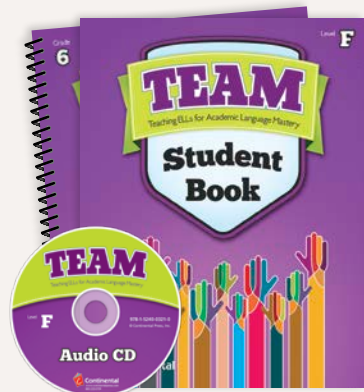
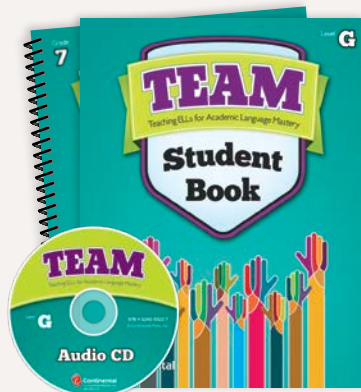


Interior Samples for New York TEAM Toolkit, Levels F-H



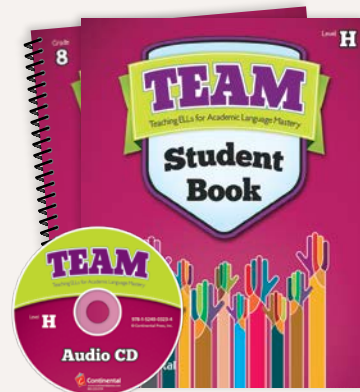
Level F/Grade 6

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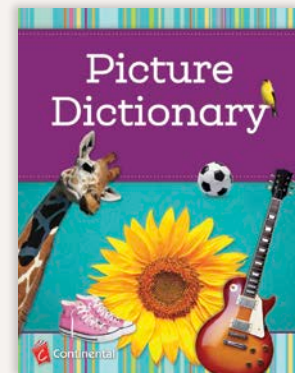
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LESSON
12

Before We Read

MY LEARNING GOALS

I can

- identify types of figurative language.
- understand how to analyze language.
- tell what I know about fantasy.

Imaginary Worlds

Some fiction stories take place in imaginary places. These places do not exist in real life, although they may include elements with which you are familiar. In addition, they may include unusual creatures, talking animals, fairies or wizards, and magical powers. These stories are called fantasy. In fantasy, and in other writing, authors often use language to help the reader see, hear, smell, and feel things in words. Some words appeal to your senses, and others help you think about something in a different way.



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Unit 4 • Lesson 12 16

Before We Read

Analyzing Language

An author's word choice can grab the reader's attention and keep the reader thinking about the story long after it is over. Some language helps you use your senses to better imagine what the author is writing. The language makes the author's words come alive. Figurative language is a colorful and interesting way of saying something. An **idiom** is a phrase that has a meaning that is distinct from the words in the phrase. **Personification** means that the author has made something that is not human seem like a person in some way. A **simile** is a comparison of two very different things using the words *like* or *as*. A **metaphor** is like a simile, but it does not use the words *like* or *as*. When an author exaggerates to make a point, the author is using **hyperbole**.

Read each example of figurative language. Write one of the types of figurative language given above in the table to identify each example.

Example	Type of Figurative Language
It's raining cats and dogs!	
I had to wait forever for my brother to finish eating.	
Autumn is a waterfall of leaves.	
The wind complained bitterly.	
The dog was sleeping like a log.	



Let's Read

Landing in Oz

from L. Frank Baum's *The Wonderful Wizard of Oz*

She was awakened by a shock, so sudden and severe that if Dorothy had not been lying on the soft bed she might have been hurt. As it was, the jar made her catch her breath and wonder what had happened; and Toto put his cold little nose into her face and whined dully. Dorothy sat up and noticed that the house was not moving; nor was it dark, for the bright sunshine came in at the window, flooding the little room. She sprang from her bed and with Toto at her heels ran and opened the door.

The little girl gave a cry of amazement and looked about her, her eyes growing bigger and bigger at the wonderful sights she saw.

The cyclone had set the house down very gently—for a cyclone in the midst of a country of marvelous beauty. There were lovely patches of green all about, with stately trees bearing rich and luscious fruits. Banks of gorgeous flowers were on every hand, and birds with rare and brilliant plumage sang and fluttered in the trees and bushes. A little way off was a small brook, rushing and sparkling along between green banks, and murmuring in a voice very grateful to a little girl who had lived so long on the dry, gray prairies.



Highlight the words that show that Toto is not happy about what is happening.

How would you feel strange new land?

I would feel _____

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Unit

MY LEARNING GOALS

I can

- ☐ read and understand a fantasy story.
- ☐ analyze language in a story.



Let's Read

While she stood looking eagerly at the strange and beautiful sights, she noticed coming toward her a group of the oddest people she had ever seen. They were not as big as the grown folk she had always been used to; but neither were they very small. In fact, they seemed about as tall as Dorothy, who was a well-grown child for her age, although they were, so far as looks go, many years older.

Three were men and one a woman, and all were oddly dressed. They wore round hats that rose to a small point a foot above their heads, with little bells around the brims that tinkled sweetly as they moved. The hats of the men were blue; the little woman's hat was white, and she wore a white gown that hung in pleats from her shoulders. Over it were sprinkled little stars that glistened in the sun like diamonds. The men were dressed in blue, of the same shade as their hats, and wore well-polished boots with a deep roll of blue at the tops. The men, Dorothy thought, were about as old as Uncle Henry, for two of them had beards. But the little woman was doubtless much older. Her face was covered with wrinkles, her hair was nearly white, and she walked rather stiffly.

When these people drew near the house where Dorothy was standing in the doorway, they paused and whispered among themselves, as if afraid to come farther.



Underline the words that tell about the people's size.

How do you act when you meet new people?

I _____



Let's Read



Show What You Know

Find one example of figurative language and one example of language that appeals to your senses in the story. Fill in the charts.

Figure	
Sense	
Figure	
Sense	



Let's Read

What Did You Learn?

