

Reading Wings Targeted Treasure Hunt



The Chalk Box Kid

Written by Clyde Robert Bulla

Random House New York, 1987 ISBN 0-394-89102-3

Narrative

Grade 3

Teacher Edition

The Chalk Box Kid

By Clyde Robert Bulla

Summary

Gregory is upset. He is moving to a new neighborhood, starting a new school, and his parents don't have time to celebrate his birthday. Plus, he has to share his room with his selfish Uncle Max. Thankfully, Gregory is creative. Behind his house he discovers a forgotten, burned-down building that was once a chalk factory. Gregory's imagination immediately takes over. He begins to draw on the concrete walls. A few simple pictures become an imaginative garden full of beauty and friendship.

Instructional Goals

Reading

Characterization (CH)

The students will analyze the main character through his words, thoughts, and actions.

Writing

Writing a paragraph

The students will write paragraphs that describe their favorite hobbies.

Day 1



Active Instruction

Timing Goal:
25 minutes

Preparation: Write the
vocabulary words on
the board.

Set the Stage

- ▶ Using your vocabulary chart, have the students copy the words into their journals and rate their knowledge of each as they arrive for class.
- ▶ Introduce the text, author, and reading goal.

This week we will read The Chalk Box Kid by Clyde Robert Bulla. As we read, we'll pay special attention to what the author reveals about the main character through his actions, words, and thoughts. Good readers use this information to understand what a character goes through and what a character is like.

- ▶ Establish, or have students establish, the purpose for reading (e.g., to be informed, to follow directions, to be entertained). Discuss with the students ways to adjust their reading to fit the purpose.
- ▶ Explain the student assessments: Fluency, Adventures in Writing, and the Student Test. Tell the students there will be questions on the Student Test that are related to the reading goal.

Introduce Vocabulary **TP**

- ▶ Introduce the vocabulary.
- ▶ Have the teams review the vocabulary words. **SR**
- ▶ Follow up the team review using Numbered Heads.
- ▶ Review the procedures for the students finding words in their daily reading and for adding words to the Vocabulary Vault.

Student Edition,
page 1

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

Word and Page Number	Identification Strategy	Definition	Sentence
shy p. 23	blend	quiet, bashful	Even though Kevin's hamburger was burnt, he was too <i>shy</i> to ask the waitress for another one.
whisper p. 23	chunk: whis- per	quiet voice, soft sound	When you are in a movie theater, you should speak in a <i>whisper</i> .
wooden p. 27	base word + ending wood + en	made of wood	Ashley didn't touch the <i>wooden</i> box because she was afraid she would get a splinter.

Active Instruction
continued

evening p. 36	chunk: eve-ning	the early part of night	Tom spent the <i>evening</i> outside, watching the sun go down.
bunches p. 39	base word + ending bunch + es	groups, bundles	Yasmin filled her arms with <i>bunches</i> of flowers from the garden.
spread p. 47	blend	stretched, covered	The flood <i>spread</i> over the land on both sides of the river.
bragging p. 50	base word + ending brag(g) + ing	boasting	Jeremiah kept <i>bragging</i> about how he was the best basketball player in school.
puzzled p. 52	base word + ending puzzl(e) + ed	confused	Maria looked <i>puzzled</i> when she couldn't figure out how to solve the math problem.

Build Background

- ▶ Introduce the skill, characterization, by having the students tell what they know about characters in a familiar story. Use Think-Pair-Share to check responses. An example follows.

Let's think about one of the characters in the fairy tale Little Red Riding Hood. What did the wolf do in the story? (Use Think-Pair-Share to check responses.) [He ate Little Red Riding Hood's grandmother. He pretended to be Little Red Riding Hood's grandmother. He fooled Little Red Riding Hood and then ate her, too.] What does this tell you about the wolf? (Use Think-Pair-Share to check responses.) [The wolf was mean and tricky.]

- ▶ Explain to the students that we learn about characters by looking at their words, thoughts, and actions. Tell the students that by doing this, we understand what a character goes through. It also helps us understand what a character is like.

