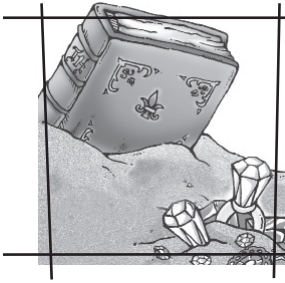
**80 points** = *Yes, I said some ideas differently. I had fewer details about mother leopards.*

- 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

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>
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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.**

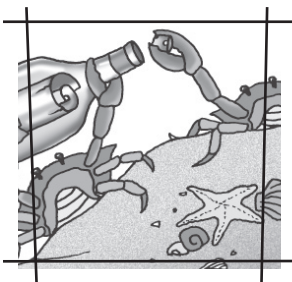


- **Play** “Part 4: Review and Learn: Summarize” (6 minutes).
  - Bakiri will ask students to review their idea trees, see if Dr. Nick answered their questions, and choose one or two branches of their ideas trees to write a summary.
- Stop the video while students individually review their idea trees 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)



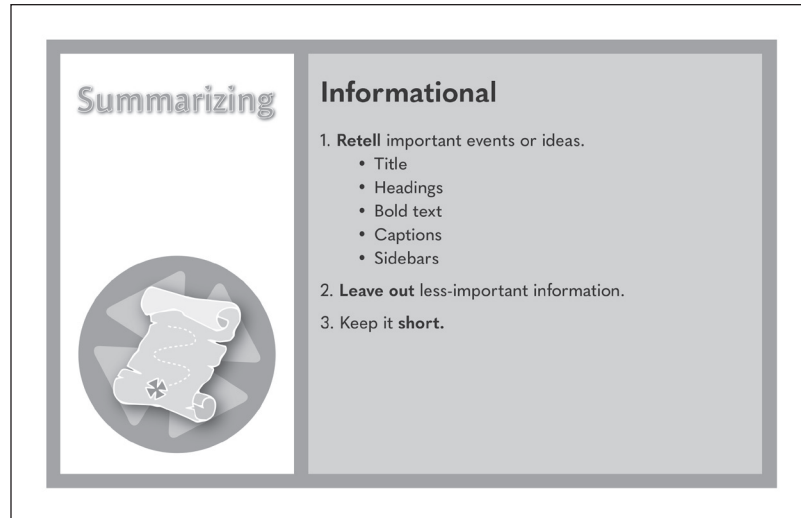
## TEAMWORK

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.*

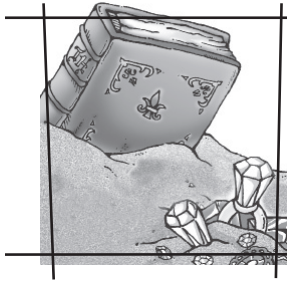
- Summarize the lesson for students.

**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

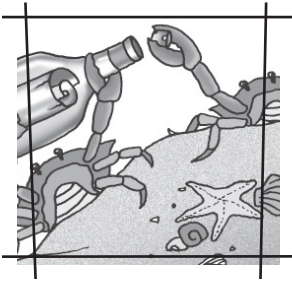
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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 “Remarkable Kangaroo Joeys.” |MI| (Team Talk rubric)
3. Use the information you have written on your idea tree to write a brief summary of the section “How Kangaroos Use Their Long Legs.” **(Write-On)** |SU| (Summarizing rubric)



## TEAMWORK

Timing Goal: 45 minutes

### Partner Reading **TP**

*A Collection of Readings,*  
page 72.

- Use the first paragraph of “Leaping Red Kangaroos” 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 from the text features. I can tell that this article is about red kangaroos because the title is “Leaping Red Kangaroos.”**

- 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:

**“Leaping Red Kangaroos” on pages 72–74 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 how far red kangaroos can jump in a single bound. The main heading is “Leaping Red Kangaroos,” so jumping must be something they do well.*

**90 points** = *One question I had before I began reading was how far red kangaroos can jump in a single bound.*

**80 points** = *How far can red kangaroos jump in a single bound?*
2. On your idea tree, write the main idea and important supporting details from the section titled “Remarkable Kangaroo Joeys.” |MI| (Team Talk rubric)

**100 points** = *The main idea of the section titled “Remarkable Kangaroo Joeys” is how baby kangaroos, called joeys, are born and grow up. An important supporting detail from the section is that joeys are born after only thirty three days and are only an inch long. They have to crawl up their mothers’ stomachs into their pouches.*

**90 points** = *The main idea of the section titled “Remarkable Kangaroo Joeys” is how baby kangaroos, called joeys, are born and grow up.*

**80 points** = *How baby kangaroos, called joeys, are born and grow up.*
3. Use the information you have written on your idea tree to write a brief summary of the section “How Kangaroos Use Their Long Legs.” (Write-On) |SU| (Summarizing rubric)

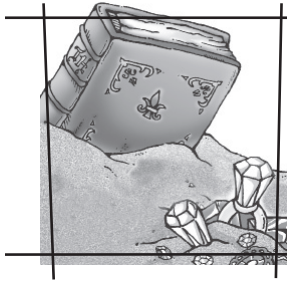
**100 points** = *Kangaroos use their long legs to jump forward. They can jump about twenty five feet and move at about thirty five miles per hour. Kangaroos use their front legs and tails to balance when moving more slowly. They also use their feet to fight off predators or fight each other.*

**90 points** = *Kangaroos use their long legs to jump forward. They also use their feet to fight off predators or fight each other.*

**80 points** = *Kangaroos use their long legs to jump forward. They sit in a tripod position with their tail.*

## 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 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.

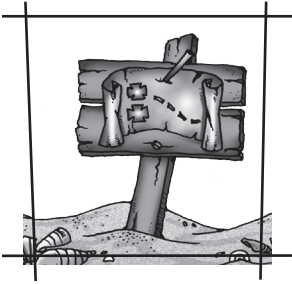
### Set the Stage

- 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 “Cuddly Koalas.” We will think about the important ideas or events so we can write a summary after reading.**

### Prepare Students for the Test

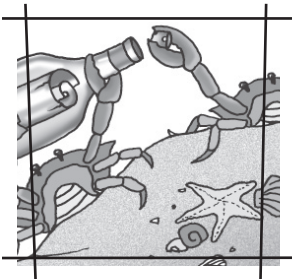
- Distribute the test, and preview it with students without providing information about the answers. Point out that question #4 ask about summarizing.
- Ask students to underline key words or phrases in question #4.
- Make sure students understand that the test is independent work and that they should 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.

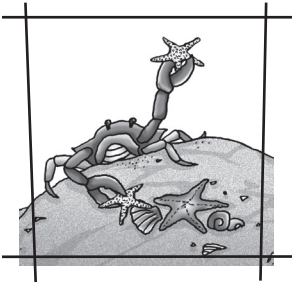


- Ask students to state the question in their own words and tell what key words or phrases they underlined.
- Have students read their answers to the question. Ask the teams to think about what they like about their answers and what they wish they had said differently. Tell them to use their colored 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.

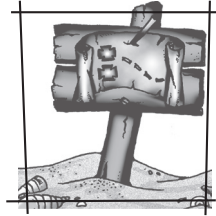
## Team Cooperation Goal

- 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, “Cuddly Koalas” on pages 75–77, 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 feature that helped me predict the topic of this article was the heading. The title of the article is “Cuddly Koalas.” This told me that I would learn about koalas.*

**25 points** = *The text feature that helped me predict the topic of this article was the heading.*

**20 points** = *The heading.*

30 points

2. On your idea tree, write the main idea and important supporting details from the section titled “Picky Eaters.” |MI| (Team Talk rubric)

**30 points** = *The main idea of the section is that koalas prefer to eat from a few types of eucalyptus trees. A supporting detail is that their stomachs are specially designed to digest the poisonous leaves.*

**25 points** = *The main idea of the section is that koalas prefer to eat from a few types of eucalyptus trees.*

**20 points** = *Koalas prefer to eat from a few types of eucalyptus trees.*

**30 points**

3. Use the information you wrote on your graphic organizer to write a brief summary of the section titled “Threats to Koalas.” **(Write-On)** |SU| (Summarizing rubric)

**30 points** = *The main problem for koalas is the loss of trees. Deforestation, bushfires, and dieback ruin koala habitats. Natural predators are not as big of a threat to koalas as the loss of habitat. Dogs and cars cause a lot of problems for koalas. Many koalas suffer from forms of chlamydia, but these infections also help to strengthen koala populations.*

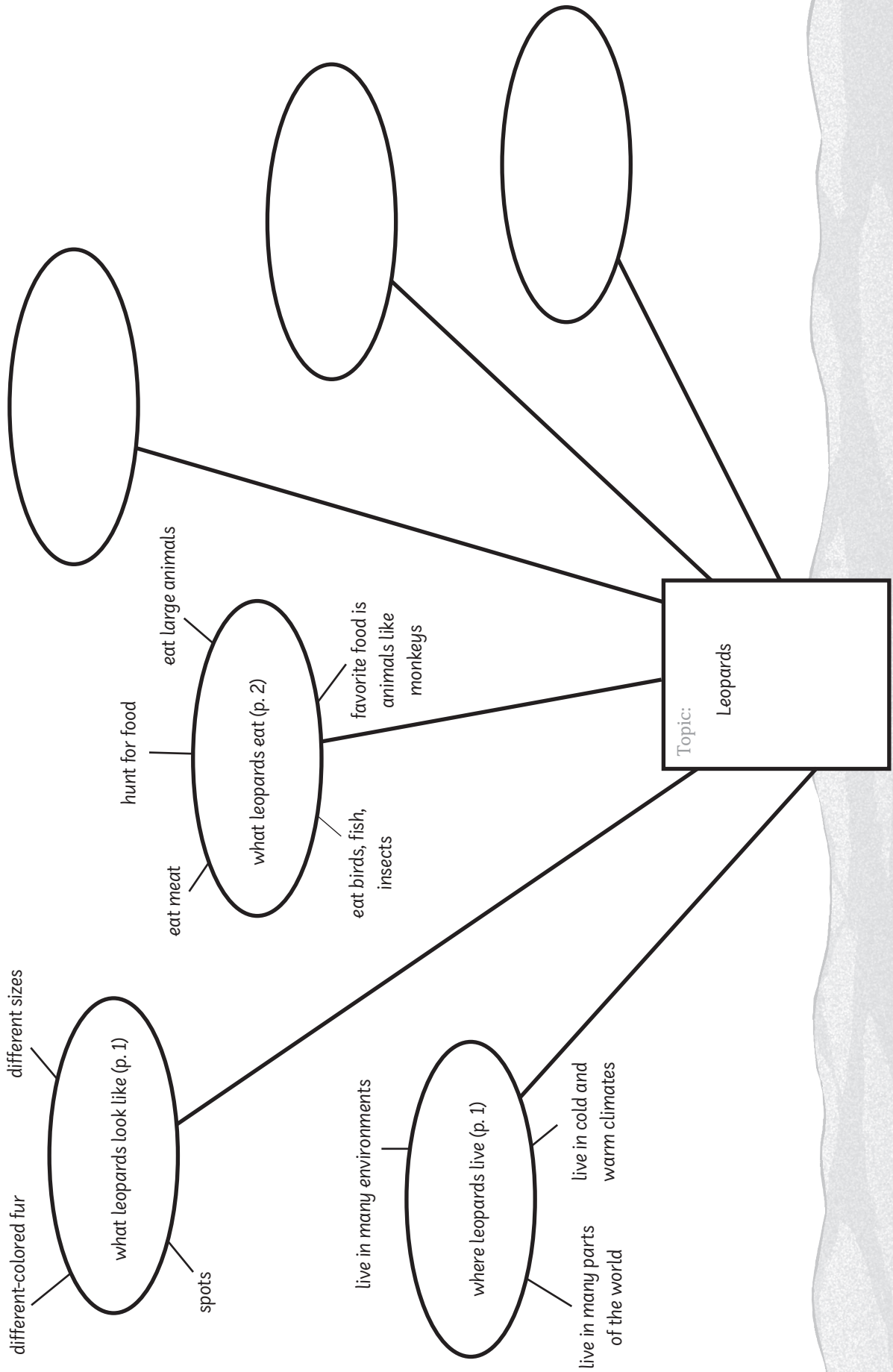
**25 points** = *The main problem for koalas is the loss of trees. Natural predators are not as big of a threat to koalas as the loss of habitat. Many koalas suffer from forms of chlamydia.*

