

# 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: From Here to There</b>				
LESSON 1: <b>The First Bicycles</b>	Social Studies	Main Idea	Antonyms	Letter
LESSON 2: <b>Up in the Air</b>	Science Social Studies	Cause and Effect	Homophones	News Story
LESSON 3: <b>On the Railroad</b>	Language Arts Social Studies	Sequence	End Punctuation	Diary Entry
<b>UNIT 2: In Outer Space</b>				
LESSON 4: <b>Night and Day</b>	Science	Compare and Contrast	Noun and Verb Agreement ( <i>is</i> and <i>are</i> )	Descriptive Paragraph
LESSON 5: <b>Blast Off!</b>	Science Social Studies	Text Features	Contractions	Biography
LESSON 6: <b>Pictures in the Stars</b>	Language Arts Science Social Studies	Parts of a Story	Compound Words	Descriptive Paragraph
<b>UNIT 3: Life in the Desert</b>				
LESSON 7: <b>Desert Cacti</b>	Science	Cause and Effect	Possessive Nouns	How-To Paragraph
LESSON 8: <b>The Ships of the Desert</b>	Science Social Studies	Details	Adjectives	Opinion
LESSON 9: <b>Desert Living</b>	Language Arts Social Studies	Story Structure	Past-Tense Verbs (add <i>-ed</i> or <i>-d</i> )	Personal Narrative
<b>UNIT 4: Special Holidays</b>				
LESSON 10: <b>Happy Birthday!</b>	Social Studies	Inferences and Conclusions	Irregular Plural Nouns	Email
LESSON 11: <b>A New Year</b>	Social Studies	Author's Purpose	Proper Nouns	Descriptive Paragraph
LESSON 12: <b>America's Birthday</b>	Language Arts Social Studies	Characters	Pronouns	Story

**TITLE** Up in the Air

**GENRE** Informational Text

## LESSON OBJECTIVES

- Read, discuss, and write about gliders and airplanes
- Identify cause and effect
- Listen to a conversation about gliders and airplanes and participate in a discussion
- Identify homophones and use them correctly
- Write a news story

## 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 meanings of words and phrases
- Ask and answer questions to demonstrate understanding of a text
- Describe the relationship between a series of events, using language related to time sequence and cause and effect
- 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
- Know and use various text features to find key information in a text
- Read with accuracy and fluency to support comprehension

### Speaking and Listening

- Follow instructions
- Use language to explain cause and effect
- 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

### Writing

- Describe sequence of events
- Write a news story
- Use descriptive language
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly
- Strengthen writing by revising and editing

### Grammar and English Conventions

- Read sentences that use homophones
- Identify and use homophones
- Demonstrate an understanding of word relationships
- Use knowledge of language and its conventions when writing
- Determine and clarify the meanings of words and phrases

## ACADEMIC LANGUAGE OF LESSON

<b>Tier 1</b>	build, different, famous, ideas, learned
<b>Tier 2</b>	cause, dreamed, effect, tested
<b>Tier 3</b>	airplane, engine, engineer, glider, homophone, machine, newspapers, wings



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 gliders and early flight

### ACADEMIC LANGUAGE

**Tier 1:** build, different, famous, ideas, learned **Tier 2:** cause, dreamed, effect, tested **Tier 3:** airplane, engineer, glider, machine, newspapers, wings

**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 the word meanings and model sentences with the



**Let's Read**


**MY LEARNING GOALS**  
I can

- read and understand a story about flying machines.
- find causes and effects in a story.


### Flying Machines

People thought about flying for hundreds of years. They dreamed of flying machines. In 1799, a man built one. He made a large machine with wings. People called the machine a glider.

The glider flew. But it was not very good. **This was because it was too hard to move around in the air.** Other people tried to build gliders. Soon, a man named Otto made his own machines.



This is Otto and his glider.



This is what some gliders look like today.

✔

**Highlight** the sentence that shows why the first glider was not good.

💬

If you made a flying machine, what would you call it?

I would call my flying machine \_\_\_\_\_.

**22** Unit 1 ★ Lesson 2
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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.



**Say:** Now, we will read section one of a story about the first flying machines.

Read the text on the page. Direct students' attention to the photographs. Talk about the photographs.

### 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.



### 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.



**Let's Read**

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If you made a flying machine, what would you call it?

I would call my flying machine \_\_\_\_\_.

*If you made a flying machine, what would you call it? I would call my flying machine \_\_\_\_\_. [the Eagle; a fast flyer]*

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

*Why do you think people want to fly? People want to fly because \_\_\_\_.*

*What do you think people thought of the first glider? People probably thought \_\_\_\_.*

**22** Unit 1 ★ Lesson 2
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## AUDIO SCRIPT

**Katie:** Good morning, Mr. Chen! I am going on a trip next month. I get to fly in an airplane.

**Mr. Chen:** Good morning, Katie. That sounds like fun! Have you heard of a glider? People made gliders before they made airplanes. People flew with gliders before they flew on airplanes.

**Katie:** I thought gliders and airplanes were the same. They both have wings.

**Mr. Chen:** That is true. Gliders and airplanes both have wings. They also both fly in the air. How else are they the same?

**Katie:** They both can carry people.

**Mr. Chen:** Very good. Gliders and airplanes are the same in those ways. But they are different, too. Most airplanes are bigger than gliders.

**Katie:** How else are gliders and airplanes different?

**Mr. Chen:** Airplanes are stronger than gliders. That is because airplanes have engines. Engines are machines that make power. With an engine, an airplane can fly for a long time and go very far. A glider does not have an engine. It uses the wind to move.

**Katie:** Is that why people take airplanes on long trips instead of gliders?

**Mr. Chen:** That is right, Katie. Would you rather fly on a glider or an airplane?

**Katie:** I do not know, Mr. Chen. They both would be fun!