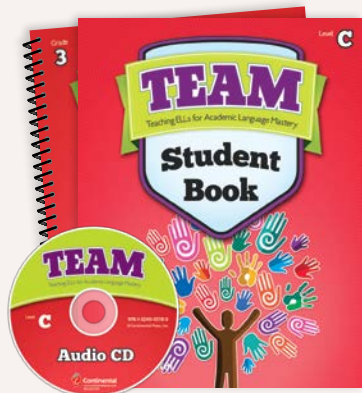
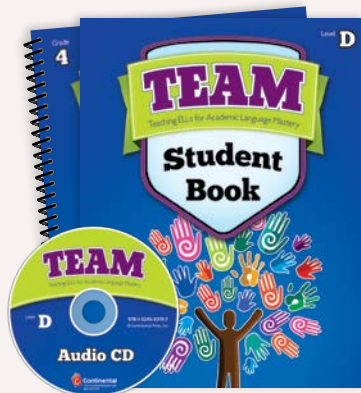


Interior Samples for New York TEAM Toolkit, Levels C-E



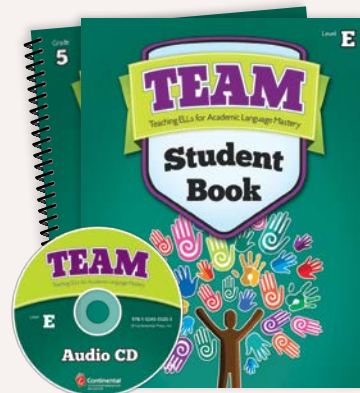
Level C/Grade 3

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Audio CD 8



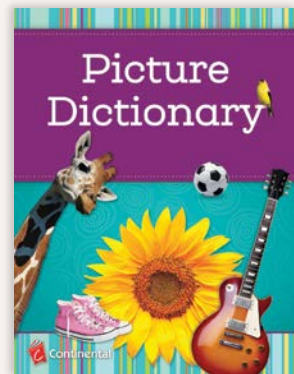
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Glossary

LESSON
3

Before We Read

MY LEARNING GOALS

I can

- identify the sequence of events.
- tell what I know about a zoo.

At the Zoo

The zoo has many different kinds of wild animals. Wild animals are animals you would not keep as a pet in your home. Many people work at the zoo to care for the animals. Amy is a zookeeper who works with the seals and sea lions. She cares for these animals each day. She often has to do tasks in order. You will read a personal story, or narrative, about Amy's day caring for the animals.



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Before We Read

Determining Sequence of Events

You go to the same places during the day. You do the same tasks each day, too. There is an order that you probably follow. This kind of an order is called a **sequence**. Look at the list of things that you might do before you go to bed.

- put on pajamas
- get into bed
- brush teeth
- eat a snack

Would you eat a snack after brushing your teeth? No! So this list must be out of sequence. Write the correct order below.

- _____
- _____
- _____
- _____

Often, there are key words that help you know the order in what you read. Look for words such as first, second, third, next, then, before, after, and finally.





Let's Read

A Zookeeper's Day

I'm Amy, and my job at the zoo is to take care of our seals and sea lions. My day starts early! Those seals and sea lions are hungry as soon as the sun comes up. They will eat any time of the day. But they always want to start very early.

My first stop when I get to the zoo is the Food Preparation Zone. That's where I make the food that keeps them healthy. The adults eat many different kinds of fish. They also eat shellfish like crabs and clams. Often, the sea lions flip their food into the air until they can slide it headfirst into their mouth. They swallow it whole. That means I have to choose pieces that will not choke them on the way down. If the food has a hard shell, the sea lions crush it with their back teeth.



Highlight the words that help you know Amy is telling the story.

What animals would I find _____

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Let's Read

MY LEARNING GOALS

I can

- read and understand a first-person story.
- understand a sequence of events.

Seals are different from sea lions. That's one of the first things I had to learn when I came to work here. Sea lions can turn their back flippers around. That helps them move over land. Seals cannot do this. They have to roll, wiggle, or slide to get around when they are out of the water. Sea lions have a small earflap on each side of their head. Seals don't have this flap. Instead, there is a tiny opening that is their ear.



ear opening



seal

earflap



sea lion



Highlight what a sea lion has that a seal does not.

How are seals and sea lions different?
Seals _____.



Let's Read

Show What You Know

Sequence is an order. It tells the way steps are usually followed when you do something. It is the order in which events happen.

Use the sequence chart that tells about Amy's day caring for animals. The sentences are out of order. Number the sentences to show the correct order.

First, I prepare the food for the seals and sea lions.



Let's Read



What Did You Learn?

Think about what you learned from the passage. Then circle the letter of the correct answer.

- How are sea lions and seals different?
 - A Sea lions eat fish.
 - B Sea lions have whiskers.
 - C Sea lions have earflaps.
 - D Sea lions have flippers.
- Which is something a seal would eat?
 - A crab
 - B insect
 - C grass
 - D seaweed
- What job does Amy do right before she leaves for the day?
 - A She greets the visitors.
 - B She feeds the pups from a bottle.
 - C She cleans the enclosures.
 - D She makes notes about the animals.