**20 points** = *The main problem for koalas is the loss of trees. Bushfires are common in the summer.*

# Idea Tree



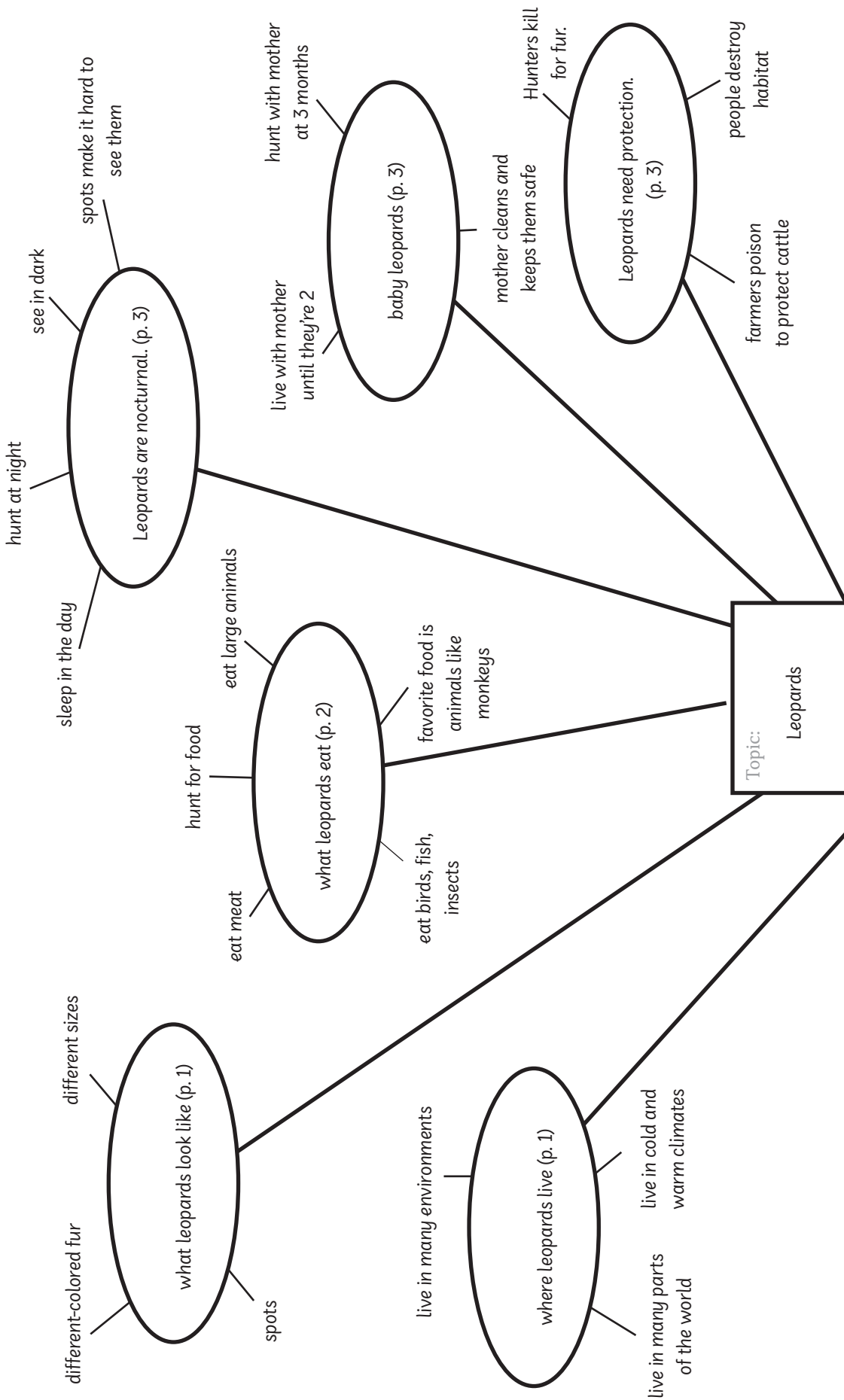
Title: Leopards





Title: Leopards

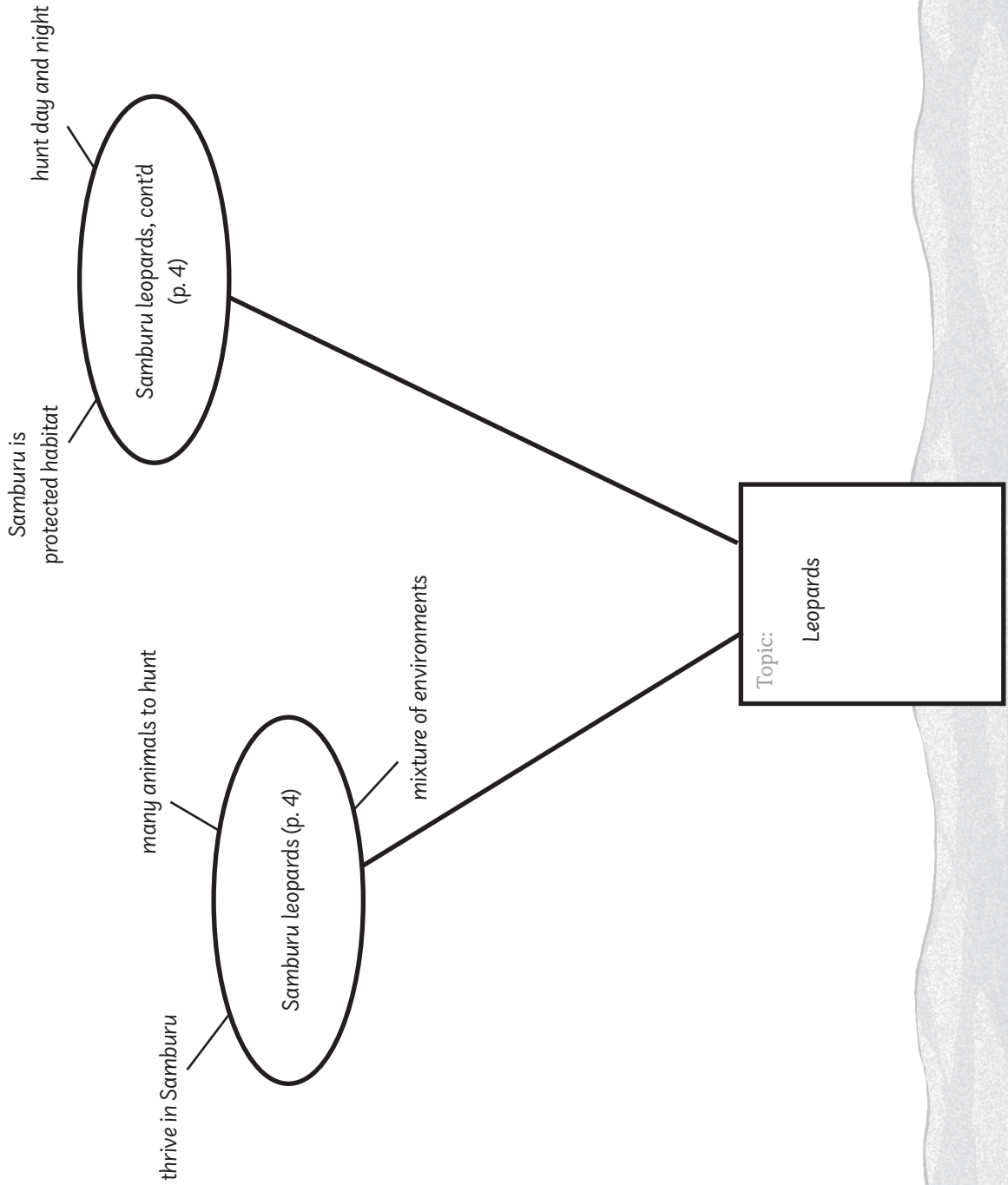
# Idea Tree





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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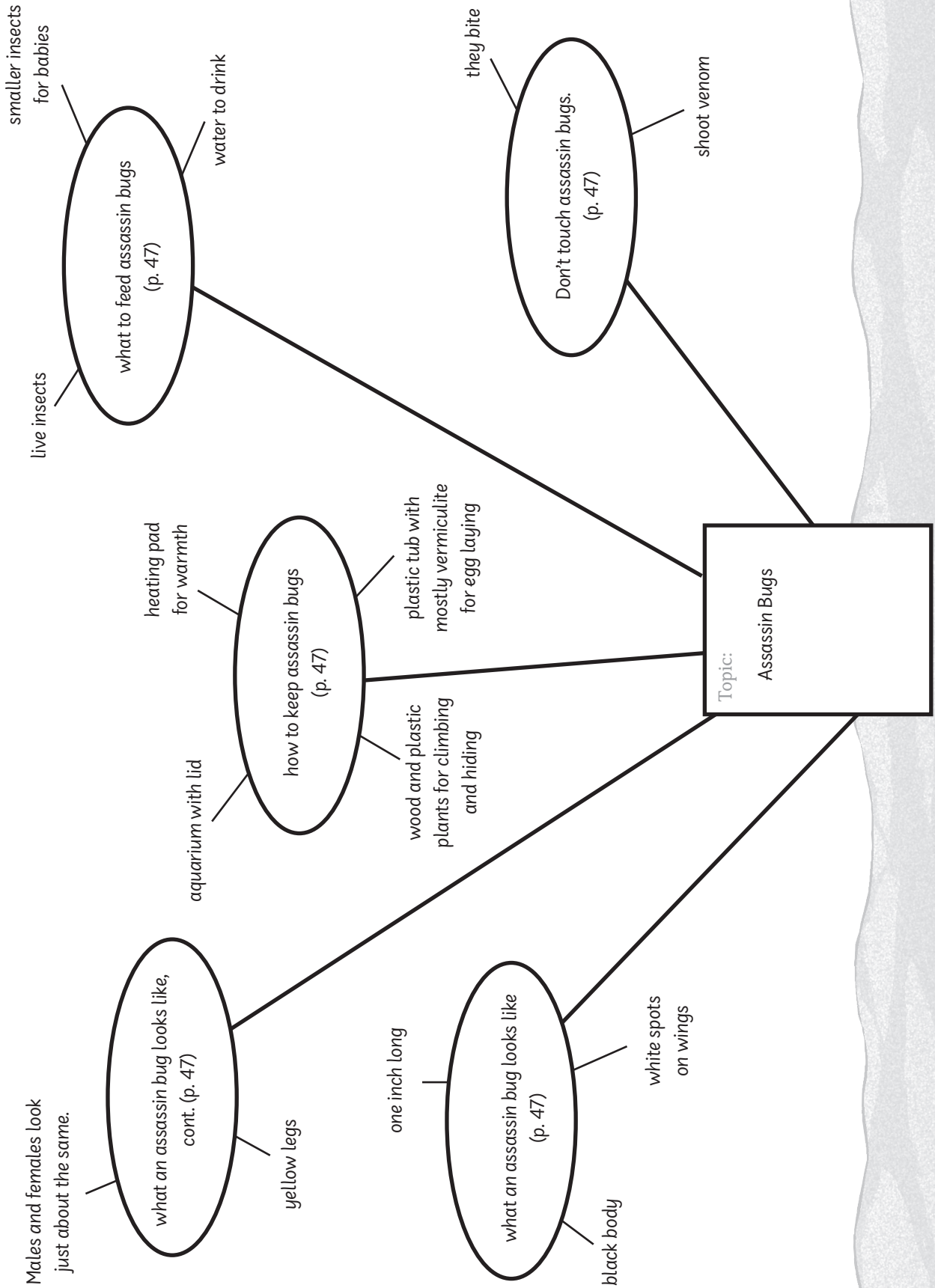
for being a good friend  
and protector of the  
animals in Samburu  
Wildlife Reserve.



# Idea Tree



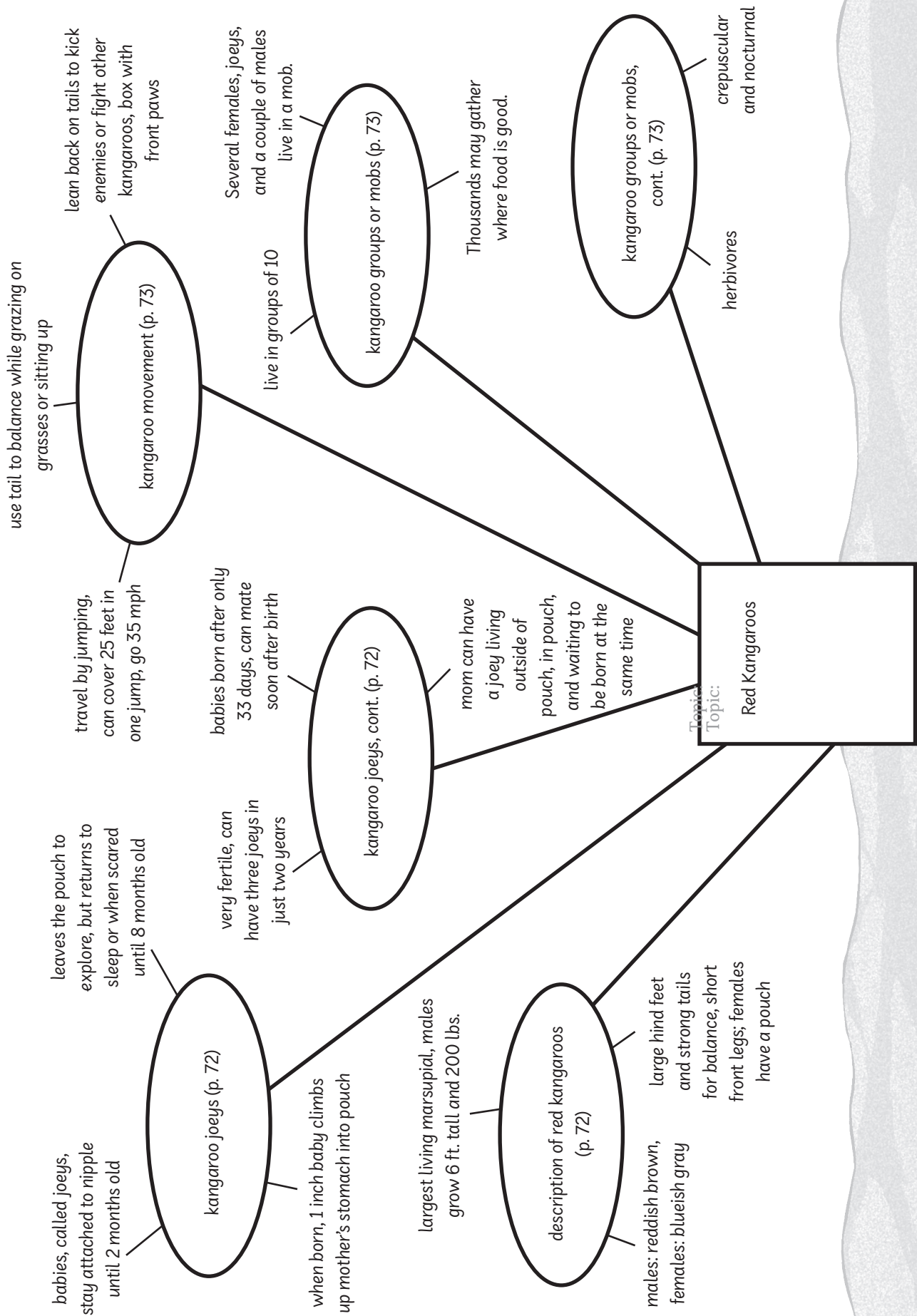
Title: "There's a Wild Thing in My Bedroom!"





# Idea Tree

Title: Leaping Red Kangaroos



## 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 6 / *Summarizing Saves the Animals: Samburu*

#### **Reading:** *Informational*

#### **Key Ideas and Details**

Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

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## INFORMATIONAL (7 DAY)

# Nature's Fury!

## Natural Disasters and What We Can Learn from Them

Written by Tanya Jackson

*The Savvy Reader—Summarizing, A Collection of Readings*, pages 79–108

Success for All Foundation, 2011

### Summary

Nature can be beautiful, but it can also be furious and deadly. Learn about six of nature's most deadly events: volcanoes, earthquakes, tsunamis, hurricanes, floods, and tornadoes. Find out what we can learn from them and how scientists are helping us protect ourselves.

### Instructional Objectives

	READING	WORD POWER	WRITING
CYCLE 1	<b>Summarizing (SU)</b> Students will determine the information to include in a summary.	<b>Connotation and denotation</b> Students will think about the connotations of words to increase their understanding.	<b>Write a newspaper article.</b> Students will pretend that they are newspaper reporters and that their town just experienced an earthquake. They will write articles that answer the 5 Ws and describe the effects of the earthquake.
	<b>Summarizing (SU)</b> Students will summarize sections of the text using main ideas and supporting details.	<b>Latin and Greek roots</b> Students will use the Latin roots <i>ab-</i> and <i>dis-</i> to increase their understanding of words.	<b>Write a journal entry.</b> Students will pretend that they witnessed a natural disaster and will write a journal entry for a scientist that describes what they saw happen during the event.

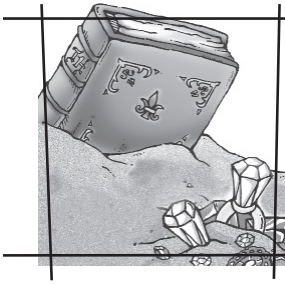


# Cycle 1

## Instructional Objectives

		READING	WORD POWER	WRITING
<b>CYCLE 1</b>	<b>Summarizing (SU)</b>		<b>Connotation and denotation</b>	<b>Write a newspaper article.</b>
	Students will determine the information to include in a summary.	Students will think about the connotations of words to increase their understanding.	Students will pretend that they are newspaper reporters and that their town just experienced an earthquake. They will write articles that answer the 5 Ws and describe the effects of the earthquake.	





## DAY 1

## ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Students discuss responses to the Big Question.

## Big Question

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

## THE BIG QUESTION

How do natural disasters, like earthquakes or hurricanes, affect people?



- 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 *Nature's Fury! Natural Disasters and What We Can Learn From Them* by Tanya Jackson. As we read, we'll summarize sections of the text. Good readers summarize as they read informational texts to check their understanding of the important ideas the author wants them to know.**

- Point out this lesson's strategy target, **summarizing**.
- Point out that the text is informational, or have students explore the text to figure out that it is informational. Review how informational text differs from literature.
- Tell students they will use the TIGRRS process as they read, or ask them what process they use when they read informational text. Review the steps of the TIGRRS process: Topic, Intent of author, Graphic organizer, Read, Reread, 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. *Nature's Fury! Natural Disasters and What We Can Learn From Them*. It sounds like the text will be about natural disasters. I know that there are a lot of disasters that happen because of nature. I know some places are affected by certain disasters more than other places. 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 pictures of destroyed towns, volcanoes, and severe weather. I think the topic of the text is natural disasters.

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 natural disasters. Use **Random Reporter** to select students to share.
  - Use **Think-Pair-Share** to have students discuss why they think it might be important to understand the warning signs of some natural disasters, such as severe weather. Randomly select a few students to share.
  - Share a few interesting or important facts about natural disasters with students. For example, it is important to understand what problems your area might see that you should prepare for. Many natural disasters, such as wildfires, seem like they destroy nature, but they help nature bounce back in healthier populations than before.
- Tell students the next step of TIGRRS. Use a **Think Aloud** to model identifying the intent of the author.

Now that we know the topic of this text, we can move on to the second step of TIGRRS. The step tells us that we need to find the intent of the author. That means we should figure out why the author wrote the text or what she wants us to learn from reading it. When I looked through the pages of *Nature's Fury! Natural Disasters and What We Can Learn From Them*, I saw a lot of headings and pictures about different kinds of natural disasters. I think the author's intent is to tell me about natural disasters. When we read, we should look for information that tells us about these.

- 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>occurs</b> page 82	base word + ending: occur + s	comes to mind	It never <i>occurs</i> to my dog that the cat doesn't like it when she licks her fur.
<b>evacuated</b> page 85	base word + ending: evacuat(e) + ed	left, as for safety	The students <i>evacuated</i> the school building when the fire alarm sounded.
<b>triggered</b> page 85	base word + ending: trigger + ed	started, set off	The principal's joke <i>triggered</i> a moment of laughter during the assembly.
<b>dormant</b> page 86	chunk: dor-mant	asleep, inactive	Most bears lie <i>dormant</i> through the winter, emerging from their dens in spring.
<b>lurches</b> page 87	base word + ending: lurch + es	sways	The car <i>lurches</i> forward if you stomp on the gas too hard.
<b>collapse</b> page 87	chunk: col-lapse	fall down	Your snowman will <i>collapse</i> if you make the head too big for the body.
<b>magnitude</b> page 89	chunk: mag-ni-tude	size	The sheer <i>magnitude</i> of the ice cream sundae made me want to share it.

WORD AND PAGE NUMBER	IDENTIFICATION STRATEGY	DEFINITION	SENTENCE
<b>initial</b> page 93	chunk: in-i-tial	first	The <i>initial</i> response to the plan was negative, but people started liking it the more they learned about it.

## 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 Mountain Above

Mt. Kilimanjaro is a mountain in Tanzania, which is in Africa. Mt. Kilimanjaro is the tallest mountain in Africa. The highest point on Mt. Kilimanjaro is Uhuru Peak, which is 5,895 meters—more than 19,000 feet. The first men to climb Mt. Kilimanjaro were Hans Meyer and Ludwig Purtscheller. Mr. Meyer was from Germany, and Mr. Purtscheller was from Austria.

The Tanzanian government put a sign at the top of Mt. Kilimanjaro. It reads, "Congratulations! You are now at Uhuru Peak." Climbers who reach the peak leave stickers on the sign.

At the top of the mountain are giant snowcaps. They are some of the biggest snowcaps in the world. But they are disappearing. Global warming is making them disappear. Scientists are worried about what that might mean for the rest of the planet.

- 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 Mt. Kilimanjaro. I'll write that on my idea tree. Fill in the topic. Let me think about the main ideas. I read that it's in Tanzania. Add this main idea to the idea tree. I read that it's the tallest mountain in Africa. Add this main idea to the idea tree. I read that Uhuru Peak, the highest point, is 5,895 meters. Add this main idea to the idea tree. I read about the two men who climbed it first, Meyer and Purtscheller. Add this main idea to the idea tree. I also read about the disappearing snowcaps. Add this main idea to the idea tree. Now I'll reread for supporting details. Reread. My first main idea states that Mt. Kilimanjaro is in Tanzania. A supporting detail is "in Africa," so I'll add that. Another main idea is that it is the tallest mountain in Africa. I'll add details about that to my idea tree. Continue adding supporting details for each main idea.**

- Use a **Think Aloud** to model identifying the information from the idea tree to use in a summary. Remind students that summaries do not include less-important details. Circle the information on the idea tree that you will include in the summary.

**I've filled in my idea tree, so now I need to decide which information is important enough to include in a summary. My topic is Mt. Kilimanjaro, so I'll include that. I think that it's important that it's in Tanzania, so I'll include that. I think that it's important that it's the tallest mountain in Africa, so I'll include that too. I think the idea about its highest point is important, so I'll include the detail about Uhuru Peak. I think the actual height, 5,895 meters, is important, so I'll include that. I think the names of the men who climbed it first are important, so I'll include that detail. I think it's probably important that the snowcaps are disappearing, so I'll include that detail. I'll include all of these details in a summary. Some of the details probably aren't as important, and I wouldn't include them in a summary. For example, I don't think it's important to know where the men who climbed the mountain came from. I also don't think it's important to know how high 5,895 meters is in feet. I don't think the**

**information about the sign and the stickers is important. I would leave these details out of my summary.**

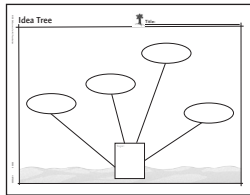
- Tell students that they will summarize as they read the text.
- Award team celebration points for good discussions that demonstrate effective teamwork.

### 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 81 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.

**This section, the introduction to the text, is mainly about nature. That's my main idea, so I'll write that on my idea tree.** Write "nature" 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:** nature (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 3.
- Remind students that they will continue summarizing as they read *Nature's Fury! Natural Disasters and What We Can Learn from Them* this cycle.

