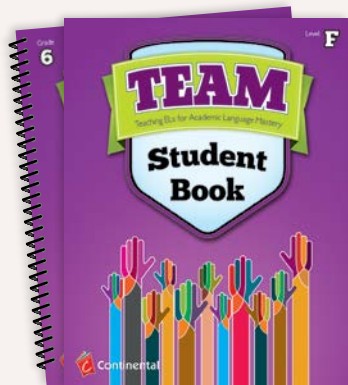
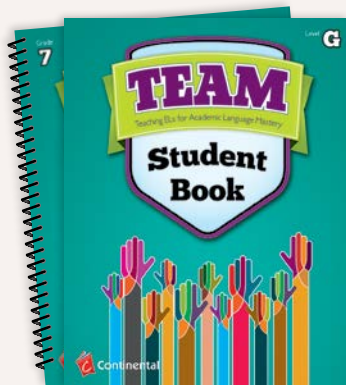


Interior Samples for TEAM Toolkit, Levels F-H



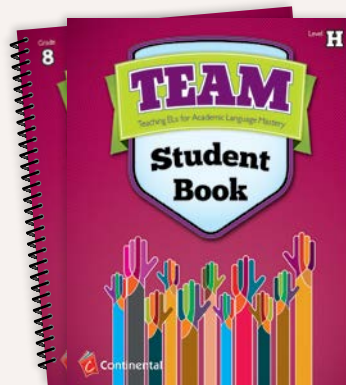
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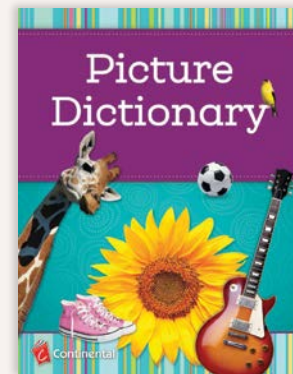
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LESSON
11

Before We Read

MY LEARNING GOALS

I can

- discuss what I know about space exploration.
- make predictions.

Mission to Mars

Mars is nicknamed the “Red Planet.” It is the fourth planet from the sun; it is the seventh largest in the solar system. The first spacecraft visited Mars in 1965. Since then, scientists have learned that Mars has the largest mountain in the solar system. There are many inactive volcanoes on Mars, too. The most exciting thing about Mars is that some scientists think humans could live there someday.



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Unit 4 • Lesson 11 14

Before We Read

Predicting

Predicting is one way to better understand what you are reading as you go along. When you are predicting, you are combining clues from the passage with what you already know to guess what's going to happen. You can make predictions about people and what they will do or about future events.

clues from the passage + what you already know = prediction

Read the text on page 149 again. Can you predict what the main passage will be about?

Clues

- Title says “Mission to Mars.”
- Text tells a little about what Mars is like.
- Text says scientists think humans could live there.

Prediction

The passage will be about _____





Let's Read

Which Way to Mars?

A settlement on Mars could be a real possibility in the near future. Why go to Mars? Just as Christopher Columbus and Lewis and Clark did long ago, there is interest in exploring new lands.

It won't be easy to get people to Mars. The "Red Planet" is far away from Earth. It would take years for spaceships to go there and come back. There is another problem. A trip to Mars will be very expensive.

What makes it so expensive? A spacecraft is heavy. The fuel it needs costs a lot of money. Lighter spacecrafts need less fuel. Scientists have been researching ways to make spacecrafts lighter so that travel to Mars won't cost so much.



MY LEARNING GOALS

I can

- read and understand an informational text.
- tell about proposed missions to Mars.



Let's Read

What Is the Best Plan?

One scientist, Robert Zubrin, proposed a plan he calls "Mars Direct." It would cost less than most other plans and would also be safer. Zubrin says that we already have the technology we need to get to Mars. Here's how his plan would work.

In the first year, the United States and its international partners would launch a rocket from Earth. The rocket would fly into space carrying an ERV, or Earth Return Vehicle. High above Earth, the rocket will "throw" the ERV to Mars. The ERV is the key to the Mars Direct plan.

There will be no people on the ERV. Instead, it will carry all the things necessary for people to live on Mars. After the ERV lands on Mars, scientists on Earth will control it. They will use the ERV to set up a camp for the humans. Equipment in the ERV will be able to make oxygen and water. The equipment will also be able to produce the fuel needed for the return trip to Earth. After 13 months, the ERV will be completely fueled and ready to transport the astronauts back to Earth.



The Mars Direct base might look like this.



Highlight two reasons why Robert Zubrin's plan is good.

Why is the ERV an important part of Robert Zubrin's plan?

The ERV _____. It is important because _____.



Circle another name for the planet Mars.

What place would you like to explore?

I would like to explore _____.

Let's Read



Show What You Know

Fill in clues and then make a prediction in the prediction paths.

I need less fuel.

Clue

Prediction



Let's Read

What Did You Learn?

