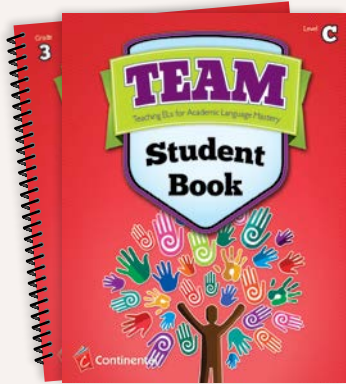
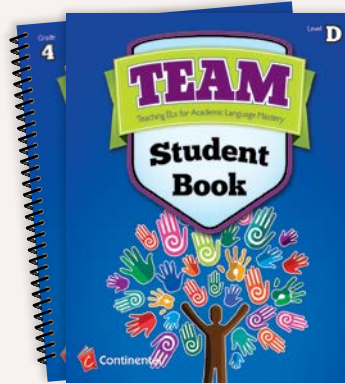


Interior Samples for TEAM Toolkit, Levels C-E



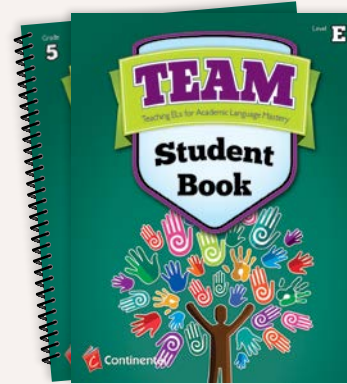
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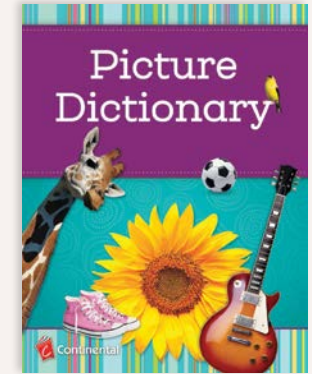
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LESSON
1

Before We Read

MY LEARNING GOALS

I can

- identify details and main ideas.
- tell what I know about a cow, manatee, and walrus.

Meet the Manatee

It is gray in color. It lives in water. It looks like a walrus. It is about 10 feet long. It weighs about 1,000 pounds! What is it? It is a manatee. Manatees are also called sea cows. This is because they are slow, gentle, and big. They can eat 100 pounds of seaweed in one day. Seaweed is a plant that grows in water. It floats in the water because it does not have a root or stem.



6 Unit 1 • Lesson 1

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Before We Read

Recalling Details

Everything you read has a big idea. This is the **main idea**. The main idea is the most important idea. Small ideas tell more about the main idea. They answer questions like who, what, where, when, and how. These small ideas are the **details**.

Read the paragraph on page 6 again. Write two important details.

Main Idea

Manatees are called sea cows.

Details

- _____
- _____

You already know that cows are very big. You know that cows eat a lot. The manatee is called a sea cow because it lives in water. This is the main idea of this paragraph.





Let's Read

Marvelous Manatees

Manatees are gentle sea animals. They are also called sea cows. They live in warm water. Places like Florida make a good home for them. They like to swim into bays and rivers. These places have seaweed and plants to eat. Manatees eat a lot. They might eat for six to eight hours a day.

Manatees try to stay where it is warm. They stay in the ocean outside Florida during the winter. In the summer, they can be found near other coastal states like Alabama, Georgia, and South Carolina. Sometimes they move even farther north in summertime. Manatees have been spotted as far north as Massachusetts.

MY LEARNING GOALS

- I can
- read and understand an informational text.
 - recall details that support the main idea.



Highlight the sentences that tell where manatees live.

Where would you see a manatee?
I would see a manatee _____.



Underline the word in the last paragraph that means the "top of the water."



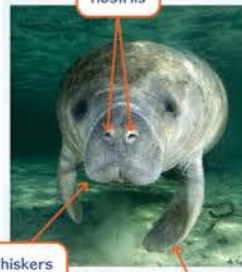
How does a manatee breathe differently when it sleeps?
A manatee must come _____ every _____.

Let's Read



What Do Manatees Look Like?

Manatees have stiff hairs near their mouth called whiskers, like a walrus. They have eyes that look like buttons. Manatees have large bodies, but small flippers. These flippers are like arms to the manatees. They help them move around in the water.



The animals also have a tail that looks like a paddle. The tail helps the manatee to swim faster. Manatees are very slow. They usually don't swim much faster than you can walk.

Manatees can stay under the water for just a few minutes when they are awake. When they sleep, manatees can stay under the water for up to 20 minutes. Then they come up to the surface of the water to breathe. Manatees have nostrils, like seals. The nostrils are two openings near their nose that let in air. These nostrils close when the manatee is under the water.

Let's Read

Show What You Know

Read the "Life of a Manatee" section. Highlight the main idea. Fill in the missing details in the web below that tell about the main idea.



