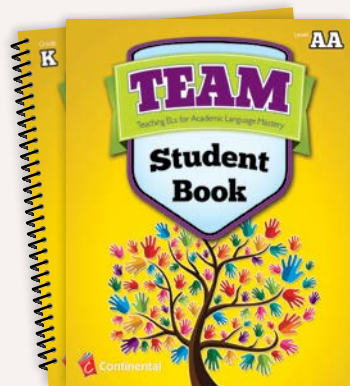
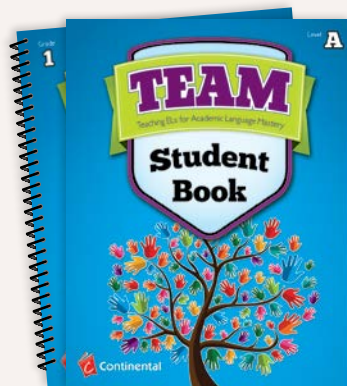


Interior Samples for TEAM Toolkit, Levels AA-B



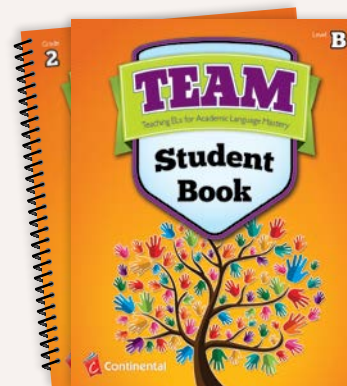
Level AA/Grade K

Student Book.....	2
Teacher's Edition	7
Audio	8



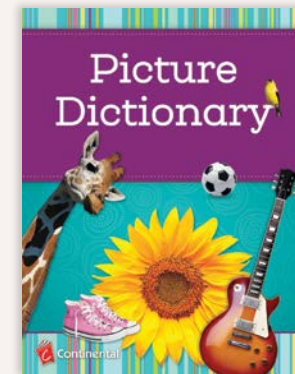
Level A/Grade 1

Student Book.....	9
Teacher's Edition...	14
Audio	15



Level B/Grade 2

Student Book	16
Teacher's Edition..	21
Audio.....	22



Picture Dictionary ... 23

Table of Contents

Welcome to TEAM

UNIT 1

Animal Homes

- Lesson 1 Life in a Hive
- Lesson 2 Birds' Nests
- Lesson 3 Chipmunks

UNIT 2

Life on a Farm

- Lesson 4 Farm Plants
- Lesson 5 Farm Animals
- Lesson 6 On a Farm

UNIT 3

All About Weather

- Lesson 7 Clouds
- Lesson 8 Winter Storms
- Lesson 9 Kites and Wind

UNIT 4

Jobs in My Town

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

Glossary

LESSON 10

Before We Read

MY LEARNING GOALS

- I can
- find the main idea.
 - tell about jobs that keep us safe.

Police Officers

People have jobs. Some people help others at their job. They keep people safe. Police officers have a big job. They help make our communities good places to live. They keep our neighborhoods safe.

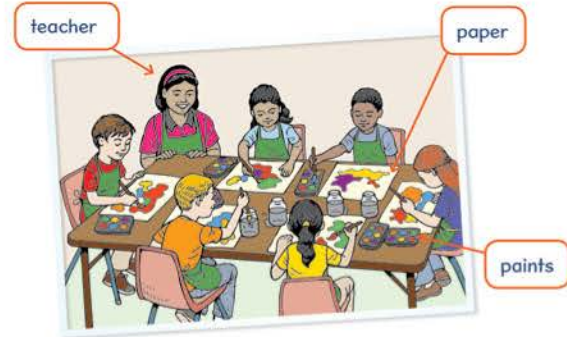


Before We Read

Main Idea

The **main idea** is the big idea. A story has a main idea. **Details** tell more about the main idea.

Look at this picture. Read the details. Write the main idea.





Let's Read

Helping and Protecting

Police officers have an important job. They help people. They make sure people obey the rules. This keeps everyone safe. Police officers wear special clothes. This lets people know they are police officers. Police officers work with a partner. Partners help each other.



Highlight why police officers wear special clothes.

Why do police partners?

Police officers because _____

Unit 4

MY LEARNING GOALS

I can

- read and understand a story.
- tell the main idea.