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

- Which of the following helps you know that Dorothy is in an imaginary land?
 - A Delicious fruit grows on trees.
 - B She meets people who look differently than she does.
 - C The men are wearing boots.
 - D Small, odd-looking people called Munchkins live there.
- The "small brook, rushing and sparkling along between green banks, and murmuring in a voice very grateful" is an example of _____.
 - A an idiom
 - B personification
 - C a simile
 - D a metaphor
- How does Dorothy help the Munchkins?
 - A Her house kills the Wicked Witch of the East.
 - B She picks magic fruit from the trees for them.
 - C She teaches them how to build flying houses.
 - D She gives powerful magic to the Wicked Witch of the East.



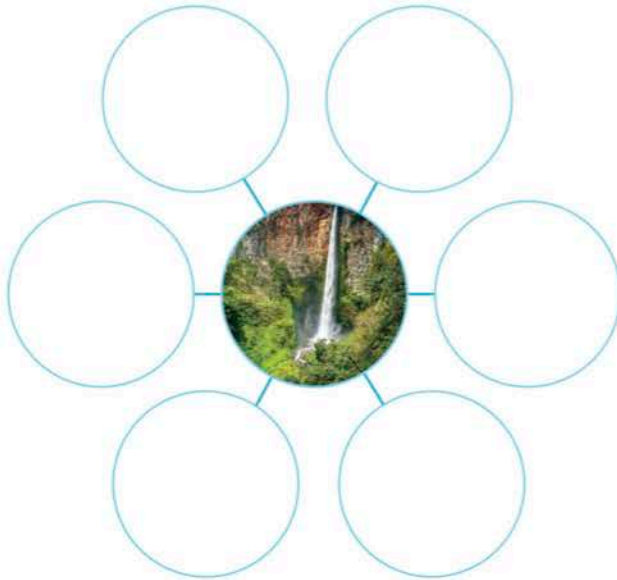
Listen and Discuss

MY LEARNING GOALS

I can

- listen to and understand a poem.
- analyze language in a poem.

Listen to a poem about finding a magical land. While you listen the second time, take notes on the web below. List words and phrases that help you see what is happening in the poem.



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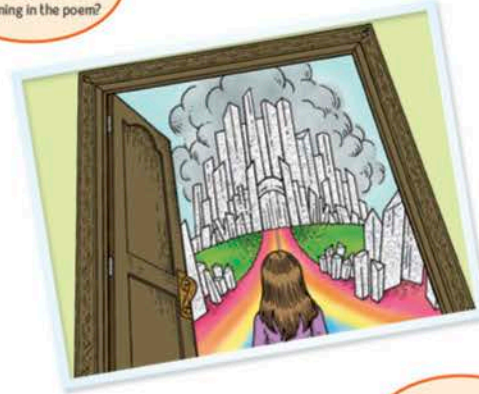
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Listen and Discuss



How does the poet use words to help you imagine what is happening in the poem?



...



Learning About Language

Action and Helping Verbs

Action verbs name an action. They tell what a noun does. Verbs can tell about action in the past, the present, or the future. This is called the **tense** of the verb. Most of the time, a verb has a different form for each tense. **Helping verbs** come before the main verb in a sentence. Use the helping verb *will* to show future tense. A helping verb and an action verb make up a verb phrase.

Past Dorothy landed in Oz.

Present Dorothy lands in Oz.

Future Dorothy will land in Oz.

Verb Phrases Dorothy had landed in Oz.
Dorothy was landing in Oz.

MY LEARNING GOALS

I can

- ☐ Identify and use action verbs.
- ☐ Identify and use helping verbs.



Read these sentences from the passage. Underline the action verb in each sentence. Some sentences may have more than one. Circle any helping verbs.

1. Toto put his cold little nose into her face and whined dismally.
2. Dorothy listened to this speech with wonder.
3. The cyclone had set the house down very gently.
4. She sprang from her bed and with Toto at her heels ran and opened the door.
5. She has held all the Munchkins in bondage for many years.

Learning About Language

Read each sentence. Write an action verb to complete the sentence.

1. Kyra _____ along the trail.
2. After school, the team _____ on the field.
3. Sam _____ the train and _____ in a seat.
4. Tyrone _____ a sandwich.
5. The dogs _____ and _____ in the yard.
6. In the summer, Aiko _____ in the pool.

Write two sentences using action verbs. Write two sentences using helping verbs and action verbs.

Action Verbs

1. _____

2. _____

Helping Verbs

3. _____

4. _____



Write About It

Think about the poem you heard in the Listen and Discuss section. Imagine what will happen after the poet enters the door to the city behind the waterfall. Write a short story about the poet's adventure.

MY LEARNING GOALS

I can

- write a fantasy story.
- use figurative language and language that appeals to the senses.
- use action verbs and helping verbs in my writing.

Plan My Writing

Beginning of the Story		
Who are the main characters?	Where did it take place?	How did it begin?
Middle of the Story		
What do the characters do?		
End of the Story		
What do the characters do at the end?	What happens to the characters?	



Write About It

- When the old woman opened the door, _____
- _____
- I could see _____
- _____
- She showed me _____
- _____
- I met _____
- _____
- Then, _____
- _____
- I saw _____
- _____
- Suddenly, _____
- _____
- After that, _____
- _____
- I _____
- _____
- Finally, _____
- _____
- I _____
- _____

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: Acts of Nature				
LESSON 1: Burning Mountain	Science Social Studies	Main Idea and Details	Suffixes	News Story
LESSON 2: Hurricane Warning	Science Social Studies	Cause and Effect	Multiple-Meaning Words	Persuasive
LESSON 3: The Dark Sun	Language Arts Science	Elements of a Play	Adverbs	Character
UNIT 2: We the People				
LESSON 4: The Road to Citizenship	Language Arts Social Studies	Main Idea	Root Words	Person
LESSON 5: A Song for the Nation	Social Studies	Sequence	Irregular Past-Tense Verbs	Summary
LESSON 6: Casting Your Vote	Language Arts Social Studies	Point of View	Subject and Object Pronouns	Speech
UNIT 3: Our Global Community				
LESSON 7: Danger in the Water	Science Social Studies	Cause and Effect	Linking Verbs	Compare/Contrast
LESSON 8: Reduce, Reuse, and Recycle	Mathematics Science Social Studies	Compare and Contrast	Homophones	Editorial
LESSON 9: Doing My Part	Language Arts Social Studies	Inferences and Conclusions	Direct Quotations	Email
UNIT 4: Exploring New Lands				
LESSON 10: Setting Sail Across America	Social Studies	Facts and Opinions	Synonyms	Letter
LESSON 11: Mission to Mars	Mathematics Science	Predictions	Antonyms	Sequence
LESSON 12: Imaginary Worlds	Language Arts	Analyzing Language	Action and Helping Verbs	Writing