Let's Read



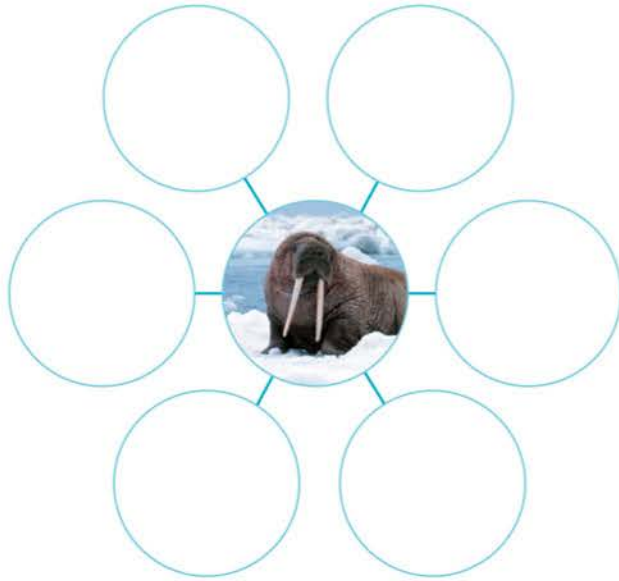
What Did You Learn?

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

- Which word in the passage means "to take in air"?
A swim
B eat
C sleep
D breathe
- Manatees are sometimes called _____.
A fish
B seals
C walruses
D sea cows
- Manatees use their flippers to _____.
A eat
B sleep
C move
D breathe

**Listen and Discuss**

Listen to a conversation between friends about a walrus. While you listen the second time, take notes on the web below.

**MY LEARNING GOALS**

I can

- listen to and understand a conversation about animals.
- use language to describe animals.

Listen and Discuss

How are walrus
and manatees alike?



manatee



walrus



Learning About Language

Antonyms

Antonyms are words that mean the opposite. Help and hurt are antonyms.

People **hurt** manatees in many ways.

Laws **help** protect manatees.

Read these sentences from the passage. Then write the word that means the opposite of the word shown.

- The manatee can stay _____ the water.
(over)
- Manatees are _____ sea animals.
(mean)
- They live in _____ water.
(cold)
- In the summer, they can be found _____ other states.
(far)
- Manatees can _____ up to 50 years.
(die)



MY LEARNING GOALS

I can

- identify antonyms.
- write sentences using antonyms.

Learning About Language

Draw a line to match the word on the left with its opposite on the right.

- | | |
|---------|--------|
| 1. top | cold |
| 2. slow | short |
| 3. warm | few |
| 4. long | fast |
| 5. many | bottom |



Think of antonyms of your own for each of these words. Write the antonym on the line.

- wet _____
- easy _____
- strong _____
- before _____
- true _____
- heavy _____



Write About It

MY LEARNING GOALS

- I can
- write a letter.
 - make my writing better with help from my teacher and classmates.

Letters are a good way to share information with someone. You can tell about something you have seen or done. You can tell about something that has happened to you or someone else. When you write, you tell another person what you know.

Practice your letter writing now. Imagine you were on a trip to Florida. On your trip, you saw a manatee swimming in the water. You watched the manatee for a long time. Describe what you saw in a letter to a friend on the next page. Use details to tell what you saw.

Plan My Writing

Fill in columns with information about a manatee. Use this information in your letter.

What It Looks Like	Things It Does
gray	moves slowly
_____	_____
_____	_____
_____	_____
_____	_____

Write About It



○ Dear _____.

○ I was walking near a river in Florida when I saw a manatee.

○ The manatee lives _____.

○ I could tell it was a manatee because _____

○ _____

○ The manatee moves slowly. First, I saw _____

○ _____

○ Then I saw _____

○ Finally, the manatee _____

○ _____

○ It was amazing to see a manatee up close!

○ _____

○ Sincerely,

○ _____

○ _____

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

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Lesson 1

Student Book PAGES 6–19

TITLE Meet the Manatee

GENRE Informational Text

LESSON OBJECTIVES

- Read, discuss, and write about animals and their characteristics
- Identify and recall details
- Identify and use antonyms
- Write a letter

Language Expectations

Language of Science

- Reading Informative
- Listening Narrative/Interpretive
- Speaking Informative/Expressive
- Writing Informative/Expressive

ELA Standards Connection

Reading

- Identify main ideas and details that support main ideas
- Understand features of different genres (poetry, personal narrative, informational)
- Determine meaning of words and phrases
- Ask and answer questions to demonstrate understanding of a text
- Describe the relationship between a series of events, using language related to time sequence and cause and effect
- Use information gained from illustrations and words to demonstrate understanding of the text
- Describe logical connections between particular sentences and paragraphs in a text
- Know and apply grade-level phonics and word analysis skills in decoding words

Speaking and Listening

- Follow instructions
- Sequence information
- Ask and answer questions to demonstrate understanding of a text

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- Participate in conversations
- Read prose orally with accuracy and fluency to support comprehension
- Engage in collaborative discussion
- Determine main ideas and support information presented in diverse media

