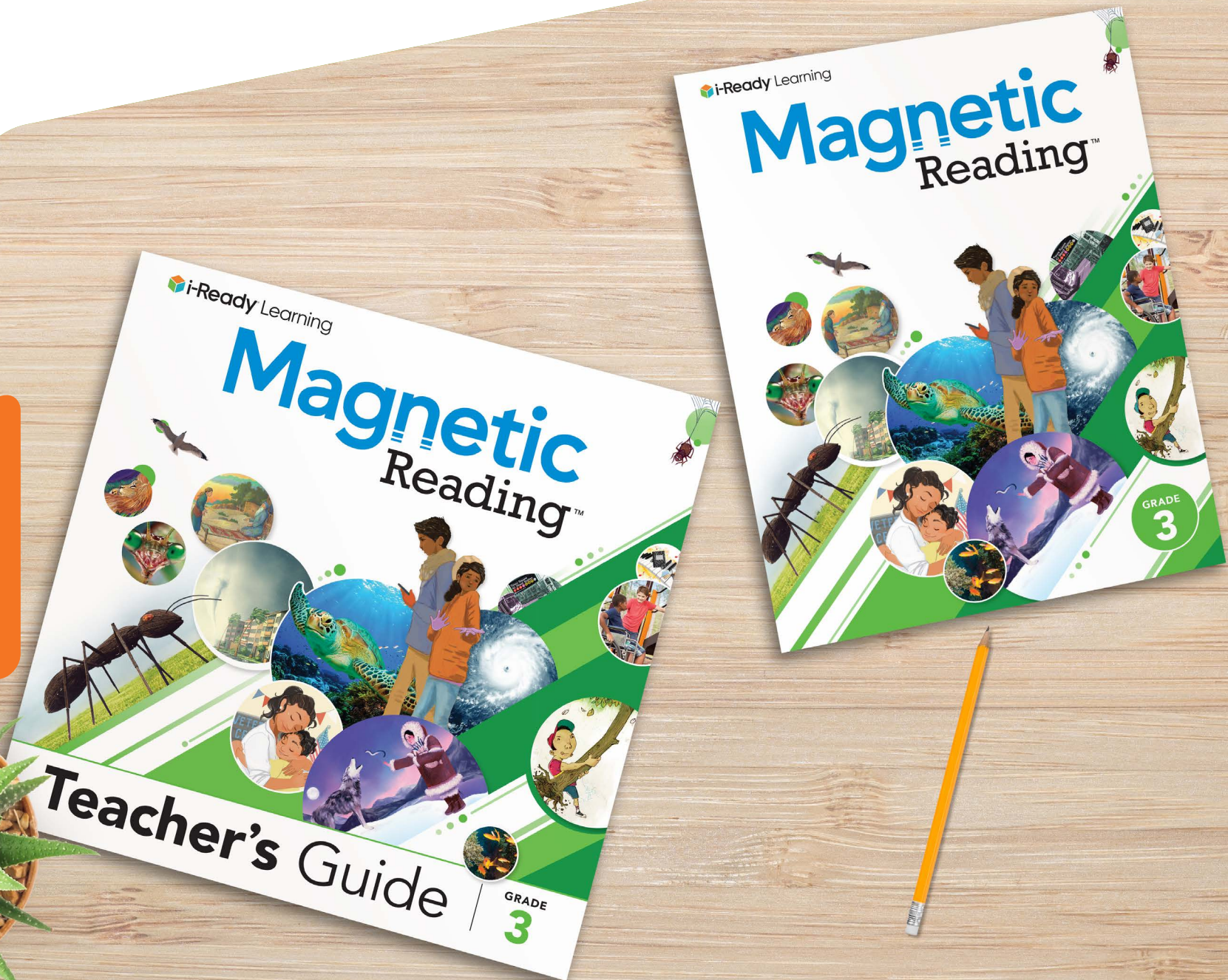


i-Ready Learning

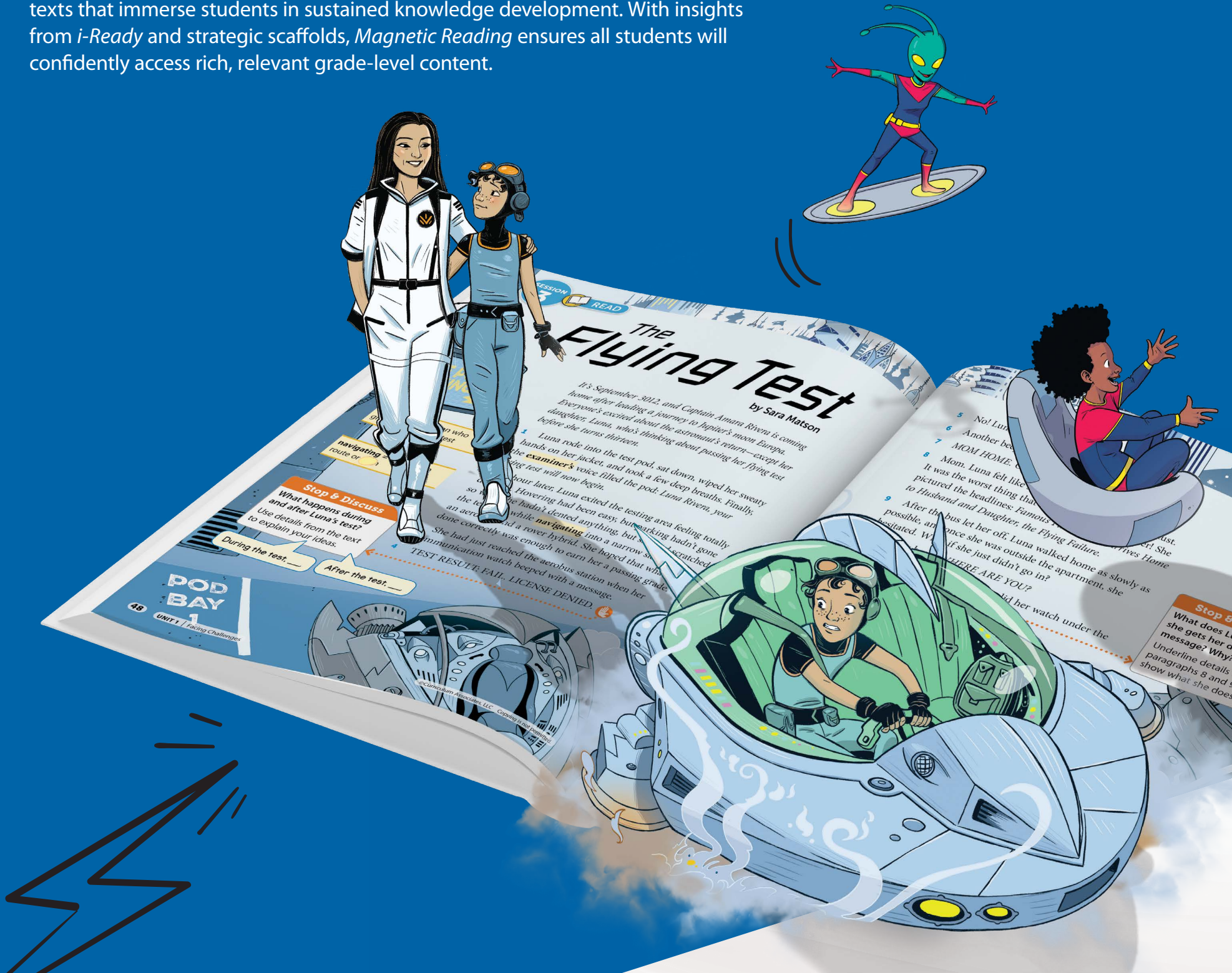
Magnetic Reading™

Grade 3 Sampler



What makes this program so magnetic?

Magnetic Reading is a reading comprehension series that draws all students to the center of learning. The program presents compelling, culturally relevant texts that immerse students in sustained knowledge development. With insights from *i-Ready* and strategic scaffolds, *Magnetic Reading* ensures all students will confidently access rich, relevant grade-level content.



What's in This Sampler?

This sampler provides a high-level overview of *Magnetic Reading*. In addition, it contains a complete sample of both the Teacher's Guide and the Student Book for Unit 1, Lesson 4.

Program Overview. 2

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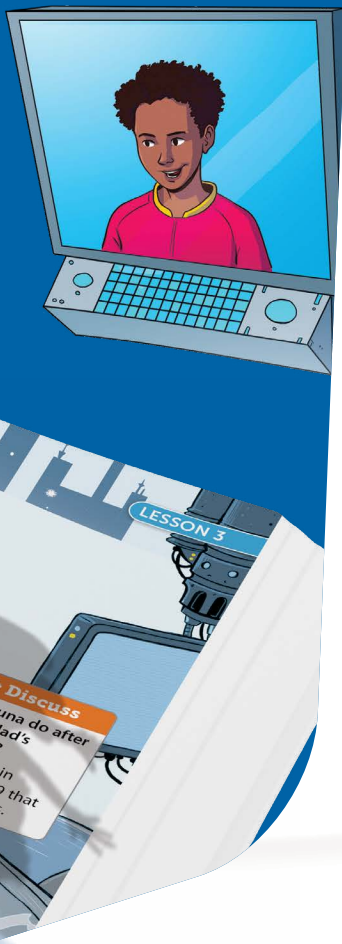
Program Components. 20

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Teacher's Guide Sample. 48



Program Overview

The Pillars of *Magnetic Reading's* Instructional Design



Knowledge-Rich Learning

A content-rich curriculum encourages students to build a store of knowledge and vocabulary they can activate when reading future texts.

Rainforest's Hidden Cities
Bryn Hulick

forests of northern Guatemala hide a secret: of ancient cities stretch across the forest floor. mids, palaces, and roads built more than a thousand ago tell the story of a large **empire** that once spread across Central America and Mexico. Some of the tallest trees. But thick forest has hidden the past.

ruins = wh...
empire = ...



Culturally and Linguistically Responsive Pedagogy

Culturally and Linguistically Responsive teaching and texts validate and affirm diverse backgrounds and perspectives so all students may see themselves as part of a rich, thriving community of cultures and ideas.

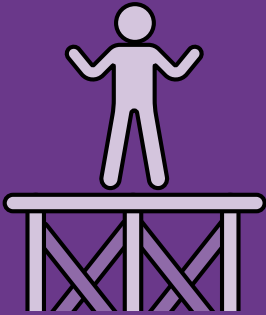
SESSION 5 READ **LESSON 12**
A Storm on the Horizon
by Odia Wood-Krueger

SESSION 5 READ **LESSON 4**
The Hula-Hoopin' Queen
PART 3
by Thelma Lynne Godin • Illustrated by Vanessa Brantley-Newton

- 1 In the kitchen I set a chocolate doughnut on a pretty plate. I add whipped cream and strawberries. As I carry the doughnut cake to Miz Adeline, Mama starts singing "Happy Birthday," and everyone joins in.
- 2 "Why, this is just about perfect," Miz Adeline says, taking a bite of her doughnut birthday cake. "Now, Kameeka, did you say you were hoopin'? When I was a girl, I was the best Hula-Hooper on this block."
- 3 "Adeline, don't you start that nonsense," Miss Evelyn says. "You know very well I was the best."
- 4 "Baby girl, why don't you bring some hoops on in here and let me show this old girl what she forgot."
- 5 My eyes find Mama's. She shakes her head. But Miz Adeline's already pushing back chairs to make room. Then she slips a hoop over her head.
- 6 And right then I know. Miz Adeline's

Takoja = grandchild
bluff = a hill with sharp slope

LESSON 12 | On the Move 233



Scaffolds to Support Learner Variability

Built on the principles of the Universal Design for Learning, *Magnetic Reading* opens access for all students to engage with high-quality, grade-level texts.

Supporting Students to Read Complex Texts

The ability to read and analyze complex texts is key to students' success in the classroom and beyond. *Magnetic Reading* supports students to read more so they become informed readers capable of recognizing others' perspectives and enriching their own.

- Scaffolds woven throughout reading sessions support students to engage with grade-level texts.
- Scaffolds during practice sessions support students to unpack the text's ideas, structure, and perspectives to arrive at a deeper understanding.

LESSON 3

Support Reading

- Have students read paragraphs 5-11.
- **CHECK IN** Students understand that the reference to eating "a pound of moon dust" describes how Luna feels.

HELP & GO: Language

- Read paragraph 8 aloud. **Ask**, How do you think it would feel to eat "a pound of moon dust"? Point out that emotions are connected to physical feelings. **Ask**, What emotions have you had that make your stomach feel like this?

Stop & Discuss

- Have students **Turn and Talk** to complete the **Stop & Discuss**.
- **LOOK FOR** Students underline that Luna imagines headlines, walks slowly, and hesitates; she doesn't want to tell her parents she failed.

HELP & GO: Comprehension

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Data to Inform Instruction

i-Ready lesson-level data and reporting give teachers valuable strategies for individual students, groups, and impactful pairings.

Unit 1: Lesson 1: Clever Thinking

Text Scaffolding

Use this area to have all students read grade-level texts during Sessions 1, 3, and 5 of this lesson.

Focus Question:

How do story characters use their wits to solve problems?

Knowledge Building:

Lesson texts build knowledge about:

- How characters use clever thinking to solve problems
- How folktales and fables often include trickster characters who deceive other characters to get what they want

Text	Background Knowledge Demands	Lexile® Text Measure
<i>Bear and Turtle Have a Race</i>	View	540L
<i>Howling Up the Moon</i>	View	540L
<i>Ants Live Everywhere</i>	View	490L

Reading Buddies

(Students Included/Total)

Paired Reading Teach



16 Students 3 S

All Reading Bud

Skill Scaffolding

Consider using these resources ahead of teaching the comprehension skill in Sessions 2 and 4 of the lesson.

Focus Standard:

RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures.

Ready to Go

11 Student

Students are ready to recount key e

✓ Ready to Go

The Mohawk People

This story is a Mohawk fable.

- The Mohawk people originally lived in the area that is now known as New York state. Most of them left to go live in Canada more than 300 years ago.

- The Mohawk Nation was one of six Native-American groups that formed a larger group known as the Iroquois. These separate groups agreed to work together to help each other. This idea was a model for the United States, where separate states work together to form a nation.

It is important to share their traditions. They teach their children about Mohawk life and traditions.



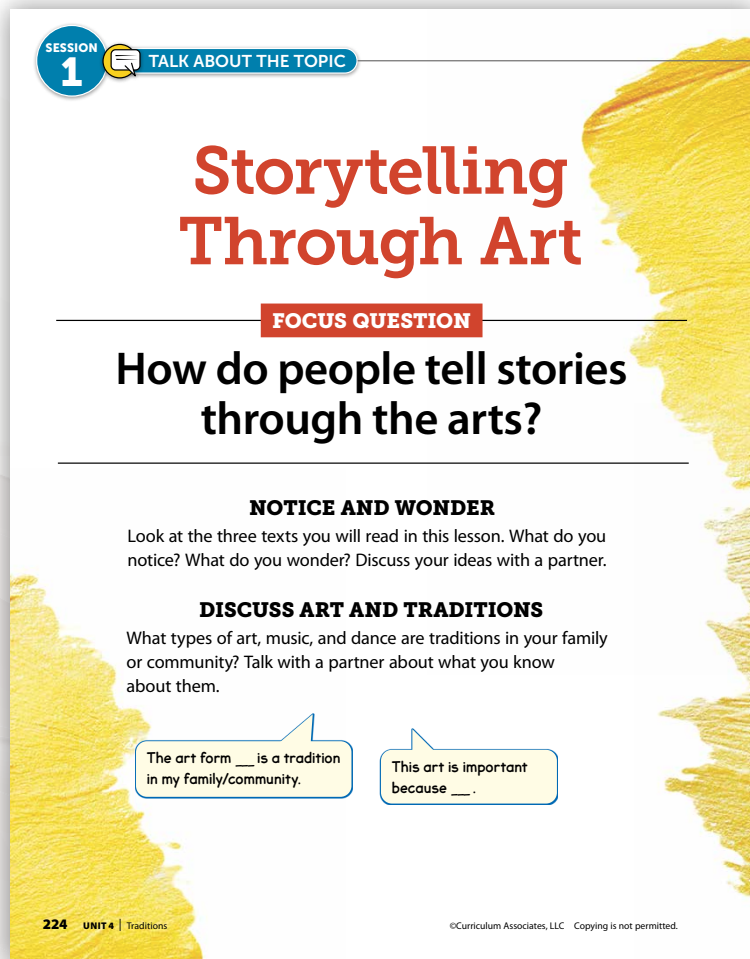
Display



Pillar 1: Knowledge-Rich Learning

Drawing Together Ideas to Build Knowledge

All texts in *Magnetic Reading* build systematically so students create stores of knowledge that open doors to deeper learning, exploration, and knowledge.



Continuous Knowledge Development

Focus Questions guide knowledge building throughout each lesson and provide an overarching anchor question from text to text.

Building Knowledge across Content Areas

Texts include content from a wide range of topics including social studies, science, and the arts.

SESSION 3 READ



Follow Those Whales!

by Mary Lindeen

graceful = moving smoothly and easily


Stop & Discuss
Why is tracking helpful to scientists who study whales?
Discuss the details from the text that support your response.

Tracking helps scientists learn ____
They use that information to ____

- Whales are amazing creatures. They are beautiful and **graceful**, and they are a necessary part of the ocean's food web. Without whales, entire ocean habitats could be in trouble.
- Scientists like Grace Russell study whales to learn how to protect them. One way to do this is to follow the whales as they move around the ocean. This is called tracking. Tracking can help scientists know what whales need to survive. It tells them where whales go to eat, escape danger, have babies, and more. Scientists can track whales from land, from the water, or from the air.

140 UNIT 2 | Ocean Survival ©Curriculum Associates, LLC Copying is not permitted.

SESSION 5 READ



Saving Sea Turtles


by Zeke Shepherd

Sea turtles have called "the law of the ocean."

clever = useful

role = job


- A sea turtle swims underwater. It is looking for food. Suddenly, a fishing boat passes. It is dragging a net. The people on board are fishing for shrimp, but their net accidentally captures the turtle, too. The sea turtle can't breathe underwater. It will drown if it can't get to the surface. It's a good thing the net has a turtle excluder device (TED). This **clever** piece of equipment has bars that stop the turtle from going too far inside the net. The device also has an escape hatch. The turtle finds the opening and swims to freedom.
- Sea turtles play an important **role** in the ocean. Some sea turtles munch on seagrass. They keep it trimmed and healthy. Other sea turtles eat ocean animals called sponges. This prevents sponges from taking over coral reefs and forcing other creatures out. Many animals depend on seagrass and coral reef habitats. Sea turtles' actions help these animals survive.



The bars turtles find net and escape

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SESSION 1 READ



The Cherry Blossoms of High Street Part 1

by Nandini Bajpai

Bhaiya = older brother

Stop & Discuss
Why is Jiya upset?
Discuss with a partner.

- My older brother was waiting for me when I got off the bus, like he did every day after school. But on our chilly walk home, something was different. The cherry blossom trees along our street had bright yellow tape tied around them, the loose ends flapping in the wind.
- "Samar **Bhaiya**," I said to my brother, "what's the tape for?"
- Samar made a whirring sound, like an electric saw. "The city marked the trees they're going to cut down," he said. "Then they're going to widen High Street."
- My heart pounded. "What? That's horrible!"
- "But look at the traffic, Jiya," he said, pointing at the long line of cars waiting at the stop light. "The bus takes forever. It'll be faster when the street has another lane."
- "Couldn't they widen a different road?"
- Samar shrugged. "It's not a big deal."
- But it was a big deal. Even in the winter, the trees on High Street stood graceful and tall, holding up their bare branches like friends waving hello. When we moved to Michigan from India, I missed my friends. I also missed the *kachnar* trees near our old home in Delhi. They were covered in pink flowers every spring. My first spring in Michigan, seeing the pink cherry blossoms made me feel better. They were so much like the *kachnar* flowers.

