

# Instructional Features

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

Unit/Lesson/Theme	Standards Focus	Reading Strategy	Language Focus	Writing Focus
<b>UNIT 1: Medical Mysteries</b>				
LESSON 1: <b>Pandemic</b>	Science Social Studies	Inferences	Homophones	Argument
LESSON 2: <b>Finding a Cure</b>	Science Social Studies	Main Idea	Irregular Verbs	Opinion
LESSON 3: <b>Animating Life</b>	Language Arts Science	Theme	Adverbs	1st-Person Narrative
<b>UNIT 2: Sounds Around You</b>				
LESSON 4: <b>The Science of Sound</b>	Science Mathematics	Cause and Effect	Apostrophes and Contractions	Problem and Solution
LESSON 5: <b>Movie Sound Effects</b>	Science Social Studies	Details	Synonyms	Summary
LESSON 6: <b>Appreciating Music</b>	Language Arts	Understanding Characters	Multiple-Meaning Words	Descriptive Writing
<b>UNIT 3: The Silver Screen</b>				
LESSON 7: <b>The History of Movies</b>	Science Social Studies	Sequence	Linking Verbs	Informational
LESSON 8: <b>Movie Magic</b>	Science Social Studies	Compare and Contrast	Roots and Root Words	Review
LESSON 9: <b>Lights, Camera, Action!</b>	Language Arts	Setting	Phrasal Verbs	Real-Life Event
<b>UNIT 4: The 20th Century</b>				
LESSON 10: <b>Between the Wars</b>	Social Studies	Fact and Opinion	Abstract Nouns	Travel Narrative
LESSON 11: <b>The End of the Cold War</b>	Social Studies	Details	Suffixes	Summary
LESSON 12: <b>The Fight for Women's Rights</b>	Language Arts Social Studies	Parts of a Play	Possessives	Persuasive Paragraph

**TITLE** Movie Sound Effects

**GENRE** Informational Text

## LESSON OBJECTIVES

- Read, discuss, and write about movie sound effects
- Recall important details
- Recognize synonyms
- Write a summary

## Content Standards Connection

- The Language of Science
- The Language of Social Studies

## ELA Standards Connection and Targets of Measurement (ToMs)

### Reading

- Identify main ideas and details that support main ideas
- Determine the meaning of words and phrases
- Ask and answer questions to demonstrate understanding of a text
- Use information gained from photographs, maps, and illustrations to demonstrate understanding of a text
- Know and apply grade-level phonics and word analysis skills to decode words
- Describe logical connections between particular sentences and paragraphs in a text
- Use reading skills and prior knowledge to make and revise predictions
- Cite text to support inferences
- Provide textual evidence to support analysis of the text
- Identify important details in a text
- Use language related to cause and effect to demonstrate understanding of events in a text

### Speaking and Listening

- Respond to and pose questions about a text
- Clarify ideas and conclusions
- Evaluate speaker’s point of view for reasoning and evidence
- Engage in collaborative discussions
- Use language related to cause and effect

### Writing

- Write a summary
- Use language to summarize a text
- Write about movie sound effects
- Create and structure a piece of writing
- Develop and strengthen writing by planning and editing

## Grammar and English Conventions

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

### ACADEMIC LANGUAGE OF LESSON

<b>Tier 1</b>	enhanced, realistic, rehearse, subtle
<b>Tier 2</b>	ambience, distortions, infamous, scenario, series, synchronized
<b>Tier 3</b>	animation, cinematography, dialogue, dubbed, Foley artist, rehearse, synonyms



LISTENING

# Listen and Discuss

Student Book PAGE 71

## TOTAL TIME: 45 Minutes

My Learning Goals: 5 Minutes

Working with Page 71: 15 Minutes

Working with Page 72: 20 Minutes

Check My Goals: 5 Minutes

## OBJECTIVE

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

## ACADEMIC LANGUAGE

Tier 1: rehearse Tier 2: series, synchronized Tier 3: animation, dubbed

## 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 about voice actors 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 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 passage about voice actors. You will listen to the passage 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 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 webs.

Answers will vary.



LISTENING

### Listen and Discuss

**MY LEARNING GOALS**

I can

- listen to and understand a passage about voice actors.
- use language to discuss voice actors.


Listen to a passage about voice actors. While you listen the second time, take notes on the web below.

Answers will vary.

able to act

work on commercials, animated television shows, films, amusement park rides

knack for voices



may record a series together at one time

dub foreign animated films in English

may record alone

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Unit 2 ★ Lesson 5 **71**



## AUDIO SCRIPT

Voice actors lend their voices to the well-known characters you see in animated television shows and movies. Voice actors provide voices for animated characters. They also do voice-overs for commercials, films, and even amusement park rides.

There are different ways to record the voices for an animated television show. Most voice actors like to do the recording together. It's a natural way to act, like being in a play. If actors are providing voices for animated characters in a half-hour series it will take about two or three hours of work to get the voices. The actors will gather in a recording studio. The writers of the episode will be there, too. A director will be in charge. The actors will rehearse the script. The director may ask them to change the way they say some of their lines. A sound engineer will sit behind a soundproof window and test the sound as the actors speak into their microphones. Then they will be ready to tape. They will do two complete takes. Then, after a break, they will do pickups. These are lines that the director or sound person decides must be done over. If a line "just doesn't work," the director may ask the writers to change it. Later, the pickups will be dropped into the right spots in the tape.

Sometimes the actors in an animated series cannot record the voices together at the same time. Actors can have busy lives. It can be hard to get them all together. So each voice will be recorded alone. The sound engineer then puts them together on tape. Of course, the actors cannot hear each other so that makes it hard to respond in a natural way.

Dubbing the voices after the animation is finished is even harder to do. But voice actors often have to do this. They speak their lines while watching a tape of the action. They have to synchronize the lines just right. Animated films from other countries are dubbed in English this way. Pickups sometimes must be dubbed into the film. This happens when a character's mouth is moving but no lines are being spoken. A writer has to add a new line. Then an actor must record it.

How does someone become a voice actor? Most voice actors start out with a knack for "doing" voices. As kids, they made their friends laugh by imitating the voices of famous people. But voice acting is more than just funny voices. It is real acting. You have to be able to create characters. It helps to take acting classes and to do live theater. "It is the acting that gets the job," says one voice actor. This is as true today as it was for such voice-acting legends as Mel Blanc, Daws Butler, and June Foray. Each of them created hundreds of characters.



## 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 and frames to ask and answer questions about voice actors and their work.

**Ask: What does a voice actor do?**

### Sentence Starters

*Voice actors provide the \_\_\_\_.* [voices for animated characters in television shows and movies]

*They also do \_\_\_\_.* [voiceovers in commercials and even for amusement park rides]

You can choose to extend the conversation by asking more questions about voice actors and their work.

### Sentence Frames

*How does the team work to produce an animated television show? The voice actors can \_\_\_\_ or they can \_\_\_\_.*

*Who else is at a taping? At a taping there will be \_\_\_\_.*

## CHECK MY GOALS

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

**Listen and Discuss**

**SPEAKING**

What does a voice actor do?

Animated Characters

Voice Actor Ashley Eckstein

...

**72** Unit 2 ★ Lesson 5

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## LANGUAGE DIFFERENTIATION

<b>Emerging</b>	Encourage students to complete sentences about voice actors and their work, using sentence starters.
<b>Transitioning</b>	Provide sentence frames and encourage students to model a conversation about the work of voice actors.
<b>Expanding</b>	Challenge students to extend the conversation by asking additional questions and responding without using sentence frames.