

Summarizing

Level 3

Student Edition

**Reading
Wings**<sup>4th
Edition</sup>

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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Table of Contents

The Savvy Reader—Summarizing Level 3

Student Edition

Summarizing at the Lukasa Storyteller’s Academy S-1
Changes S-5
Summarizing Saves the Animals: Samburu S-15
Sports and Games You Might Not Know S-19

Summarizing at the Lukasa Storyteller’s Academy

DAY 1

Team Talk

1. What tools can help you learn to summarize?
2. On Mother Griot’s lukasa, beans, shells, and seeds represent the important events or ideas in a story. How does her lukasa help her to tell a story to someone else?
3. If you were to tell a friend the most-important thing about a lukasa, what would you say? (Write-On)

Griot’s Challenge

Mother Griot at the Lukasa Storyteller’s Academy has given us a challenge. She’s given us a story about Griot Kenyatta, one of the teachers at the academy. The story, *A Gift in the Storm*, is in your collection of readings. Mother Griot wants us to read and retell the story and to pick out the most-important events or ideas. I’ll bet the Summarizing Strategy Card will help us. I’ll go first.

DAY 2

Team Talk

1. What are the story elements?
2. What did you notice about the way Kayla, Diop, Matthew, and Heaven retold parts of the story?
3. How do you retell a story? How do you think retelling a story helps you to be a better reader? (Write-On)

Griot’s Challenge

Mother Griot has another challenge for us. She wants us to practice identifying some of the story elements in *A Gift in the Storm*, the story about Griot Kenyatta that we read. I’d like you and your partner to take turns rereading the story. When you’ve finished, discuss what you think the main characters, setting, and story problem are. Knowing the story elements will help us summarize and remember the story. Your Summarizing Strategy Card will remind you of the story elements.

DAY 3

Team Talk

1. How do Kayla, Diop, Matthew, and Heaven know which events or ideas are important and which are less-important details? (Write-On)

Important Ideas and Events

Which events or ideas do you think are less important and could be taken off the list?

Here's a hint: Mother Griot said two of them are less important.

Important Ideas, pages 3 and 4

1. Leopard decides to eat Anansi.
2. Leopard goes to Anansi's house.
3. Anansi's house is made of banana leaves.
4. Anansi knows Leopard is waiting for him.
5. Leopard puts his nose in his paw.
6. Anansi goes home.

Griot's Challenge

Griot Kenyatta has a challenge for us! You have already read and retold the story, *A Gift in the Storm*, and identified the main characters, the setting and the story problem. You're well on your way to creating a summary! Today Griot Kenyatta would like you to look at the list we made of the events or ideas in the story, pick out the most-important ones, and eliminate the less-important ones. I'd like you to work on this challenge with your partner. Now we know that the most-important events or ideas usually have to do with the story elements, so use your strategy card to remind you of the story elements. Griot Kenyatta may think she can stump you, but I don't think she can!

DAY 4

Team Talk

1. The students listed many events or ideas for the story. How does Griot Kenyatta help the students cut down their list of important events or ideas to just a few?
2. How will putting information on a story map help the students at the academy become better storytellers? (Write-On)

Griot's Challenge

Griot Kenyatta has challenged us to complete a story map for *A Gift in the Storm*. Here's what you'll need for the challenge: the story and a story map. Here's the list we made of the main characters, setting, and story problem and our list of important events and ideas. I would like you to complete the story map with your partner. Remember how Griot Kenyatta helped the students at the academy cut down their list of important events or ideas to just a few? I'll bet you and your partner can do that too!

DAY 5

Team Talk

1. How does your summary compare with that of the students on the video?
2. What was the hardest part of writing a summary? What was the easiest part? (Write-On)

Griot's Challenge

Griot Kenyatta has another challenge for us. She wants you to write a summary of the story *A Gift in the Storm*. You will use the story map you completed to write it. I'd like you to write the summary as a team. Talk about what you plan to write first. Then, I'd like (students selected) to write the first sentence. The rest of the team can take turns adding sentences until you finish the summary. See if you can cut down your list of events or ideas to just a few very important ones, and keep it short! I'm sure Griot Kenyatta will be very impressed with your summary!

DAY 6

Team Talk

1. What are the three steps to summarizing?
2. What helps you figure out what is important in the story?
3. What are the story elements?
4. How does the story problem help you find the important events or ideas in a story? (Write-On)

DAY 7

Team Talk

1. What is one question you had before you began reading?
2. On your story map, write the important events from paragraph 4.
3. Use the information you have written on your story map to write a brief summary of paragraph 7. (Write-On)

Changes

Word	Identification Strategy	Definition	Sentence
routine	rou- = /roo/ -tine = /teen/ chunk	usual way of doing things	My mom's <i>routine</i> is the same every day; she wakes up, has coffee, and then reads the paper.
snicker	chunk	short, mean laugh	I could hear the <i>snicker</i> from the kid behind me when I answered the question wrong.
focus	chunk	pay attention	Julie couldn't <i>focus</i> on the math problem because of the noise outside.
eventually	base word + ending	at last, finally	After a long time, the boring movie <i>eventually</i> came to an end.
continued	base word + ending	kept speaking or doing what one was doing	"And what's more," Mr. Johnson <i>continued</i> , "I don't like it when students are late to class."
stunned	base word + ending	shocked, amazed	We were <i>stunned</i> to hear the incredible news that our neighbor had won the lottery.
attend	chunk	go to	I <i>attend</i> Wilson Elementary, and I like it there because the teachers and other students are great.
gigantic	chunk	huge, very large	The <i>gigantic</i> skyscraper blocked out the sun.

	DAY 2	DAY 3	DAY 4
Fluency in Five	Page 24 (paragraphs 1–5)	Page 24 (paragraphs 1–5) or 26 (paragraphs 1–4)	Page 24 (paragraphs 1–5), 26 (paragraphs 1–4), or 28 (paragraphs 1–4)

DAY 1

Team Talk

- Which of the following words means about the same as the word *perplexed* in the first paragraph?
 - angry
 - confused
 - interested
 - sorry

Tell how you know.
- Why does Adam's watch show a different time than the clock on the wall?
- How does Adam's behavior show that he is embarrassed about missing the time change?
- Choose the best list of important events for page 22 of the story.