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Lesson 12

Student Book PAGES 163–176

TITLE Imaginary Worlds

GENRE Literary Text (fantasy)

LESSON OBJECTIVES

- Read, discuss, and write about imaginary worlds and fantasy
- Analyze language and recognize figurative language
- Listen to a poem
- Participate in a discussion
- Recognize, use, and write action and helping verbs
- Write a fictional story

Content Standards Connection

- The Language of Language Arts

ELA Standards Connection and Targets of Measurement (ToMs)

Reading

- Ask and answer questions to demonstrate understanding of a text
- Analyze language to understand author's meaning
- Recognize figurative language and language that appeals to the senses
- Describe logical connections between particular sentences and paragraphs in a text
- Understand features of different genres (play, myth, informational)
- Determine meanings of words and phrases
- Describe the relationship between a series of events, using language related to time sequence and cause and effect
- Know and apply grade-level phonics and word analysis skills to decode words

Speaking and Listening

- Ask and answer questions to demonstrate understanding of a text
- Follow instructions
- Engage in collaborative discussions
- Analyze language in a poem read

Writing

- Use figurative language and language to the senses
- Write action verbs and helping verbs
- Write a fantasy story
- Convey ideas clearly

Grammar and English Conventions

- Use knowledge of language and its conventions when writing
- Demonstrate an understanding of helping verbs
- Write sentences using action verbs

ACADEMIC LANGUAGE OBJECTIVES

Tier 1	dismally, exaggerate, innately
Tier 2	bondage, crook, figurative, luscious
Tier 3	cyclone, hyperbole, idiom, personification, plumage, ;

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Unit 4 • Lesson 12

Listen and Discuss

Student Book PAGE 171

TOTAL TIME: 45 Minutes

My Learning Goals: 5 Minutes

Working with Page 171: 15 Minutes

Working with Page 172: 20 Minutes

Check My Goals: 5 Minutes

OBJECTIVE

- Use descriptive language to discuss a poem
- Identify language that appeals to the senses in a poem
- Use language to ask questions and contribute to a conversation

ACADEMIC LANGUAGE

Tier 2: crook, hindered

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 to students that they will listen to a poem 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 web about what they hear. Then they will participate in a conversation about what they have heard as well as what they have learned from the reading passage.

Say: Listen as a poem is read. You will listen to the poem two times. Listen carefully the first time. The second time you listen, take notes on the web about what you hear.

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

Full audio script on the next page.

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

Have volunteers provide answers from their web.

Answers will vary.

Listen and Discuss

Listen to a poem about finding a magical land. While you listen the second time, take notes on the web below. List words and phrases that help you see what is happening in the poem.

Answers will vary.

MY LEARNING GOALS

I can:

- listen to and understand a poem.
- analyze language in a poem.



Listen and Discuss

Student Book PAGE 171

AUDIO SCRIPT

Behind the Waterfall

by Winifred Welles

A little old woman
In a thin white shawl,
Stepped straight through the column
Of the silver waterfall,
As if the fall of water
Were not anything at all.
I saw her crook her finger,
I heard her sweetly call.
Over stones all green and glossy
I fled and did not fall;
I ran along the river
And through the waterfall,
And that heavy curve of water
Never hindered me at all.
The little old woman
In the thin white shawl
Took my hand and laughed and led me
Down a cool, still hall,
Between two rows of pillars
That were glistening and tall.
At her finger's tap swung open
A wide door in the wall,
And I saw the crystal city
That's behind the waterfall.



Listen and Discuss

Student Book PAGE 172

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 the language used in the poem.

Ask: How does the poet use words to help you imagine what is happening in the poem?

Sentence Frames

The poet says ____ [silver waterfall; crystal city], which helps me see ____ [the waterfall; the magical city].

The poet says ____ [sweetly call], which helps me hear ____ [the woman's voice].

You can choose to extend the conversation by asking more questions about the poet's language.

Sentence Starters

What words appeal to your sense of sight? The words ____.

What words appeal to your sense of touch? The words ____.

What words make the poem feel like a fantasy? The words ____.

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.

Listen and Discuss



How does the poet use words to help you imagine what is happening in the poem?



172

Unit 4 • Lesson 12

LANGUAGE DIFFERENTIATION

Emerging	Encourage students to complete sentences about the language in the poem using sentence starters.
Transitioning	Provide sentence frames and encourage students to model a conversation about the poet's use of language to appeal to the readers' senses.
Expanding	Challenge students to extend the conversation by asking additional questions and responding without using sentence frames.

TEAM
Testing ELs for Academic Language Proficiency

Level
F

Audio CD

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- Lesson 5 Cleaning Up Space
- Lesson 6 Another World

UNIT
3

Obstacles and Achievements

- Lesson 7 New Ideas, New Inventions
- Lesson 8 Wonders of the World
- Lesson 9 Racing for the Prize

UNIT
4

On the Job

- Lesson 10 Artists of All Kinds
- Lesson 11 Into the Fire
- Lesson 12 Strength and Character

Glossary

LESSON
1

Before We Read

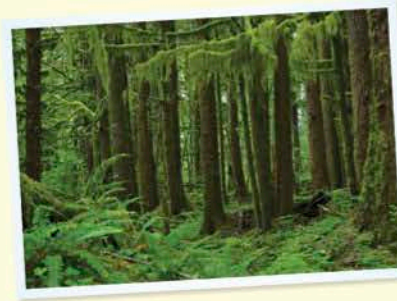
MY LEARNING GOALS

I can

- Identify the main idea.
- Discuss the importance of forests.

Disappearing Forests

When settlers first arrived in America, nearly half the continent was covered with forests. Today, the United States has lost around 90 percent of its forests with trees that are at least 120 years old. The figures for rain forests are equally dramatic. Each year, 37.5 million acres of rain forests disappear. Luckily, using forests wisely can help preserve and protect these valuable resources.



