



Read Aloud!

Developing Scientific Literacy™

Small Group

Curriculum Sampler

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Read Aloud!: Developing Scientific Literacy Small Group

Lesson Guide

The *Read Aloud!: Developing Scientific Literacy™ – Small Group* is a complete read aloud curriculum with ready-to-use materials for small group (Tier 2) instruction with K–2 students. The *Small Group* curriculum uses teacher read alouds of informational text with students to promote interactive, academic discussions. Text-based conversations are used before, during, and after read alouds to promote student vocabulary and comprehension. Scientific literacy is also prioritized throughout units that focus on living things, including mammals, reptiles, and insects. A reading detective approach helps students develop scientific inquiry skills through a framework for asking and answering questions about the text. Throughout the curriculum, students work as reading detectives to search for clues that help them recognize patterns, describe information, and formulate answers about the natural world.

There are nine instructional units in the program. Each unit includes four, twenty-minute lessons. A consistent set of instructional routines is used across all lessons. Before a read aloud, instruction focuses on background knowledge building and explicit vocabulary instruction. During the read aloud, question-asking strategies (reading detective questions) help focus comprehension and inquiry on key idea and detail identification. A guided note-taking process is also used to help students discuss information about key ideas and details. After a read aloud, students engage in cumulative review activities. Vocabulary is discussed through the use of game formats, and comprehension is reviewed through the use of a compare-and-contrast categorization activity (animal classification) and an integrative discussion based on students' gathering, describing, and use of information (Review the Clues!). Throughout the curriculum, text-based discourse is used as a context for student language use and as an opportunity to prompt student vocabulary use and language-based elaborations (super sentences).

The *Small Group* curriculum is intended for use in grades K–2, and in small group formats of two to five students per group. Instruction is specifically designed for students receiving Tier 2 instruction within a Response to Intervention approach, and can be used with English learners, students with learning disabilities, students who are deaf or hard of hearing, and students who are at risk for academic difficulty.

The *Read Aloud!: Small Group* program is instructionally aligned with *Read Aloud!: Developing Scientific Literacy – Whole Group*. Lessons in the *Small Group* curriculum reinforce the comprehension strategies and content discussed in the *Whole Group* curriculum's informational texts. *Read Aloud!: Small Group* can also be used as a stand-alone, Tier 2 program or as a supplement to any science program focused on the study of living things. Additional information on how *Read Aloud!: Small Group* can be implemented is provided in the program implementation section of this lesson guide.

Read Aloud!: Developing Scientific Literacy – Small Group was developed and implemented in large-scale efficacy research by researchers at Pacific Institutes for Research and the University of Oregon, with funding by the U.S. Department of Education's Institute of Education Sciences. *Read Aloud!: Small Group* incorporates the Common Core State Standards (Appendix A) and is directly aligned with Next Generation Science Standards (Appendix B) and National Science Education Standards (Appendix C).

Lesson Guide Contents

The following information is presented in the lesson guide to provide a conceptual overview of *Read Aloud!: Small Group* and help with lesson preparation and curriculum implementation.

Lesson Guide	Description
Developing Scientific Literacy with Read Alouds	Discusses the conceptual model used to develop scientific literacy in <i>Read Aloud!: Small Group</i> and the use of (1) complex informational text, (2) explicit comprehension strategies, (3) academic discussions, and (4) explicit vocabulary instruction with extended discussions about word meanings.
Instructional Design Components	Discusses the instructional design principles used throughout the curriculum. Lesson sequencing, the use of a model-lead-test approach, text-based interactions, and use of extensive feedback are discussed.
Program Overview	Summarizes the key components of the <i>Small Group</i> curriculum.
Incorporating Common Core State Standards	Illustrates how the Common Core State Standards are addressed in the <i>Small Group</i> lessons on a daily basis.
Program Implementation	Discusses how the curriculum can be implemented and presents sample schedules for unit and lesson implementation.
Scope and Sequence	Illustrates the materials, vocabulary taught, and comprehension content covered across the units within the curriculum.
Materials	Outlines all of the materials used in the curriculum.
Lesson Framework	Illustrates the Day 1 through Day 4 lesson cycle used in all units across the curriculum.
Instructional Routines	Presents a detailed description of the instructional routines used within the curriculum's lesson framework.
More Tips for Instruction!	Provides additional tips for instruction: <i>Small Group</i> management success, academic success, prompting academic engagement with unison choral responses and partner responses, differentiating instruction, working with different populations (including English learners and students who are deaf and hard of hearing)
Preparing Lessons and Implementing with Fidelity	Includes suggestions for preparing and implementing lessons. A self-reflection checklist is also included.
References	Presents references and resources cited in the lesson guide.
Appendix A: Common Core State Standards	Outlines the Common Core State Standards that are addressed in the <i>Small Group</i> curriculum for K-2.
Appendix B: Next Generation Science Standards	Outlines the Next Generation Science Standards that are aligned with <i>Small Group</i> curriculum for K-2.
Appendix C: National Science Educational Standards	Outlines the National Science Educational Standards that are aligned with the <i>Small Group</i> curriculum.
Appendix D: Discussion Map	Illustrates how to follow up on student responses during discussion.
Appendix E: Scope and Sequence	Provides an at-a-glance overview of vocabulary and comprehension content covered in Units 1-9.
Appendix F: Vocabulary at a Glance	Consists of (1) a Glossary that lists all of the vocabulary words highlighted in the <i>Big Books</i> and (2) a Taught Words list that outlines all of the taught words from the curriculum. The Taught Words list presents words in alphabetic order and includes a student-friendly definition for each word.
Appendix G: Vocabulary Games	Includes directions for the vocabulary games that can be selected to review taught vocabulary on Day 3 of each unit: Go Fish, Word Wise Bingo, Mystery Word, Beep!, and Question This!