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

1. This passage is mostly about _____.
 - A the climate on Mars
 - B one man's plan for exploring Mars
 - C why people don't live on Mars now
 - D how to make oxygen and water on Mars
2. What does ERV stand for?
 - A Earth Roaming Van
 - B Early Research Vehicle
 - C Earth Return Vehicle
 - D Extra Rocket Vest
3. You can decide from the passage that _____.
 - A Robert Zubrin is the only scientist interested in Mars
 - B Robert Zubrin is already building Mars colonies
 - C there is no oxygen or water on Mars
 - D space travel is fairly inexpensive
4. In Robert Zubrin's plan, what would happen right after the first ERV

**Listen and Discuss**

Listen to a conversation between friends about exploring Mars. While you listen the second time, take notes on the sequence chart below.

↓
↓
↓
↓
↓

MY LEARNING GOALS**I can**

- listen to and understand a conversation about exploring Mars.
- use language to describe sequence.

**Listen and Discuss**

How are scientists exploring Mars?



A Mars rover



The surface of Mars



A Mars lander



Learning About Language

MY LEARNING GOALS

I can

- identify antonyms.
- use antonyms in sentences.

Antonyms

Antonyms are words that have opposite meanings. *Heavy* and *light* are antonyms.

A spacecraft is *heavy*.

A model airplane is *light*.

Read these sentences from the passage. Then write an antonym for the word in parentheses.

- A trip to Mars will be very _____ (cheap).
- Many scientists believe that people will live on Mars in the _____ (past).
- Scientists land the second ERV at a _____ (old) location.
- According to Zubrin, people will be _____ (unprotected) on Mars.
- It would cost _____ (more) than most other plans and would also be safer.



Learning About Language

The words in the left column appear in the passage you read. The words in the right column are antonyms for these words. Draw a line from each word in the left column to its antonym in the right column.

- | | |
|------------|----------|
| 1. bring | last |
| 2. special | destroy |
| 3. make | below |
| 4. live | take |
| 5. above | die |
| 6. first | ordinary |
| 7. easy | far |
| 8. near | hard |



For each word below, think of an antonym and write it on the line.

- | | |
|------------------|-----------------|
| 1. rare _____ | 4. thick _____ |
| 2. quiet _____ | 5. poor _____ |
| 3. problem _____ | 6. polite _____ |



Write About It

Events happen in order, or **sequence**. A time line helps you show the order of events. Write a paragraph telling about Mars exploration, in the past, now, and in the future.

MY LEARNING GOALS

I can

- write about Mars exploration.
- make my writing better with help from my classmates and teacher.

Plan My Writing

Use this time line to plan your writing. Then use this information to write your paragraph about Mars exploration. Include the possible steps for sending humans on a mission to Mars.



Write About It

Humans have been fascinated with Mars for a long time. In 2004, _____

The Mars rovers _____

Scientists learned _____

In 2012, _____

This mission _____

In 2018, _____

By 2030, _____

One plan to send humans to Mars starts with _____

Then _____

Finally, _____

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

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Lesson 11

Student Book PAGES 149–162

TITLE Mission to Mars

GENRE Informational Text

LESSON OBJECTIVES

- Read, discuss, and write about past, present, and future missions to Mars
- Make predictions
- Listen to a conversation about unmanned missions to Mars
- Participate in a discussion
- Recognize, use, and write antonyms
- Write about the history and future of Mars exploration

Language Expectations

Language of Science

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

ELA Standards Connection

Reading

- Ask and answer questions to demonstrate understanding of a text
- Determine meanings of words and phrases
- Use information from the passage to make predictions
- Use information gained from photographs and charts to demonstrate understanding of a text
- Describe logical connections between particular sentences and paragraphs in a text
- Identify the main idea and details that support the main idea
- Use prior knowledge to draw conclusions about a text
- Know and apply grade-level phonics and word analysis skills to decode words
- Recognize sequence and identify the correct sequence of events

Speaking and Listening

- Ask and answer questions to demonstrate understanding of a text
- Follow instructions
- Engage in collaborative discussions
- Read prose orally with accuracy and support comprehension
- Use sequence words to indicate the events
- Describe sequence of events
- Use descriptive language
- Write about Mars exploration
- Write informative/explanatory texts to convey ideas and information

Grammar and English Conventions

- Use knowledge of language and its conventions when writing
- Demonstrate an understanding of a text
- Read sentences that use antonyms

ACADEMIC LANGUAGE OF

Tier 1	analyzes, exploration, fascinate, international, original
Tier 2	ambitious, artificial, barren, proposed, simulated, survey
Tier 3	antonyms, geology, gravity, oxygen, rotation, rover, soil

Listen and Discuss

Student Book PAGE 157

TOTAL TIME: 45 Minutes
 My Learning Goals: 5 Minutes
 Working with Page 157: 15 Minutes
 Working with Page 158: 20 Minutes
 Check My Goals: 5 Minutes

OBJECTIVE

- Use language of sequence to discuss exploration of Mars
- Use language to ask questions and contribute to a conversation

ACADEMIC LANGUAGE

Tier 1: analyzes, fascinated Tier 2: interior Tier 3: geology, rover, terrain

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 sequence 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 to a conversation between two friends. You will listen to the conversation two times. Listen carefully the first time. The second time you listen, take notes on the sequence chart about what you hear.