Let's Read

Police Cars

Some police officers drive cars. These cars are police cars. They can go fast. They have lights on top. These lights flash. They have a siren. It makes a loud noise. Other drivers see the lights. They hear the siren. Then they know they need to get out of the way!



Circle the words that tell where the lights are on a police car.

What does a police car look like?

A police car _____.



Let's Read



Show What You Know

Find the main idea of the part called "Police Dogs." Circle the main idea that should go in

Main Idea

- Police dogs can smell very well.
- Some police have dogs.
- Police dogs help officers.



Let's Read

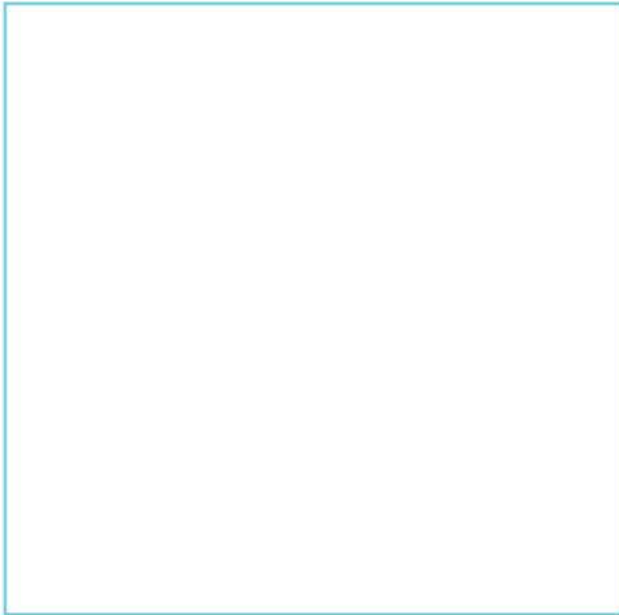
What Did You Learn?

Circle the letter of the correct answer.

1. Police officers make sure other people _____.
 - A follow rules
 - B drive cars
 - C wear special clothes
2. What makes a loud noise on a police car?
 - A bike
 - B lights
 - C siren
3. What do police officers ride on sidewalks?
 - A horses

**Listen and Discuss**

Listen to a story. Draw a picture about what you hear.

**MY LEARNING GOALS**

I can

- listen to a story about police dogs.
- talk about what I learned.

**Listen and Discuss**

What do police dogs do?



Learning About Language

Antonyms

An **antonym** is a word that means the opposite of another word.



stop

go

Stop and **go** are opposites. They are antonyms.

Read the sentences. They are from the story.
Write a word that is the opposite of the word below the line.

1. They can go _____
slow

2. It makes a _____ noise.
quiet

MY LEARNING GOALS

I can

- tell what an antonym is.
- find antonyms.

Learning About Language

Match the words with their opposites.

- | | | | | |
|----|---|-------|-------|---|
| 1. |  | happy | under |  |
| 2. |  | over | clean |  |
| 3. |  | wet | down |  |
| 4. |  | dirty | dry |  |
| 5. |  | up | sad |  |



Write About It

Adjectives describe nouns. They tell more about nouns. Use adjectives when you write.

an **old** dog a **blue** hat

MY LEARNING GOALS

I can

- use adjectives.
- write to describe.

Plan My Writing

Write an adjective that tells about each picture.









Write About It

Write words or sentences to tell about the picture.



Instructional Features

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

© The Continental Press, Inc. DUPLICATING THIS MATERIAL IS ILLEGAL.

Lesson 10

Student Book PAGES 135–148

TITLE Police Officers
GENRE Informational Text

LESSON OBJECTIVES

- Read, discuss, and write about police officers
- Recognize main idea
- Listen to a passage and participate in a discussion
- Recognize and match antonyms
- Write and draw to describe a picture

Language Expectations

Language of Social Studies

- Reading Informative
- Listening Informative
- Speaking Explain/Expressive
- Writing Informative/Expressive

ELA Standards Connection

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

Speaking and Listening

- Follow instructions
- Ask and answer questions to demonstrate understanding of a text
- Participate in conversations
- Engage in collaborative discussions
- Determine main ideas and support information presented in diverse media and formats, orally
- Demonstrate understanding of a topic or issue, orally

Writing

- Write a description of a picture, using drawing, dictating, and writing
- Use descriptive language
- Show understanding of adjectives
- Use correct end punctuation when writing