Listen and Discuss

Listen to a poem about a visit to the zoo. While you listen the second time, take notes on the sequence chart below.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____



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MY LEARNING GOALS

I can

- listen to and understand a poem.
- use language to compare animals.

Listen and Discuss



What animals do you like to visit at the zoo?



Learning About Language

Punctuation

All sentences have punctuation at the end.

A sentence that tells ends with a **period** (.).

I sweep and mop and search for bits of fish.

A sentence that shows surprise or strong feeling ends with an **exclamation point** (!).

My day starts early!

Read the sentences from the passage. Write the correct end punctuation for each sentence.

1. They hurry to the fence to tell me they are hungry,
too _____
2. I make sure every animal gets what it needs to stay healthy
and happy _____
3. Fish can smell pretty bad after only a few hours _____
4. This afternoon means another feeding _____
5. I'll be glad to see them again in the morning _____

MY LEARNING GOALS

I can

- understand when to use a period at the end of a sentence.
- understand when to use an exclamation point at the end of a sentence.

Learning About Language

Circle the sentence with the correct end punctuation.

1. I loved feeding the sea lions.
I loved feeding the sea lions!
2. Elephants have long trunks.
Elephants have long trunks!
3. Quick, look at the monkeys.
Quick, look at the monkeys!
4. There are lizards at the zoo.
There are lizards at the zoo!



Write a sentence about an animal using a period.

1. _____

Write a sentence about a visit to the zoo using an exclamation point.

2. _____

**Write About It**

Some people keep a **journal** or **diary**. They write what happened to them during that day in their journal or diary. Pretend you visited the zoo. Write about what happened at the zoo as a diary entry. Use sequence words to help you tell about the order of events.

MY LEARNING GOALS

I can

- write about what I saw at the zoo.
- use order words in sentences.

Plan My Writing

Use sequence words to tell what you saw and did at the zoo.
Use this information in your diary entry.

The first place we visited...

Next

Then we...

First

Write About It

Dear diary,

Today, I _____

In the morning, _____

First, I _____

_____. Then _____

For lunch, _____

After lunch, _____

Next, _____

Tonight, _____

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 Animals				
LESSON 1: Meet the Manatee	Science Social Studies	Main Idea and Details	Antonyms	Letter
LESSON 2: Flying Far from Home	Science Social Studies	Cause and Effect	Homophones	Compare/Contrast
LESSON 3: At the Zoo	Language Arts Science	Sequence	End Punctuation	Diary entry
UNIT 2: Ideas That Changed the World				
LESSON 4: American Indian Creations	Science Social Studies	Cause and Effect	Forming the past tense with -ed	Opinion
LESSON 5: A Man Ahead of His Time	Science Social Studies	Main Idea	Root Words	News Story
LESSON 6: Fire	Language Arts	Story Elements	Irregular Verbs	Retelling
UNIT 3: New Places, New Faces, New Things				
LESSON 7: Putting Down Roots	Science	Predictions	Helping Verbs	How-to
LESSON 8: All Kinds of Weather	Science Social Studies	Compare and Contrast	Noun and Verb Agreement using <i>is</i> and <i>are</i>	Opinion
LESSON 9: A Place for Yuki	Language Arts Social Studies	Understanding Characters	Possessive Pronouns	Email
UNIT 4: Food for Thought				
LESSON 10: America's Favorite Treat	Science Social Studies	Inferences and Conclusions	Action Verbs	Sequence
LESSON 11: Try It, You'll Like It!	Science Social Studies	Compare and Contrast	Compound Words	Opinion
LESSON 12: A Day at the Farm	Language Arts Social Studies	Character Analysis	Dialogue and Quotation Marks	Narrative

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Lesson 3

Student Book PAGES 34–47

TITLE At the Zoo

GENRE Literary Text (personal narrative)

LESSON OBJECTIVES

- Read, discuss, and write about a zookeeper who cares for seals and sea lions
- Determine the sequence of events
- Listen to a poem about visiting a zoo and discuss what you have heard
- Identify and use end punctuation correctly
- Write a journal or diary entry

Content Standards Connection

- The Language of Language Arts
- The Language of Science

ELA Standards Connection and Targets of Measurement (ToMs)

Reading

- 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
- Describe logical connections between particular sentences and paragraphs in a text
- Use information gained from illustrations and words to demonstrate understanding of the text
- Know and apply grade-level phonics and word analysis skills in decoding words
- Describe characters and explain how their actions contribute to the sequence of events
- Distinguish one's own point of view from that of a narrator or characters
- Understand features of different genres (poetry, personal narrative, informational)
- Determine meaning of words and phrases

Speaking and Listening

- Ask and answer questions to demonstrate understanding of a text
- Describe the relationship between events, using language related to time and cause and effect
- Engage in collaborative discussions
- Determine main ideas and support information presented in diverse media
- Read prose orally with accuracy and support comprehension

Writing

- Use language to signify sequence
- Use words and phrases that signal relationships
- Use personal, possessive, and indefinite pronouns
- Write a narrative to develop real or imagined experiences or events using effective descriptive details, and clear events

Grammar and English Conventions

- Use knowledge of language and its features when writing
- Use end punctuation correctly
- Use temporal words and phrases to order events