6 Unit 1 ★ Lesson 1

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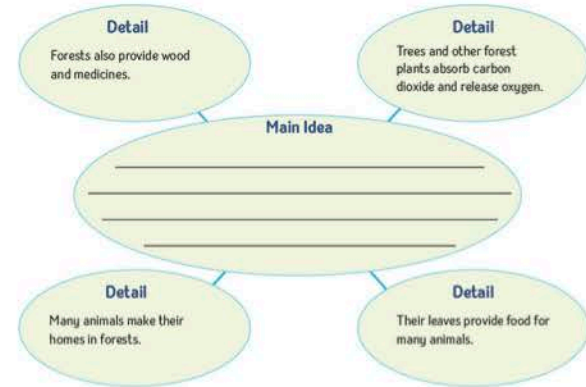
Before We Read

Recognizing Main Idea

Authors of nonfiction texts frequently organize their texts by **main ideas** and **details**. They state a general idea and then support it with more specific information. Main ideas are often stated at the beginning or end of a paragraph. When they are unstated, think about what the details have in common.

Trees and other forest plants absorb carbon dioxide and release oxygen. Their leaves provide food for many animals. Many animals make their homes in forests. Forests also provide wood and medicines.

Fill in the main idea for the paragraph above.



To find the main idea of a whole passage, identify the main ideas of the sections or paragraphs and think about what they have in common.



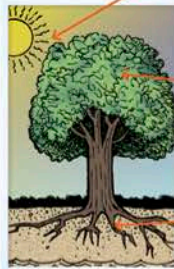
Let's Read

The Future of Earth's Forests

Every living thing on Earth depends on forests. Through a process called photosynthesis, trees and other plants absorb carbon dioxide and release the oxygen that people breathe. Their leaves manufacture food used by other living things.

During photosynthesis, the leaves of plants absorb carbon dioxide from the air. Inside the leaves, a green material called chlorophyll uses the energy from sunlight to mix the carbon dioxide with water. The combination of sunlight, water, and carbon dioxide makes food for the plants.

Forests are homes for many animals and some people. They contain some of the best examples of Earth's biodiversity. More animals live in forests than in any other environment on land. A single acre of forest may contain thousands of different species. Forests also provide important resources that people need, such as wood, food, and even medicines.



Highlight the word that names the process by which plants absorb carbon dioxide and release oxygen.

What types of plants would you see in a forest?
I would see _____.

8 Unit 1 ★ Lesson 1

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MY LEARNING GOALS

I can

- read and understand an informational text.
- recognize the main idea, stated or unstated.



Let's Read

Show What You Know

Complete the main idea map below with the main idea of each section. Then write the main idea for the entire passage.

Overall Main Idea

Let's Read



Different Types of Forests

There are three primary types of forests. Boreal forests grow in the northern parts of the world. These forests contain "evergreen" trees, such as pine, spruce, and fir. Short growing seasons and cold winters make it hard for trees in a boreal forest to grow very tall.

Temperate forests grow in milder climates. They contain a combination of evergreens and hardwoods, such as oak, maple, and birch. Because the winters are neither too long nor too cold, trees in temperate forests can grow very tall.

Tropical forests grow in the warmest places on Earth. Most of the world's rain forests are tropical forests. Rubber, teak, and mahogany are among the trees that grow there. Some scientists think that tropical rain forests may contain nine of every ten plant and animal species on Earth.



Rain forest



Temperate forest



Underline the types of trees you would expect to find in a boreal forest.



What types of trees do you see near your home?

I see _____.

Let's Read



What Did You Learn?

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

- Boreal forests do not grow very tall because of _____.
 A extremely warm conditions
 B extremely cold winters
 C too much rainfall
 D mild climates
- What is one cause of deforestation?
 A recycling
 B planting trees
 C managing resources
 D using trees for lumber
- Which word in the passage means "the introduction of harmful substances into the environment"?
 A process
 B pollution
 C fuel
 D resources



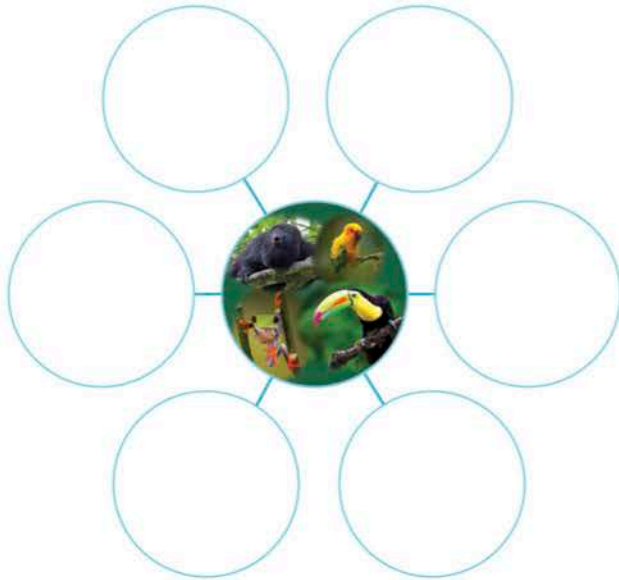
Listen and Discuss

Listen to a passage about a group that helps to save forests and other ecosystems. While you listen the second time, take notes on the web below.

MY LEARNING GOALS

I can

- listen to and understand a passage.
- use language to talk about helping the environment.



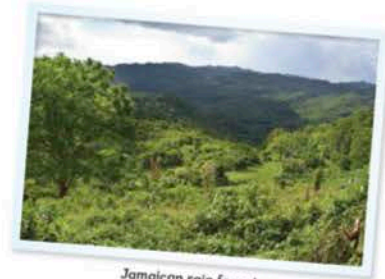
14 Unit 1 ★ Lesson 1

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Listen and Discuss



How does the Nature Conservancy help other countries?



Jamaican rain forest



Giant tortoise in Seychelles



Learning About Language

Root Words

The basic part of a word is called a **root word**. Many times, you can determine the meaning of longer words by looking for their root words.

Combine is the root word of *combination*.

Combine means "to mix," so *combination* means "a mixture."

Read these sentences from the passage. Then write the root word for each underlined word.

1. For one thing, they can recycle paper. _____
2. Today, much forest land has disappeared. _____
3. As the pollution gets into the air, it falls on the trees. _____
4. Boreal forests grow in the northern parts of the world. _____
5. There are many reasons for deforestation. _____



MY LEARNING GOALS

I can

- recognize root words.
- use root words to figure out the meaning of a word.