Writing

- Describe sequence of events
- Write a letter
- Use descriptive language
- Write about a manatee and its characteristics
- Write informative/explanatory text topic and convey ideas and information
- Use temporal words and phrases to order
- Use personal, possessive, and indirect objects
- Write a narrative to develop real or imagined events or experiences using effective descriptive details, and clear event

Grammar and English Conventions

- Read sentences that use antonyms
- Identify and understand verbs and relating them to their opposites
- Identify and use antonyms
- Demonstrate an understanding of relationships
- Use knowledge of language and its features when writing
- Use personal, possessive, and indirect objects

ACADEMIC LANGUAGE OBJECTIVES

Tier 1	birth, born, bother, calf, compare, manatee, walrus, warm, zodiac
Tier 2	allowed, details, live, main surface, weigh
Tier 3	bay, breathe, coastal, flipper, ocean, river, seaweed, state, whiskers

Unit 1

Listen and Discuss

Student Book PAGE 14

TOTAL TIME: 45 Minutes

My Learning Goals: 5 Minutes

Working with Page 14: 15 Minutes

Working with Page 15: 20 Minutes

Check My Goals: 5 Minutes

OBJECTIVE

- Use descriptive language as well as comparison and contrast language to tell about a walrus and a manatee

ACADEMIC LANGUAGE

Tier 1: manatee, walrus Tier 2: live, surface, weigh Tier 3: flippers, tusks, whiskers

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 conversation two times. The first time they hear the conversation, 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 to a conversation between friends about a walrus. You will listen to the conversation 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 conversation 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 webs.

Answers will vary.

Listen and Discuss

Listen to a conversation between friends about a walrus. While you listen the second time, take notes on the web below.

Answers will vary.

live in water

whiskers

flippers



big

gray

wrinkles



Listen and Discuss

Student Book PAGE 15

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 how walruses and manatees are alike.

Ask: How are walruses and manatees alike?

Sentence Frames

Walruses and manatees are alike because _____.
[they live in water] Walruses are _____ [big] like manatees.

Manatees and walruses both have _____ [flippers] that help them swim. Manatees and walruses both have _____ [whiskers]. Walruses are grayish brown. Manatees are _____ [gray].

You can choose to extend the conversation by asking how walruses and manatees are different.

Ask: How are walruses and manatees different?

Sentence Frames

Manatees live in areas where it is _____. Walruses live in areas that are _____.

Manatees only live in _____. Walruses live on both _____ and _____. Manatees only eat _____. Walruses eat _____. Walruses have _____ and manatees do not.

CHECK MY GOALS

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

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Unit 1 • Lesson 1 25

Listen and Discuss

LANGUAGE DIFFERENTIATION

Beginning	Encourage students to complete sentences about walruses and manatees, using sentence starters.
Developing	Provide sentence frames and encourage students to model a conversation about how walruses and manatees are alike.
Expanding/ Bridging	Challenge students to extend the conversation by asking additional questions and responding without using sentence frames.



Listen and Discuss

Student Book PAGE 14

AUDIO SCRIPT

Keisha: My brother and I went to the zoo yesterday and saw some walruses. They are very big animals!

Zeke: How big are they?

Keisha: They are the size of a small car. The zookeeper said they can weigh up to 3,700 pounds and measure 12 feet long.

Zeke: They have funny faces! Their faces are wrinkled, and they have whiskers.

Keisha: Their whiskers help them find food in the water.

Zeke: They have long toothlike tusks, too. Why do they have tusks?

Keisha: The long tusks help the walruses get out of the water onto the ice. They also use their tusks to cut ice and to stay safe from other animals. They use their flippers to swim in water. The flippers also help the walruses walk on land. Walruses don't have to roll around to move because they can turn their flippers to help them move forward.

Zeke: Do walruses live only in water?

Keisha: No, they live on land, too. When they are in the water, they must come to the surface every 10 to 20 minutes to get air.

Zeke: What do walruses eat?

Keisha: They mostly eat shellfish.

Zeke: Where do walruses live?

Keisha: The zookeeper said they live in the Arctic, where it is cold and snowy. Walruses have a layer of fat that keeps them warm.

Zeke: I know they passed laws to save the walrus. Many countries have laws against hunting walruses.



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Glossary	

LESSON
6

Before We Read

MY LEARNING GOALS

- I can
- Identify and understand characters in a story.
 - Tell what I know about people in my community.

Saying Thanks

Every November, we gather to celebrate Thanksgiving with family and friends. This holiday began as a day to give thanks for a successful harvest. Today, we celebrate Thanksgiving by giving thanks for our families, our friends, and the many blessings we receive throughout the year. Showing our appreciation to the people in the community who have helped and supported us is also important.



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Unit 2 • Lesson 6

Before We Read

Understanding Characters

You learn about people from what they say and what they do. You also find out more about them from what other people say about them. You learn about characters in stories the same way.

