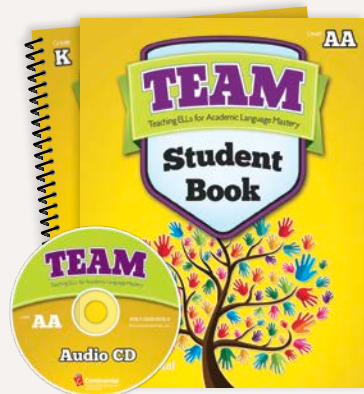
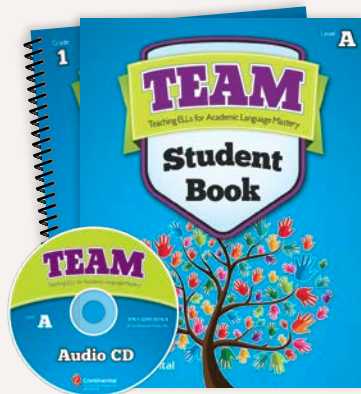


Interior Samples for New York TEAM Toolkit, Levels AA-B



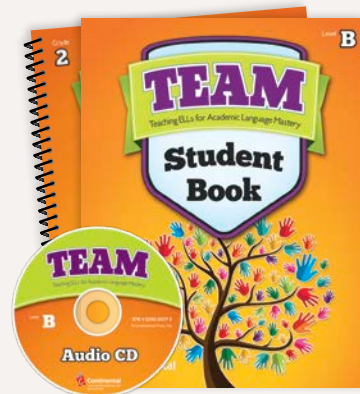
Level AA/Grade K

Student Book 2
Teacher's Edition 7
Audio CD 8



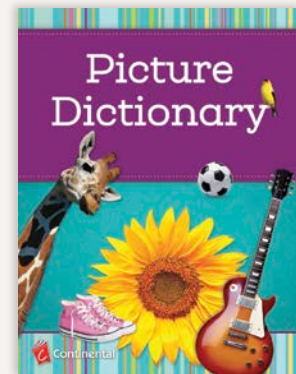
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All About Weather

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- Lesson 8 Winter Storms
- Lesson 9 Kites and Wind

UNIT 4

Jobs in My Town

- Lesson 10 Police Officers
- Lesson 11 Dentists
- Lesson 12 Firefighters

Glossary

LESSON 11

Before We Read

MY LEARNING GOALS

I can

- make connections.
- tell about a dentist's job.

Dentists

Some people's jobs help us stay healthy. Doctors and nurses help people who are sick. They help people who are hurt. A dentist is a special kind of doctor. A dentist takes care of teeth. Dentists want people to have healthy teeth.



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Unit 4 • Lesson 11 14

Before We Read

Connections

You learn new things when you read. You think about things you already know. Sometimes you see how they go together. This is called making **connections**.

Write or draw to show something you read on page 149. Then write or draw to make a connection.

I read...

I thought of...





Let's Read

Healthy Smiles

Checkups

Dentists give checkups. This means they look at people's teeth. They make sure the teeth are healthy. They check people's gums, too. Healthy teeth are important. Unhealthy teeth and gums can make a person sick. Take care of your teeth.



Highlight what dentists do during a checkup.

Why are
Teeth are

MY LEARNING GOALS

I can

- read a story.
- make connections.



Let's Read

Cleaning Teeth

Dentists clean teeth. Food can get stuck in teeth. It can hurt teeth if it is stuck for too long. Dentists clean teeth with special toothpaste. They use tools. The tools get all the pieces of food. Then dentists polish teeth. This makes the teeth feel smooth. And it makes them shiny!



Circle what gets stuck in teeth.



Why should you clean your teeth?

I clean my teeth because _____.

Let's Read



Show What You Know

Use what you read. Make a connection to something in your own life. Write or draw pictures on the chart.

I...

I thought of...



Let's Read

What Did You Learn?

Circle the letter of the correct answer.

1. What is one thing dentists use to see teeth?
 - A water
 - B toothpaste
 - C mirror
2. What can make a cavity?
 - A food stuck in teeth
 - B special tools
 - C a dentist
3. Why do dentists polish teeth?
 - A to see them



Listen and Discuss

Listen to a story. Draw or write on the chart.

MY LEARNING GOALS

I can

- listen to a story.
- make a connection to my life.

What I Heard	What I Know
My Connection	

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Unit 4 ★ Lesson 11 157



Listen and Discuss



How do you take care of your teeth?



Learning About Language

Prefixes

A **prefix** is a group of letters. The letters are added to a word. They change the meaning of the word. The prefix un- means "not."



tied

untied

MY LEARNING GOALS

I can

- find the prefix un-.
- write words with the prefix un-.

Read the sentences. They are from the story.
Circle the word with the prefix un-.

1. Unhealthy teeth and gums can make a person sick.
2. They unwrap clean tools for each person.



Learning About Language

Write the prefix un-. Add it to each word to match the picture.



1.

_____ happy



2.

_____ pack



3.

_____ zip



4.

_____ cover



Write About It

You know about different jobs.
Write and draw to tell what job you
would like to have when you grow
up. Explain why you want that job.

MY LEARNING GOALS

I can

- write about a job I want.
- tell why I want to do that job.

Plan My Writing

Think of some jobs you might like. Write or draw
to show them.



chef



teacher



Write About It

Draw a picture. Show the job you want to do.
Write a sentence to explain why.