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

Full audio script on the next page.

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 sequence charts.

Answers will vary.

Listen and Discuss

Listen to a conversation between friends about exploring Mars. While you listen the second time, take notes on the sequence chart below.

Answers will vary.

Spacecraft visited Mars in 1960s and 1970s.
Found no sign of life.

Mars rovers Spirit and Opportunity landed on Mars in 2004. Took pictures of surface. Looked for evidence of water.

Spirit stopped communicating in 2010.

Rover Curiosity landed on Mars in 2012. Collected rock, soil, and air samples.

Send lander to Mars in 2018 to study interior.

Send people to Mars by 2030s.

MY LEARNING GOALS

Check

- Listen to and understand a conversation about exploring Mars.
- Use language to describe the sequence.

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Listen and Discuss

Student Book PAGE 158



WORK WITH THE PAGE

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

You can model the conversation by using sentence starters to ask and answer questions about how scientists are exploring Mars and what they plan for the future.

Ask: How are scientists exploring Mars?

Sentence Frames

Scientists have sent ____ [rovers; spacecraft; landers]

Mars rovers take ____ [pictures; samples]

Scientists can see ____ [the surface of Mars; what Mars looks like] because of ____ [pictures that the rovers take; images]

You can choose to extend the conversation by asking more questions about the exploration of Mars.

Ask: How will Mars exploration change in the future?

Sentence Frames

In the future, scientists will ____.

Someday, scientists hope ____.

At one time, people thought ____ about Mars, but now people think ____.

CHECK MY GOALS

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

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Listen and Discuss

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LANGUAGE DIFFERENTIATION

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

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Listen and Discuss

Student Book PAGE 157



AUDIO SCRIPT

Rico: Why are people so fascinated with Mars? Over a hundred years ago, people were reading science fiction stories about Martians. Today, people are still curious about the "Red Planet."

Mychaela: At one time, people actually thought there were Martians. After all, Mars and Earth are practically in the same neighborhood in space. Scientists wondered whether parts of Mars could be warm enough to support life. They thought Mars might have water.

Rico: The first spacecraft visited Mars in the 1960s and 1970s, but they didn't find any life. No water. No Martians.

Mychaela: Space programs have continued to explore Mars using computers and robots. In 2004, Mars rovers *Spirit* and *Opportunity* landed on Mars. The rovers moved all over the planet, sending back full-color pictures of the terrain. Scientists used the images to study the geology of Mars. They can look at rocks and soil, and they can begin to understand Mars's past.

Rico: Were they looking for something specific?

Mychaela: They were looking for evidence of water. They found that the surface of Mars shows marks that water may have existed at one time.

Rico: *Spirit* lost communication with Earth in 2010, but *Opportunity* is still operating.

Mychaela: In 2012, a larger rover named *Curiosity* landed on Mars. *Curiosity* is searching for signs of environmental conditions that could have supported life. It collects rock, soil, and air samples, and analyzes them.

Rico: Scientists have plans to continue exploring Mars. By 2018, they hope to send a lander that will dig below the surface to study the planet's interior. They also plan to send another rover that will collect rock, soil, and core samples, and put them aside to be brought back to Earth on a future mission!

Mychaela: NASA's goal is to send people to Mars in the 2030s! The rovers provide a lot of information that helps to prepare people to travel to Mars. Researchers study ways that humans will be able to survive there.

Rico: Some researchers are studying the best material to use for the astronauts' home on Mars. One idea they have is to make it out of ice. I can't wait to find out what they learn!



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LESSON 9

Before We Read

MY LEARNING GOALS

- I can
- tell what I know about Greek myths.
 - recognize an author's purpose and tone.

Racing for the Prize

The ancient Greeks told many stories about their gods and goddesses. These myths often told of disagreements, betrayals, war, personality conflicts, and love between the gods, goddesses, and humans. The Greek gods were ruled by Zeus, their king, who was the most powerful god. He ruled the air and sky and could throw lightning bolts. His brothers were also powerful gods. Poseidon, god of the sea, ruled the ocean, while Hades presided over the underworld. Many of the myths about Greek gods and goddesses have several versions, which changed based on who told the tale. Some myths are used to explain something in nature or to teach a lesson.



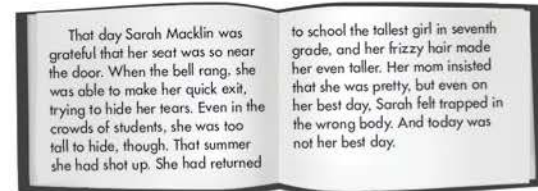
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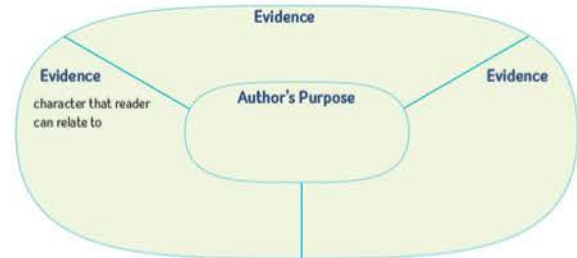
Before We Read

Recognizing Author's Purpose

Authors have many different reasons for writing. Look for clues in the way the author presents information, the details the author includes, and the author's use of language. A selection with facts and details is usually meant to inform. A selection with directions is often meant to instruct. A selection with many opinions is usually meant to persuade. Most stories and poems are meant to entertain, although they may have another purpose as well. An author may use a certain tone to help accomplish the main purpose.



