

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 Animals				
LESSON 1: Meet the Manatee	Science Social Studies	Main Idea and Details	Antonyms	Letter
LESSON 2: Flying Far from Home	Science Social Studies	Cause and Effect	Homophones	Compare and Contrast
LESSON 3: At the Zoo	Language Arts Science	Sequence	End Punctuation	Diary or Journal entry
UNIT 2: Ideas That Changed the World				
LESSON 4: American Indian Creations	Science Social Studies	Cause and Effect	Forming the past tense with -ed	Opinion
LESSON 5: A Man Ahead of His Time	Science Social Studies	Main Idea	Root Words	News Story
LESSON 6: Fire	Language Arts	Story Elements	Irregular Verbs	Retelling Folktale
UNIT 3: New Places, New Faces, New Things				
LESSON 7: Putting Down Roots	Science	Predictions	Helping Verbs	How-to
LESSON 8: All Kinds of Weather	Science Social Studies	Compare and Contrast	Noun and Verb Agreement using <i>is</i> and <i>are</i>	Opinion
LESSON 9: A Place for Yuki	Language Arts Social Studies	Understanding Characters	Possessive Pronouns	Email
UNIT 4: Food for Thought				
LESSON 10: America's Favorite Treat	Science Social Studies	Inferences and Conclusions	Action Verbs	Sequence
LESSON 11: Try It, You'll Like It!	Science Social Studies	Compare and Contrast	Compound Words	Opinion
LESSON 12: A Day at the Farm	Language Arts Social Studies	Character Analysis	Dialogue and Quotation Marks	Narrative

TITLE At the Zoo

GENRE Literary Text (personal narrative)

LESSON OBJECTIVES

- Read, discuss, and write about a zookeeper who cares for seals and sea lions
- Determine the sequence of events
- Listen to a poem about visiting a zoo and discuss what you have heard
- Identify and use end punctuation correctly
- Write a journal or diary entry

Content Standards Connection

- The Language of Language Arts
- The Language of Science

ELA Standards Connection and Targets of Measurement (ToMs)

Reading

- 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
- Describe logical connections between particular sentences and paragraphs in a text
- Use information gained from illustrations and words to demonstrate understanding of the text
- Know and apply grade-level phonics and word analysis skills in decoding words
- Describe characters and explain how their actions contribute to the sequence of events
- Distinguish one's own point of view from that of a narrator or characters
- Understand features of different genres (poetry, personal narrative, informational)
- Determine meaning of words and phrases

Speaking and Listening

- 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
- Engage in collaborative discussions
- Determine main ideas and supporting details of information presented in diverse media and formats
- Read prose orally with accuracy and fluency to support comprehension

Writing

- Use language to signify sequence
- Use words and phrases that signal temporal relationships
- Use personal, possessive, and indefinite pronouns
- Write a narrative to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences

Grammar and English Conventions

- Use knowledge of language and its conventions when writing
- Use end punctuation correctly
- Use temporal words and phrases to signal event order

ACADEMIC LANGUAGE OF LESSON

Tier 1	adult, air, care, clam, crab, food, poem, sea lion, seal, shellfish, struggle, wild, zookeeper
Tier 2	crowd, enclosures, prepare, visit, visited
Tier 3	choke, earflap, narrative, sequence, swallow



TOTAL TIME: 45 Minutes

- My Learning Goals: 5 Minutes
- Working with Page 42: 15 Minutes
- Working with Page 43: 20 Minutes
- Check My Goals: 5 Minutes

OBJECTIVE

- Use descriptive language to discuss a poem about a zoo and sequence of events
- Understand the difference between poetry and prose
- Use language to ask questions and contribute to a conversation

ACADEMIC LANGUAGE

Tier 1: poem Tier 2: visit Tier 3: sequence

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 as a poem is read two times. The first time they hear the poem, they should just listen carefully. As they listen a second time, they should take notes on the sequence chart. Then they will participate in a conversation about what they have heard as well as what they have learned from the reading passage.


Ask: Did you know a poem can tell a story?

Explain that some poems tell a story. They have characters. This can be a speaker who is not called by name. There might be a sequence of events that happens in the poem.

Say: Listen to a poem about a visit to the zoo. You will listen to the poem two times. Listen carefully the first time. The second time you listen, take notes on the sequence chart about what you hear.

Play the audio CD two times. Pause after the first play to discuss the conversation and any questions the students may have.

Full audio script on the next page.



LISTENING

Listen and Discuss


MY LEARNING GOALS
I can

- listen to and understand a poem.
- use language to compare animals.

Listen to a poem about a visit to the zoo. While you listen the second time, take notes on the sequence chart below.

Answers will vary.

1. **white bear** _____
2. **black bear** _____
3. **camel** _____
4. **gray wolf** _____
5. **wombat** _____
6. **elephant** _____
7. **monkeys** _____



42 Unit 1 ★ Lesson 3
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If students cannot complete the activity, provide a script of the audio so they can follow along. Then replay the audio.

Discuss with students any unfamiliar words in the poem if necessary.

Have volunteers provide answers from their charts.

Answers will vary.