Instructional Features

TEAM is designed for use by ELL teachers and by general education teachers as a support for ELLs in their academic classrooms. The student books are centered around common themes and topics for each grade level and reflect instructional design that asks students to be responsible for their own learning. Each unit has an academic standards focus, a reading strategy, a language focus, and a writing focus, as shown in the chart below:

Unit/Lesson/Theme	Standards Focus	Reading Strategy	Language Focus	Writing
UNIT 1: Animal Homes				
LESSON 1: Life in a Hive	Science Social Studies	Main Idea	Nouns	Opinion
LESSON 2: Birds' Nests	Mathematics Science	Compare and Contrast	Verbs	Description
LESSON 3: Chipmunks	Language Arts Science	Setting	The word I	Opinion
UNIT 2: Life on a Farm				
LESSON 4: Farm Plants	Science Social Studies	Sequence	Capitalization	Letter
LESSON 5: Farm Animals	Science Social Studies	Details	End Punctuation	Comparison
LESSON 6: On a Farm	Language Arts Social Studies	Characters	Plural Nouns	Retelling
UNIT 3: All About Weather				
LESSON 7: Clouds	Science	Compare and Contrast	Question Words	Facts and Details
LESSON 8: Winter Storms	Science	Cause and Effect	Rhyming Words	Description
LESSON 9: Kites and Wind	Language Arts Mathematics	Parts of a Story	Past-Tense Verbs (add -ed)	Retelling
UNIT 4: Jobs in My Town				
LESSON 10: Police Officers	Social Studies	Main Idea	Antonyms	Description
LESSON 11: Dentists	Social Studies	Connections	Prefix un-	Information
LESSON 12: Firefighters	Language Arts Social Studies	Sequence	Synonyms	Narration

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Lesson 11

Student Book PAGES 149–162

TITLE Dentists

GENRE Informational Text

LESSON OBJECTIVES

- Read, discuss, and write about dentists
- Make connections between what is read and real life
- Listen to a passage and participate in a discussion
- Understand the prefix un-, and add it to words to change their meanings
- Write and draw to tell about a job

Content Standards Connection

- The Language of Social Studies

ELA Standards Connection and Targets of Measurement (ToMs)

Reading

- Identify main ideas and details that support main ideas
- Determine meanings of words and phrases
- Ask and answer questions to demonstrate understanding of a text
- Use information gained from illustrations and words to demonstrate understanding of the text
- Describe logical connections between particular sentences and paragraphs in a text
- Know and apply grade-level phonics and word analysis skills in decoding words
- Read with accuracy and fluency to support comprehension
- Find a connection between a text and the student's personal experience
- Connect spoken words with written text
- Recognize and pronounce initial vowel and consonant sounds

Speaking and Listening

- Follow instructions
- Ask and answer questions to demonstrate understanding of a text
- Participate in conversations
- Engage in collaborative discussions
- Determine main ideas and supporting details from information presented in diverse media and formats
- Demonstrate understanding of a text presented orally

Writing

- Use descriptive language
- Use correct end punctuation when writing
- Write informative/explanatory texts, using a combination of drawing, dictating, and writing

Grammar and English Conventions

- Recognize the prefix un-
- Understand how to add a prefix to the end of a word to change its meaning
- Demonstrate an understanding of word relationships
- Demonstrate a command of standard English conventions
- Make real-life connections between words and use

ACADEMIC LANGUAGE OF LESSON

Tier 1	chew, explain, healthy, teeth, tooth
Tier 2	care, connection, polish
Tier 3	cavities, dentist, doctor, gums, mouth

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Let's Read

Student Book PAGE 151

TOTAL TIME: 90 Minutes

My Learning Goals: 5 Minutes

First Reading: 20 Minutes

Second Reading: 25 Minutes

Show What You Know: 20 Minutes

What Did You Learn?: 15 Minutes

Check My Goals: 5 Minutes

OBJECTIVE

- Use listening, speaking, and reading skills to read and understand a passage about dentists
- Make connections between what is read and real life

ACADEMIC LANGUAGE

Tier 1: healthy, teeth, looks Tier 2: care, connection, polish
Tier 3: cavities, dentist, gums

GENRE Informational Text

MY LEARNING GOALS

Direct students' attention to My Learning Goals. Choral read My Learning Goals. Explain to students that at the end of the lesson, they will determine if they have met these goals. If they have, they will put a check next to each goal.

WORK WITH THE PAGE

Explain that students will read an informational passage over four pages. Tell students that an informational text presents facts about the subject. Unlike stories, the information can be proven and is not made up.

Read the title of the passage aloud. Have volunteers tell what they think they will learn about in the passage.

Tell students you will read the full passage twice. The first time you will read it aloud. The second time you will read it as a class, or student volunteers will take turns reading the passage.

First Reading

As you read the four sections of the passage aloud the first time, instruct students to follow along in their books and to circle or underline any unfamiliar words. Tell them that when you are finished reading the passage the first time, you will discuss the unfamiliar words.

Circulate among students to identify words that have been circled or underlined. Discuss each of

Let's Read

MY LEARNING GOALS

- I can
- read a story
- make connections.

Healthy Smiles

Checkups

Dentists give checkups. This means they look at people's teeth. They make sure the teeth are healthy. They check people's gums, too. Healthy teeth are important. Unhealthy teeth and gums can make a person sick. Take care of your teeth.



Highlight

what dentists do during a checkup.