Fill in the chart based on the paragraph above.





Let's Read

The Tale of Atalanta

a myth from ancient Greece

Iasus, King of Arcadia, badly wanted a son. When his wife, Clymene, gave birth to a daughter instead, the king was so enraged that he left the baby in the forest to die. But Artemis, goddess of hunting and protector of women, sent a she-bear to take care of the girl. The girl lived with the bear until a group of hunters found her. They named her Atalanta and raised her to womanhood. Like Artemis, Atalanta became a great hunter, and there was no one in all the land, man or woman, who could run faster than she.



Highlight the reason that King Iasus left Atalanta in the forest.

What is something the
doing?

I am very good at _____

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MY LEARNING GOALS

I can

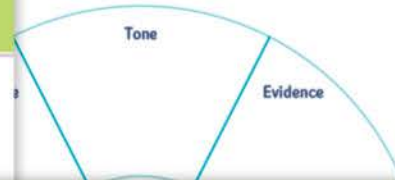
- read and understand a Greek myth.
- recognize author's purpose and tone.



Let's Read

Show What You Know

Fill in the chart to show the author's purpose and tone for "The Tale of Atalanta."



Let's Read



In those days, a fierce, giant boar was ravaging the country of Calydon. A young prince of the land, Meleager, gathered a group of heroes to hunt the boar. Among those he chose was Atalanta. Other members of the party objected to a woman joining them. But Meleager had fallen in love with Atalanta, and he insisted on her presence. As for Atalanta, she loved him too, though she kept it a secret and had refused his offer of marriage. But she readily joined him in the hunt for the boar. It was she who loosed the first arrow to pierce the animal's thick hide.

Though Meleager was the one who eventually slew the boar, he awarded the pelt to Atalanta for this feat. The other hunters became jealous. At the first opportunity, they plotted to kill Meleager using wicked magic.

Grief-stricken, Atalanta had nowhere to go, so she returned to King Iasus's country. The boar hunt had made her famous. The king who had once set her out to die was now proud of her and acknowledged her as his daughter.



Underline the words that tell why Meleager's followers became jealous.



How do you think Atalanta felt about going back to her father's country?

Atalanta felt _____ because _____.



Let's Read

What Did You Learn?

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

1. What is the main purpose of the first paragraph of the story?
 - A to show how wicked King Iasus is
 - B to describe the setting of the story
 - C to praise the goddess Artemis
 - D to explain Atalanta's powers
2. Which of these things helps you identify this story as a myth?
 - A A young girl is a very fast runner.
 - B A king is upset because he doesn't have a son.
 - C A young man receives help from a goddess.
 - D A young man uses magic apples.
3. Why did Atalanta not want to get married?
 - A She was angry with her father.
 - B She wanted to be a hunter.
 - C She hoped to rule the country by herself.
 - D She was still sad because Meleager died.
4. Who gave Hippomenes the golden apples?

**Listen and Discuss**

Listen to a story about a team of girls and a race. While you listen the second time, take notes about the sequence of events on the chart below.

1.



2.



3.



4.



5.



6.



7.



8.

MY LEARNING GOALS

I can

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

Listen and Discuss

Why did the girls feel so confident that they would win the race?



Learning About Language

Pronouns and Antecedents

A **pronoun** is a word that takes the place of a noun. A subject pronoun is used in the subject of the sentence. An object pronoun is used after an action verb and after a preposition.

	Subject Pronouns	Object Pronouns
Singular	I, you, he, she, it	me, you, him, her, it
Plural	we, you, they	us, you, them

The noun that the pronoun stands for is called its **antecedent**.

After Hippomenes received the apples, he hid them in his robe.

Read these sentences from the passage. Then underline the pronouns in each sentence. Draw an arrow from each pronoun to its antecedent.

- The king was so enraged that he left the baby in the forest to die.
- Other members of the party objected to a woman joining them.
- Grief-stricken, Atalanta had nowhere to go, so she returned to King Iasus's country.
- As Atalanta moved ahead of Hippomenes, he quickly took a golden apple and rolled it in front of her.
- Now, some say that the young woman really did pick up the apples because they were irresistible.

MY LEARNING GOALS

I can

- Identify and use subject and object pronouns.
- Identify a pronoun's antecedent.

Learning About Language

Complete each sentence by writing the correct pronoun in the blank.

- Heidi baked the cookies, and then she placed _____ on a plate.
- Amon asked Dad, "Will _____ help me with my homework?"
- Before the students entered the classroom, _____ stood in a line.
- The baseball flew into the window and shattered _____.
- I do not know if Lena is coming, but I will ask _____.
- After my brother and I found a campsite, _____ set up our tent.

Use each noun and pronoun pair in one or two sentences. The noun should be the antecedent for the pronoun.