Two friends decided to see how each other lived. Angela lived in the city. Isabel lived in the country. "Why don't you spend the weekend at my house?" Angela asked Isabel. "That's a great idea. Next weekend you can come to my house." That weekend Isabel stayed at Angela's apartment in the city. The girls went to the museum to see the dinosaurs. That night Isabel could not sleep. Her stomach was upset, too. "I must have eaten something that made me sick," Isabel thought. She felt sad and missed her family. "How did you like the city?" Isabel's mom asked her on the drive home. "The city is so big and noisy," Isabel said. "I couldn't sleep because I didn't feel well." "Were you homesick?" Isabel's mom asked. Angela thought about it and realized she had missed her family, the sounds of the animals and birds in the country, and most of all her own bed.

Fill in the chart to tell what you know about Isabel.

What Happened	How the Character Responded	What It Reveals About the Character
Isabel visited her friend in the city.	Isabel was excited to go to the city.	



Let's Read

MY LEARNING GOALS

- I can
- understand a story.
 - discuss characters in a story.

The Perfect Gift

"I have to find the perfect gift for Mrs. Burns!" I told my mom.

"Why do you have to get a gift for her?" Mom asked.

"It is her birthday next week. I have been in school for four years, and she is the best teacher I have ever had. I want to get her a really amazing present," I explained.

"Well, Jin, what amount of money do you have saved?" Mom inquired.

"I do not know," I thought. "I will have to count the money in my wallet."

Jin discovered that he had five \$1.00 bills and some coins. He had spent money at the movies.



Let's Read

"Mom, I only have \$5.50," I complained. "I will not find anything. What am I going to do?"

"I know Mrs. Burns will be happy with whatever you get her," Mom said when she saw my disappointed face.

"Any gift just will not do," I explained.

"You can do some extra chores around the house," Mom suggested. "That way, you can earn the extra money you need to buy her the gift you want."

"That is a fabulous idea, Mom!" I said. "Can we make a list of all the chores you want completed, and I can get started on them right away?"

"Sure, why don't you start by helping me make lunch?" Mom said as she pulled the jar of peanut butter from the cupboard. "You can get the fruit salad from the refrigerator."



Circle the solution to Jin's problem.



What are some ways that students can earn money?

Students can _____.

Let's Read



Show What You Know

You learn about characters from what they say and do. Fill in the chart to tell what you learned about Jin.

	How Jin Responded	What It Reveals About Jin
was	Jin wanted to buy a birthday present for his teacher.	_____



Let's Read

What Did You Learn?

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

- Why does Jin want to buy Mrs. Burns a gift?
 - A It is her birthday.
 - B She is getting married.
 - C He wants to say he is sorry.
 - D It is the end of the school year.
- Which word means "a folded case for money"?
 - A cupboard
 - B wallet
 - C chore
 - D sweaty
- What is the name of the narrator in the story?
 - A Mom
 - B Dad
 - C Jin
 - D Mrs. Burns



Underline the word that means the same as "asked."

What have you saved?
I have saved my money.

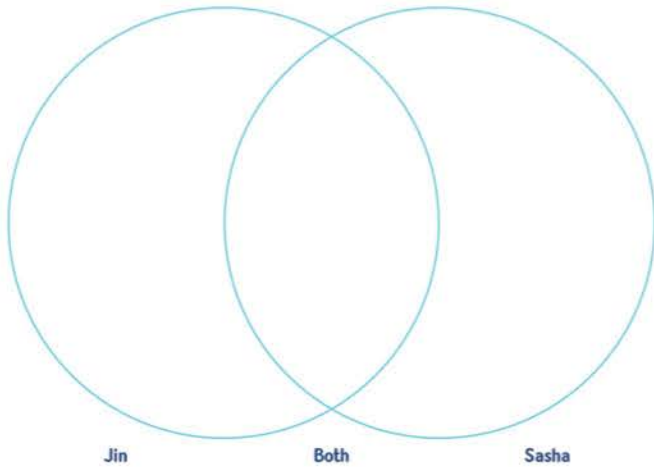
**Listen and Discuss**

Listen to a story about one way to say thank you.
While you listen the second time, take notes on
the Venn diagram below.

MY LEARNING GOALS

I can

- tell how two people are alike.
- use language to have a conversation.



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Unit 2 ★ Lesson 6 **85****Listen and Discuss**

How are Jin and Sasha
alike?



Learning About Language

Compound Sentences

A **compound sentence** has two complete ideas called independent clauses. These two clauses, or short sentences, are joined together by a **coordinating conjunction** like *and*, *but*, and *or*.

It is her birthday next week, **and** I want to get her a really amazing present.

And joins sentences that are about similar things.

But joins sentences that tell about different things.

Or joins sentences that give a choice between two things.

Use a comma between the first independent clause and the coordinating conjunction.

Read the sentences from the passage. Underline the conjunctions.