Why are teeth important? Teeth are important because

the word meanings and model sentences with the meanings. Alternatively, you can also ask student volunteers to tell the meanings and model sentences.

As you read, answer any questions that students may have.



Let's Read

Student Book PAGE 151

Say: Now, we will read section one of a story about dentists.

Read the text on the page. Direct students' attention to the photograph. Talk about the photograph. Explain gums.

Second Reading

Explain that reading closely means reading more than once. Tell students that you will read the passage a second time. Tell students that during this reading they will complete the Check for Understanding and Turn and Talk at the bottom of the page.

After you read each page, have students complete the Check for Understanding at the bottom of each page. If students struggle, pair Emerging students with more advanced students.

Then have students work with a partner to complete the Turn and Talk activity. This activity will help encourage students to become more comfortable speaking in public. Circulate among students to informally assess speaking abilities.

**Check for Understanding**

Instruct students to complete the Check for Understanding.

Say: Now, complete the Check for Understanding at the bottom of the page.

Ask students to share their answers. You may choose to expand the activity by orally asking students more questions.

Let's Read

MY LEARNING GOALS
I can
○ read a story.
○ make connections.

Healthy Smiles

Checkups
Dentists give checkups. This means they look at people's teeth. They make sure the teeth are healthy. They check people's gums, too. Healthy teeth are important. Unhealthy teeth and gums can make a person sick. Take care of your teeth.



Highlight: what dentists do during a checkup.

Why are teeth important?
Teeth are important because _____

Unit 4 • Lesson 11 151

**Turn and Talk**

Direct students to complete the Turn and Talk activity with a partner.

Say: Look at the Turn and Talk question at the bottom of the page. Turn to a partner and read and answer the question.

Why are teeth important? Teeth are important because _____. [they help us eat]

To extend the conversation, use these questions and sentence starters.

What happens when you have a loose tooth? When I have a loose tooth, _____.

What happens after one of your baby teeth falls out? After a baby tooth falls out, _____.

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Listen and Discuss

Student Book PAGE 157

AUDIO SCRIPT

You have lots of teeth in your mouth. You use them to chew your food. These teeth are small. They are called "baby teeth."

Soon you will grow bigger. You will need bigger teeth. So your baby teeth will fall out. Bigger teeth will grow in their place. They will be stronger.

Take care of your big teeth. They must last a long time.



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UNIT 3

Plants, Plants, Plants!

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- Lesson 9 Planting Trees

UNIT 4

Different Ways to Play

- Lesson 10 Marbles
- Lesson 11 Kites
- Lesson 12 Board Games

Glossary

LESSON 12

Before We Read

MY LEARNING GOALS

I can

- read and understand a story about two games.
- tell how games are the same and different.

Board Games

Many people like to play board games. There are many different kinds of board games. Checkers and chess are two board games. They are very old games. People have played them for many years. They are played on the same kind of board. The rules are very different. The game pieces are very different, too.



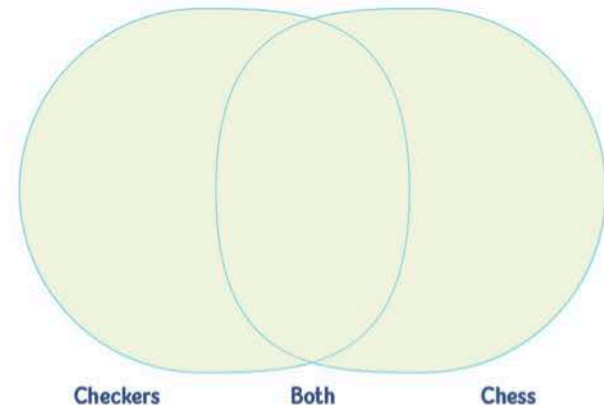
Before We Read

Comparing and Contrasting

Readers can look for ideas that are alike or different. You **compare** when you find out how things are alike. You **contrast** when you find out how things are different. Comparing and contrasting can be a great way to learn.



Read the paragraph on page 163. Think about what you learned about checkers and chess. How are checkers and chess alike? How are they different?





Let's Read

Dad's Games

Jimin smiled. She saw Dad getting the checkers board. She was excited to play checkers with him. They both loved to play checkers.

Dad put the board on the table. Jimin put the checker pieces onto the board. They played for a long time. They had a lot of fun.

Jimin went to bed. She heard some people visiting the house. She looked downstairs. Dad was with some friends. They were playing another game. It looked like checkers. But it was different.



Highlight how Jimin and Dad are alike.



What game do you
I like playing _____

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Unit 4 ★

MY LEARNING GOALS

I can

- understand a story about two games.
- tell how games are the same and different.



Let's Read

The next day, Jimin saw the game Dad played the night before. She pointed to the game on the shelf. She asked about it. "Oh, that game is called chess," said Dad.

"It looks like checkers, said Jimin. "Can we play it some time?"

Dad smiled. "Well, it does look like checkers. But chess is harder to play. It has more rules. Grown-ups usually play chess."

Jimin said, "I can learn!" Dad promised to teach her.



Underline how checkers and chess are different.



What is a game you would like to learn?

I would like to learn _____.



Let's Read

Show What You Know

Think about how chess and checkers are alike. Then think how they are different. Use your _____ is chart.



Let's Read

What Did You Learn?

Circle the letter of the correct answer.