As we read, we pay attention to what the characters say, think, and do. We use this information to decide what we have learned about the characters. This helps us understand what characters go through in certain parts of the story. We can also learn what the character is like.

Active Instruction
continued

- ▶ Read from page 5 through the last complete sentence on page 6. Use a Think Aloud to model identifying what Gregory’s thoughts and actions tell you about him.

Gregory is having a long day. He even says that it is the worst birthday he ever had. He waited all day for his parents to come pick him up at his aunt’s house. Gregory knows that his family doesn’t have time for cake and a party. From his actions, thoughts, and words, I can see that Gregory is upset and disappointed.

- ▶ Finish reading through page 10. Use a Think Aloud to model how Gregory feels now that he has his own room.

It looks like Gregory’s parents gave him a birthday present after all—his own room! Gregory thinks that this is the best birthday ever. He has always wanted a room of his own. This tells me that Gregory really likes things that are his own. He feels special now.

- ▶ Preview the Team Talk questions with the class. Explain that Questions #1 and #3 ask them to look for details in the story that show that Gregory is proud. Also tell the students that they will write the answers to Questions #1 and #2 independently.

Student Edition,
page 3

Team Talk

1. What does Gregory do to show that he is proud of his art?
(Write) |CH|
[Gregory shows that he is proud of his art by hanging his pictures up on the wall of his new room.]
2. How can you tell that Gregory does not like Uncle Max?
(Write) |DC|
[I can tell that Gregory does not like Uncle Max because he leaves the house when he hears that Uncle Max is coming over.]
3. Which of the following describes how Gregory feels when he finds out that Uncle Max will share a room with him? |CH|
 - a. *disappointed*
 - b. excited
 - c. happy
 - d. both b and c
4. Which of the following is Gregory’s **opinion**? |FO|
 - a. “There was another bed in the room.”
 - b. “Even the wall across the back was concrete.”
 - c. “‘He thinks no one is important but him.’”
 - d. “He could hear Uncle Max playing guitar, and he kicked the gate.”



Teamwork

Timing Goal:
40 minutes

Teacher Procedures
for Teamwork vary with
strategy instruction.

Preparation: Write the
Team Talk Extender on
the board.

Partner Reading **TP**

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

pages 11–13 aloud with partners.

pages 14–16 silently.

- ▶ If some partners finish reading ahead of their teammates, have them take turns rereading the page designated for fluency practice (see Team Practice).

Team Discussion **TP**

- ▶ Randomly assign Team Leaders.
- ▶ Explain, or have Team Leaders review if necessary, the Team Discussion routines for strategy use and turn-taking before the teams begin their discussions. **SR**
- ▶ Have the students write answers to the questions following discussion.
- ▶ If some teams finish ahead of others, have them preview and begin discussing the Team Talk Extender.

Class Discussion **TP**

- ▶ Use Numbered Heads to review and celebrate the Team Discussions.
- ▶ Introduce the Team Talk Extender for class discussion.

Team Talk Extender

Do you think Gregory is selfish because he doesn't want to share a room with Uncle Max? Explain. |CH|



Timing Goal:
10 minutes

Team Practice

Vocabulary TP

- ▶ Explain, or have Team Leaders review if necessary, the directions for vocabulary practice before having the students begin the activity. **SR**
- ▶ Follow up vocabulary practice by checking team consensus or individual Meaningful Sentences.

Student Edition,
page 3

Cloze Practice

shy	whisper	wooden	evening
bunches	spread	bragging	puzzled

Aaron liked 1 that his ghost stories were the best. So, that 2 , Aaron and Harvey decided it was a great time to tell scary stories in the dark. Aaron began slowly and quietly, speaking only in a 3 . He told Harvey the story of the evil man who had a(n) 4 hand made from the pine trees near their homes.