Grammar and English Conventions

- Demonstrate an understanding of relationships
- Understand adjectives and how they modify nouns
- Demonstrate a command of standard English conventions
- Make real-life connections between words and their use

ACADEMIC LANGUAGE OBJECTIVES

Tier 1	crowd, helmet
Tier 2	obey, partner, protect, rules
Tier 3	adjectives, antonym, comparison, siren

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 read and understand a passage about police officers
- Find the main idea

ACADEMIC LANGUAGE

Tier 1: crowd, helmet **Tier 2:** obey, partner, protect, rules
Tier 3: officers, siren

GENRE Informational Text

MY LEARNING GOALS

Direct students' attention to My Learning Goals. Chorally 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

From

- read and understand a story.
- talk the main idea.

Helping and Protecting

Police officers have an important job. They help people. They make sure people obey the rules. This keeps everyone safe. Police officers wear special clothes. **This lets people know they are police officers.**



Highlight why police officers wear special clothes.

Why do police officers have partners?
Police officers have partners because _____.

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.

© The Continental Press, Inc. DUPLICATING THIS MATERIAL IS ILLEGAL.

Unit 4 • Lesson 10



Let's Read

Student Book PAGE 137

Say: Now, we will read section one of a story about police officers

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

Second Reading

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

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

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

**Check for Understanding**

Instruct students to complete the Check for Understanding.

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

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

Let's Read

Helping and Protecting

Police officers have an important job. They help people. They make sure people obey the rules. This keeps everyone safe. Police officers wear special clothes. **This lets people know they are police officers.**

Police officers work with a partner. Partners help each other.



MY LEARNING GOALS

I can

- read and understand a story.
- tell the main idea.

Highlight why police officers wear special clothes.

Why do police officers have partners?
Police officers have partners because _____

Unit 4 • Lesson 10 137

**Turn and Talk**

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

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

Why do police officers have partners? Police officers have partners because _____. [partners can help each other; partners look out for each other]

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

When have you worked with a partner? I worked with a partner to _____.

How did working with a partner help you? My partner helped me by _____. It was _____ to work with a partner.



Listen and Discuss

Student Book PAGE 143

AUDIO SCRIPT

Some police officers have a special partner. Their partner is a dog. A police dog has a big job. The dog helps its partner. It keeps its partner safe. It also can find things. It can smell bad things that are hidden from the police. Sometimes people are missing. Police dogs can help find them.

Police dogs can catch bad people. Dogs run faster than people. A dog can chase someone. It can catch the person.

Not all dogs can be police dogs. Police dogs have to like to work. They have to not be afraid in big crowds. They have to be able to jump and run. And they must learn a lot. Police dogs learn about smells. They learn to obey their partners. They learn to stay on the job.

A police officer takes care of the dog. The dog lives with the officer. They always work as a team.



Table of Contents

Welcome to TEAM

UNIT
1

All About Me

- Lesson 1 My Senses
Lesson 2 My Bones
Lesson 3 In the Kitchen

UNIT
2

Telling Tales

- Lesson 4 Fairy Tales and Tall Tales
Lesson 5 Legends
Lesson 6 Folktales

UNIT
3

Plants, Plants, Plants!

- Lesson 7 Parts of Plants
Lesson 8 Plant Facts
Lesson 9 Planting Trees

UNIT
4

Different Ways to Play

- Lesson 10 Marbles
Lesson 11 Kites
Lesson 12 Board Games

Glossary

LESSON
6

Before We Read

MY LEARNING GOALS

I can

- tell about sequence.
- tell what I know about rainbows.

Folktales

Have you seen a rainbow? You may see one after a rain. Long ago, people did not know what made a rainbow. They did not know how a rainbow got its colors. So they made up stories to tell about the rainbow.



© The Continental Press, Inc. DUPLICATING THIS MATERIAL IS ILLEGAL.

Unit 2 • Lesson 6

Before We Read

Order of Events

Stories tell about things that happen in order. This order is called **sequence**.

Read this story.

First, Deshawn woke up. **Then**, he got dressed. He ate breakfast **after** he was dressed. **Next**, he brushed his teeth. **Finally**, Deshawn got on the bus to go to school.



Tell what happened.

First,
Deshawn woke up.



Next,
he got dressed.