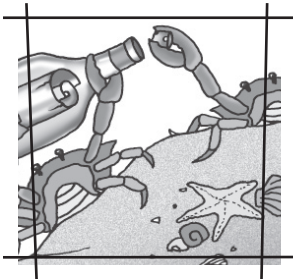
### Preview Team Talk

- 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 84? |SU|
  - a. Scientists cannot predict exactly when an eruption will happen.
  - b. The VEI helps scientists measure eruptions.
  - c. Scientists use many different tools to monitor volcanoes.
  - d. The VEI scale was created in 1982.
2. How is an earthquake different from a volcanic eruption? |CC • DC| (Team Talk rubric)
3. What is the main idea of the text on page 82? 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 82–87 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
- discuss predictions from day 1
- describe team strategy use

**Write-On Discussion**

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

**Team Talk Discussion**

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

**TEAM TALK**

1. Which of the following is not an important detail you should include in a summary of page 84? |SU|
  - a. Scientists cannot predict exactly when an eruption will happen.
  - b. The VEI helps scientists measure eruptions.
  - c. Scientists use many different tools to monitor volcanoes.
  - d. *The VEI scale was created in 1982.*
  
2. How is an earthquake different from a volcanic eruption? |CC • DC| (Team Talk rubric)
 

**100 points** = *An earthquake is different from a volcanic eruption because an earthquake just damages things from violent shaking. Earthquakes do not produce lava or ash. Volcanoes can also create pyroclastic flows, mudflows, and destroy life around the mountain.*

**90 points** = *An earthquake is different from a volcanic eruption because an earthquake just damages things from violent shaking.*

**80 points** = *An earthquake just shakes.*
  
3. What is the main idea of the text on page 82? 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 text on page 82 is volcanoes. I think volcanoes is the main idea to include in a summary because the page tells me about volcanoes. I see diagrams that tell me about volcanoes. A text box gives me a fact about volcanoes.*

**90 points** = *The main idea of the text on page 82 is volcanoes. I think volcanoes is the main idea to include in a summary because the page tells me about volcanoes.*

**80 points** = *Volcanoes. I read information about volcanoes.*

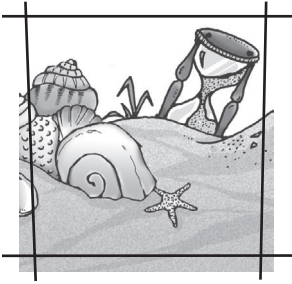
**TEAM TALK EXTENSION**

4. Why should you be wary of tall, conical, and symmetrical volcanoes? |CE| (Team Talk rubric)
 

**100 points** = *You should be wary of tall, conical, and symmetrical volcanoes because scientists think these are more likely to erupt. They have had time to build themselves up. They haven't had an eruption recently to ruin their looks.*

**90 points** = *You should be wary of tall, conical, and symmetrical volcanoes because scientists think these are more likely to erupt.*

**80 points** = *Scientists think these are more likely to erupt.*



# 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.

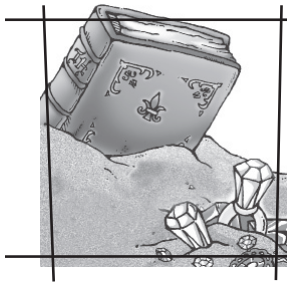
## Page 82

- 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: *magnitude* page 89 and *initial* page 93.



- 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.

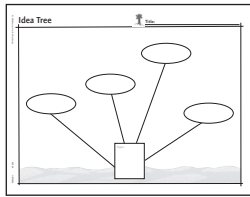
**Yesterday we read about some natural disasters. We read about volcanic eruptions. We started reading about earthquakes.**



- Tell students that you will continue to record important ideas on the graphic organizer.
- Read page 88 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 measuring earthquakes. I'll write that as my main idea on my idea tree.** Write "measuring earthquakes" 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:** measuring earthquakes (p. 88)

- 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 *Nature's Fury! Natural Disasters and What We Can Learn from Them* this cycle.

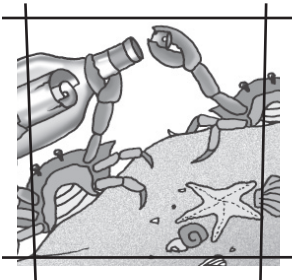
## Preview Team Talk

- 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 91? |SU|
  - a. Ripples in a pond are like mini tsunami.
  - b. Tsunami are often caused by earthquakes.
  - c. Tsunami are not affected by the moon or sun.
  - d. Tidal waves are created by gravitational pull.
2. How have scientists worked to keep people safer during strong earthquakes? |PS| (Team Talk rubric)
3. What is the main idea of the text on page 89? 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 91? |SU|
  - a. Ripples in a pond are like mini tsunamis.
  - b. *Tsunami are often caused by earthquakes.*
  - c. Tsunami are not affected by the moon or sun.
  - d. Tidal waves are created by gravitational pull.
2. How have scientists worked to keep people safer during strong earthquakes? |PS| (Team Talk rubric)
 

**100 points** = *Scientists have worked to keep people safer during strong earthquakes by designing buildings to withstand shaking. They have stronger foundations. Tall buildings sway a little to absorb the seismic waves.*

**90 points** = *Scientists have worked to keep people safer during strong earthquakes by designing buildings to withstand shaking.*

**80 points** = *By designing buildings to withstand shaking.*

**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 is the main idea of the text on page 89? 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 text on page 89 is the Great San Francisco Earthquake. I think this is the main idea to include in a summary because the page talks about what happened in San Francisco. The heading is a clue to the main idea. Also, I see photographs and a caption that tell me about the damage done to San Francisco by an earthquake.*

**90 points** = *The main idea of the text on page 89 is the Great San Francisco Earthquake. I think this is the main idea to include in a summary because the page talks about what happened in San Francisco.*

**80 points** = *The Great San Francisco Earthquake. The page talks about what happened in San Francisco.*

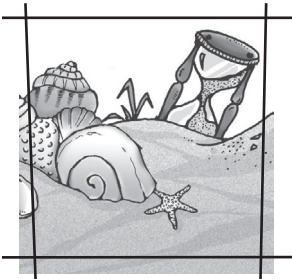
**TEAM TALK EXTENSION**

4. What causes a tsunami? |CE| (Team Talk rubric)

**100 points** = *A tsunami is caused by sudden changes in the ocean floor. Earthquakes, volcanic eruptions, and landslides can cause a tsunami. It displaces water rapidly.*

**90 points** = *A tsunami is caused by sudden changes in the ocean floor.*

**80 points** = *Sudden changes in the ocean floor.*



**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.

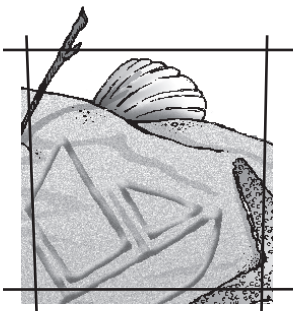
**Not ready yet?** Practice reading the same passage again with your partner. Ask your teacher to hear you read when you are ready.

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

Student Edition, page S-21.

**Page 89**

- 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).

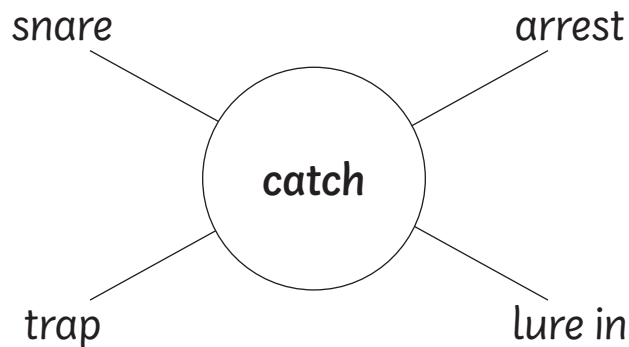
Display the Word Treasure.

### 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 a word.
- Write the following words on the board in a word map.



- Point out that you used a word concept map to list synonyms of the word *catch*.
- Use **Think-Pair-Share** to have students consider if they would rather be caught, trapped, snared, arrested, or lured in. Randomly select a few students to share. Answers may vary. *Getting caught seems less rough than getting trapped, snared, or arrested.*
- Tell students that authors use certain words to imply certain things rather than stating them directly and that it is up to the reader to think about the connotations of the words to figure out what the text is saying.
- Tell students to think about word connotations as they read.

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

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

Student Edition, page S-22.

SKILL PRACTICE			
<p>1. Read each sentence. How does each sentence make you feel? What are the connotations of the word <i>tussled</i>? If you wish, draw a concept map, and record your ideas about the word.</p> <p>Donatello and Giovanni <u>fought</u> over the baseball card.                      Donatello and Giovanni <u>tussled</u> over the baseball card.                      (Answers may vary.) <i>Fought physically, wrestled.</i></p>			
BUILDING MEANING			
<b>occurs</b>	<b>evacuated</b>	<b>triggered</b>	<b>dormant</b>
<b>lurches</b>	<b>collapse</b>	<b>magnitude</b>	<b>initial</b>
<p>2. Choose a word from the vocabulary list, and write a meaningful sentence for that word.</p> <p><b>100 points</b> = <i>The sentence uses the word correctly and includes details to create a mind movie.</i>  <b>90 points</b> = <i>The sentence uses the word correctly and includes one detail.</i>  <b>80 points</b> = <i>The sentence uses the word correctly.</i></p> <p>3. Choose the word that best completes the sentence.</p> <p>I was so nervous before receiving my award that I thought I would <u>collapse</u> onstage.</p>			

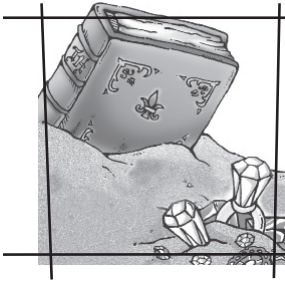
- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration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

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

### TEAM CELEBRATION POINTS

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

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



## DAY 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: *occurs* page 82, *evacuated* page 85, *triggered* page 85, *dormant* page 86, *lurches* page 87, and *collapse* page 87.



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

## Text Review

- Have students work in teams to summarize the ideas recorded on their graphic organizers from the passage they read the previous day. Use **Random Reporter** to review these ideas with the class. Model this if necessary.

## Listening Comprehension

- Review the topic and the author's intent with students.
- Remind students of the graphic organizer you are using to help you remember the text.
- Review the important ideas from yesterday's reading.

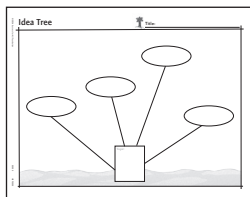
**Yesterday we learned a little more about earthquakes. We also read about tsunami.**



- 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 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, nature, on the idea tree. Now I can identify supporting details that will help me write a good summary. I read about all the beautiful natural places you can see, such as the Great Lakes, Atlantic Ocean, the canyons of the southwest, the Himalayas, and Sahara. I read that nature can also be dangerous. We can experience tsunami, floods, volcanoes, earthquakes, forest fires, or avalanches.**

Blackline master provided.



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

**Main idea:** nature (p. 81)

- can be dangerous
  - many features in nature: Great Lakes, Atlantic Ocean, Himalayas, Sahara
  - tsunami, floods, volcanoes, earthquakes, forest fires, avalanches
- 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.

**Now I need to decide which details are important enough to include in a summary. My main idea is nature, so I'll definitely include that. Also, from the title of the text, I know that the text is about disasters such as volcanoes and earthquakes. So I'll include all the details about how dangerous nature can be. I don't think the details about the Great Lakes, the Atlantic Ocean, the Himalayan Mountains, and the Sahara are that important, so I'll leave those out.**

- 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, “Nature can be beautiful, but it can also be dangerous. There are many different kinds of disasters in nature, such as tsunamis, floods, volcanoes, earthquakes, forest fires, and avalanches.”**

- Remind students that they will continue summarizing as they read *Nature's Fury! Natural Disasters and What We Can Learn from Them* this cycle.

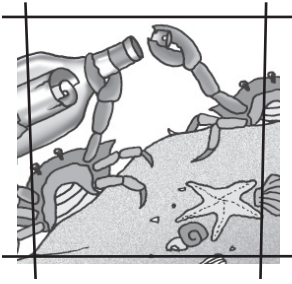
### Preview Team Talk

- 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 shield volcanoes have quiet eruptions an important detail to include in a summary? Why or why not? |SU| (Team Talk rubric)
2. According to the chart on page 84, which volcano should we be most concerned about? |TF|
  - a. Pinatubo
  - b. Mount St. Helens
  - c. Yellowstone Caldera
  - d. Mono Inyo Craters
3. The main idea of the text on page 82 is volcanoes. 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 82–87 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 shield volcanoes have quiet eruptions an important detail to include in a summary? Why or why not? |SU| (Team Talk rubric)
  - 100 points** = *The idea that shield volcanoes have quiet eruptions is an important detail to include in summary. It tells us about a type of volcanic eruption. There are different types of volcanoes and they erupt in different ways. This is important to identifying the type of volcano.*
  - 90 points** = *The idea that shield volcanoes have quiet eruptions is an important detail to include in summary. It tells us about a type of volcanic eruption.*
  - 80 points** = *It's an important detail. It's a type of volcanic eruption.*
- According to the chart on page 84, which volcano should we be most concerned about? |TF|
  - Pinatubo
  - Mount St. Helens
  - Yellowstone Caldera
  - Mono Inyo Craters
- The main idea of the text on page 82 is volcanoes. 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** = *A volcano is a type of mountain that releases lava, ash, and gas. Volcanoes form because the earth is covered in plates. The plates push, pull, and slide past one another. When plates slide over one another, magma is forced up in the crust and a volcano forms. They also form where plates pull apart or where the crust is weak. Magma can rise up through the crust to create volcanoes in these spots.*
  - 90 points** = *A volcano is a type of mountain that releases lava, ash, and gas. Volcanoes form because the earth is covered in plates. When plates slide over one another, magma is forced up in the crust. They also form where plates pull apart or where the crust is weak.*
  - 80 points** = *A volcano is a type of mountain that releases lava, ash, and gas. Volcanoes get their name from the Roman god of fire. Volcanic eruptions are spectacular events.*

## TEAM TALK EXTENSION

### Team Talk Discussion

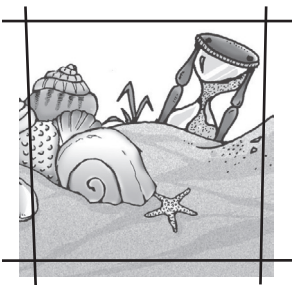
- ask students if they understood or enjoyed the reading
- reinforce use of the skill

4. Why does the author include the two photographs on page 85? |TF| (Team Talk rubric)

**100 points** = *The author includes the two photographs on page 85 so the reader can see how different Mount St. Helens looked before it erupted and after it erupted. The mountain blew off a lot of its top when it erupted.*

**90 points** = *The author includes the two photographs on page 85 so the reader can see how different Mount St. Helens looked before it erupted and after it erupted.*

**80 points** = *To show how different Mount St. Helens looked before and after the eruption.*



## FLUENCY IN FIVE

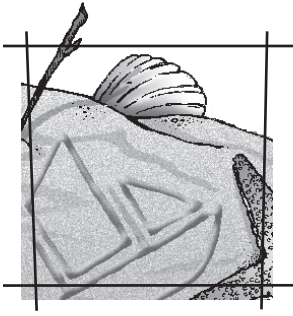
Timing Goal: 5 minutes

- 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 89 or 87**

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



## WORD POWER **TP**

Timing Goal: 10 minutes

- Remind students of the Word Power skill (connotation and denotation) and, if necessary, the Word Treasure clue Captain Read More uses (cloud).
- Refer students to their vocabulary lists and the vocabulary word *collapse*. Have students read the definition.
- Read the following sentences aloud.

**Luka was afraid she might fall down while on stage.**

**Luka was afraid she might collapse while on stage.**

**tps**

- Use **Think-Pair-Share** to have students tell you the feeling they get from each sentence. Randomly select a few students to share responses. Answers may vary. *The phrase fall down tells me that Luka might trip or do something else to make herself fall while she is on stage. The word collapse tells me that she might fall suddenly or unexpectedly, like her legs might give out from under her.*
- 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

1. Read each sentence. How does each sentence make you feel? What are the connotations of the word *writhed*? If you wish, draw a concept map, and record your ideas about the word.

The worm wiggled when the bird caught it.

The worm writhed when the bird caught it.

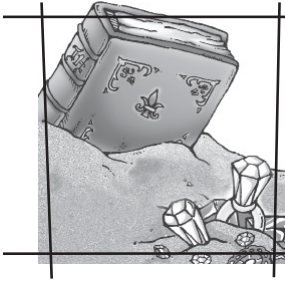
*(Answers may vary.) Twisted and moved as if in pain.*

BUILDING MEANING			
occurs	evacuated	triggered	dormant
lurches	collapse	magnitude	initial

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. It occurs to me that if I make my lunch the night before, I won't have to rush to make it the next morning. *Occurs* means—
- comes to mind.
  - happens.
  - offends.
  - escapes memory.

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

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



## DAY 4

# ACTIVE INSTRUCTION

Timing Goal: 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: *magnitude* page 89 and *initial* page 93.



- 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 volcanoes and volcanic eruptions. Volcanoes form where plates meet and divide. They also happen where the crust is weak. There are many different kinds of volcanoes that erupt differently. Mount St. Helens was an important eruption in U.S. history. Scientists can't predict volcanoes, but they can observe them and see signs that the mountains are unstable. Earthquakes also happen because of plate movement. They often happen where plates slide past one another. They do not produce lava, but they cause damage by shaking the ground.**

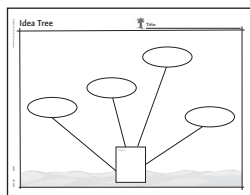
- Tell students that as you reread you will look for details about the important ideas and add them to the graphic organizer. Tell students that you will also add any important information you missed the first time you read.



- Reread page 88 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, measuring earthquakes, on the idea tree. Now I can identify supporting details that will help me write a summary. I read about how earthquakes happen all the time all over the world, even if we don't know it. I learned that scientists measure earthquakes using machines called seismographs. They record the power of the shaking that is then measured on the Richter scale. I learned that the Richter scale measures earthquakes from 1 to 10, with 1 being the weakest and 10 being the strongest. Each number on the scale is ten times more powerful than the one before. I read that the VEI we learned about earlier is based off the Richter Scale.**

Blackline master provided.



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

**Main idea:** measuring earthquakes (p. 88)

- happen all the time; don't feel majority
- seismographs show power of seismic waves; more powerful when close to the epicenter
- Richter scale: measures from 1–10

- each quake on scale 10 times more powerful
- VEI based on Richter scale
- 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 measuring earthquakes. That's important, so I'll include it. I think the detail about how earthquakes happen all the time, even if we don't know it, is important, so I'll include that. The information about seismographs is important because that is how scientists measure earthquakes, so I'll include those details. Do I need to include the detail that the VEI is related to the Richter scale? That information is interesting, but it doesn't seem as important as the other details. I won't include that detail in my summary. I do want to include the details about how the Richter scale works, but I won't include that each measure on the scale is ten times more powerful than the last.**

- 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, "Earthquakes happen all around the world every day, but we can't feel most of them. Scientists use seismographs to measure the strength of earthquakes. They record the power of the seismic waves. Then they measure them from one to ten on the Richter scale."**

- Remind students that they will continue summarizing as they read *Nature's Fury! Natural Disasters and What We Can Learn from Them* this cycle.