1. *bragging* 2. *evening* 3. *whisper* 4. *wooden*

Fluency TP

- ▶ Explain, or have Team Leaders review if necessary, the routine and rubric for fluency before reading: **SR**

Page 13

- ▶ Assign individual fluency goals as needed, monitor practicing, and assign scores.

Student Edition,
page 2



Adventures in Writing

Timing Goal:
15 minutes

Planning **TP**

- ▶ Introduce the activity.

This week we are reading a story about a boy who loves to draw. What do you like to do in your spare time? (Use Think-Pair-Share to have the students respond.) For Adventures in Writing, you will write a paragraph about your favorite hobby and why it is your favorite.

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

Student Edition,
page 2

Writing Prompt

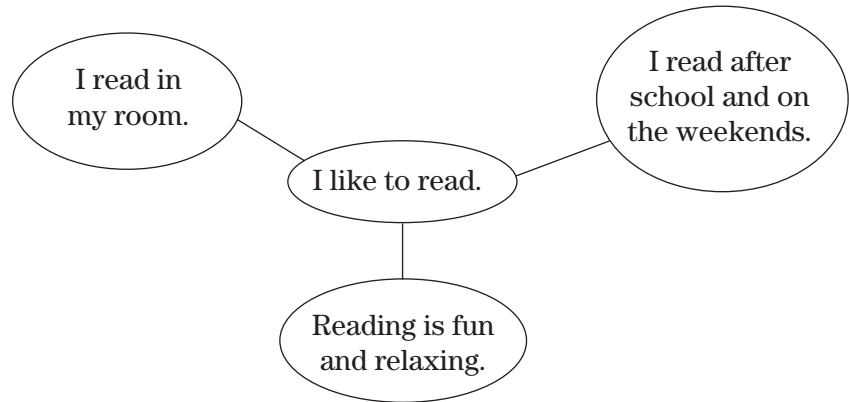
Gregory's favorite hobby is art. What is your favorite hobby? Do you like to dance? Do you like playing sports? Do you like to read? Write a paragraph about your favorite hobby. Include a topic sentence telling your favorite hobby. As you continue to write your paragraph, answer these three questions: When do you spend time on your hobby? Where do you practice your hobby? Why is this hobby your favorite? Make sure that your ideas are in complete sentences.

Scoring Guide

A topic sentence that tells the hobby	15 points
Answers each of the three questions	25 points for each item (75 points maximum)
Ideas in complete sentences	10 points

- ▶ Continue the procedures for planning, including modeling how to complete a graphic organizer.

Sample Graphic Organizer



Day 2



Active Instruction

Timing Goal:
25 minutes

Set the Stage

- ▶ Present and carry out a Two-Minute Edit to start the class.
- ▶ Remind the students of the text, author, and reading goal.

Review Vocabulary **TP**

- ▶ Review vocabulary word pronunciations using My Turn, Your Turn.
- ▶ Have the teams review the vocabulary words. **SR**
- ▶ Follow up the team review using Numbered Heads.
- ▶ Open the Vocabulary Vault, and celebrate the students' words.

Build Background **TP**

- ▶ Have the students work in teams to retell what has happened in the story up to this point—the main events in the plot. Use Numbered Heads to review these ideas with the class. Model this if necessary.
- ▶ If appropriate, use Think-Pair-Share to have the students make predictions at this point in the story. Have the students give evidence from the text to support their predictions. Model this if necessary.
- ▶ Ask the students if they can think of a good question about the story to ask at this point in their reading. Allow volunteers to pose their questions to the class. Model these questions if necessary; an example follows.

*Do you think Gregory will like sharing a room with Uncle Max?
Why or why not?*

- ▶ If appropriate, use Think-Pair-Share to have the students make predictions about the story. Have the students give evidence from the text to support their predictions.

Listening Comprehension

- ▶ Read from page 17 through the second complete paragraph on page 18. Use a Think Aloud to model identifying what Gregory's actions tell you about him.