Finally,



Let's Read

The First Rainbow

A long time ago, a man named Boz lived by a river. One morning, Boz went outside and looked at the flowers growing by the river. They were all white. He wanted them to have color. He came up with a plan.

Boz went back to his house. He picked up his paintbrush and paints. He walked back to the river. He got closer. He felt the water splash onto his feet. It felt good. He liked the river. But he wanted to make it even better. He wanted to paint the flowers.



MY LEARNING GOALS

I can

- read and understand a folktale.
- tell about sequence.



Highlight the sentence that tells what the man wanted.

What is your
My favorite

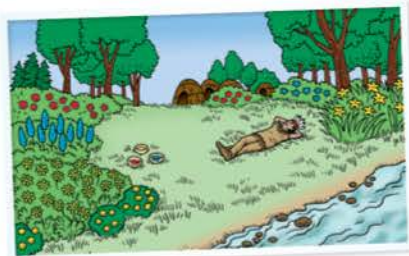
© The Continental Press, Inc. • DUPLICATING THIS MATERIAL IS ILLEGAL



Let's Read

Boz painted many flowers. He painted some red. He painted some yellow. Then he painted some blue. He painted for many hours. Then he looked around. The flowers were pretty. But he wanted to see even more color.

He planned to paint some more later. He was tired from so much painting. So, he lay down to take a nap. He fell asleep by the river.



Underline how Boz felt after painting.

What flowers do you like?

I like _____.



Let's Read



Show What You Know

The sentences are out of order. Write numbers next to the sentences to show when they happened.

Next, Boz painted the flowers.



Let's Read

What Did You Learn?

Circle the letter of the correct answer.

1. What did Boz paint?
 - A flowers
 - B birds
 - C sky
2. What color are all the flowers at the beginning of the story?
 - A white
 - B green
 - C blue
3. What made the rainbow in the sky?
 - A Boz
 - B the fish
 - C the bird



Listen and Discuss

Listen to a folktale about a rainbow.
Take notes on the chart below.

MY LEARNING GOALS

I can

- listen to and understand a story about rainbows.
- use language to discuss a story.

1. Bathala wants to visit Earth.

2. His daughter does not _____

3. He says she cannot _____

4. _____

5. _____

6. _____



Listen and Discuss



Why did the people create a rainbow?



Learning About Language

Verbs

Verbs are words that show things that happen.

Past-tense verbs show things that happened before. Many past tense verbs add -ed to the end of the verb.

Verbs: want move live
Past-tense verbs: wanted moved lived

Read these sentences from the story. Underline the past-tense verb in each sentence.

1. He liked the river.
2. Boz painted many flowers.
3. The paint splashed off their wings.
4. They colored the sky with the paint.



MY LEARNING GOALS

I can

- identify a verb tense.
- form the past tense.

Learning About Language

Read the words. Circle the past-tense forms of the verb.

1. live, lived
2. talked, talk
3. pull, pulled



Read the words. Write the past-tense form of the word on the line.

1. play _____

2. push _____

3. fill _____





Write About It

MY LEARNING GOALS

I can

- write a story about a trip.
- use the past tense in writing.

Imagine you went on a trip to a river last week. Write a story about the trip.

Plan My Writing

Fill in the story map to help you with your writing.

Who is in the story?	Where did the story take place?
What happened first?	What happened next?
What happened last?	



Write About It

Last week, I went to a river.

I went with _____

First, we _____

Then we _____

Finally, we _____

We had a great day!



Instructional Features

TEAM is designed for use by ESL teachers and by general education teachers as a support for ELs 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 Focus
UNIT 1: All About Me				
LESSON 1: My Senses	Science Social Studies	Main Idea and Details	Commas	Description Paragraph
LESSON 2: My Bones	Science	Text Features	Antonyms	News Story
LESSON 3: In the Kitchen	Language Arts	Parts of Story	Pronouns	Story
UNIT 2: Telling Tales				
LESSON 4: Fairy Tales and Tall Tales	Social Studies Language Arts	Compare and Contrast	Subject-Verb Agreement (is and are)	Opinion Paragraph
LESSON 5: Legends	Social Studies Language Arts	Cause and Effect	Conjunctions	Diary Entry
LESSON 6: Folktales	Language Arts	Sequence	Past-Tense verbs	Story
UNIT 3: Plants, Plants, Plants!				
LESSON 7: Parts of Plants	Science Social Studies	Main Idea and Details	Possessive Nouns	Plan
LESSON 8: Plant Facts	Science Social Studies	Cause and Effect	Adjectives	Letter
LESSON 9: Planting Trees	Language Arts	Parts of Story	Future-Tense Verbs	Diary Entry
UNIT 4: Different Ways to Play				
LESSON 10: Marbles	Social Studies	Text Features	Prepositions	How-To
LESSON 11: Kites	Science Social Studies	Sequence	Homophones	Plan
LESSON 12: Board Games	Language Arts Social Studies	Compare and Contrast	End Punctuation	Letter