ACADEMIC LANGUAGE OBJECTIVES

Tier 1	adult, air, care, clam, crab, sea lion, seal, shellfish, str, zookeeper
Tier 2	crowd, enclosures, prepare
Tier 3	choke, earflap, narrative, swallow

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Unit 1

Listen and Discuss

Student Book PAGE 42

TOTAL TIME: 45 Minutes

My Learning Goals: 5 Minutes

Working with Page 42: 15 Minutes

Working with Page 43: 20 Minutes

Check My Goals: 5 Minutes

OBJECTIVE

- Use descriptive language to discuss a poem about a zoo and sequence of events
- Understand the difference between poetry and prose
- Use language to ask questions and contribute to a conversation

ACADEMIC LANGUAGE

Tier 1: poem Tier 2: visit Tier 3: sequence

MY LEARNING GOALS

Direct students' attention to My Learning Goals. Chordally 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 to students that they will listen as a poem is read two times. The first time they hear the poem, they should just listen carefully. As they listen a second time, they should take notes on the sequence chart. Then they will participate in a conversation about what they have heard as well as what they have learned from the reading passage.

Ask: Did you know a poem can tell a story?

Explain that some poems tell a story. They have characters. This can be a speaker who is not called by name. There might be a sequence of events that happens in the poem.

Say: Listen to a poem about a visit to the zoo. You will listen to the poem two times. Listen carefully the first time. The second time you listen, take notes on the sequence chart about what you hear.

Play the audio CD two times. Pause after the first play to discuss the conversation and any questions the students may have.

Full audio script on the next page.

Listen and Discuss

Listen to a poem about a visit to the zoo. While you listen the second time, take notes on the sequence chart below.

Answers will vary.

- white bear
- black bear
- camel
- gray wolf
- wombat
- elephant
- monkeys

MY LEARNING GOALS

3-5

Listen to a poem and understand a poem.

Use language to compare animals.

42 Unit 1 • Lesson 3

If students cannot complete the activity, provide a script of the audio so they can follow along. Then replay the audio.

Discuss with students any unfamiliar words in the poem if necessary.

Have volunteers provide answers from their charts.

Answers will vary.

Listen and Discuss

Student Book PAGE 43



WORK WITH THE PAGE

Tell students they will now have a conversation about what they have heard and read. Have students ask and answer questions with a partner, or select volunteers to model the question and answer in front of the class.

You can model the conversation by using sentence starters to ask and answer questions about what animals you would like to visit at the zoo.

Ask: What animals do you like to visit at the zoo?

Sentence Starters

First, I like to visit ____ [the monkeys]. The ____ are ____ [monkeys; funny]. Then I like to visit ____ [the elephants]. They ____ [squeak each other with water]. Finally, I visit ____ [the camels].

You can choose to extend the conversation by asking more questions about the zoo and the animals that live there.

Optional

You can choose to have a conversation about the poem and the passage.

Sentence Starters

What is the poem about? The poem is about ____ [a trip to the zoo].

Who is the main character? The main character is ____ [an unknown speaker].

What happens? First, the speaker sees ____ [a white bear; a black bear].

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 1 ★ Lesson 3 59

Listen and Discuss



How is this poem like the passage? Both tell about a day ____ [at the zoo].

LANGUAGE DIFFERENTIATION

Emerging	Encourage students to complete sentences about the animals they would like to visit, using sentence starters.
Transitioning	Provide sentence frames and encourage students to model a conversation about what animals they would like to visit at the zoo.
Expanding	Challenge students to extend the conversation by asking additional questions and responding without using sentence frames.

Listen and Discuss

Student Book PAGE 42



AUDIO SCRIPT

At the Zoo

by William Makepeace Thackeray

First I saw the white bear, then I saw the black;
Then I saw the camel with a hump upon his back;
Then I saw the grey wolf, with mutton in his maw;
Then I saw the wombat waddle in the straw;
Then I saw the elephant a-waving of his trunk;
Then I saw the monkeys—mercy, how unpleasantly they smell!



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- Lesson 2 Born on the Fourth of July
- Lesson 3 America's Past

UNIT 2

Being a Good Citizen

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Solving Problems

- Lesson 10 The ABCs of the FBI
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LESSON 7

Before We Read

MY LEARNING GOALS

I can

- compare and contrast two things.
- tell what I know about bicycles.

Pedaling Through History

How would life be without bicycles? Many people like to ride bicycles. Some people ride them to get from one place to another. Some people like to race them. There are tricycles for little kids and for adults. Most people do not know where the idea for a bicycle came from. Did you ever wonder who made the first bicycle?

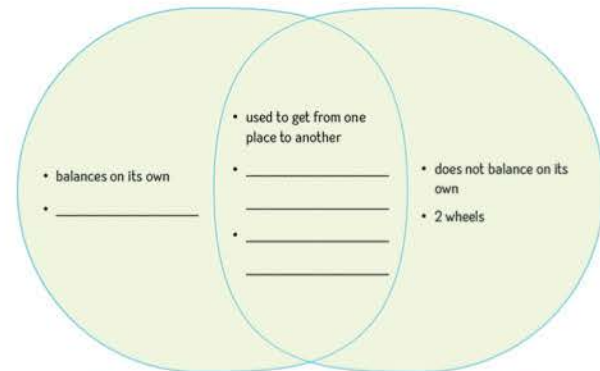


Before We Read

Comparing and Contrasting

When you **compare**, you tell how things are **alike**, or **similar**.
When you **contrast**, you tell how things are **different**.