<p>List A</p> <ol style="list-style-type: none"> Adam's parents are confused to find him awake. Adam is up an hour early. Adam misses the end of Daylight Saving Time. Adam is embarrassed. 	<p>List B</p> <ol style="list-style-type: none"> Adam's mom gives him a hug. Adam looks at the clock. Adam's dad laughs. Adam says, "Now I understand."
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Tell why you chose the list you did. Why is the other list not the best choice? (Write-On)

DAY 2

Team Talk

- Does Adam's dad know all the people at the door? Explain how you know.
- How does Adam try to ignore the people at the door? Does this work?
- Do you think Adam will learn what's going on? Give evidence that supports your prediction.
- Choose the best list of important events for page 24 of the story.

<p>List A</p> <ol style="list-style-type: none"> The doorbell rings. The couple's last name is Patel. Adam's father says, "They're here." Adam's parents answer the door. 	<p>List B</p> <ol style="list-style-type: none"> People are coming to the house. Adam's dad says he'll explain later. Adam wonders what is going on. Adam's parents meet people at the door.
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Tell why you chose the list you did. Why is the other list not the best choice? (Write-On)

Skill Practice

Write each word in your journal. Then write the base word and ending of each word. Cross out any extra letters at the ends of the base words. Give a definition for each word. Draw a sailboat if you need help.

1. collected
2. normally

Building Meaning

routine	snicker	focus	eventually
continued	stunned	attend	gigantic

3. Choose a word from the vocabulary list, and write a meaningful sentence for that word.
4. Draw a picture to show your understanding of the word *gigantic*.

DAY 3

Team Talk

1. Adam most likely sits up straight when his parents talk to him because—
 - a. he knows sitting up straight is good for his posture.
 - b. he is uncomfortable slouching on the couch.
 - c. he wants to show that he is listening to them.
 - d. he is really just stretching his back from sitting.
2. Explain why the Patels visit Adam's house.
3. How does Adam react to the news his parents give him?
4. Choose the best list of important events for page 26 of the story.

List A

- a. Adam's dad says it's time to talk.
- b. Adam learns he is going to move.
- c. Adam learns his parents are going to adopt a baby.
- d. Adam is stunned by the changes.

List B

- a. Adam's father turns off the television.
- b. Adam sits up straight.
- c. Adam's dad laughs at Adam's question.
- d. Adam learns about the new baby.

Tell why you chose the list you did. Why is the other list not the best choice? (Write-On)

Skill Practice	<p>Write each word in your journal. Then write the base word and ending of each word. Cross out, or patch in, any extra letters at the ends of the base words. Give a definition for each word. Draw a sailboat if you need help.</p> <p>1. stripped 2. flatly</p>
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Building Meaning	routine	snicker	focus	eventually
	continued	stunned	attend	gigantic
	<p>3. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.</p> <p>4. The state was <u>stunned</u> when the governor unexpectedly quit her job. <i>Stunned</i> means—</p> <ul style="list-style-type: none"> a. pleased. b. unaffected. c. interested. d. shocked. 			

DAY 4

Team Talk	<p>1. What is one thing that will still be the same in Adam’s life?</p> <p>2. Do you think Adam’s parents kept his needs in mind when they bought the new house? Support your answer.</p> <p>3. Do you think Adam has a good attitude about change? Support your answer.</p> <p>4. Choose the best list of important events for page 28 of the story.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>List A</p> <ul style="list-style-type: none"> a. Adam learns he won’t change schools. b. Adam’s dad tells him more. c. Adam’s dad says they’ll see the house later. d. Adam won’t have to share a bedroom. </td> <td style="width: 50%; vertical-align: top;"> <p>List B</p> <ul style="list-style-type: none"> a. Adam learns he won’t change schools. b. Adam learns about his gigantic new bedroom. c. Adam will get his own bathroom. d. Adam begins to change his mind about the new changes. </td> </tr> </table> <p>Tell why you chose the list you did. Why is the other list not the best choice? (Write-On)</p>	<p>List A</p> <ul style="list-style-type: none"> a. Adam learns he won’t change schools. b. Adam’s dad tells him more. c. Adam’s dad says they’ll see the house later. d. Adam won’t have to share a bedroom. 	<p>List B</p> <ul style="list-style-type: none"> a. Adam learns he won’t change schools. b. Adam learns about his gigantic new bedroom. c. Adam will get his own bathroom. d. Adam begins to change his mind about the new changes.
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Skill Practice	<p>Write each word in your journal. Then write the base word and ending of each word. Cross out, or patch in, any extra letters at the ends of the base words. Give a definition for each word. Draw a sailboat if you need help.</p> <p>1. nailed 2. hated</p>
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Building Meaning	routine	snicker	focus	eventually
	continued	stunned	attend	gigantic
	<p>3. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.</p> <p>4. Choose the word that best fits in the blank.</p> <p>Gina ignored her brother so she could _____ on the show she was watching.</p>			

DAY 6

Writing Prompt	<p>Think of a familiar story that a young child would like to hear. Identify the most-important parts of the story, and list them on a story map. List the characters, main problem in the story, most-important events, and how the story ends. Use the story map to write a summary of the story. Your summary will tell the story in a short way. When you have finished, read your story summary aloud to your partner to find out whether you have included the most-important information, left out the less-important information, and made your story short.</p>								
Scoring Guide	<table border="1"> <tr> <td>The story includes all the important elements, and it makes sense.</td> <td>35 points</td> </tr> <tr> <td>The story leaves out less-important events and details.</td> <td>35 points</td> </tr> <tr> <td>The story is short enough to tell to a young child.</td> <td>20 points</td> </tr> <tr> <td>The story is written in complete sentences.</td> <td>10 points</td> </tr> </table>	The story includes all the important elements, and it makes sense.	35 points	The story leaves out less-important events and details.	35 points	The story is short enough to tell to a young child.	20 points	The story is written in complete sentences.	10 points
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The story is short enough to tell to a young child.	20 points								
The story is written in complete sentences.	10 points								