© The Continental Press, Inc. DUPLICATING THIS MATERIAL IS ILLEGAL.

Lesson 6

Student Book PAGES 77–90

TITLE Folktales
GENRE Literary Text (folktale)

LESSON OBJECTIVES

- Read, discuss, and write about a folktale
- Identify and understand a sequence of events
- Listen to and discuss a folktale
- Identify and use past-tense verbs
- Write a story

Language Expectations

Language of Language Arts

- Reading Narrate/Interpretive
- Listening Narrate/Interpretive
- Speaking Inform/Expressive
- Writing Narrate/Expressive

ELA Standards Connection

Reading

- Ask and answer questions about details in a text
- Find the main topic
- Retell key details
- Tell the connection between two events, individuals, ideas, or pieces of information
- Describe characters and explain how their actions contribute to a sequence of events
- Identify parts of a story
- Understand point of view
- Understand features of different genres
- Use illustrations and details to tell about key ideas
- Recognize and read irregularly spelled words
- Understand words and their meanings and their context
- Identify words and phrases that tell about feelings or appeal to the senses

Speaking and Listening

- Respond to comments of others in conversation
- Ask questions to clarify confusion in texts being discussed
- Ask and answer questions about a text in detail
- Use complete sentences
- Read grade-level text aloud with a fluency

Writing

- Develop a topic
- Use simple and compound sentences
- Use a variety of sentences, such as imperative, and exclamatory
- Capitalize proper nouns
- Use end punctuation correctly
- Use details in writing
- Use digital tools to produce and present
- Write narratives that tell about two events in sequence

Grammar and English Conventions

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

ACADEMIC LANGUAGE OBJECTIVES

Tier 1	colorful, flowers, noise, speak
Tier 2	order, sequence
Tier 3	folktale, paint, paintings, past tense, rainbow, river

© The Continental Press, Inc. DUPLICATING THIS MATERIAL IS ILLEGAL.

Unit 2

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

- Use descriptive language to discuss a folktale
- Use language to ask questions and contribute to a conversation

ACADEMIC LANGUAGE

Tier 1: colorful, flowers Tier 3: folktale, rainbow

MY LEARNING GOALS

Direct students' attention to My Learning Goals. Chorally 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 folktale two times. The first time they hear the folktale, 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 folktale about a rainbow is read. You will listen to the folktale 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 folktale 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

I can

- Listen to and understand a story about rainbows.
- Use language to discuss a story.

Listen to a folktale about a rainbow. Take notes on the chart below.

Answers will vary.

- Bohdala wants to visit Earth.
- His daughter does not say good-bye to him.
- He says she cannot come there.
- She cries.
- Beautiful flowers bloom.
- People build a rainbow of flowers.

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 frames to ask and answer questions about the folktale.

Ask: Why did the people create a rainbow?

Sentence Starters

The people created a rainbow ____ [so she could see the flowers in her garden from far away]

They created a rainbow because ____ [they loved her for creating the beautiful flowers]

You can choose to extend the conversation by asking more questions about the folktales and creation stories.

Ask: Why did people tell creation stories?

Sentence Starters

The people told creation stories ____.

The stories explained ____.

Listen and Discuss

86 Unit 2 • Lesson 6

LANGUAGE DIFFERENTIATION

Beginning	Encourage students to complete sentences about the folktale, using sentence starters.
Developing	Provide sentence frames and encourage students to model a conversation about the folktale.
Expanding/ Bridging	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.

Listen and Discuss

Student Book PAGE 85



AUDIO SCRIPT

Bighari's Rainbow

a Philippine tale



One day, the god Bathala had a plan. He wanted to visit Earth to see his people. He called his children to say good-bye. All his children came but one. Bighari did not come. The god was angry. This was not the first time his daughter was late.