Scope and Sequence

The Scope and Sequence of the *Read Aloud!: Small Group* curriculum begins with a preunit and continues with units focused on content related to mammals, reptiles, and insects. The preunit is considered an optional, but **highly recommended** unit. The preunit includes three lessons (Day 1, Day 2, and Day 3) that can be used to practice *Read Aloud!: Small Group* routines, introduce strategies used throughout the curriculum, set expectations for student behavior, and practice formats used for text-based conversations. Materials and the instructional focus of each lesson are outlined below:

	Day 1	Day 2	Day 3
Materials	Poster with group and reading detective partner rules Animal cards (camel, turtle, butterfly)	Poster with group and reading detective partner rules; reading detective poster Vocabulary picture card (<i>detective</i>)	Poster with group and reading detective partner rules; reading detective poster Vocabulary picture card (<i>detective</i>) Vocabulary examples and nonexamples (reading detectives)
Instructional Focus	Prepare students for the unit by modeling and practicing the instructional routines	Prepare students for comprehension and vocabulary instruction by introducing the word <i>detective</i> .	Prepare students for comprehension and vocabulary instruction by discussing the concept of “ <i>reading detectives</i> .”

The following outlines the scope and sequence for Units 1–9. Each table presents each theme’s content within the curriculum: Mammals (Units 1–3), Reptiles (Units 4–6), and Insects (Units 7–9). Materials used in each unit are listed. The vocabulary taught and comprehension questions emphasized in each unit are also outlined. When vocabulary words are listed, notice how words are marked by the day the word is taught within the unit. For example, in Bats (Unit 2), the word *nocturnal* is taught on Day 1. The words *hibernate* and *migrate* are taught on Day 2. Appendix F, Vocabulary at a Glance, also provides additional information about the vocabulary taught in the *Small Group* curriculum. Appendix F includes (a) a Glossary that lists all of the vocabulary words highlighted in the *Big Books*, and (b) a Taught Words list that outlines all of the taught words from the curriculum. The Taught Words list presents words in alphabetic order and includes a student-friendly definition for each word.

The column on the Scope and Sequence listing “*Big Book Questions (All Questions)*” lists all of the questions covered in a unit’s *Big Book*. The column listing “*reading detective questions (Taught Questions)*” includes the questions that will be emphasized during the unit’s instruction. Notice that in earlier units not all of the questions from the *Big Books* are explicitly taught. Later units in the curriculum, however, include more questions from the *Big Books* as the reading detective questions, or taught questions. Also notice how “*Wow! Did you Know?*” is always included as a “*Just for Fun!*” question across all units. “*Wow! Did you Know?*” essentially asks students to tell “*some interesting facts*” that they learned. The use of this question is an opportunity for students to make text-to-self connections and share information and any fun facts from the *Big Books* that is of personal interest to them. Finally, notice how

scaffolding shifts occur across Units 1–3, Units 4–6, and Units 7–9. The *Small Group* curriculum is intentionally designed to progress in complexity. While teacher modeling and prompting, for example, can always be used when needed, the intent of the curriculum is to phase out the use of more extensive teacher modeling as the curriculum progresses.

For the convenience of organizing information about the *Small Group* curriculum for lesson planning, an additional copy of the scope and sequence for Units 1–9 is provided in Appendix E.

Theme: Mammals (Units 1-3)

Theme	Unit	Materials	Vocabulary (#) = <i>what day taught</i>	Big Book Questions (All Questions)	Reading Detective Questions (Taught Questions)	Instructional Scaffolding Shifts
Mammals	Mammals 1	<ul style="list-style-type: none"> Poster with Group and Partner Rules Vocabulary Examples and Nonexamples Reading Detective Clue sheet Student Clue Cards Game Package Animal Classification Set 	Mammals (1) Survive (1) Protect (2)	What is a mammal? Where do mammals live? What do mammals eat? Wow! Did you know? (What are some interesting facts?)	What is a mammal? Where do mammals live? Just for fun! Wow! Did you know? (What are some interesting facts?)	Teacher models prompts, and uses explicit instructional supports during instruction
			Bats 2	What do bats look like? Where do bats live? What do bats eat? Wow! Did you know? (What are some interesting facts?)	What do bats look like? Where do bats live? Just for fun! Wow! Did you know? (What are some interesting facts?)	
	Elephants 3	<ul style="list-style-type: none"> Review the Clues! Sheets and Scorecards 	Habitat (1) Species (2) Herbivore (2)	What do elephants look like? Where are elephant habitats? What do elephants eat? Wow! Did you know? (What are some interesting facts?)	What do elephants look like? Where are elephant habitats? Just for fun! Wow! Did you know? (What are some interesting facts?)	

Theme: Reptiles (Units 4–6)

Theme	Unit	Materials	Vocabulary (#) = <i>what day taught</i>	Big Book Questions (All Questions)	Reading Detective Questions (Taught Questions)	Instructional Scaffolding Shifts
Reptiles	4	<ul style="list-style-type: none"> Poster with Group and Partner Rules Vocabulary Examples and Nonexamples Reading Detective Clue sheet Student Clue Cards Game Package Animal Classification Set Review the Clues! Sheets and Scorecards 	Reptile (1) Predator (1) Molt (2) Carnivore (2)	What is a reptile? Where are reptile habitats? What do reptiles eat? Wow! Did you know? Just for fun! Wow! Did you know? (What are some interesting facts?)	Teacher guides, leads, and prompts student responses. Modeling is used, when needed, for error correction or when additional support is required.	
	Reptiles	Animal cards (Komodo dragon, turtle, and chipmunk) Vocabulary word, definition, & picture cards (reptile, predator, molt, carnivore, habitat, species, herbivore, nocturnal, migrate, hibernate, mammal, survive, protect) Reptiles <i>Big Book</i>				
Reptiles	5	<ul style="list-style-type: none"> Animal Classification Set Review the Clues! Sheets and Scorecards 	Prey (1) Camouflage (2) Tropical (2)	What do crocodile look like? Where are crocodile habitats? What do crocodiles eat? Wow! Did you know? Just for fun! Wow! Did you know? (What are some interesting facts?)	Teacher guides, leads, and prompts student responses. Modeling is used, when needed, for error correction or when additional support is required.	
	Crocodiles	Animal card (<i>crocodile</i>) Vocabulary word, definition, & picture cards (reptile, prey, camouflage, tropical, predator, molt, carnivore, habitat, species, herbivore, nocturnal, migrate, hibernate, mammal, survive, protect) Crocodiles <i>Big Book</i>				
Reptiles	6	<ul style="list-style-type: none"> Animal card (<i>sea turtle</i>) Vocabulary word, definition, & picture cards (reptile, limbs, hatchling, omnivore, prey, snout, molt, predator, molt, carnivore, habitat, species, herbivore, nocturnal, migrate, hibernate, mammal, survive, protect) Sea Turtles <i>Big Book</i> 	Omnivore (1) Limbs (2) Hatchling (2)	What do sea turtles look like? Where are sea turtle habitats? What do sea turtles eat? Wow! Did you know? (What are some interesting facts?)	Teacher guides, leads, and prompts student responses. Modeling is used, when needed, for error correction or when additional support is required.	
	Sea Turtles	Animal card (<i>sea turtle</i>) Vocabulary word, definition, & picture cards (reptile, limbs, hatchling, omnivore, prey, snout, molt, predator, molt, carnivore, habitat, species, herbivore, nocturnal, migrate, hibernate, mammal, survive, protect) Sea Turtles <i>Big Book</i>				