Look at the pictures of a bicycle and a tricycle. Try to find how they are alike and different.



Tricycle

Both

Bicycle





Let's Read

Traveling on Two Wheels

Did you ever think about who made the first wheel? Someone must have thought of the idea. This invention could have happened more than 5,000 years ago!

The wheel is used so much. You probably do not even think about how useful wheels are. There would be no cars, bicycles, trains, or planes without them.

Steering the Road

The first bicycle was built in the late 1700s by a man in France. His name was De Sivrac. He saw a child's toy. The toy was a wooden horse on wheels. This gave him an idea. He thought it might be easier for an adult to get around on wheels, too. This first bicycle had two wheels. It did not have any pedals or steering. People just sat down and pushed themselves with their feet.

Many people bumped into things because the first bicycles had no steering. In 1817, a person in Germany had an idea for steering. A man named Von Drais made wooden handlebars. This made the bike's front wheel turn from side to side.



Underline how people first made a bicycle move.

What are some things that I have used _____.

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MY LEARNING GOALS

I can

- compare and contrast two things.
- read and discuss an informational story.



De Sivrac



Von Drais



Let's Read

Chains and Hooks

In 1885, a person from England helped solve the problem. John Kemp Starley made a chain that went around the back wheel. This connected to a pedal system in the middle of the bicycle. When a person pedaled his feet, the chain turned the back wheel. The front wheel was left for steering. The wheels of his Rover Safety Bicycle were closer in size. These bicycles were thought to be safer than the bicycles with the larger front wheel.



Rover Safety Bicycle

A More Comfortable Ride

In 1888, bicycles still had hard, solid wheels. John Dunlop of Scotland changed this. He put air in tires around wheels to give riders more comfort. The air helped cushion the rider. Now, the bicycle rider did not feel as many bumps in the road.



By the early 1900s, most bicycles were more modern. They had chains, steering, pedals, brakes, and air-filled wheels. The style of bicycles has not changed much since then.



Highlight what made John Dunlop's tires different from other tires.

What are some places where you would like to ride a bicycle?

I would like to ride a bicycle _____.



Let's Read

Show What You Know

Complete the Venn diagram below. Compare and contrast De Sivrac's bicycle and Von Drais's bicycle.



Let's Read

What Did You Learn?

Think about what you learned from the passage. Then circle the letter of the correct answer.

- Tires were invented to make the bicycle _____.
A faster
B taller
C less expensive
D more comfortable
- Which word in paragraph 3 of page 94 means "made"?
A gave
B built
C pushed
D sat
- Who made the first bicycle in the 1700s?
A Von Drais
B De Sivrac
C John Dunlop
D John Kemp Starley



Listen and Discuss

Listen to a passage about riding a bicycle. While you listen the second time, take notes on the chart below.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____



mountain bike

MY LEARNING GOALS

I can

- ☐ listen to and understand a passage about riding a bicycle.
- ☐ use language to discuss what I heard and read.

Listen and Discuss



What are some important things to know about bicycles and riding them?



...

Learning About Language

Prefixes

Greek and Latin number words are part of many words for shapes and things with many parts that are used today.

This first **bicycle** had two wheels.

The prefix *bi-* means "two."

Here is a chart that tells other number words.

Prefix	Meaning
uni-	one
bi- or du-	two
tri-	three
quad-	four
penta-	five
hexa-	six
septa-	seven
octa-, octo-	eight
nona-	nine
deca-	ten



adult tricycle

MY LEARNING GOALS

I can

- understand word relationships.
- identify and understand prefixes and root words.

Read these sentences from the passage. Circle the prefixes.

1. Little children often ride tricycles until they are able to balance themselves on a bicycle.
2. You often see clowns riding unicycles in the circus.
3. The first bicycle was built in the late 1700s by a man in France.
4. A quadracycle has four wheels.

Learning About Language

Draw a line to match each word with the meaning of its prefix.

- | | |
|---------------|-------|
| 1. triangle | eight |
| 2. binoculars | five |
| 3. universe | four |
| 4. quadrant | two |
| 5. octopus | three |
| 6. pentagon | one |



Read each sentence. Then write the number that matches the prefix of the **boldface** word. Look back at the chart on page 102 if you need help.

1. A **unicorn** has _____ horn in the middle of its forehead.
2. A **decade** is _____ years.
3. An **octagon** has _____ sides.
4. Philip Pullman's **trilogy** *His Dark Materials* has _____ volumes, *The Golden Compass*, *The Subtle Knife*, and *The Amber Spyglass*.
5. The _____ people singing the **duet** are Zac and Vanessa.

**Write About It**

Technology improves over time. The steps to improve these things happen in **sequence**, or order. The bicycle saw many changes before it looked like the ones we see today. Write a paragraph telling about how the bicycle changed over time.