"Bighari may not come here again," he said.

Bighari was in her garden on Earth. She was very sad when she heard what her father said. She cried and cried. Her tears were like rain. They made the colorful flowers in her garden bloom.

The people that lived around her garden loved her. They loved her more for creating the beautiful flowers.

They built a bow. Each end touched the ground. Then they covered it all over with colorful flowers. She could see her garden from far away.

Now, when she traveled she could see the colorful flowers in the sky. It was a rainbow.

Table of Contents

Welcome to TEAM

UNIT 1	From Here to There
	Lesson 1 The First Bicycles
	Lesson 2 Up in the Air
	Lesson 3 On the Railroad
UNIT 2	In Outer Space
	Lesson 4 Night and Day
	Lesson 5 Blast Off!
	Lesson 6 Pictures in the Stars
UNIT 3	Life in the Desert
	Lesson 7 Desert Cacti
	Lesson 8 The Ships of the Desert
	Lesson 9 Desert Living
UNIT 4	Special Holidays
	Lesson 10 Happy Birthday!
	Lesson 11 A New Year
	Lesson 12 America's Birthday
	Glossary

LESSON
7

Before We Read

MY LEARNING GOALS

I can

- finding a cause and its effect.
- tell what I know about cacti.

Desert Cacti

Some deserts are cold places. Others are very hot. A desert does not get much rain. There is very little water for plants. But many plants grow there. A cactus is one kind of desert plant. More than one cactus are called cacti. Cacti have parts that help them live in the desert. These parts make them different from other plants.



92 Unit 3 • Lesson 7

© The Continental Press, Inc. DUPLICATING THIS MATERIAL IS ILLEGAL.

Before We Read

Cause and Effect

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

Cause

I missed the bus this morning.

Effect

I was late for school.

Sometimes a cause can have more than one effect.

Fill in the effects.

Cause

Snow fell last night.

Effect

Effect

Key words let you know there is a cause and an effect. The word if tells about a cause. The word then tells about an effect.



Let's Read

Amazing Cacti

There is very little water in a desert. A cactus stores water to stay alive. It uses this water when it needs it. Some cacti's leaves can hold water. Other cacti have thick trunks. The trunk is the main part of the plant. It is smooth on the outside. This keeps water inside the plant.

Many cacti have one long root. This root finds water that is deep under the ground. Cacti also have many short roots. They are on the ground. They catch water quickly when it rains.

Many cacti have leaves called spines. Spines are very sharp! They keep the cactus cool in the bright sun. They stop animals from eating the plant.



spines



Highlight what the short roots do.

Where do the cacti store water?

MY LEARNING GOALS

I can

- read a story.
- understand causes and effects.

Let's Read



Many Shapes and Sizes

Cacti have many shapes and sizes. A beehive cactus is small. It grows only about six inches tall. Beehive cacti grow in groups. A group of beehive cacti looks like a real beehive. They store water in their stems. The plant's pink flowers grow in the spring.

The saguaro (suh-wear-oh) cactus is very tall. It is the largest cactus in the United States. It can be taller than a two-story house! It has many thick arms. Water is inside the arms. The cactus has spines all over it. It gets white flowers in the spring.



Beehive cactus



Saguaro cacti



Circle what is inside a saguaro cactus's arms.

What do you like to drink when you are thirsty?

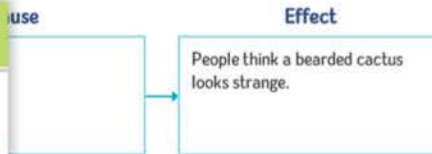
I like to drink _____.



Let's Read

Show What You Know

Fill in a cause or effect in each chart.



Let's Read



What Did You Learn?

Circle the letter of the correct answer.

1. Which detail tells what a saguaro cactus looks like?
 - A It is very tall.
 - B It has thick leaves.
 - C It has soft, white hair.
2. A rat tail cactus has stems that are _____.
 - A white
 - B long
 - C thick
3. Which word in the story means "something that is very sharp"?
 - A spine
 - B leaf
 - C fruit
4. What can you tell about cacti from this story?

**Listen and Discuss**

Listen to a boy and his mother talking. Take notes on the chart below.