1. "I have been in school for four years, and she is the best teacher I have ever had."
2. "Can we make a list of all the chores you want completed, and I can get started on them right away?"
3. I was tired and sweaty, but I felt good.
4. I had worked hard, and I was glad I earned the money to buy Mrs. Burns a gift.
5. "I know she is going to be so surprised that I got her a gift, but I want her to know what a great teacher she is!"



MY LEARNING GOALS

I can

- identify conjunctions.
- use conjunctions to make a compound sentence.

Learning About Language

Write a conjunction from the word bank to make a compound sentence.

and but or

1. I was calling my mother, _____ I called the wrong number.
2. Kelso brought egg rolls for lunch, _____ he shared them with us.
3. I could read this book now, _____ I could read it after dinner.
4. We are going to dinner at my grandmother's house, _____ my cousins will not be there.
5. My cousins are going to walk to school, _____ they will take the bus if it rains.
6. Raoul went to the amusement park with us, _____ he would not ride the huge roller coaster.

Write your own compound sentences using each of the conjunctions.

1. or _____

2. and _____

**Write About It****MY LEARNING GOALS****I can**

- write a thank-you letter.
- use descriptive language and details in my letter.

We can thank people in many ways. One way is to write a **thank-you letter** that lets someone know that you appreciate something they have done.

Practice your letter writing now. Think of someone who has done something for you. Describe what he or she did, and then tell why you appreciate what he or she did. Or, you can pretend that you are Mrs. Burns from the passage and write a thank-you letter to Jin for the special gift.

Plan My Writing

Fill in the chart to help you write your thank-you letter.

Who gave you the gift?

How do you feel about the gift?

What did he or she give you?

How will you use the gift?

**Write About It**

Dear _____,

Thank you for _____

That was a very nice thing to do. I was _____

I will use _____

I am _____

Thank you again for being so thoughtful.

Yours truly,

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

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Lesson 6

Student Book PAGES 77–90

TITLE Saying Thanks

GENRE Literary Text (realistic fiction)

LESSON OBJECTIVES

- Read, discuss, and write about showing appreciation for what people do
- Understand characters in depth, including point of view
- Listen to a story and participate in a discussion
- Use coordinating conjunctions to form compound sentences
- Write a thank-you letter

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 to demonstrate understanding of a text
- Describe characters, setting, and events in depth, using specific details
- Understand character's point of view
- Interpret information presented visually
- Understand features of different genres (poetry, personal narrative, informational)
- Determine the meaning of words and phrases
- Read and understand realistic fiction

Speaking and Listening

- Respond to and pose questions
- Make comments that contribute to a group or discussion
- Integrate information from multiple sources to speak knowledgeably
- Differentiate between situations where formal English is appropriate
- Demonstrate command of English language usage
- Read prose orally with accuracy and support comprehension

Writing

- Write a thank-you letter about a real experience or event
- Use descriptive details and language experiences or events
- Use knowledge of English language conventions

Grammar and English Conventions

- Understand the format of a thank-you letter
- Produce simple, compound, and complex sentences
- Use knowledge of language and its conventions

ACADEMIC LANGUAGE

Tier 1	complain, entire, favorite, perfect, successful, sweaty, suggested
Tier 2	amount, appreciation, inquire, suggested
Tier 3	chores, coins, cupboard, empty, refrigerator, spent, wallet

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Unit 2 • L

Write About It

Student Book PAGE 89



TOTAL TIME: 45 Minutes

My Learning Goals: 5 Minutes
Working with Page 89: 15 Minutes
Working with Page 90: 20 Minutes
Check My Goals: 5 Minutes

OBJECTIVE

- Write a thank-you letter
- Use descriptive language and details
- Use knowledge of language and its conventions

ACADEMIC LANGUAGE

Tier 2: appreciation

MY LEARNING GOALS

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

WORK WITH THE PAGE

Read the paragraphs at the top of the page aloud. Or, have students take turns reading it aloud or with a partner. Explain that writing a thank-you letter is a wonderful way to thank someone for a gift or kind deed.

Direct students to the Plan My Writing section. Explain that good writers plan what they will write by brainstorming ideas. Read the directions aloud. Then have students work independently, with a partner, or in a small group to write their thank-you letters. Have them fill in the columns with information to help them with their thank-you letters.

Answers will vary.

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

Write About It

MY LEARNING GOALS

- Write a thank-you letter
- Use descriptive language and details
- Use knowledge of language and its conventions

We can thank people in many ways. One way is to write a thank-you letter that lets someone know that you appreciate something they have done.

Practice your letter writing now. Think of someone who has done something for you. Describe what he or she did, and then tell why you appreciate what he or she did. Or, you can pretend that you are Mrs. Burns from the passage and write a thank-you letter to Jo for the special gift.

Answers will vary. Plan My Writing

Fill in the chart to help you write your thank-you letter.

Who gave you the gift?

Katrina

How do you feel about the gift?

surprised and happy

What did he or she give you?

a keychain

How will you use the gift?

to keep my keys together on one chain

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Unit 2 • Lesson 6 89



Write About It

Student Book PAGE 90

WORK WITH THE PAGE

Have students complete the writing activity independently, with a partner, or as a class. Explain that they should use the information from the Plan My Writing section to write their thank-you letters. Circulate to provide support as needed.

