

# Teamwork

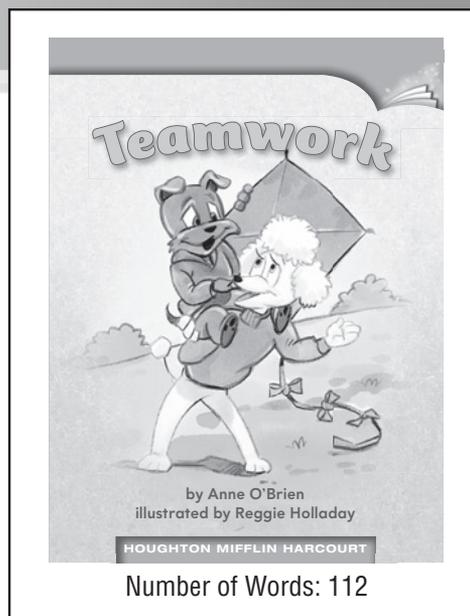
by Anne O'Brien

Fountas-Pinnell Level C

Fiction

## Selection Summary

Anything Sam can do, Ella can do better. Ella can throw a basketball through the basket, ride a two-wheeler, and fly a bigger kite. But when Ella's kite gets stuck in a tree, it takes both friends to rescue the kite.



## Characteristics of the Text

<b>Genre</b>	• Fiction
<b>Text Structure</b>	• Third-person narrative
<b>Content</b>	• Friendship • Teamwork
<b>Themes and Ideas</b>	• People can do more when they work together.
<b>Language and Literary Features</b>	• Clear, straightforward language • Story told through dialogue; dialogue all assigned, some split
<b>Sentence Complexity</b>	• Repetition on most pages: <i>Look at ___ . I can ___ .</i>
<b>Vocabulary</b>	• Words and phrases relating to things children can do: <i>throw the ball; ride my bike; fly a kite</i>
<b>Words</b>	• Many high-frequency words: <i>look, me, said, I, my, make, good</i> • More challenging words: <i>basket, throw</i>
<b>Illustrations</b>	• Illustrations that support and add to the text
<b>Book and Print Features</b>	• Nine pages, with two to four lines of text and one illustration on each page • Large print and good spacing between words
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# Teamwork

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## Build Background

Read the title to children and talk with them about what they see in the cover illustration. Ask children to tell you about some of the things they can do by themselves. Then ask: *What is teamwork? What is easier to do if you do it with someone else?*

## Introduce the Text

Guide children through the text, noting important ideas, and helping with unfamiliar language and vocabulary so they can read the text successfully. Here are some suggestions:

**Page 2:** Explain that in this story, two animal friends, Ella and Sam, do a lot of things together. These dogs act and talk like people.

**Suggested language:** *Turn to page 2. What are Sam and Ella doing in the picture? Sam is the smaller dog wearing the purple shirt. He is throwing the ball to his friend Ella. So Sam says: "I can **throw** the ball." Find the word throw and put your finger under it. What games do you play where you get to throw a ball?*

**Page 3:** Remind children that they can use information in the pictures to help them read. *In the picture on page 3, what can Ella do? She says: "I can throw the ball into the **basket**." Say the word basket. What letter would you expect to see first in the word basket? Find the word basket and put your finger under it. How do you think Sam feels about Ella's throw? How can you tell?*

**Pages 4–5:** *What do you see happening here? What is Ella riding? What is Sam riding? How do you think they each feel? Why might these feelings cause a problem for them?*

*Now go back to the beginning and read to find out how Sam and Ella solve their problem.*

## Learn More Words

basket

throw

# Read

As the children read, observe them carefully. Guide them as needed, using language that supports their problem solving ability.

## Respond to the Text

### Personal Response

Ask children to share their personal responses to the story. Begin by asking what they liked best about the book, or what they found most interesting.

**Suggested language:** *How do you think Sam felt about Ella before they worked together to rescue the kite? How do you think he felt about Ella after they rescued the kite?*

### Ways of Thinking

As you discuss the text, make sure children understand these teaching points:

Thinking Within the Text	Thinking Beyond the Text	Thinking About the Text
<ul style="list-style-type: none"><li>• Sam and Ella play together.</li><li>• Ella is always showing Sam that she can do things better than he can.</li><li>• When Ella's kite gets caught in a tree, they work together and Sam rescues it.</li></ul>	<ul style="list-style-type: none"><li>• People can do more when they work together.</li><li>• Competition can ruin a friendship.</li><li>• Creativity can help in solving problems.</li></ul>	<ul style="list-style-type: none"><li>• The writer uses exclamation marks to show how excited the characters are when they say certain things.</li></ul>

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### Choices for Support

#### Concepts of Print

Help children understand that a sentence is a group of words with ending punctuation. Point out that the ending punctuation in *Teamwork* includes periods and exclamation points. Model how to read sentences ending with an exclamation point.