MY LEARNING GOALS

I can

- listen to and understand two people talking.
- use language to tell how to do something.

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

**Listen and Discuss**

How do you take care of a cactus?



Learning About Language

Possessive Nouns

Nouns are words that name people, places, or things. **Possessive nouns** show who something belongs to. Add 's to the end of most nouns to make them possessive.

Dan has a small cactus.

Dan's cactus has pink flowers.

The underlined noun is possessive.
Dan owns the cactus.



Read these sentences from the story.
Then underline the possessive noun in each.

1. That is because its stems look like a rat's tail.
2. Some cacti's leaves can hold water.
3. The plant's pink flowers grow in the spring.
4. People say the spines look like an old man's beard!

MY LEARNING
GOALS

I can

- find possessive nouns.
- use possessive nouns in sentences.

Learning About Language

Rewrite each group of words to use a possessive noun.

1. the tire that belongs to the truck _____
2. the book that belongs to the library _____
3. the lunch that belongs to Martin _____
4. the barn that belongs to the farmer _____
5. the name that belongs to the street _____

Complete each sentence. Make the noun under each line possessive.

1. The _____ door made a loud noise.
train
2. I moved the _____ dish away from the
rug. dog
3. It is _____ turn to clean the room.
Maya
4. _____ team won the first game.
Carl

**Write About It**

Think about what you learned about cacti. Write a paragraph to tell how to plant a cactus. Tell how to take care of it, too.

**MY LEARNING GOALS**

I can

- write about a cactus.
- use language to tell about this cactus and how I would care for it.

Plan My Writing

Answer the questions. Use this information in your writing.

What will you plant? _____

What do you need? _____

Where will you put this cactus after you plant it? _____

How do you take care of this cactus? _____

Write About It

I would like to grow a _____.

I need _____.

_____.

First, I will _____.

_____.

Then I will _____.

_____.

After I plant this cactus, I will put it _____.

_____.

I do this because _____.

_____.

I will care for it by _____.

_____.

Instructional Features

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

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

© The Continental Press, Inc. DUPLICATING THIS MATERIAL IS ILLEGAL.

Lesson 7

Student Book PAGES 92–105

TITLE Desert Cacti
GENRE Informational Text

LESSON OBJECTIVES

- Read, discuss, and write about cacti
- Recognize cause and effect
- Listen to a conversation about cacti and participate in a discussion
- Recognize possessive nouns and write them correctly in sentences
- Write a how-to paragraph

Language Expectations

Language of Science

- **Reading** Inform, Interpretive
- **Listening** Narrate, Interpretive
- **Speaking** Explain, Expressive
- **Writing** Explain, Expressive

ELA Standards Connection

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

ACADEMIC LANGUAGE OBJECTIVES

Tier 1	because, belongs, deep, or sizes, smooth, strange
Tier 2	break, leaves, plant, root, trunk
Tier 3	cactus, desert

Speaking and Listening

- Follow instructions
 - Sequence information
 - Ask and answer questions to demonstrate understanding of a text
 - Participate in conversations
 - Engage in collaborative discussions
 - Determine main ideas and support information presented in diverse media
- Writing**
- Describe sequence of events
 - Write a how-to paragraph
 - Write informative/explanatory text to topic and convey ideas and information
 - Strengthen writing by revising and editing

Grammar and English Conventions

- Demonstrate an understanding of relationships
- Understand and correctly use an apostrophe
- Use possessive nouns
- Use knowledge of language and its features when writing
- Determine and clarify the meaning of words and phrases
- Use temporal words and phrases to order events

© The Continental Press, Inc. DUPLICATING THIS MATERIAL IS ILLEGAL.

Unit 3 • Lesson 7

Let's Read

Student Book PAGE 94

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

OBJECTIVE

- Use listening, speaking, and reading skills to read and understand an informational passage about the desert and cacti

ACADEMIC LANGUAGE

- Tier 1:** because, deep, open, quickly, sizes, smooth, strange
- Tier 2:** break, leaves, plant, root, spines, stems, trunk
- Tier 3:** cactus, desert

GENRE Informational Text

MY LEARNING GOALS

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

WORK WITH THE PAGE

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

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

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

First Reading

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

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

Let's Read

MY LEARNING GOALS

read a story.

understand causes and effects.