- photographer, she

- basketball players, them

- dog, it



Write About It

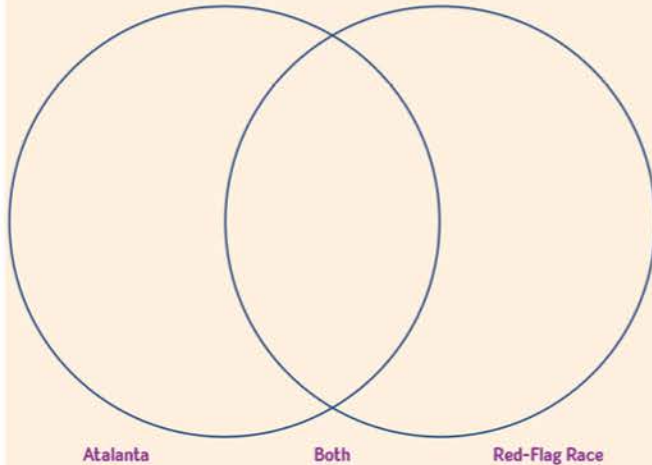
When you compare two things, you tell what is the same about them. When you contrast, you tell what is different. Think about the myth you read and the realistic fiction story you heard in this lesson. Write a paragraph comparing and contrasting the stories.

MY LEARNING GOALS

- I can
- compare and contrast two stories.
 - use language to write about stories.

Plan My Writing

Use this Venn diagram to plan your writing. Write the differences in the outer parts of the diagram. Write the similarities in the middle.



Write About It

The stories "The Tale of Atalanta" and "The Red-Flag Race" are both about _____

These stories are not the same, though. "The Tale of Atalanta" is _____

It tells about _____

In this story, _____

The main character _____

"The Red-Flag Race" is _____

It tells about _____

In this story, _____

The main character _____

Both of the stories _____

At the end of both stories, _____

_____, but _____

Instructional Features

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

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Lesson 9

Student Book PAGES 120–133

TITLE Racing for the Prize

GENRE Literary Text (myth)

LESSON OBJECTIVES

- Read, discuss, and write about a Greek myth
- Recognize author's purpose for writing
- Identify author's tone in text
- Listen to a realistic fiction passage and participate in a discussion
- Identify and use subject and object pronouns
- Identify a pronoun's antecedent
- Write a paragraph comparing and contrasting two stories

Language Expectations

Language of Language Arts

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

ELA Standards Connection

- Reading**
- Read and understand a story from Greek mythology
 - Know and apply grade-level phonics and word analysis skills in decoding words
 - Describe logical connections between particular sentences and paragraphs in a text
 - Recognize author's purpose for writing text
 - Describe characters and explain how their actions influence the story
 - Understand features of different genres (myth, realistic fiction)
 - Determine meaning of words and phrases
 - Recall details of a story
 - Use information gained from illustrations and words to demonstrate understanding of the text

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Unit 3

Speaking and Listening

- Respond to and pose questions about a text
- Follow instructions
- Use listening and speaking skills to
- Engage in collaborative discussions
- Tell about a character or story using details
- Read prose orally with accuracy and support comprehension
- Express ideas clearly and concisely

Writing

- Use language to compare and contrast
- Use words and phrases that describe
- Write sentences with correct pronoun agreement
- Create and structure a piece of writing
- Develop and strengthen writing by editing

Grammar and English Conventions

- Use knowledge of language and its features to
- Demonstrate an understanding of relationships
- Identify subject and object pronouns
- Understand the relationship between nouns and its antecedent
- Use correct pronoun-antecedent agreement

ACADEMIC LANGUAGE OBJECTIVES

Tier 1	accomplish, deliberately, irresistible, objected, resumed, similarities, version
Tier 2	betrayal, crucial, enraged, preside, ravaging
Tier 3	antecedent, myth, prepositional

Let's Read

Student Book PAGE 122



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 Greek myth

ACADEMIC LANGUAGE

Tier 1: deliberately, irresistible, objected, resumed Tier 2: betrayal, enraged, pelt, ravaging Tier 3: myth

GENRE Literary Text (myth)

Let's Read

THE TALE OF ATALANTA
a myth from ancient Greece

MY LEARNING GOALS

- Read and understand a Greek myth
- Recognize author's purpose and tone.

THE TALE OF ATALANTA
Once, King of Athens, had a daughter named a girl. When he was six, she was kidnapped by a dragon named the king was so enraged that he let the body in the forest to die. But Athens, goddess of hunting and protection of women, sent a message to the king. She told him that if he had with the lion's head a group of hunters found her. They named her Atalanta and she had to marry him. Like Atalanta, Atalanta became a great hunter, and there was no one in all the land, man or woman, who could run faster than she.

HIGHLIGHT: the reason that King had left Atalanta in the forest.

What is something that you are very good at doing?
I am very good at _____

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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 a literary story over four pages. Introduce mythology and myths as a genre. Explain that ancient Greeks and Romans told many stories about how their gods and goddesses interacted with each other and with humans. Today, people continue to read and enjoy the telling of these tales.

Read the title of the passage aloud. Have volunteers tell what they think they will read 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.