#### Phonemic Awareness and Word Work

Provide practice as needed with words and sounds, using one of the following activities:

- **Listening Game** Have children listen for words that rhyme. Have children raise their hands if the words rhyme, and keep their hands in their laps if the words do not rhyme. Say pairs of words, for example: *throw* and *throat*, *throw* and *flow*, *basket* and *ball*, *ball* and *tall*, *bike* and *trike*, *kite* and *cat*, *kite* and *light*, etc.
- **Clapping Syllables** Have children hear and say syllables in words from the book: *Ella*, *ball*, *basket*, *team*, *work*, etc. Have them clap on each syllable: *El-la*, *ball*, *bas-ket*, *team*, *work*, etc.
- **Finding Letters** Have children recognize letters by name and locate them quickly in words. Use letters from the words in the first two pages of the story, including: *look*, *at*, *me*, *said*, *Sam*, *Ella*, *I*, *can*, *throw*, *the*, *ball*, *let*, *me*, *do*, *it*, *into*, and *basket*.

# Writing About Reading

## Critical Thinking

Read the directions for children on BLM 26.8 and guide them in answering the questions.

## Responding

Read aloud the questions at the back of the book and help children complete the activities.

## Target Comprehension Skill

**Conclusions** ✓ **TARGET SKILL** Explain to children that they can draw a conclusion by using details, or smaller pieces of information, to figure out more about the story. Model how to think about drawing conclusions in this story.

### Think Aloud

*On page 8, Ella's kite gets tangled in the tree. Now she doesn't have her kite. That's a detail in the story. But on page 10, Sam and Ella work together to get Ella's kite out of the tree. That's another detail. So I can figure out that they are good friends.*

## Practice the Skill

Have children think about another animal story they have read. Guide them in drawing a conclusion about a character or event in the story.

## Writing Prompt

Read aloud the following prompt. Have children write their response, using the writing prompt on page 6.

*Are Sam and Ella good friends? Why or why not? Write about what you think. Explain your answer.*

# English Language Learners

**Cultural Support** Make sure children understand the games introduced in this story. Then invite children to talk about the things they like to do with friends.

## Oral Language Development

Check the children's comprehension, using a dialogue that best matches their English proficiency. **Speaker 1** is the teacher. **Speaker 2** is the child.

Beginning/Early Intermediate	Intermediate	Early Advanced/Advanced
<p><b>Speaker 1:</b> Where does Ella throw the ball?</p> <p><b>Speaker 2:</b> in the basket</p> <p><b>Speaker 1:</b> What does Ella ride?</p> <p><b>Speaker 2:</b> a bike</p> <p><b>Speaker 1:</b> What do Sam and Ella fly?</p> <p><b>Speaker 2:</b> kites</p>	<p><b>Speaker 1:</b> Where does Ella ride?</p> <p><b>Speaker 2:</b> up and down the street</p> <p><b>Speaker 1:</b> Where does the kite get stuck?</p> <p><b>Speaker 2:</b> in a tree</p>	<p><b>Speaker 1:</b> What happens to Ella's kite?</p> <p><b>Speaker 2:</b> It gets stuck up in a tree.</p> <p><b>Speaker 1:</b> What does Ella say to Sam after they get the kite down?</p> <p><b>Speaker 2:</b> She says, "We make a good team!"</p>

### Responding

**TARGET SKILL** **Conclusions** What are three things that Ella and Sam do? What does this tell you about them? Make a chart.

**Write About It**

**Text to Self** What can you and a friend do as a team? Draw a picture of you and a friend working as a team. Write sentences to tell about your picture.

11

Name \_\_\_\_\_ Date \_\_\_\_\_

Lesson 26  
BLACKLINE MASTER 26.3

Teamwork  
Think About It

### Think About It

Children read the word groups and circle the words that answer the question.

1. Where does Ella ride her bike in the story?

up and down the street      to the park      to school

Children draw a picture of how they help their friends and label it.

2.

Kindergarten © Houghton Mifflin Harcourt Publishing Company 7 Lesson 26: Teamwork

# Teamwork



Are Sam and Ella good friends? Why or why not? Write about what you think. Explain your answer.

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line, repeated 10 times.