Theme: Insects (Units 7-9)

Theme	Unit	Materials	Vocabulary (#) = <i>what day taught</i>	Big Book Questions (All Questions)	Reading Detective Questions (Taught Questions)	Instructional Scaffolding Shifts
Insects	Insects	<ul style="list-style-type: none"> Poster with Group and Partner Rules Vocabulary Examples and Nonexamples Reading Detective Clue sheet Student Clue Cards Game Package Animal Classification Set Review the Clues! Sheets and Scorecards 	Insects (1) Metamorphosis (1) Antennae (2) Nectar (2)	What is an insect? Where are insect habitats? What do insects eat? What is the life cycle of an insect? Wow! Did you know? (What are some interesting facts?)	What is an insect? Where are insect habitats? What do insects eat? What is the life cycle of an insect? Just for fun! Wow! Did you know? (What are some interesting facts?)	Students are prompted to provide responses independently without the use of extensive teacher models. Modeling is used, when needed, for error correction or when additional support is required.
			Ladybugs	Larva (1) Pupa (2) Culture (2)	What do ladybugs look like? Where are ladybug habitats? What do ladybugs eat? What is the life cycle of a ladybug? Wow! Did you know? (What are some interesting facts?)	
	Butterflies	Chrysalis (1) Proboscis (2) Pollinate (2)	What do butterflies look like? Where are butterfly habitats? What do butterflies eat? What is the life cycle of a butterfly? Wow! Did you know? (What are some interesting facts?)	What do butterflies look like? Where are butterfly habitats? What do butterflies eat? What is the life cycle of a butterfly? Just for fun! Wow! Did you know? (What are some interesting facts?)		

Unit 1: Mammals

Day 1

Lesson Objectives

The following student learning objectives will be performed with teacher modeling, prompting, guidance, and support:

Language

- Define the vocabulary words: *mammal* and *survive*. (CCSS.ELA-Literacy.L.K-2.4)
- Verbalize accurately the vocabulary words: *mammal* and *survive*. (CCSS.ELA-Literacy.L.K-2.6)
- Use complete sentences (“super sentences”) and demonstrate command of English conventions when discussing vocabulary and previewing the big book. (CCSS.ELA-Literacy.L.K-2.1)
- Produce complete sentences during lesson. (CCSS.ELA-Literacy.L.K-2.1.f)

Speaking and Listening

- Participate in collaborative conversations, with the teacher and student partners, about vocabulary and the informational text. (CCSS.ELA-Literacy.SL.K-2.1)
- Follow agreed-upon rules for discussions. (CCSS.ELA.SL.K. 1.a)
- Continue the conversation through multiple exchanges. (CCSS.ELA-Literacy.SL.K-2.1.b)
- Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. (CCSS.ELA-Literacy.SL.K-2.4)
- Speak audibly and express thoughts, feelings, and ideas clearly. (CCSS.ELA-Literacy.SL.K-2.6)

Reading Informational Text

- Identify the features of informational text (e.g., title, glossary, pictures). (CCSS.ELA-Literacy.RI.K-2.5)
- Discuss what students think they know and what they want to learn about the big book’s topic. (CCSS.ELA-Literacy.RI.K-2.1)
- Ask and answer questions about unknown words in a text, with prompting and support. (CCSS.ELA-Literacy.RI.K-2.4)
- Identify the front cover, back cover, and title page of a book. (CCSS.ELA-Literacy.RI.K-2.5)
- Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. (CCSS.ELA-Literacy.RI.K-2.6)

Materials - Master Checklist:

- Poster with group and partner rules
- Animal cards (chipmunk, camel, crocodile)
- Vocabulary word, definition and picture cards (*mammal*, *survive*)
- Vocabulary examples and nonexamples cards (for *survive*)
- Mammals* big book

Group Management

Approximately 1–2 minutes.
Instructional Focus: Establish and model behavior expectations.
Materials: Poster with group and partner rules



Instructional Routine

Teach group expectations. Model (with examples and nonexamples) and role-play each rule, as needed.



Delivery Tips

- Rules should be stated positively and in a fairly broad manner so they apply to several behaviors. For example, “Be polite and respectful” could apply to taking turns, listening, not sitting too close to your talk partner and giving him or her personal space.
- See examples of group and partner rules in the *Read Aloud! Lesson Guide*.

Getting Started

Approximately 3–5 minutes.
Instructional Focus: Prepare students for comprehension by priming background knowledge.
Materials: Animal cards (chipmunk and camel)



Instructional Routine

This section is a warm-up. Additional lesson activities will focus on teaching students to learn about content from the text. Place the animal cards (chipmunk and camel) on the table in front of the students. Ask questions about what students already know about the animal on the card. Focus discussion on building the background knowledge required for students to understand the text. .

What do you think you know about mammals? I think I know _____.

(Use reading detective partners for discussion then call on several individual students to share responses.)

What do you want to learn about mammals? I want to learn _____.

(Use reading detective partners for discussion then call on several individual students to share responses.)



Delivery Tips

- Focus the conversation on what students think they know. General discussion of the content is okay, but don't let a content discussion or tangential sharing overtake the emphasis on focused, background knowledge-building. Provide the necessary amount of background information and use the read aloud text to teach students about the content. In other words, don't spend too much time priming background knowledge because the read aloud will be used to facilitate student learning. Not every question or piece of information needs in-depth discussion. Stay focused!