380 UNIT 6 | Artful Ideas ©Curriculum Associates, LLC Copying is not permitted.

Creating Compassionate Classrooms

Students build empathy and awareness while reading and discussing *Magnetic Reading's* rich and diverse fiction.

Research-Backed Partnership with Knowledge-Building Experts



Research suggests that reading proficiency is connected to students' prior knowledge, and a content-rich curriculum can improve student learning. We teamed up with the Johns Hopkins Institute for Education Policy to ensure that each *Magnetic Reading* unit comprised texts that effectively build knowledge in critical areas.

Integrating Vocabulary to Build Knowledge

Wide vocabulary leads to better reading comprehension. *Magnetic Reading* integrates word learning into reading, writing, and discussion.

SESSION 1 TALK ABOUT THE TOPIC

Exploring Extremes

FOCUS QUESTION

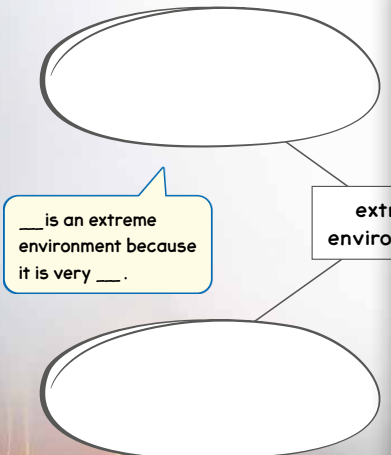
How and why do people explore extreme environments?

NOTICE AND WONDER

Look at the four texts you will read in this lesson. What do you notice? What do you wonder? Discuss your ideas with a partner.

CONCEPT WEB

What makes a place an *extreme* environment? Fill in the bubbles with words that describe extreme environments or examples of extreme environments.



New Words in Real-World Conversations

Magnetic Reading provides ample opportunities to learn new, conceptually connected words. Students experience multiple exposures across lessons and throughout each thematic unit. Students practice vocabulary through academic discussions and writing activities.

LESSON 9

Talk

Look back at the chart. Choose one word and discuss with your partner how the word is connected to volunteering.

The word ___ is connected to volunteering because volunteers ___.

Write

What do volunteers do? Why is their work important? Use two words from the chart in your response.

WRITING CHECKLIST

- I included details to support my response.
- I used two words from the chart.
- I used complete sentences.
- I used correct spelling, punctuation, and capitalization.

Good Reading Produces Good Writing

Students apply concept vocabulary through rigorous speaking and writing tasks.

CALLING ALL VOLUNTEERS

by Jacqueline Adams



Cleaning the beach helps protect ocean life.

leisure = free time

citizen = a person who lives in a town or city

Stop & Discuss

How do the students make their community better?

Underline details that explain what the students do.

1 One spring day, 1,300 students met at a beach in California. They had come from 15 different elementary schools. They didn't arrive in swimsuits, ready for a day of **leisure**, however. Instead, they pulled on rubber gloves and got ready to collect trash.

2 These kids had learned that trash is a huge problem for oceans. Fish and other animals can swallow the trash and get sick. Plus, a beach full of garbage is no fun for the people of the community. So, the students offered to help by volunteering to clean up the beach. They worked hard for hours, picking up large items like plastic bottles. They also searched through the sand for bottle caps, straws, and other tiny pieces of litter.

3 Like the students at the beach, many people want to find solutions to problems they see in their community. When people work on a problem together, they can make a big impact. The beach volunteers filled 23 garbage bags in just that one day! That's part of being a good **citizen**—helping to make your community a better place.

4 Good citizens care about the place where they live and the people who live there. When people help make their community a better place, they show respect for others and their community. For example, they don't toss trash on a beach.

Point-of-Use Support

Embedded definitions support fluent reading and allow students to access ideas.

Help & Go

Scaffolds guide students to use morphology and context clues to determine word meanings, building knowledge of domain-specific and Tier 2 words encountered broadly across content areas.

LESSON 6

3 Bicycle wheels aren't the only wheels people have redesigned. The Canadian Space Agency needed special wheels for a lunar rover. This vehicle would travel across the moon's uneven surface. The team's idea came from beanbag chairs, those cloth bags filled with small, round pieces of foam.

4 The beanbag wheels the team created are made of steel mesh on the outside. This weblike material can hold up in the extreme temperatures of the moon, which swing from -208°F to 250°F (-133°C to 121°C). Small pieces of plastic fill the rover's wheels, which are soft and mushy just like beanbag chairs. This sponginess helps the wheels roll smoothly across the moon's uneven surface. It also means that the wheels can easily climb over tall boulders without jolting the equipment inside the rover. There are no bounces or bumps.

5 The wheel is a very important invention that has been redesigned many times. The very first wheel, which was probably made of stone, would never have made it to the moon or even onto a bike. It's a good thing people have continued working on new versions of the wheel. Like these teams of inventors, someday you might redesign something to solve a "wheel"—make that a *real*—problem!

Beanbag-like wheels help a lunar rover travel over the moon's surface.

4 **Stop & Discuss** RI.4.3
Why does a lunar rover need special wheels? Support your response with details from the text.
The special wheels help the lunar rover _____.

LESSON 6 | Invention Upgrades 105

Support Reading

- Have students read paragraphs 3–5.
- CHECK IN** Students understand vocabulary that describes the moon.

HELP & GO: Vocabulary

- Direct students to paragraph 3. **Ask**, *Where is a lunar rover used? on the moon* What do you think lunar means? *related to the moon*
- Revisit paragraph 4. Point out that the temperature range -208°F to 250°F (-133°C to 121°C) helps explain what extreme temperatures means. **Ask**, *What is another way to describe extreme temperatures? very hot or very cold*
- Have students visualize the moon's uneven landscape and boulders. **Ask**, *What is the surface of the moon like? bumpy, lots of big rocks*
- Encourage students to identify cognates of unfamiliar words in their home language. The Spanish cognates *lunar*, *vehículo*, *extrema/o*, and *temperatura* may support understanding of words in these paragraphs. **EL**

Stop & Discuss

- Have partners complete **Stop & Discuss**.
- LISTEN FOR** Students explain why a lunar rover needs special wheels.

HELP & GO: Comprehension

- Using a cloth filled with beans or other small objects, show how a beanbag molds against an uneven surface. Discuss why this is useful.
- Ask**, *What might happen if the rover's wheels do not hold up in the heat or cold? They might melt or snap.*

Discuss the Whole Text

- Revisit the Focus Question with the class. **Ask**, *What technology did the two groups build on? How does each upgrade build on others' ideas?*
- Have students **Stand and Share** their responses. Record responses for students to reference later.





Pillar 2:

Culturally and Linguistically Responsive Pedagogy

SESSION 5 READ LESSON 9

Learning from Each Other

by John Hansen

- 1 It's a Saturday morning in Connecticut. Inside a school gym, both elementary school kids and teen mentors are laughing. They are moving to the fast beat of the music. The elementary kids are helping teach teens how to dance the salsa. These young people are part of a **program** where teen mentors teach elementary school kids English. At the same time, everyone shares their culture, such as music and dance from their homeland.
- 2 Teenager Gabriela Garcia-Perez leads the program. She got the idea after helping at an event for families who recently moved to Connecticut from Puerto Rico after Hurricane Maria. The destructive storm caused many people to leave their homes on the island. At the event, Gabriela led activities for the younger kids. The kids all spoke their native language, Spanish. They were new to Connecticut and to speaking English. "At the event, the idea of students coming in and not being able to speak the language really hit me at that moment," says Gabriela.
- 3 Gabriela herself is bilingual. Her parents immigrated to the United States from Colombia and Ecuador. Her family speaks both Spanish and English at home. Gabriela felt a connection to the kids. She wanted to help them feel welcome.

program = a planned set of activities

Gabriela started the program where teen mentors work with elementary school kids.

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Compelling Content That Draws Students into Reading

Magnetic Reading gives students the opportunity to:

✔ Bring themselves to the text culturally and linguistically

✔ Connect ideas from the texts to what they know and have experienced in their own lives

✔ Share their cultures and home languages, providing classmates with a window into the wide range of backgrounds and experiences with which they may be unfamiliar




Authentic Voices, Stories, and Perspectives

Informational and literary texts mirror many cultural backgrounds and experiences. Students share their cultures and home languages, providing other students with a window into cultures and experiences that may be unfamiliar. Students learn more about themselves, their classmates, and people they have yet to meet.

READ

Teen Inventor Captures the SUN

by Alice Cary



1 Wouldn't you love a good excuse to skip your chores? Not Kelly Charley. Living with her mother and sister on her grandparents' farm in Arizona, she willingly helped with many different tasks. One of her most important jobs was heating her family's home.

2 Most winter evenings at about five o'clock, Kelly went outside to chop wood and load the pieces into a wagon. She also filled a bucket with coal and then carried the wood and coal inside. It was hard but necessary work, because her family used this fuel to heat their home.

3 When Kelly was about to enter high school, she began to worry. The school was 90 minutes away from her home, making it too far to travel each day. She would need to board at school during the week. But who, she wondered, would bring in the fuel each evening while she was away? Not only were coal and wood heavy, but when supplies got low her family had to drive more than 100 miles to get more. She hated the idea of her grandparents having to take over her chores.

CONNECT IT

4 Even though finding heating fuel each day was a lot of work, Kelly's family had no choice. Their home, like one-third of the homes in the Navajo nation, doesn't have electricity. That means a lot of families face the problem of having to heat their homes with coal and wood.

5 The **labor** of collecting coal and wood every day wasn't the only problem that concerned Kelly. Burning coal and wood creates dust and smoke and can release harmful chemicals into the air. This pollution can cause breathing problems and lung damage. Kelly was worried about the physical **toll** this type of heating system would take on not only her family's health but also the Navajo community as a whole.



labor = hard physical work

toll = damage or cost

Stop & Discuss

Why was burning coal and wood both necessary and dangerous? Talk with a partner about its good and bad effects.

Navajo Nation

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LESSON 4

7 "I've got doughnuts for Miz Adeline's party," Mr. John calls out as he closes up the bakery.

8 "Miz Adeline's cake!" I shout.

9 My hoop **clatters** to the sidewalk. I grab it and the sugar, and race up the block. I can hear Jamara laughing behind me.

clatters = makes a loud rattling sound from hitting a hard object

10 By the time I reach our apartment, Mama is madder than a hornet. "Kameeka Hayes!" she scolds.

11 "I'm sorry, Mama. I saw Jamara and—"

12 "Girl, I don't want to hear that Hula-Hoopin' nonsense. It's too late now. Miz Adeline's already here. You take yourself on into the living room and explain to Miz Adeline why she won't have cake for her birthday."

13 "Hi, Miz Adeline," I say. "Happy birthday."


14 "Kameeka, come here, baby. Give me a kiss."

15 I come in close and kiss Miz Adeline's soft cheek. Then I whisper in her ear, "You don't really like cake much, do you?"

16 "Baby girl, you know I sure do love cake. Chocolate cake with strawberries and real whipped cream on top." I can't tell her about the cake just yet.

Stop & Discuss

How does Kameeka feel about telling Miz Adeline that there is no cake? Underline two details that help you understand Kameeka's feelings.




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LESSON 4 | Everyone Makes Mistakes **65**

SESSION 5 **READ**

Elm Park School, 7:00 A.M.

from *Girls Got Game: Sports Stories and Poems*
poem by Christa Champion;
edited by Sue Macy



1 better than gym class
better than recess
better than pizza for lunch—

2 not even ice cream
with fudge sauce
can top it—

3 nothing is sweeter
and no one
can stop it—

4 whenever I want
I can just stop
and pop it—

331 **LESSON 17** | Heart of the Game

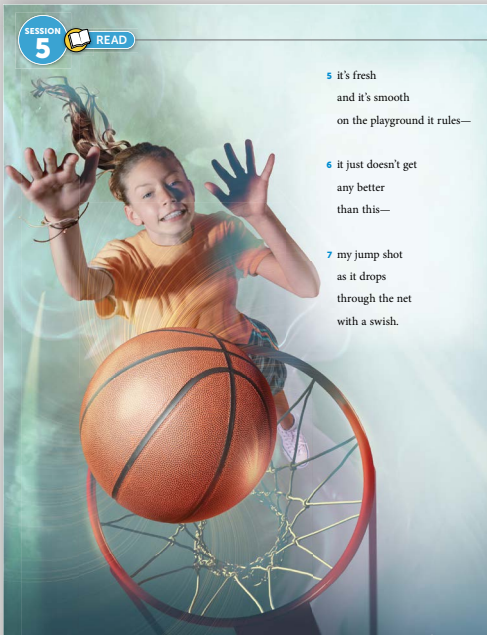
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SESSION 5 **READ**

5 it's fresh
and it's smooth
on the playground it rules—

6 it just doesn't get
any better
than this—

7 my jump shot
as it drops
through the net
with a swish.



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UNIT 5 | Sports **332**

Text-to-Self Connections

Students make personal connections to the lesson topic when they preview lesson texts and explore essential concepts.



Providing Opportunities for Maximum Student Engagement

Creating a Thriving Classroom Community Where All Learners Are Valued

What students read is important, but how they interact with content and the classroom as a community is too. Culturally and Linguistically Responsive teaching gives teachers flexible strategies to:

- ✓ Support and value all cultural and linguistic backgrounds
- ✓ Discover and build on the ways that students show their brilliance
- ✓ Plan instruction that validates and affirms all backgrounds and experiences
- ✓ Draw on students' backgrounds and experiences as opportunities for cross-cultural connection and understanding



Protocols for Engagement and Accountability

Magnetic Reading's engagement protocols:

- Structure activities for engagement
- Promote equitable thinking, talking, and collaborating
- Positively leverage students' cultural behaviors
- Validate and affirm learners

OVERVIEW

Use Protocols That Meet the Needs of All Students

In order to increase engagement and validate cultural and linguistic behaviors, specific protocols are included in the lesson. To further customize activities for your students, consider optional protocols listed on pp. A46–A51.

PROTOCOL	SESSION	VALIDATES
Thumbs-Up	1	connectedness, multiple perspectives
Stand and Share	1, 3	spontaneity, movement, connectedness
Jump in Reading	2	spontaneity, collective success
Give One, Get One	2, 4	movement, shared responsibility
Pick a Stick	2, 6	spontaneity
Musical Shares	4	movement, musicality, social interaction
Somebody Who	5	social interaction

Learn from others?

Use Protocols That Meet the Needs of All Students

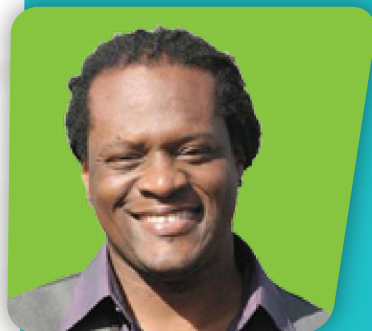
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Pick a Stick	2, 6	spontaneity
Musical Shares	4	movement, musicality, social interaction
Somebody Who	5	social interaction

Students prepare for this skill:
Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.

Students review and practice:

- Make inferences
- Describe characters
- Determine word meanings



Meet Our *Magnetic Reading* Advisor: Dr. Sharroky Hollie

Dr. Sharroky Hollie is the executive director of the National Institute of Culturally Responsive Teaching and Learning and an advisor on *Magnetic Reading*, guiding the program's Culturally and Linguistically Responsive teaching strategies and analyzing the texts for representation and authenticity.



Pillar 3:

Scaffolds to Support Learner Variability

Student Access to Grade-Level Texts

Magnetic Reading opens access for all students to engage with high-quality, grade-level texts. *Magnetic Reading* includes four important types of scaffolds:

1. Background knowledge and vocabulary
2. Embedded routines
3. Student pairings for reading fluency
4. Point-of-use scaffolds for teachers

LESSON 3

43

LESSON 3

- Introduce the focus standard. **Say**, *In this lesson, you will use clues in the text and what you already know to figure out what's happening in a story. This is called making inferences.*

3 INTRODUCE ESSENTIAL CONCEPTS

- Have students work with partners to complete Shades of Meaning.
- Encourage students to identify cognates in their home language, such as *aterrorizada/o*, *nerviosa/o*, and *sorprendida/o*. **EL**
- Have students **Shout Out** the stronger feeling in each pair.
 - Where clarification is needed, have students **Stand and Share** their ideas.
 - Encourage students to illustrate the meaning of a word by brainstorming examples of situations that might make someone feel that way.
 - Guide students to justify their answers by explaining their reasoning. Provide examples and sentence frames as needed.
- Use **LISTEN FOR** to monitor understanding. Use **Help & Go** scaffolds as needed.
- **LISTEN FOR** Students accurately identify the stronger emotion in each word pair.

HELP & GO: Vocabulary

- Ask volunteers to share an example of a situation that might cause a person to feel *startled* or *shocked*. Compare the situations to help students figure out which word describes a more extreme feeling. *If a loud sound causes a person to feel startled and a terrible car accident causes a person to feel shocked, then shocked is stronger.*
- Have volunteers act out each emotion to help the class determine which is the stronger feeling in each pair.
- Guide students to look inside the words to identify base words and brainstorm related words with the same base. *terror, terrifying*
- Have partners use emotion words in a sentence to describe personal experiences. **EL**

LESSON 3 | Future Worlds **43**

Background-Building Scaffolds

Essential Concepts Activity

Essential Concepts Activity provides opportunities to build background knowledge and key concept vocabulary.

Scaffolds for In-the-Moment Support

Listen Fors and Help & Go scaffolds provide quick, formative guidance to help teachers get students back on track in a lesson.

Support for English Learners

Strategic scaffolds for English Learners are embedded throughout the Teacher's Guide and are identified by **EL** abbreviations.

Text “Chunking” for Reading Stamina

Every text in *Magnetic Reading* is broken into segments to make reading digestible for students to read grade-level texts more confidently.

SESSION 3 READ

The Flying Test

by Sara Matson

It's September 3012, and Captain Amara Rivera is coming home after leading a journey to Jupiter's moon Europa. Everyone's excited about the astronaut's return—except her daughter, Luna, who's thinking about passing her flying test before she turns thirteen.

examiner = person who gives and grades a test

navigating = following a route or path

Stop & Discuss
What happens during and after Luna's test?
Use details from the text to explain your ideas.

During the test, ___ After the test, ___

5 No! Luna got on the bus and slumped into a seat.

6 Another beep. This message was from Dad.

7 MOM HOME. CAN'T WAIT TO SEE YOU. HURRY!

8 Mom. Luna felt like she'd eaten a pound of moon dust. It was the worst thing that had ever happened to her! She pictured the headlines: *Famous Flier Amara Arrives Home to Husband and Daughter, the Flying Failure.*

9 After the bus let her off, Luna walked home as slowly as possible, and once she was outside the apartment, she hesitated. What if she just didn't go in?

10 Another beep. *WHERE ARE YOU?*

11 There was no avoiding it. She slid her watch under the scanner and unlocked the door.

Stop & Discuss
What does Luna do after she gets her dad's message? Why?
Underline details in paragraphs 8 and 9 that show what she does.