Learning About Language

Read the sentences below. Write the root word of each word in parentheses on the line.

1. People are learning to _____ (manageable) their resources more effectively.
2. It is _____ (wisely) to avoid destroying forests completely.
3. Recycling shows that people _____ (invaluable) forests.
4. In the future, it may not be _____ (illegal) to cut down ancient forests.
5. Around the _____ (global), people must work to protect forests.

Read the words below. Each word has a root with a prefix, a suffix, or both added to it. Write the root word on the line. Then write the meaning of the original word.



1. scientist _____
2. buildings _____
3. international _____
4. unhealthy _____

**Write About It**

When you write to persuade, you try to convince other people to think the same way that you do about something. Use details to support your points. Be sure you use facts, not just opinions, in your writing.

Write an email to a friend telling the friend why conservation is necessary and why we should protect Earth's forests. Persuade your friend to begin doing something to help protect this important resource.

MY LEARNING GOALS

I can

- write an email.
- use details to persuade.

Plan My Writing

Fill in the chart with information about protecting Earth's forests.
Use this information in your email.

Details	Why This Is Important
Many animals live in forests.	

Write About It

Hi, _____

I am learning about Earth's forests. Did you know _____?

Forests have _____

Rain forests _____

Forests are very important because _____

We need to _____

It is important to _____ because _____

We get _____ from _____

Everyone should _____

How do you think you can help? I am going to _____

I can't wait to hear what you decide to do!

Your friend,

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: Earth's Resources				
LESSON 1: Disappearing Forests	Science Social Studies	Main Idea	Root Words	Persuasive
LESSON 2: The Environmental Movement	Science Social Studies	Sequence	Suffixes	Opinion
LESSON 3: From the Earth	Language Arts	Characters	Abstract Nouns	Journal
UNIT 2: Beyond Earth				
LESSON 4: Connected Through Space and Time	Science	Details	Subject-Verb Agreement	Compare/Contrast
LESSON 5: Cleaning Up Space	Science	Cause and Effect	Adjectives	Persuasive
LESSON 6: Another World	Language Arts Science	Parts of a Story	Homophones	Journal
UNIT 3: Obstacles and Achievements				
LESSON 7: New Ideas, New Inventions	Science Social Studies	Predictions	Irregular Past-Tense Verbs	News Story
LESSON 8: Wonders of the World	Mathematics Social Studies	Facts and Opinions	Multiple-Meaning Words	How-To
LESSON 9: Racing for the Prize	Language Arts	Author's Purpose	Pronouns and Antecedents	Compare/Contrast
UNIT 4: On the Job				
LESSON 10: Artists of All Kinds	Social Studies	Inferences and Conclusions	Antonyms	Opinion
LESSON 11: Into the Fire	Social Studies	Compare and Contrast	Prepositional Phrases	Informative
LESSON 12: Strength and Character	Language Arts	Analyzing Language	Uncountable Nouns	Summary

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Lesson 1

Student Book PAGES 6–19

TITLE Disappearing Forests
GENRE Informational Text

LESSON OBJECTIVES

- Read, discuss, and write about deforestation and conservation
- Identify and recall main idea and details
- Recognize root words
- Use root words to decipher words' meanings
- Write a persuasive email

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
- Use information gained from photographs and charts to demonstrate understanding of a text
- Know and apply grade-level phonics and word analysis skills to decode words
- Describe logical connections between particular sentences and paragraphs in a text
- Use language related to cause and effect to demonstrate understanding of events in a text
- Cite text to support inferences

Grammar and English Conventions

- Identify root words
- Define words based on root words
- Demonstrate understanding of words
- Use knowledge of language and its conventions when writing

ACADEMIC LANGUAGE OBJECTIVES

- | | |
|---------------|---|
| Tier 1 | absorb, dedication, drama specific, unique |
| Tier 2 | conservation, instrumental, toxic |
| Tier 3 | biodiversity, boreal, carbon, chlorophyll, deforestation, nonprofit, photosynthesis |

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Unit 1

Let's Read

Student Book PAGE 8

OBJECTIVE

- Use listening, speaking, and reading skills to tell about the importance of forests

ACADEMIC LANGUAGE

Tier 1: absorb, opt. **Tier 2:** temperate, toxic. **Tier 3:** biodiversity, boreal, carbon dioxide, chlorophyll, deforestation, photosynthesis

GENRE Informational Text

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

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 and understand an informational text.
- ☐ recognize the main idea, stated or unstated.

The Future of Earth's Forests

Every living thing on Earth depends on forests. Through a process called **photosynthesis**, trees and other plants absorb carbon dioxide and release the oxygen that people breathe. Their leaves manufacture food used to allow living things.

During **photosynthesis**, the leaves of plants absorb carbon dioxide from the air. Inside the leaves, a green material called **chlorophyll** uses the energy from sunlight to mix the carbon dioxide with water. The combination of sunlight, water, and carbon dioxide makes food for the plants.

Forests are homes for many animals and some people. They contain some of the best examples of Earth's biodiversity. More animals live in forests than in any other environment on land. A single acre of forest may contain thousands of different species. Forests also provide important resources that people need, such as wood, food, and even medicines.

Highlight: the word that names the process by which plants absorb carbon dioxide and release oxygen.

What type of plants would you care to be?

Forest is _____

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 12

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 recognizing main idea highlighted in the Show What You Know activity.

You may decide to complete the first section's main idea 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 main idea map. One main idea is given to you. Fill in the other main ideas in the map below.

Answers will vary.

Have students share answers when they have completed the activity.

Let's Read

Show What You Know
Complete the main idea map below with the main ideas of each section. Then write the main idea for the entire passage.

Answers will vary.

Overall Main Idea
Because the world needs forests, we need to help preserve and protect them.

Different Types of Forests
There are three primary types of forests.

How Can People Protect Forests?
People should manage resources more carefully.

What Is Happening to Forests?
People's activities are destroying forests.