- ☑ Use sentence starters and stems to ensure student responses are complete sentences.
- ☑ Engage all students by using unison choral responses when student responses to questions are short, one- or two-word responses and partner responses when the answers to questions are long and different. Use individual responses only after partner discussion. Call on several individual students to share their responses with the group.
- ☑ Use signals (visual and/or auditory) when asking groups of students to respond to questions.
- ☑ When students answer questions with their partner, move around to monitor student responses and provide any necessary support.
- ☑ Be ready to deal with “inaccurate” information.

In-Depth Vocabulary Discussion

Approximately 8–12 minutes.
Instructional Focus: Deep vocabulary knowledge and use and expanding student language (i.e., super sentences).
Materials: Animal cards (camel, chipmunk, crocodile) Vocabulary word, definition and picture cards (<i>mammal, survive</i>) Vocabulary examples and nonexamples cards (for <i>survive</i>)



Instructional Routine

Facilitate an in-depth “comprehension conversation” about selected target vocabulary words. Content-related vocabulary words have been selected for in-depth discussion (*survive*) along with words representing the general animal category (*mammal*).

New vocabulary word: mammal

Step 1—Introduce the Word

Today we are going to talk about a word. Listen while I say the word. *Mammal*. Let’s work on really understanding what *mammal* means.

Step 2—Model Saying the Word

Our word is *mammal*.

Step 3—Say the Word Together

Say the word *mammal* with me. (*Mammal*)

Step 4—Students Say the Word

Now, say the word on your own. (*Mammal*)

Step 5—Say the Definition and Model Your Thinking

A *mammal* is an animal that is warm-blooded and has a backbone, lungs, and hair or fur. All mammals drink their mother’s milk as babies.

Using the choral response prompt, ask students the following:

What word means an animal that is warm-blooded, has a backbone, lungs, and hair or fur, and drinks its mother’s milk as a baby? (*Mammal*)

Step 6—Discuss Examples and Nonexamples and Tell Them What You’re Thinking

Now it’s your turn to think about *mammal*. I’m going to show you a picture and you’re going to tell me if it is a *mammal* or if it is not a *mammal*. Here’s a picture of a camel.

Using the choral response prompt, ask students the following:

Does this picture show a mammal?

Using the partner response prompt, ask students the following:

How do you know this is a mammal?

Using the choral response prompt, ask students the following:

Is the animal warm-blooded, have a backbone, lungs, and hair or fur? Does the animal drink its mother's milk as a baby?

Provide additional examples and nonexamples of *mammal* (*chipmunk and crocodile*). If students respond incorrectly, immediately provide the correct response, have all students repeat the correct response, then review and discuss the definition.

Step 7—Ask Students to Identify and Say the Word

Tell me the word that we've been talking about that means an animal that is warm-blooded, has a backbone, lungs, and hair or fur, and drinks its mother's milk as a baby.

Using the choral response prompt, ask students the following:

The word is . . . (*mammal*). That's right, the word is *mammal*.

Step 8— Ask Students to Define the Word

What does *mammal* mean?

Using the choral response prompt, ask students the following:

***Mammal* means _____ (An animal that is warm-blooded, has a backbone, lungs, and hair or fur, and drinks its mother's milk as a baby). That's right, *mammal* means an animal that is warm-blooded, has a backbone, lungs, and hair or fur, and drinks its mother's milk as a baby.**

Step 9—Model How to Use the Word in a Super Sentence and Tell Them What You're Thinking

Now, I want you to use the word, *mammal*, in a super sentence. A super sentence uses many words, not just a few words, to tell what you know. Let me show you. I know a cat is a *mammal*. How do I know a lion is a *mammal*? Because it is warm-blooded, it has a backbone, lungs, and fur, and drinks its mother's milk as a baby.

Step 10—Students Say the Word in a Super Sentence and Tell You What They're Thinking

Using the partner response prompt, guide students to complete a super sentence by leading with a sentence stem. For example, **I know a monkey is a *mammal* because . . .** (e.g., it is warm-blooded, has a backbone, has lungs, etc.).

New vocabulary word: survive

Step 1—Introduce the Word

Today we are going to talk about a word. Listen while I say the word. *Survive*. Let's work on really understanding what *survive* means.

Step 2—Model Saying the Word

Our word is *survive*.

Step 3—Say the Word Together

Say the word *survive* with me. (*Survive*)

Step 4—Students Say the Word

Now, say the word on your own. (*Survive*)

Step 5—Say the Definition and Model Your Thinking

Survive means to stay alive. Animals eat to survive. A fox will eat ground squirrels. How do I know? I know that animals, including foxes, must eat to live or to stay alive.

Using the choral response prompt, ask students the following:

What word means to stay alive? (Survive)

Step 6—Discuss Examples and Nonexamples and Tell Them What You're Thinking

Now it's your turn to think about survive. I'm going to tell you about an animal and you're going to tell me if it is an example of survive or not an example of survive. A grizzly bear spends most of the day eating food like berries and small animals.

Using the choral response prompt, ask students the following:

Is this an example of survive?

Using the partner response prompt, ask students the following:

How do you know this is an example of survive?

Using the choral response prompt, ask students the following:

Is the grizzly bear eating berries and small animals to stay alive?

Set the vocabulary examples and nonexamples cards (for *survive*) on the table. Make sure all students can see the pictures. Ask the students to look at the pictures and figure out (in their head) which picture shows an example of *survive* and how they know that it is an example of *survive*.

Using the choral response prompt, ask students the following:

Which picture shows survive? (an animal eating)

If students respond incorrectly, stop, review the definition, and repeat the question (Which picture shows survive?).

Using the partner response prompt, ask students the following:

How do you know this is an example of survive?

Using the choral response prompt, ask students the following:

Everyone say the word we've been talking about. (Survive)

If necessary, provide additional examples and nonexamples of *survive*. If students respond incorrectly, immediately provide the correct response, have all students repeat the correct response, then review and discuss the definition.

Step 7—Ask Students to Identify and Say the Word

Tell me the word that we've been talking about that means to stay alive.

Using the choral response prompt, ask students the following:

The word is . . . (Survive). That's right, the word is survive.

Step 8— Ask Students to Define the Word

What does survive mean?

Using the choral response prompt, ask students the following:

Survive means _____ (to stay alive). That's right, survive means to stay alive.