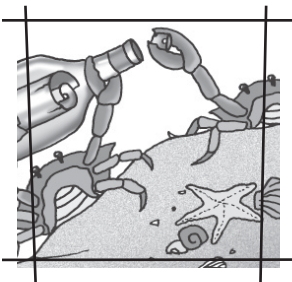
### **Preview Team Talk**

- 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 Indian Ocean tsunami of 2004 destroyed crops, fisheries, and drinking water an important detail to include in a summary? Why or why not? |SU| (Team Talk rubric)
2. Why do you think the author recommends you leave the beach immediately if you feel an earthquake? |DC| (Team Talk rubric)
3. Use information from your idea tree to write a summary of this cycle of *Nature's Fury! Natural Disasters and What We Can Learn from Them*. **(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 89–94 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 Indian Ocean tsunami of 2004 destroyed crops, fisheries, and drinking water an important detail to include in a summary? Why or why not? |SU| (Team Talk rubric)

**100 points** = *The idea that the Indian Ocean tsunami of 2004 destroyed crops, fisheries, and drinking water is an important detail to include in a summary. It explains the kind of damage a tsunami can do. Tsunami are not just big waves. The water spreads inland. Salt water ruins crops. We need fresh water to drink and grow food.*

**90 points** = *The idea that the Indian Ocean tsunami of 2004 destroyed crops, fisheries, and drinking water is an important detail to include in a summary. It explains the kind of damage a tsunami can do.*

**80 points** = *It's an important detail. It's the kind of damage a tsunami can do.*

2. Why do you think the author recommends you leave the beach immediately if you feel an earthquake? |DC| (Team Talk rubric)

**100 points** = *I think the author recommends you leave the beach immediately if you feel an earthquake because you have no way of knowing where the earthquake happened. If it happened out in the ocean, it could cause a tsunami. You should be prepared for a tsunami just in case.*

**90 points** = *I think the author recommends you leave the beach immediately if you feel an earthquake because you have no way of knowing where the earthquake happened.*

**80 points** = *You have no way of knowing where the earthquake happened.*

**Write-On Discussion**

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

**TEAM TALK CONTINUED**

3. Use information from your idea tree to write a summary of this cycle of *Nature's Fury! Natural Disasters and What We Can Learn from Them*. **(Write-On)** |SU| (Summarizing rubric)

**100 points** = *There are many kinds of natural disasters that happen on earth. Volcanoes are one kind of natural disaster. They release lava, ash, and gas on the surface of the planet. There are many kinds of volcanoes. Eruptions are hard to predict. Earthquakes are another kind of disaster. They shake the ground violently and can collapse buildings. Scientists cannot predict them. Tsunami are a natural disaster often caused by volcanoes and earthquakes. These waves flood beaches and carry away anything in their path. Scientists can detect tsunami and warn people to leave the area.*

**90 points** = *There are many kinds of natural disasters that happen on earth. Volcanoes release lava, ash, and gas on the surface of the planet. Earthquakes shake the ground violently and can collapse buildings. Tsunami are often caused by volcanoes and earthquakes. These waves flood beaches and carry away anything in their path.*

**80 points** = *There are many kinds of natural disasters that happen on earth. Lava can be explosive or slow moving. Earthquakes can damage utilities, like gas lines. Tsunami travel through the ocean at 500 miles per hour.*

**TEAM TALK EXTENSION**

4. According to the fact box on page 91, how is a tsunami different from a tidal wave? |CC • TF| (Team Talk rubric)

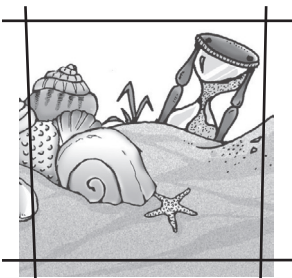
**100 points** = *According to the fact box on page 91, a tsunami is different from a tidal wave because a tsunami is not caused by the gravitational pull of the sun and moon. Tsunami are caused when the ocean floor changes suddenly. Tides are caused by the sun and moon.*

**90 points** = *According to the fact box on page 91, a tsunami is different from a tidal wave because a tsunami is not caused by the gravitational pull of the sun and moon.*

**80 points** = *A tsunami is not caused by the gravitational pull of the sun and moon.*

**Team Talk Discussion**

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



**FLUENCY IN FIVE**

Timing Goal: 5 minutes

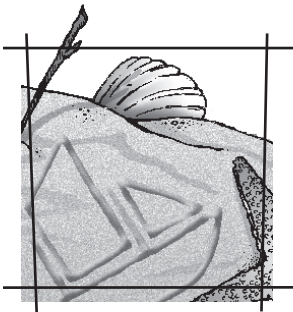
- Explain, or have team leaders review, if necessary, the routine and rubric for fluency. **SR**

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

Student Edition, page S-21.

### Page 89, 87, or 93

- 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 (connotation and denotation).
- Remind students that word connotations can change the meaning of the 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 connotations of the underlined words.

**Preparation:** Display the Word Power Challenge

### Word Power Challenge

Terrell wanted Pablo's cupcake.

Terrell coveted Pablo's cupcake.



- Use **Random Reporter** to select students to share. Answers may vary. *The word wanted tells me Terrell would like Pablo's cupcake. The word coveted tells me how badly Terrell wants the cupcake. If Terrell covets it, he might want to steal it.*
- Remind students that paying attention to the connotations of words increases their understanding of text.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition, page S-24.

### SKILL PRACTICE

1. Read each sentence. How does each sentence make you feel? What are the connotations of the word *snugly*? If you wish, draw a concept map, and record your ideas about the word.

I wrapped my winter coat tightly around me.

I wrapped my winter coat snugly around me.

(Answers may vary.) Warmly and comfortably.

### BUILDING MEANING

occurs	evacuated	triggered	dormant
lurches	collapse	magnitude	initial

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. Choose the word that best completes the sentence.

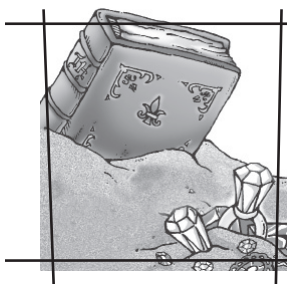
Raquel's simple water balloon prank triggered a yearlong battle between her and the children next door.

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

### TEAM CELEBRATION POINTS

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

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



## DAY 5

# ACTIVE INSTRUCTION

Timing Goal: 20 minutes

### Rate Vocabulary Words

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

### Team Cooperation and Achievement Goal

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

### Set the Stage

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



**Today you will read about landslides. These natural disasters happen frequently in the United States and around the world.**

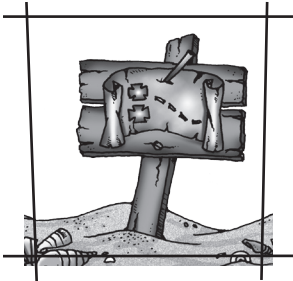
### Vocabulary **TP**

- 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.



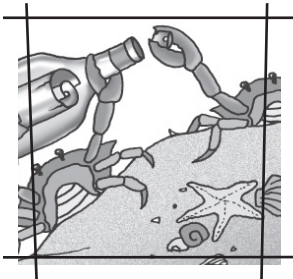
## TEST

Timing Goal: 40 minutes

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**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

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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.

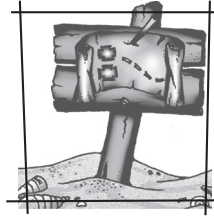


- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.
- Use information from student tests to plan modeling and/or Think Alouds for the next lesson that will build upon the skills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

### Landslides

Imagine standing near the top of a steep slope. It recently rained a lot in your area, so the ground is a little soft. Suddenly you feel the earth shudder under your feet. The whole slope in front of you is sliding downward at an alarming speed. Luckily you are on stable ground, but the mass of earth flows over the road below, blocking it completely.

You just witnessed a landslide. This happens when gravity acts on the soil and rock on a slope. The soil and rock are not strong enough to hold together on the hill anymore. Heavy rains, earthquakes, volcanic eruptions, or even human construction can cause a landslide. Mudflows happen when the soil on a hillside is extremely wet.

The world's most significant recorded landslide happened when Mount St. Helens erupted in 1980. A fourteen mile long avalanche of debris flowed down the mountain, followed by a fifty mile long mudflow. It destroyed nearly sixty miles of highway and forty seven bridges in Washington.

Landslides are common in many parts of California. Each year, shifting soil causes homes to tumble down hillsides and over cliffs. The best way to avoid being affected by landslides is to not build on steep slopes. You can also have geologists examine your property for slope weakness. Planting trees and shrubs on slopes can keep the hillside stable. The roots provide a foundation that strengthens the soil and keeps it from slipping too far.

Sources:

[www.usgs.gov/programs/landslide-hazards/landslide-basics](http://www.usgs.gov/programs/landslide-hazards/landslide-basics)

[www.ready.gov/landslides-debris-flow](http://www.ready.gov/landslides-debris-flow)

## 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. California
  - b. landslides
  - c. volcanic eruptions
  - d. Mount St. Helens

What is the intent of the author in writing about this topic? How do you know?

**30 points** = *The intent of the author is to inform the reader about the danger of landslides. I know because I learned a lot of information about them. I learned about the damage they cause. I learned how to prevent them. I do not see images or read information that persuades or entertains me.*

**25 points** = *The intent of the author is to inform the reader about the danger of landslides. I know because I learned a lot of information about them.*

**20 points** = *To inform the reader about landslides. I learned a lot of information.*

30 points

2. Is the idea that landslides can be caused by other natural disasters an important detail to include in a summary? Why or why not? |SU| (Team Talk rubric)

**30 points** = *The idea that landslides can be caused by other natural disasters is an important detail to include in a summary. This tells that one natural disaster can lead to other problems. The passage explained that the eruption of Mount St. Helens caused mudflows that took out bridges and highways. A landslide on top of another disaster can make things worse for people.*

**25 points** = *The idea that landslides can be caused by other natural disasters is an important detail to include in a summary. This tells that one natural disaster can lead to other problems.*

**20 points** = *It's an important detail. One natural disaster can lead to other problems.*

30 points

3. Use information from your graphic organizer to write a summary of the passage. (Write-On) |SU| (Summarizing rubric)

**100 points** = *Landslides are a natural disaster that happens when the soil on a hill becomes too heavy. The land and dirt become unstable and slips. They can be caused by volcanoes, earthquakes, heavy rains, or even people. Landslides and mudflows from Mount St. Helens damaged roads and bridges in Washington State. You can help prevent landslides by planting trees and shrubs on hillsides.*

**90 points** = *Landslides are a natural disaster that happens when the soil on a hill becomes too heavy. They can be caused by volcanoes, earthquakes, heavy rains, or even people. You can help prevent landslides by planting trees and shrubs on hillsides.*

**80 points** = *Landslides are a natural disaster that happens when the soil on a hill becomes too heavy. It's a mudflow if the earth is extremely wet. They happen in California.*

## 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? Draw a concept map if necessary.

- Delilah walked down the street.  
Delilah sauntered down the street.  
What are the connotations of the word *sauntered*?  
*Walked leisurely, took her time.*
- A group of preschoolers ran to the park.  
A horde of preschoolers ran to the park.  
What are the connotations of the word *horde*?  
*A large, uncontrolled group.*
- The neighbors were having a fight about the new fence.  
The neighbors were having a feud about the new fence.  
What are the connotations of the word *feud*?  
*A long, continued fight that lasts for years.*
- Margo surprised me as I turned the corner.  
Margo ambushed me as I turned the corner.  
What are the connotations of the word *ambushed*?  
*Attacked by surprise.*

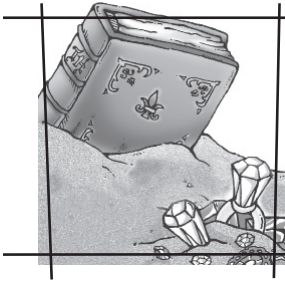
10 points each

### Building Meaning

occurs	evacuated	triggered	dormant
lurches	collapse	magnitude	initial

- Write a meaningful sentence for the word *evacuated*.  
**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.*
- When a baby first learns to walk, it lurches unsteadily on its legs while trying to move forward.

7. I wasn't prepared for a mall the magnitude of the new one, with its soaring ceiling and huge food court. *Magnitude* means—
  - a. color.
  - b. feel.
  - c. *size*.
  - d. flavor.
  
8. In *Sleeping Beauty*, the princess lies dormant until her true love kisses her awake.
  
9. After being surprised by the initial sound of the vacuum, my dog was never bothered by it again. *Initial* means—
  - a. after.
  - b. former.
  - c. last.
  - d. *first*.
  
10. It never occurs to my brother that he could walk to school just as quickly as the bus gets him there.
  
11. The strong winds caused the tent to collapse, so we decided the camping trip was over. *Collapse* means—
  - a. start up.
  - b. shake.
  - c. *fall down*.
  - d. tear.
  
12. The aftershocks triggered panic as people feared another big earthquake was coming.



## DAY 6

## ACTIVE INSTRUCTION

Timing Goal: 5 minutes

Two-Minute Edit **TP**

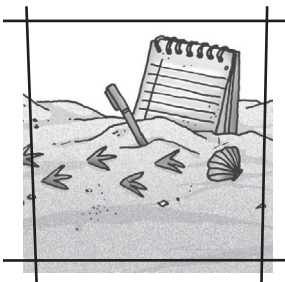
- Display and have students complete the Two-Minute Edit to start the class.
- Identify a frequently occurring grammatical or mechanical problem from the students' writing.
- Prepare a sentence that illustrates the problem (with no more than four errors).
- Display the sentence, and indicate the number 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 and your town has just experienced a large earthquake. You are already at work gathering information from witnesses and experts about the earthquake so you can publish a story in the newspaper.**



- 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	
<p>Pretend that you are a reporter for the town newspaper. An earthquake has just happened, and you need to write an article about it. Your article will need to answer the 5 Ws of news: Who? What? When? Where? Why? The article should describe how the earthquake has affected your city. Your article should include at least two quotes: one should be from a scientist who studies earthquakes, and the other should be from an eyewitness.</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>

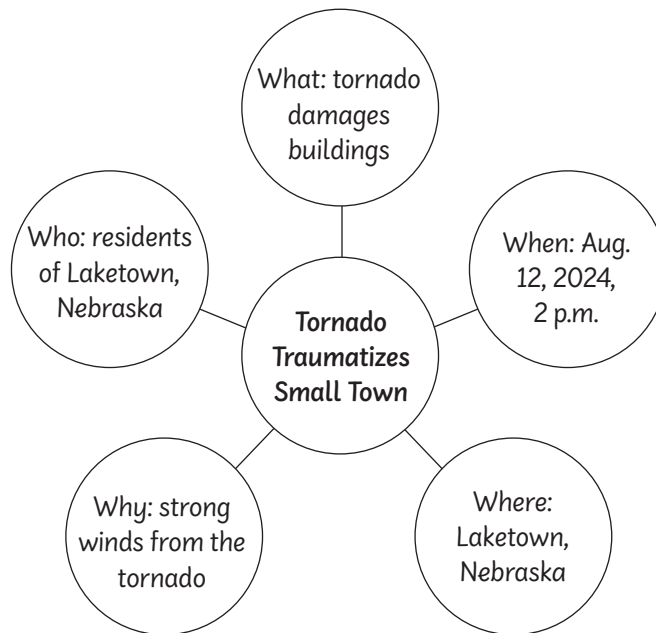
- Remind students of the importance of planning their writing before they actually begin to write. Introduce the graphic organizer—the type of organizer and how it is used.

**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 newspaper articles.**

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

- Ask one or two students who have examples of good planning to share their ideas with the class.

### Sample Graphic Organizer



### Drafting

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

### Team Discussion

#### Sharing, Responding, and Revising

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

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

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

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

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

**Editing**

- Tell students that they will edit their work to get it ready for rewriting.
- Develop a checklist with students by asking them what kinds of errors they should look for when they edit. Add to, or modify, students' suggestions with your own list of capitalization, punctuation, grammar, and spelling skills. If necessary, go over a few examples of each kind of error.
- If helpful, have students copy the checklist in their journals as a reference.
- Tell students it is important to make sure the quotes in their articles are formatted correctly.

**The quotes that appear in your newspaper articles are very similar to the quotes that appear in books. The words spoken by the person must be in quotation marks, and the speaker must be attributed. Let's take a look at some sample quotes.**

- Blackline master provided.
- Display the following sample quotes.

"A seismograph measured the earthquake as a magnitude 6.2," Dr. Charles Picard, an earthquake expert, explained. "For our area, that's a pretty big earthquake."

"I heard a tremendous bang!" Julia Sanford, 13, exclaimed.

Montel Rudolf, 12, explained, "I was playing baseball with some friends when the ground started shaking crazily beneath my feet!"




- Use **Team Huddle** to have students discuss how to write quotes properly. Use **Random Reporter** to select students to share.

**Let's look at the first quote. What do you notice about the end of the quote?** *It ends with a comma. Right. Even though this quote is a complete sentence, the attribution comes after the quote. In this case, the quote will end with a comma inside the quotation marks, and the period goes after the attribution. Let's look at the second quote. How is this similar to the first quote?* *The quote comes before the attribution. Right. There is a key difference at the end of the quote. Can you identify it?* *The quote ends with an exclamation point. It is inside the quotation marks. Good. When your quote is an exclamation or a question, the exclamation point and question mark will go inside the quotation marks. You will still put a period after the attribution. The last quote shows how you format a quote when it comes after an attribution. What do you notice about the attribution for Dr. Charles Picard?* *It says he is an earthquake expert. Why do you think it is important to include that information with his name?* *It lets readers know what Dr. Picard does. It lets readers know why he knows this information about earthquakes. Right. If that information were not included, you might wonder what kind of doctor he is. You might wonder why a medical doctor knows about earthquakes! What do you notice about the attributions for Julia and Montel?* *There are numbers after their names. What do you think these might be?* *I think they are their ages. Right. Julia and Montel are just eyewitnesses. You include their ages so readers can know exactly which Julia Sanford or Montel Rudolf is speaking in the quote. If there are two people with the same name in a town, it is important to know which one is quoted.*

- Tell students to check their quotes in their articles. Tell students they may use the sample quotes as models for their own quotes.
- Have students reread their first drafts, looking for the types of errors listed and correcting these on their drafts. If your students are familiar with proofreading marks, encourage students to use them.
- Ask students to read their partners' drafts to check them against the editing list a second time. If they find additional errors, ask them to mark the errors on their partners' papers.
- Have students share their edits with their partners.
- Have teams put their writing projects in a pile in the middle of their tables so a writing project can be randomly selected for Class Discussion.