Circle among students to identify words that have been circled or underlined. Discuss each of 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 126

WORK WITH THE PAGE

Explain to students that they should be active readers. Tell them they will now write about what they have read by using the reading skill of recognizing author's purpose highlighted in the Show What You Know activity.

You may decide to discuss the tone and purpose together as a class, and then allow students to find evidence on their own. 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. Think about why the author wrote this story and the tone that the author used to tell the story. Then find evidence to support your answers.

Answers will vary.

Have students share answers when they have completed the activity.

Let's Read

Show What You Know
Fill in the chart to show the author's purpose and tone for "The Tale of Anansi."

Answers will vary.

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LANGUAGE DIFFERENTIATION

Beginning	Encourage students to share answers orally if they struggle with the written language.
Developing	Encourage students to add 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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Listen and Discuss

Student Book PAGE 128

AUDIO SCRIPT

The Red-Flag Race

Wait...don't cross the line...don't let go. BANG! My reactions were precise as I sprang out of the blocks. My feet clawed at the blistering, red turf. I clutched the baton in my sweaty palm, willing myself not to let go. My legs ran as fast as I could go as I hugged the corner of the line. As I came closer to my final steps, my stomach started twisting. It was time.

"Reach!" I yelled to Becky, who had seemed far away a moment ago.

As the gold baton fell into Becky's hand, she took off at a dead sprint. A red-colored flag rose. We were disqualified for going outside of the exchange zone.

I had never before been a part of a winning team. I finally got my chance freshman year of track. Ms. Lee, the head track coach, decided to form a girls' medley relay, so she placed Gail, Robin, Becky, and me together. Gail ran the 400, Robin ran the 200, and Becky and I started the race by each running the 100.

There were so many crucial things to remember in a relay race: there was a baton involved, a certain number of steps to take, and a certain way to hold the baton. I had even more to think about since I started the race. If I false started, barely twitched, or dropped the baton, I would lose the race for my teammates before it even started.

That season, everything fell together. We perfected our handoffs. We meshed as a team. We each ran our legs of the race as fast as we could. We won almost every race we ran.

It was the day of the state competition. We all felt confident that the gold medal was going home with us. We had been on fire the day before and had won the prelims.

With one last look at my teammates, I jogged down to the starting line. Everything felt perfect as I slid my black spikes into the starting blocks.

To this day, I still don't know how it happened. Even after I saw the red flag, I still couldn't believe this was actually happening.

Disqualified. I had let my teammates down after all we had accomplished. Together, we sat beside the track as tears streamed down our faces. Yet, in my mind were the words of my father: you win some, and you lose some, but life goes on.



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LESSON 1

Before We Read

MY LEARNING GOALS

- I can
- tell what I know about television.
 - predict what I will learn in this lesson.

The Father of TV

When you turn on your television, you probably have dozens, maybe even hundreds, of channels to choose from. There are networks devoted to cartoons, science fiction, history, cooking, and home improvement. In other words, there is a special channel on television for just about any interest. But, like many ideas that have grown, television as we know it began with one man with a great idea.



Before We Read

Making Predictions

Making predictions about the content of a text can help you focus your reading. One way to prepare to read is to preview the text, predict what you think you will learn, and then record your predictions.

Read the introduction to this lesson again. Make a prediction about what you think you will learn. Then read to confirm your prediction.

Prediction	What I Learned

As you read, use text features, such as headings and illustrations, to continue to make predictions.





Let's Read

Making Television a Household Word

No one person invented television. As a technology, television uses the ideas of several inventors. But as a force in communication, there's one person who can be called "the father of television."

David Sarnoff worked from a young age to help support his family. After being hired as an office boy at the Marconi Wireless Telegraph Company, he soon began his career as a wireless telegraph operator. As such, he was working the fateful night of April 14, 1912, when reports of the sinking of the ocean liner *Titanic* began to be reported. Sarnoff helped to report the tragedy, including the names of survivors. His work won him a job as a manager with Marconi Wireless Telegraph. This was the first company to build radio equipment.



A telegraph operator



Underline the first job that David Sarnoff had with the Marconi Wireless Telegraph Company.

MY LEARNING GOALS

I can

- read and understand an informational passage.
- make predictions as I read.
- confirm if my predictions are correct.



David



What job would you like for a first job? For a first job, I would like to...



Let's Read

Show What You Know

Complete the prediction table below with predictions you made as you read each section.

Let's Read



Prediction

What I Learned

Radio Music Box

Often it takes someone young to see the potential of a new idea. Sarnoff was a 21-year-old immigrant from Russia. Radio was even younger than he was. It was used mostly by the shipping business and the army. Most people saw it as something like the old Morse telegraph. Radio signals were transmitted in dots and dashes of Morse code. But radio could send music and voices, too. Sarnoff thought a "radio music box" might be used for home entertainment.

Sarnoff's bosses didn't think much of his idea. But a few years later, Marconi was bought by a new company, the Radio Corporation of America—RCA. RCA gave Sarnoff the money to develop his idea.



An early radio



Highlight how radio was mostly used in the beginning.