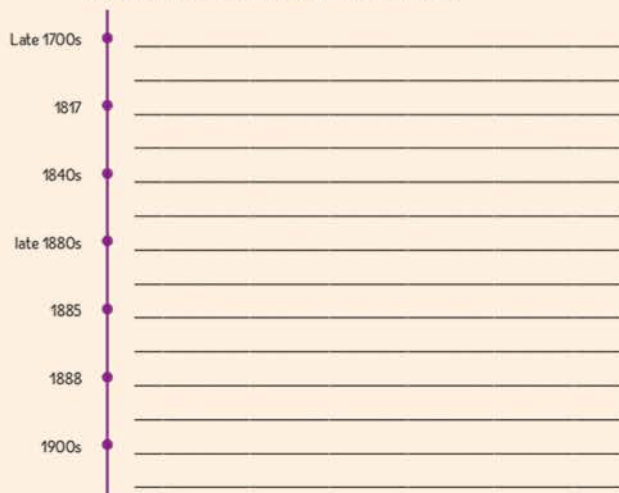
MY LEARNING GOALS

I can

- write about the history of the bicycle.
- use descriptive language.

Plan My Writing

Use the time line to plan your writing. Then use this information to write your paragraph about the bicycle's history.

**Write About It**

- Bicycles have changed over time. The bicycle was invented in _____
- by _____. It did
- not have _____.
- Then in 1817, _____
- _____
- In the 1840s, _____
- _____
- By the late 1880s, the bicycle had a huge front wheel. These helped the
- bicycle _____.
- The Rover Safety Bicycle _____
- _____
- John Dunlop added _____
- _____
- By the 1900s, bicycles were like the ones we ride today with handlebars,
- brakes, and air-filled tires.

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: Our History				
LESSON 1: Finding Facts About Your Family	Social Studies	Details	Compound Words	Email
LESSON 2: Born on the Fourth of July	Social Studies	Cause and Effect	Abstract Nouns	Diary Entry
LESSON 3: America's Past	Social Studies Language Arts	Theme	Relative Adverbs	Summary
UNIT 2: Being a Good Citizen				
LESSON 4: Following the Law	Social Studies	Sequence	Prefixes and Antonyms	Direct
LESSON 5: Giving Back to the Community	Social Studies Mathematics	Main Idea	Homophones	Paragraph
LESSON 6: Saying Thanks	Language Arts Mathematics	Understanding Characters	Conjunctions	Thank
UNIT 3: Keeping Up with Changing Technology				
LESSON 7: Pedaling Through History	Science Social Studies	Compare and Contrast	Prefixes	Sequence
LESSON 8: The Wonders of Wind	Science	Inference	Fragments	Summary
LESSON 9: Then and Now	Language Arts Social Studies	Setting	Dialogue	Description
UNIT 4: Solving Problems				
LESSON 10: The ABCs of the FBI	Science Social Studies	Prediction	Prepositions	Sequence
LESSON 11: Problems with Squares	Mathematics Social Studies	Problem and Solution	Synonyms	Problem Solution
LESSON 12: Everyday Mysteries	Language Arts	Point of View	Pronouns	Mystery

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Lesson 7

Student Book PAGES 92–105

TITLE Pedaling Through History

GENRE Informational Text

LESSON OBJECTIVES

- Read, discuss, and write about bicycles
- Compare and contrast two things
- Listen to a passage about riding a bicycle
- Use prefixes
- Write about the history of bicycles using sequence words

Content Standards Connection

- The Language of Science
- The Language of Social Studies

ELA Standards Connection and Targets of Measurement (ToMs)

Reading

- Ask and answer questions to demonstrate understanding of a text
- Interpret information presented visually
- Integrate information from multiple texts on a topic
- Compare and contrast things
- Explain concepts and ideas based on information in the text
- Understand features of different genres (poetry, personal narrative, informational)
- Determine the meaning of words and phrases
- Read and understand an informational text

Speaking and Listening

- Respond to and pose questions
- Make comments that contribute to a discussion
- Integrate information from multiple texts on a topic to speak knowledgeably
- Read prose orally with accuracy and fluency to support comprehension

- Differentiate between situations where formal or informal English is appropriate
- Demonstrate command of English usage

Writing

- Write explanatory text to examine and convey ideas and information clearly and logically
- Use language to signify sequence
- Use descriptive details and language
- Use knowledge of English language conventions

Grammar and English Conventions

- Identify and use prefixes
- Produce simple, compound, and complex sentences
- Use knowledge of language and its conventions when writing

ACADEMIC LANGUAGE OBJECTIVES

Tier 1	attached, built, goal, huge, style
Tier 2	compare, connected, contrast, handlebars, pedal, steering
Tier 3	balance, brakes, chain, crank, handlebars, pedal, steering

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Unit 3 • Lesson 7

Write About It

Student Book PAGE 104

TOTAL TIME: 45 Minutes

My Learning Goals: 5 Minutes

Working with Page 104: 15 Minutes

Working with Page 105: 20 Minutes

Check My Goals: 5 Minutes

OBJECTIVE

- Write about the history of the bicycle
- Use sequence words
- Use knowledge of language and its conventions

ACADEMIC LANGUAGE

Tier 1: built, modern Tier 3: crank, handlebars, pedals

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

Read the paragraph at the top of the page aloud. Or, have students take turns reading it aloud or with a partner.