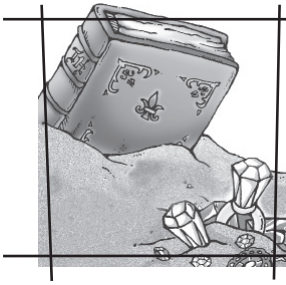
### Class Discussion **TP**

- Randomly select a writing project from one or two teams' piles without revealing their authors. Display a writing project, and read it aloud.
  - Refer students to the writing guide and the writing objective.
  - Using the writing guide, discuss and evaluate the selected writing project(s) with the class. For example, ask:
    - Does the writer introduce the topic/story clearly?
    - Does the writer include details to help readers understand the information/story?
    - Does the writer end with a closing statement/solve the story problem?
    - Does the writer use language and details to help readers make a mind movie?
-  Use **Random Reporter** to select a few students to share responses.
- Award points to teams whose writing projects meet the criteria. Record these points on the team poster.

### TEAM CELEBRATION POINTS

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

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



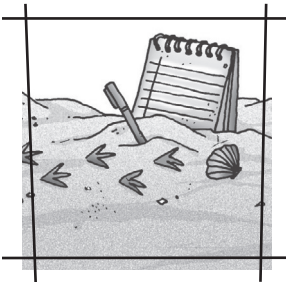
## DAY 7

# ACTIVE INSTRUCTION

Timing Goal: 5 minutes

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

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

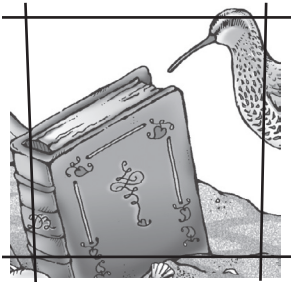


# ADVENTURES IN WRITING

Timing Goal: 25 minutes

### Rewriting

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



# BOOK CLUB

Timing Goal: 40 minutes

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

## Team Discussion

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

### READ AND RESPOND QUESTIONS

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

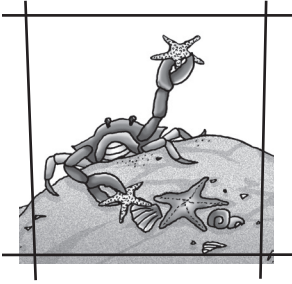


## Class Discussion

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

## Book Presentation

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



# SUCCESS REVIEW AND KEEPING SCORE

Timing Goal: 20 minutes

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

## Success Review and Keeping Score

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

## Team Cooperation Goal

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

### TEAM CELEBRATION POINTS

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

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

## **A Mountain Above**

Mt. Kilimanjaro is a mountain in Tanzania, which is in Africa. Mt. Kilimanjaro is the tallest mountain in Africa. The highest point on Mt. Kilimanjaro is Uhuru Peak, which is 5,895 meters—more than 19,000 feet. The first men to climb Mt. Kilimanjaro were Hans Meyer and Ludwig Purtscheller. Mr. Meyer was from Germany, and Mr. Purtscheller was from Austria. The Tanzanian government put a sign at the top of Mt. Kilimanjaro. It reads, “Congratulations! You are now at Uhuru Peak.” Climbers who reach the peak leave stickers on the sign. At the top of the mountain are giant snowcaps. They are some of the biggest snowcaps in the world. But they are disappearing. Global warming is making them disappear. Scientists are worried about what that might mean for the rest of the planet.



“A seismograph measured the earthquake as a magnitude 6.2,” Dr. Charles Picard, an earthquake expert, explained. “For our area, that’s a pretty big earthquake.”

“I heard a tremendous bang!” Julia Sanford, 13, exclaimed.

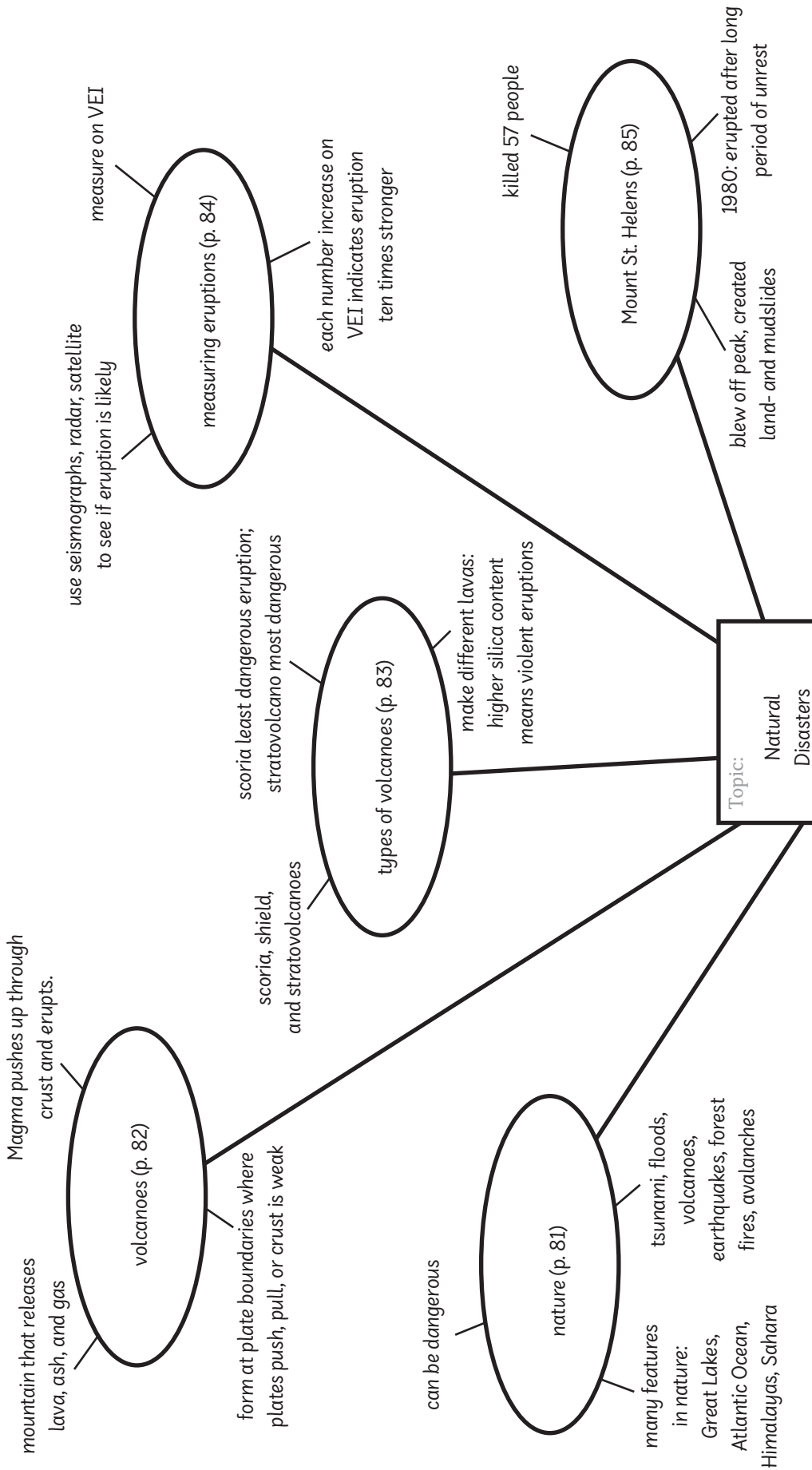
Montel Rudolf, 12, explained, “I was playing baseball with some friends when the ground started shaking crazily beneath my feet!”



Nature's Fury! Natural Disasters  
and What We Can Learn from Them, (cycle 1)

Title:

# Idea Tree

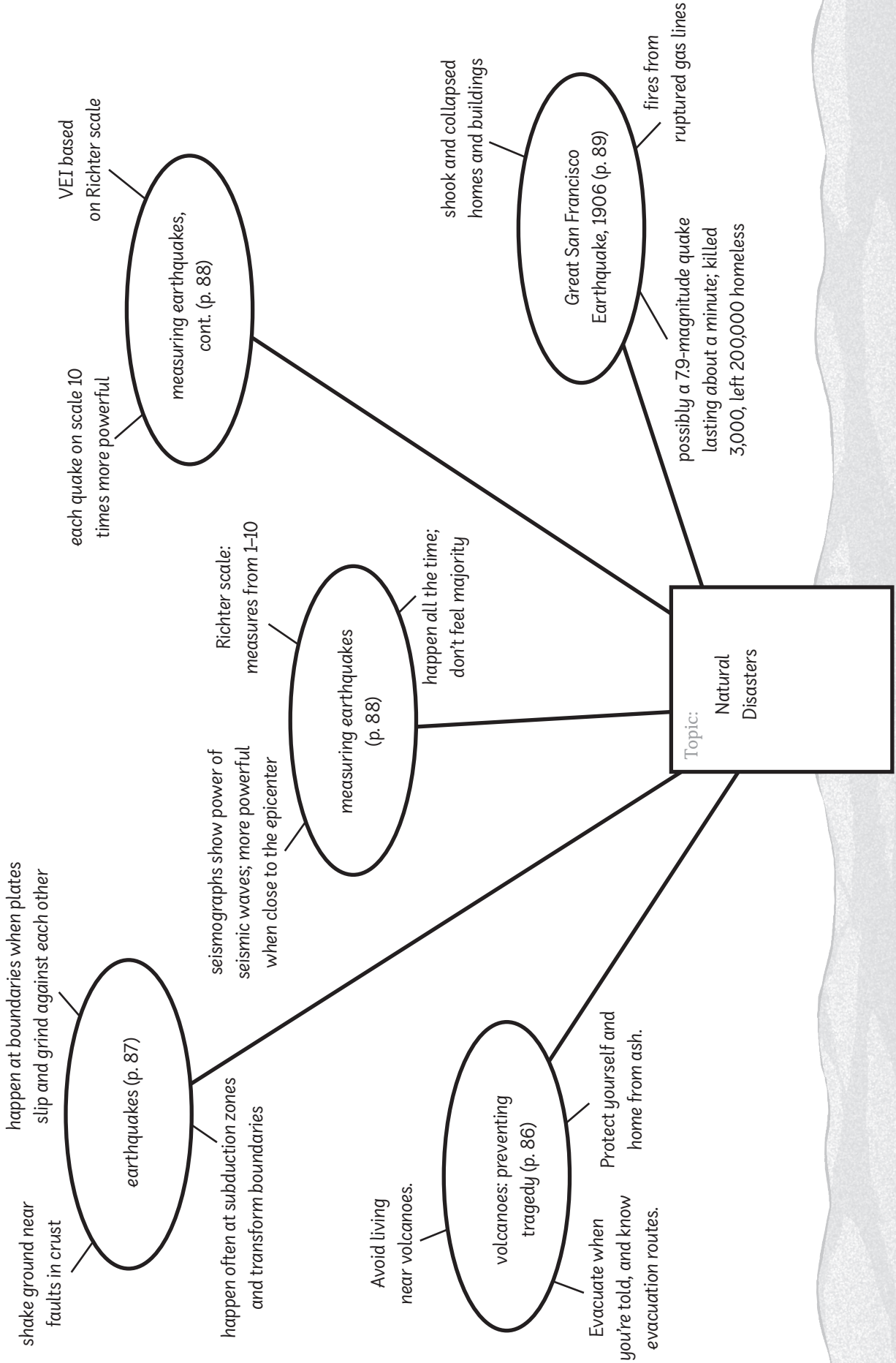


Nature's Fury! Natural Disasters and What We Can Learn from Them, (cycle 1) cont.



Title:

# Idea Tree

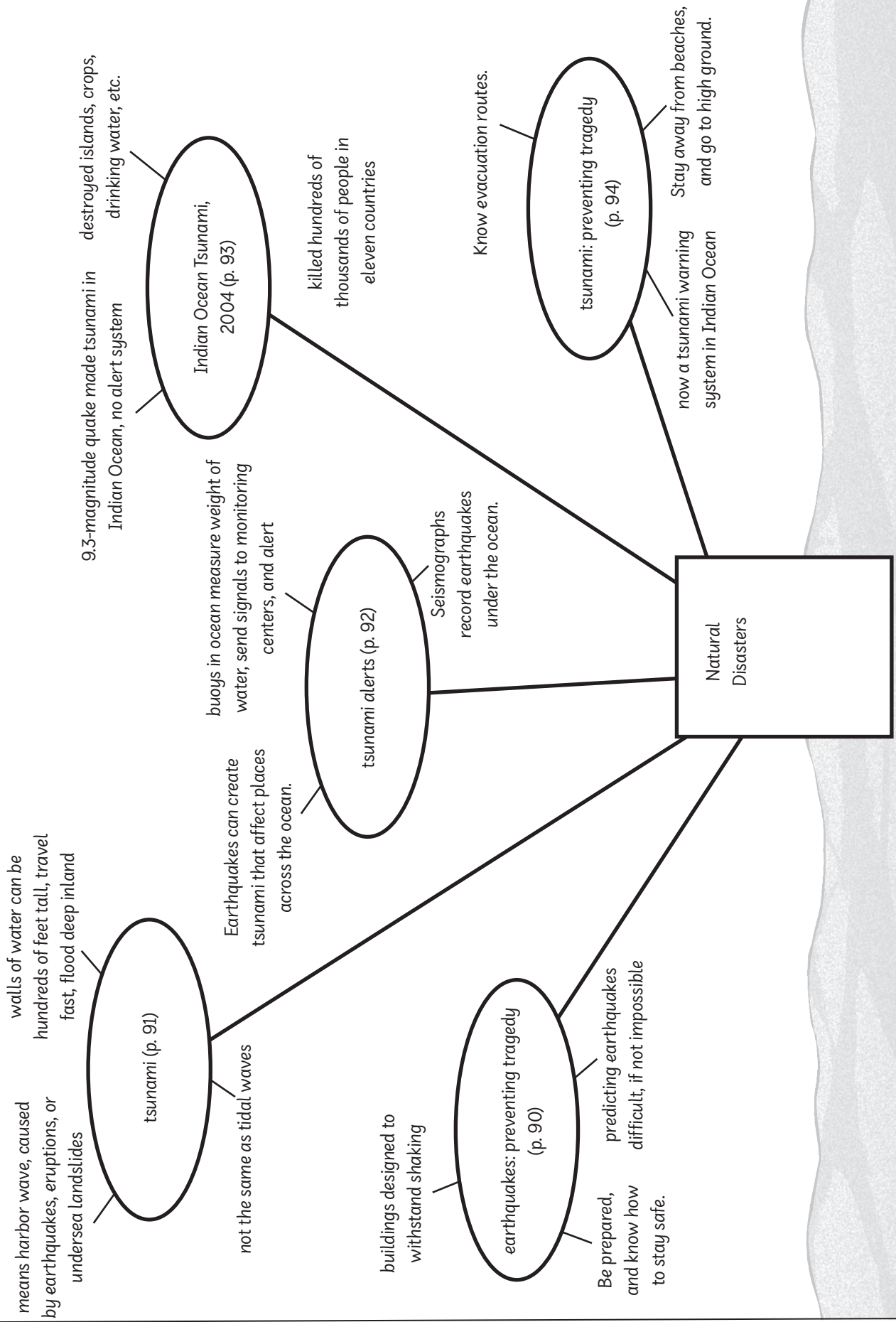




# Idea Tree

Nature's Fury! Natural Disasters  
and What We Can Learn from Them, (cycle 1) cont.

Title:



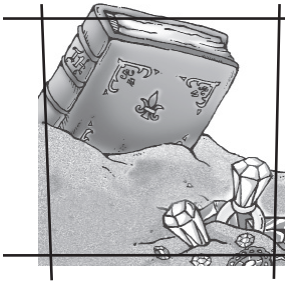


# Cycle 2

## Instructional Objectives

	READING	WORD POWER	WRITING
CYCLE 2	<b>Summarizing (SU)</b>	<b>Latin and Greek roots</b>	<b>Write a journal entry.</b>
	Students will summarize sections of the text using main ideas and supporting details.	Students will use the Latin roots <i>ab-</i> and <i>dis-</i> to increase their understanding of words.	Students will pretend that they witnessed a natural disaster and will write a journal entry for a scientist that describes what they saw happen during the event.





## DAY 1

## ACTIVE INSTRUCTION

Timing Goal: 35 minutes

Students discuss responses to the Big Question.

## Big Question

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

## THE BIG QUESTION

What kinds of severe weather or events do you need to be ready for in your area? How can you prepare?



- 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 *Nature's Fury! Natural Disasters and What We Can Learn from Them* by Tanya Jackson. As we read, we'll continue to decide which information from the text to include in a summary. Good readers summarize as they read informational texts to check their understanding of the important ideas the author wants them to know.**

- Point out this lesson's strategy target, **summarizing**.
- Point out that the text is informational, or have students explore the text to figure out that it is informational. Review how informational text differs from literature.
- Tell students they will use the TIGRRS process as they read, or ask them what process they use when they read informational text. Review the steps of the TIGRRS process: Topic, Intent of author, Graphic organizer, Read, Reread, and Summarize.



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

**I know that when we read informational texts, we use TIGRRS to help us understand the text better. I remember the first step of TIGRRS is to identify**

**the topic of the text. We identified the topic of the text in cycle 1. The topic of the text is natural disasters. We read about volcanoes, earthquakes, and tsunami 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 natural disasters. 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 natural disasters. This cycle seems to focus on hurricanes, floods, and tornadoes. 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-25.

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

WORD AND PAGE NUMBER	IDENTIFICATION STRATEGY	DEFINITION	SENTENCE
<b>devastating</b> page 96	base word + ending: devastat(e) + ing	destroying	Old monster movies always have a beast <i>devastating</i> a city by crushing buildings.
<b>displaced</b> page 97	prefix + base word + ending: dis + plac(e) + ed	removed	The heavy winds <i>displaced</i> our trashcans from the porch into our neighbor's yard.
<b>accommodate</b> page 98	chunk: ac-com-mo-date	supply, take care of	A hotel worker can <i>accommodate</i> guests if they forget something like a toothbrush.

