

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: All About Me				
LESSON 1: My Senses	Science Social Studies	Main Idea and Details	Commas	Descriptive Paragraph
LESSON 2: My Bones	Science Mathematics	Text Features	Antonyms	News Story
LESSON 3: In the Kitchen	Language Arts Mathematics	Parts of Story	Pronouns	Story
UNIT 2: Telling Tales				
LESSON 4: Fairy Tales and Tall Tales	Language Arts Social Studies	Compare and Contrast	Subject-Verb Agreement (<i>is</i> and <i>are</i>)	Opinion
LESSON 5: Legends	Language Arts Social Studies	Cause and Effect	Conjunctions	Diary Entry
LESSON 6: Folktales	Language Arts	Sequence	Past-Tense verbs	Story
UNIT 3: Plants, Plants, Plants!				
LESSON 7: Parts of Plants	Science Social Studies	Main Idea and Details	Possessive Nouns	Plan
LESSON 8: Plant Facts	Science Social Studies	Cause and Effect	Adjectives	Letter
LESSON 9: Planting Trees	Language Arts Science	Point of View	Future-Tense Verbs	Diary Entry
UNIT 4: Different Ways to Play				
LESSON 10: Marbles	Language Arts Social Studies	Predictions	Prepositions	How-To
LESSON 11: Kites	Science Mathematics	Sequence	Homophones	Plan
LESSON 12: Board Games	Language Arts Social Studies	Compare and Contrast	End Punctuation	Letter

TITLE Board Games
GENRE Literary Text (realistic fiction)

LESSON OBJECTIVES

- Read, discuss, and write about checkers and chess
- Compare and contrast two games
- Listen to a story about chess and discuss it
- Identify and use end punctuation correctly in sentences
- Write a letter about a game

Content Standards Connection

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

ELA Standards Connection and Targets of Measurement (ToMs)

Reading

- Ask and answer questions to demonstrate understanding of a story
- Understand the parts of a story
- Find the main idea or theme
- Understand features of different genres (informational, literary, personal narrative)
- Determine meaning of words and phrases
- Use information gained from illustrations and words to demonstrate understanding of a text
- Describe connections between characters, events, and ideas in a story
- Understand sequence of events in a story
- Retell key details
- Compare and contrast two things
- Use illustrations and details to tell about key ideas

Speaking and Listening

- Respond to comments of others in conversation
- Ask questions to clarify confusion about topics or texts being discussed
- Ask and answer questions about a text

- Use language to describe people, places, and events in detail
- Use complete sentences
- Read grade-level text aloud with accuracy and fluency
- Understand language structure
- Use language to clearly express ideas
- Describe characters, plot, setting, point of view, and theme of a story

Writing

- Develop a topic
- Use simple and compound sentences
- Use a variety of sentences, such as interrogative, imperative, and exclamatory
- Capitalize proper nouns
- Use pronouns correctly
- Use end punctuation correctly
- Use details in writing
- Use digital tools to produce and publish writing
- Write a letter

Grammar and English Conventions

- Print uppercase and lowercase letters
- Use common, proper, and possessive nouns
- Use singular and plural nouns
- Use personal, possessive, and indefinite pronouns
- Use verbs to tell about the past, present, and future
- Use adjectives correctly
- Use determiners and conjunctions
- Use commas correctly

ACADEMIC LANGUAGE OF LESSON	
Tier 1:	before, board, flat, usually
Tier 2	ahead, brave, learn
Tier 3	checkers, chess, crowns, exclamation point, king, knights, period, queen, question mark

TOTAL TIME: 45 Minutes

My Learning Goals: 5 Minutes

Working with Page 163: 15 Minutes

Working with Page 164: 20 Minutes

Check My Goals: 5 Minutes

OBJECTIVE

- Assess student knowledge about board games including chess and checkers
- Review a reading strategy with students (Compare and contrast)

ACADEMIC LANGUAGE**Tier 1:** board **Tier 3:** checkers, chess**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

Introduce the topic to students.