Changes

Word	Identification Strategy	Definition	Sentence
recently	base word + ending	lately, not long ago	I've <i>recently</i> been doing well in school because I've been studying a lot.
responded	base word + ending	answered	When the judge asked a question, the lawyer <i>responded</i> quickly.
cramped	blend	tight, too small, not comfortable	Mikey had outgrown his shoes; they felt <i>cramped</i> and gave him blisters.
glanced	base word + ending	looked quickly	Jacques <i>glanced</i> down at the cue card so he could remember his lines during play rehearsal.
ample	chunk	plenty, more than enough	You will have <i>ample</i> time to complete the test, so there's no need to hurry.
task	blend	chore, something you've been assigned to do	Everyone has a <i>task</i> on Saturdays, and mine is mowing the lawn.
locate	chunk	find, discover after searching for	It didn't take long to <i>locate</i> the kitten hiding in the shoe box because we could all hear its meows.
anxious	-xious = /shus/ chunk	nervous, on edge, uneasy	Martina was <i>anxious</i> before the big exam.

	DAY 2	DAY 3	DAY 4
Fluency in Five	Page 33 (paragraphs 1–3)	Page 33 (paragraphs 1–3) or 35 (paragraphs 2 and 3)	Page 33 (paragraphs 1–3), 35 (paragraphs 2 and 3), or 37 (paragraphs 1–3)

DAY 1

Team Talk	<ol style="list-style-type: none"> 1. Why is Maria happy about moving? 2. How is Adam’s new home similar to Maria’s? 3. At the end of page 31, you can tell that Adam is— <ol style="list-style-type: none"> a. slightly worried. b. very confident. c. very concerned. d. completely relaxed. 4. Write a summary of page 31 using at least three important events from the story. (Write-On)
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DAY 2

Team Talk	<ol style="list-style-type: none"> 1. Why does Adam have to spread his books out on his bed and sit on the floor to study? 2. What does Adam’s mom think about how Adam is dealing with the upcoming changes? How can you tell? 3. Compared with yesterday’s reading, how does Adam feel at the end of today’s reading? <ol style="list-style-type: none"> a. more worried b. less positive c. more positive d. less relaxed 4. Write a summary of page 33 using at least three important events from the story. (Write-On)
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Skill Practice	<p>Write each word in your journal. For each word, write the two words that make up the contraction, draw a line through the extra letter(s), and draw a patch to add the apostrophe. Draw a sailboat if you need help.</p> <p>1. where’s 2. can’t 3. who’s 4. we’ll</p>
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Building Meaning	recently	responded	cramped	glanced
	ample	task	locate	anxious
<ol style="list-style-type: none"> 5. Choose a word from the vocabulary list, and write a meaningful sentence for that word. 6. Which of the following is something that might make you <u>anxious</u>? <ol style="list-style-type: none"> a. reading a comic book b. a barking, growling dog c. making an after-school snack d. talking with your best friend 				

DAY 3

Team Talk	<ol style="list-style-type: none"> Why do you think Adam's parents give him boxes, tape, and a marker? Explain your answer. From his memories about his toys, you can tell that Adam— <ol style="list-style-type: none"> wants new toys for his new room. would rather read books. doesn't play with his toys very much. has a good imagination. Adam is sad as he packs, but he keeps packing anyway. What does this say about Adam? Write a summary of page 35 using at least three important events from the story. (Write-On)
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Skill Practice	<p>Write each word in your journal. For each word, write the two words that make up the contraction, draw a line through the extra letter(s), and draw a patch to add the apostrophe. Draw a sailboat if you need help.</p> <ol style="list-style-type: none"> they'd haven't you're it'll
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Building Meaning	recently	responded	cramped	glanced
	ample	task	locate	anxious
	<ol style="list-style-type: none"> Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday. Which of the following is not something that might make you <u>anxious</u>? <ol style="list-style-type: none"> diving off the high-dive board flying for the first time learning to ride a bicycle eating an ice-cream cone 			

DAY 4

Team Talk	<ol style="list-style-type: none"> The pancakes are just as good in the new house as they were in the old house. Do you think this is important to Adam? Why or why not? Which of the following changes has Adam not experienced yet? <ol style="list-style-type: none"> moving to a new house living with a new baby brother eating pancakes in a new house getting a new bedroom Why does Adam's dad have another surprise for Adam? Write a summary of page 37 using at least three important events from the story. (Write-On)
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Skill Practice	<p>Write each word in your journal. For each word, write the two words that make up the contraction, draw a line through the extra letter(s), and draw a patch to add the apostrophe. Draw a sailboat if you need help.</p> <p>1. why'd 2. he's 3. they'll 4. wasn't</p>
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Building Meaning	recently	responded	cramped	glanced
	ample	task	locate	anxious
	<p>5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.</p> <p>6. Choose the word that best fits in the blank.</p> <p>The cabin on the boat was _____, so Joelle decided to spend a lot of time on deck.</p>			

DAY 6

Writing Prompt	<p>Imagine that you are Adam, and you have been very busy preparing for the move to your new home and the arrival of your new brother. You want to write a journal entry that summarizes at least five of the most-important things that happen during this cycle's reading. Think of the main ideas from this cycle's reading. With your partner, decide on four or five of the less-important events that should be left out of the journal entry. Remember that your journal entry should make sense when you remove the less-important details. Also make sure that you use the form of a journal entry, which includes a date, greeting, body, and signature.</p>
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Scoring Guide	The journal entry includes at least five of the most-important events from this cycle's reading.	40 points
	The journal entry leaves out less-important ideas.	20 points
	The important ideas make sense when they are written together.	20 points
	The journal entry is in the correct format and includes a date, greeting, body, and signature.	20 points

Summarizing Saves the Animals: Samburu

DAY 1

Team Talk

1. What text features did you find in the article that helped you identify the topic?
2. Adam had a different opinion about the topic of the article. What did Adam think the topic was? Why did he think that?
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?
 - a. What do leopards do at night?
 - 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)

Bakiri’s Challenge

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.