48 UNIT 1 | Facing Challenges

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LESSON 3 | Future Worlds

Stop & Discuss

These activities build academic discourse by providing opportunities for students to grapple with what they are reading in the moment with their classmates.

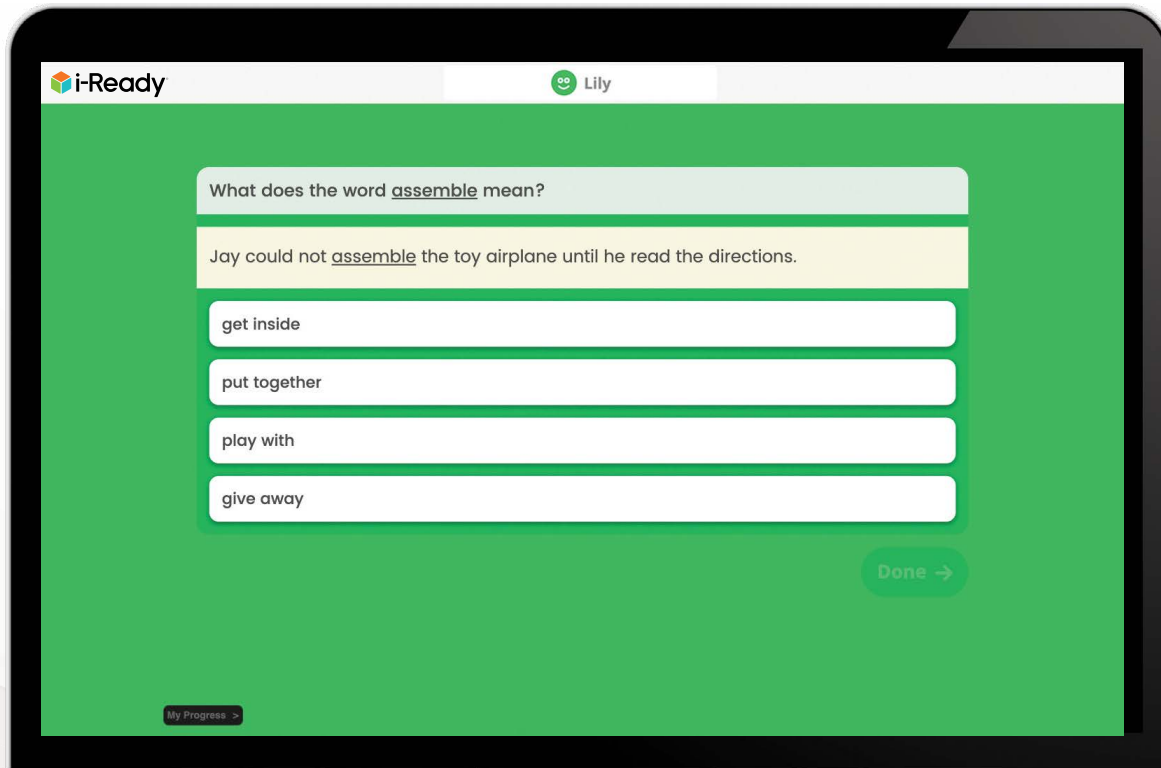




Pillar 4:

Data to Inform Instruction

Magnetic Reading is situated within the *i-Ready* product suite, giving educators the resources and flexibility to meet their instruction and assessment needs. The *i-Ready* suite has the tools for diagnosing and monitoring progress, providing whole class instruction, and setting students on a personalized learning path. *i-Ready* assessments and Personalized Instruction strategically address students' individual learning needs and make the best use of educators' time with actionable reports.



Grade-Level Scaffolding

Subject: Reading | Class/Report Group: Reading Class A | Grade of Content: Grade 3 Magnetic R.L. | Lesson: Unit 1: Lesson 1: Cle...

Unit 1: Lesson 1: Clever Thinking

Text Scaffolding
Use this area to have all students read grade-level texts during Sessions 1, 3, and 5 of this lesson.

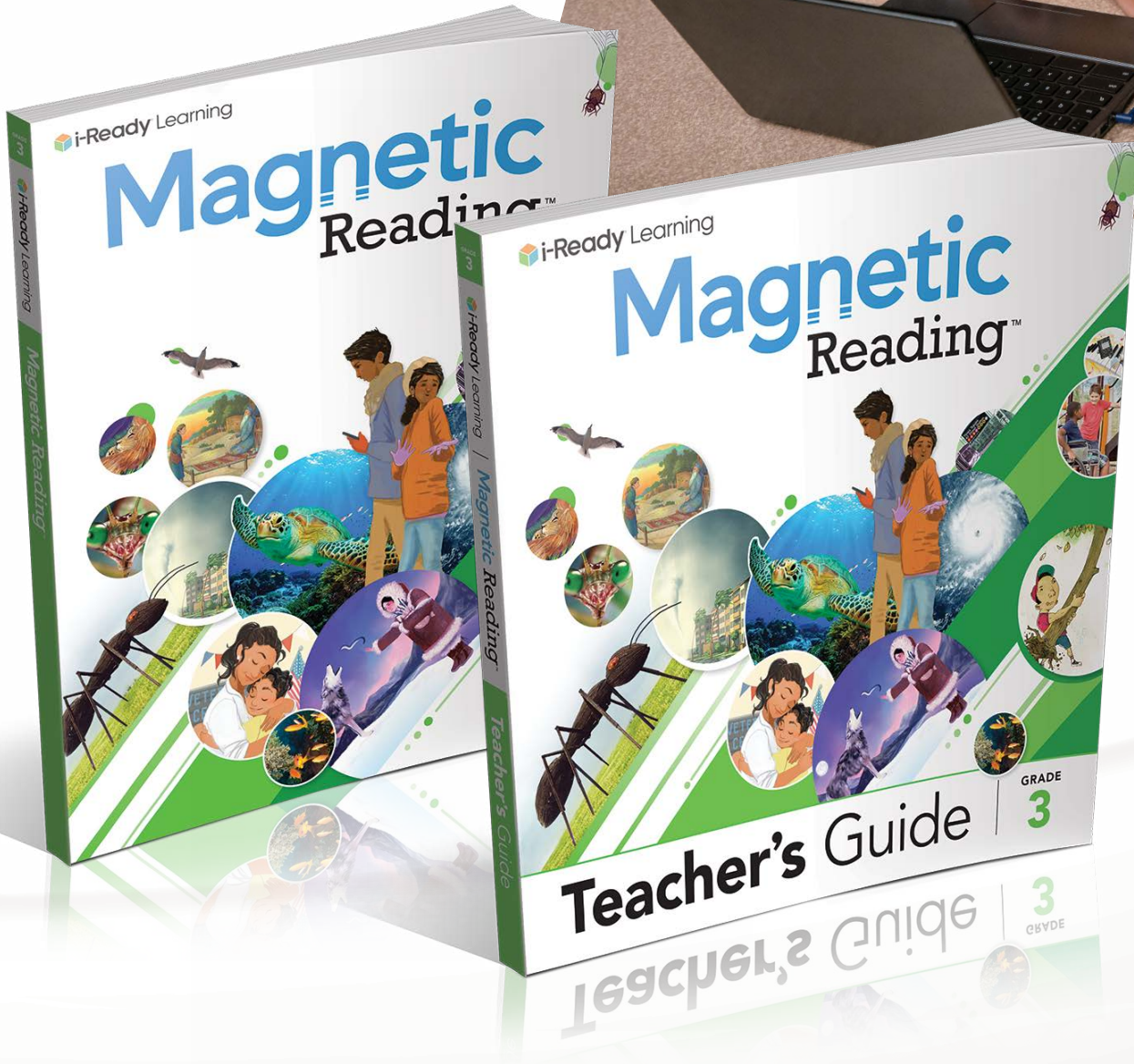
Text	Background Knowledge Demands	Lexia® Text Measure	Reading Buddies (Students included/Total: 19/20)
Bear and Turtle Have a Race	View	540L	Paired Reading: 16 Students Teacher Support: 3 Students
Howling Up the Moon	View	540L	
Ants Live Everywhere	View	490L	

Skill Scaffolding
Consider using these resources ahead of teaching the comprehension skill in Sessions 2 and 4 of the lesson with all students.

Focus Standard: RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures.

Students Grouped Total: 19/20 (No Diagnostic: 1)

Ready to Go	Additional Support	Needs Support Decoding
11 Students Students are ready to recount key events.	5 Students Students may need support with story structure or academic language related to recounting a text.	3 Students Students need explicit instruction on decoding in addition to their comprehension instruction.
Ready to Go	Tools for Scaffolding Comprehension: Describe Events of a Story in Order Teacher - Use Scaffold B Student - Use Scaffold B	Distinguish between Similarly Spelled Words Consider using a phonics intervention program, such as PHONICS for Reading.
Cabrera, Paula Chambers, David Chin, Isabella Cobb, Laila Diaz, Ezra Gomez, Benjamin Knapp, Ellie Pacheco, Callie Reynolds, David Richards, Sid Vaughn, Ana Sophia	Briggs, Tosh Conway, Regina Day, Connor Schultz, Levi Wells, Luna	Berger, Dylan Quinn, Niki Wilson, Julieta
No Diagnostic Data for Grouping 1 Student View the Diagnostic Status report, and have students complete the Diagnostic to appear in a group. Smith, Sonny		

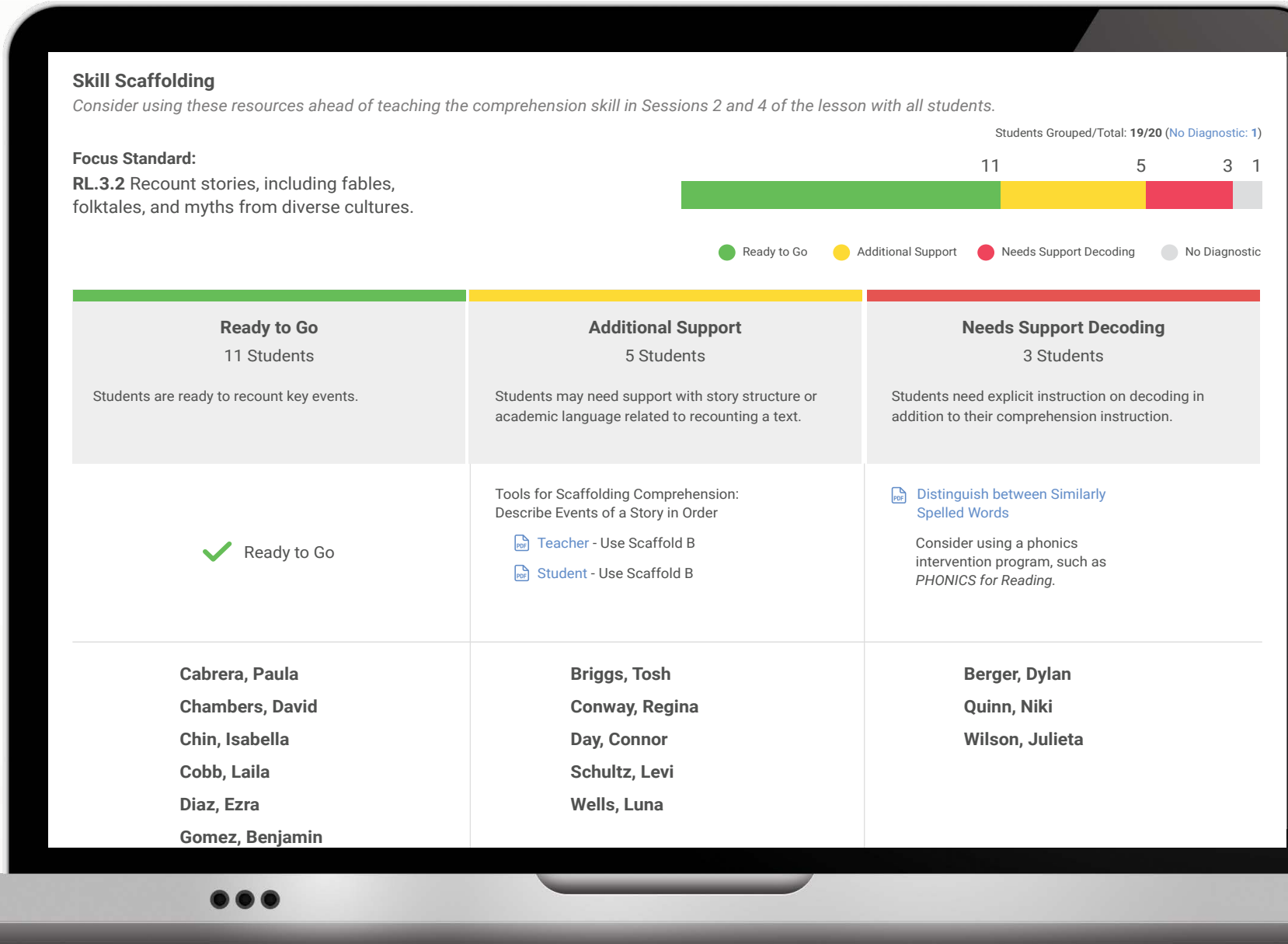




Data-Informed Instruction at the Lesson Level: The Grade-Level Scaffolding Report

If you are looking for granular, lesson-level insights into your students' text readiness and reading skills, look no further! *Magnetic Reading* works seamlessly with the *i-Ready Diagnostic* to bring data-driven insights to the classroom.

The custom **Grade-Level Scaffolding report** delivers reliable, lesson-level insights for each student to determine and recommend the level of support they need to access grade-level texts.



Grade-Level Scaffolding Report Answers:



What are students reading in this lesson, and how might it challenge them?



Which students are ready for the lesson's Focus Skill? Which students need In-Depth Support?

Grade-Level Scaffolding

Subject: Reading | Class/Report Group: Reading Class A | Grade of Content: Grade 3 Magnetic R... | Lesson: Unit 1: Lesson 1: Cle...

Unit 1: Lesson 1 | Clever Thinking | Bear and Turtle Have a Race

Background Knowledge Demands

The Mohawk People

This story is a Mohawk fable.

- The Mohawk people originally lived in the area that is now known as New York state. Most of them left to go live in Canada more than 300 years ago.
- The Mohawk Nation was one of six Native-American groups that formed a larger group known as the Iroquois. These separate groups agreed to work together to help each other. This idea was a model for the United States, where separate states work together as one nation.
- The Mohawk people believe it is important to share their language, stories, songs, and other traditions. They teach them to the younger people so important parts of Mohawk life and history will always be remembered.
- Many Mohawk stories and songs have animals in them. In many of the stories, the animals act like people. These songs and stories help humans understand and protect the natural world.

Focus Standard: RL.3.2 Recount stories, including fables,

Building on Background Knowledge

The **Grade-Level Scaffolding** report pinpoints the background knowledge to set students up for success before they read.

Student Groups

The **Grade-Level Scaffolding** report provides student groupings at the lesson level to ensure individual needs are met.

Grade-Level Scaffolding

Subject: Reading | Class/Report Group: Reading Class A | Grade of Content: Grade 3 Magnetic R... | Lesson: Unit 1: Lesson 1: Cle...

Unit 1: Lesson 1: Clever Thinking

Text Scaffolding

Use this area to have all students read grade-level texts during Sessions 1, 3, and 5 of this lesson.

Focus Question:
How do story characters use their wits to solve problems?

Knowledge Building:
Lesson texts build knowledge about:
• How characters use clever thinking to solve problems
• How folktales and fables often include trickster characters who deceive other characters to get what they want

Text	Background Knowledge Demands	Lexile® Text Measure
<i>Bear and Turtle Have a Race</i>	View	540L
<i>Howling Up the Moon</i>	View	540L
<i>Ants Live Everywhere</i>	View	490L

Reading Buddies
(Students Included/Total: 19/20)

Paired Reading **Teacher Support**

16 Students 3 Students

[All Reading Buddies](#)

Skill Scaffolding

Consider using these resources ahead of teaching the comprehension skill in Sessions 2 and 4 of the lesson with all students.

Students Grouped/Total: 19/20 (No Diagnostic: 1)

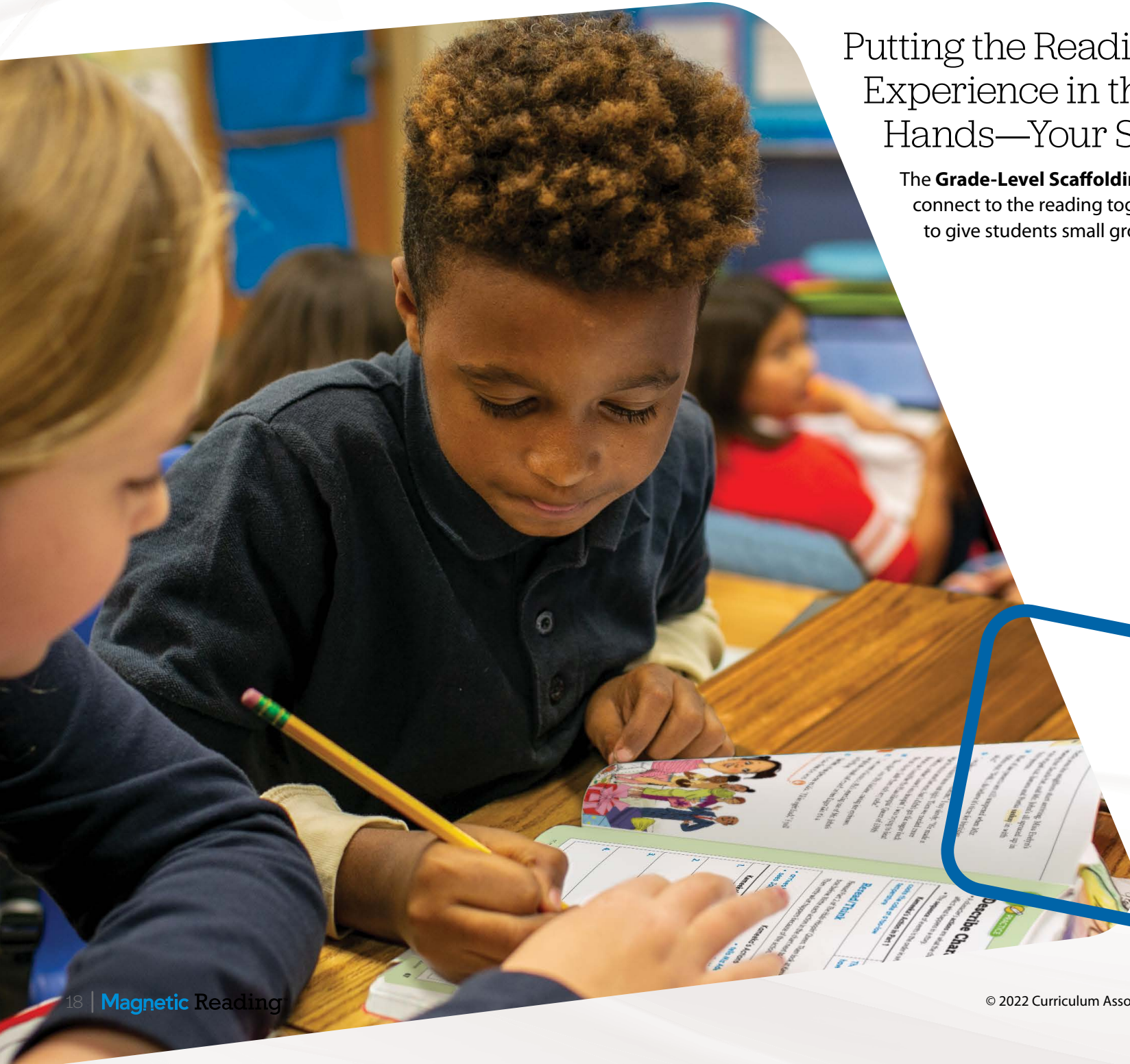


Reading Buddies: The Grade-Level Scaffolding Report

Students are strategically placed in well-matched, mixed-level pairs. This research-based scaffold provides an opportunity for readers to gain fluency as they move toward reading independence.