Direct students to the Plan My Writing section. Explain that good writers plan what they will write by brainstorming ideas. Read the directions aloud. Then have students work independently, with a partner, or in a small group to write about the history of the bicycle. Have them fill in the time line with information that tells about the bicycle.

Answers will vary.

Students should be aware that it is helpful to a reader if they have details in their sentences. Tell students that, when writing, it is good to first take notes and organize their thoughts.

Write About It

MY LEARNING GOALS

I can:

- ✓ write about the history of the bicycle
- ✓ use descriptive language

Technology improves over time. The steps to improve these things happen in sequence, or order. The bicycle over many changes before it looked like the one we use today. Write a paragraph telling about how the bicycle changed over time.

Answers will vary. Plan My Writing

Use the time line to plan your writing. Then use this information to write your paragraph about the bicycle's history.

late 1700s	De Sivrac built the first bicycle. It had 2 wheels and no pedals or steering.
1791	Von Drais added wooden handlebars for steering.
1810s	Pedals and a crank were added to keep people's feet off the ground.
late 1800s	The front wheels were huge so the bikes could go faster.
1885	John Kemp Starley added a chain to turn the back wheel.
1888	John Dunlop added air in tires around wheels for comfort.
1900s	Bikes had chains, steering, pedals, brakes, and air-filled wheels.

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Write About It

Student Book PAGE 105

WORK WITH THE PAGE

Have students complete the writing activity independently, with a partner, or as a class. Explain that they should use the information from the Plan My Writing section to write about the history of the bicycle. Circulate to provide support as needed.

Answers will vary.

Write About It

Answers will vary.

Bicycles have changed over time. The bicycle was invented in _____ by _____ and _____ not have _____.

Then in 1817, _____.

In the 1840s, _____.

By the late 1880s, the bicycle had a huge front wheel. These helped the bicycle _____.

The Rover Safety Bicycle _____.

John Dunlop added _____.

By the 1900s, bicycles were like the ones we ride today with handlebars, brakes, and air-filled tires.

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LANGUAGE DIFFERENTIATION

Emerging	Encourage students to write words to complete the sentences, using visual clues if necessary.
Transitioning	Encourage students to add details to their writing, consulting the glossary as needed.
Expanding	Challenge students to expand on the template in their own words without using the sentence frames.

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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Listen and Discuss

Student Book PAGE 100

AUDIO SCRIPT

How to Ride a Bicycle

Before you ride your bicycle, safety comes first! Always wear a helmet. This protects you in case of an accident. Many states and cities have laws that say all must wear a helmet.

Now you are ready to learn how to ride a bicycle. First, sit on the seat of the bicycle. Second, grab the handlebars. This will help you with your steering. Next, put your foot on a pedal. Try to keep your balance. Then push off so that the bicycle is moving forward. Then lift your other foot onto the other pedal. Finally, move your legs around in a circle. This will turn the crank. Then the greasy chain will start to move around making a large oval.

If you have a mountain bike, you may have lots of coils and near the wheels. These make your bike bounce a bit. You want a soft seat to help cushion you.

Always follow the rules. Don't ride at night or in bad weather. Drivers have a hard time seeing you at these times. One way to make sure you can be seen is to wear brightly colored clothes. Make sure your bicycle has reflectors or reflective stickers so the lights from the cars will reflect off these and drivers will see you.

Ride on the right side of the road, moving with traffic. Obey all traffic signs and signals.

If you have to cross an intersection, be sure to stop and look left, right, and then left again to check for cars. Use hand signals to show when you are going to turn. Never wear headphones when you are on a bike.



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Glossary

LESSON
10

Before We Read

MY LEARNING GOALS

I can

- tell what I know about healthy choices.
- tell facts from opinions.

Living a Healthy Life

Being healthy is all about making good choices. Some foods provide your body with what it needs to grow. Others are full of empty calories. It is important to eat lots of good foods and as few bad foods as possible. That way your body will have the energy that it needs. You also need to exercise both your body and your mind to be a healthy person.



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Before We Read

Telling Fact from Opinion

Most articles contain both facts and opinions. A **fact** can be proved. An **opinion** is what someone thinks, feels, or believes. It cannot be proved. Be careful to note the difference while you read.

Sometimes you can tell facts right away. Facts can be dates. Or, they might be something you can find in a reference book.

Words that tell personal thoughts or feelings signal opinions. Look for signal words such as *better, best, worst, most, should, or always* when you read.

Tell what proof you have that the sentence is a fact or an opinion.

Fact	Proof
This package of strawberries weighs 480 grams.	_____

Opinion	Proof
Strawberries taste wonderful.	This is what someone thinks; it cannot be proved.





Let's Read

Building a Healthy Body and Mind

People say, "You are what you eat." You could also say, "You are what you do." The choices you make every day affect how you look and feel. Your body is growing and building itself. The choices you make now help you become a strong and healthy adult.

Food for Thought

Think about each of these situations and mark what you would choose. Then read on. Decide if you think you made the best choice

Which would you choose for breakfast?

- ☐ Scrambled eggs and bacon
- ☐ Whole-wheat toast with peanut butter
- ☐ Jelly doughnut



Highlight the word that means "the events and conditions that affect someone at a certain time and place."