DAY 2

Team Talk

1. What was the most difficult part of restating page 2? Why?
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?
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?
4. How did the Summarizing Strategy Card help you find the main idea? (Write-On)

Bakiri’s Challenge

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.

DAY 3

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?
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)

Bakiri’s Challenge

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.

DAY 4

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)
2. How did your partner’s feedback help you improve your summary?
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?

Bakiri’s Challenge

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.

DAY 5

Team Talk

1. What is one question you had before you began reading?
2. On your idea tree, write the main idea and important supporting details from the section titled “How Humans Use Poison Dart Frogs.”
3. Use the information you have written on your idea tree to write a brief summary of the section “How Poison Dart Frogs Become Dangerous.” (Write-On)

Sports and Games You Might Not Know

Word	Identification Strategy	Definition	Sentence
compete	chunk	play against someone else, try to win	The two best spellers will <i>compete</i> to see who spells the best tomorrow at the spelling bee.
object	chunk	main goal, aim	The <i>object</i> of this test is to see how much you've learned.
opposing	base word + ending	on the other side, rival	Joe looked across the field at the <i>opposing</i> players and knew it would be a tough game.
teammates	compound word	others on your team	Martina's <i>teammates</i> play so well together that they almost always win.
smash	blend	ram, bang into	The slippery ice made the car slide on the road and then <i>smash</i> into the hedges, but no one was hurt.
constantly	base word + ending	nonstop	I really like my teachers, so I <i>constantly</i> pay attention in class.
enables	base word + ending	makes possible, allows	Being tiny <i>enables</i> mice to crawl through little cracks in the floor.
motion	chunk	movement	The teacher made a <i>motion</i> to tell me to come in.

	DAY 2	DAY 3	DAY 4
Fluency in Five	Page 60 (paragraphs 2 and 3)	Page 60 (paragraphs 2 and 3) or 58 (paragraph 2)	Page 60 (paragraphs 2 and 3), 58 (paragraph 2), or 62 (paragraphs 1 and 2)

DAY 1

Team Talk	<ol style="list-style-type: none"> Which of the following is the most-important idea on page 56? <ol style="list-style-type: none"> Canadians play a lot of hockey. One curler shouts directions at teammates. Curling is a sport played on ice. Curling is one of the most popular winter Olympic sports. <p>Tell why you chose the answer you did. (Write-On)</p> How is the playing surface for bocce different from the one for curling? What must happen for a player to score in cricket? Why do you think the author includes a picture of a cricket bat and ball on page 58?
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DAY 2

Team Talk	<ol style="list-style-type: none"> Which of the following is the most-important idea on page 60? <ol style="list-style-type: none"> Rugby is a rough and tough English sport. You can run with a rugby ball in your hands. Rugby players don't wear pads. It's an action packed sport. <p>Tell why you chose the answer you did. (Write-On)</p> Why is the takraw ball so light? <ol style="list-style-type: none"> It is full of helium. It is smaller than a volleyball. It is made of woven reeds. It is meant to hit hard. Use sequence words to describe how to play jai alai. Is the statement "The object of [footbag] is to get a hack," a fact or an opinion? How can you tell?
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Skill Practice	<p>Write each compound word in your journal. Then write the two words that make up each compound word. Define each word. Draw a sailboat if you need help.</p> <ol style="list-style-type: none"> snowflake barefoot
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Building Meaning	compete	object	opposing	teammates
	smash	constantly	enables	motion
	<ol style="list-style-type: none"> Choose a word from the vocabulary list, and write a meaningful sentence for that word. Choose the word that best fits in the blank. Juan aimed carefully because he knew the _____ of the game was to hit the mark, not just get near it. 			

DAY 3

Team Talk	<ol style="list-style-type: none"> Why do curling players brush the ice in front of the sliding stone with brooms? The main idea of page 56 was that curling is a sport played on ice. Which of the following is not an important detail about curling? <ol style="list-style-type: none"> There are four players on a curling team. Curlers brush the ice with brooms to help the stone glide to a circle. The team with the most stones in the middle of the circle wins. Curling is strange but fun to play. <p>Use the important details from the choices to write a summary about the section. (Write-On)</p> According to the text, where are you likely to find people playing bocce in the United States? <ol style="list-style-type: none"> in Italian neighborhoods in cities in Egyptian neighborhoods in cities in neighborhoods once occupied by Romans in any location with a strip of grass or dirt Tell at least one way that cricket is played differently from baseball.
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Skill Practice	<p>Write each compound word in your journal. Then write the two words that make up each compound word. Define each word. Draw a sailboat if you need help.</p> <ol style="list-style-type: none"> rattlesnake sunlight
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Building Meaning	compete	object	opposing	teammates
	smash	constantly	enables	motion
	<ol style="list-style-type: none"> Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday. With one quick <u>motion</u> of his hand, the magician made the rabbit disappear. <i>Motion</i> means— <ol style="list-style-type: none"> sparkle. handshake. glove. movement. 			

DAY 4

Team Talk	<ol style="list-style-type: none"> How can you tell that rugby can be a dangerous game? How is takraw similar to volleyball? How is it different? Why do jai alai players want their opponents to miss or drop the ball? Use information from your idea tree to write a summary of this cycle of <i>Sports and Games You Might Not Know</i>. (Write-On)
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Skill Practice	<p>Write each compound word in your journal. Then write the two words that make up each compound word. Define each word. Draw a sailboat if you need help.</p> <p>1. sunrise 2. firefly</p>
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Building Meaning	compete	object	opposing	teammates
	smash	constantly	enables	motion
	<p>3. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.</p> <p>4. Choose the word that best fits in the blank.</p> <p>To knock down the building, they will _____ a wrecking ball into its walls.</p>			

DAY 6

Writing Prompt	<p>Invent your own sport or game. Write a descriptive paragraph to describe your new sport or game to others. Give your paragraph a heading that tells the name of your sport or game. In your paragraph, provide details about the number of teams or players needed to take part in the activity. Explain what equipment players use and what kind of surface or board the sport or game is played on. Provide at least two other details about your sport or game. At the end of the lesson, your class will put together a book of sports and games.</p>
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Scoring Guide	Your paragraph has a heading that tells the name of the sport or game.	15 points
	You describe the number of teams or players needed to take part in the activity.	15 points
	You explain what equipment players use and what kind of surface or board the sport or game is played on.	20 points each (40 points maximum)
	You provide at least two other details about your sport or game.	15 points each (30 points maximum)