Putting the Reading
Experience in the Right
Hands—Your Students’!

The **Grade-Level Scaffolding report** lets buddies connect to the reading together, freeing up teachers to give students small group decoding support.



Magnetic Reading's Grade-Level Scaffolding Report Answers:



What is the best way to pair students for Buddy Reading during the lesson?

The Research behind Our Reading Pairs

Reading in pairs is a research-proven way to help both partners improve. Using students' Lexile® reading measure*, the report generates mixed-level partners for the class. The lower reader benefits from hearing the higher reader read fluently while also being in close enough proximity to the higher reader to keep up. Students who particularly benefit from Buddy Reading for this text are shown in light blue, and students who need teacher support are in red.

Unit 1: Lesson 1 | Clever Thinking
Reading Buddies

Text (Lexile® Text Measure)
Bear and Turtle Have a Race (540L)

● Ready (Paired) ● Ready (Pairing Provides Support) ● Needs Teacher Support

Paired Reading (16 students)
Students are strategically placed in well-matched, mixed-level pairs. Have pairs alternate reading sections of the text aloud. This research-based scaffold provides an opportunity for readers to gain fluency as they move toward reading independence.

Paula Cabrera Lexile: 850L	Ezra Diaz Lexile: 620L	Ellie Knapp Lexile: 700L	Connor Day Lexile: 550L
Laila Cobb Lexile: 800L	Isabella Chin Lexile: 600L	Ana Sophia Vaughn Lexile: 660L	Tosh Briggs Lexile: 470L
Benjamin Gomez Lexile: 800L	Sid Richards Lexile: 580L	David Reynolds Lexile: 640L	Levi Schultz Lexile: 460L
David Chambers Lexile: 750L	Luna Wells Lexile: 560L	Callie Pacheco Lexile: 630L	Regina Conway Lexile: 450L

Teacher Support (3 students)
The students below need support decoding. Use shared reading or teacher read-aloud with these students.

Dylan Berger	Niki Quinn	Julieta Wilson
---------------------	-------------------	-----------------------

No Diagnostic Data for Pairing (1 student)
View the [Diagnostic Status](#) report, and have students complete the [Diagnostic](#) to generate pairs.

Sonny Smith

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Kuhn, M. R., & Schwanenflugel, P. J. (Eds.). (2008). *Fluency in the classroom*. Guilford Press.

Meisinger, E. B., Schwanenflugel, P. J., Bradley, B. A., & Stahl, S. A. (2004). *Interaction quality during partner reading*. *Journal of Literacy Research*, 36(2), 111–140.

Program Components: *Magnetic Reading*, Digital Access for *Magnetic Reading* (through the Teacher Toolbox), and *i-Ready Assessment*

Print Components

Teacher's Guide

Everything you need in one book, including standards-aligned curriculum, content roadmap, scaffolded activities, and assessments

Student Book

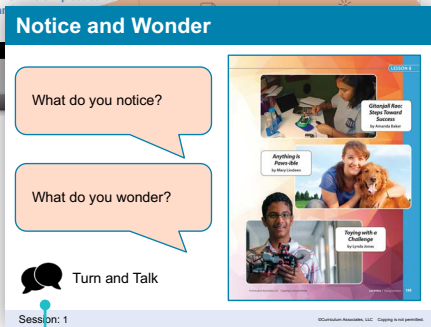
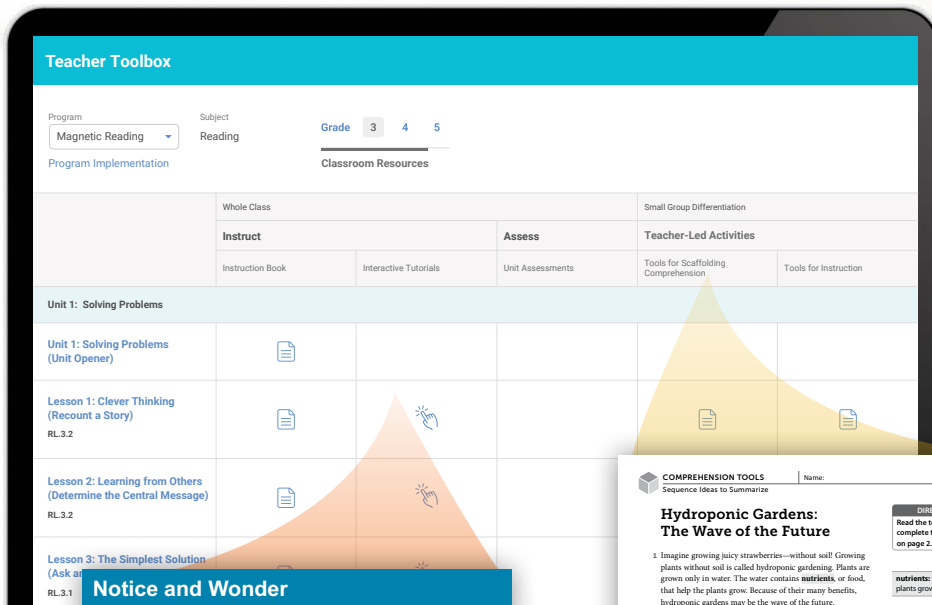
The perfect resource for students to become better readers. Scaffolded supports throughout help students build stamina to read grade-level content.



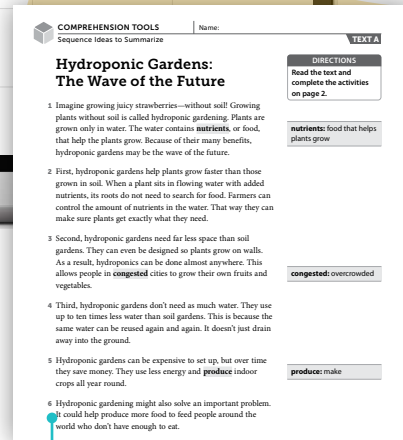
Digital Access for *Magnetic Reading* (through the Teacher Toolbox)

Additional Instructional Materials:

- Teacher's Guide
- Student Book
- Language Handbook
- Unit Assessments
- Lesson Slides
- Lesson 0
- Interactive Tutorials
- Tools for Instruction
- Tools for Scaffolding Comprehension
- Prerequisite *Magnetic* Lessons (Grades 4 and 5)
- Discourse Cards and Support
- Supplementation Documents
- Unit Progression Charts



Lesson slides allow teachers to display instructional guides for each *Magnetic Reading* lesson.

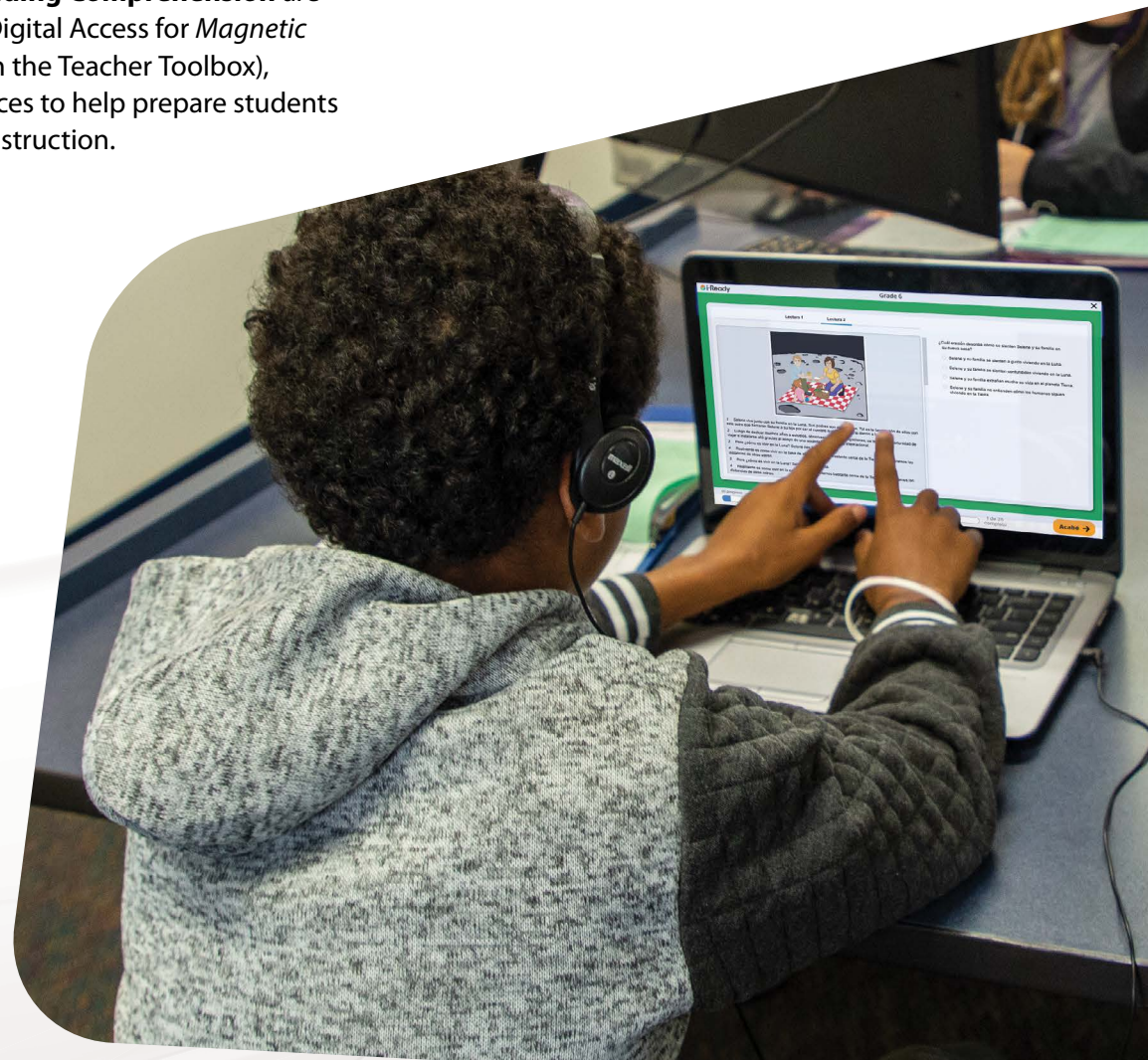


Tools for Scaffolding Comprehension are available in the Digital Access for *Magnetic Reading* (through the Teacher Toolbox), providing resources to help prepare students for grade-level instruction.

i-Ready Assessment

The *i-Ready* Assessment empowers you to make data-driven decisions with *Magnetic Reading* instruction. Consult the **Grade-Level Scaffolding report** before teaching each *Magnetic Reading* lesson to plan reading and standards-based instructional scaffolds with students' individual needs in mind.

- Within each lesson, *Magnetic Reading* provides ongoing opportunities to monitor comprehension and track student progress throughout each lesson.
- Each *Magnetic Reading* **Unit Assessment** targets the standards covered within a unit. Alternatively, you can also assess the standards taught in each unit using *i-Ready Standards Mastery*. Standards Mastery provides insight into the skills students struggle with and those they have mastered, providing ongoing data to inform planning for remediation and enrichment.



A Deeper Look at *Magnetic Reading's* Program Structure

Sharpen Skills and Build Knowledge with the Focus Lessons

Each **Focus lesson** follows a six-session structure.

Session 1:

Scaffold Reading

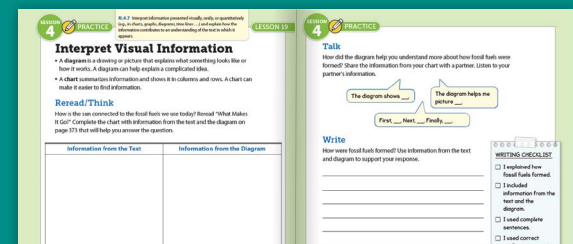
- Build background knowledge.
- Explore conceptual vocabulary.
- Read/discuss Text 1.



Session 4:

Practice the Focus Standard

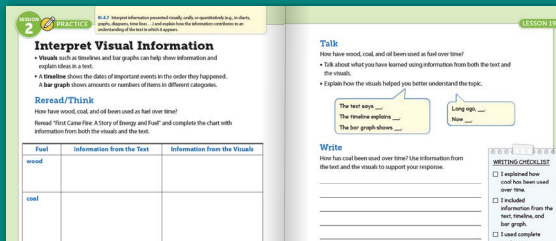
- Revisit the Focus Standard.
- Apply the Focus Standard to analyze Text 2.



Session 2:

Practice the Focus Standard

- Discuss the Focus Standard.
- Apply the Focus Standard to analyze Text 1.



Session 5:

Independent Reading and Practice

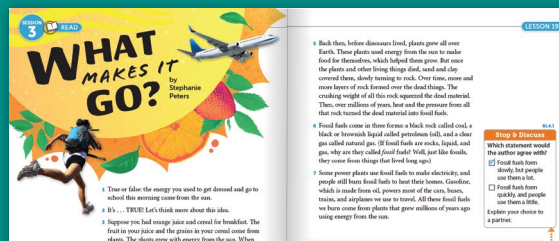
- Read Text 3.
- Build knowledge of the lesson topic.
- Independently apply the Focus Standard.



Session 3:

Scaffold Reading

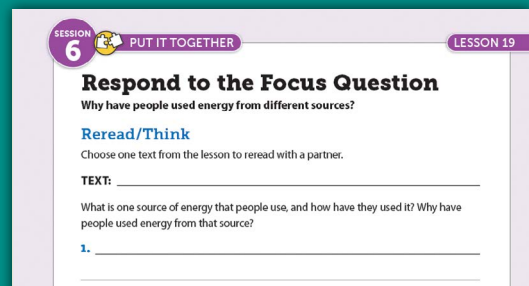
- Read/discuss Text 2.
- Build knowledge of the lesson topic.



Session 6:

Respond to the Focus Question

Synthesize knowledge from Texts 1, 2, and 3.



Synthesize Learning with the **Connect It Lessons**

These lessons offer a culminating experience to the unit. Each **Connect It lesson** follows a four-session structure.

Session 1:

Connect Concepts, Build Background

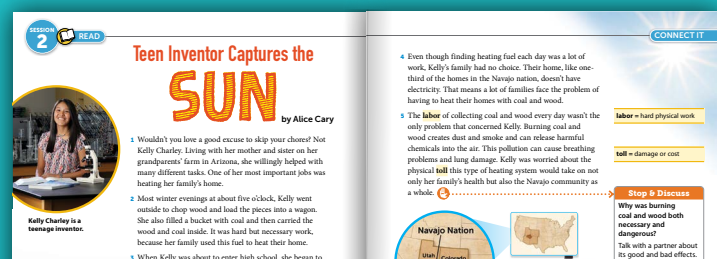
Build on key unit concepts and explore vocabulary to build background knowledge for the culminating text.



Session 2:

Read a Culminating Text

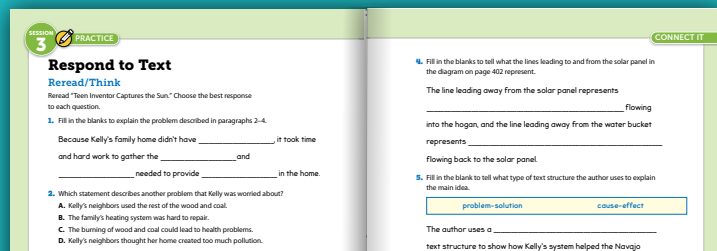
Students read a longer, culminating text that builds on knowledge gained in previous lessons.



Session 3:

Practice the Unit Standards

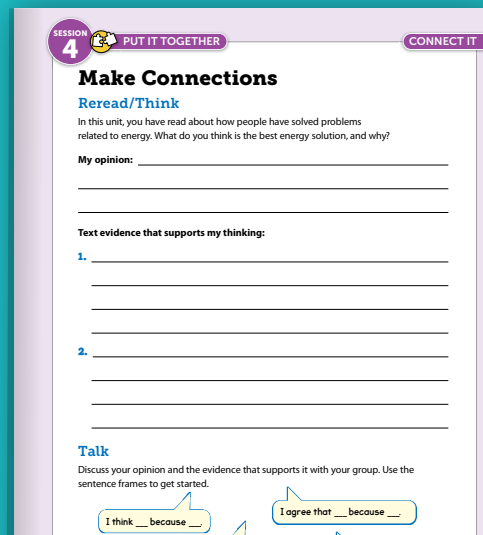
Students work independently to complete tasks that integrate practice of previously taught unit standards.



Session 4:

Synthesize Knowledge across Unit Texts

Students “put it all together” in an activity that explores the unit topic and requires students to make connections between the Connect It text and other unit texts.



Grade 3 Sample Content

Unit 1, Lesson 4: Everyone Makes Mistakes

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Student Book

Read through Unit 1, Lesson 4:
Everyone Makes Mistakes.

SESSION 2 PRACTICE

Describe Characters

You can understand and describe characters by identifying their traits, motivations, feelings, and actions.

- **Traits** tell what the character is like.
- **Motivations** tell what the character wants; this affects how the character acts, thinks, or feels.
- **Actions** tell what the character does.

Reread/Think
Reread Part 1 of *The Hula Hoopin' Queen*. In the chart, write the traits, motivations, feelings, and actions that describe Kameeka. Then write where you found the evidence.

Kameeka	Description	Evidence
Traits What is the character like?		1. paragraphs _____ 2. paragraphs _____
Motivations What does the character want?		
Feelings What does the character think or feel?		
Actions What does the character do?		

Talk
What happens when Kameeka has to help with Miss Adeline's with her friends? Think about motivations, feelings, and actions.

Write
How does Kameeka react when she has to help with Miss Adeline's with her friends? Explain her reaction.

Teacher's Guide

See the companion Teacher's Guide pages for the same lesson. Keep an eye out for additional information about specific features!

SESSION 2 PRACTICE THE FOCUS STANDARD

Describe Characters

You can understand and describe characters by identifying their traits, motivations, feelings, and actions.

- **Traits** tell what the character is like.
- **Motivations** tell what the character wants; this affects how the character acts, thinks, or feels.
- **Actions** tell what the character does.

Reread/Think
Reread Part 1 of *The Hula Hoopin' Queen*. In the chart, write the traits, motivations, feelings, and actions that describe Kameeka. Then write where you found the evidence.

Kameeka	Description	Evidence
Traits What is the character like?	1. determined 2. passes for Hula Hoopin' Queen	1. paragraphs 1, 4, 8 2. paragraphs 1, 2, 8, 11
Motivations What does the character want?	1. to be Hula Hoopin' Queen 2. compete against Jamina	1. paragraph 1 2. paragraph 5
Feelings What does the character think or feel?	1. feels the itch to help 2. nervous	1. paragraph 2 2. paragraph 4
Actions What does the character do?	1. stamps her foot 2. cleans and makes food 3. takes help with her	1. paragraph 4 2. paragraphs 7, 8, 10, 11 3. paragraph 10

MODEL THE STANDARD Create a chart and model how to identify Kameeka's traits, motivations, feelings, and actions in paragraphs 1-3.

- Explain that authors often describe what a character is like without clearly stating it. Say, "In paragraph 1, Kameeka says she is going to beat Jamina, so she must be determined. I can see that she does it at first. She says she wants to be the next Hula Hoopin' Queen. I'll note that in the 'Motivations' row."
- Continue noting details from paragraphs 2 and 3 and add them to the chart.