WORD AND PAGE NUMBER	IDENTIFICATION STRATEGY	DEFINITION	SENTENCE
<b>contaminate</b> page 100	chunk: con-tam-i-nate	make harmful	Sewage can <i>contaminate</i> drinking water and make you very sick.
<b>absorb</b> page 101	chunk: ab-sorb	suck in	A sponge can <i>absorb</i> a lot of water for cleaning up.
<b>sinister</b> page 106	chunk: sin-is-ter	disastrous	The <i>sinister</i> accident left the star pitcher on the baseball team unable to play for a year.
<b>depressing</b> page 106	prefix + base word + ending: de + press + ing	weakening	Hearing my friends' horror stories from camp was <i>depressing</i> my desire to go.
<b>imminent</b> page 108	chunk: im-mi-nent	likely to happen	Mandy could tell a storm was <i>imminent</i> because all the birds were quiet and the sky was still.

### Using the Targeted Skill

Introduction and Definition



- Use **Think-Pair-Share** to have students summarize a story they recently read by writing the main ideas in approximately ten sentences.
- Now ask students to think about how they would summarize the same stories in less than five sentences. Randomly select a few students to share.
- Use **Think-Pair-Share** to have students tell how these summaries differed from the ones they told in ten sentences. Randomly select a few students to share.
- Point out that summaries can be different lengths. Explain that we can revise summaries, evaluating the details we include and making sure that we leave out less-important details.
- Display a list of important ideas from a section of the idea tree that students filled out last cycle. Explain that this is from the section of the text about measuring earthquakes on page 88.

Blackline master provided.

Earthquakes happen all the time, and we don't feel them.

Seismographs show power of seismic waves.

Waves are more powerful the closer you are to the epicenter.

The Richter scale measures earthquakes on a scale of one to ten.

Each magnitude indicates a quake ten times stronger than the one before.

- 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 measuring earthquakes, so I think the author must consider that important. I'll keep that idea. It's also important to know that they happen all the time, so I'll keep that idea too. Should I include the information about seismographs? In the passage, the author says quite a bit about seismographs, so I'll keep that detail too, because the author probably thinks that's important. The Richter scale is important too, so I'll keep that. I don't think that the details about how waves are more powerful near the epicenter or the magnitude are that important. So I'll leave that detail out of my summary.**

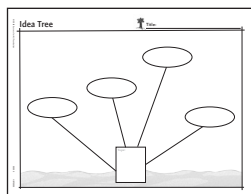
- Model putting the information from the idea tree into sentences for a summary.
- **To summarize those ideas, I can say, "Earthquakes happen all the time without us knowing it. We can measure earthquakes with seismographs. Then we use the Richter scale to assign a magnitude between one and ten."**
- 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 95 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 hurricanes. I'll write that as the main idea on my idea tree.** Write "hurricanes" 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:** hurricanes (p. 95)

- 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 *Nature's Fury! Natural Disasters and What We Can Learn from Them* this cycle.

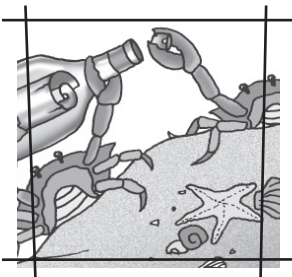
### Preview Team Talk

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

Student Edition, page S-26.

### TEAM TALK

1. Which of the following is not an important detail you should include in a summary of page 100? |SU|
  - a. Heavy rains, melting snows, and tsunamis cause floods.
  - b. Floods destroy buildings and other structures.
  - c. Ancient Egyptians relied on the seasonal flooding of the Nile.
  - d. Contaminated flood waters can lead to disease.
2. What problem did scientists foresee New Orleans having? |PS| (Team Talk rubric)
3. What is the main idea of page 96? 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 96–101 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

1. Which of the following is not an important detail you should include in a summary of page 100? |SU|
  - a. Heavy rains, melting snows, and tsunamis cause floods.
  - b. Floods destroy buildings and other structures.
  - c. *Ancient Egyptians relied on the seasonal flooding of the Nile.*
  - d. Contaminated flood waters can lead to disease.

2. What problem did scientists foresee New Orleans having? |PS| (Team Talk rubric)

**100 points** = *Scientists foresaw that New Orleans would be heavily affected if a large hurricane ever hit the city. New Orleans sits below sea level and is surrounded by the Gulf of Mexico, Mississippi River, and Lake Pontchartrain.*

**90 points** = *Scientists foresaw that New Orleans would be heavily affected if a large hurricane ever hit the city.*

**80 points** = *New Orleans would be heavily affected by hurricanes.*

3. What is the main idea of page 96? 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 page 96 is hurricanes. I think this is the main idea to include in a summary because the heading tells me the section is about hurricanes. There is a text box that provides a fact about hurricanes. I see a photograph of a hurricane over the ocean.*

**90 points** = *The main idea of page 96 is hurricanes. I think this is the main idea to include in a summary because the heading tells me the section is about hurricanes.*

**80 points** = *Hurricanes. The heading tells me the section is about hurricanes.*

**Team Talk Discussion**

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

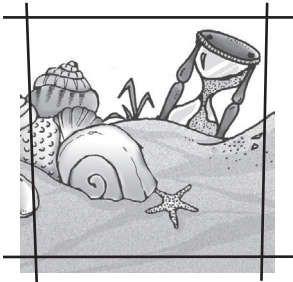
**TEAM TALK EXTENSION**

4. Are all floods caused only by nature? How can you tell? |DC| (Team Talk rubric)

**100 points** = *No, not all floods are caused only by nature. Sometimes people cause floods. When poorly constructed dams break, the water floods the river below the dam and can destroy towns. These floods are manmade.*

**90 points** = *No, not all floods are caused only by nature. Sometimes people cause floods.*

**80 points** = *No. People cause floods.*

**FLUENCY IN FIVE**

Timing Goal: 5 minutes

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

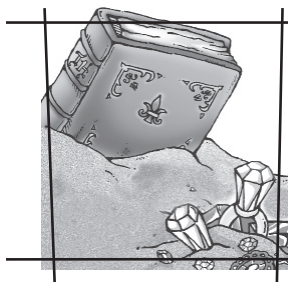
**Page 96**

- 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: *sinister* page 106, *depressing* page 106, and *imminent* page 108.



- 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.

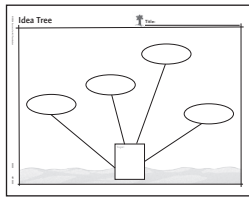
**Yesterday we began reading about some more natural disasters. We learned about hurricanes. We began reading about floods.**



- Tell students that you will continue to record important ideas on the graphic organizer.
- Read page 102 aloud, stopping to ask questions, make points, or focus students' attention as needed. Use a **Think Aloud** to model identifying the main idea. Put this information on the blank idea tree.

**What is this passage mostly about? It's mostly about the Mississippi flood of 1927. I'll write that as the main idea on my idea tree.** Write "Mississippi flood of 1927" 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:** Mississippi flood of 1927 (p. 102)

- 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 *Nature's Fury! Natural Disasters and What We Can Learn from Them* this cycle.

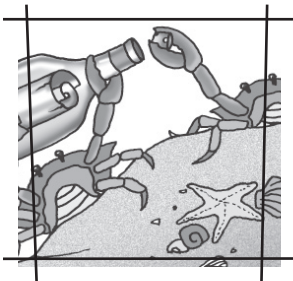
## Preview Team Talk

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

Student Edition, page S-26.

### TEAM TALK

1. Which of the following is an important detail you could add to a summary of page 87? |SU|
  - a. Today, people receive alerts about severe weather.
  - b. Survivors recalled seeing houses tumble across the ground.
  - c. The Fujita Scale was revised in 2007.
  - d. Murphysboro was a railroad repair hub.
2. Do you think it is a fact or an opinion that most tornado deaths and injuries are caused by flying debris? Support your answer. |FO| (Team Talk rubric)
3. What is the main idea of page 103? 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 103–108 aloud with partners.**
- If some teams finish ahead of others, have them begin working on the following activities: **SR**

#### After Reading

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

### Team Discussion **TP**

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

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

### Class Discussion **TP**



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



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

Answers may vary. Accept reasonable responses.

#### Strategy Use Discussion

- resolve a sticky note
- describe team strategy use

### TEAM TALK

1. Which of the following is an important detail you could add to a summary of page 87? |SU|
  - a. Today, people receive alerts about severe weather.
  - b. Survivors recalled seeing houses tumble across the ground.
  - c. The Fujita Scale was revised in 2007.
  - d. Murphysboro was a railroad repair hub.
2. Do you think it is a fact or an opinion that most tornado deaths and injuries are caused by flying debris? Support your answer. |FO| (Team Talk rubric)
 

**100 points** = *I think it is a fact that most tornado deaths and injuries are caused by flying debris. Tornadoes have strong winds. They pick up homes and other things. It would be easy to get hit by something flying in the air if a tornado is nearby.*

**90 points** = *I think it is a fact that most tornado deaths and injuries are caused by flying debris. Tornadoes have strong winds.*

**80 points** = *It's a fact. Tornadoes have strong winds.*

**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 is the main idea of page 103? 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 page 103 is preventing floods or flood damage. I think this is the main idea to include in a summary because the heading says "Preventing Tragedy." That means the page discusses stopping floods. There is a fact box about floods on the page. There is a sidebar about preparing for a flood.*

**90 points** = *The main idea of page 103 is preventing floods or flood damage. I think this is the main idea to include in a summary because the heading says "Preventing Tragedy."*

**80 points** = *Preventing floods or flood damage. The heading says "Preventing Tragedy."*

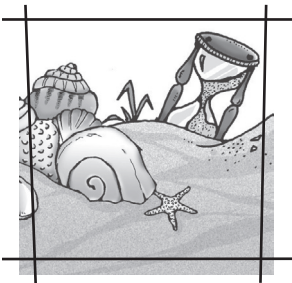
**TEAM TALK EXTENSION**

4. Why do you think the author includes instructions for making a tornado on page 105? |TF| (Team Talk rubric)

**100 points** = *I think the author includes instructions for making a tornado on page 105 so the reader can see a tornado up close. When you swirl the water in the bottle, it makes a small tornado you can see. It is also safer than seeing a real tornado.*

**90 points** = *I think the author includes instructions for making a tornado on page 105 so the reader can see a tornado up close.*

**80 points** = *So the reader can see a tornado up close.*



**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.

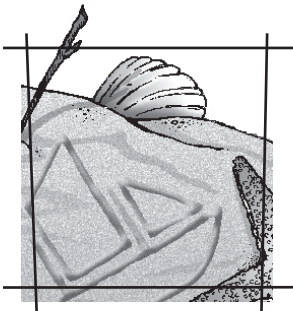
**Not ready yet?** Practice reading the same passage again with your partner. Ask your teacher to hear you read when you are ready.

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

Student Edition, page S-25.

**Page 103**

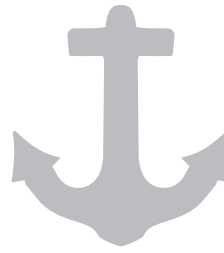
- Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.
- Tell the reading students when they should begin reading, and then time them for one minute. Have the listening students identify where the readers stopped, how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

**WORD POWER TP**

Timing Goal: 10 minutes

- Introduce the Word Power skill by showing a graphic of the anchor. Remind students that an anchor holds the boat in place, much like the roots of a tree hold the tree in place. Remind students that words also have roots.

Blackline master provided.



- Explain that word roots are used to build other words and that understanding word roots can help us define words.
- Reveal the Word Treasure (skill).

Display the Word Treasure.

<b>Word Treasure</b>	<p>Many words have Latin or Greek roots that give the basic meaning for many related words.</p> <p>If you have trouble reading and understanding words, look for Latin or Greek roots to help you figure out the words' meanings.</p>
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- Write “absent” on the board, placing the letters *ab* under the anchor. Tell students that this word has a Latin root, *ab-*, that means away, from, or off. Use **Think-Pair-Share** to have students discuss a definition for *absent*. Randomly select a few students to share. *To be away from school.*
- Write “disable” on the board, placing the letters *dis* under the anchor. Tell students that this word has a Latin root, *dis-*, that means not, opposite, or away. Use **Think-Pair-Share** to have students discuss a definition for *disable*. Randomly select a few students to share. *Not able.*
- Point out that knowing the word root can help us define the meaning of the word.
- Tell students that Captain Read More has found a word with a Latin root in this cycle’s vocabulary list. Tell students to look out for the words the next time they review them.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

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

Student Edition, page S-26.

## SKILL PRACTICE

- I decided to abstain from eating meat because I felt sorry for animals.  
*Abstain* means—
  - get closer.
  - want.
  - desire.
  - stay away*.
- I discarded my seven of hearts, hoping to pick up another queen from the deck.  
*Discarded* means—
  - picked up.
  - threw away*.
  - sold back.
  - stay away.

## BUILDING MEANING

<b>devastating</b>	<b>displaced</b>	<b>accommodate</b>	<b>contaminate</b>
<b>absorb</b>	<b>sinister</b>	<b>depressing</b>	<b>imminent</b>

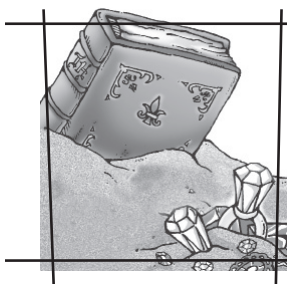
- Choose a word from the vocabulary list, and write a meaningful sentence for that word.  
**100 points** = *The sentence uses the word correctly and includes details to create a mind movie.*  
**90 points** = *The sentence uses the word correctly and includes one detail.*  
**80 points** = *The sentence uses the word correctly.*
- Choose the word that best completes the sentence.  
 A baby bird's downy feathers absorb water easily because they are not waterproof.

- 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: *devastating* page 88, *displaced* page 88, *accommodate* page 88, *contaminate* page 90, and *absorb* 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.

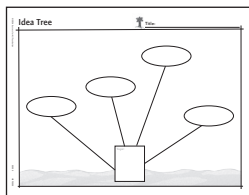
**Yesterday we learned some more about natural disasters. We learned more about floods. We also learned about tornadoes.**



- 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 95 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, hurricanes, on the idea tree. Now I can identify supporting details that will help me create a summary. I read that hurricanes form in the Atlantic Ocean, Caribbean Sea, Gulf of Mexico, and Pacific Ocean. I learned that they are massive storms and can be hundreds of miles wide. They spin counterclockwise around a central eye with winds of at least 74 miles per hour. I read that they are a big threat to coastal cities because of winds and floods. I read that hurricanes can also be called cyclones and typhoons depending on where they form. The word *hurricane* comes from indigenous Carib and Mayan names for gods.**

Blackline master provided.



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

**Main idea:** hurricanes (p. 95)

- massive storms that form over oceans; can be hundreds of miles wide
  - spin counterclockwise around eye; winds greater than 74 mph; create storm surges
  - called typhoons in Pacific, cyclones in Indian Ocean; named after Mayan god Hurakan
- Model identifying the information from the idea tree to use in a summary. Remind students that summaries do not include less-important details. Circle the information on the idea tree that you will include in the summary.

**I've filled in my idea tree, so I'm ready to write my summary. I want to keep in mind the things the author would want me to think are important. I know I**

**need to include my main idea. I also need to identify the most important details. I remember that I should not include less important details in a summary. My main idea is hurricanes. I'll definitely keep that. I think it's important to know what one is and where they form, so I'll include the details about that. I think it's important to know what they do, so I'll include that information. Those are the details I'll include in my summary. I don't think the details about the other names for hurricanes or the origin of the word is that important. I won't include that information on my idea tree.**

- 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, "Hurricanes are massive storms that form over the ocean. They can be several hundred miles wide. They rotate counterclockwise with strong winds and create storm surges. They are the biggest threat to coastal cities."**

- Remind students that they will continue summarizing as they read *Nature's Fury! Natural Disasters and What We Can Learn from Them* this cycle.

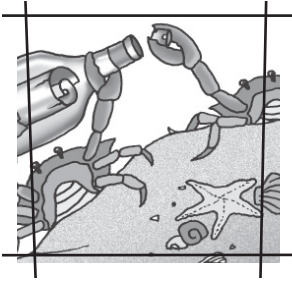
### Preview Team Talk

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

Student Edition, page S-27.

### TEAM TALK

1. Is the idea that scientists can give at least five days warning about a hurricane an important detail to include in a summary? Why or why not? |SU| (Team Talk rubric)
2. What does the author provide readers in a fact box on page 98? |TF|
  - a. information about hurricane names
  - b. information about donating to hurricane relief
  - c. information about Hurricane Katrina
  - d. information about post Katrina New Orleans
3. The main idea of page 96 is hurricanes. 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 96–101 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 scientists can give at least five days warning about a hurricane an important detail to include in a summary? Why or why not? |SU| (Team Talk rubric)
 

**100 points** = *The idea that scientists can give at least five days warning about a hurricane is an important detail to include in summary. This is important to staying safe during a hurricane. This helps officials plan evacuations and gives people more time to prepare their homes for the storm. The number of people who die during hurricanes has gone down.*

**90 points** = *The idea that scientists can give at least five days warning about a hurricane is an important detail to include in summary. This is important to staying safe during a hurricane.*

**80 points** = *It's an important detail. It's about staying safe.*
2. What does the author provide readers in a fact box on page 98? |TF|
  - a. information about hurricane names
  - b. information about donating to hurricane relief
  - c. information about Hurricane Katrina
  - d. information about post Katrina New Orleans
3. The main idea of page 96 is hurricanes. Use supporting details from your idea tree to write a summary about this section. **(Write-On)** |SU| (Summarizing rubric)
 

**100 points** = *Hurricanes form off the coast of Africa from tropical disturbances. These disturbances grow as winds increase. Storms go through several stages before becoming hurricanes. They are measured on a scale of one to five called the Saffir-Simpson scale. The storms weaken when they hit land.*

**90 points** = *Hurricanes form off the coast of Africa from tropical disturbances. Storms go through several stages before becoming hurricanes. They are measured on a scale of one to five.*

**80 points** = *Hurricanes form off the coast of Africa from tropical disturbances. The Coriolis effect causes hurricanes to rotate. The eye of a hurricane is usually calm and clear.*

**Team Talk Discussion**

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

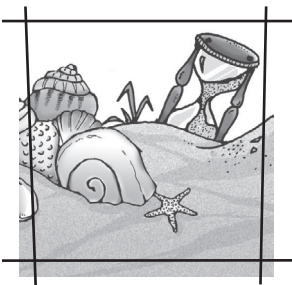
**TEAM TALK EXTENSION**

4. Why do you think the author recommends your car be filled with gas if a hurricane evacuation is in effect? Support your answer. |DC| (Team Talk rubric)

**100 points** = *I think the author recommends your car be filled with gas if a hurricane evacuation is in effect because you might sit in traffic for a long time. If a place is evacuating, that means everyone has to leave. Everyone will be on the road. That could cause traffic jams.*

**90 points** = *I think the author recommends your car be filled with gas if a hurricane evacuation is in effect because you might sit in traffic for a long time.*

**80 points** = *You might sit in traffic for a long time.*



**FLUENCY IN FIVE TP**

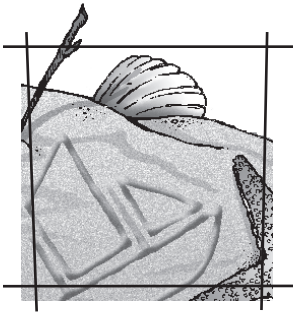
Timing Goal: 5 minutes

- 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-25.