Answers will vary.

ASSESSMENT PRACTICE

Finish Line for ELLs 2.0
Grade 4

Lesson 11 Rules and Procedures
Lesson 12 Realistic Fiction—Sequence
Lesson 16 Special Events
Lesson 18 Money
Lesson 26 United States Government
Lesson 33 Health and Safety

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.

Write About It

Answers will vary.

Dear _____

Thank you for _____

That was a very nice thing to do. I was _____

I will use _____

I am _____

Thank you again for being so thoughtful!

Yours truly,

90 Unit 2 • Lesson 6

LANGUAGE DIFFERENTIATION

Beginning	Encourage students to write words to complete the sentences, using visual clues if necessary.
Developing	Encourage students to add details to their writing, consulting the glossary as needed.
Expanding/ Bridging	Challenge students to expand on the template or write a letter in their own words without using the sentence frames.



Listen and Discuss

Student Book PAGE 85

AUDIO SCRIPT

A Mother's Day Surprise

Sasha's alarm woke her up early on Sunday morning. For a minute she couldn't remember why, but then it came back to her—Mother's Day! She jumped out of bed and scampered to the kitchen to create her big surprise. This was her chance to show her appreciation for all her mother did for her.

Quickly but carefully, she pulled the pots and pans out of the cupboard. Next, she went through the refrigerator, pulling out eggs, bacon, and fruit. Finally, she had everything she needed to create the perfect breakfast.

For the next 20 minutes, Sasha cooked. She knew that blueberry pancakes were her mother's favorite breakfast food. She hummed as she cooked, imagining the look on her mother's face. When her creation was complete, Sasha plopped three pancakes on a plate. She placed them carefully on a tray with bacon, fruit, and juice, then headed upstairs, where her mother was just waking up.

Sasha flung open the door and smiled. "Happy Mother's Day!" she announced, beaming. She placed the breakfast in front of her mother. Sasha's mother smiled back and laughed, even more than Sasha expected.

"This is a surprise!" her mother said warmly. "Especially since Mother's Day isn't until next week!"



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UNIT 3	Across the Miles
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UNIT 4	Making Choices
	Lesson 10 Living a Healthy Life
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	Lesson 12 Choosing the Right Path
	Glossary

LESSON
7

Before We Read

MY LEARNING GOALS

- I can
- make inferences.
 - tell what I know about time zones.

In the Time Zone

It's not always easy to tell what time it is. The time depends on where you live and the time of year. There are six standard time zones in the United States. You could be in New York at noon, and you could be talking to your friend in Hawaii, where it is only 7:00 A.M.!



Before We Read

Making Inferences

Sometimes, the author doesn't state information directly. You must use other details from the passage to figure it out for yourself. This is called **drawing conclusions**. You can also use what you already know to make a guess. This is called **making inferences**.

Read the paragraph. Write what you can conclude or infer about **daylight saving time** in the chart.

It would be good to have daylight saving time all year. Daylight saving time gives us more time outdoors. When people aren't in their homes, they aren't using electricity. During daylight saving time, people come home from school and from work while it is still light outside. It is safer to travel during daylight than in darkness. There are fewer accidents in daylight and less crime.



Text Information	My Experience	Infer
People aren't using electricity.	Using less electricity saves energy.	

Details	Conclude
Safer to travel during daylight than in darkness so there are fewer accidents. Less crime during daylight	



Let's Read

What Time Is It?

What time is it? That depends on where you live. It depends on the time of the year, too. It's not always easy to tell what time it is.

Suppose you live in North Carolina. You might call your cousin in Nevada at nine o'clock on Saturday morning. Your cousin is not too happy to hear from you. You just woke her up! If it is 9 A.M. in North Carolina, it is only 6 A.M. in Nevada.

MY LEARNING GOALS

- I can
- read and discuss an informational text.
 - make inferences.



Highlight what you put after a number to tell that it is a time before noon.

What is the time difference between North Carolina and Nevada?

The time difference is _____.



Underline what happens when you cross a time zone.

How are Hawaii and Alaska different from other states?

They have their own _____.



Let's Read

Show What You Know

Sometimes the author does not explain everything in what you read. You have to put things together on your own. You can use clues in what you read, and you can use your own

Let's Read



chart below. Write what you can infer from the chart or your experience.

My Experience	I can infer
I live in New Mexico, and I watch a lot of late movies before I go to sleep.	

Let's Read



What Did You Learn?

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

- Most of North America has _____ major time zones.
 - A three
 - B four
 - C five
 - D six
- Which word in the passage means "the process of choosing an official"?
 - A vote
 - B zone
 - C election
 - D method
- Which event happened last?
 - A The whole world set time zones.
 - B America established time zones.
 - C Railroads were built across America.
 - D Each place decided what time it was.