Gregory does not want Uncle Max to go with him to his new school. In fact, Gregory doesn't want anyone to go to the school with him. Gregory says that he'd rather go alone. He says that he has started a new school before, so he can start another one again. This tells me that Gregory is sure of himself and doesn't mind being alone.

Teacher Procedures
vary with strategy
instruction.

Active Instruction
continued

- ▶ Continue reading though page 20. Point out what Gregory says and does when he returns home from school. Use Think-Pair-Share to have the students identify how Gregory feels about his uncle’s posters.

When Gregory returns from school, he sees that his uncle put posters over the pictures in their room. Gregory yells at Uncle Max and tells him that he doesn’t like the posters. What does that tell you about how Gregory feels? (Use Think-Pair-Share to check responses.) [Gregory is angry and disappointed. He doesn’t like Uncle Max’s pictures.]

- ▶ Read pages 21–22, stopping to ask questions, make points, or focus the students’ attention as needed.
- ▶ Preview the Team Talk questions with the class. Tell the students that they will write the answers to Questions #2 and #3 independently.

Student Edition,
page 4

Team Talk

1. What do Ivy and Gregory have in common? |CC|
 - a. They are both new in class.
 - b. They both dislike school.
 - c. They are both very loud.
 - d. *They both like art.*
2. Why do you think Gregory likes the burned building better than his room at home? (Write) |CH • CC|

[Gregory likes the burned building better than his room at home because he thinks the burned building belongs to him. He thinks his room really belongs to his uncle.]
3. In one sentence, summarize what Gregory discovers in the burned building. (Write) |SU|

[(Answers may vary.) Gregory discovers many pieces of chalk in the burned building.]
4. How can you tell that Gregory’s mother is not interested in Gregory’s art? |DC|

[(Accept supported answers.) I can tell that Gregory’s mother is not interested in Gregory’s art because she does not look at it when Gregory asks her. She says that she will look at his pictures another time.]



Teamwork

Timing Goal:
40 minutes

Teacher Procedures
for Teamwork vary with
strategy instruction.

Partner Reading **TP**

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

pages 23–25 aloud with partners.

pages 26–28 silently.

- ▶ If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for fluency practice (see Team Practice). Use this additional opportunity to score fluency.

Team Discussion **TP**

- ▶ Explain, or have Team Leaders review if necessary, the Team Discussion routines for strategy use and turn-taking before the teams begin their discussions. **SR**
- ▶ Have the students write answers to the questions following discussion.
- ▶ If some teams finish ahead of others, have them preview and begin discussing the Team Talk Extender.

Preparation: Write the
Team Talk Extender on
the board.

Class Discussion **TP**

- ▶ Use Numbered Heads to review and celebrate the Team Discussions.
- ▶ Introduce the Team Talk Extender for class discussion.

Team Talk Extender

Gregory does not get along with Uncle Max. If you were Gregory, what would you do to make your relationship with Uncle Max better?



Team Practice

Timing Goal:
10 minutes

Vocabulary **TP**

- ▶ Explain, or have Team Leaders review if necessary, the directions for vocabulary practice before having the students begin the activity. **SR**

Team Practice
continued

Student Edition,
page 4

- ▶ Follow up vocabulary practice by checking team consensus or individual Meaningful Sentences.

Cloze Practice

shy	whisper	wooden	evening
bunches	spread	bragging	puzzled

Sarah was a 1 girl who always sat quietly in the back of the class. But yesterday was different. When a problem about where to put the flowers 2 everyone, Sarah thought of a great solution. “Instead of keeping the flowers in 3 , we should separate them and 4 them throughout the classroom,” she said.

1. *shy* 2. *puzzled* 3. *bunches* 4. *spread*

Fluency TP

- ▶ Explain, or have Team Leaders review if necessary, the routine and rubric for fluency before reading: **SR**

Page 13 or 27

- ▶ Assign individual fluency goals as needed, monitor practicing, and assign scores.

Student Edition,
page 2

Timing Goal:
15 minutes

Adventures in Writing



Drafting TP

- ▶ Begin the activity by reviewing the prompt and scoring guide.
- ▶ Explain that the students should write their drafts today.

