

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
UNIT 1: Food and You				
LESSON 1: Food Safety	Science Social Studies	Details	Synonyms	Persuasive Writing
LESSON 2: A Plant-Based Diet	Science Social Studies	Main Idea	Uncountable Nouns	Informative Paragraph
LESSON 3: Bread and Paintings	Language Arts Social Studies	Character Traits	Verbs	Story
UNIT 2: Storytelling				
LESSON 4: Stories on the Go	Science Mathematics	Fact and Opinion	Multiple-Meaning Words	Podcast
LESSON 5: Everyone Has a Story	Science Mathematics	Predictions	Definite and Indefinite Articles	Survey
LESSON 6: Stories of Interest	Language Arts Social Studies	Analyzing Language	Order of Adjectives	Story Summary
UNIT 3: The Body and Technology				
LESSON 7: Medical Imagery	Science Social Studies	Compare and Contrast	Root Words	Descriptive Paragraph
LESSON 8: You Are Unique	Science Mathematics	Cause and Effect	Transitional Words	Summary
LESSON 9: An Unexpected Practice	Language Arts	Parts of a Story	Figurative Language	Personal Narrative
UNIT 4: Our Government				
LESSON 10: Electing the President	Social Studies Mathematics	Cause and Effect	Suffixes and Parts of Speech	Opinion
LESSON 11: The Judicial Branch	Social Studies	Sequence	Confusing Words	Informative Paragraph
LESSON 12: Decisions	Language Arts Social Studies	Characters	Adverbs	Explanatory Paragraph

TITLE Bread and Paintings
GENRE Literary Text (20th-century literature)

LESSON OBJECTIVES

- Read, discuss, and write about stories that deal with food
- Describe characters in a story
- Form the past tense of verbs
- Identify and use past-tense verb forms correctly
- Write a story about a misunderstanding

Content Standards Connection

- The Language of Language Arts
- The Language of Social Studies

ELA Standards Connection and Targets of Measurement (ToMs)

Reading

- Read and comprehend literature, including stories, dramas, and poems
- Analyze the characters in a story
- Determine meanings of words and phrases
- Determine main theme or central idea of a text
- Analyze the point of view in a story
- Distinguish what is directly stated in a text and what is really meant
- Identify elements of a story
- Evaluate the characteristics of characters in a story
- Describe the relationship between a series of events

Speaking and Listening

- Ask and answer questions to demonstrate understanding of a text
- Engage in collaborative discussions
- Pose and respond to questions using reasoning and evidence
- Synthesize comments
- Evaluate the speaker’s point of view

Writing

- Use language to signify sequence
- Use words and phrases that describe characters
- Use knowledge of language and its conventions
- Write a story

Grammar and English Conventions

- Use knowledge of language and its conventions
- Recognize and form past-tense verb forms
- Write and use past-tense verb forms

ACADEMIC LANGUAGE OF LESSON

Tier 1	cunning, illegible, inferior
Tier 2	affront, edibles, emblem, evokes, ferociously, misconstrued, offense, reveling, row, sympathetic
Tier 3	draftsman, garret, palazzo, perspective, spectacles, Venetian

**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 story about a misunderstanding

ACADEMIC LANGUAGE

Tier 1: cunning, inferior **Tier 2:** affront, edibles, emblem, evoke, ferociously, misconstrued, offense, reveling, row, sympathetic

Tier 3: draftsman, garret, palazzo, perspective, spectacles, Venetian

GENRE Literary Text**MY LEARNING GOALS**

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

WORK WITH THE PAGE

Explain that students will read a literary passage over four pages.


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 the word meanings and model sentences with the


Let's Read

MY LEARNING GOALS
I can

- read and understand fiction.
- analyze the characters.

adapted from **Witches' Loaves**
by O. Henry (William Sydney Porter)

Miss Martha Meacham kept the little bakery on the corner. She was 40, her bank account showed a credit of two thousand dollars, and she possessed a sympathetic heart. Many people have married whose chances were much inferior to Miss Martha's.


Two or three times a week a customer came in in whom she began to take an interest. He was a middle-aged man, wearing spectacles and a brown beard trimmed to a careful point.


He spoke English with a strong German accent. His clothes were worn and darned in places. But he looked neat, and had very good manners.

He always bought two loaves of stale bread. Fresh bread was five cents a loaf. Stale ones were two for five. Never did he call for anything but stale bread.


Once Miss Martha saw a red and brown stain on his fingers. She was sure then that he was an artist and very poor. No doubt he lived in a draughty garret, where he painted and ate stale bread and thought of the things in Miss Martha's bakery.

Often when Miss Martha sat down to dinner she would sigh, and wish the artist might share her tasty meal instead of eating his dry crust. Miss Martha's heart, as you have been told, was a sympathetic one.