Sports and Games You Might Not Know

Word	Identification Strategy	Definition	Sentence
clever	chunk	smart and tricky, sly	The <i>clever</i> fox hid quietly in the bushes, waiting for the chickens to walk by.
master	chunk	become very good at	I studied judo for years so I could <i>master</i> it.
invented	base word + ending	made up, created, thought up	Thomas Edison <i>invented</i> many things such as the lightbulb.
similar	chunk	alike	Joe and John are twins, so they are <i>similar</i> in many ways.
match	blend	one game	The tennis <i>match</i> between Julia and Hector lasted two hours.
surround	chunk	make a circle around, cover on all sides	The ants tried to <i>surround</i> the piece of fruit so no other creatures could reach it.
designs	-s = /z/ base word + ending	pictures, artwork	My robe has colorful fancy <i>designs</i> all over it.
remove	prefix + base word	take away	The doctor tried to <i>remove</i> the bee's stinger from my knee.

	DAY 2	DAY 3	DAY 4
Fluency in Five	Page 69 (paragraph 1)	Page 69 (paragraph 1) or 67 (paragraphs 2 and 3)	Page 69 (paragraph 1), 67 (paragraphs 2 and 3), or 71 (paragraphs 1 and 2)

DAY 1

Team Talk	<ol style="list-style-type: none"> Which of the following best describes the main idea of paragraph 4 on page 65? <ol style="list-style-type: none"> Backgammon is an easy game to learn. It takes practice to master backgammon. Backgammon has a very basic game play. Anyone can play backgammon well right away. What is the main idea from the section titled “The Oldest Game”? Why do you think this is the main idea? (Write-On) How is pachisi played differently from backgammon? Why do you think halma is also called hoppity?
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DAY 2

Team Talk	<ol style="list-style-type: none"> What is the main idea from the section titled “Unequal Teams”? Why do you think this is the main idea? (Write-On) What happens if a player lands on a moksha? <ol style="list-style-type: none"> The player is punished for cheating in the game. The player automatically loses the game. The player slides toward the top of the board. The player slides toward the bottom of the board. Which do you think was created first, four-player mahjong or mahjong solitaire? How can you tell? Is the statement “These sports and games are all fun,” a fact or an opinion? How can you tell?
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Skill Practice	<p>Write a synonym for each of the following words.</p> <p>1. marsh 2. doze 3. worn 4. improve</p>
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Building Meaning	clever	master	invented	similar
	match	surround	designs	remove
	<ol style="list-style-type: none"> Choose a word from the vocabulary list, and write a meaningful sentence for that word. Draw a picture to show your understanding of the word <i>surround</i>. 			

DAY 3

Team Talk

1. Why do you think the author includes the picture of an Egyptian person playing a game on page 65?
2. The main idea of the section titled “The Oldest Game” was the game of backgammon. Use supporting details from your idea tree to write a summary about this section. (Write-On)
3. How does the author help you understand the game of pachisi with the image of the board?
4. Unlike in checkers, what doesn’t happen **after** you hop over another marble in halma?
 - a. You do not remove the jumped marble.
 - b. You take away the player’s marble.
 - c. You get to king one of your marbles.
 - d. You get to add the marble to your pieces.

Skill Practice

Write a synonym for each of the following words.

1. exist
2. greet
3. shadow
4. alarmed

Building Meaning

clever

master

invented

similar

match

surround

designs

remove

5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.
6. My puppies look similar except that Mazie has a white spot on her chest, and Domo doesn’t. *Similar* means—
 - a. different.
 - b. unique.
 - c. alike.
 - d. alone.

DAY 4

Team Talk	<ol style="list-style-type: none"> What happens when the fox jumps over a goose on the board? <ol style="list-style-type: none"> The goose player loses a piece. The goose is turned into a fox. The fox player wins the game. The fox eats the goose and gets bigger. Why do you think the creators of moksha patamu used a game to teach good and bad behaviors? Support your answer. How is a set of mahjong tiles similar to a deck of cards? Use information from your idea tree to write a summary of this cycle of <i>Sports and Games You Might Not Know</i>. (Write-On)
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Skill Practice	<p>Write a synonym for each of the following words.</p> <ol style="list-style-type: none"> beginner notice ask allow
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Building Meaning	clever	master	invented	similar
	match	surround	designs	remove
	<ol style="list-style-type: none"> Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday. Choose the word that best fits in the blank. Giorgio made a _____ move that took me by surprise during our chess game. 			

DAY 6

Writing Prompt	<p>Write an official set of rules for the sport or game you created last cycle. Your rules should be clearly written so first-time players can easily understand them. You should have at least five rules for your sport or game. Your set of rules should include a title and information about the number of players or teams and what equipment is needed. As you write your rules, think about how you want the game to be played, the number of points given, or what counts as a penalty or foul in the sport or game.</p>
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Scoring Guide	You write at least five rules for your sport or game.	15 points each (75 points maximum)
	Your rules are clearly written and easy to understand.	10 points
	Your set of rules includes a title and information about the number of players or teams and what equipment is needed to play.	5 points
	You consider game play, points, or penalties in your rules.	10 points

Word Power

Number your paper from 1 to 12. Write your answers next to the matching numbers on your paper.

Skill Questions

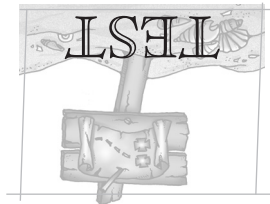
Write a synonym for each of the following words.