Amazing Cacti

There is very little water in a desert. A cactus stores water to stay alive. It uses this water when it needs it. Some cacti's leaves can hold water. Other cacti have thick trunks. The trunk is the main part of the plant. It is smooth on the outside. This keeps water inside the plant.

Many cacti have one long root. This root finds water that is deep under the ground. Cacti also have many short roots. They are on the ground. They catch water quickly when it rains.

Many cacti have leaves called spines. Spines are very sharp!

They keep the cactus cool in the bright sun. They stop animals from eating the plant.

spines



thick trunk



Highlight what the short roots do.

Where do the cacti store water?
Cacti store water _____.

94 Unit 3 • Lesson 7

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 94

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

Read the text on the page. Direct students' attention to the photographs. Talk about the photographs. Define *desert*, *cactus*, *cacti*, *trunk*, *root*, and *spines*, as needed.

Second Reading

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

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

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

**Check for Understanding**

Instruct students to complete the Check for Understanding.

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

Ask students to share their answers.

You may choose to expand the activity by orally asking students more questions.

**Turn and Talk**

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

Let's Read

Amazing Cacti

There is very little water in a desert. A cactus stores water to stay alive. It uses this water when it needs it. Some cacti's leaves can hold water. Other cacti have thick trunks. The trunk is the main part of the plant. It is smooth on the outside. This keeps water inside the plant.

Many cacti have one long root. This root finds water that is deep under the ground. Cacti also have many short roots. They are on the ground. **They catch water quickly when it rains.**

Many cacti have leaves called spines. Spines are very sharp! They keep the cactus cool in the bright sun. They stop animals from eating the plant.

MY LEARNING GOALS

Focus

- read a story.
- understand causes and effects.

thick trunk



spines



Highlight what the short roots do.

Where do the cacti store water?
Cacti store water _____.

94 Unit 3 • Lesson 7

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

Where do the cacti store water? Cacti store water _____
[in their leaves; in their trunks]

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

Why does a cactus have a long root? A cactus has a long root so _____.

Why does a cactus have short roots? A cactus has short roots so _____.



Listen and Discuss

Student Book PAGE 100

AUDIO SCRIPT

- Mom:** Danny, we are going to plant a cactus. A cactus is easy to grow.
- Danny:** But, Mom, I thought a cactus will grow only in the desert. We do not live in the desert.
- Mom:** That is okay, Danny. We will keep it inside when it is cold out. We will make sure it gets lots of sun. In the summer, we will put it outside where it is warm.
- Danny:** I know! We can put it next to the window in the kitchen. There is always a lot of sun there.
- Mom:** Good idea. Now, we need some things. We need a small cactus. We will get a small pot. We also need some sand and dirt mixed together. We can get these things at the store.
- Danny:** A cactus has sharp spines. How can we plant it? I do not want to touch it!
- Mom:** We will wear gloves. Then we can pick it up because the gloves will keep our hands safe.
- Danny:** Do we need to water a cactus?
- Mom:** Yes, but we do not need to give it much water. If we water it too much, the plant might die. We will give it more water in the spring and summer. The cactus will grow the most then. We will give it less water in the winter.
- Danny:** I cannot wait to see how big our cactus will grow.



Trees, Plants, and Flowers



corn



daffodil



daisy



lily



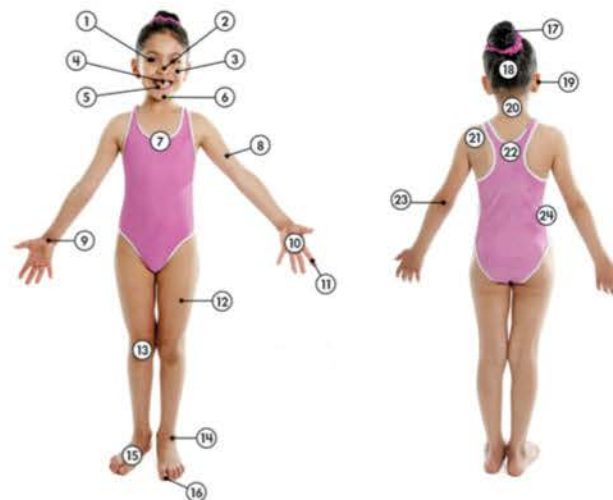
rose



tulip

20

Your Body



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