Name \_\_\_\_\_ Date \_\_\_\_\_

# Think About It

**Teamwork**  
**Think About It**

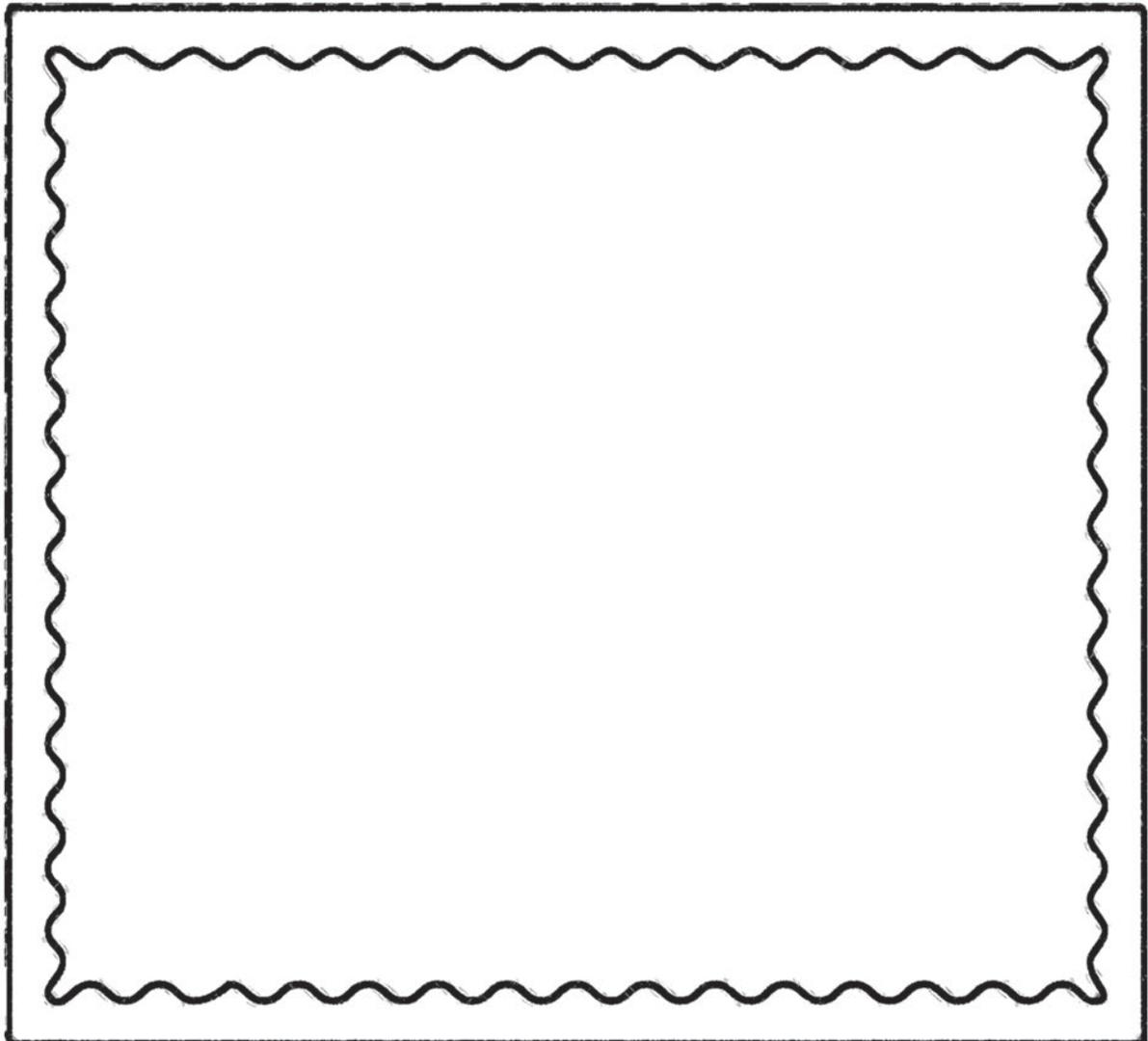
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Children draw a picture of how they help their friends and label it.

2.



# Teamwork • LEVEL C

**Teamwork**  
Running Record Form

page	Selection Text	Errors	Self-Corrections
2	“Look at me, Ella!” said Sam. “I can throw the ball.”		
3	“Let me do it,” said Ella. “I can throw the ball into the basket.”		
4	“Look at me, Ella!” said Sam. “I can ride my bike.”		
5	“I can ride my bike,” Ella said. “I can ride it up and down the street.”		
	Comments:	<b>Accuracy Rate</b> (# words read correctly/52 x 100) _____ %	<b>Self-Correction Rate</b> (# errors + # Self-Corrections/ Self-Corrections) 1: _____

Behavior	Code	Error
Read word correctly	✓ cat	0
Repeated word, sentence, or phrase	@ cat	0
Omission	̄ cat	1

Behavior	Code	Error
Substitution	cut cat	1
Self-corrects	cut <sup>SC</sup> cat	0
Insertion	the _cat	1
Word told	Ⓢ cat	1

