

# 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, 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: Animal Homes</b>				
LESSON 1: <b>Life in a Hive</b>	Science Social Studies	Main Idea	Nouns	Opinion
LESSON 2: <b>Birds' Nests</b>	Mathematics Science	Compare and Contrast	Verbs	Description
LESSON 3: <b>Chipmunks</b>	Language Arts Science	Setting	The word /	Opinion
<b>UNIT 2: Life on a Farm</b>				
LESSON 4: <b>Farm Plants</b>	Science Social Studies	Sequence	Capitalization	Letter
LESSON 5: <b>Farm Animals</b>	Science Social Studies	Details	End Punctuation	Compare and Contrast
LESSON 6: <b>On a Farm</b>	Language Arts Social Studies	Characters	Plural Nouns	Retell a Story
<b>UNIT 3: All About Weather</b>				
LESSON 7: <b>Clouds</b>	Science	Compare and Contrast	Question Words	Facts and Opinions
LESSON 8: <b>Winter Storms</b>	Science	Cause and Effect	Rhyming Words	Description
LESSON 9: <b>Kites and Wind</b>	Language Arts Mathematics	Parts of a Story	Past-Tense Verbs (add -ed)	Retell a Story
<b>UNIT 4: Jobs in My Town</b>				
LESSON 10: <b>Police Officers</b>	Social Studies	Main Idea	Antonyms	Description
LESSON 11: <b>Dentists</b>	Social Studies	Connections	Prefix <i>un-</i>	Informational
LESSON 12: <b>Firefighters</b>	Language Arts Social Studies	Sequence	Synonyms	Narrative

**TITLE** Dentists

**GENRE** Informational Text

## LESSON OBJECTIVES

- Read, discuss, and write about dentists
- Make connections between what is read and real life
- Listen to a passage and participate in a discussion
- Understand the prefix *un-*, and add it to words to change their meanings
- Write and draw to tell about a job

## Content Standards Connection

- The Language of Social Studies

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

### Reading

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

### Speaking and Listening

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

### Writing

- Use descriptive language
- Use correct end punctuation when writing
- Write informative/explanatory texts, using a combination of drawing, dictating, and writing

## Grammar and English Conventions

- Recognize the prefix *un-*
- Understand how to add a prefix to the beginning of a word to change its meaning
- Demonstrate an understanding of word relationships
- Demonstrate a command of standard English conventions
- Make real-life connections between words and their use

## ACADEMIC LANGUAGE OF LESSON

<b>Tier 1</b>	chew, explain, healthy, teeth, tools
<b>Tier 2</b>	care, connection, polish
<b>Tier 3</b>	cavities, dentist, doctor, gums, prefix



READING

## TOTAL TIME: 90 Minutes

My Learning Goals: 5 Minutes

First Reading: 20 Minutes

Second Reading: 25 Minutes

Show What You Know: 20 Minutes

What Did You Learn?: 15 Minutes

Check My Goals: 5 Minutes

## OBJECTIVE

- Use listening, speaking, and reading skills to read and understand a passage about dentists
- Make connections between what is read and real life

## ACADEMIC LANGUAGE

**Tier 1:** healthy, teeth, tools **Tier 2:** care, connection, polish

**Tier 3:** cavities, dentist, gums

**GENRE** Informational Text

## MY LEARNING GOALS

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

## WORK WITH THE PAGE

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


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

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

## First Reading

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

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



READING

### Let's Read


**MY LEARNING GOALS**  
I can

- read a story.
- make connections.

## Healthy Smiles


### Checkups

Dentists give checkups. This means they look at people's teeth. They make sure the teeth are healthy. They check people's gums, too. Healthy teeth are important. Unhealthy teeth and gums can make a person sick. Take care of your teeth.



✓

**Highlight** what dentists do during a checkup.



Why are teeth important?  
Teeth are important because \_\_\_\_\_.

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Unit 4 ★ Lesson 11 **151**

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.



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

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

### Second Reading

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

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

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



### Check for Understanding


Instruct students to complete the Check for Understanding.

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

Ask students to share their answers.

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



  
 READING


## Let's Read


**MY LEARNING GOALS**  
 I can  
 read a story.  
 make connections.


### Healthy Smiles

**Checkups**

Dentists give checkups. This means **they look at people's teeth**. They make sure the teeth are healthy. They check people's gums, too. Healthy teeth are important. Unhealthy teeth and gums can make a person sick. Take care of your teeth.



  
**Highlight** what dentists do during a checkup.

  
 Why are teeth important?  
 Teeth are important because \_\_\_\_\_.

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### Turn and Talk

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

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

*Why are teeth important? Teeth are important because \_\_\_\_\_. [they help us eat]*

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

*What happens when you have a loose tooth? When I have a loose tooth, \_\_\_\_.*

*What happens after one of your baby teeth falls out? After a baby tooth falls out, \_\_\_\_.*



## AUDIO SCRIPT

You have lots of teeth in your mouth. You use them to chew your food. These teeth are small. They are called “baby teeth.”

Soon you will grow bigger. You will need bigger teeth. So your baby teeth will fall out. Bigger teeth will grow in their place. They will be stronger.

Take care of your big teeth. They must last a long time.