Step 9—Model How to Use the Word in a Super Sentence and Tell Them What You're Thinking

Now, I want you to use the word, survive, in a super sentence. A super sentence uses many words, not just a few words, to tell what you know. Let me show you. The boy is going to survive because he is breathing in air. How do I know? I know the boy is going to survive because he is breathing air to stay alive.

Step 10—Students Say the Word in a Super Sentence and Tell Their Thinking

Using the partner response prompt, guide students to complete a super sentence by leading with a sentence stem. For example, **I know the puppy is going to survive because . . .** (e.g., his mother is feeding him food; he is eating and sleeping; he is eating puppy food and getting lots of sleep, etc.).

Use follow-up partner response prompts to help students demonstrate their thinking (e.g., **How do you know the puppy will survive?**) If needed, you can also tell students that using the word *because* helps tell *why*.



Delivery Tips

- ☑ Build expressive vocabulary versus reading vocabulary.
- ☑ Use examples and nonexamples (e.g. this is *survive*. This is not *Survive*).
- ☑ Remember, in-depth vocabulary discussion is “word study.”
- ☑ Use sentence starters to help students learn to use super sentences.
- ☑ Model super sentences and ask students to repeat, when needed.
- ☑ When correcting errors, treat errors as group errors versus focusing on one student.
- ☑ Engage *all* students by using unison choral responses when student responses to questions are short, one- or two-word responses and partner responses when the answers to questions are long and different. Use individual responses only after partner discussion. Call on several individual students to share their responses with the group.
- ☑ When students answer questions with their partner, move around to monitor student responses and provide any necessary support.
- ☑ Use signals (visual and/or auditory) when asking groups of students to respond to questions.

Big Book Preview

Approximately 2–6 minutes.
Instructional Focus: Comprehension and text-structure elements.
Materials: <i>Mammals</i> big book



Instructional Routine

Model showing the features of *informational* text (e.g., table of contents, vocabulary words highlighted in bold, glossary, photographs). Let’s take a book walk. We’ll look at the parts of the book, and I’ll talk about how they help us learn from the book.

Example

This book is an *information* book with facts or information. The *topic* of the book, or what the book is about, is *mammals*. There are a number of clues that help us know this is an information book and what the *topic* is.

First, the title of the book names a real thing—mammals. *Mammals* doesn’t sound like a story title. Information book titles usually tell what the information in the book will be about.

On the cover, there’s a photograph of an elephant, tiger, lion, and many other mammals. There are photographs inside, too. Information books often use photographs because they are about real things.

At the beginning, I notice a *Table of Contents*. It has chapter titles such as “What Is a Mammal?”, “Where Do Mammals Live?” and “What Do Mammals Eat?” That tells me the book probably has information about what is a mammal, where they live, and what they eat.

And, at the end of the book there is a *Glossary*, or list of important words and their definitions.

Information books often include an *Index* that lists the kinds of information covered in the book and the page numbers where you can find that information.



Delivery Tips

- ☑ Incorporate talk about what good readers do when they get ready to read.
 - For example: “Why is it important to flip through a book before we read it?” “Why will looking at the *Table of Contents* help us tell what the book will be about?” “If you’re a reading detective, how could you use the *Index* to help you figure out clues?”

Unit 1: Mammals

Day 2

Lesson Objectives

The following student learning objectives will be performed with teacher modeling, prompting, guidance, and support:

Language

- Define the vocabulary words: *survive*, *protect*, and *mammal*. (CCSS.ELA-Literacy.L.K-2.4)
- Verbalize accurately the vocabulary words: *survive*, *protect*, and *mammal*. (CCSS.ELA-Literacy.L.K-2.6)
- Use complete sentences (super sentences) and demonstrate command of English conventions when discussing vocabulary and previewing the big book. (CCSS.ELA-Literacy.L.K-2.1)
- Understand and use question words (interrogatives) (e.g., *who*, *what*, *where*, *when*, *why*, *how*). (CCSS.ELA-Literacy.L.K.1.d)
- Produce complete sentences during lesson when speaking. (CCSS.ELA-Literacy.L.K-2.1.f)

Speaking and Listening

- Participate in collaborative conversations, with the teacher and student partners, about vocabulary and the informational text. (CCSS.ELA-Literacy.SL.K-2.1)
- Follow agreed-upon rules for discussions. (CCSS.ELA.SL.K. 1.a).
- Continue the conversation through multiple exchanges. (CCSS.ELA-Literacy.SL.K-2.1.b)
- Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (CCSS.ELA-Literacy.SL.K-2.3)
- Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. (CCSS.ELA-Literacy.SL.K-2.4)
- Speak audibly and express thoughts, feelings, and ideas clearly. (CCSS.ELA-Literacy.SL.K-2.6)

Reading Informational Text

- Ask and answer key details (reading detective questions). (CCSS.ELA-Literacy.RI.K-2.1)
- Ask and answer questions about unknown words in a text, with prompting and support. (CCSS.ELA-Literacy.RI.K-2.4)
- Describe the relationship between illustrations and the text in which they appear. (CCSS.ELA-Literacy.RI.K-2.7)
- Identify the reasons an author gives to support points in a text. (CCSS.ELA-Literacy.RI.K-2.8)

Materials—Master Checklist

- Poster with group and partner rules
- Vocabulary word, definition and picture cards (*survive*, *protect*, *mammal*)
- Mammals* big book
- Reading detective clue sheet
- Student clue cards

Group Management

Approximately 1–2 minutes.
Instructional Focus: Review group expectations.
Materials: Poster with group and partner rules



Instructional Routine

Review the group expectations. Model (with examples and nonexamples) and role-play each rule, as needed.



Delivery Tips:

- ☑ Rules should be stated positively and in a fairly broad manner so they apply to several behaviors. For example, “Be polite and respectful” could apply to taking turns, listening, not sitting too close to your talk partner and giving him or her personal space.
- ☑ See examples of group and partner rules in the *Read Aloud! Lesson Guide*.

Vocabulary Warm-Up

Approximately 2–6 minutes.
Instructional Focus: Vocabulary knowledge and use.
Materials: Vocabulary word, definition and picture cards (<i>survive, protect, mammal</i>).



Instructional Routine:

The last time we met, we talked about the word *survive*.