GUIDE STANDARDS PRACTICE Have students reread paragraphs 4-11, looking for traits, motivations, feelings, and actions that describe Kameeka. Say, "As you complete the chart, add yourself how Kameeka's traits, motivations, feelings, and actions help you understand her."

- If needed, complete part of the chart as students suggest text evidence to add. **EL**

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Everyone Makes Mistakes

FOCUS QUESTION

What happens when characters make mistakes?

NOTICE AND WONDER

Look ahead at the story in this lesson. What do you notice? What do you wonder? Discuss your ideas with a partner.

WHAT IS AN *ITCH*?

Read the sentences below. What phrases are related to the word *itch* in the second sentence? Circle phrases that are related.

Sasha couldn't wait to go hiking with her aunt.
She felt a powerful *itch* to explore the mountains.
She thought about hiking all the time.

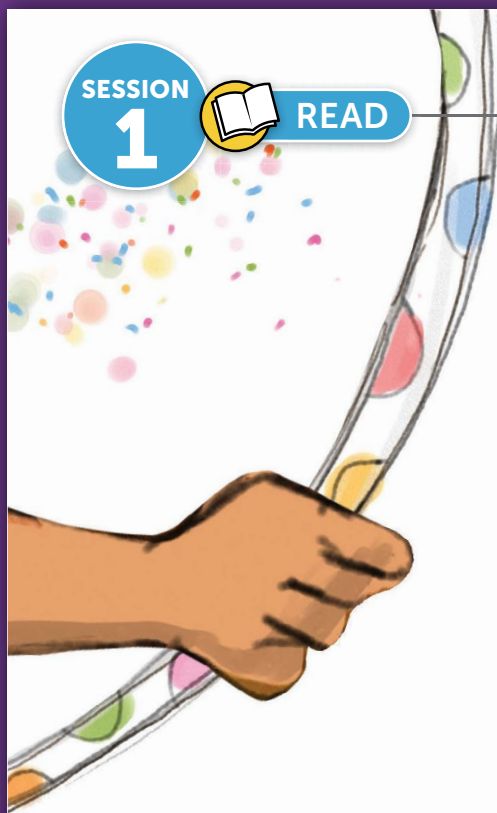
excited to can't stop just okay

The phrase ___ is similar to/different from *itch*.
I think so because ___.

The Hula-Hoopin' Queen

by Thelma Lynne Godin

Illustrated by
Vanessa Brantley-Newton



SESSION

1




READ

The Hula-Hoopin' Queen

PART 1

by Thelma Lynne Godin

Illustrated by Vanessa Brantley-Newton

- 1 Today is the day I'm going to beat Jamara Johnson at hooping. Then I'll be THE HULA-HOOPIN' QUEEN OF 139th STREET!
- 2 I sort through my hoops and pick out my favorite. And then I feel it comin' on. The itch. The Hula-Hoopin' itch. My fingers start snappin', and my feet start tappin'. My hips start swingin', and I'm just reachin' for a hoop when Mama says . . .
- 3 "Girl, don't you even think about it. You know today is Miz Adeline's birthday."
- 4 Heat washes up over me, and I **stamp** my foot. Don't get me wrong. I love Miz Adeline. She lives right next door. Miz Adeline took care of Mama when she was little, and she took care of me too. She's like my very own grandmama.
- 5 "But, Mama," I burst out. "I can't help with Miz Adeline's party. I'm supposed to meet Jamara."
- 6 Mama stands as still as water in a puddle. She gives me her look. Then she hands me a broom.
- 7 I sigh loudly and start sweeping. 

stamp = lift and put down very hard

Stop & Discuss

How does Kameeka feel when her mother tells her they are having a party for Miz Adeline?

Underline details in the text that show how Kameeka feels.

Kameeka feels _____. A detail that shows this is _____.

- 8 Mama and I dust every room and scrub down the floors. We polish each window 'til we can see clear to New Jersey. After that I peel potatoes while Mama starts mixing up her special double-fudge chocolate cake.
- 9 “Kameeka, set the oven to 350 **degrees**,” Mama says as she empties the last of the sugar into the mixing bowl. “And add sugar to the grocery list.”
- 10 I push the button on the oven and look out the window. It’s already getting late. I bet Jamara’s telling everyone I’m too scared to hoop her.
- 11 While the cake bakes, we make up plates of fancy sandwiches. When the timer rings, Mama opens the oven.
- 12 “Kameeka!” Mama yells as she checks the oven temperature. “You only set it to 250 degrees!” Miz Adeline’s birthday cake looks like someone sat on it. Mama says we’ll have to start over.
- 13 Mama sends me to the store to buy more sugar. On my way out the door, I grab a hoop like I usually do, but when I get outside, I remember that I’m on a **mission**. Miz Adeline’s party will be starting in a couple of hours. 🖐️.....➔

degrees = a measure of how hot or cold something is

mission = an important task

Stop & Discuss

What is Kameeka’s mission at the end of Part 1?

Discuss Kameeka’s mission with a partner.



SESSION
2



PRACTICE

Describe Characters

- You can understand and describe characters by identifying their traits, motivations, feelings, and actions.
 - **Traits** tell what the character is like.
 - **Motivations** tell what the character wants; this affects how the character acts, thinks, or feels.
 - **Actions** tell what the character does.

Reread/Think

Reread Part 1 of *The Hula-Hoopin' Queen*. In the chart, write the traits, motivations, feelings, and actions that describe Kameeka. Then write where you found the evidence.

Kameeka	Description	Evidence
Traits What is the character like?		1. paragraphs __ __ 2. paragraphs __ __ __
Motivations What does the character want?		
Feelings What does the character think or feel?		
Actions What does the character do?		

Talk

What happens when Kameeka’s mother explains that Kameeka has to help with Miz Adeline’s party instead of Hula-Hoopin’ with her friends? Think about details that show Kameeka’s traits, motivations, feelings, and actions. Share your ideas with a partner.

In the story, Kameeka ____.
This detail shows ____.

You said ____. I agree/
disagree because ____.

Write

How does Kameeka react when she cannot meet Jamara to hoop? Refer to Kameeka’s traits, motivations, feelings, and actions to explain her reaction.

WRITING CHECKLIST

- I included one trait, one motivation, one feeling, and one action.
- I used complete sentences.
- I used correct punctuation, spelling, and capitalization.



The Hula-Hoopin' Queen

PART 2

by Thelma Lynne Godin • Illustrated by Vanessa Brantley-Newton

smirk = unfriendly smile

Stop & Discuss

What details show that Kameeka and Jamara hoop for a long time?

Underline those details and discuss with a partner.

- 1 I'm coming out of the store when I see Jamara and Portia hoopin' on the corner of 139th and Broadway.
- 2 "We thought you weren't coming, Kameeka," says Jamara with a **smirk**. I need to get the sugar back to Mama, but Jamara sounds so smug I can't stand it. "You ready?" she asks.
- 3 "I was born ready." And then I feel it comin' on. The itch. The Hula-Hoopin' itch.
- 4 "Whoever hoops the longest is the winner," Portia says.
- 5 As soon as she shouts "Go!" my fingers start snappin' and my feet start tappin'. My hips start swingin', and I just know I'm gonna beat Jamara today. *Swish, swiggle, swish.*
- 6 The sun moves between the buildings, and the sidewalk starts cooling down, but Jamara and me keep on hoopin'.

- 7 “I’ve got doughnuts for Miz Adeline’s party,” Mr. John calls out as he closes up the bakery.
- 8 “Miz Adeline’s cake!” I shout.
- 9 My hoop **clatters** to the sidewalk. I grab it and the sugar, and race up the block. I can hear Jamara laughing behind me.
- 10 By the time I reach our apartment, Mama is madder than a hornet. “Kameeka Hayes!” she scolds.
- 11 “I’m sorry, Mama. I saw Jamara and—”
- 12 “Girl, I don’t want to hear that Hula-Hoopin’ nonsense. It’s too late now. Miz Adeline’s already here. You take yourself on into the living room and explain to Miz Adeline why she won’t have cake for her birthday.”
- 13 “Hi, Miz Adeline,” I say. “Happy birthday.”
- 14 “Kameeka, come here, baby. Give me a kiss.”
- 15 I come in close and kiss Miz Adeline’s soft cheek. Then I whisper in her ear, “You don’t really like cake much, do you?”
- 16 “Baby girl, you know I sure do love cake. Chocolate cake with strawberries and real whipped cream on top.” I can’t tell her about the cake just yet. 🙅

clatters = makes a loud rattling sound from hitting a hard object

Stop & Discuss

How does Kameeka feel about telling Miz Adeline that there is no cake?

Underline two details that help you understand Kameeka’s feelings.



sashay = walk in a graceful and noticeable way

Stop & Discuss

What do you think Kameeka will do?

Discuss your prediction with a partner.

- 17 Pretty soon the neighbors start arriving. Miss Evelyn's wearing her church hat, and Mr. John's all spruced up in a pin-striped suit. Jamara and Portia **sashay** in with their parents.
- 18 Most of the presents are still unopened when Miz Adeline says, "Well, I do believe it's time for birthday cake."
- 19 I swallow hard. "Miz Adeline," I say slowly. "We made a cake, but it didn't turn out right. Then we needed more sugar to make another one, but I didn't get the sugar back to Mama in time 'cause I was hoopin'. I was trying to beat Jamara so I could be the Hula-Hoopin' Queen of 139th Street. It's my fault there isn't any cake."
- 20 "No cake?" says Miz Adeline, raising her eyebrows.
- 21 I look over at Jamara. She's spinning one of Mr. John's doughnuts round and round on her finger like it's a Hula-Hoop.
- 22 Suddenly that gives me an idea. "I'll be right back," I yell as I race from the room. 🖐️





Describe Characters

- A character's **actions** are what the character does. A character's actions can affect what happens in a story.
- The **sequence** of events is the order in which events happen.

Kameeka's Action in Part 1	What Happens Because of the Action
cooks the cake at a too-low temperature	The cake is ruined. Kameeka and Mama have to bake another one.

Reread/Think

Reread Part 2 of *The Hula-Hoopin' Queen*. Then look at Kameeka's actions in the box below. Write each action in the chart next to the number where it belongs. Then write what happens because of the action.

Kameeka's Actions	
<ul style="list-style-type: none"> • arrives home late • sees Jamara spin a doughnut 	<ul style="list-style-type: none"> • tells Miz Adeline there is no cake • feels the Hula-Hoopin' itch

Kameeka's Actions in Part 2	What Happens Because of the Actions
1.	
2.	
3.	
4.	

SESSION
4



PRACTICE

Talk

Work with a partner to describe events at the beginning, middle, and end of Part 2. Use the chart to help you recount the sequence of events.

At the beginning, ____.

In the middle, ____.

At the end, ____.

Write

How do Kameeka's actions affect the party for Miz Adeline?

Describe actions that Kameeka takes and what happens because of those actions.

WRITING CHECKLIST

- I described Kameeka's actions.
- I described what happened because of those actions.
- I used complete sentences.
- I used correct spelling, punctuation, and capitalization.

The Hula-Hoopin' Queen

PART 3

by Thelma Lynne Godin • Illustrated by Vanessa Brantley-Newton

- 1 In the kitchen I set a chocolate doughnut on a pretty plate. I add whipped cream and strawberries. As I carry the doughnut cake to Miz Adeline, Mama starts singing “Happy Birthday,” and everyone joins in.
- 2 “Why, this is just about perfect,” Miz Adeline says, taking a bite of her doughnut birthday cake. “Now, Kameeka, did you say you were hoopin’? When I was a girl, I was the best Hula-Hooper on this block.”
- 3 “Adeline, don’t you start that nonsense,” Miss Evelyn says. “You know very well I was the best.”
- 4 “Baby girl, why don’t you bring some hoops on in here and let me show this old girl what she forgot.”
- 5 My eyes find Mama’s. She shakes her head. But Miz Adeline’s already pushing back chairs to make room. Then she slips a hoop over her head.
- 6 And right then I know. Miz Adeline’s just like me. She’s got the itch. The Hula-Hoopin’ itch. Her fingers start snappin’, and her feet start tappin’. Her hips start swingin’, and before we know it that hoop is swishin’ right around Miz Adeline’s waist. Then she’s got it swingin’ around her neck.



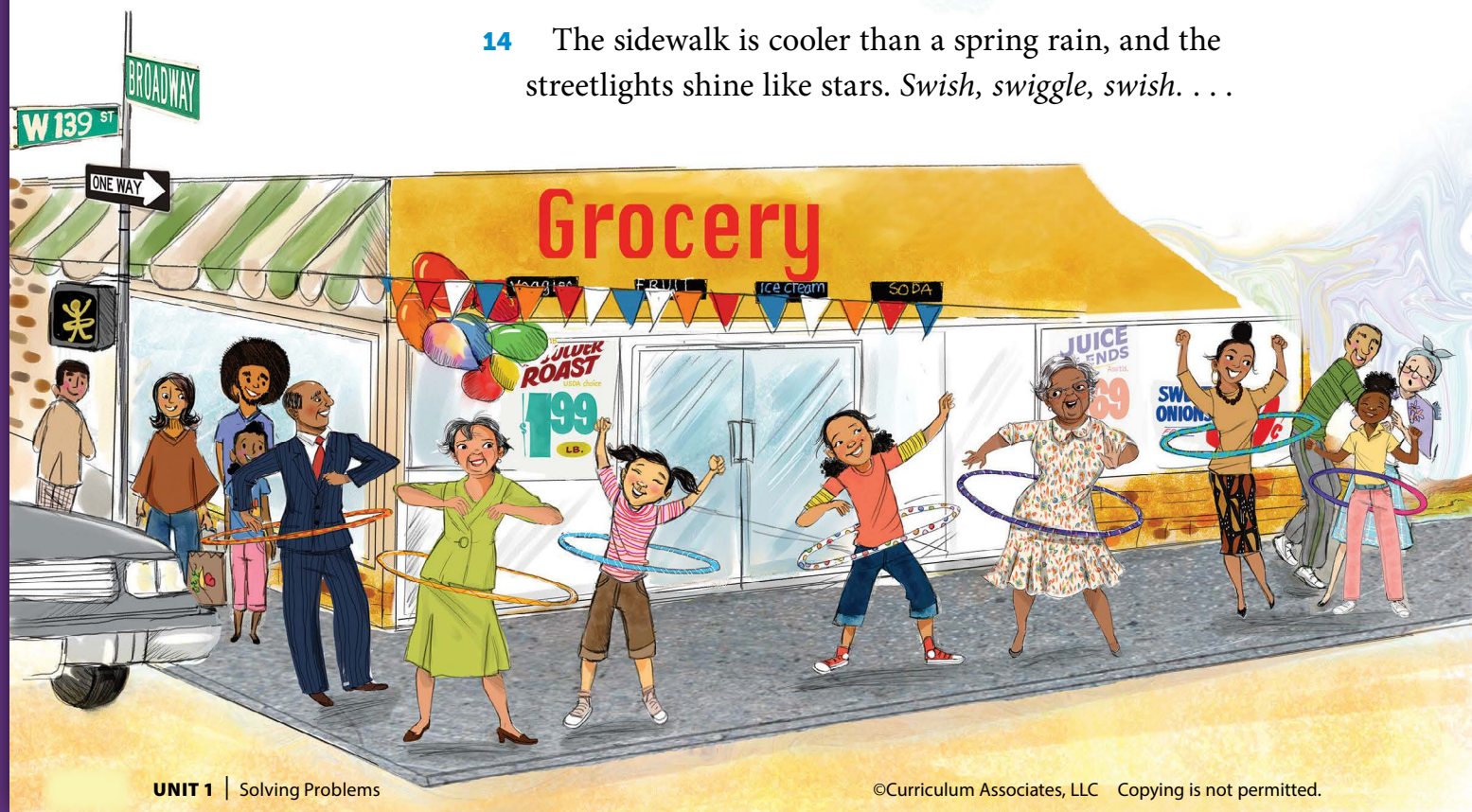
SESSION
5



in spite of herself = even though she did not expect to

shimmies = shakes the hips

- 7 I glance over at Mama and see a smile pulling at her lips **in spite of herself**. Miz Adeline **shimmies** the hoop down past her knees. She spins it around her ankle as she hops on one foot, then the other. With the hoop still swishin' round and round, Miz Adeline heads for the door.
- 8 Miss Evelyn grabs one of my hoops, and Mr. John grabs another. Even Mama's hips are swingin' as the whole party spills out on to the street.
- 9 "Kameeka, this is the best birthday party I've ever had!" Miz Adeline hollers.
- 10 Jamara hoops on over to me. "Kameeka," she says. "I know who the real Hula-Hoopin' Queen of 139th Street is."
- 11 "I do too," I say.
- 12 Jamara settles her hoop around her waist. "You ready, Kameeka?"
- 13 "I was born ready," I say.
- 14 The sidewalk is cooler than a spring rain, and the streetlights shine like stars. *Swish, swiggle, swish. . . .*





Respond to Text

Reread/Think

Reread Part 3 of *The Hula-Hoopin' Queen*. Respond to each question about the text.

1. PART A

What trait do Kameeka and Miz Adeline share?

- A. They both like doughnuts more than cake.
- B. They both enjoy planning birthday parties.
- C. They both enjoy hooping.
- D. They both like cooking.

PART B

Choose one detail from the story that **best** supports the answer to Part A.

- A. "In the kitchen I set a chocolate doughnut on a pretty plate." (paragraph 1)
- B. "I add whipped cream and strawberries." (paragraph 1)
- C. "Miz Adeline's already pushing back chairs to make room." (paragraph 5)
- D. "Miz Adeline's just like me. She's got the itch." (paragraph 6)

2. How does Kameeka finally solve the problem of having no birthday cake?

- A. She asks her mom to help make a cake.
- B. She uses a doughnut to make a cake.
- C. She asks Mr. John to bring a cake.
- D. She invites everyone to Hula-Hoop instead.

SESSION
5



PRACTICE

Reread/Think

- 3.** Why does Miz Adeline *holler* in paragraph 9?
- A.** She is angry there was not a cake.
 - B.** She is calling for Kameeka in the crowd.
 - C.** She is happy about her birthday party.
 - D.** She is telling Jamara not to hoop.
- 4.** Who is the real Hula-Hoopin' Queen of 139th Street?
- A.** Kameeka
 - B.** Jamara
 - C.** Mr. John
 - D.** Miz Adeline

Write

Was Miz Adeline's party a success? Why or why not? Think about Kameeka's traits, motivations, feelings, and actions. You can use evidence from all parts of the story.

WRITING CHECKLIST

- I used details from Parts 1, 2, and 3.
- I included traits, motivations, feelings, and actions to explain.
- I explained my answer with more than "yes" or "no."
- I used complete sentences.
- I used correct spelling, punctuation, and capitalization.



Respond to the Focus Question

What happens when characters make mistakes?

Reread/Think

Choose Part 1, 2, or 3 of the story to reread.

TEXT: _____

Describe one mistake Kameeka makes and what happens as a result.

Talk

First, share what happens in the part of the story you reread.

One mistake Kameeka makes is ____.

What happens because of her mistake is ____.

Take notes on what other students say about the part of the story they read.

Name:	Name:

Write

What happens when characters make mistakes? Use what you have learned and evidence from all parts of the story in your response.

Build Knowledge

The texts in this unit explore creative problem-solving methods, including the quality of empathy.