What do you like to listen to on the radio? I like to listen to _____.

Let's Read



What Did You Learn?

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

1. What was the first company to build wireless radio equipment?
 - A NBC
 - B RCA
 - C Morse
 - D Marconi Wireless Telegraph
2. What did David Sarnoff do just before becoming head of RCA?
 - A He was the first to use the word *television*.
 - B He started the first experimental television station.
 - C He began national television broadcasts.
 - D He sold radios.
3. Which word in the passage means "possibility"?
 - A potential
 - B persuade
 - C picture
 - D programming
4. You can decide from the passage that David Sarnoff _____.



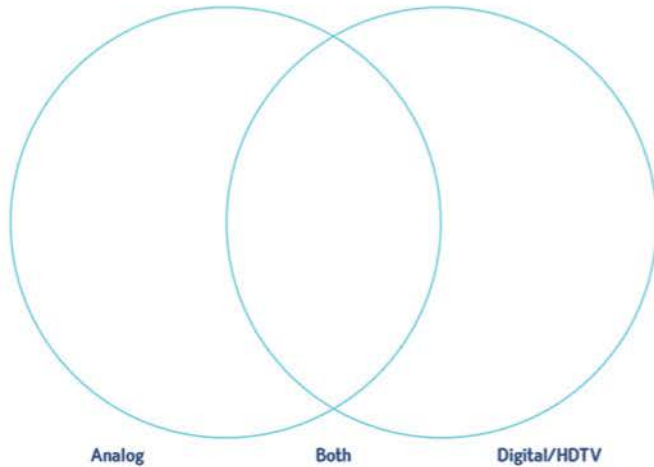
Listen and Discuss

Listen to a passage about television broadcasting. While you listen the second time, take notes on the Venn diagram below.

MY LEARNING GOALS

I can

- listen to a passage about television broadcasting.
- compare and contrast different broadcasting formats.



Listen and Discuss



How is digital broadcasting better than analog broadcasting?



Analog TV



Digital TV



Learning About Language

Synonyms

Synonyms are words that mean the same or almost the same as one another. A thesaurus is a tool that helps you to find synonyms. To decide if a word is a good synonym for another, use them in the same sentence. The sentence's meaning should remain the same even when the word changes.

David Sarnoff worked from a young age.

David Sarnoff labored from a young age.

Worked and labored are synonyms.

Read these sentences from the passage. Then circle the word that means almost the same thing as the underlined word.

- In 1921, he helped when RCA broadcast a world-championship boxing match.
A organized B assisted C asked
- This was the first company to build radio equipment.
A manufacture B sell C discover
- After being hired as an office boy at the Marconi Wireless Telegraph Company, he soon began his career as a wireless telegraph operator.
A learned B started C ended
- He used his prestige to persuade the government to adopt his system as a national standard.
A spend B ask C convince

MY LEARNING GOALS

I can

- identify synonyms.
- write synonyms for given words.



Learning About Language

Match each of the words in the box with its synonym below.

accurate	politeness	promise	meeting
try	boring	seller	distress

- | | |
|------------------|-------------------|
| 1. trouble _____ | 5. tedious _____ |
| 2. precise _____ | 6. courtesy _____ |
| 3. session _____ | 7. pledge _____ |
| 4. attempt _____ | 8. vendor _____ |

Read these sentences. Write words that are synonyms for the words in bold type.

- _____ 1. Eduardo **located** the city on the map.
- _____ 2. Mom **purchased** a new dress at the store.
- _____ 3. The nearby **market** sells fresh fruits and vegetables.
- _____ 4. Quincy **walked** up the steep trail.
- _____ 5. The class decided to **choose** Margo's idea for their play.
- _____ 6. Mr. Galarza **supervised** this year's school dance.



Write About It

MY LEARNING GOALS

- I can**
- write an opinion and support it with facts.
 - evaluate my writing to make it better.

Your opinion is what you think, feel, and believe about something. When you express your opinion, you should support it with facts and details. Think about a favorite television program. Write a paragraph telling why this is your favorite program. Then look back at what you wrote and decide if you expressed your opinion clearly.

Plan My Writing

Fill in the columns with facts and information about your favorite television program. Use this information in your writing.

<p>Opinion: My favorite television program is _____</p>		
Supporting Detail	Supporting Detail	Supporting Detail

Write About It



My favorite television program is _____

This program is about _____

In it, the characters _____

My favorite character is _____ because _____

My favorite part about this program is _____

I like this because _____

People who like _____ would also enjoy this program because _____

I think _____

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

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Lesson 1

Student Book PAGES 6–19

TITLE The Father of TV
GENRE Informational Text

LESSON OBJECTIVES

- Read, discuss, and write about television technology
- Make predictions about a text prior to reading
- Confirm predictions after reading
- Identify and write synonyms
- Write to express an opinion
- Support an opinion with facts

Language Expectations

Language of Social Studies

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

ELA Standards Connection

- Reading**
- Ask and answer questions to demonstrate understanding of a text
 - Describe logical connections between particular sentences and paragraphs in a text
 - Determine meaning of words and phrases
 - Know and apply grade-level phonics and word analysis skills in decoding words
 - Make predictions prior to reading a text
 - Confirm and evaluate predictions after reading a text
 - Determine the relationship between a series of events using language related to time sequence
 - Cite text to support inferences
 - Identify important details in a text
 - Identify main ideas and details that support main ideas
 - Determine how text structure develops ideas