- When the story starts, Jimin can play _____.
 A chess
 B checkers
 C chess and checkers
- Checkers is played on a _____.
 A field
 B circle
 C board
- Which word in the story means "most of the time"?
 A easier
 B hardly
 C usually



Listen and Discuss

Listen to a story about two friends.
Take notes in the chart below.

MY LEARNING GOALS

I can

- ☐ understand a story about two friends.
- ☐ use words to tell about the story.

Sol and James want to do something together.



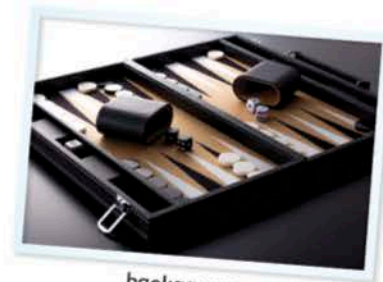
Sol and James find something to do together.



Listen and Discuss



What board games do you like to play?



backgammon



Go



...

Learning About Language

Punctuation

Sentences end in punctuation.
Sentences that tell something end with a **period (.)**

He showed Jimin how the pieces moved.

Sentences that show excitement end with an **exclamation point (!)**.

“Checkers is much easier!”

Sentences that ask something end with a **question mark (?)**.

“Can we play it some time?”

Read the sentences. Circle the punctuation in the sentences.

1. What are those pieces?
2. But checkers and chess are both really fun!
3. Dad promised to teach her.
4. Jimin won the game!



MY LEARNING GOALS

I can

- tell which punctuation to use.
- use punctuation correctly.

Learning About Language

Read the sentences. Circle the sentence that uses the correct punctuation.

1. Let's go together? Let's go together!
2. The helmet is blue. The helmet is blue!
3. Are you worried. Are you worried?

Read the sentences. Complete each sentence by writing in the correct punctuation.

1. It might rain today ____
2. Will you pick up the sticks ____
3. We are going to the park ____
4. Wow ____



Write About It

Think about a game you would like to learn to play. Write a letter to your teacher about a game you would like to learn to play.

MY LEARNING GOALS

I can

- ☐ write a letter about a game.
- ☐ tell about the game.

Plan My Writing

Use this chart to plan your letter.



What game do you want to learn?

What do you like about playing this game?

What do you need to play the game?



Write About It



Dear _____,

I want to learn the game _____.

I want to play this game because I would like _____.

We would need _____.

_____ to get started. Could we play this game in class?

Thank you,

Instructional Features

TEAM is designed for use by ELL teachers and by general education teachers as a support for ELLs in their academic classrooms. The student books are centered around common themes and topics for each grade level and reflect instructional design that asks students to be responsible for their own learning. Each unit has an academic standards focus, a reading strategy, a language focus, and a writing focus, as shown in the chart below:

Unit/Lesson/Theme	Standards Focus	Reading Strategy	Language Focus	Writing
UNIT 1: All About Me				
LESSON 1: My Senses	Science Social Studies	Main Idea and Details	Commas	Describe Paragraph
LESSON 2: My Bones	Science Mathematics	Text Features	Antonyms	News
LESSON 3: In the Kitchen	Language Arts Mathematics	Parts of Story	Pronouns	Story
UNIT 2: Telling Tales				
LESSON 4: Fairy Tales and Tall Tales	Language Arts Social Studies	Compare and Contrast	Subject-Verb Agreement (is and are)	Opinion
LESSON 5: Legends	Language Arts Social Studies	Cause and Effect	Conjunctions	Diary Entry
LESSON 6: Folktales	Language Arts	Sequence	Past-Tense verbs	Story
UNIT 3: Plants, Plants, Plants!				
LESSON 7: Parts of Plants	Science Social Studies	Main Idea and Details	Possessive Nouns	Plan
LESSON 8: Plant Facts	Science Social Studies	Cause and Effect	Adjectives	Letter
LESSON 9: Planting Trees	Language Arts Science	Point of View	Future-Tense Verbs	Diary Entry
UNIT 4: Different Ways to Play				
LESSON 10: Marbles	Language Arts Social Studies	Predictions	Prepositions	How-To
LESSON 11: Kites	Science Mathematics	Sequence	Homophones	Plan
LESSON 12: Board Games	Language Arts Social Studies	Compare and Contrast	End Punctuation	Letter

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Lesson 12

Student Book PAGES 163–176

TITLE Board Games

GENRE Literary Text (realistic fiction)

LESSON OBJECTIVES

- Read, discuss, and write about checkers and chess.
- Compare and contrast two games.
- Listen to a story about chess and discuss it.
- Identify and use end punctuation correctly in sentences.
- Write a letter about a game.

Content Standards Connection

- The Language of Language Arts
- The Language of Social Studies

ELA Standards Connection and Targets of Measurement (ToMs)

Reading

- Ask and answer questions to demonstrate understanding of a story.
- Understand the parts of a story.
- Find the main idea or theme.
- Understand features of different genres (informational, literary, personal narrative).
- Determine meaning of words and phrases.
- Use information gained from illustrations and words to demonstrate understanding of a text.
- Describe connections between characters, events, and ideas in a story.
- Understand sequence of events in a story.
- Retell key details.
- Compare and contrast two things.
- Use illustrations and details to tell about key ideas.

Speaking and Listening

- Respond to comments of others in conversation.
- Ask questions to clarify confusion about topics or texts being discussed.
- Ask and answer questions about a text.