- In Lesson 1, **Clever Thinking**, students read folktales featuring trickster characters who creatively solve problems.
 - “Bear and Turtle Have a Race,” fable
 - “Howling Up the Moon,” folktale
 - “Ants Live Everywhere,” folktale
- In Lesson 2, **Learning from Others**, students read folktales that show the importance of considering others’ perspectives.
 - “King of the Meadow,” folktale
 - from *The Turtle Ship*, folktale
 - “The Three Wishes,” folktale
- In Lesson 3, **The Simplest Solution**, students read a folktale that shows how helpful it is to listen to others.
 - “The Hermit’s Secret,” Parts 1–3, folktale
- In Lesson 4, **Everyone Makes Mistakes**, students read a story about responding to mistakes with honesty and openness.
 - The Hula-Hoopin’ Queen*, Parts 1–3, realistic fiction
- The Connect It Lesson, **A Hero Among Us**, features a culminating text about the clever ways people solve problems.
 - “Hercules and the Birds of Doom,” myth

Solving Problems

LESSON 1

Clever Thinking

10



LESSON 2

Learning from Others

26



UNIT 1

Preview the Unit

- Introduce the unit topic and read aloud the lesson titles.
- **Say,** *Look at the titles and pictures. What questions or predictions do you have about what we will learn?*
- Use **Stand and Share** to have 2–3 students share a question or a prediction.

LESSON 3

The Simplest Solution

42



LESSON 4

Everyone Makes Mistakes

58



CONNECT IT

A Hero Among Us

74



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UNIT 1 | Solving Problems

OVERVIEW

Culturally and Linguistically Responsive instructional protocols are included in each lesson.

Everyone Makes Mistakes

FOCUS QUESTION

What happens when characters make mistakes?

About the Lesson

OBJECTIVES

Content Objectives

- Describe characters by identifying their traits, motivations, feelings, and actions.
- Explain how a character's actions affect the sequence of events in a story.
- Understand why individuals make mistakes and how they deal with them.

Language Objectives

- Explain in writing how the main character's traits, motivations, feelings, and actions explain her reactions.
- Discuss a story's sequence of events, using sentence frames.
- Describe one mistake the main character makes and what happens as a result.

ACADEMIC TALK

See **Glossary of Terms** on pp. 466–473.
identify, evidence, trait, motivation, action, sequence of events

Spanish Cognates

motivación, acción, secuencia de eventos

Suggestions for grouping and skill-specific resources support planning and help scaffold instruction.

Build Knowledge

Lesson texts build knowledge about:

- The consequences that come from making a mistake
- How mistakes can be corrected through honesty and problem-solving

Plan Student Scaffolds

- Use **i-Ready data** to guide grouping and choose strategic scaffolds.
- Use **Teacher Toolbox** resources as needed to address related skills:
 - Ask and answer questions in literature
 - Describe characters' feelings and actions
- Read aloud the text in Session 1 to a small group of students with developing language proficiency so they may hear the informal, written language as natural speech. **EL**
- Preview texts and activities to anticipate barriers to engagement, access, and expression. Modify based on needs.

Use Protocols That Meet the Needs of All Students

In order to increase engagement and validate cultural and linguistic behaviors, specific protocols are included in the lesson. To further customize activities for your students, consider optional protocols listed on pp. A46–A51.

PROTOCOL	SESSION	VALIDATES
Stand and Share	1	spontaneity, movement, connectedness
Individual Think Time	1, 6	independence
Pick a Stick	1, 2, 4, 5	spontaneity
Team-Pair-Solo-Team	2, 4	multiple ways to show focus, shared responsibility
Shout Out	5	spontaneity, multiple ways to show focus
Merry-Go-Round Share	6	multiple ways to show focus, connectedness
Pass It On	6	spontaneity, connectedness

LEARNING PROGRESSION | Describe Characters

Students build on this skill:
RL.2.3 Describe how characters in a story respond to major events and challenges.

Students learn this skill:
RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

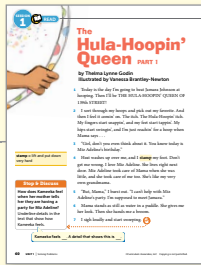
Students prepare for this skill:
RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Students review and practice:

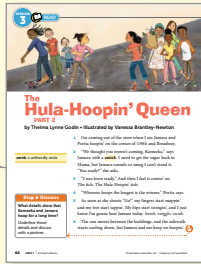
- **RL.3.1** Ask and answer questions
- **RL.3.4** Determine word meanings

LESSON PLANNING GUIDE

TEXT 1: *The Hula-Hoopin' Queen*, Part 1 • REALISTIC FICTION

SESSION 1		TEXT AT-A-GLANCE		ENGLISH LEARNER SUPPORT (EL)	
SESSION 1	SCAFFOLD READING 	Concepts/Background <ul style="list-style-type: none"> a street in Harlem feeling competitive with a peer dropping <i>g</i> in <i>-ing</i> words baking a cake Language <ul style="list-style-type: none"> Vocabulary: <i>polish, temperature</i> Idiom: <i>burst out (a response)</i> Figurative Language: <i>heat washes up over me, Mama stands as still as water in a puddle, birthday cake looks like someone sat on it</i> 	Speaking/Reading <ul style="list-style-type: none"> Role-play, Identify informal language 		
	PRACTICE THE FOCUS STANDARD <ul style="list-style-type: none"> Formative Assessment 		Speaking <ul style="list-style-type: none"> Rehearse oral responses, Reinforce academic vocabulary Reading/Writing <ul style="list-style-type: none"> Engage in group discussion Listening/Writing <ul style="list-style-type: none"> Collaborate with a partner 		

TEXT 2: *The Hula-Hoopin' Queen*, Part 2 • REALISTIC FICTION

SESSION 3		TEXT AT-A-GLANCE		ENGLISH LEARNER SUPPORT (EL)	
SESSION 3	SCAFFOLD READING 	Concepts/Background <ul style="list-style-type: none"> urban neighborhood community Language <ul style="list-style-type: none"> Vocabulary: <i>smug, swiggle, reach (our apartment), scolds, nonsense, pin-striped, fault</i> Idioms: <i>can't stand it, born ready, all spruced up, swallow hard</i> Figurative Language: <i>madder than a hornet, spinning one of Mr. John's doughnuts ... like it's a Hula-Hoop</i> 	Speaking/Reading <ul style="list-style-type: none"> Activate prior knowledge, Role-play, Use sentence frames Listening/Speaking <ul style="list-style-type: none"> Rephrase ideas 		
	PRACTICE THE FOCUS STANDARD <ul style="list-style-type: none"> Formative Assessment 		Speaking/Reading <ul style="list-style-type: none"> Prompt retelling, Establish peer support Speaking/Writing <ul style="list-style-type: none"> Talk before writing 		

TEXT 3: *The Hula-Hoopin' Queen*, Part 3 • REALISTIC FICTION

SESSION 5		TEXT AT-A-GLANCE		ENGLISH LEARNER SUPPORT (EL)	
SESSION 5	INDEPENDENT READING AND PRACTICE <ul style="list-style-type: none"> Formative Assessment 	Concepts/Background <ul style="list-style-type: none"> Hula-Hoop tricks Language <ul style="list-style-type: none"> Vocabulary: <i>spills out (on to the street), settles</i> Figurative Language: <i>the sidewalk is cooler than a spring rain, the streetlights shine like stars</i> 	Listening/Speaking <ul style="list-style-type: none"> Make connections, Collaborate with a partner Listening <ul style="list-style-type: none"> Read aloud questions and answer choices Writing <ul style="list-style-type: none"> Collaborate with a partner 		

KNOWLEDGE BUILDING

SESSION 6		KNOWLEDGE BUILDING	
SESSION 6	RESPOND TO THE FOCUS QUESTION <ul style="list-style-type: none"> What happens when characters make mistakes? 	<ul style="list-style-type: none"> Integrate information from the lesson texts Collaborative discussion Short response 	
		Reading/Writing <ul style="list-style-type: none"> Annotate text 	

Students build knowledge as they read multiple interrelated texts with **social-emotional thematic connections.**

SESSION 1

TALK ABOUT THE TOPIC

Before Teaching the Lesson

Preview this three-part story in advance of teaching the lesson. Plan scaffolds to use and provide additional information as needed before reading each part.

- **Part 1** The setting of the story is New York City, even though the only state mentioned is the bordering state of New Jersey. A Hula-Hoop is a toy that twirls around one's waist, neck, or limbs. Kameeka uses the word *Miz* in place of *Ms.* or *Miss* and *hoopin'* instead of *hooping*.
- **Part 2** In urban communities, stores are frequently within walking distance of one's home. Kids take advantage of the open space of sidewalks to gather and play.
- **Part 3** Since *hoopin'* requires a lot of space, furniture is moved to accommodate numerous people *hoopin'* at one time.
 - Consider alternate means of representation, such as videos of people Hula-Hooping or photos of New York City.

Key background knowledge is provided up front so teachers can anticipate and address gaps before students read.

Each lesson starts with **building interest** to get students thinking and talking about the lesson topic.

Talk About the Topic

BUILD STUDENTS' INTEREST

- 1 • Read aloud the Focus Question and introduce the lesson topic. Tell students they will read, talk, and write about Kameeka and what happens when she gets distracted by Hula-Hoopin'.
 - Invite students to use their home language to talk about the Focus Question. **EL**
 - Invite 1–2 volunteers to **Stand and Share** about a time when they made a mistake and what happened because of it.
 - Introduce the focus standard. **Say**, *As you read, pay attention to the characters in the story. Look for details that help you understand what the characters are like and why the characters behave in certain ways. Think about how character details influence the story's events.*
- 2 • Ask students to complete Notice and Wonder with a partner.
 - Circulate to identify gaps in background knowledge.

Each lesson starts with a **Focus Question** that gets students thinking and talking about the lesson topic.

SESSION 1

TALK ABOUT THE TOPIC

Everyone Makes Mistakes

1 FOCUS QUESTION

What happens when characters make mistakes?

2 NOTICE AND WONDER

Look ahead at the story in this lesson. What do you notice? What do you wonder? Discuss your ideas with a partner.

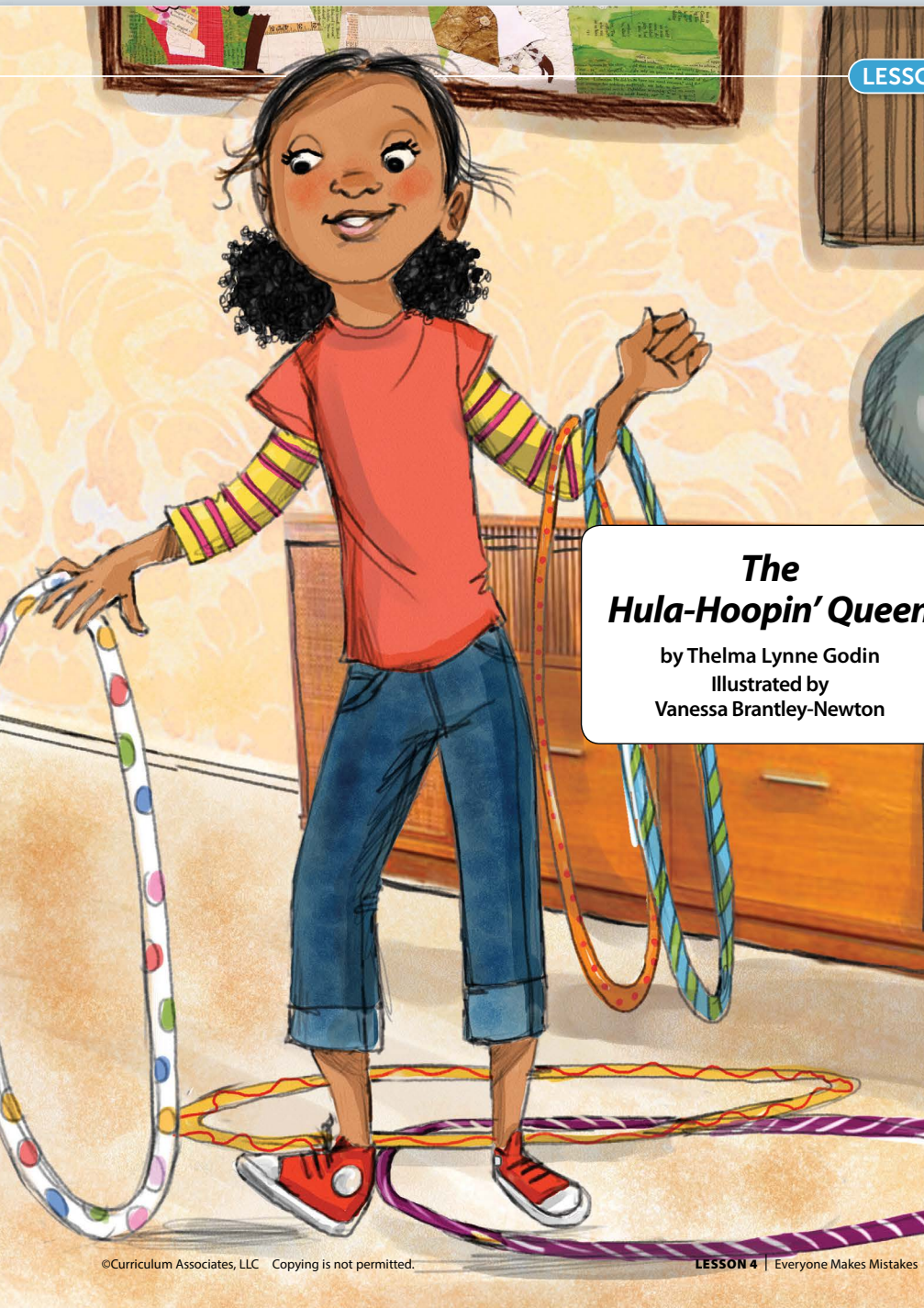
3 WHAT IS AN ITCH?

Read the sentences below. What phrases are related to the word *itch* in the second sentence? Circle phrases that are related.

Sasha couldn't wait to go hiking with her aunt.
She felt a powerful itch to explore the mountains.
She thought about hiking all the time.

excited to can't stop just okay

The phrase ___ is similar to/different from *itch*.
I think so because ___.



The Hula-Hoopin' Queen

by Thelma Lynne Godin
Illustrated by
Vanessa Brantley-Newton

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LESSON 4 | Everyone Makes Mistakes

3 INTRODUCE ESSENTIAL CONCEPTS

- Have students work in pairs to complete What Is an Itch? Engage the class to explore the meaning of the word *itch*.
- Guide students to use the more common definition of *itch* to help them understand how the word is used in the paragraph. **Ask**, *When your skin feels itchy, what do you do? scratch it How hard or easy is it to leave an itch alone? very hard*
- As students discuss which phrases are related to *itch*, remind partners to show that they are listening. Model by facing a student speaker and nodding when you understand. **EL**
- Use **LISTEN FOR** to monitor understanding. Use **Help & Go** scaffolds as needed.
- **LISTEN FOR** Students understand that *itch* refers to a passion for something.

HELP & GO: Vocabulary

- Direct students' attention to the sample paragraph. **Say**, *Sasha couldn't wait to go hiking, and she thought about hiking all the time. What does that tell about her "powerful itch"? It's something she likes and can't stop thinking about.*
- Have a volunteer restate that the definition of *itch* is "passion" or "to be excited about something." Record the definition on chart paper for students to refer to as needed.
- Remind students of the more common definition of the word and that itches need to be scratched. Make the connection that when the word *itch* is used to describe a passion, the person isn't satisfied until they do the activity. **EL**
- **LISTEN FOR** Students clearly express their ideas about the word *itch*.

HELP & GO: Academic Discussion

- Have students restate their partner's response to check understanding.
- Provide **Individual Think Time** for students to gather their thoughts before they respond. **EL**

Each lesson begins with an activity that builds **concept vocabulary**. This helps activate students' knowledge before reading the text.

Help & Go scaffolds provide opportunities for students to explore networks of conceptually related vocabulary words and definitions.

1 Support Reading

- Set a purpose for reading. **Say**, *In this session, you will read to learn about Kameeka and how her Hula-Hoopin’ itch gets in the way of doing something important.*
- Have students read paragraphs 1–7. Guide them to circle unknown words and mark confusing parts with a question mark.
- Use **CHECK INs** and related **Help & Go** scaffolds as needed to support understanding of key elements in the text. Monitor based on annotations, observation, and your knowledge of students.
- **CHECK IN** Students understand that *burst out* in paragraph 5 means “to say suddenly.”

Texts are chunked into **manageable parts**.

HELP & GO: Vocabulary

- **Say**, *When something bursts, it breaks open and what’s inside spills out.*
- Have students use the **Word Learning Routine** to clarify the meaning of circled words.

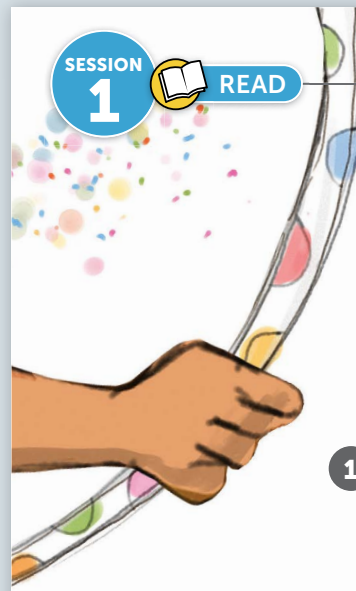
2 Stop & Discuss

- Have students **Turn and Talk** to complete **Stop & Discuss** with a partner.
- **LOOK FOR** Students understand that Kameeka is upset and underline examples.

After students read a chunk of text, they are given opportunities to **Stop & Discuss**. Students discuss the question with partners.


HELP & GO: Comprehension

- Have students reread paragraph 4. **Say**, *Think about a time when you stamped your foot or suddenly felt hot. What do those details show about how Kameeka feels?*
- Explain that authors use actions to show how a character feels. Kameeka’s actions show that she is upset and disappointed.
- Have students reread paragraphs 4 and 7 and mimic Kameeka’s body language. **EL**



The Hula-Hoopin’ Queen PART 1

by Thelma Lynne Godin
Illustrated by Vanessa Brantley-Newton

- 1 Today is the day I’m going to beat Jamara Johnson at hooping. Then I’ll be THE HULA-HOOPIN’ QUEEN OF 139th STREET!
- 2 I sort through my hoops and pick out my favorite. And then I feel it comin’ on. The itch. The Hula-Hoopin’ itch. My fingers start snappin’, and my feet start tappin’. My hips start swingin’, and I’m just reachin’ for a hoop when Mama says . . .
- 3 “Girl, don’t you even think about it. You know today is Miz Adeline’s birthday.”
- 4 Heat washes up over me, and I **stamp** my foot. Don’t get me wrong. I love Miz Adeline. She lives right next door. Miz Adeline took care of Mama when she was little, and she took care of me too. She’s like my very own grandmama.
- 5 “But, Mama,” I burst out. “I can’t help with Miz Adeline’s party. I’m supposed to meet Jamara.”
- 6 Mama stands as still as water in a puddle. She gives me her look. Then she hands me a broom.
- 7 I sigh loudly and start sweeping. 

stamp = lift and put down very hard


2 **RL.3.3**

Stop & Discuss

How does Kameeka feel when her mother tells her they are having a party for Miz Adeline? Underline details in the text that show how Kameeka feels.

Kameeka feels _____. A detail that shows this is _____.