Using the choral response prompt, ask students the following:

Tell me what *survive* means. (*Survive* means to stay alive.) If students have difficulty remembering what *survive* means, start the definition for them. ***Survive* means to stay . . .** Students should pick up on your leading tone and respond “alive.” (If there is no response, say the definition and have students repeat the word and definition chorally). Review examples from Day 1.

New vocabulary word: protect

Step 1—Introduce the Word

Today we are going to talk about a new word. Listen while I say the word. *Protect*.

Step 2—Model Saying the Word

Our word is *protect*.

Step 3—Say the Word Together

Say the word *protect* with me. (*Protect*)

Step 4—Say the Definition

***Protect* means to keep safe from injury or danger. What word means to keep safe from injury or danger?**

Using the choral response prompt, ask students the following:

What word means to keep safe from injury or danger? (*Protect*)

Note: The vocabulary picture card can be used to support vocabulary instruction.

Step 5—Discuss Examples and Nonexamples and Tell Them What You’re Thinking

Put your thumb up if you ride a bike. Do you wear a helmet when you ride a bike? If you wear a helmet, the helmet *protects* your head in case you fall. How do I know that your bike helmet *protects* your head? Your bike helmet *protects* your head because it keeps you safe from injury. Now it’s your turn.

Using the choral response prompt, ask students the following:

Would a life jacket *protect* you in a swimming pool?

Using the partner response prompt, ask students the following:

Follow-up with additional prompts (e.g., How do you know . . . ? Tell me more about . . .)

Using the choral and partner response prompts, ask students the following:

Practice other examples and nonexamples (e.g., would a TV remote *protect* you? Would sunglasses (or swim goggles) *protect* your eyes? How do you know sunglasses will or won’t *protect* your eyes?).

Step 6—Ask Students to Identify and Say the Word

Using the choral response prompt, ask students the following:

What word have we been talking about that means to keep safe from injury or danger?

The word is . . . (*Protect*). That’s right, *protect*.

The last time we met, we talked about the word *mammal*.

Using the choral response prompt, ask students the following:

Tell me what *mammal* means. (*Mammal means an animal that is warm-blooded, has a backbone, lungs, and hair or fur, and drinks its mother’s milk as a baby.*)

If students have difficulty remembering what *mammal* means, start the definition for them. ***Mammal means an animal that is*** _____. Students should pick up on your leading tone and respond “*warm-blooded, has a backbone, lungs, and hair or fur, and drinks its mother’s milk as a baby.*” If there is no response, say the definition and have students repeat the word and definition chorally. Review examples from Day 1.

Big Book: Question Map and Reading Detective Clue Sheet

Approximately 2–12 minutes.
Instructional Focus: Comprehension and text-based discussion.
Materials: <i>Mammals</i> big book Reading detective clue sheet Student clue cards



Instructional Routine

There are two questions on our reading detective clue sheet. The first question is “What is a mammal?” The second question is “Where do mammals live? We are going to be reading detectives! A detective is someone who looks for clues to answer questions.

Using the choral response prompt, ask students the following:

Everyone, what is a detective? A detective is _____ (someone who looks for clues to answer questions).

We are going to look for clues when we read to help us answer the questions on our reading detective clue sheet. If you hear a clue that will help answer a reading detective question, hold up your clue card (model picking up a clue card and holding it up). We will stop to discuss our questions with our reading detective partners, and I will call on several of you to share your responses. I'll write some notes about the clues from the text. Of course, if something is confusing and doesn't make sense, stop me and we can figure out what the author is saying.

I'll pass out the clue cards. Remember, be a good reading detective and listen very carefully for answers to the questions: "What are mammals?" and "Where do mammals live?"

During the read aloud, pause to discuss the reading detective questions. Have students turn to their reading detective partner and discuss answers learned from the text. Write notes (i.e., clues) on the clue sheet with information (details) that help answer the detective questions (main ideas).

The teacher always writes responses on the reading detective clue sheet. If desired, students can also have copies of the reading detective clue sheets and copy or write responses when answers to the reading detective questions are discussed. The decision to use student writing is based on instructional time, individual student learning objectives (i.e., incorporating the use of writing to align with Common Core State Standards), and instructional differentiation.

Unit 1: Mammals

Day 3

Lesson Objectives

The following student learning objectives will be performed with teacher modeling, prompting, guidance, and support:

Language

- Define the vocabulary words: *mammal, survive, protect*. (CCSS.ELA-Literacy.L.K-2.4)
- Verbalize accurately the vocabulary words: *mammal, survive, and protect*. (CCSS.ELA-Literacy.L.K-2.6)
- Use complete sentences (“super sentences”) and demonstrate command of English conventions when discussing vocabulary and previewing the big book. (CCSS.ELA-Literacy.L.K-2.1)
- Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*). (CCSS.ELA-Literacy.L.K.1.d)
- Produce complete sentences during lesson when speaking. (CCSS.ELA-Literacy.L.K-2.1.f)

Speaking and Listening

- Participate in collaborative conversations, with the teacher and student partners, about vocabulary and the informational text. (CCSS.ELA-Literacy.SL.K-2.1)
- Follow agreed-upon rules for discussions. (CCSS.ELA.SL.K. 1.a).
- Continue the conversation through multiple exchanges. (CCSS.ELA-Literacy.SL.K-2.1.b)
- Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (CCSS.ELA-Literacy.SL.K-2.3)
- Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. (CCSS.ELA-Literacy.SL.K-2.4)
- Speak audibly and express thoughts, feelings, and ideas clearly. (CCSS.ELA-Literacy.SL.K-2.6)

Reading Informational Text

- Ask and answer key details (reading detective questions). (CCSS.ELA-Literacy.RI.K-2.1)
- Ask and answer questions about unknown words in a text, with prompting and support. (CCSS.ELA-Literacy.RI.K-2.4)
- Describe the relationship between illustrations and the text in which they appear. (CCSS.ELA-Literacy.RI.K-2.7)
- Identify the reasons an author gives to support points in a text. (CCSS.ELA-Literacy.RI.K-2.8)

Materials—Master Checklist

- Poster with group and partner rules
- Mammals* big book
- Reading detective clue cards
- Vocabulary word, definition and picture cards (*mammal, survive, protect*)
- Vocabulary game instructions (located in the *Read Aloud! Lesson Guide* Appendix G)
- Bingo cards (if the Word Wise Bingo review game is selected)

Group Management

Approximately 1–2 minutes.
Instructional Focus: Review group expectations.
Materials: Poster with group and partner rules



Instructional Routine

Review the group expectations. Model (with examples and nonexamples) and role-play each rule, as needed.