1. click
2. pair
3. happy
4. nearing

Building Meaning

clever	master	invented	similar
match	surround	designs	remove

5. Write a meaningful sentence for the word *remove*.
6. The lions tried to _____ the herd of gazelle, but the gazelle were able to escape.
7. My art teacher always likes the designs I add to my clothes with special paints. *Designs* means—
 - a. pictures.
 - b. beads.
 - c. labels.
 - d. words.
8. My brother _____ a great new game for us to play inside on rainy days.
 - a. athletic.
 - b. different.
 - c. alike.
 - d. simple.
9. Joni and Daytona are very similar because they both take ballet class. *Similar* means—
 - a. athletic.
 - b. different.
 - c. alike.
 - d. simple.
10. Alexis challenged me to a _____ of checkers to determine who got to choose the movie to watch that night.
11. The squirrel was very clever and soon figured out how to get seeds from the birdfeeder. *Clever* means—
 - a. impatient.
 - b. smart and tricky.
 - c. slow and simple.
 - d. unsure.
12. I work very hard during my clarinet lessons so I can _____ it and play in an orchestra.



Test Passage

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

Sowing the Seeds of Mancala

Mancala is originally from Africa. Mancala boards have two rows of six small holes. There is also a larger hole, called the *store*, for each player. You play mancala with forty-eight stones, marbles, or seeds. You place four of your stones in each small hole.

To start, you pick up your stones from a hole and drop one in each of the next four holes. If you drop a stone in your store, you get to capture it. If you drop a stone in an empty hole, you keep it and any stones in the opposite hole; they all go in your store. The game ends when the holes on one side of the board are empty. The person with the most stones in his or her store wins.

Sources: www.who.com/how_2213278_play-mancala.html

boardgames.about.com/cs/mancala/h/play_mancala.htm

www.tradgames.org.uk/games/Mancala.htm

Comprehension Questions

Use your graphic organizer to answer the following questions.

1. What is the topic of this text? How do you know?

2. What is the intent of the author?

a. to teach the reader strategies for playing mancala

b. to explain to the reader how to make a mancala board

c. to entertain the reader with stories about mancala games

d. to inform the reader about an unusual game from Africa

How do you know?

3. What happens if you drop one of your stones in an empty hole?

4. Summarize the text using at least three important details and information from your graphic organizer.

Word Power

Number your paper from 1 to 12. Write your answers next to the matching numbers on your paper:

Skill Questions

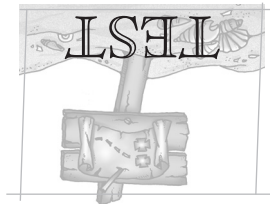
Write each compound word on your paper. Then write the two words that make up each compound word. Define each word. Draw a sailboat if you need help.

1. bookkeeper
2. handmade
3. landmark
4. skyline

Building Meaning

compete	object	constantly	enables	motion
smash	opposing	constantly	enables	motion

5. Write a meaningful sentence for the word *constantly*.
6. The _____ of baseball is to score as many runs as you can while striking out the other team's players.
7. Billy didn't want to smash into anything even though he was wearing a helmet and knee pads. *Smash* means—
 - a. tap.
 - b. ram.
 - c. brush.
 - d. pass.
8. Dan's _____ encourage him to play as well as he can every day.
 - a. hinders.
 - b. makes difficult.
 - c. makes possible.
 - d. prevents.
9. Using the electric hedge clippers enables you to cut the hedges much faster. *Enables* means—
 - a. hinders.
 - b. makes difficult.
 - c. makes possible.
 - d. prevents.
10. The two best teams _____ in the final game to see who is the champion.
 - a. movement.
 - b. blink.
 - c. standstill.
 - d. snack.
11. With just a slight motion, the bird caught a moth that fluttered too close to its beak. *Motion* means—
 - a. movement.
 - b. blink.
 - c. standstill.
 - d. snack.
12. The _____ team teased us before the game, but we showed them who the better players were.



Test Passage

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

A Little Bit of Everything

Gaelic (gay-lick) football is one of the most popular sports played in Ireland. The game has been played for hundreds of years. Every county in Ireland has a team. A county is like a state. The game is also popular where the Irish have settled around the world.

There are fifteen players on a team. They play with a ball that is a little smaller than a soccer ball. A player can carry the ball for four steps. Then he or she has to bounce it like a basketball or kick it back into his or her own hands before running some more. A player can also pass the ball or kick it to teammates. Players score goals by kicking the ball into a net. They can also score points by kicking it through upright bars.

Sources: www.gaa.ie/about-the-gaa/our-games/football/

news.nationalgeographic.com/news/2002/03/0308_020315_gaelicsports.html

Comprehension Questions

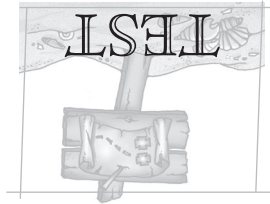
Use your graphic organizer to answer the following questions.

1. What is the topic of this text? How do you know?
2. What is the intent of the author? How do you know?
3. What do you think the heading “A Little Bit of Everything” means? Support your answer.

4. The main idea of the passage is Gaelic football. Which of the following is not an important detail about this sport?
 - a. Gaelic football is hundreds of years old.
 - b. An Irish county is like a state.
 - c. It is a team sport with fifteen players on a team.
 - d. You can score goals or kick points.

Use the important details from the choices and your idea tree to write a summary about the passage.

1. What text features helped you predict the topic of this article? Write the topic on your idea tree.
2. What is one question you had about the topic before you began reading the article?
3. What is the main idea of the section titled "Description of Tiger Salamanders"?
4. a. what the tiger salamander looks like
b. preparing tiger salamanders for dinner
c. what to look for when hunting for salamanders
d. how tiger salamanders are different from lizards
4. On your idea tree, write the main idea and important supporting details from the section titled "Life In and Out of Water."
5. What is the main idea of the paragraph titled "Keeping a Salamander as a Pet"?
6. a. catching tiger salamanders and their food in the wild
b. taking your salamander for a walk on a leash
c. keeping a salamander happy and healthy in an aquarium
d. teaching your salamander how to perform tricks
6. Use the information you wrote on your idea tree to write a brief summary of the section "Humans and the Tiger Salamander."



Comprehension Questions

Read “Amphibian in Tiger’s Clothing,” and answer the following questions.