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Unit 4 • Lesson 12

- Use language to describe people, places, and events in detail.
- Use complete sentences.
- Read grade-level text aloud with accuracy and fluency.
- Understand language structure.
- Use language to clearly express ideas.
- Describe characters, plot, setting, and theme of a story.

Writing

- Develop a topic.
- Use simple and compound sentences.
- Use a variety of sentences, such as imperative, and exclamatory.
- Capitalize proper nouns.
- Use pronouns correctly.
- Use end punctuation correctly.
- Use details in writing.
- Use digital tools to produce and present.
- Write a letter.

Grammar and English Conventions

- Print uppercase and lowercase letters.
- Use common, proper, and possessive nouns.
- Use singular and plural nouns.
- Use personal, possessive, and indefinite pronouns.
- Use verbs to tell about the past, present, and future.
- Use adjectives correctly.
- Use determiners and conjunctions.
- Use commas correctly.

ACADEMIC LANGUAGE OBJECTIVES

- Tier 1:** before, board, flat, usually
- Tier 2:** ahead, brave, learn
- Tier 3:** checkers, chess, crowns, a point, king, knights, period, question mark

LESSON
12

Before We Read

Student Book PAGE 163

TOTAL TIME: 45 Minutes
 My Learning Goals: 5 Minutes
 Working with Page 163: 15 Minutes
 Working with Page 164: 20 Minutes
 Check My Goals: 5 Minutes

OBJECTIVE

- Assess student knowledge about board games including chess and checkers.
- Review a reading strategy with students (Compare and contrast).

ACADEMIC LANGUAGE

Tier 1: board Tier 3: checkers, chess

MY LEARNING GOALS

Direct students' attention to My Learning Goals. Choral read My Learning Goals. Explain to students that at the end of the lesson, they will determine if they have met these goals. If they have, they will put a check next to each goal.

WORK WITH THE PAGE

Introduce the topic to students.

Say: Today, we are going to read about two board games.

Read the paragraph or ask a volunteer to read the paragraph. Preteach any unfamiliar vocabulary. Engage students in a conversation about what they have read.

Say: What is a board game? [a game that needs a board to tell how to move the game pieces] What board games do you know? [checkers; chess; Chinese checkers]

Turn students' attention to the photograph. Ask students to orally discuss what is happening in the photograph. If necessary, provide sentence starters to help students ask and answer questions about the photograph.

Say: Look at the picture. What is happening in the picture?

If students struggle to describe what is happening, work together in a small group or as a class to discuss the photograph.

LESSON
12

Before We Read

MY LEARNING GOALS
 I can
☐ read and understand a story about two games.
☐ tell how games are the same and different.

Board Games

Many people like to play board games. There are many different kinds of board games. Checkers and chess are two board games. They are very old games. People have played them for many years. They are played on the same kind of board. The rules are very different. The game pieces are very different, too.



Chess is a very old game.

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Unit 4 • Lesson 12

Direct students to write a caption under the picture about what they have read and discussed.

If students struggle to write a caption, have them work in pairs or as a class to orally develop a caption.

Before We Read

Student Book PAGE 164

WORK WITH THE PAGE

Tell students that they will now discuss comparing and contrasting two games.

Read the paragraphs at the top of the page aloud or ask volunteers to take turns reading the paragraphs.

Direct students' attention to the graphic organizer. Have students complete the graphic organizer independently, with a partner, or in small groups. Encourage students to use words, phrases, or sentences to complete the organizer, depending on proficiency levels.

Have students discuss the graphic organizer and their responses.

Before We Read

Comparing and Contrasting

Readers can look for ideas that are alike or different. You compare when you find out how things are alike. You contrast when you find out how things are different. Comparing and contrasting can be a great way to learn.

Read the paragraph on page 163. Think about what you learned about checkers and chess. How are checkers and chess alike? How are they different?

Answers will vary.



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CHECK MY GOALS

Ask students to turn back to My Learning Goals at the beginning of the section. Have students assess whether they have met these goals. Students should be able to check all goals. If they cannot, spend one-on-one time to provide additional support.

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Unit 4 • Lesson 12 205

Listen and Discuss

Student Book PAGE 171

AUDIO SCRIPT

James and Sol were sad they could not play outside. It was raining. They were not sure what to do.

"Do you want to play checkers?" Sol asked.

"Sure," said James. "But I can teach you a new game if you want. It uses the same kind of board. But the game pieces are different."

"What is the game?" asked Sol.

"It is called chess," James said.

James got the board off the shelf. He put the different game pieces on the board.

"These game pieces are interesting. What are the pieces that look like a horse?" asked Sol.

"They are called knights. The piece with the crown on top is the queen," James said.

"Oh. Is there a king, too?" Sol asked.

James picked up a piece with a cross on top. "Yes, this is the king."

"Is the king the most important piece?" Sol asked.

"Yes," said James. "You want to try to take my king. The king can move one space left or right or ahead or back. But the queen can move any way you want. She can move any number of spaces, too. So she is important, too."

"Let's play," said Sol. "This will be fun."



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- Lesson 3 On the Railroad

UNIT 2 In Outer Space

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- Lesson 7 Desert Cacti
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UNIT 4 Special Holidays

- Lesson 10 Happy Birthday!
- Lesson 11 A New Year
- Lesson 12 America's Birthday

Glossary

LESSON 2

Before We Read

MY LEARNING GOALS

I can

- tell about flying machines.
- find causes and effects.