What is your favorite
My favorite breakfast



Let's Read

Scrambled eggs and bacon are a classic American breakfast. Eggs and bacon both have protein. Everyone needs protein, especially in the morning. Meat, eggs, and nuts all provide protein for the body to build and repair muscles.

Peanut butter is another way to get protein. Peanut butter on whole-wheat toast makes a healthy breakfast. You should add a piece of fruit and a glass of milk to make a complete breakfast.

A jelly doughnut has lots of carbohydrates. Good carbohydrates in the form of breads, pasta, cereal, and beans give the body energy. But a doughnut has "empty" carbohydrates. They might give you a spurt of energy, but it won't last long. A jelly doughnut does not contain many nutrients your body can use for energy and growth.

Which would you choose to drink?

- ☐ Milk
- ☐ Soft drink
- ☐ Water



Circle the word that means "the ability to work and play."

Why do you think you should eat different kinds of foods?

Different kinds of foods give your body _____.



Let's Read



Show What You Know

A chart will help you organize facts and opinions in an article. Put all the facts on one side of the chart. Put all the opinions on the other side. Remember that a fact can be proved. An opinion is what someone thinks, feels, or believes. Opinions

Now write facts and opinions from the passage.

	Opinion



Let's Read

What Did You Learn?

Think about what you learned from the passage. Then circle the letter of the correct answer.

- Good carbohydrates give the body _____.
 A water
 B protein
 C energy
 D calcium
- Which word in the section "Food for Thought" means "a sudden and usually temporary growth of activity"?
 A spurt
 B source
 C choice
 D energy
- What is the main idea of this passage?
 A Good carbohydrates include doughnuts.
 B Reading is important for exercising the mind.
 C Foods in the milk group are a good source of calcium.
 D The choices you make now help you become a strong, healthy adult.



Listen and Discuss

Listen to a passage about keeping your body healthy. While you listen the second time, take notes on the chart.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____



MY LEARNING GOALS

I can

- listen to a passage about staying healthy.
- use language to talk about food.



Listen and Discuss



What types of foods give you protein to build your body?



Learning About Language

Homophones

Homophones are words that sound the same but have different meanings. They also have different spellings.

One means "the number 1." Won means "the past tense of win."

Riding your bike is just **one** example of the physical play you need every day.

The Pirates **won** the championship baseball game.

Read the sentences from the passage. Circle the correct homophone to complete each sentence.

- _____, eggs, and nuts all provide protein for the
(Meat Meet)
body to build and repair muscles.
- You should add a _____ of fruit and a glass of
(piece peace)
milk to make a complete breakfast.
- It also helps you stay at a healthy _____.
(wait weight)
- You could also say, "You are what you _____."
(due do)
- That water needs to _____ replaced.
(bee be)

MY LEARNING GOALS

I can

- identify homophones.
- use homophones correctly in a sentence.



Learning About Language

Circle the correct homophone to complete each sentence.

- Would you like your whole-wheat bagel _____
or with cream cheese? (plane plain)
- Did you see the _____ fly overhead?
(plane plain)
- Sara _____ vegetable soup for lunch.
(eight ate)
- There are _____ tomatoes on that
plant. (eight ate)



Draw a line to match the homophones in each column.

- | | |
|------------|---------|
| 1. weather | pair |
| 2. hire | sealing |
| 3. bare | dew |
| 4. pear | choose |
| 5. due | whether |
| 6. chews | higher |
| 7. ceiling | bear |

**Write About It****MY LEARNING GOALS**

I can

- write about my opinion.
- support my opinion with facts.

An **opinion** is what you think or believe. **Facts** can be proven. They are often used to support an opinion.

Imagine your town or city is thinking about creating a bike trail. Some people think the bike trail is a great idea. Others think that the bike trail should not be created. What is your opinion about creating a bike trail? Would you like to see one in your town? Why or why not?

Plan My Writing

Write what you think or believe. Then write reasons or facts to support this opinion. Use this information in your writing.

I believe that the town _____
create a bike trail.

Reason 1: _____

Reason 2: _____

Reason 3: _____

**Write About It**

In my opinion, _____

One reason _____

Another reason _____

Most importantly, _____

In conclusion, I _____

Lesson 10

Student Book PAGES 135–148

TITLE Living a Healthy Life

GENRE Informational Text

LESSON OBJECTIVES

- Read, discuss, and write about making healthy choices
- Identify facts and opinions
- Listen to and discuss a passage about nutrition
- Identify and use homophones correctly in sentences
- Write and support an opinion about creating a bike trail

Content Standards Connection

- The Language of Science
- The Language of Social Studies

ELA Standards Connection and Targets of Measurement (ToMs)

Reading

- Read and understand an informational text
- Determine main ideas and details that support main ideas
- Understand features of different genres (poetry, personal narrative, informational)
- Determine the meaning of words and phrases
- Interpret information gained from visual materials
- Explain concepts and ideas based on information in the text
- Ask and answer questions to demonstrate understanding of the text
- Integrate information from multiple texts on a topic
- Distinguish between facts and opinions