12 Unit 1 • Lesson 1

LANGUAGE DIFFERENTIATION

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

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Unit 1 • Lesson 1 21



Listen and Discuss

Student Book PAGE 14

AUDIO SCRIPT

The Nature Conservancy is an environmental organization dedicated to preserving plants and animals by protecting the lands and waters they need to survive. Founded in 1951, the Conservancy is a nonprofit organization with more than 1 million members.

The Nature Conservancy works in more than 30 countries, as well as the entire United States. Debt-for-nature swaps encourage natural area preservation in third-world countries. In exchange for setting aside tropical forests, some of the country's foreign debt is forgiven. For example, Jamaica has three forests that are critically important to biodiversity. These areas are home to several unique species, including the booby and the Jamaican boa. The Conservancy helped establish a debt-for-nature swap there in 2004, which resulted in \$13 million of debt to the United States being redirected to forest conservation in Jamaica. The Conservancy also has expanded work in Central America, South America, and Asia. In 2005, the Conservancy finalized its first debt-for-ocean swap in Sri Lanka. The Conservancy is the largest nongovernmental organization in the world. The Conservancy has worked on many important projects in the United States. The Conservancy helped create Great Sand Dunes National Park in Colorado. Programs in Idaho, Montana, and Wyoming are working to conserve Yellowstone National Park's natural ecosystem. The Conservancy was instrumental in the establishment of the Glacial Ridge National Wildlife Refuge in Minnesota. Glacial Ridge is the largest tallgrass prairie and wetlands restoration project ever. In 2007, the Nature Conservancy made a 160,000-acre purchase in New York forestland to ensure future growth and nonextinction.



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- Lesson 12 Game Time

Glossary

LESSON 6

Before We Read

MY LEARNING GOALS

I can

- ☐ talk about things that are valuable.
- ☐ identify characterization.

How Much?

In different cultures and in different time periods, various objects were considered highly valuable. Today, people may place a great value on a fancy sports car or a large home. During the American Revolution, chocolate was considered so valuable that it was sometimes used to pay the soldiers. In ancient times, people groups, such as the Jews, Greeks, and Chinese, placed a great value on salt because of its use in preserving food. Cities and roads were built around the production of salt, and wars were fought over the ability to get this mineral. Stories often reflect what a culture considered valuable.



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Unit 2 • Lesson 6

Before We Read

Identifying Characterization

In literature, you learn about characters in two ways. **Direct characterization** comes from what the author tells the readers about the character. This may be a clear description of the character's physical appearance or a list of adjectives describing the character's personality. **Indirect characterization** comes from what the author shows the reader about the character. This may be a description of a character's deeds or thoughts.

Simone shifted in her seat and tried to stretch her long legs under the seat in front of her. Even in first class, her tall body felt cramped during the long flight. She ran her hand through her dark hair before glancing at the designer watch on her wrist. The plane would be landing in about an hour. These business trips were getting more

frequent, and Simone had barely been home at all this month. Her eyes drooped, and she rested her head against the headrest. Although she was honored with the increased responsibility, Simone longed for a quiet retreat away from the fast-paced climb up the corporate ladder. Days like today, she felt older than her 32 years.

Fill in the chart to tell about Simone from the story excerpt above.

Direct Characterization

long legs, tall body, dark hair

Indirect Characterization

eyes drooped, rested head

Description of Character

Let's Read

The Measure of Rice

Once upon a time, a dishonest king had a man called the Valuer in his court, and it was this Valuer who set the prices that ought to be paid for horses, elephants, and other animals, as well as on jewelry and gold and other things of that kind.

This man was honest and just and set the proper price to be paid to the owners of the goods. But the man's honesty displeased the king. "It would be more beneficial to me to have a foolish sort of man as Valuer," the monarch thought, "as I would certainly gain more riches."

One day, the king saw a miserly peasant come into the palace yard. The king sent for the fellow and inquired if he would like to be the Valuer. As the peasant saw that such a role would only increase his own finances, he said that he would like the position. And so, the king sent the honest Valuer away from the palace.



MY LEARNING GOALS

I can

- read and understand a traditional story.
- understand characterization.

Let's Read

The peasant began to set the prices on horses and elephants and on gold and jewels, but he did not know their value, so he would say anything he chose. Of course, as the king had made him Valuer, the people had to sell their goods for the price he set, and so the people were deprived of their rightful income.

Eventually, a horse dealer brought 500 horses to the court of the king. The Valuer came and dictated that they were worth a mere measure of rice. So the king ordered the horse dealer be given the measure of rice, and the horses were put in the palace stables.

Outraged, the horse dealer went to see the honest man who had been the Valuer, and told him what had happened.



Let's Read

What Did You Learn?

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

1. What is the theme of this story?
 - A A city is beyond price.
 - B It pays to be fair.
 - C Always ask an honest man for advice.
 - D Be careful of people who try to cheat you.
2. Why is the king humiliated at the end of the story?
 - A It becomes clear that he hired a foolish Valuer.
 - B He didn't know what a measure of rice was worth.
 - C He hoped to keep the 500 horses.
 - D He wants the first Valuer to come back.
3. Why does the horse dealer give the Valuer a gift?
 - A so the horse dealer can see the king
 - B so the Valuer can pass the gift on to the king
 - C to thank the Valuer for the rice
 - D to bribe the Valuer

Let's Read

Show What You Know

Fill in this chart to tell about one of the characters in the story.



Listen and Discuss

Listen to a story from Thailand. While you listen the second time, take notes on the chart below.

Characters	Setting
Problem	Solution

MY LEARNING GOALS

I can

- ☐ listen to and understand a story.
- ☐ participate in a discussion.



Listen and Discuss



What is the moral of this story?



Learning About Language

Adverbs

Adverbs are words that describe or modify a verb, an adjective, or another adverb.

Verb The horse dealer angrily accepted the measure of rice.

The adverb *angrily* modifies the verb *accepted*.

Adjective Everyone knew that the Valuer was a very honest man.

The adverb *very* modifies the adjective *honest*.

Adverb The foolish Valuer replied too quickly.

The adverb *too* modifies the adverb *quickly*.

Read these sentences from the passage. Then underline the adverb in each sentence. One sentence has two adverbs.

1. Eventually, a horse dealer brought 500 horses to the court of the king.
2. "Very good!" said the king.
3. I can value that now.
4. I would certainly gain more riches.
5. If he says he can, go with him to the king, and I will also be there.