Today you will write drafts of your letters. Make sure you include all of the things you want in your drafts.

- ▶ Follow procedures to help the students write first drafts using their graphic organizers.
- ▶ Celebrate by having the students share their drafts with partners and asking one or two to share with the whole class.

Day 3

Timing Goal:
25 minutes

Active Instruction



Set the Stage

- ▶ Present and carry out a Two-Minute Edit to start the class.
- ▶ Remind the students of the text, author, and reading goal.

Review Vocabulary **TP**

- ▶ Review vocabulary word pronunciations using My Turn, Your Turn. (Optional)
- ▶ Have the teams review the vocabulary words. **SR**
- ▶ Follow up the team review using Numbered Heads.
- ▶ Open the Vocabulary Vault, and celebrate the students' words.

Build Background **TP**

- ▶ Have the students work in teams to retell what has happened in the story up to this point—the main events in the plot. Use Numbered Heads to review these ideas with the class. Model this if necessary.
- ▶ If appropriate, use Think-Pair-Share to have the students make predictions at this point in the story. Have the students give evidence from the text to support their predictions. Model this if necessary.
- ▶ Ask the students if they can think of a good question about the story to ask at this point in their reading. Allow volunteers to pose their questions to the class. Model these questions if necessary; an example follows.

Will Gregory invite Ivy to see the burned building? Why or why not?

Listening Comprehension

- ▶ Read pages 29–30. Use Think-Pair-Share to have the students predict, with evidence, which artist Ivy thinks is better.

Teacher Procedures
vary with strategy
instruction.

• • • • •
Active Instruction
 continued

- ▶ Read pages 31–34. Review what you already know about Gregory. [*Gregory doesn't mind being alone. Gregory is sure of himself.*] Use a Think Aloud to model identifying how Gregory feels about fitting in.

I learned that Gregory doesn't mind being alone. I also learned that he is sure of himself. He wanted to go to school without anyone's help. As I read now, I think that while Gregory doesn't mind being by himself, he isn't as sure of himself as I had thought. He worries about what the other kids at school think about him. He worries if he will ever fit in.

- ▶ Preview the Team Talk questions with the class. Explain that Question #1 asks them to tell what Gregory thought of Mr. Hiller's talk about gardens. Also tell the students that they will write the answers to Questions #1 and #3 independently.

• • • • • ▶
Student Edition,
 page 5

Team Talk

1. Describe how Gregory felt after Mr. Hiller talked about gardens. How can you tell? (Write) |CH|
[Gregory was excited about planting his own garden. I know this because when Gregory returned home from school, he told his mother that he wanted to have a garden.]
2. Which of the following questions are answered on page 36? |QU|
 - a. What does Mr. Hiller talk about?
 - b. What does Gregory's father think about planting a garden?
 - c. What kind of radishes can you grow in a garden?
 - d. both a and c
3. What problem did Gregory have when he wanted to plant a garden? How did he solve his problem? (Write) |PS|
[Gregory's problem was that he wanted have a garden but he had no place to plant one. Most of the neighborhood was built from concrete. He solved his problem by drawing a head of lettuce on the wall of the burned building. He drew his own garden.]
4. Gregory does not want any seeds because— |CE|
 - a. his mother already gave him seeds.
 - b. he has nowhere to plant them.
 - c. he doesn't like vegetables.
 - d. he wants Ivy to have his seeds.



Teamwork

Timing Goal:
40 minutes

Teacher Procedures
for Teamwork vary with
strategy instruction.

Preparation: Write the
Team Talk Extender on
the board.

Partner Reading **TP**

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

pages 35–37 aloud with partners.

pages 38–40 silently.

- ▶ If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for fluency practice (see Team Practice). Use this additional opportunity to score fluency.

Team Discussion **TP**

- ▶ Explain, or have Team Leaders review if necessary, the Team Discussion routines for strategy use and turn-taking before the teams begin their discussions. **SR**
- ▶ Have the students write answers to the questions following discussion.
- ▶ If some teams finish ahead of others, have them preview and begin discussing the Team Talk Extender.