Speaking and Listening

- Respond to and pose questions
- Make comments that contribute to discussion
- Integrate information from multiple texts on a topic to speak knowledgeably
- Use descriptive details to support ideas

- Read prose orally with accuracy and fluency to support comprehension
- Differentiate between situations that call for formal and informal English
- Demonstrate command of English grammar and usage

Writing

- Write a paragraph supporting an opinion about creating a bike trail
- Form an opinion and support it with facts and reasons
- Introduce a topic clearly and develop topic
- Use technology to interact and collaborate with others
- Use knowledge of English language and its conventions

Grammar and English Conventions

- Identify and use homophones correctly
- Demonstrate an understanding of word relationships
- Produce simple, compound, and complex sentences
- Use knowledge of language and its conventions

ACADEMIC LANGUAGE OF LESSON

Tier 1	classic, doughnut, energy, healthy, physical, source, spurt
Tier 2	essential, situations
Tier 3	calcium, calories, carbohydrates, exercise, growth, homophones, muscles, nutrients, protein, vitamins



Let's Read

Student Book PAGE 137

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 tell about making healthy choices.

ACADEMIC LANGUAGE

Tier 1: classic, doughnut, energy, healthy, physical, spurt
 Tier 2: essential, situations Tier 3: calcium, calories, carbohydrates, exercise, growth, muscles, nutrients, protein

GENRE Informational Text

MY LEARNING GOALS

Direct students' attention to My Learning Goals. Chorusly 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 have student volunteers 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 and understand an informational text.
- ☐ recognize facts and opinions.

Building a Healthy Body and Mind

People say, "You are what you eat." You could also say, "You are what you do." The choices you make every day affect how you look and feel. Your body is growing and building itself. The choices you make now help you become a strong and healthy adult.

Food for Thought

Think about each of these **breakfasts** and mark what you would choose. Then read on. Decide if you think you made the best choice.

Which would you choose for breakfast?

- ☐ Scrambled eggs and bacon
- ☐ Whole-wheat toast with peanut butter
- ☐ Jelly doughnut

Highlight: The word that means "the events and conditions that affect someone at a certain time and place."

What is your favorite breakfast?
 My favorite breakfast is _____

Unit 4 • Lesson 10 137

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 141

WORK WITH THE PAGE

Explain to students that they should be active readers. Tell them they will now write about what they have read by using the reading skill of telling fact from opinion highlighted in the Show What You Know activity.

You may decide to complete the first fact or opinion together as a class. Or, instruct students to complete the activity independently, with a partner, or in a small group.

As students work, circulate to provide assistance.

Say: Look at the chart. Put all the facts on one side. Put all the opinions on the other side.

Answers will vary.

Have students share answers when they have completed the activity.

Let's Read

Show What You Know

A chart will help you organize facts and opinions in an article. Put all the facts on one side of the chart. Put all the opinions on the other side. Remember that a fact can be proved. An opinion is what someone thinks, feels, or believes. Opinions cannot be proved.

Fill in the chart below with facts and opinions from the passage.
Answers will vary.

Fact	Opinion
Eggs and bacon both have protein.	Peanut butter is a better way to get protein.
Young people need calcium to grow strong bones.	The best way to get the water your body needs is to drink water.
	Reading is the most important activity for exercising your mind.

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LANGUAGE DIFFERENTIATION

Emerging	Encourage students to share answers orally if they struggle with the written language.
Transitioning	Encourage students to write details from the passage, consulting the glossary as necessary.
Expanding	Challenge students to write the answers in their own words.

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Unit 4 ★ Lesson 10 **177**

Listen and Discuss

Student Book PAGE 143

AUDIO SCRIPT

Your body needs good foods to keep it healthy and help it grow. Some foods give energy, and others help your body to heal and fight infection. You need to learn to eat the right kinds of food to have good nutrition.

Nutrients are the parts of food your body can use to grow and stay healthy. Carbohydrates, proteins, vitamins, and minerals are all nutrients.

Calcium is essential for strong teeth and bones. You get calcium from milk and other dairy product like yogurt and cheese. Dark green leafy vegetables like spinach are also sources of calcium. It is important to get enough calcium because your bones need the extra calcium to grow and stay strong.

Carbohydrates give the body energy. Grains, fruits, and vegetables are sources of the best kind of carbohydrates. Grains have vitamins that help the blood, skin, and nerves. Look for grain cereals and pastas. Fruits have vitamins A and C. Vitamin A helps your eyes and skin. Vitamin C helps to heal infections. Vegetables are rich in vitamins A and C, too. They may also have other nutrients that help your body stay healthy. Different colored vegetables will give you different nutrients. Vegetables that are darker in color have more nutrients. Nutritionists often recommend eating a rainbow of different colored fruits and vegetables.

Protein is needed to build and repair the body. Meat, eggs, milk, and cheese are sources of protein. Vegetables, beans, grains, and nuts also provide protein. Proteins help to build muscles. They also help your skin stay strong.

Calories measure the energy-producing value of food. The body needs a certain number of calories a day to function. Foods with high fat content usually are high in calories. Exercise helps you build coordination and burn calories to stay fit.



Transportation



airplane



ambulance



backhoe



bicycle



boat



bulldozer

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Sea Creatures



seal



shark



starfish



walrus



whale