**Page 103 or 99**

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



## WORD POWER **TP**

Timing Goal: 10 minutes

**tps**

- Remind students of the Word Power skill (Latin roots) and the Word Treasure clue Captain Read More uses for the skill (an anchor).
- Use **Think-Pair-Share** to have students identify the Latin root and its meaning they are studying in this cycle. Randomly select a few students to share responses. *Ab = away, from, or off; dis = the opposite, not, away.*
- Use **Think-Pair-Share** to have students identify vocabulary words that contain the Latin roots and what the word means. Randomly select a few students to share responses. *Displace = forced away from a place, removed; absorb = suck in or away from.*
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

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

Student Edition, page S-27.

### SKILL PRACTICE

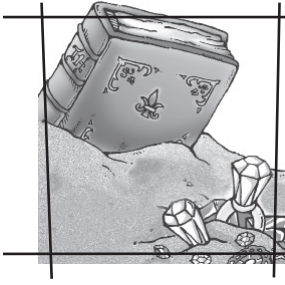
- I was displeased with my dinner, so I complained to the chef. *Displeased* means—
  - very happy.
  - a little happy.
  - not happy*.
  - somewhat happy.
- Abraham Lincoln abolished slavery in the United States. *Abolished* means—
  - did away with*.
  - restarted it.
  - continued it.
  - brought it back.

BUILDING MEANING			
devastating	displaced	accommodate	contaminate
absorb	sinister	depressing	imminent

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. The cat was displaced from the couch when the heavy dog knocked its pillow from the seat cushion. *Displaced* means—
- removed.
  - added.
  - replaced.
  - carried.

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

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



## DAY 4

# ACTIVE INSTRUCTION

Timing Goal: 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: *sinister* page 106, *depressing* page 106, and *imminent* page 108.
- 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.

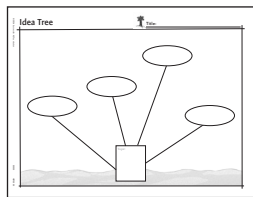
**Yesterday we read more details about natural disasters. Hurricanes are huge storms that form in the oceans. They drop a lot of rain, have strong winds, and cause storm surges. Hurricane Katrina severely flooded the city of New Orleans. Meteorologists can predict the strength and path of hurricanes better than ever, but people still do not take warnings seriously. Floods happen when too much water, as from heavy rains or melting snows, enters a river or other area. Meteorologists can predict where floods are likely to happen with satellites and radar.**

- 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 102 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, the Mississippi flood of 1927, on the idea tree. Now I can identify the supporting details that will help me create a summary. I read about how settlers built levees to hold back water to keep the river from flooding. I read about heavy rains swelling the river and overflowing the levees. I learned about what happened when the levees failed and water flooded towns and ruined crops and farms. People tried protecting their levees from sabotage. I learned about how racism affected evacuations. Black sharecroppers were forced to live in camps. They suffered from diseases and poor diets. I read about how the Mississippi River still floods its banks despite the levees. There were major floods in 1993 and 2008. These details support my main idea.**

Blackline master provided.



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

**Main idea:** Mississippi flood of 1927 (p. 102)

- People built levees to prevent flooding.
  - flooded river and overflowed levees
  - flooded towns and ruined crops
  - tried protecting levees
- Use a **Think Aloud** to model identifying the information from the idea tree to use in a summary. Remind students that summaries do not include less-important details. Circle the information on the idea tree that you will include in the summary.

**I've filled in my idea tree, so I'm ready to write my summary. I want to keep in mind the things the author would want me to think are important. I know I need to include my main idea. I also need to identify the most-important details. When I check my details, it looks like they are all important. I'll include all of them in my summary.**

- Share an example of a summary that is based on the information you circled on the idea tree. For example:

**When I write my summary, I can say, "The Mississippi River had a major flood in 1927. People built levees for protection, but heavy rains flooded the river. The levees broke, flooding towns and ruining crops. Black sharecroppers were forced to live in camps, suffering from disease and poor diets. The Mississippi still floods, like in 1993 and 2008."**

- Remind students that they will continue summarizing as they read *Nature's Fury! Natural Disasters and What We Can Learn from Them* this cycle.

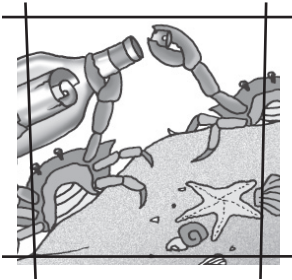
### Preview Team Talk

- 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. Is the idea that people need to respect nature's fury an important detail to include in a summary? Why or why not? |SU| (Team Talk rubric)
2. The natural disasters in this cycle are different from the natural disasters in the first cycle because— |CC|
  - a. they only affect small areas.
  - b. they cause less damage.
  - c. they are easier to predict.
  - d. they are not as dangerous.
3. Use information from your idea tree to write a summary of this cycle of *Nature's Fury! Natural Disasters and What We Can Learn from Them*. **(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 103–108 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 people need to respect nature's fury an important detail to include in a summary? Why or why not? |SU| (Team Talk rubric)
  - 100 points** = *The idea that people need to respect nature's fury is an important detail to include in a summary. This is important to staying safe. People need to understand how natural disasters could affect them. They need to know what to watch out for so that they can stay safe.*
  - 90 points** = *The idea that people need to respect nature's fury is an important detail to include in a summary. This is important to staying safe.*
  - 80 points** = *It's an important detail. This is important to staying safe.*
2. The natural disasters in this cycle are different from the natural disasters in the first cycle because— |CC|
  - a. they only affect small areas.
  - b. they cause less damage.
  - c. *they are easier to predict.*
  - d. they are not as dangerous.

**Write-On Discussion**

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

**TEAM TALK CONTINUED**

3. Use information from your idea tree to write a summary of this cycle of *Nature's Fury! Natural Disasters and What We Can Learn from Them*. **(Write-On)** |SU| (Summarizing rubric)

**100 points** = *Hurricanes are a type of natural disaster. They are huge storms that form over the ocean. They affect coastal regions with heavy rains, winds, and storm surges. Meteorologists can predict them better than ever before. Floods are caused when there is too much water in a particular area. They can be slow and cover large areas or fast moving and dangerous in specific areas. People should avoid living in flood-prone areas. Tornadoes are formed during very severe storms. These funnels of high winds destroy everything in their path. People need to be aware of and prepared for the natural disasters they may experience in their areas.*

**90 points** = *Hurricanes are huge storms that form over the ocean. They affect coastal regions with heavy rains, winds, and storm surges. Floods are caused when there is too much water in a particular area. They can be slow or fast moving. Tornadoes are funnels of high winds destroy everything in their path.*

**80 points** = *Hurricanes, floods, and tornadoes are natural disasters. Category 5 hurricanes cause massive damage to areas. Damage from tornadoes is assessed differently from in the past.*

**TEAM TALK EXTENSION**

4. What happened to the town of Murphysboro, Illinois after the Tristate Tornado struck it? |SQ| (Team Talk rubric)

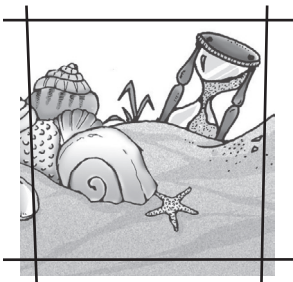
**100 points** = *The town of Murphysboro, Illinois did not recover well after the Tristate Tornado struck it. It was an important railroad repair hub. The tornado destroyed the railroad cars, tracks, and buildings. The repair business moved farther south.*

**90 points** = *The town of Murphysboro, Illinois did not recover well after the Tristate Tornado struck it.*

**80 points** = *It did not recover well.*

**Team Talk Discussion**

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



**FLUENCY IN FIVE TP**

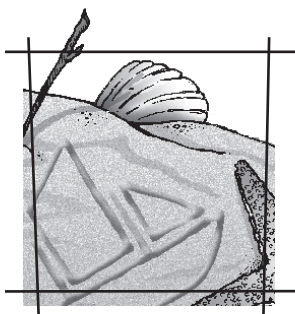
Timing Goal: 5 minutes

- 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-25.

Page 103, 99, or 107

- 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 (Latin roots) and the Word Treasure clue Captain Read More uses for the skill (anchor).
- Use **Think-Pair-Share** to have students discuss why Captain Read More wants them to learn Latin roots. Randomly select a few students to share. Many words contain Latin roots. Knowing the root word can help you figure out what a word means.
- Display the Word Power Challenge. Tell students that they will work in teams to discuss the meanings of the words.

**Word Power Challenge**

disown

abnormal



- Use **Random Reporter** to select students to share the meanings of the words. *Disown = not own; abnormal = away from being normal.*
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition, page S-28.

### SKILL PRACTICE

1. When I fell, I got an abrasion on my knee that bled really badly. *Abrasion* means—
  - a. area that formed a bruise.
  - b. *area where skin was scraped away.*
  - c. area that became sore.
  - d. area where a bandage was added.
  
2. Noah tried his best to disjoin his dog from the fight. *Disjoin* means—
  - a. keep close.
  - b. hold tight.
  - c. push forward.
  - d. *keep away.*

### BUILDING MEANING

devastating	displaced	accommodate	contaminate
absorb	sinister	depressing	imminent

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.
 

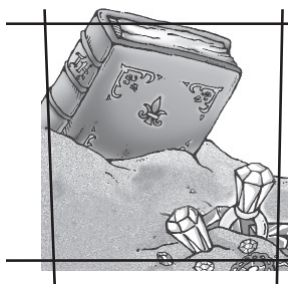
I could tell an argument was imminent because Marnee and Lena were glaring at each other.

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

## TEAM CELEBRATION POINTS

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

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



## DAY 5

# ACTIVE INSTRUCTION

Timing Goal: 20 minutes

### Rate Vocabulary Words

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

### Team Cooperation and Achievement Goal

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

### Set the Stage

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



**Today you will read about droughts. These can be minor when they start but turn into a crisis over time.**

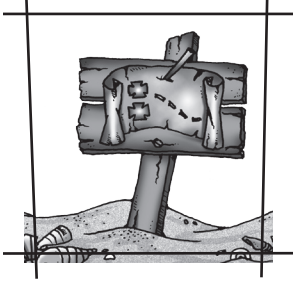
### Vocabulary **TP**

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

### Prepare Students for the Test

- Distribute the test, and preview it with students without providing information about the answers. Point out that 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.

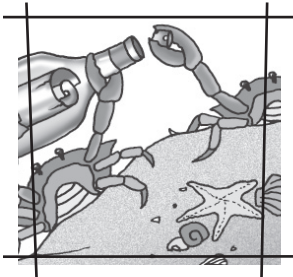


## TEST

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

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



### Class Discussion **TP**

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

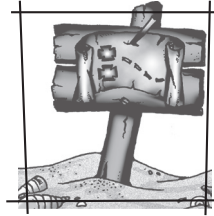


- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.
- Use information from student tests to plan modeling and/or Think Alouds for the next lesson that will build upon the skills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

### TEAM CELEBRATION POINTS

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

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



# TEST

## Test Passage

**Read the test passage, and complete a graphic organizer. Then reread the passage, and add more ideas to your organizer.**

### Drought

The weather has been hot and dry for weeks. Everyone in the neighborhood has been running sprinklers to keep their lawns looking green and fresh. However there isn't enough water for everyone. Farms across the state need water to keep their crops from withering. Already some crops are dying of thirst. You are experiencing a drought.

A drought is a long period of dry weather. A few weeks of dry weather can damage crops permanently. Farmers rely on selling healthy and abundant crops to prepare for the next year. In some areas, a lack of rain can dry up wells and reserves of water for drinking, bathing, and cooking.

During the 1930s, the United States experienced the Dust Bowl. A severe drought killed crops across the Midwest and southern plains starting in 1931. Farmers continued trying to plant crops, ruining the dry soil. Strong winds carried the dry dust in enormous clouds, coating everything in a layer of grime and grit. The Dust Bowl lengthened the effects of the Great Depression in many parts of the country. It took nearly a decade for the cycle of droughts and soil erosion to end.

Droughts especially affect countries whose people rely heavily on agriculture for income. When much of the population loses their crop to drought, it depresses the economy. People can't afford necessities. Droughts force millions of people around the world to live in poverty. A lack of fresh water from rains or melting snows often leads to disease in countries around the world.

Sources:  
<https://www.weather.gov/safety/drought>  
<https://drought.unl.edu/dustbowl/>

## 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. weather
  - b. The Dust Bowl
  - c. watering crops
  - d. drought

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 the effects of long periods of dry weather. I know this is the intent of the author because I learned information about droughts. I learned what they are and how they affect people. I learned about a famous drought in U.S. history. The author does not try to entertain or persuade me or compare droughts and floods.*

**25 points** = *The author's intent is to inform the reader about the effects of long periods of dry weather. I know this is the intent of the author because I learned information about droughts.*

**20 points** = *To inform. I learn information about droughts.*

30 points

2. Is the idea that farmers continued planting crops during drought in the 1930s an important detail to include in a summary? Why or why not? |SU| (Team Talk rubric)

**30 points** = *The idea that farmers continued planting crops during drought in the 1930s is an important detail. It tells how the Dust Bowl started. When farmers tried planting new crops after other crops were killed by drought, they ruined the dried out soil. The dry soil blew away in the wind.*

**25 points** = *The idea that farmers continued planting crops during drought in the 1930s is an important detail. It tells how the Dust Bowl started.*

**20 points** = *It's important. It tells how the Dust Bowl started.*

30 points

3. Use information from your graphic organizer to write a summary of the passage. (Write-On) |SU| (Summarizing rubric)

**30 points** = *Droughts are natural disasters that happen when the weather is dry for long periods of time. This causes crops to die and water reserves to dry up. The Dust Bowl of the 1930s was caused by a series of droughts. The soil became so dry it blew away in the wind. It helped lengthen the Great Depression. Droughts affect agricultural societies the most, and a lack of water can cause sickness.*

**25 points** = *Droughts are natural disasters that happen when the weather is dry for long periods of time. The Dust Bowl of the 1930s was caused by a series of droughts. Droughts affect agricultural societies the most, and a lack of water can cause sickness.*

**20 points** = *Droughts are natural disasters that happen when the weather is dry for long periods of time. Drifting soil left many things dusty and dirty during the Dust Bowl.*

### 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

Choose the answer that means the closest to the underlined word in the sentence.

1. If it was truly an accident, a judge will absolve you of guilt. *Absolve* means—
  - a. punish further.
  - b. imprison.
  - c. blame.
  - d. *make free from.*
  
2. You will dishonor your parents if you refuse to answer their questions. *Dishonor* means—
  - a. *not respect.*
  - b. show love.
  - c. not hear.
  - d. give thanks.
  
3. The kidnappers abducted the child, hoping they would get ransom money. *Abducted* means—
  - a. took back to the parents.
  - b. brought closer to the parents.
  - c. *took away from the parents.*
  - d. cared for in place of the parents.
  
4. The two scientists disagreed with one another about the origin of the universe. *Disagreed* means—
  - a. gestured.
  - b. did not play.
  - c. *did not match.*
  - d. interrupted.

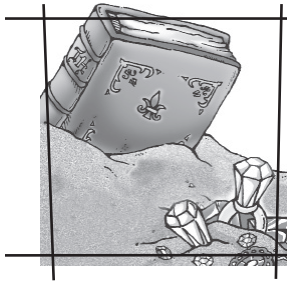
10 points each

### Building Meaning

devastating	displaced	accommodate	contaminate
absorb	sinister	depressing	imminent

5. Write a meaningful sentence for the word *absorb*.
  - 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. Young puppies have a habit of *devastating* households that are not ready for their energy.
7. The school will *accommodate* your needs for art supplies and paper, but you need to bring your own smock. *Accommodate* means—
  - a. remove.
  - b. *supply*.
  - c. deny.
  - d. keep.
8. The bad play rehearsal turned *sinister* when one of the sets fell apart.
9. My grandpa always said a snowstorm was *imminent* when his elbow hurt him. *Imminent* means—
  - a. unable to pass.
  - b. unlikely.
  - c. impossible.
  - d. *likely to happen*.
10. The goldfish was *displaced* from its tank while its owner cleaned the water.
11. One child with a cough and a runny nose can *contaminate* the air in a classroom in one day. *Contaminate* means—
  - a. *make harmful*.
  - b. purify.
  - c. improve.
  - d. make safe.
12. The difficulty of the piano was not *depressing* my desire to play it professionally.



## DAY 6

# ACTIVE INSTRUCTION

Timing Goal: 5 minutes

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

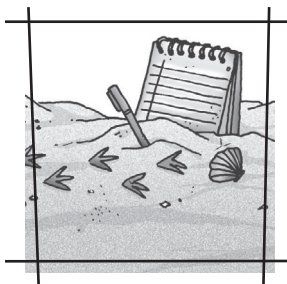
- Display and have students complete the Two-Minute Edit to start the class.
- Identify a frequently occurring grammatical or mechanical problem from the students' writing.
- Prepare a sentence that illustrates the problem (with no more than four errors).
- Display the sentence, and indicate the number 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 just witnessed a natural disaster and will write an observation journal that describes everything you see during the disaster. Observations from the past and present help scientists better understand what happens during natural disasters.**



- 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-29.

### WRITING PROMPT

Pretend that you witnessed one of the natural disasters mentioned in this text and decide to write your observations in a journal. You think a scientist might like to know what you witnessed. Describe at least five things that happened during the event and how the disaster affected the area around you. Remember to use good descriptive details as you write.

Student Edition Writing Guide contains no point values.