Time Zones of the United States of America



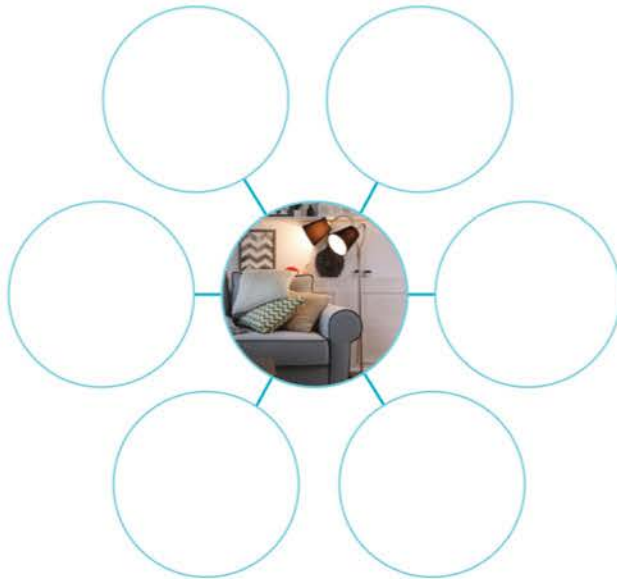
Listen and Discuss

Listen to a conversation between two friends about daylight saving time. While you listen the second time, take notes on the web below.

MY LEARNING GOALS

I can

- listen to a conversation about daylight saving time.
- tell what I know about daylight saving time.



Listen and Discuss



What are some things that are different when it is daylight saving time than when it's not?



Learning About Language

Abbreviations

An **abbreviation** is a short way of writing a word or words. Use capital letters and periods to write most abbreviations.

Time	Months	Days
Hour = hr Minute = min Second = sec Before noon = A.M. After noon = P.M.	January = Jan. February = Feb. March = Mar. September = Sept. December = Dec.	Sunday = Sun. Monday = Mon. Tuesday = Tues. Friday = Fri. Saturday = Sat.

Abbreviations for states, direction, and some common objects do not use periods.

States	Direction	Objects
Hawaii = HI Nevada = NV North Carolina = NC Pennsylvania = PA	North = N South = S East = E West = W	Television = TV Compact Disk = CD Digital Video Disc = DVD Sport Utility Vehicle = SUV

Read the sentences from the passage. Then write the abbreviation for the underlined word on the line.

- Times zones have even affected the way elections are reported on television. _____
- You might call your cousin in Nevada at nine o'clock on Saturday morning. _____
- You will arrive in Alabama at 9:55 A.M. Central standard time. _____

MY LEARNING GOALS

I can

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

Learning About Language

Look at the map. Write the abbreviation for the given word.

- New York _____
- East _____
- Southwest _____
- Arizona _____
- Florida _____



Draw a line to match the abbreviation with the correct word.

- | | |
|--------------------------|------|
| 1. Monday | SUV |
| 2. March | Ave. |
| 3. Doctor | PST |
| 4. Avenue | Mon. |
| 5. Pacific standard time | Mar. |
| 6. Sport utility vehicle | Dr. |



Write About It

MY LEARNING GOALS

- I can
- write to persuade.
 - use facts and reasons to support my argument.

An opinion is what someone thinks or believes. When you try to persuade someone to think or believe as you do, you support your opinion with facts and reasons. Many countries have daylight saving time for part of the year. This gives people an extra hour of light in the evening. Some people want daylight saving time to last all year. Write a paragraph to persuade someone that this is a good idea.

Plan My Writing

Use the chart to help you state your opinion and to give facts to support it.

Opinion

Fact/Reason

Write About It



I think we should have daylight saving time all year round. This would be good because _____

Daylight saving time affects _____

We _____

This would save _____

I like _____

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 Kinds of Animals				
LESSON 1: Bear Watching	Science Social Studies	Cause and Effect	Parts of Speech and Multiple-meaning words	Letter
LESSON 2: Animals at Risk	Science	Sequence	Plural Nouns	Sequence
LESSON 3: The Wonderful World of Birds	Science Language Arts	Figurative Language	Adverbs	Descriptive Paragraph
UNIT 2: Take Me Out to the Ball Game				
LESSON 4: Rules of the Game	Social Studies	Cause and Effect	Irregular Verbs and Verb Tenses	Opinion
LESSON 5: Making the Call	Social Studies Mathematics	Details	Synonyms	Explanatory Paragraph
LESSON 6: All for One, One for All	Language Arts	Point of View	Compound Nouns	Narrative
UNIT 3: Across the Miles				
LESSON 7: In the Time Zone	Science Social Studies	Inferences	Abbreviations	Opinion
LESSON 8: Seeing Early America	Social Studies	Compare and Contrast	Suffixes and Parts of Speech	Journal Entry
LESSON 9: Travels to Faraway Lands	Language Arts	Genre and Myth	Abstract and Concrete Nouns	Myth
UNIT 4: Making Choices				
LESSON 10: Living a Healthy Life	Science Social Studies	Fact and Opinion	Homophones	Opinion
LESSON 11: Exploring the World of Work	Social Studies	Compare and Contrast	Commas	How-to
LESSON 12: Choosing the Right Path	Language Arts	Analyzing Characters	Apostrophes and Contractions	Story