3

- 8 Mama and I dust every room and scrub down the floors. We polish each window 'til we can see clear to New Jersey. After that I peel potatoes while Mama starts mixing up her special double-fudge chocolate cake.
- 9 “Kameeka, set the oven to 350 **degrees**,” Mama says as she empties the last of the sugar into the mixing bowl. “And add sugar to the grocery list.”
- 10 I push the button on the oven and look out the window. It’s already getting late. I bet Jamara’s telling everyone I’m too scared to hoop her.
- 11 While the cake bakes, we make up plates of fancy sandwiches. When the timer rings, Mama opens the oven.
- 12 “Kameeka!” Mama yells as she checks the oven temperature. “You only set it to 250 degrees!” Miz Adeline’s birthday cake looks like someone sat on it. Mama says we’ll have to start over.
- 13 Mama sends me to the store to buy more sugar. On my way out the door, I grab a hoop like I usually do, but when I get outside, I remember that I’m on a **mission**. Miz Adeline’s party will be starting in a couple of hours. 

LESSON 4

degrees = a measure of how hot or cold something is

mission = an important task

4

RL.3.1

Stop & Discuss

What is Kameeka’s mission at the end of Part 1?

Discuss Kameeka’s mission with a partner.



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LESSON 4 | Everyone Makes Mistakes

3 Support Reading

- Have students read paragraphs 8–13.
- Explain that the words *hoopin'* and *'til* have an apostrophe in place of a letter to show an informal way of speaking. Pronounce these words with students and make sure they understand what the words are meant to be. **EL**
- **CHECK IN** Students understand the meaning of *temperature* in paragraph 12.

HELP & GO: Vocabulary

- Use the **Word Learning Routine** to clarify the meaning of *temperature*.
- Have students reread paragraphs 9 and 12 and look for clues to explain how the words *temperature* and *degrees* relate. **Ask**, *Why would you set the oven to 350 degrees?* Explain that food is cooked at a certain temperature. *Temperature* means how hot or cold something is, and it is measured in units called degrees.

Help & Go scaffolds are designed to be used strategically and as needed while students are reading the text.

4 Stop & Discuss

- Have students **Turn and Talk** to complete **Stop & Discuss** with a partner.
- **LISTEN FOR** Students discuss details that tell that Kameeka’s mission is to buy sugar.

HELP & GO: Comprehension

- Guide students to reread the definition of *mission*. Then have them reread paragraphs 12 and 13. **Ask**, *What mission, or task, does Kameeka have? Why is it important? Kameeka has to get more sugar. Without sugar, there won't be a cake. Kameeka needs to hurry because the party starts in a few hours.*
- Explain that authors carefully choose words to explain ideas. The word *mission* makes it clear that Kameeka has a very important job.

Discuss the Whole Text

Use **Pick a Stick** to have students answer the Focus Question. Record responses.

Students discuss the Focus Question as a **whole class** at the end of each reading.

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LESSON 4 | Everyone Makes Mistakes

Graphic organizers provide a transferable framework for unpacking and analyzing the text.

Teaching protocols that **validate and affirm cultural behaviors** are used to structure activities.

Reconnect to the Text

- Use **Pick a Stick** to have students recall Part 1. **Ask**, *What is Kameeka's Hula-Hoopin' itch? What has happened so far because of the itch?*
- Give students time to rehearse their answers before sharing with the class. **EL**

1 Introduce the Standard

- Introduce the concept of describing characters and their actions. **Say**, *Authors describe characters in stories by including details about what they are like, what they want, what they think and feel, and what they do.*
- Assess students' familiarity with academic terms. Provide support for the terms *traits*, *motivations*, and *actions* as they relate to characters. **EL**
- Explain the terms *identifying* and *evidence*.

2 Reread/Think

MODEL THE STANDARD Create a chart and model how to identify Kameeka's traits, motivations, feelings, and actions in paragraphs 1–3.

- Explain that authors often describe what a character is like without clearly stating it. **Say**, *In paragraph 1, Kameeka says she is going to beat Jamara, so she must be determined. I can write that down as a trait. She says she wants to be the next Hula-Hoopin' Queen. I'll write that in the "Motivations" row.*
- Continue noting details from paragraphs 2 and 3 and add them to the chart.

GUIDE STANDARDS PRACTICE Have students reread paragraphs 4–13, looking for traits, motivations, feelings, and actions that describe Kameeka. **Say**, *As you complete the chart, ask yourself how Kameeka's traits, motivations, feelings, and actions help you understand her.*

- If needed, complete part of the chart as students suggest text evidence to add. **EL**

SESSION 2 PRACTICE

RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

1 Describe Characters

- You can understand and describe characters by identifying their traits, motivations, feelings, and actions.
 - Traits** tell what the character is like.
 - Motivations** tell what the character wants; this affects how the character acts, thinks, or feels.
 - Actions** tell what the character does.

2 Reread/Think

Reread Part 1 of *The Hula-Hoopin' Queen*. In the chart, write the traits, motivations, feelings, and actions that describe Kameeka. Then write where you found the evidence.

Kameeka	Description	Evidence
Traits What is the character like?	<ol style="list-style-type: none"> determined passion for Hula-Hoopin' 	<ol style="list-style-type: none"> paragraphs 1, 4 paragraphs 1, 2, 10
Motivations What does the character want?	<ol style="list-style-type: none"> to be Hula-Hoopin' Queen compete against Jamara 	<ol style="list-style-type: none"> paragraph 1 paragraph 5
Feelings What does the character think or feel?	<ol style="list-style-type: none"> feels the itch to hoop angry loves Miz Adeline 	<ol style="list-style-type: none"> paragraph 2 paragraph 4 paragraph 4
Actions What does the character do?	<ol style="list-style-type: none"> stamps her foot cleans and makes food takes hoop with her 	<ol style="list-style-type: none"> paragraph 4 paragraphs 7, 8, 10, 11 paragraph 13

3 **Talk**

What happens when Kameeka’s mother explains that Kameeka has to help with Miz Adeline’s party instead of Hula-Hoopin’ with her friends? Think about details that show Kameeka’s traits, motivations, feelings, and actions. Share your ideas with a partner.

In the story, Kameeka ____.
This detail shows ____.

You said ____. I agree/
disagree because ____.

4 **Write**

How does Kameeka react when she cannot meet Jamara to hoop? Refer to Kameeka’s traits, motivations, feelings, and actions to explain her reaction.

Sample response: When Kameeka learns she can’t go hoop, she gets angry and reacts by stamping her foot and sighing heavily. She loves Miz Adeline and wants to help get ready for the party, but she really wants to hoop. Kameeka is supposed to compete against Jamara. She wants to be the Hula-Hoopin’ Queen of 139th Street. While Kameeka helps her mom, she keeps thinking about how her friends are hooping without her.

WRITING CHECKLIST

- I included one trait, one motivation, one feeling, and one action.
- I used complete sentences.
- I used correct punctuation, spelling, and capitalization.

3 **Talk**

- Have students use **Team-Pair-Solo-Team** to complete the Talk activity, sharing details from a different category in each step. **Say**, *As you talk, refer to specific details in your chart and explain what each detail shows about Kameeka.*
- **LISTEN FOR** Students describe Kameeka accurately using information from the story and chart. Use the **Help & Go** scaffolds as needed. ✓

HELP & GO: Standards Practice

- Have students reread paragraphs 3–7.
- **Ask**, *How does Kameeka feel about Miz Adeline?* Explain that although Kameeka loves Miz Adeline, she really wants to hoop, not throw a party.
- **Ask**, *Why does Kameeka sigh?* Explain that Kameeka sighs because she is unhappy but knows there is nothing she can say to change her mother’s mind. Instead of saying that Kameeka is disappointed, the author shows us through her sigh.
- Guide students to review and discuss additional details in their charts.

- Have students revise their charts as needed based on their discussions.

4 **Write**

- Have students complete the Write task, using the checklist to check their work.
 - Consider pairing students to share their drafts before writing a final response on the student page. Remind students to use the traits, motivations, feelings, and actions recorded on the chart to help construct their responses. **EL**
 - Use written responses to determine whether students need additional support. ✓
- Use **Pick a Stick** to have 1–2 students share their finished writing with the class. Remind students to listen attentively while each student shares.

Students engage in an **academic discussion** to refine their understanding of the Focus Standard and prepare for the upcoming Write task.

Write prompts include **checklists to encourage self-assessment.**

1 Support Reading

Students engage with a new text as they build knowledge on the lesson topic.

- Set a purpose for reading. **Say**, *In this session, you will read to find out what happens as Kameeka goes on her mission to get sugar for Miz Adeline's cake.*
- Activate prior knowledge about competing against a friend. **EL**
- Direct students to read paragraphs 1–6. Have them circle unknown words and mark confusing parts with a question mark.
- Use **CHECK INs** and **Help & Go** scaffolds as needed.
- **CHECK IN** Students understand the meaning of *smug*.

Respond to individual needs with targeted strategies, using the embedded **Help & Go** scaffolds.

HELP & GO: Vocabulary

- Direct students to paragraph 2. Have them look around the word *smug* to find its meaning.
- **Ask**, *What part of the text helps you understand the word smug? When Jamara smirks and says "We thought you weren't coming," it shows that she thinks she is better at hooping and that Kameeka is afraid to lose.*
- Clarify that someone who is smug is overly pleased with themselves.
- Have students show smug body language. **EL**

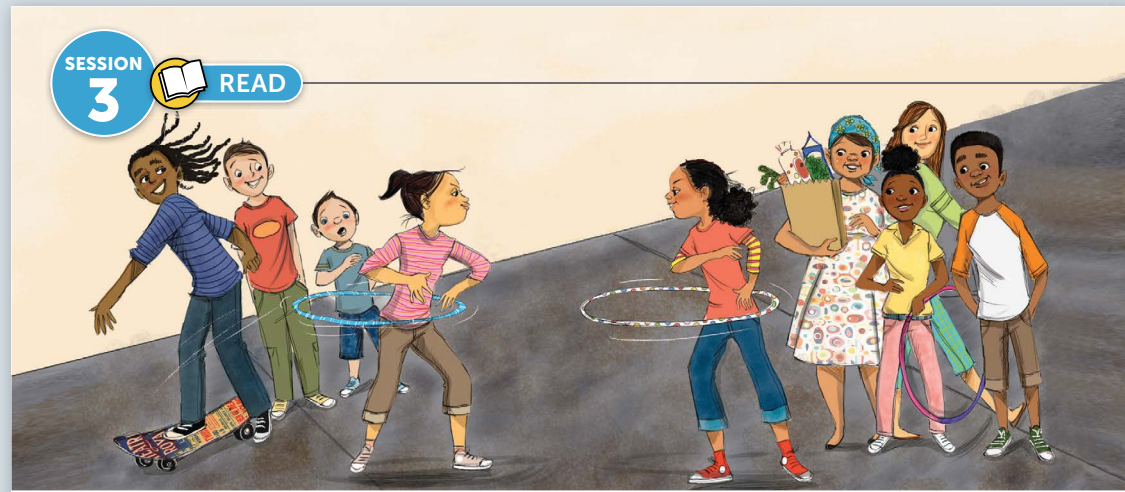
2 Stop & Discuss

Stop & Discuss prompts provide strategic scaffolds for English Learners and are embedded throughout the reading.

- Have students **Turn and Talk** to complete **Stop & Discuss** with a partner.
- **LOOK FOR** Students identify details that relate to the passage of time.

HELP & GO: Comprehension

- Direct students to paragraph 6. **Ask**, *What details show that time is passing? When the sun moves, time passes. If the sun is no longer making the sidewalk hot, it is late afternoon.*



The Hula-Hoopin' Queen

PART 2

by Thelma Lynne Godin • Illustrated by Vanessa Brantley-Newton

- 1 I'm coming out of the store when I see Jamara and Portia hoopin' on the corner of 139th and Broadway.
- 2 "We thought you weren't coming, Kameeka," says Jamara with a **smirk**. I need to get the sugar back to Mama, but Jamara sounds so smug I can't stand it. "You ready?" she asks.
- 3 "I was born ready." And then I feel it comin' on. The itch. The Hula-Hoopin' itch.
- 4 "Whoever hoops the longest is the winner," Portia says.
- 5 As soon as she shouts "Go!" my fingers start snappin' and my feet start tappin'. My hips start swingin', and I just know I'm gonna beat Jamara today. *Swish, swiggle, swish.*
- 6 The sun moves between the buildings, and the sidewalk starts cooling down, but Jamara and me keep on hoopin'.

smirk = unfriendly smile

2

RL.3.1

Stop & Discuss

What details show that Kameeka and Jamara hoop for a long time?

Underline those details and discuss with a partner.

Embedded definitions allow for fluent reading as students access ideas.

3

- 7 “I’ve got doughnuts for Miz Adeline’s party,” Mr. John calls out as he closes up the bakery.
- 8 “Miz Adeline’s cake!” I shout.
- 9 My hoop **clatters** to the sidewalk. I grab it and the sugar, and race up the block. I can hear Jamara laughing behind me.
- 10 By the time I reach our apartment, Mama is madder than a hornet. “Kameeka Hayes!” she scolds.
- 11 “I’m sorry, Mama. I saw Jamara and—”
- 12 “Girl, I don’t want to hear that Hula-Hoopin’ nonsense. It’s too late now. Miz Adeline’s already here. You take yourself on into the living room and explain to Miz Adeline why she won’t have cake for her birthday.”
- 13 “Hi, Miz Adeline,” I say. “Happy birthday.”
- 14 “Kameeka, come here, baby. Give me a kiss.”
- 15 I come in close and kiss Miz Adeline’s soft cheek. Then I whisper in her ear, “You don’t really like cake much, do you?”
- 16 “Baby girl, you know I sure do love cake. Chocolate cake with strawberries and real whipped cream on top.” I can’t tell her about the cake just yet. 🙅

LESSON 4

clatters = makes a loud rattling sound from hitting a hard object

4

RL.3.3

Stop & Discuss

How does Kameeka feel about telling Miz Adeline that there is no cake?

Underline two details that help you understand Kameeka’s feelings.



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LESSON 4 | Everyone Makes Mistakes

3 Support Reading

- Have students read paragraphs 7–16. **Say, Look** for text clues that tell about character feelings in this section.
- **CHECK IN** Students understand the meaning of *madder than a hornet* and *nonsense*.

HELP & GO: Vocabulary

- **Say, In paragraph 10, Mama uses Kameeka’s full name to scold her. Mama is “madder than a hornet.” What do you learn about Mama’s feelings? When a parent or other adult uses my full name, I know that person is very mad. I also know hornets can attack and sting. Mama is very mad at Kameeka.**
- Direct students to the word *nonsense*. Have students use word parts to analyze its meaning. **Ask, How does understanding what non- means help you understand the word nonsense? Non- means “no.” Nonsense means that something doesn’t make sense. Mama calls the Hula-Hoopin’ competition nonsense because she thinks it is not important.**

Check Ins and Listen Fors help teachers determine whether to use one of the Help & Go scaffolds provided on this page.

4 Stop & Discuss

- Have students pause to complete **Stop & Discuss** independently. Then have them **Turn and Talk**.
- Have students use this frame: *Kameeka feels* ____ . **EL**
- **LISTEN FOR** Students understand that Kameeka feels bad that there’s no cake.

HELP & GO: Comprehension

- Have students reread paragraphs 15 and 16. **Say, Kameeka whispers and suggests that Miz Adeline doesn’t really like cake. Why do you think Kameeka does that? I think she whispers because she’s nervous. She hopes Miz Adeline will say she doesn’t like cake.**
- **Say, Why doesn’t Kameeka tell Miz Adeline about the cake? How do you think Kameeka feels? She doesn’t want to disappoint Miz Adeline. She feels bad.**

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LESSON 4 | Everyone Makes Mistakes

SESSION 3 SCAFFOLD READING

5 Support Reading

- Have students read paragraphs 17–22.
- **CHECK IN** Students understand *all spruced up* and *swallows hard*.

HELP & GO: Language

- Reread paragraph 17. Discuss how the neighbors are dressed. **Ask**, *Which details help you understand all spruced up? Miss Evelyn has on her church hat, and Mr. John is dressed in a pin-striped suit. People sometimes wear fancy clothes to church, and a suit is something you wear to a special event. All spruced up seems to mean that they got dressed up for the party.*
- Have students refer to paragraph 19 when Kameeka “swallows hard.” **Ask**, *How does this detail help you understand Kameeka? “Swallowing hard” shows that Kameeka is nervous.*

6 Stop & Discuss

- Have students pause to complete **Stop & Discuss** independently, then **Turn and Talk**.
- **LISTEN FOR** Students make a prediction.

HELP & GO: Comprehension

- Have students reread paragraph 21 and think about what Jamara is doing with the doughnut. **Ask**, *What would you do if you saw Jamara do this?*
- Have students restate their partner’s prediction using sentence frames. *My prediction is ____ . My partner’s prediction is ____ . EL*

Discuss the Whole Text

- Use **Compare and Connect** to refine understanding of the Focus Question.
 - **Ask**, *What mistakes does Kameeka make in Part 2? What happens because of those mistakes? How are her actions, motivations, and feelings similar to or different from what you read in Part 1? Use text evidence to support your responses.*
- Display responses next to those from Session 1.

SESSION 3 READ

sashay = walk in a graceful and noticeable way

- 5 17 Pretty soon the neighbors start arriving. Miss Evelyn’s wearing her church hat, and Mr. John’s all spruced up in a pin-striped suit. Jamara and Portia **sashay** in with their parents.
- 18 Most of the presents are still unopened when Miz Adeline says, “Well, I do believe it’s time for birthday cake.”
- 19 I swallow hard. “Miz Adeline,” I say slowly. “We made a cake, but it didn’t turn out right. Then we needed more sugar to make another one, but I didn’t get the sugar back to Mama in time ‘cause I was hoopin’. I was trying to beat Jamara so I could be the Hula-Hoopin’ Queen of 139th Street. It’s my fault there isn’t any cake.”
- 20 “No cake?” says Miz Adeline, raising her eyebrows.
- 21 I look over at Jamara. She’s spinning one of Mr. John’s doughnuts round and round on her finger like it’s a Hula-Hoop.
- 22 Suddenly that gives me an idea. “I’ll be right back,” I yell as I race from the room. 🙌

6 **RL.3.1**
Stop & Discuss
What do you think Kameeka will do?
Discuss your prediction with a partner.



UNIT 1 | Solving Problems

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SESSION
4

PRACTICE

RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

LESSON 4

1 Describe Characters

- A character's **actions** are what the character does. A character's actions can affect what happens in a story.
- The **sequence** of events is the order in which events happen.

Kameeka's Action in Part 1	What Happens Because of the Action
cooks the cake at a too-low temperature	The cake is ruined. Kameeka and Mama have to bake another one.

2 Reread/Think

Reread Part 2 of *The Hula-Hoopin' Queen*. Then look at Kameeka's actions in the box below. Write each action in the chart next to the number where it belongs. Then write what happens because of the action.

Kameeka's Actions

- arrives home late
- sees Jamara spin a doughnut
- tells Miz Adeline there is no cake
- feels the Hula-Hoopin' itch

Kameeka's Actions in Part 2	What Happens Because of the Actions
1. feels the Hula-Hoopin' itch	Kameeka Hula-Hoops instead of going home.
2. arrives home late	Mama and Kameeka do not have time to make a cake.
3. tells Miz Adeline there is no cake	Miz Adeline raises her eyebrows and acts disappointed.
4. sees Jamara spin a doughnut	Kameeka gets an idea and runs out of the room.