Class Discussion **TP**

- ▶ Use Numbered Heads to review and to celebrate the Team Discussions.
- ▶ Introduce the Team Talk Extender for class discussion.

Team Talk Extender

What would you add to Gregory's garden? Why?



Team Practice

Timing Goal:
10 minutes

Vocabulary **TP**

- ▶ Explain, or have Team Leaders review if necessary, the directions for vocabulary practice before having the students begin the activity. **SR**
- ▶ Follow up vocabulary practice by checking team consensus or individual Meaningful Sentences.

Student Edition,
page 5

Cloze Practice

shy	whisper	wooden	evening
bunches	spread	bragging	puzzled

The mouse crept across the floor softly, with only a(n) 1. He thought that if he waited until 2, the house would be too dark for the cat to see him. As he raced through the kitchen, he heard a low growl behind him. He noticed the cat looking down at him. 3, the little mouse said, "I don't understand! Isn't it too dark for you to see me?" The cat replied, 4 as usual, "Cats are the best at seeing at night!"

1. *whisper* 2. *evening* 3. *puzzled* 4. *bragging*

Fluency **TP**

- ▶ Explain, or have Team Leaders review if necessary, the routine and rubric for fluency before reading: **SR**

Pages 13, 27, or 36

- ▶ Assign individual fluency goals as needed, monitor practicing, and assign scores.

Student Edition,
page 2

Timing Goal:
15 minutes

Adventures in Writing



Sharing, Responding, and Revising **TP**

- ▶ Briefly review the prompt and scoring guide.
- ▶ Explain, or review and model if necessary, the partner routine for Sharing, Responding, and Revising. **SR**
- ▶ Complete the procedures for the activity.

Day 4

Timing Goal:
25 minutes

Active Instruction



Set the Stage

- ▶ Present and carry out a Two-Minute Edit to start the class.
- ▶ Remind the students of the text, author, and reading goal.

Review Vocabulary **TP**

- ▶ Review vocabulary word pronunciations using My Turn, Your Turn. (Optional)
- ▶ Have the teams review the vocabulary words. **SR**
- ▶ Follow up the team review using Numbered Heads.
- ▶ Open the Vocabulary Vault, and celebrate the students' words.

Build Background **TP**

- ▶ Have the students work in teams to retell what has happened in the story up to this point—the main events in the plot. Use Numbered Heads to review these ideas with the class. Model this if necessary.
- ▶ If appropriate, use Think-Pair-Share to have the students make predictions at this point in the story. Have the students give evidence from the text to support their predictions. Model this if necessary.
- ▶ Ask the students if they can think of a good question about the story to ask at this point in their reading. Allow volunteers to pose their questions to the class. Model these questions if necessary; an example follows.

What other things will Gregory put in his garden?

Listening Comprehension

- ▶ Read pages 41–42. Use Numbered Heads to have the students describe the actions that Gregory takes that further prove he is creative.

Earlier this week, we learned that Gregory is very creative. What else does Gregory do to show that he is creative? (Allow the students time to discuss this in teams. Use Numbered Heads to check responses.) [Even though Gregory doesn't have a backyard to plant a garden, he makes a garden of his own in the burned building. He draws rows of vegetables, sunflowers, and sweet peas on the wall.]

Teacher Procedures
vary with strategy
instruction.

Active Instruction
continued

Student Edition,
page 6

- ▶ Preview the Team Talk questions with the class. Explain that Question #2 asks them to tell what they know about Gregory's feelings. Also tell the students that they will write the answers to Questions #2 and #3 independently.