Up in the Air

Have you ever watched a bird fly? Long ago, people watched birds. The people wished they could fly, too. Today, people fly in airplanes. Before airplanes, people made other flying machines.



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Before We Read

Cause and Effect

A **cause** is why something happens. An **effect** is what happens.

Cause

People wanted to fly.

Effect

People made flying machines.

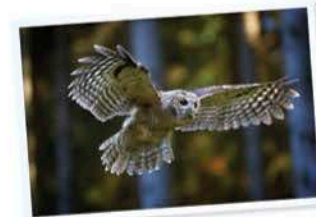
Some words show causes or effects. Some of these words are if, because, so, and then.

Write an effect for the cause.

Cause

People do not have wings.

Effect





Let's Read

Flying Machines

People thought about flying for hundreds of years. They dreamed of flying machines. In 1799, a man built one. He made a large machine with wings. People called the machine a glider.

The glider flew. But it was not very good. This was because it was too hard to move around in the air. Other people tried to build gliders. Soon, a man named Otto made his own machines.



This is Otto and his glider.



This is what s
look like



Highlight the sentence that shows why the first glider was not good.



If you made a fly
would you call it?

I would call my fly
_____.

MY LEARNING GOALS

I can

- read and understand a story about flying machines.
- find causes and effects in a story.



Let's Read

Show What You Know

Use what you have learned to fill in this chart. Look back at the story if you need help.

Let's Read



Just Like Birds

Otto Lilienthal was born in 1848 in Germany. He was an engineer. That is a person who builds machines. He wanted to build a machine that would let a person fly. First, he read a lot of books about flying. Otto learned how birds fly. He looked at birds' bodies. He looked at their wings.

Otto had some new ideas about flying, too. He built different kinds of wings. Otto tested them. He saw what the wings did. He looked at how they moved through the air. Otto's wings looked like bird wings. They caught the air below them. That helped them fly. Otto made his wings bigger and stronger than a bird's wings. They could carry a person.



Otto Lilienthal



Underline the words that tell why Otto made the wings big and strong.



If you could make a new machine, what would you make?

I would make a _____ because
_____.

What happened?

pictures and

Effect (What happened)

Let's Read



What Did You Learn?

Circle the letter of the correct answer.

- Which word in the story means "a worker who makes machines"?
A glider
B idea
C engineer
- Otto was born in _____.
A 1848
B 1891
C 1903
- Otto learned about _____ to make better gliders.
A birds
B airplanes
C movies
- Why did Otto put big wings on his gliders?



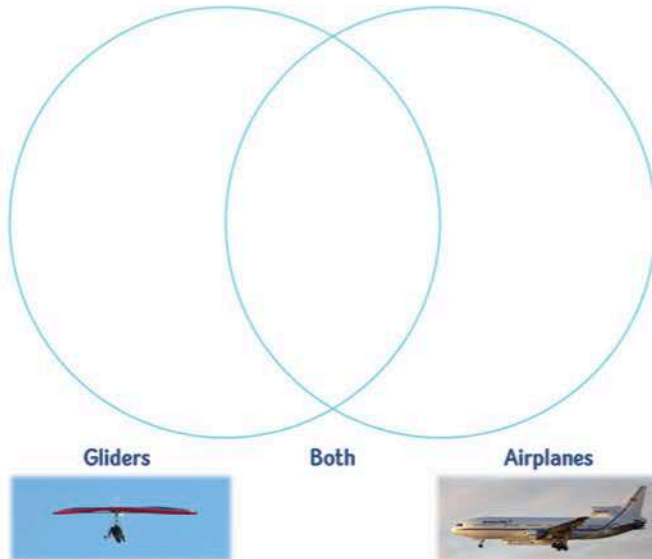
Listen and Discuss

Listen to a teacher and a student talking.
Take notes on the Venn diagram below.

MY LEARNING GOALS

I can

- understand people talking about gliders and airplanes.
- tell how gliders and airplanes are the same.
- tell how gliders and airplanes are different.



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Listen and Discuss



Would you rather
fly in an airplane or
a glider?



Glider



Airplane



Learning About Language

Homophones

Homophones are special words. They sound the same. But they are not spelled the same way. They also have different meanings.

Blue and blew are homophones.

The airplane flew in the **blue** sky.

The wind **blew** the glider.

Read these sentences from the story. Then circle the homophone that fits in the sentence.

- Other people tried [to two] build gliders.
- He wanted to build a machine that
[would wood] let a person fly.
- He wanted to [sea see] which one worked best.
- People [red read] about him in newspapers.
- The Wright brothers had their own ideas, [too to].

MY LEARNING
GOALS

I can

- find homophones.
- write sentences using homophones.

Learning About Language

Read each pair of homophones. Circle the word that matches the picture.

1. buy

by



2. ate

eight



3. right

write



4. sew

so



Write two sentences using these homophones.

knew new

- _____
- _____



Write About It

Newspapers are full of stories. The stories tell readers about things that are happening. They tell who, what, why, when, where, and how.

Pretend you are watching Otto Lilienthal fly. Your job is to write a news story about him. Be sure to tell readers all they need to know.

MY LEARNING GOALS

I can

- write a news story.
- use words to answer questions.

Plan My Writing

Answer the questions who, what, why, when, where, and how. Then use your answers to write a story.

Who is the story about? Otto Lilienthal

What is the story about? flying a glider

Why did it happen? _____

When did it happen? _____

Where did it happen? _____

How did it happen? _____

Write About It



NEWS

Today is a very special day. A man named _____
_____ flew a glider.