MY LEARNING GOALS

I can

- recognize adverbs.
- identify the words that adverbs modify.
- use adverbs in sentences.

Learning About Language

Circle the adverbs in each sentence. Draw an arrow to the word that each one modifies.

1. The children's bad behavior was completely unacceptable.
2. Luka abruptly signed his almost illegible signature.
3. My neighbor often asks to briefly borrow my lawn mower.
4. Jen hesitantly sniffed the rather old milk.
5. Heidi eased very slowly into her seat in the back of the classroom.
6. Ang has been acting too secretly lately.

Rewrite each sentence by adding adverbs to modify the underlined words. You may use more than one adverb to modify a word.

1. A brown horse jumped over the fence.

2. The graceful dancers moved across the floor.

3. When the bell rang, we grabbed our heavy bags.



Write About It

MY LEARNING GOALS

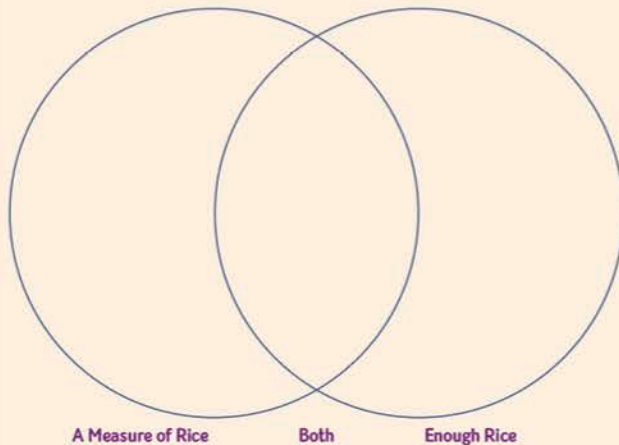
I can

- compare and contrast two stories.
- write and edit a paragraph.

When you write to compare and contrast, you tell what is the same and what is different about two things. To organize your writing, you may first tell all the similarities and then tell all the differences. You may choose to compare and contrast point by point. Think about the story you read and the story you heard in this lesson. Think about the cultures of the stories and the characterization of the characters. Write a paragraph to compare and contrast these two stories.

Plan My Writing

Fill in the Venn diagram to help you plan your paragraph.



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Unit 2 ★ Lesson 6 89



Write About It



"A Measure of Rice" and "Enough Rice" are both _____

but they are also different. They have several similarities. First, _____

They also _____

Both stories tell _____

In "A Measure of Rice," _____

This story _____

The characters _____

In "Enough Rice," _____

This story _____

The characters _____

These stories _____

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: Discoveries				
LESSON 1: The Father of TV	Social Studies	Predictions	Synonyms	Opinion
LESSON 2: Navigating New Places	Social Studies	Main Idea	Complex Sentences	Journal
LESSON 3: Loyalty and Love	Language Arts	Analyze Characters	Pronouns	Personal
UNIT 2: By the Numbers				
LESSON 4: The Basics of Bar Codes	Mathematics Science	Sequence	Suffixes	Summary
LESSON 5: A Secret Communication	Mathematics Social Studies	Recalling Details	Confusing Words	Analysis
LESSON 6: How Much?	Language Arts	Characterization	Adverbs	Compare/Contrast
UNIT 3: Choices				
LESSON 7: The Science of Weather Forecasting	Science	Inferences	Prefixes	Description Paragraph
LESSON 8: What Will You Eat?	Science Social Studies	Cause and Effect	Colons and Semicolons	Opinion
LESSON 9: Thinking About the Future	Language Arts	Theme	Coordinating and Subordinate Conjunctions	Personal
UNIT 4: Fun and Entertainment				
LESSON 10: The Ride of Your Life	Mathematics Science	Facts and Opinions	Multiple-Meaning Words	Information Paragraph
LESSON 11: The Ultimate Movie Experience	Science Social Studies	Compare and Contrast	Roots and Root Words	Movie Review
LESSON 12: Game Time	Language Arts	Figurative Language	Relative Pronouns	How-To

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Lesson 6

Student Book PAGES 77–80

TITLE How Much?

GENRE Literary Text (traditional literature)

LESSON OBJECTIVES

- Read, discuss, and write about a traditional story featuring greedy characters
- Identify direct and indirect characterization
- Listen to a traditional story and discuss the moral
- Recognize adverbs and the words they modify
- Use adverbs correctly in sentences
- Write a compare-and-contrast paragraph

Content Standards Connection

- The Language of Language Arts

ELA Standards Connection and Targets of Measurement (ToMs)

Reading

- Ask and answer questions to demonstrate understanding of a text
- Describe logical connections between particular sentences and paragraphs in a text
- Determine meaning of words and phrases
- Understand features of different genres (traditional literature, realistic fiction, informational)
- Give textual evidence to support analysis of the text
- Describe characters and explain how their actions contribute to the story
- Analyze direct and indirect characterization
- 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
- Determine the relationship between a series of events using language related to time sequence
- Identify important details in a text

Speaking and Listening

- Follow instructions
- Respond to and pose questions about content
- Engage in collaborative discussions
- Use listening and speaking skills to interact with characters
- Participate in conversations
- Read prose orally with accuracy and support comprehension
- Express ideas clearly and concisely
- Discuss problems and solutions in a group

Writing

- Write sentences correctly using adverbs
- Use descriptive language
- Write a paragraph to compare and contrast
- Use language to create cohesion and relationships among opinions and facts
- Develop and strengthen writing by editing
- Create and structure a piece of writing

Grammar and English Conventions

- Use knowledge of language and its features when writing
- Demonstrate an understanding of relationships
- Recognize adverbs and use them correctly
- Understand how adverbs modify verbs

ACADEMIC LANGUAGE OBJECTIVES

Tier 1	beneficial, humiliated, miserly
Tier 2	accumulated, cultures, depicted, inquired, modify, plagued, rancorous
Tier 3	characterization, finances, miserly

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Unit 2 ★ L

Listen and Discuss

Student Book PAGE 85

TOTAL TIME: 45 Minutes

My Learning Goals: 5 Minutes

Working with Page 85: 15 Minutes

Working with Page 86: 20 Minutes

Check My Goals: 5 Minutes

OBJECTIVE

- Listen to and understand a traditional tale
- Use language to ask questions and contribute to a conversation

ACADEMIC LANGUAGE

Tier 1: miserly Tier 2: accumulated, inquired, plagued, rancorous

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 to students that they will listen to a story two times. The first time they hear the story, they should just listen carefully. As they listen a second time, they should take notes on the chart about what they hear. Then they will participate in a conversation about what they have heard as well as what they have learned from the reading passage.