### WRITING GUIDE

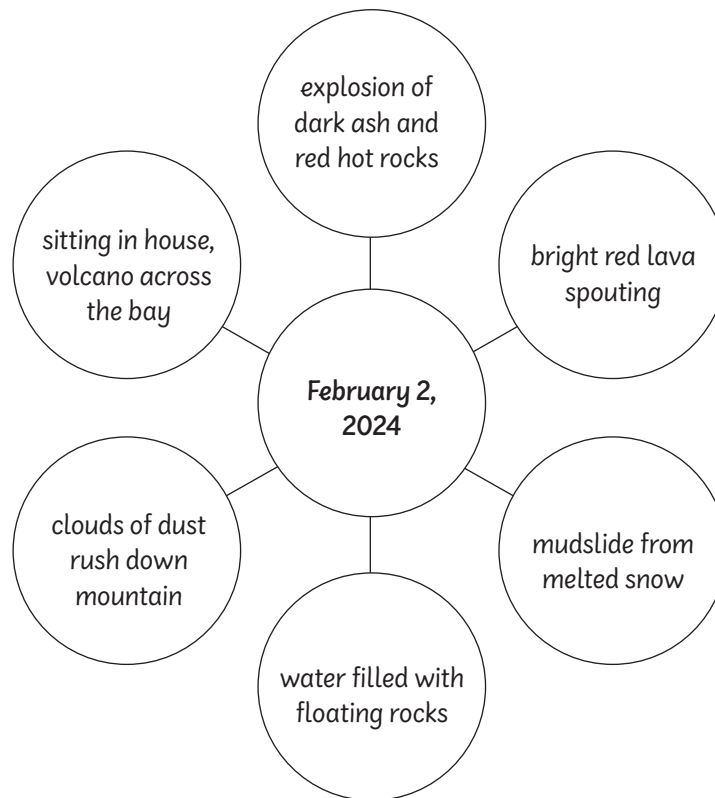
<b>IDEAS</b>	<ul style="list-style-type: none"> <li>• Clearly introduces ideas, a topic, or a story and supports it with details.</li> </ul>	<b>30 points</b>
<b>ORGANIZATION</b>	<ul style="list-style-type: none"> <li>• Has a clear beginning that introduces the topic or story.</li> <li>• The middle has 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 observation journals.**

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

**Sample Graphic Organizer**



**Drafting**

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

**Team Discussion**

**Sharing, Responding, and Revising**

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

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

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

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

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

- Tell students to imagine that they are scientists as they read their partners' observation journals.

**As you read your partner's observation journal, it might be helpful to imagine that you are a scientist who has received these observations in the mail. Think about the kinds of details a scientist might look for from someone's observations. A scientist wants to learn more about an event and understand it really well.**

- Display the following example observation journal entry. Randomly select a student to read the entry aloud to the class.

February 2, 2024

I was sitting in my room on the top floor of my house when I saw a volcano erupting across the bay. I knew I was a safe distance away, so I watched the eruption. I saw a lot of smoke come out of the volcano. I saw lava. The heat made a mudslide. I could see rocks floating on the water. A cloud rushed down the mountain.

Ahmad Sadoughi

- Use **Think-Pair-Share** to have students identify whether this entry provides good details a scientist could learn from. Randomly select a few students to share.



Answers may vary. *No. The author does not provide a lot of details about how things look. He just gives one statement about each thing he sees.*

- Use **Team Huddle** to have students discuss how they might make this entry more descriptive. Use **Random Reporter** to select students to share. Answers may vary. *I would describe the color of the smoke. I would say whether there were rocks in the explosion or if there was ash. I would describe how the lava looks and how it flows on the mountain. I would describe how the heat from the volcano made a mudslide. I would describe what the cloud looked like as it rushed down the mountain side.*
- Tell students to help their partners identify where their journal entries may need more descriptive details.
- Ask one or two students to share how they might revise their own work based on their partners' feedback. Then tell the class to make changes as suggested to their own drafts. Monitor students as they work, giving specific feedback to reinforce and assist as needed.

### Editing

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

### Class Discussion **TP**

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

- Does the writer end with a closing statement/solve the story problem?
- Does the writer use language and details to help readers make a mind movie?

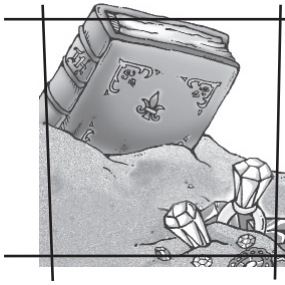


- Use **Random Reporter** to select a few students to share responses.
- Award points to teams whose writing projects meet the criteria. Record these points on the team poster.

### TEAM CELEBRATION POINTS

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

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



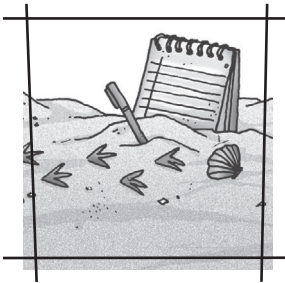
## DAY 7

# ACTIVE INSTRUCTION

Timing Goal: 5 minutes

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

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

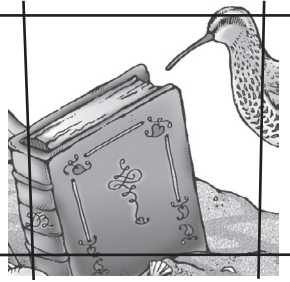


# ADVENTURES IN WRITING

Timing Goal: 25 minutes

### Rewriting

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



# BOOK CLUB

Timing Goal: 40 minutes

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

## Team Discussion

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

### READ AND RESPOND QUESTIONS

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

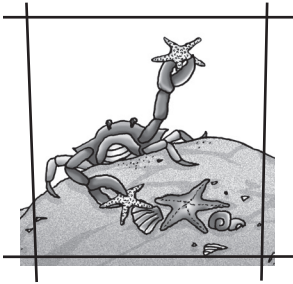


## Class Discussion

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

## Book Presentation

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



# SUCCESS REVIEW AND KEEPING SCORE

Timing Goal: 20 minutes

## Success Review and Keeping Score

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

- 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?

Earthquakes happen all the time, and we don't feel them.

Seismographs show power of seismic waves.

Waves are more powerful the closer you are to the epicenter.

The Richter scale measures earthquakes on a scale of one to ten.

Each magnitude indicates a quake ten times stronger than the one before.



February 2, 2024

I was sitting in my room on the top floor of my house when I saw a volcano erupting across the bay. I knew I was a safe distance away, so I watched the eruption. I saw a lot of smoke come out of the volcano. I saw lava. The heat made a mudslide. I could see rocks floating on the water. A cloud rushed down the mountain.

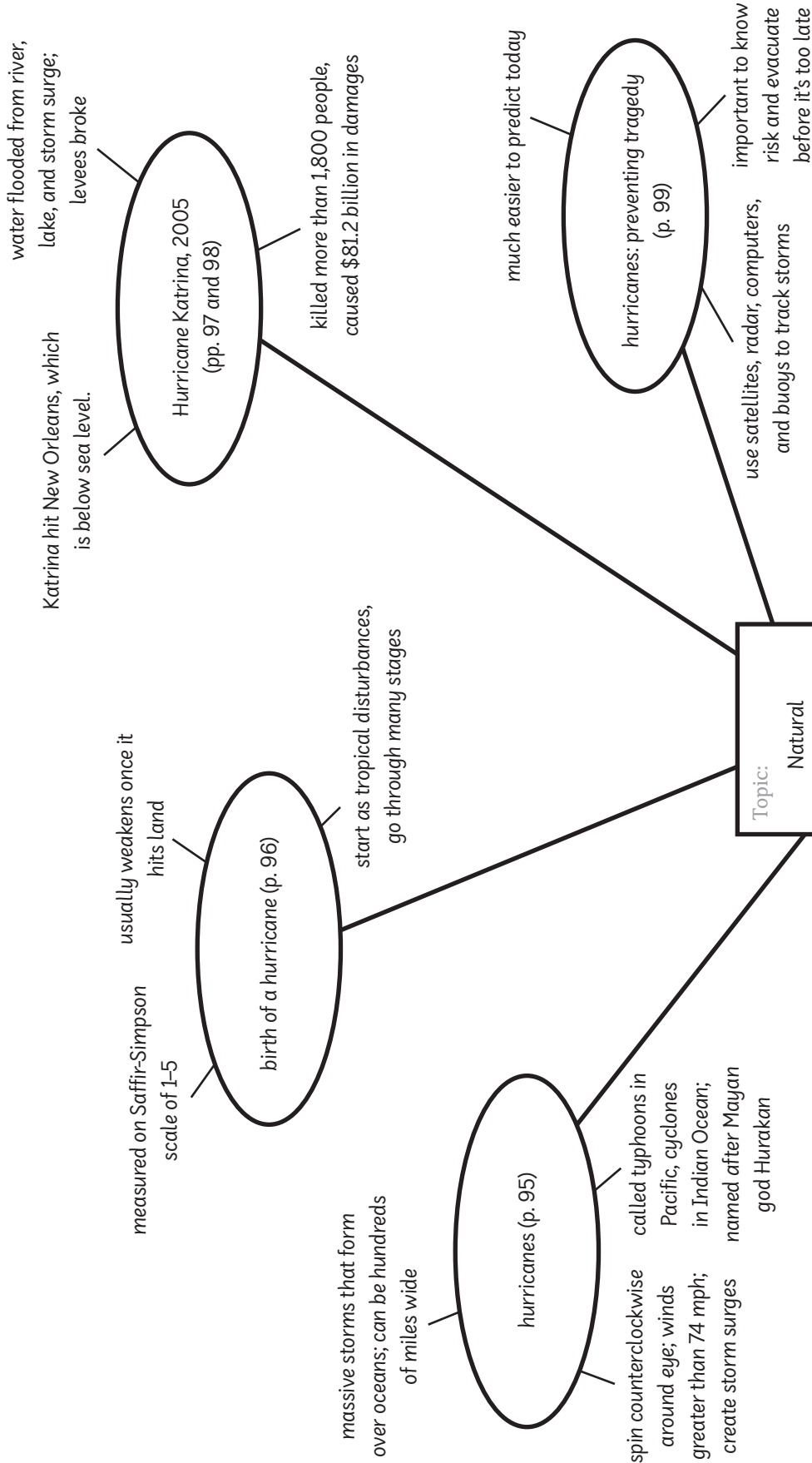
Ahmad Sadoughi

Nature's Fury! Natural Disasters and What We Can Learn from Them, (cycle 2)

Title:



# Idea Tree

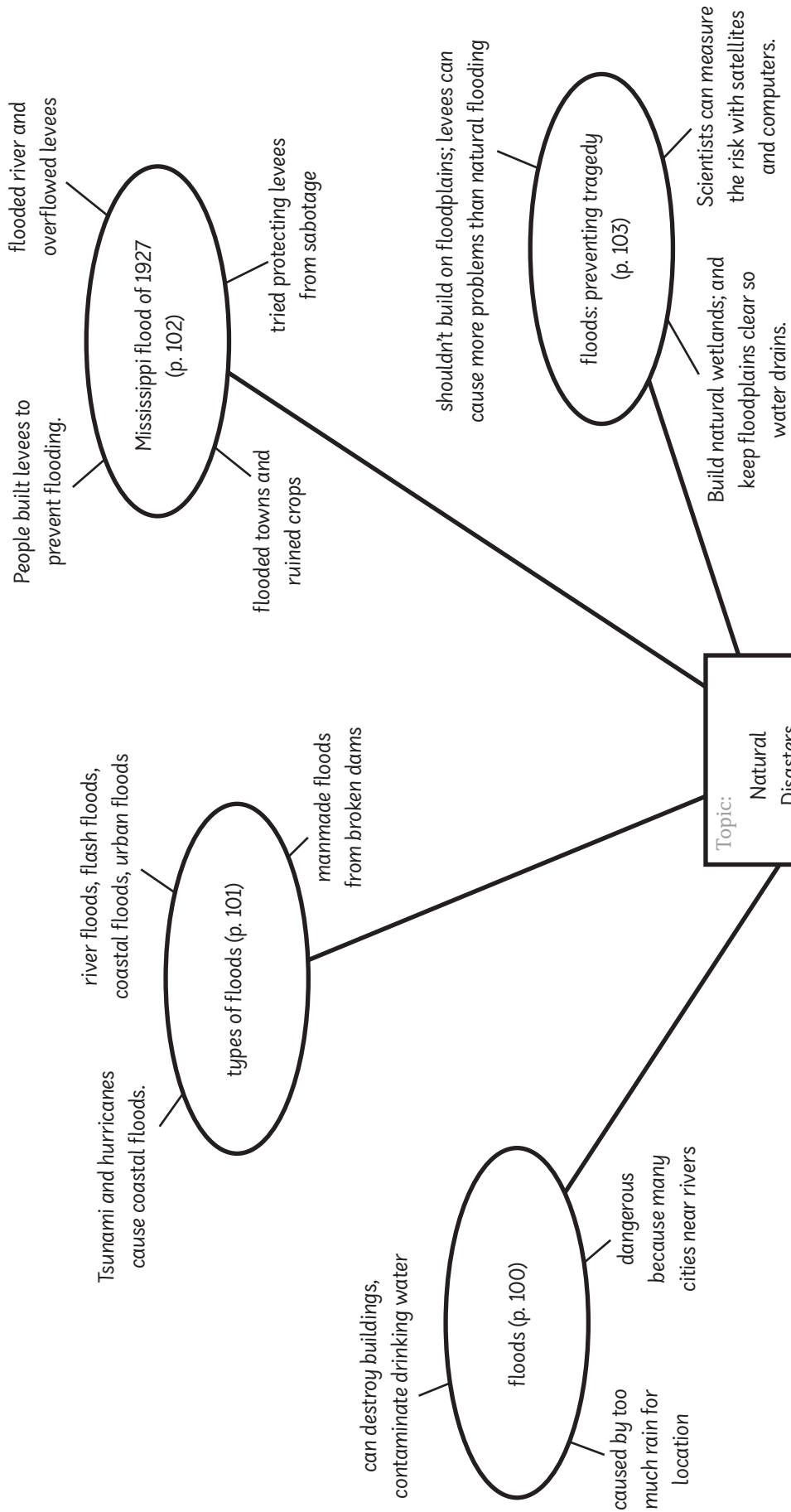




Nature's Fury! Natural Disasters

Title: and What We Can Learn from Them, (cycle 2) cont.

# Idea Tree

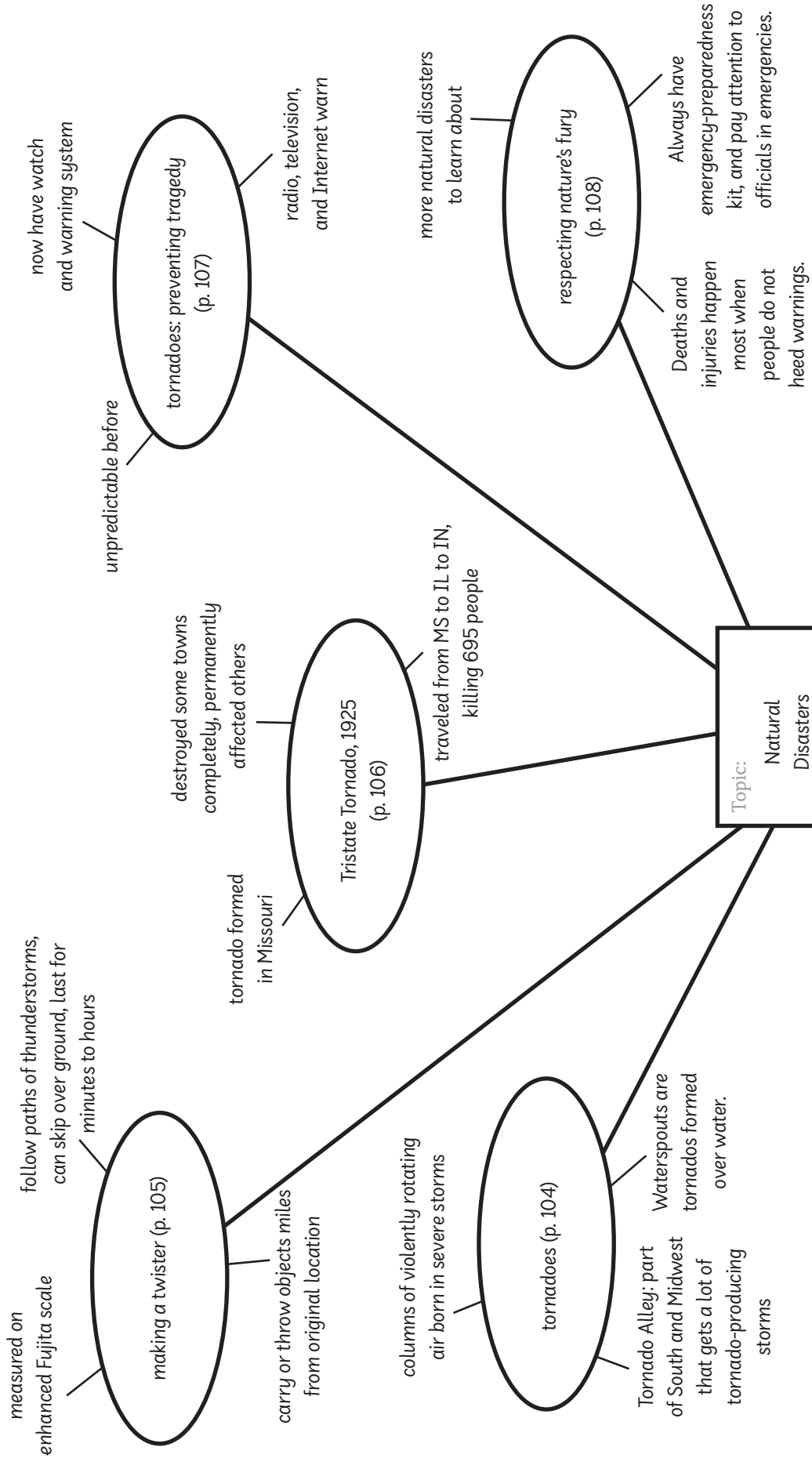


Nature's Fury! Natural Disasters and What We Can Learn from Them, (cycle 2) cont.



Title:

# Idea Tree



## College and Career Readiness Standards

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

### LEVEL 6 / *Nature's Fury! Natural Disasters and What We Can Learn from Them*

#### Reading: *Informational Text*

##### Key Ideas and Details

Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

#### 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; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

#### Language

##### Vocabulary Acquisition and Use

Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).