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LESSON 4 | Everyone Makes Mistakes

Reconnect to the Text

- Use **Pick a Stick** to have students recall Part 2.
Ask, *What happens when Kameeka leaves the store and sees Jamara?*
- Cue retellings with words that describe Kameeka, such as *itch* and *compete*. **EL**

1 Practice the Standard

- Review with students the academic terms *actions* and *sequence*. **Say**, *Examining a character's actions and what happens because of those actions can help you understand a story.*

MODEL THE STANDARD Model analyzing an action from Part 1 of the story.

- Say**, *One action is that Kameeka cooks the cake at a temperature that's too low. The result is that the cake is ruined. In paragraph 12, Mama says they'll have to make another cake. And at the end of Part 1, in paragraph 13, Mama sends Kameeka to the store to buy more sugar.*
- Say**, *The action of going to the store affects the events that take place in Part 2.*

2 Reread/Think

GUIDE STANDARDS PRACTICE Review the Reread/Think directions with students and guide them to complete the activity.

- Point out the box titled "Kameeka's Actions in Part 2." **Say**, *As you reread Part 2, think about the sequence of Kameeka's actions. Which action happens first? Which one comes next?*
- Guide students to think about how each action affects what happens in the story. **Say**, *Once you've listed Kameeka's actions in order, look for details that tell what happens because of each action.*

Embedded engagement protocols vary the way that students engage and respond during activities.

Repeated use of the **Reread/Think, Talk, Write** routine guides students to critically analyze texts and process their understanding through structured discussion and writing.

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LESSON 4 | Everyone Makes Mistakes

SESSION 4 PRACTICE THE FOCUS STANDARD

3 Talk

- Have students use **Team-Pair-Solo** to complete the Talk activity, focusing on a different part of the story in each new grouping.
- Guide students to use their charts to help them recall the order of events and the impact of Kameeka's actions. **Say**, *As you tell what happens in each part of the story, think about how Kameeka's actions affect what happens next.*
- Group students of varying proficiencies so more proficient students can model retelling the beginning, middle, and end of the story. **EL**
- Prompt students to repeat and rephrase the sequence of events to assess whether they need additional help understanding how Kameeka's actions impact the sequence of events. ✓

Sentence starters model the language needed to talk and write about texts as students practice the Focus Standard.

4 Write

- Review the chart and the Write prompt with students.
- Prompt groups to talk through their ideas before they write. Have group members ask questions for clarification or make suggestions based on the chart details. **EL**
- Have students work independently to complete the activity.
- Use written responses to determine whether students need additional support explaining how Kameeka's actions affect the party for Miz Adeline. ✓
- **LOOK FOR** Students explain how Kameeka's actions impact events in the story.

HELP & GO: Writing

- Guide students to think about Kameeka's actions with a partner. **Ask**, *What does Kameeka do in paragraphs 5–12? What happens because of her actions?*
- Discuss that Kameeka makes a mistake when she loses track of time and doesn't get the sugar home in time to bake a new cake.

SESSION 4 PRACTICE

3 Talk

Work with a partner to describe events at the beginning, middle, and end of Part 2. Use the chart to help you recount the sequence of events.

At the beginning, ____

In the middle, ____

At the end, ____

4 Write

How do Kameeka's actions affect the party for Miz Adeline? Describe actions that Kameeka takes and what happens because of those actions.

Sample response: Kameeka competes against Jamara and forgets her mission to get sugar. Instead of going straight home, she stops to hoop. She arrives home too late to bake another cake. Kameeka explains to Miz Adeline that it is her fault there is no birthday cake at the party.

WRITING CHECKLIST

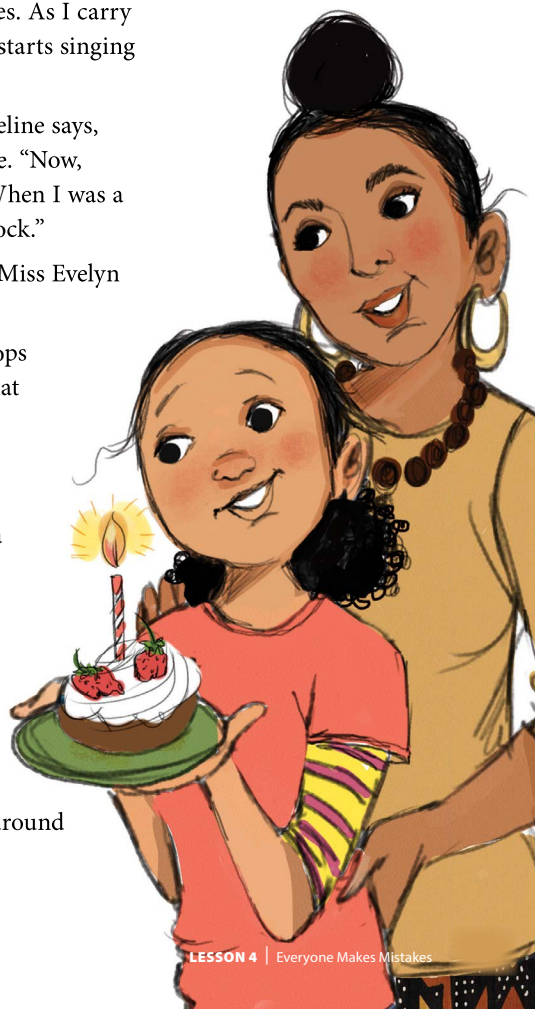
- I described Kameeka's actions.
- I described what happened because of those actions.
- I used complete sentences.
- I used correct spelling, punctuation, and capitalization.

The Hula-Hoopin' Queen

1 PART 3

by Thelma Lynne Godin • Illustrated by Vanessa Brantley-Newton

- 1 In the kitchen I set a chocolate doughnut on a pretty plate. I add whipped cream and strawberries. As I carry the doughnut cake to Miz Adeline, Mama starts singing “Happy Birthday,” and everyone joins in.
- 2 “Why, this is just about perfect,” Miz Adeline says, taking a bite of her doughnut birthday cake. “Now, Kameeka, did you say you were hoopin’? When I was a girl, I was the best Hula-Hooper on this block.”
- 3 “Adeline, don’t you start that nonsense,” Miss Evelyn says. “You know very well I was the best.”
- 4 “Baby girl, why don’t you bring some hoops on in here and let me show this old girl what she forgot.”
- 5 My eyes find Mama’s. She shakes her head. But Miz Adeline’s already pushing back chairs to make room. Then she slips a hoop over her head.
- 6 And right then I know. Miz Adeline’s just like me. She’s got the itch. The Hula-Hoopin’ itch. Her fingers start snappin’, and her feet start tappin’. Her hips start swingin’, and before we know it that hoop is swishin’ right around Miz Adeline’s waist. Then she’s got it swingin’ around her neck.



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LESSON 4 | Everyone Makes Mistakes

Reconnect to the Text

- Display responses to the Focus Question for Parts 1 and 2. Use **Pick a Stick** to have students make connections between the texts.
- Have partners discuss how Kameeka’s mistake in Part 1 connects to her mistake in Part 2. **EL**

1 Independent Reading

- Set a purpose for learning. **Say**, *Today you will work independently to read the last part of “The Hula-Hoopin’ Queen” and check the predictions you made at the end of Part 2 about Kameeka’s idea. You will also read to find details that make connections between Kameeka and Miz Adeline.*
- Before students begin, remind them to reread sentences or paragraphs to clarify story events.
- If students need more support, work with them in a small group to guide reading. Use **CHECK INs** and related **Help & Go** scaffolds as needed.
- **CHECK IN** Students check predictions and find similarities between Kameeka and Miz Adeline.

HELP & GO: Comprehension

- **Ask**, *What was your prediction about Kameeka’s idea? Was it correct?*
- **Ask**, *What does Miz Adeline tell Kameeka about hooping? What does Kameeka realize about Miz Adeline? Miz Adeline says she was once the best Hula-Hooper on the block. Kameeka realizes she and Miz Adeline both have the Hula-Hoopin’ itch.*

Session 5 gives students an **opportunity to engage independently** with a new text.

Suggestions are provided for students who are not quite ready for reading independently.

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LESSON 4 | Everyone Makes Mistakes

SESSION 5 INDEPENDENT READING

2 Independent Reading

- **CHECK IN** Students understand the phrase *spills out on to the street*.

HELP & GO: Language

- **Ask**, *What details help you understand what happens when the party “spills out on to the street”? The text says that Miz Adeline heads for the door while she is hooping. Then Miss Evelyn, Mr. John, and Mama grab hoops too and go to the street. This tells me that spills out on to the street means that lots of people are going out to the street.*
- Have students work with a partner to use *spills out* in a new sentence. **EL**
- **CHECK IN** Students understand why Miz Adeline says “this is the best birthday party I’ve ever had!”

HELP & GO: Comprehension

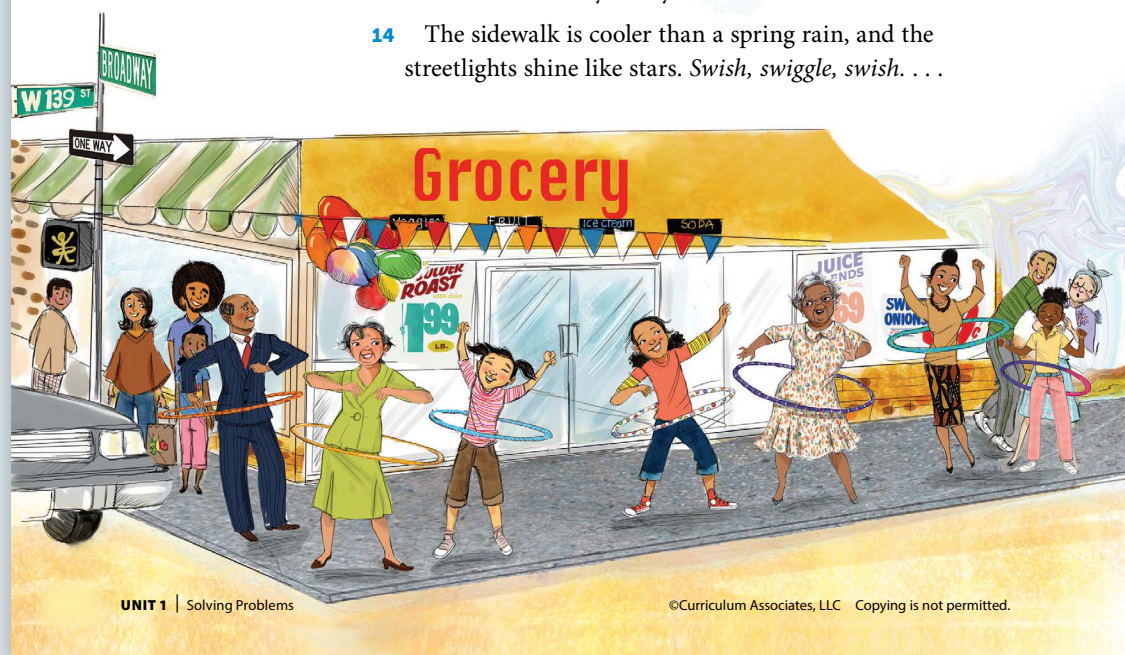
- **Ask**, *What happens before Miz Adeline says it’s the best birthday party she’s ever had? Miz Adeline and others start hooping. She does hooping tricks and remembers how she loved hooping when she was younger.*
- **Ask**, *What do Miz Adeline’s actions and words show about how she feels? They show that Miz Adeline loves hooping and is glad the party gave her an opportunity to Hula-Hoop.*

SESSION 5 READ

in spite of herself = even though she did not expect to

shimmies = shakes the hips

- 2 7 I glance over at Mama and see a smile pulling at her lips **in spite of herself**. Miz Adeline **shimmies** the hoop down past her knees. She spins it around her ankle as she hops on one foot, then the other. With the hoop still swishin’ round and round, Miz Adeline heads for the door.
- 8 Miss Evelyn grabs one of my hoops, and Mr. John grabs another. Even Mama’s hips are swingin’ as the whole party spills out on to the street.
- 9 “Kameeka, this is the best birthday party I’ve ever had!” Miz Adeline hollers.
- 10 Jamara hoops on over to me. “Kameeka,” she says. “I know who the real Hula-Hoopin’ Queen of 139th Street is.”
- 11 “I do too,” I say.
- 12 Jamara settles her hoop around her waist. “You ready, Kameeka?”
- 13 “I was born ready,” I say.
- 14 The sidewalk is cooler than a spring rain, and the streetlights shine like stars. *Swish, swiggle, swish. . . .*



SESSION
5

PRACTICE

RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

LESSON 4

Respond to Text

3 Reread/Think

Reread Part 3 of *The Hula-Hoopin' Queen*. Respond to each question about the text.

1. PART A

What trait do Kameeka and Miz Adeline share?

- A. They both like doughnuts more than cake.
- B. They both enjoy planning birthday parties.
- C.** They both enjoy hooping.
- D. They both like cooking.

PART B

Choose one detail from the story that **best** supports the answer to Part A.

- A. "In the kitchen I set a chocolate doughnut on a pretty plate." (paragraph 1)
- B. "I add whipped cream and strawberries." (paragraph 1)
- C. "Miz Adeline's already pushing back chairs to make room." (paragraph 5)
- D.** "Miz Adeline's just like me. She's got the itch." (paragraph 6)

2. How does Kameeka finally solve the problem of having no birthday cake?

- A. She asks her mom to help make a cake.
- B.** She uses a doughnut to make a cake.
- C. She asks Mr. John to bring a cake.
- D. She invites everyone to Hula-Hoop instead.

3 Reread/Think

- Have students complete the Reread/Think items independently.
- Consider reading aloud questions and answer choices if needed for some students. **EL**
- Point out that item 1 has two parts. Students should answer Part A first. Then they should answer Part B.

Answer Analysis

After students complete the items, have them **Shout Out** to share their responses to each item. Use the answer analysis below to review and clarify responses.

1. **PART A** The correct choice is **C**. This is the best choice because Kameeka and Miz Adeline both enjoy hoopin', and this is a trait. **A**, **B**, and **D** are not supported by text evidence.

PART B The correct choice is **D**. This detail shows that Kameeka realizes that Miz Adeline is good at hoopin' and shares the itch to hoop. **A**, **B**, and **C** do not provide text evidence of any trait that Kameeka and Miz Adeline share.

DOK 2 | RL.3.3

2. The correct choice is **B**. This is the best choice because the text states that Kameeka makes a special treat from a doughnut, whipped cream, and strawberries. **A**, **C**, and **D** are not supported by text evidence. **DOK 1 | RL.3.3**

Students demonstrate their understanding of the **Focus Standard** by applying it to the text they have read, providing teachers with valuable formative assessment.

Answer Analysis provides teachers with guidance for identifying correct answer choices and understanding incorrect answer choices.

The **DOK Levels** are included in the Answer Analysis and Write sections to provide insight into item complexity.

SESSION 5 INDEPENDENT PRACTICE

4 Answer Analysis

3. The correct choice is **C**. This is the best choice because Miz Adeline “hollers” that it is the best birthday party she has ever had, which indicates that she is happy about the party. **A**, **B**, and **D** are not supported by text evidence. **DOK 2 | RL.3.4**
4. The correct choice is **D**. This is the best choice because the text says that Miz Adeline has the itch to hoop, and she twirls the hoop up and down her body. As she hoops, Jamara and Kameeka say that they know who the real Hula-Hoopin’ Queen of 139th Street is. **DOK 2 | RL.3.3**

5 Write

- Have students respond independently to the writing prompt. **DOK 3 | RL.3.3**
- If students need more support, work with them in a small group to guide them through writing. Use **Help & Go** scaffolds as needed.
- Consider structured pairing to share a draft with a partner before writing their final response. **EL**
- **LOOK FOR** Students identify evidence to support whether the party was a success or not.

HELP & GO: Writing

- Ask guiding questions about traits, motivations, feelings, and actions.
 - *What trait leads Kameeka to make mistakes? What mistakes does she make? What happens as a result of those actions?*
 - *How does Kameeka feel about not having a cake? How do others at the party respond when they learn why there’s no cake?*

Lesson Wrap-Up

Have students use **Compare and Connect** to revisit the Focus Question. Have them share details about the impact of Kameeka’s mistakes in Part 3 and compare those observations to their responses after Parts 1 and 2. Record responses.

SESSION 5 PRACTICE

Reread/Think

- 4 3. Why does Miz Adeline *holler* in paragraph 9?
A. She is angry there was not a cake.
B. She is calling for Kameeka in the crowd.
C. She is happy about her birthday party.
D. She is telling Jamara not to hoop.
4. Who is the real Hula-Hoopin’ Queen of 139th Street?
A. Kameeka
B. Jamara
C. Mr. John
D. Miz Adeline

5 Write

Was Miz Adeline’s party a success? Why or why not? Think about Kameeka’s traits, motivations, feelings, and actions. You can use evidence from all parts of the story.

Sample response: Yes, I think the party was a success. Even though Kameeka’s itch to hoop and compete against Jamara makes her ruin the cake, she is honest about it. Kameeka makes mistakes, but then she fixes them. She cares enough to make a birthday treat from a doughnut. Miz Adeline understands Kameeka’s itch because she has it too! It turns out to be the best birthday party Miz Adeline ever had.

WRITING CHECKLIST

- I used details from Parts 1, 2, and 3.
- I included traits, motivations, feelings, and actions to explain.
- I explained my answer with more than “yes” or “no.”
- I used complete sentences.
- I used correct spelling, punctuation, and capitalization.

Write prompts allow students to engage in higher-order thinking tasks.

Lesson Wrap-Up guides students to connect what they read independently to the Focus Question as they continue to build knowledge.



Respond to the Focus Question

What happens when characters make mistakes?

1 Reread/Think

Choose Part 1, 2, or 3 of the story to reread.

TEXT: *Part 1 of The Hula-Hoopin' Queen*

Describe one mistake Kameeka makes and what happens as a result.

Sample response: *Kameeka sets the oven to the wrong temperature and ruins the cake. She has to go buy more sugar to make a new cake.*

2 Talk

First, share what happens in the part of the story you reread.

One mistake Kameeka makes is ____.

What happens because of her mistake is ____.

Take notes on what other students say about the part of the story they read.

Name: [student name]	Name: [student name]
<i>Kameeka forgets her mission and runs out of time to bake another cake. She has to tell Miz Adeline there's no cake because she was hoopin'.</i>	<i>Kameeka makes a birthday treat out of a doughnut. Miz Adeline starts hoopin' and says it is the best birthday party ever.</i>

3 Write

What happens when characters make mistakes? Use what you have learned and evidence from all parts of the story in your response.

Respond to the Focus Question

Read the Focus Question. Tell students that today they will answer the question using information from all three parts of the story.

1 Reread/Think

Assign groups of three to reread the texts in the lesson. Each student rereads a different text from the lesson and completes the Reread/Think section. Have students use **Merry-Go-Round Share** to share responses with their group.

2 Talk

- Have students use **Pass It On** to complete the Talk activity.
- **LISTEN FOR** Students identify mistakes and the impact each one has on story events.

HELP & GO: Academic Discussion

- Provide **Individual Think Time** for students to gather their thoughts before they share.
- As time permits, invite students to share a time when they made a mistake and what happened because of it. Guide students to understand that mistakes can have positive and negative effects.

3 Write

- Have students respond independently to the prompt.
- **LOOK FOR** Student responses include evidence.





HELP & GO: Writing

- Prompt students to highlight text that provides evidence for their written response. **EL**
- Create a checklist for writing (introduction, text evidence from all three texts, spelling, punctuation, conclusion) to guide students.

Culminating lesson activities allow students to **synthesize the knowledge they have built** as they respond to the Focus Question.

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