He flew at _____.

Gliders are _____.

This man learned all about gliders by _____.

He wanted to _____.

He made _____.

Now, he is _____.

The glider flew! It looked like _____.

Instructional Features

TEAM is designed for use by ELL teachers and by general education teachers as a support for ELLs in their academic classrooms. The student books are centered around common themes and topics for each grade level and reflect instructional design that asks students to be responsible for their own learning. Each unit has an academic standards focus, a reading strategy, a language focus, and a writing focus, as shown in the chart below:

Unit/Lesson/Theme	Standards Focus	Reading Strategy	Language Focus	Writing
UNIT 1: From Here to There				
LESSON 1: The First Bicycles	Social Studies	Main Idea	Antonyms	Letter
LESSON 2: Up in the Air	Science Social Studies	Cause and Effect	Homophones	News Story
LESSON 3: On the Railroad	Language Arts Social Studies	Sequence	End Punctuation	Diary Entry
UNIT 2: In Outer Space				
LESSON 4: Night and Day	Science	Compare and Contrast	Noun and Verb Agreement (is and are)	Descriptive Paragraph
LESSON 5: Blast Off!	Science Social Studies	Text Features	Contractions	Biography
LESSON 6: Pictures in the Stars	Language Arts Science Social Studies	Parts of a Story	Compound Words	Descriptive Paragraph
UNIT 3: Life in the Desert				
LESSON 7: Desert Cacti	Science	Cause and Effect	Possessive Nouns	How-To
LESSON 8: The Ships of the Desert	Science Social Studies	Details	Adjectives	Opinion
LESSON 9: Desert Living	Language Arts Social Studies	Story Structure	Past-Tense Verbs (add -ed or -d)	Personal Narrative
UNIT 4: Special Holidays				
LESSON 10: Happy Birthday!	Social Studies	Inferences and Conclusions	Irregular Plural Nouns	Email
LESSON 11: A New Year	Social Studies	Author's Purpose	Proper Nouns	Descriptive Paragraph
LESSON 12: America's Birthday	Language Arts Social Studies	Characters	Pronouns	Story

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Lesson 2

Student Book PAGES 20–33

TITLE Up in the Air
GENRE Informational Text

LESSON OBJECTIVES

- Read, discuss, and write about gliders and airplanes
- Identify cause and effect
- Listen to a conversation about gliders and airplanes and participate in a discussion
- Identify homophones and use them correctly
- Write a news story

Content Standards Connection

- The Language of Science
- The Language of Social Studies

ELA Standards Connection and Targets of Measurement (ToMs)

Reading

- Identify main ideas and details that support main ideas
- Determine meanings of words and phrases
- Ask and answer questions to demonstrate understanding of a text
- Describe the relationship between a series of events, using language related to time sequence and cause and effect
- Use information gained from illustrations and words to demonstrate understanding of the text
- Describe logical connections between particular sentences and paragraphs in a text
- Know and apply grade-level phonics and word analysis skills in decoding words
- Know and use various text features to find key information in a text
- Read with accuracy and fluency to support comprehension

Speaking and Listening

- Follow instructions
- Use language to explain cause and effect
- Ask and answer questions to demonstrate understanding of a text
- Participate in conversations
- Engage in collaborative discussions
- Determine main ideas and supporting details from information presented in diverse media

Writing

- Describe sequence of events
- Write a news story
- Use descriptive language
- Write informative/explanatory texts to explain a topic and convey ideas and information
- Strengthen writing by revising and editing

Grammar and English Conventions

- Read sentences that use homophones
- Identify and use homophones
- Demonstrate an understanding of word relationships
- Use knowledge of language and its conventions when writing
- Determine and clarify the meanings of words and phrases

ACADEMIC LANGUAGE OF LESSON

Tier 1	build, different, famous, ideas, machine, newspaper
Tier 2	cause, dreamed, effect, tested
Tier 3	airplane, engine, engineer, glider, homophone, machine, newspaper

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Let's Read

Student Book PAGE 22

TOTAL TIME: 90 Minutes
My Learning Goals: 5 Minutes
First Reading: 20 Minutes
Second Reading: 25 Minutes
Show What You Know: 20 Minutes
What Did You Learn?: 15 Minutes
Check My Goals: 5 Minutes

OBJECTIVE

- Use listening, speaking, and reading skills to read and understand a passage about gliders and early flight.

ACADEMIC LANGUAGE

Tier 1: build, different, famous, ideas, learned Tier 2: cause, dreamed, effect, tested Tier 3: airplane, engineer, glider, machine, newspapers, wings

GENRE Informational Text

MY LEARNING GOALS

Direct students' attention to My Learning Goals. Choral read My Learning Goals. Explain to students that at the end of the lesson, they will determine if they have met these goals. If they have, they will put a check next to each goal.

WORK WITH THE PAGE

Explain that students will read an informational passage over four pages. Tell students that an informational text presents facts about the subject. Unlike stories, the information can be proven and is not made up.

Read the title of the passage aloud. Have volunteers tell what they think they will learn about in the passage.

Tell students you will read the full passage twice. The first time you will read it aloud. The second time you will read it as a class, or student volunteers will take turns reading the passage.

First Reading

As you read the four sections of the passage aloud the first time, instruct students to follow along in their books and to circle or underline any unfamiliar words. Tell them that when you are finished reading the passage the first time, you will discuss the unfamiliar words.