Say: Today, we are going to read about two board games.

Read the paragraph or ask a volunteer to read the paragraph. Preteach any unfamiliar vocabulary.

Engage students in a conversation about what they have read.

Say: What is a board game? [a game that needs a board to tell how to move the game pieces] What board games do you know? [checkers; chess; Chinese checkers]

Turn students' attention to the photograph. Ask students to orally discuss what is happening in the photograph. If necessary, provide sentence starters to help students ask and answer questions about the photograph.

Say: Look at the picture. What is happening in the picture?

If students struggle to describe what is happening, work together in a small group or as a class to discuss the photograph.

LESSON
12

Before We Read


MY LEARNING GOALS

I can

- read and understand a story about two games.
- tell how games are the same and different.

Board Games

Many people like to play board games. There are many different kinds of board games. Checkers and chess are two board games. They are very old games. People have played them for many years. They are played on the same kind of board. The rules are very different. The game pieces are very different, too.



Chess is a very old game.

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Unit 4 ★ Lesson 12 **163**

Direct students to write a caption under the picture about what they have read and discussed.

If students struggle to write a caption, have them work in pairs or as a class to orally develop a caption.

WORK WITH THE PAGE

Tell students that they will now discuss comparing and contrasting two games.

Read the paragraphs at the top of the page aloud or ask volunteers to take turns reading the paragraphs.

Direct students' attention to the graphic organizer. Have students complete the graphic organizer independently, with a partner, or in small groups.

Encourage students to use words, phrases, or sentences to complete the organizer, depending on proficiency levels.

Have students discuss the graphic organizer and their responses.

Before We Read

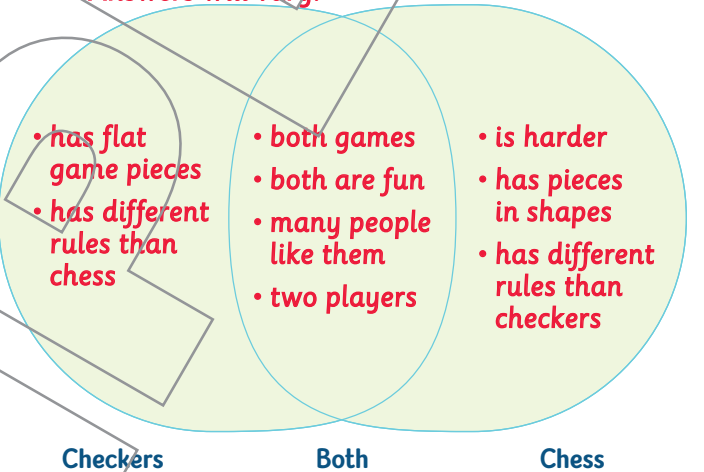
Comparing and Contrasting

Readers can look for ideas that are alike or different. You **compare** when you find out how things are alike. You **contrast** when you find out how things are different. Comparing and contrasting can be a great way to learn.



Read the paragraph on page 163. Think about what you learned about checkers and chess. How are checkers and chess alike? How are they different?

Answers will vary.



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.



AUDIO SCRIPT

James and Sol were sad they could not play outside. It was raining. They were not sure what to do.

“Do you want to play checkers?” Sol asked.

“Sure,” said James. “But I can teach you a new game if you want. It uses the same kind of board. But the game pieces are different.”

“What is the game?” asked Sol.

“It is called chess,” James said.

James got the board off the shelf. He put the different game pieces on the board.

“These game pieces are interesting. What are the pieces that look like a horse?” asked Sol.

“They are called knights. The piece with the crown on top is called the queen,” James said.

“Oh. Is there a king, too?” Sol asked.

James picked up a piece with a cross on top. “Yes, this is the king.”

“Is the king the most important piece?” Sol asked.

“Yes,” said James. “You want to try to take my king. The king can move one space left or right or ahead or back. But the queen can move any way you want. She can move any number of spaces, too. So she is important, too.”

“Let’s play,” said Sol. “This will be fun.”