Amphibian in Tiger’s Clothing

Range

North America

Description of Tiger Salamanders

Tiger salamanders (SAL-a-man-ders) are amphibians with yellow, gray, or yellowish-brown bodies and black or gray markings that look like tiger stripes. The largest land salamanders, these amphibians can grow up to fourteen inches long, although the average is between six and eight inches long. Salamanders may look like lizards, but they have no scales and are amphibians, like frogs.

Life In and Out of Water

Like all amphibians, tiger salamanders start life as larvae in ponds or calm streams. As larvae, tiger salamanders have gills and stay in the water until they develop lungs and legs. Then they are ready to move onto dry land. Tiger salamanders live in many habitats, usually near ponds and streams. Adult salamanders make burrows deep in the ground or move into other animals’ burrows. Some tiger salamanders, called water dogs, never grow into adults and live their whole lives as larvae in the water.

Keeping a Salamander as a Pet

Tiger salamanders are popular pets. A tiger salamander needs a large tank. An aquatic, or larval, salamander will need a tank filled with about six inches of water with rocks to hide in. An adult salamander needs to burrow, so there should be dirt, bark chips, and moss in the tank instead of water. Salamanders need their homes cleaned often to stay healthy. They have very sensitive skin. Aquatic salamanders will eat water insects or worms; while adults can eat feeder insects.

Humans and the Tiger Salamander

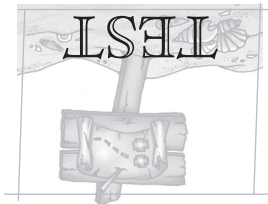
Tiger salamanders have a habitat that stretches across North America, but in many places they are losing their homes. When humans cut down forests or drain wetlands, tiger salamanders are left with fewer places to live.

Acid rain, which is caused by pollution, also affects the salamanders because it turns their ponds acidic. These animals are also victims of roads and cars. Many are struck by cars as they travel to breeding grounds. Tiger salamanders are protected by the government in many locations.

Building Meaning

recently	responded	cramped	glanced
ample	task	locate	anxious

5. Write a meaningful sentence for the word *glanced*.
6. "Our house will have _____ room for your party guests, so we don't need to have the party somewhere else," Tyree's mom explained.
7. I couldn't locate the house phone until someone called and I heard it ring. *Locate* means—
 - a. imagine.
 - b. lose.
 - c. find.
 - d. decorate.
8. We _____ adopted a puppy, so we've been working hard to train it to be good.
 - a. nervous.
 - b. relaxed.
 - c. content.
 - d. excited.
9. The scary movie left me feeling anxious about what could be hiding in dark corners. *Anxious* means—
 - a. nervous.
 - b. relaxed.
 - c. content.
 - d. excited.
10. I knew it was time for new shoes when my toes felt too _____ in my old pair.
 - a. test.
 - b. book.
 - c. movie.
 - d. chore.
11. "I will assign each of you a task that you are expected to complete by the end of each day," Mr. Douglas explained. *Task* means—
 - a. test.
 - b. book.
 - c. movie.
 - d. chore.
12. Pablo was excited when his dog _____ to his call instead of continuing to chase the cat.



Comprehension Questions

Read page 38 of *Changes*, and answer the following questions.

1. What makes Adam feel slightly worried after he talks with Duke and Maria?
2. Why does Adam's dad have another surprise for Adam after the move?
 - a. He wants to reward Adam for being positive.
 - b. He wants to make Adam even more anxious.
 - c. He wants to punish Adam for being negative.
 - d. He wants to let Adam know things one at a time.
3. Write a summary of your earlier reading using at least three important events that happened in the story.
4. How are Adam's feelings while unpacking his things different from his feelings while packing them?
5. What does Adam do **after** he sees his new dog?
 - a. He thinks about how much he misses his old house.
 - b. He runs over to pet it.
 - c. He worries about having to deal with another change.
 - d. He takes it for a walk.

6. Write a summary of page 38 using at least three important events that happened in the story.

Word Power

Number your paper from 1 to 12. Write your answers next to the matching numbers on your paper.

Skill Questions

Write each word on your paper. For each word, write the two words that make up the contraction, draw a line through the extra letter(s), and draw a patch to add the apostrophe. Draw a sailboat if you need help.

1. they're
2. she's
3. aren't
4. I'd

Word Power

Number your paper from 1 to 12. Write your answers next to the matching numbers on your paper:

Skill Questions

Write each word on your paper. Then write the base word and ending of each word. Cross out, or patch in, any extra letters at the ends of the base words. Give a definition for each word. Draw a sailboat if you need help.

1. teased
2. grossly
3. strummed
4. frightened

Building Meaning

routin <u>e</u>	snicker	stunne <u>d</u>	gigant <u>ic</u>
contin <u>ed</u>	focus	attend	eventuall <u>y</u>

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

6. When the hero lost the battle at the end of the movie, we were all _____ because we expected him to win.

7. "Listen closely, and focus on what I'm saying," Mrs. Frazier said. *Focus* means—

- a. ignore.
- b. don't allow.
- c. pay attention.
- d. forget.

8. My after-school _____ involves eating a healthy snack and then working on my homework.

9. The gigantic airplane was towed slowly into the hangar for repairs. *Gigantic* means—

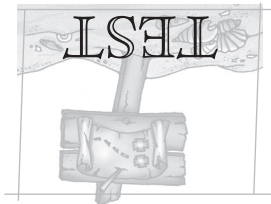
- a. huge.
- b. tiny.
- c. flimsy.
- d. average.

10. "Also," my mother _____, "you did a great job cleaning the house before the party."

11. The student knew that if he worked hard enough, he would eventually get good grades. *Eventually* means—

- a. at most.
- b. not ever.
- c. not likely.
- d. at last.

12. I heard a faint _____ when I tripped while walking to the front of the room, but I didn't know who it was.



Comprehension Questions

Read page 29 of *Changes*, and answer the following questions.

- Why does Adam's watch show a different time than the wall clock?
 - He didn't know to turn it back for the end of Daylight Saving Time.
 - His watch battery went dead an hour ago and needs to be replaced.
 - His dad is playing a trick on him to make him embarrassed.
 - He didn't wind his watch up before going to bed, so it slowed down.
- Choose the best list of main ideas from your earlier reading.