Big Book: Reading Detectives and Reading Detective Clue Sheets

Approximately 2–12 minutes.
Instructional Focus: Comprehension and text-based discussion.
Materials: <i>Mammals</i> big book Reading detective clue sheet Student clue cards



Instructional Routine

Review the reading detective clue sheet by reading the notes recorded on Day 2, followed by an opportunity for students to chorally repeat the notes. During the read aloud, continue discussing the reading detective questions using reading detective partners and writing notes that answer the questions on the reading detective clue sheet.

Pass out the clue cards. **Remember, hold up your clue card if you hear a clue that will help answer our questions. We will stop to discuss our questions with our reading detective partners, and I will call on several of you to share your responses. I'll write some notes about the clues from the text. Of course, if something is confusing and doesn't make sense, stop me and we can figure out what the author is saying.**

Continue reading, discussing the text with partners, and writing notes (i.e., clues) on the reading detective clue sheet.

Vocabulary Fun

Approximately 10 minutes.
Instructional Focus: Cumulative vocabulary review.
Materials: Vocabulary word, definition and picture cards (<i>mammal, survive, protect</i>). Vocabulary game instructions (located in the <i>Read Aloud! Lesson Guide</i> Appendix G) Bingo cards (if the Word Wise Bingo game is selected)



Instructional Routine

Briefly review the vocabulary discussed during the current unit (*mammal, survive, protect*). Show each vocabulary card and tell and discuss the word, definition and picture. Have students chorally repeat the word and the definition.

Next, play a vocabulary game to *cumulatively review* vocabulary in more depth. Select one of the five vocabulary games. In early units, use vocabulary cards for all of the words that have been taught (i.e., current and previous units) when playing games. In later units, the review can focus on difficult words and words that students have not mastered (in addition to the words from the current unit). When playing vocabulary games in the first unit or two of the curriculum, animal cards, vocabulary examples and nonexamples cards, and clue cards can also be used to help reinforce initial comprehension and add more content to the game.

- A. Go Fish
- B. Word Wise Bingo
- C. Mystery Word (play like the game *Password*)
- D. Beep!
- E. Question This! (play like the game *Jeopardy*)

Unit 1: Mammals

Day 4

Lesson Objectives

The following student learning objectives will be performed with teacher modeling, prompting, guidance, and support:

Language

- Define the vocabulary words: *mammal*, *survive*, and *protect*. (CCSS.ELA-Literacy.L.K-2.4)
- Verbalize accurately the vocabulary words: *mammal*, *survive*, and *protect*. (CCSS.ELA-Literacy.L.K-2.6)
- Use complete sentences (“super sentences”) and demonstrate command of English conventions when discussing vocabulary and previewing the big book. (CCSS.ELA-Literacy.L.K-2.1)
- Understand and use question words (interrogatives) (e.g., *who*, *what*, *where*, *when*, *why*, *how*). (CCSS.ELA-Literacy.L.K.1.d)
- Produce complete sentences during lesson when speaking. (CCSS.ELA-Literacy.L.K-2.1.f)

Speaking and Listening

- Participate in collaborative conversations, with the teacher and student partners, about vocabulary and the informational text. (CCSS.ELA-Literacy.SL.K-2.1)
- Follow agreed-upon rules for discussions. (CCSS.ELA.SL.K. 1.a)
- Continue the conversation through multiple exchanges. (CCSS.ELA-Literacy.SL.K-2.1.b)
- Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (CCSS.ELA-Literacy.SL.K-2.3)
- Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. (CCSS.ELA-Literacy.SL.K-2.4)
- Speak audibly and express thoughts, feelings, and ideas clearly. (CCSS.ELA-Literacy.SL.K-2.6)

Reading Informational Text

- Ask and answer key details (reading detective questions). (CCSS.ELA-Literacy.RI.K-2.1)
- Ask and answer questions about unknown words in a text, with prompting and support. (CCSS.ELA-Literacy.RI.K-2.4)
- Describe the relationship between illustrations and the text in which they appear. (CCSS.ELA-Literacy.RI.K-2.7)
- Identify the reasons an author gives to support points in a text. (CCSS.ELA-Literacy.RI.K-2.8)

Materials—Master Checklist

- Poster with group and partner rules
- Mammals* big book
- Reading detective clue sheet
- Student clue cards
- Animal classification kit (mammals chart with the mammals, reptiles and insects cards)
- Vocabulary word, definition and picture cards (*mammal*, *survive*, *protect*)
- Review the Clues! sheets
- Review the Clues! scorecard
- Timer (optional)

Group Management

Approximately 1–2 minutes.
Instructional Focus: Review group expectations.
Materials: Poster with group and partner rules



Instructional Routine

Review the group expectations. Model (with examples and nonexamples) and role-play each rule, as needed.

Big Book: Reading Detectives and Reading Detective Clue Sheet

Approximately 2–12 minutes.
Instructional Focus: Comprehension and text-based discussion.
Materials: <i>Mammals</i> big book Reading detective clue sheet Student clue cards



Instructional Routine

Review the reading detective clue sheet by reading the notes followed by students chorally repeating the notes. Complete the read aloud, while stopping to have partners discuss text, and finish writing notes that help answer the questions. Use the notes to answer each question and have students chorally practice saying the answers to the questions.

We have been reading detectives while reading our *Mammals* big book! Now we will use the clues we've gathered to answer our reading detective questions. The first question we will answer is "What is a mammal?" Let's look at our clues and see if we can make one or two complete sentences that will answer the question.

Read the notes out loud and help guide students to formulate an answer to the question. For example: **I know from our notes that mammals are warm-blooded. Mammals have a backbone. Mammals have lungs. Mammals have hair or fur. Mammals drink their mother's milk as babies. I'm going to write a sentence or two that says, "Mammals are animals that are warm-blooded, have a backbone, lungs, and hair or fur. Mammals drink their mother's milk as babies."** You can also return to the text to show students how to "check" information and verify the evidence (e.g., emphasize literal understanding by using the text to "show the evidence.")