Team Talk

1. The other kids stop by the burned building to—
 - a. help Gregory draw his garden.
 - b. take pictures of Gregory's garden.
 - c. *see if Gregory really has a garden.*
 - d. none of the above
2. Gregory says that he doesn't care what the other kids think. Do you think he means it? Support your answer. (Write) |CH|
[(Accept supported answers.) No. I don't think Gregory means it. I can tell because, after the kids tell Gregory that his garden is not real, Gregory is sad. He can't eat and even feels sick. The other kids hurt his feelings.]
3. Explain why Ivy gives Gregory her paints. (Write) |CE|
[Ivy gives Gregory her paints because she thinks he deserves them more than she does. She thinks that Gregory is the best artist in the class.]
4. Which of the following happens **after** Ivy tells the class about Gregory's garden? |SQ|
 - a. *Miss Perry wants to see Gregory's artwork.*
 - b. Gregory's parents want Gregory to take art lessons.
 - c. The kids don't want to talk to Gregory.
 - d. Everyone wants to draw his or her own gardens.

Timing Goal:
40 minutes

Teamwork



Partner Reading **TP**

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

pages 47–50 aloud with partners.

pages 51–55 silently.

- ▶ If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for fluency practice (see Team Practice). Use this additional opportunity to score fluency.

Teacher Procedures
for Teamwork vary with
strategy instruction.

Teamwork
continued

Preparation: Write the Team Talk Extender on the board.

Team Discussion TP

- ▶ Explain, or have Team Leaders review if necessary, the Team Discussion routines for strategy use and turn-taking before the teams begin their discussions. **SR**
- ▶ Have the students write answers to the questions following discussion.
- ▶ If some teams finish ahead of others, have them preview and begin discussing the Team Talk Extender.

Class Discussion TP

- ▶ Use Numbered Heads to review and celebrate the Team Discussions.
- ▶ Introduce the Team Talk Extender for class discussion.

Team Talk Extender

How would the story be different if Ivy didn't tell Miss Perry and the class about Gregory's garden?



Timing Goal:
10 minutes

Team Practice

Vocabulary TP

- ▶ Explain, or have Team Leaders review if necessary, the directions for vocabulary practice before having the students begin the activity. **SR**
- ▶ Follow up vocabulary practice by checking team consensus or individual Meaningful Sentences.

Team Practice
continued

Student Edition,
page 6

Cloze Practice

shy	whisper	wooden	evening
bunches	spread	bragging	puzzled

1. The wind blew so softly through the trees, it sounded like a *whisper*.
2. Bats like the dark, so they only fly in the *evening*.
3. Daevon became *puzzled* when he saw that his shoes were untied after he had just tied them.
4. The *wooden* rocking horse had a mane and tail made from real horse hair.
5. Fiona liked to collect things, so she kept *bunches* of newspaper articles under her bed.
6. Carlos was upset because Maria kept *bragging* about how many toys she received on her birthday.
7. The *shy* little girl hid behind her mother's leg.
8. After the bird ate the breadcrumbs on the ground, it *spread* its wings and flew away.

Fluency TP

- ▶ Explain, or have Team Leaders review if necessary, the routine and rubric for fluency before reading: **SR**

Page 13, 27, 36, or 50

- ▶ Assign individual fluency goals as needed, monitor practicing, and assign scores.

Student Edition,
page 2

Adventures in Writing



Rewriting TP

- ▶ Review the scoring guide if necessary.
- ▶ Have the students rewrite their drafts to incorporate their revisions.
- ▶ Celebrate by having the students share their writing with partners and asking one or two to share with the whole class.

Day 5

Timing Goal:
20 minutes

Active Instruction



Set the Stage

- ▶ Tell the students that their reading test today includes questions from the text and vocabulary items.
- ▶ Remind the students that their scores on this test will contribute to their team scores.

Build Background

- ▶ Have the students work in teams to review the story elements from the reading on Days 1–4 and to put these into a Story Map. Model this if necessary.
- ▶ Use Numbered Heads to review these elements with the class.
- ▶ Introduce the section of the text the students will read for their test. Tell what it is about but do not give additional information or details.

In yesterday's reading, Ivy told everyone in class about Gregory's garden. Today, we will find out what everyone thinks about Gregory's garden.