Speaking and Listening

- Follow instructions
- Respond to and pose questions about content
- Engage in collaborative discussions
- Participate in conversations
- Read prose orally with accuracy and support comprehension
- Present claims emphasizing facts, examples
- Express ideas clearly and concisely
- Use language that compares and contrasts

Writing

- Write a paragraph expressing an opinion
- Use descriptive language
- Use language to create cohesion and relationships among opinions and details
- Develop and strengthen writing by editing
- Create and structure a piece of writing
- Use language to explain opinions, facts

Grammar and English Conventions

- Use knowledge of language and its conventions when writing
- Demonstrate an understanding of relationships
- Identify synonyms

ACADEMIC LANGUAGE OBJECTIVES

Tier 1	competition, confirm, compare
Tier 2	evaluate, potential, prestige, resolve, ruthless
Tier 3	analog, broadcast, commercial, experimental, network, patent

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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 language to discuss television broadcasting
- Use language to ask questions and contribute to a conversation

ACADEMIC LANGUAGE

Tier 1: converted Tier 2: potential, resolve Tier 3: analog, broadcast, digital, network

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 passage two times. The first time they hear the passage, they should just listen carefully. As they listen a second time, they should take notes on the Venn diagram 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 passage is read. You will listen to the passage two times. Listen carefully the first time. The second time you listen, take notes in the Venn diagram about what you hear.

Play the audio CD two times. Pause after the first play to discuss the passage 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 Venn diagrams.

Answers will vary.

Listen and Discuss

Listen to a passage about television broadcasting. When you listen the second time, take notes on the Venn diagram below.

MY LEARNING GOALS

I can:

- Listen to a passage about television broadcasting.
- Compare and contrast different broadcasting formats.

Answers will vary.



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 analog and digital television.

Ask: How is digital broadcasting better than analog broadcasting?

Sentence Frames

Analog broadcasting used ____ [radio waves], but digital broadcasting uses ____ [computer codes]

Analog pictures were ____ [not as clear; less crisp], but digital pictures are ____ [clear; sharp]

You can choose to extend the conversation by asking more questions about television broadcasting.

Sentence Frames

What special equipment do you need to watch TV? To watch analog TV, you need _____. To watch digital TV, you need _____. To watch high-definition television, you need _____.

Which type of television do people probably prefer? People probably prefer ____ to ____ because _____.

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

How is digital broadcasting better than analog broadcasting?

Analog TV

Digital TV

Unit 1 • Lesson 1 15

LANGUAGE DIFFERENTIATION

Beginning	Encourage students to complete sentences about television broadcasting using sentence starters.
Developing	Provide sentence frames and encourage students to model a conversation about how television broadcasting has changed.
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

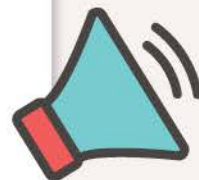
Analog and Digital Broadcasting

In 2009, television broadcasting in the United States changed from analog to digital. An analog signal is made up of constantly changing radio waves. A TV set changes the wave patterns into pictures and sound. A digital signal works as a computer does. It encodes pictures and sound as ones and zeros. Your TV "reads" the code and changes it back to pictures and sound.

With the change from analog to digital, TV viewers saw the same programs, but with a better picture. The picture on an analog TV is actually made up of about 480 vertical lines. The TV scans these lines one at a time, but it does so 30 times a second. Your eyes resolve the signal into a moving picture that fills the screen. This was how TV had worked since its beginning. But analog signals do not resolve well on big screens, as they are limited by those 480 lines. By contrast, digital TV breaks a picture down into thousands of elements, and it can change the picture up to 60 times per second. That makes for a much higher resolution. So you see a much sharper picture, even on a small screen.

Just as with analog TV, digital lets you get programs "on the air," through cable, or by satellite. But an analog TV must change digital signals to analog. This process can result in lower picture quality. With digital TV, there is no such problem. Digital also means that more channels can be carried in the same area.

When the change from analog to digital occurred, many people needed to buy a converter box to connect to their analog televisions. The box converted digital signals to analog. Over the years, more people have changed to digital televisions. Today, buyers can choose from digital TVs and HDTVs, or high-definition televisions. Networks broadcast their programming in different resolutions, and the higher resolutions are considered "high-definition." While all HDTVs are digital, not all digital TVs are high-definition. In order to enjoy high-definition broadcasting, you must not only have an HDTV, but the program you are watching must be aired in high-definition. Standards for broadcasting resolution will likely continue to improve and the pictures of your favorite shows will become sharper. As with all technology, people continue to explore potential new developments in TV.



Science, Social Studies, and Math



calculator



globe



map



magnet



microscope



ruler



scale



telescope



test tube



thermometer

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People and Their Jobs



actors



astronaut



builder/carpenter



chef



clerk



construction worker



dentist



doctor