Circulate among students to identify words that have been circled or underlined. Discuss each of the word meanings and model sentences with the

Let's Read


Flying Machines

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The glider flew. But it was not very good. **It was too hard to move around in the air.** Other people tried to build gliders. Soon, a man named Otto made his own machines.



This is Otto and his glider.



This is what some gliders look like today.

MY LEARNING GOALS

I can:

- read and understand a story about flying machines.
- find causes and effects in a story.

Highlight: the sentence that shows why the first glider was not good.

Check: If you made a flying machine, what would you call it? I would call my flying machine _____.

meanings. Alternatively, you can also ask student volunteers to tell the meanings and model sentences.

As you read, answer any questions that students may have.



Let's Read

Student Book PAGE 22

Say: Now, we will read section one of a story about the first flying machines.

Read the text on the page. Direct students' attention to the photographs. Talk about the photographs.

Second Reading

Explain that reading closely means reading more than once. Tell students that you will read the passage a second time. Tell students that during this reading they will complete the Check for Understanding and Turn and Talk at the bottom of the page.

After you read each page, have students complete the Check for Understanding at the bottom of each page. If students struggle, pair Emerging students with more advanced students.

Then have students work with a partner to complete the Turn and Talk activity. This activity will help encourage students to become more comfortable speaking in public. Circulate among students to informally assess speaking abilities.

**Check for Understanding**

Instruct students to complete the Check for Understanding.

Say: Now, complete the Check for Understanding at the bottom of the page.

Ask students to share their answers. You may choose to expand the activity by orally asking students more questions.

**Turn and Talk**

Direct students to complete the Turn and Talk activity with a partner.

Say: Look at the Turn and Talk question at the bottom of the page. Turn to a partner and read and answer the question.

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Let's Read

Flying Machines

People thought about flying for hundreds of years. They dreamed of flying machines. In 1799, a man built one. He made a large machine with wings. People called the machine a glider.

The glider flew. But it was not very good. **This was because it was too hard to move around in the air.** Other people tried to build gliders. Soon, a man named Otto made his own machines.



This is Otto and his glider.



This is what some gliders look like today.

Highlight the sentence that shows why the first glider was not good.

If you made a flying machine, what would you call it?
I would call my flying machine _____.

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If you made a flying machine, what would you call it?
I would call my flying machine _____. [the Eagle, a fast flyer]

To extend the conversation, use these questions and sentence starters.

Why do you think people want to fly? People want to fly because _____.

What do you think people thought of the first glider? People probably thought _____.

MY LEARNING GOALS

I can

- read and understand a story about flying machines.
- find causes and effects in a story.

Listen and Discuss

Student Book PAGE 28

**AUDIO SCRIPT**

Katie: Good morning, Mr. Chen! I am going on a trip next month. I get to fly in an airplane.

Mr. Chen: Good morning, Katie. That sounds like fun! Have you heard of a glider? People made gliders before they made airplanes. People flew with gliders before they flew on airplanes.

Katie: I thought gliders and airplanes were the same. They both have wings.

Mr. Chen: That is true. Gliders and airplanes both have wings. They also both fly in the air. How else are they the same?

Katie: They both can carry people.

Mr. Chen: Very good. Gliders and airplanes are the same ways. But they are different, too. Most airplanes are bigger than gliders.

Katie: How else are gliders and airplanes different?

Mr. Chen: Airplanes are stronger than gliders. That is, airplanes have engines. Engines are machines that make power. With an engine, an airplane can fly for a long time and go very far. A glider does not have an engine. It uses the wind to move.

Katie: Is that why people take airplanes on long trips instead of gliders?

Mr. Chen: That is right, Katie. Would you rather fly on a glider or an airplane?

Katie: I do not know, Mr. Chen. They both would be fun!



Trees, Plants, and Flowers



corn



daffodil



daisy



lily



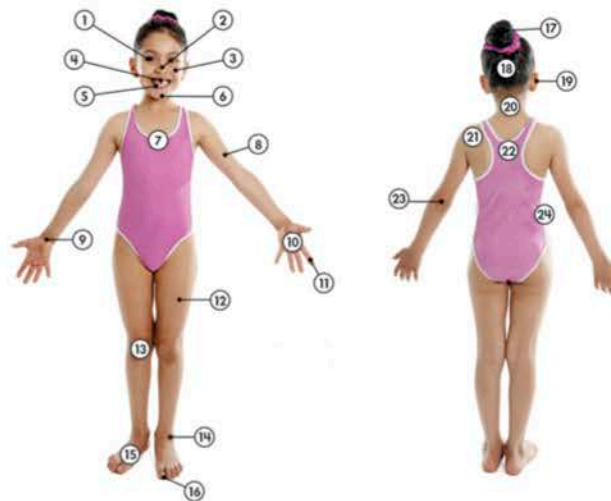
rose



tulip

20

Your Body



- | | | | |
|---------|-----------|----------|-------------|
| 1 eye | 7 chest | 13 knee | 19 ear |
| 2 nose | 8 arm | 14 ankle | 20 neck |
| 3 cheek | 9 wrist | 15 foot | 21 shoulder |
| 4 teeth | 10 hand | 16 toe | 22 back |
| 5 mouth | 11 finger | 17 hair | 23 elbow |
| 6 chin | 12 leg | 18 head | 24 waist |