Prepare the Students for the Test

- ▶ Distribute the test and preview it with the students without providing information about the answers.
- ▶ Make sure that the 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 the students to add any relevant events from this reading to their Story Maps and to do so without assistance.
- ▶ Remind the students that they have 20 minutes for the test.



Timing Goal:
20 minutes

Test

- ▶ Allow the students to begin.
- ▶ Help the students monitor their timing by indicating once or twice how much time remains.
- ▶ As the students work, check their journals for entries of vocabulary page numbers.
- ▶ When the students are finished, collect the test answers, but have the students retain the test questions.



Timing Goal:
30 minutes

Teamwork

Team Discussion **TP**

- ▶ Modify the procedures for Team Discussion to have the students discuss independent strategy and answers to the test. **SR**
- ▶ In addition, have the students share information they added to their Story Maps.

Class Discussion **TP**

- ▶ Use Numbered Heads to review and celebrate the Team Discussions.
- ▶ Open the Vocabulary Vault, and celebrate the students' words.

Teacher Procedures
for Teamwork vary with
strategy instruction.



Timing Goal:
20 minutes

Book Club

- ▶ Have the students share their reading selections through activities of their choosing.
- ▶ Celebrate each student's selection and activity.



Test

Student Test

Story Questions

Read pages 56–59 of *The Chalk Box Kid*, and answer the following questions.

1. Do you think Gregory is proud of his art? Explain. |CH|
[(Accept supported answers.) Yes. I think Gregory is very proud of his art. He hangs his pictures on the wall of his new room so people can see them.]
2. Gregory likes the burned building because—
 - a. he thinks the building is exciting.
 - b. the other kids hang out there.
 - c. *he feels as though it belongs to him.*
 - d. he collects chalk there.
3. Does Ivy like Gregory's art? How can you tell? |DC|
[Yes. Ivy likes Gregory's art a lot. I can tell because she thinks that the paints she wins should really belong to Gregory. She thinks Gregory is the better artist.]
4. Gregory's parents are interested in his garden **after**— |SQ|
 - a. Gregory asks them to look in the burned building.
 - b. *Mr. Hiller tells them they should be proud of Gregory.*
 - c. the kids cheer for Gregory.
 - d. they see Gregory cleaning the burned building.
5. Explain how things are different at school for Gregory now that the other kids have seen his garden. |CC|
[In the beginning, the kids were not nice to Gregory. They thought that he bragged a lot. Now that they have seen his garden, the other kids are friendly to Gregory.]
6. How can you tell that Gregory doesn't mind sharing his work? |CH • DC|
[I can tell that Gregory doesn't mind sharing his work because he asks Ivy if she wants to help him draw a fountain on the wall. He wants to share his burned building with Ivy.]

Test
continued

Vocabulary Items

Number your paper from 1 to 8. Read the sentences below. Pick the word that fits best in each blank. Write your answers next to the matching numbers on your paper.

shy	whisper	wooden	evening
bunches	spread	bragging	puzzled

1. Katrina enjoyed *bragging* about her father's expensive new car.
2. Suko was so *shy* that she never raised her hand to answer questions in class.
3. The baby was wrapped in *bunches* of blankets to keep warm.
4. When the wind blew, it *spread* the leaves all over the backyard.
5. Remember to speak only in a *whisper* when you are in the library.
6. The rotted *wooden* bridge looked like it was too dangerous to cross.
7. The school janitor was *puzzled* when his key would not open the classroom door.
8. I saw many stars when I looked through my telescope yesterday *evening*.

“Close your eyes, Jimmy.” Jimmy jumped around the room and couldn’t hide his smile. It was his twelfth birthday and his mother promised him something special. “Okay, Jimmy. Open your eyes.” In front of Jimmy sat the cutest beagle puppy he had ever seen. “Wow! Thanks, Mom!” Jimmy shouted. “This is the best present ever!” Jimmy hugged his mom tightly and then took the puppy outside to play.