Using the choral or partner response prompt, ask the students to read or say the answer to the question: **Let's practice reading and saying the answer to the question.** Mammals are animals that are warm-blooded, have a backbone, lungs, and hair or fur. Mammals drink their mother's milk as babies.

We have some clues that will help us answer the second question, "Where do mammals live?" Let's look at our clues and see if we can make one or two complete sentences that will answer the question.

Read the notes out loud and help guide students to formulate an answer to the question. For example: **I know from our notes that most mammals live on land. Some mammals live in the ocean. Some mammals live on**

land and in the ocean. I'm going to write a sentence that says, "Most mammals live on land, some live in the ocean, and some live on land and in the ocean." You can also return to the text to show students how to "check" information and verify the evidence (e.g., emphasize literal understanding by using the text to "show the evidence").

Using the choral or partner response prompt, ask the students to read or say the answer to the question: **Let's practice reading or saying the answer to the question.** Most mammals live on land, some live in the ocean, and some live on land and in the ocean.

Animal Classification

Approximately 7 minutes.
Instructional Focus: Comprehension and text-based discussion.
Materials: Animal classification kit (mammals chart with the mammals, reptiles and insects cards)



Instructional Routine

Pictures are placed on the animal classification chart after the group discusses critical characteristics of the animal. Prompt the students during the discussion to tell what they know and how they know it. Use the animal classification activity to emphasize student language use as well as student knowledge of animal characteristics.

For example: **Today we are going to use an animal classification chart. Scientists sort animals into categories or groups based on the animal's characteristics. Characteristics help us understand how one group of animals is different from another group of animals. We've already learned about some *mammal* characteristics and what makes an animal a *mammal*. Let's sort some animal pictures into groups to show animals that are mammals and animals that are not mammals.**

Demonstrate the first example and model your thinking. **Let's see. This animal has fur, a backbone, and since it doesn't have gills and it is on land, I'm going to say it has lungs. This animal must be a mammal.** Place the animal card on the chart under *Mammals* and say, "I know this is a mammal *because* it has fur, lungs, and a backbone." **Let's see. Let me do one more. This animal has scales. This picture must not be a mammal.** Do not place the picture on the chart and say "I know this is not a mammal because it has scales."

Now, you'll take turns with your reading detective partner to try and figure out the pictures and where they belong (mammals or not mammals).

Review the Clues!

Approximately 7 minutes.

Instructional Focus: Cumulative review of comprehension and vocabulary

Materials: Review the Clues! sheets

Review the Clues! scorecard

Timer (optional)

Vocabulary word, definition and picture cards (*mammal, survive, protect*)



Instructional Routine:

Review the Clues! is designed as an *integrative* and *cumulative* review. Comprehension (i.e., information discussed from the reading detective clue sheet) and vocabulary will be emphasized.

Before playing Review the Clues! display the reading detective clue sheet and show students how much they know. **Look at all of the clues we've talked about when we read about mammals.** Vocabulary cards can also be *briefly* shown (i.e., briefly identify the vocabulary words discussed in the unit).

Pass a Review the Clues! sheet to each student. There are different ways to play!

1. Question Answering Format

You've learned so much about animals! Before we start a new topic, let's see how much you have learned. I'm going to ask partners a question about animals. If you answer the question correctly, you can cross off a footprint box on your Review the Clues! sheet. If you think a question is more difficult, you can also have students advance more than one set of footprints on the board.

Students play with partners and take turns answering questions. For example, partners will be assigned as either partner A or partner B. The teacher will ask the A partners to tell their B partner the answer to the question: **What does survive mean?** All of the A partners will turn to their B partner and answer the question by saying, "*Survive* means to stay alive." B partners will answer the next question.

Use the reading detective clue sheet, animal cards, and vocabulary word, definition and picture cards to help ask questions. When answering questions, have students use complete sentences (provide sentence starters as needed). For example, when students are answering questions about vocabulary, prompt students to use super sentences or answer by using a word's definition. Use follow-ups to help students build, expand, and elaborate their responses. Depending on the nature of your follow-up or prompt, students can cross out an additional set of footprints (or multiple sets of footprints, depending on the "level of challenge" expressed by the student response) for correctly expanding or clarifying their initial response.

When playing with partners, the persons with the highest number of crossed off footprints wins. Or, the first person to reach the finish wins.

Note: When using this format, **you don't necessarily have to get to the finish.** A score could be based on how many footprint boxes are crossed off in whatever amount of *instructional time* is dedicated to this instructional routine.

2. Brainstorming Format (timer optional)

Use the activity to review comprehension and vocabulary from the unit in a "brainstorming" format. Assign partners (e.g., partner A and partner B) and ask the first partner of each pairing to tell his or her partner what they know while you visit groups and listen to responses. Determine if the responses are correct; have the second partner expand, extend, or clarify the response, as needed. After the student responses, direct the

group to cross off a set of footprints (or multiple sets of footprints, depending on the “level of challenge” expressed by the student response). When finished with the review, count the total number of footprints that are crossed off. See if you can beat this group score the next time you review.

A timed component can also be added to the brainstorming format, making *group* and *team* playing options possible. If playing as *group*, see how long it takes to cross off all of the footprints. See if you can beat this timed score the next time you play. If playing in student teams, each team gets a turn to complete a timed version of the game. For example, team one will brainstorm first while team two observes. You can still have team two participate as scorers by having them mark the spaces that team one advances on a “score” copy of the Review the Clues! sheets. With this approach, additional Review the Clues! sheets will be needed so each team has a “play” version for themselves and a “score” version when marking the spaces advanced by the other team). Then, team two will brainstorm while team one observes. The winning team is the team that crosses off the entire footprint boxes in the shortest amount of time.

Sample introductory directions (group play): **Let’s see how much you know about mammals. Thumbs up if you think we can cross out all of the footprints? We’ll work in partners and take turns telling what we know. Each time someone correctly tells what he or she knows, you can cross off a footprint box on your Review the Clues! sheet. I’m going to set a timer to see how quickly we can cross off the footprint boxes and get to the finish. Get ready to tell what you know! Let’s go!**