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Lesson 7

Student Book PAGES 92–105

TITLE In the Time Zone

GENRE Informational Text

LESSON OBJECTIVES

- Read, discuss, and write about time zones
- Make inferences and draw conclusions
- Listen to and understand a conversation about daylight saving time
- Use and punctuate abbreviations correctly
- Write a persuasive paragraph about daylight saving time

Language Expectations

Language of Social Studies

- Reading Informative
- Listening Narrate, Interpretive
- Speaking Informative, Expressive
- Writing Argue, Expressive

ELA Standards Connection

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

Speaking and Listening

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

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

Writing

- Write a persuasive paragraph about time
- Form an opinion and support it with reasons
- Introduce a topic clearly and develop it
- Use technology to interact and collaborate with others
- Use knowledge of English language conventions

Grammar and English Conventions

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

ACADEMIC LANGUAGE OBJECTIVES

Tier 1	accidents, adjust, advantages, depends, major
Tier 2	arrival, conclude, departure, infer, method, reported, reports, schedule, standard
Tier 3	abbreviation, daylight saving time, zone

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Unit 3 • Lesson 7

Let's Read

Student Book PAGE 94

OBJECTIVE

- Use listening, speaking, and reading skills to discuss time zones in the United States.

ACADEMIC LANGUAGE

Tier 1: adjust, advantages, affect, depends, major **Tier 2:** arrival, departure, election, infer, method, reported, reports, schedule, standard **Tier 3:** abbreviation, daylight saving time, time zone

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 have student volunteers take turns reading the passage.

First Reading

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

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

Let's Read

What Time Is It?

What time is it? That depends on where you live. It depends on the time of the year, too. It's not always easy to tell what time it is.

Suppose you live in North Carolina. You might call your cousin in Nevada at one o'clock on Saturday morning. Your cousin is not too happy to hear from you. You just make her call it is 10:00 a.m. in North Carolina. It is only 6 a.m. in Nevada.

MY LEARNING GOALS

Focus

- Read and discuss an informational text.
- Make inferences.

Highlight What you put after a number to tell that it is a time before noon.

What is the time difference between North Carolina and Nevada?
The time difference is _____.

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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 98

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 making inferences highlighted in the Show What You Know activity.

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

As students work, circulate to provide assistance.

Say: Look at the chart. Fill in the inference column.

Answers will vary.

Have students share answers when they have completed the activity.

Let's Read

Show What You Know

Sometimes the author does not explain everything in what you read. You have to put things together on your own. You can use clues in what you read, and you can use your own experiences.

Look at the chart below. Write what you can infer from the text and your experiences.

Answers will vary.

Text Information	My Experience	I can infer
A late movie may be too late for a person in the Eastern time zone.	I live in New Mexico, and I watch a lot of late movies before I go to sleep.	Movies that are on late in the Eastern time zone are not on as late in other parts of the United States.
For part of the year, standard time changes in daylight saving time in most states. Daylight saving time gives more daylight hours each day.	The area where I live doesn't have daylight saving time.	The number of daylight hours are not affected in my area.

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LANGUAGE DIFFERENTIATION

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

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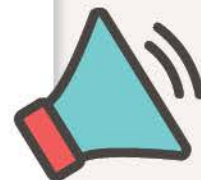
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Listen and Discuss

Student Book PAGE 100

AUDIO SCRIPT

- Nikki:** Do you know what “spring forward, fall back” means?
- Azizah:** Yes, it tells us when we set the clocks ahead one hour and when we turn them back an hour.
- Nikki:** Do we turn the clocks ahead in spring or fall?
- Azizah:** We turn them ahead in spring. That’s what “spring forward” means. We turn the clocks forward on the second Sunday in March. Then we turn them back on the first Sunday in November.
- Nikki:** Why do we do this?
- Azizah:** People thought having more daylight late in the day would help them save money and resources.
- Nikki:** My grandfather said they used daylight saving time during World War I and World War II because they needed to conserve energy during the war. People used less electricity at night because they didn’t need to turn on the lights as early in the evening.
- Azizah:** True. My dad says we use less electricity too when it is daylight saving time.
- Nikki:** Did you know that some people believe daylight saving time is a bad idea?
- Azizah:** Well, I don’t agree. I like this method of using daylight saving time in spring and summer. Our soccer practices can be later and run longer. I like playing in daylight instead of under the floodlights.
- Nikki:** Me, too. I think there are advantages to daylight saving time. I wish daylight saving time was the standard all the time. Then we don’t have to worry about when to adjust our clocks.



Geography



ocean



seashore/coast



rain forest



river



waterfall

22

Sea Creatures



crab



dolphin



jellyfish



lobster



manatee



octopus