<p>List A</p> <ol style="list-style-type: none"> Adam learns the new house has a big yard. Adam watches the football game on television. Adam listens to his parents. Adam greets the Patels when they come to see the house. 	<p>List B</p> <ol style="list-style-type: none"> Adam learns his parents bought a new house. Adam wakes up early because Daylight Saving Time ends. Adam learns he will still go to the same school. Adam learns he will be getting a baby brother.
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Tell why you chose the list you did. Why is the other list not the best one?
- Why do you think Adam's dad tells the lunchbox story?
 - to show that he remembers important details about Adam's choices
 - to show that he doesn't care about what Adam has for lunch
 - to show that he knows how poorly Adam deals with change sometimes
 - to show that he thinks Adam should move on to using the blue lunchbox
- Do you think Adam will come to like the new house? Give evidence that supports your prediction.

<p>List A</p> <ol style="list-style-type: none"> Adam and his dad go to the new house. Adam admits that the house is pretty neat. Adam tells his dad he'll try to be happy. Adam's dad reminds Adam that change can be good. 	<p>List B</p> <ol style="list-style-type: none"> Adam and his dad go to the new house. There is a football game on the radio. The car windows are foggy. Adam's dad reminds Adam that change can be good.
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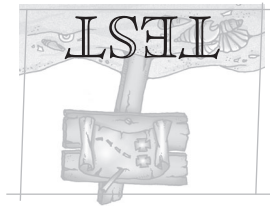
Tell why you chose the list you did. Why is the other list not the best one?
- Choose the best list of main ideas from page 29 in the story.

<p>List A</p> <ol style="list-style-type: none"> Adam and his dad go to the new house. Adam admits that the house is pretty neat. Adam tells his dad he'll try to be happy. Adam's dad reminds Adam that change can be good. 	<p>List B</p> <ol style="list-style-type: none"> Adam and his dad go to the new house. There is a football game on the radio. The car windows are foggy. Adam's dad reminds Adam that change can be good.
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Tell why you chose the list you did. Why is the other list not the best one?

1. Which story elements helped you predict the main idea of this story? Write one of the story elements on your story map.
2. What is one question you had about the main idea before you began reading the story?
3. Which of the following best describes the main idea of paragraph 3?
 - a. Just Kickin' It is one of the best teams.
 - b. Keyon's Kickers is one of the best teams.
 - c. Just Kickin' It is going to play Keyon's Kickers.
 - d. Simon knew his team could win the game.
4. On your story map, write down the story's main problem and an important event from the story.
5. Which of the following best describes the main idea of paragraph 5?
 - a. Simon tells everyone what they do well.
 - b. Kiana is an excellent pitcher.
 - c. Simon is the captain of the team and makes decisions.
 - d. Kevin makes a nice catch.

6. Use the information you wrote on your story map to write a brief summary of paragraph 9.



Comprehension Questions

Read *Just Kickin' It*, and answer the following questions.

Just Kickin' It

1. Simon loved kickball. Kickball included elements of his two favorite games. He got to kick a ball like in soccer and he got to round bases like in baseball. Most of all, Simon liked being part of a team.
2. Simon's team was called Just Kickin' It. The team had boys and girls on it. His best friends, Kiana and Christopher, were on the team too. Christopher was the catcher. Kiana pitched. Simon played first base. They were all good at their positions. The rest of the team was good too.
3. But was Just Kickin' It as good as Keyon's Kickers? The two teams were the best in the league. They were going to play against each other in the championship game that weekend. Simon just knew his team could win.

4. Each day after school, the members of Just Kickin' It met at the Second Street fields. They all wanted to practice as much as they could. Each player practiced kicking, running, and fielding, or catching, the ball. They also practiced throwing the ball to one another. They needed all these skills to score points and to get the other team out.
5. As captain of the team, Simon told the other players what positions to play and the order in which they would kick. On Friday he praised the players for their best moments on the field. "Kevin, nice catch!" "Mac, excellent slide!" "Kiana, perfect pitch!" He knew that his team was better than Keyon's Kickers. So why was he nervous?

6. On Saturday morning, Simon's mom helped him feel better. She made him a nice breakfast of cereal and fruit. She had been watching the team practice each afternoon. She said, "Simon, don't be nervous. The Just Kickin' It players are great athletes. And remember, even if you don't win, that doesn't change your skills. Have fun playing the game." Simon thanked his mom and together they left for the field.
7. As Simon walked up to the field, he saw his team in their bright blue shirts. Kiana's dad, who is a printer, had put their numbers and names on their shirts. It really helped build team spirit! Keyon's Kickers had shirts too. Their shirts were red. Simon tried not to notice the other team as they practiced. He walked up to his own team and gathered them together in a circle.

8. Simon gave his usual talk. He even used some of the advice that his mom had given him. Then, just Kickin' It said their team chant and took the field. From the very beginning of the game, Just Kickin' It looked great. They caught almost every ball Keyon's Kickers kicked. They threw the ball to one another to get runners out. But, most of all, each player on Just Kickin' It, kicked the ball to win. They had four homers by the sixth inning. They also had three base runs. They were winning 7-5.
9. The score at the end of the game was very close. Just Kickin' It won the game by a score of 8-7. Simon felt so good that he cheered with his team. "I knew we were better than them!" Kevin shouted. "Now wait," said Simon. "We did win and that's great. But we need to remember how close the game was. Let's go congratulate Keyon's Kickers." "You're right," Kevin replied. "Let's be good sports!" So Just Kickin' It lined up opposite Keyon's Kickers. Each team thanked the other for a good game as they slapped hands. As Simon walked through the line, he smiled. Congratulating the other team was maybe his favorite part of the sport!

Table of Contents

The Savvy Reader—Summarizing Level 3

Student Test

Summarizing at the Lukasa Storyteller's Academy.....	T-1
Changes.....	T-3
Summarizing Saves the Animals: Samburu.....	T-7
Sports and Games You Might Not Know.....	T-9

The Savvy Reader—Summarizing

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