Underline the word that means "marked by compassion and sensitivity to others."



What does Miss Martha think of her customer?
She thinks _____.

36 Unit 1 ★ Lesson 3

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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.

**WORK WITH THE PAGE**

Read section four of the passage aloud, have students read chorally, have student volunteers take turns, or have students read silently.

Say: Now, we will read about the outcome of Miss Marsha's actions.

Read the text on the page. Direct students' attention to the illustration. Talk about the illustration. Explain *ferociously*.

Encourage students to ask questions as you read.

Pause at the end of the page to explain any words or phrases that students are unfamiliar with.

**Check for Understanding**

Instruct students to complete the Check for Understanding.

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

Ask students to share their answers.

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

**Turn and Talk**

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

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

What is the twist ending of this story?
Miss Martha wants _____. [to help her customer but instead creates problems for him]

Let's Read

READING

The front door bell jangled viciously. Somebody was coming in.

Miss Martha hurried to the front. Two men were there. One was a young man smoking a pipe. The other was her artist. His face was very red, his hair was wildly rumpled. He clinched his two fists and shook them ferociously at Miss Martha. At Miss Martha.

"Dummkopf!" he shouted; and then "Tausendonfer!" or something like it in German.

The young man tried to draw him away.

"I will not go," he said angrily, "else I shall told her. You haf shpeit me," he cried. "I will tell you. You vas von meddingsome old cat!"

"Come," the young man said, "you've said enough." He dragged him out, and came back

"Guess you ought to be told, ma'am," he said, "what the row is about. That's Blumberger. He's an architectural draftsman. I work in the same office with him.

"He's been working hard for three months drawing a plan for a new city hall. It was a prize competition. He finished inking the lines yesterday. You know, a draftsman always makes his drawing in pencil first. When it's done he rubs out the pencil lines with handfuls of stale bread crumbs. That's better than India rubber."

"Blumberger's been buying the bread here. Well, today—you know, that butter isn't—well, Blumberger's plan isn't good for anything now."

Miss Martha went into the back room. She took off the blue-dotted dress and put on the old brown serge she used to wear. Then she poured the quince seed and borax mixture out of the window into the trash can.



Underline the word that means "a person who draws plans for machinery and structures."

What is the twist ending of this story?
Miss Martha wants _____.

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

Have you read other stories with a twist at the end of the story? I have read _____.

Summarize what happens in the story.
In the story, _____.



AUDIO SCRIPT

Food Shopping for Dad

Dad's handwriting has never been the greatest. I'm glad it was Mom and not him who taught me to write my ABCs. Dad knows a lot about many subjects, but his illegible handwriting probably would have gotten him held back if he'd had my teacher in school.

When I was in middle school, Dad taught me how to go grocery shopping. He would give me the money to pay for the items and a shopping list and send me off to the store four blocks away. This store was a health food market. This store sells much of the food like spices, nuts, and cereal in bulk food bins instead of jars and boxes on the shelves. You'd use a little scoop to put them in a bag, and then the store clerk would weigh the item. The price was determined by the item's weight.

One day when I was in high school, Dad asked me to go to the store for him. He gave me a list of what he wanted and I went to the market. I got the packaged food and the fresh fruit first. Then I got the spices and other items in the bulk food bins. I shopped for the refrigerated foods like milk and vegetables and meat last, just the way Dad taught me. That's so these items would stay colder longer.

Standing by the bulk food bins, I was puzzled by one item on Dad's shopping list: "Cinnamon not granola, 8 scoops." Why would he write "not granola"? After all, he didn't write "not spaghetti" or "not orange juice," or not anything else we didn't need. I thought about calling Dad on my cellphone to ask him what he meant, but I didn't want to look stupid. Very well, I thought, and I measured out eight scoops of cinnamon. It seemed like a lot of cinnamon.

I could smell cinnamon all the way home. When I got home, Dad eagerly took the bag of groceries from me and thanked me. "I was just in the mood for some granola and blueberries," he said.

"But you told me not to get any granola!" I protested.

"Jasmin, I never said any such thing!" Dad said. "I wrote it down right on the list, cinnamon nut granola, eight scoops!"

I said, "Oh."

I took his list from my pocket and showed it to him. While he was reading it, I pulled the sack of cinnamon from the store and set it on the kitchen counter. Dad looked at the cinnamon. He looked at the list again. Then he chuckled.

"My bad, I can see how you misconstrued what I wrote" he said, "so I'll go back to the store for the granola myself. Meanwhile, I've got another chore for you." He pulled a cookbook off the shelf. "See if you can find a cookie recipe that uses a lot of cinnamon."

"Sure, Dad," I said. "Can I invite, like, 40 of my friends over to eat them?"

"Don't get smart, young lady," he said, but he was smiling.