Say: Listen as a story is read. You will listen to the story two times. Listen carefully the first time. The second time you listen, take notes on the chart about what you hear.

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

Full audio script on the next page.

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

Have volunteers provide answers from their charts.

Answers will vary.

Listen and Discuss		MY LEARNING GOALS
Listen to a story from Thailand. What you hear the second time, take notes on the chart below.		<input type="checkbox"/> I can listen to and understand a story. <input type="checkbox"/> I can participate in a discussion.
Characters	Setting	
husband, wife, king, young boy	king's court	
Problem	Solution	
The couple cannot agree on how to divide their rice during their divorce.	The young boy suggests they each use a cup to take as much rice as they feel they need. After running back and forth trying to get enough rice, the husband and wife are both exhausted and say they have enough.	

Listen and Discuss

Student Book PAGE 86



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 the moral of the story.

Ask: What is the moral of this story?

Sentence Starters

The moral of this story is _____. [do not be greedy; greedy people are never content]

This story teaches a lesson about _____. [greediness; disagreement]

You can choose to extend the conversation by asking more questions about the characters in the story.

Sentence Starters

What would have happened if the husband and wife could have agreed on how to divide their rice? If the couple could have agreed, they ____.

Who benefitted from the couple's disagreement? The only person who benefitted from the couple's disagreement was _____.

Listen and Discuss



LANGUAGE DIFFERENTIATION

Emerging	Encourage students to complete sentences about the story using sentence starters.
Transitioning	Provide sentence frames and encourage students to model a conversation about the lesson and the characters in the story.
Expanding	Challenge students to extend the conversation by asking additional questions and responding without using 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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Unit 2 ★ Lesson 6 111



Listen and Discuss

Student Book PAGE 85

AUDIO SCRIPT

Enough Rice

There was a miserly couple who had been married for 30 years. They had accumulated a houseful of goods, as they both hated to share anything, even with one another. Their bickering plagued their children and annoyed their neighbors. Now, with their children grown, the couple decided to get divorced. Only how would they divide their property? It took days of rancorous negotiations, but they finally agreed on a disposal of their property that they both grudgingly thought was fair. The only item they couldn't decide on was their storehouse full of rice. Neither could agree how it could be divided so that each would have enough.

Since they could not find agreement, they inquired of the king. He and his courtiers proposed solution after solution for dividing the rice, but none could assure either the man or the woman that they would both have enough rice.

Then a young boy spoke up. "I have an idea," he said. "Have a small cup brought here to the king's throne room and placed in a big pile in the center. Let the man and the woman each be given a small cup to carry the rice, one to the right side of this great room, the other to the left. They can keep carrying rice to their own side until both are satisfied that they have enough."

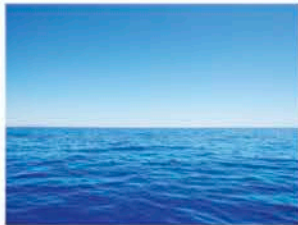
The man and the woman agreed to this, and it was done as the boy suggested. They raced back and forth with their small cups, each determined not to let the other gain an advantage. Soon they began to grow tired, but the boy urged them on. "Come on, hurry!" he whispered to each of them in turn. "You don't have enough yet!"

At last, exhausted and out of breath, the man and the woman looked at each other and nodded. "Enough. I have enough," they both gasped.

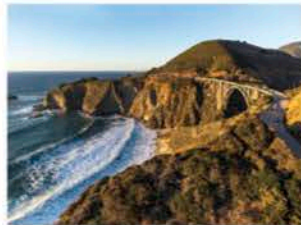
"Very well," said the boy. He turned and bowed to the king. "You have heard them, Sire," he said. "Since each of them has taken enough, the rest belongs to you!"



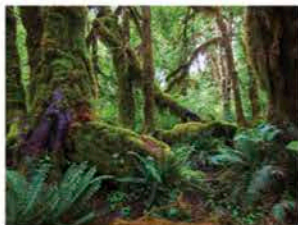
Geography



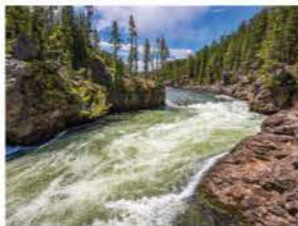
ocean



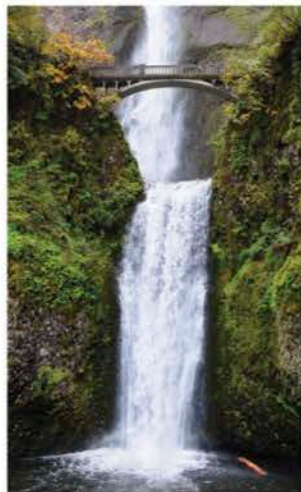
seashore/coast



rain forest



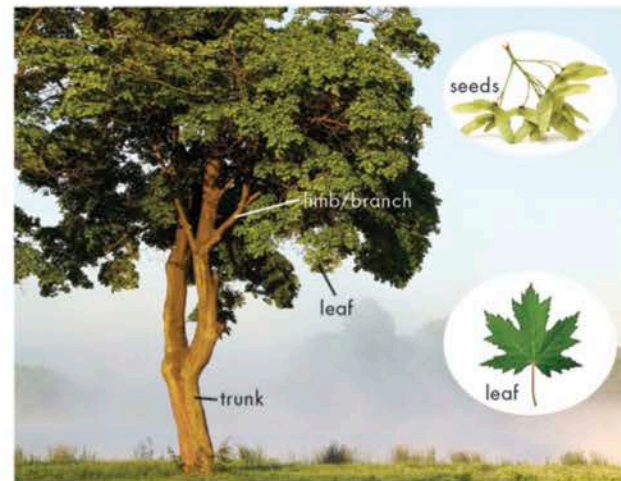
river



waterfall

22

Trees, Plants, and Flowers



maple



acorn



nest



root