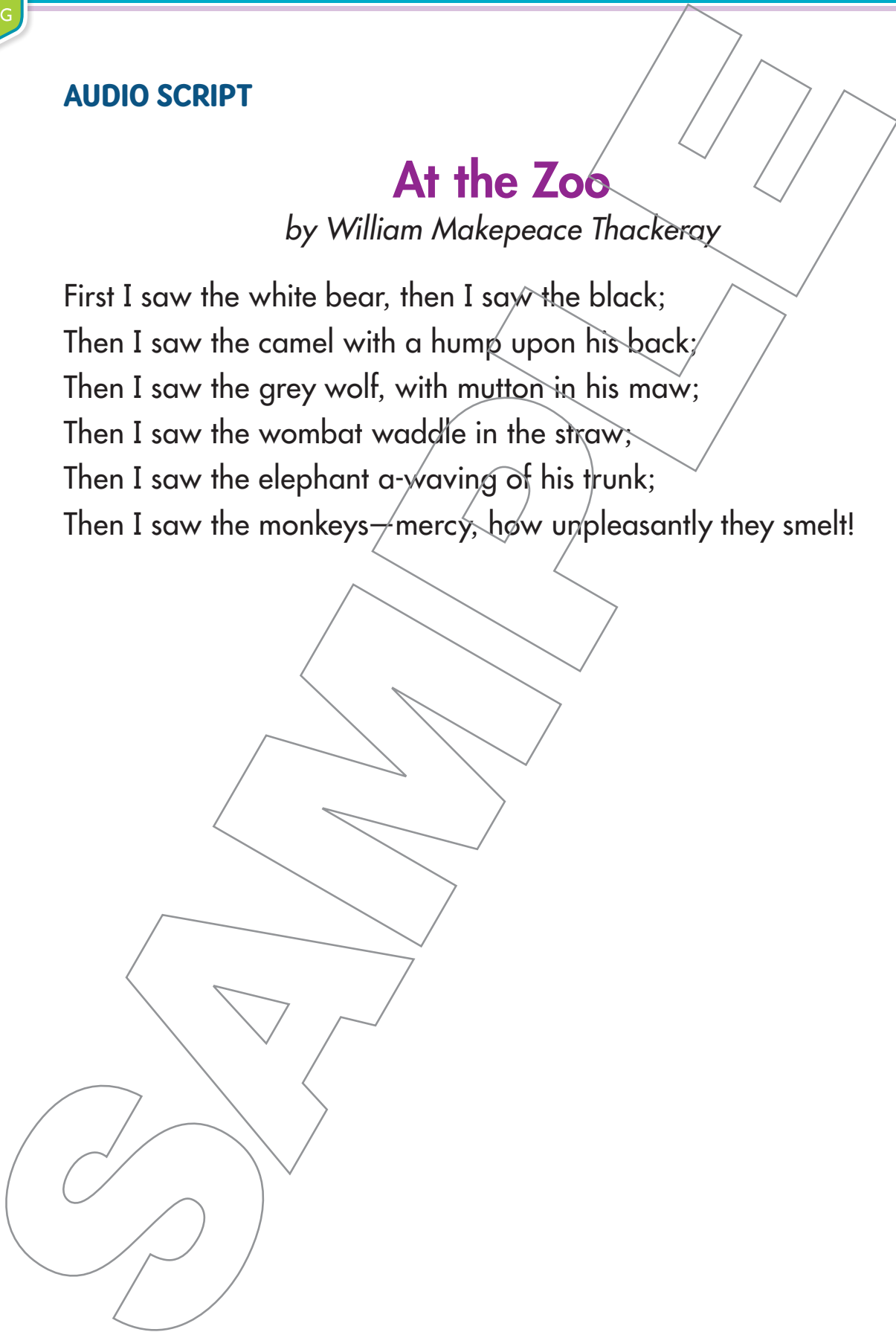


AUDIO SCRIPT

At the Zoo

by William Makepeace Thackeray

First I saw the white bear, then I saw the black;
Then I saw the camel with a hump upon his back;
Then I saw the grey wolf, with mutton in his maw;
Then I saw the wombat waddle in the straw;
Then I saw the elephant a-waving of his trunk;
Then I saw the monkeys—mercy, how unpleasantly they smelt!





SPEAKING

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 to ask and answer questions about what animals you would like to visit at the zoo.

Ask: What animals do you like to visit at the zoo?

Sentence Starters

First, I like to visit _____. [the monkeys] The _____ are _____. [monkeys; funny] Then I like to visit _____. [the elephants] They _____. [squirt each other with water] Finally, I visit _____. [the camels]

You can choose to extend the conversation by asking more questions about the zoo and the animals that live there.

Optional

You can choose to have a conversation about the poem and the passage.

Sentence Starters

What is the poem about? The poem is about _____. [a trip to the zoo]

Who is the main character? The main character is _____. [an unknown speaker]

What happens? First, the speaker sees _____. Then _____. [a white bear, a black bear]

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.

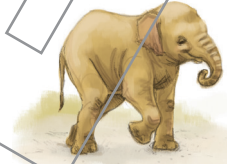
Listen and Discuss



SPEAKING



What animals do you like to visit at the zoo?



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Unit 1 ★ Lesson 3 43

How is this poem like the passage? Both tell about a day _____. [at the zoo]

LANGUAGE DIFFERENTIATION

Emerging	Encourage students to complete sentences about the animals they would like to visit, using sentence starters.
Transitioning	Provide sentences frames and encourage students to model a conversation about what animals they would like to visit at the zoo.
Expanding	Challenge students to extend the conversation by asking additional questions and responding without using sentence frames.