

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 writing focus, as shown in the chart below:

Unit/Lesson/Theme	Standards Focus	Reading Strategy	Language Focus	Writing Focus
UNIT 1: Our History				
LESSON 1: Finding Facts About Your Family	Social Studies	Details	Compound Words	Email
LESSON 2: Born on the Fourth of July	Social Studies	Cause and Effect	Abstract Nouns	Diary Entry
LESSON 3: America's Past	Social Studies Language Arts	Theme	Relative Adverbs	Summary
UNIT 2: Being a Good Citizen				
LESSON 4: Following the Law	Social Studies	Sequence	Prefixes and Antonyms	Directions
LESSON 5: Giving Back to the Community	Social Studies Mathematics	Main Idea	Homophones	Paragraph
LESSON 6: Saying Thanks	Language Arts Mathematics	Understanding Characters	Conjunctions	Thank-You Letter
UNIT 3: Keeping Up with Changing Technology				
LESSON 7: Pedaling Through History	Science Social Studies	Compare and Contrast	Prefixes	Sequence
LESSON 8: The Wonders of Wind	Science	Inference	Fragments	Summary
LESSON 9: Then and Now	Language Arts Social Studies	Setting	Dialogue	Description
UNIT 4: Solving Problems				
LESSON 10: The ABCs of the FBI	Science Social Studies	Prediction	Prepositions	Sequence
LESSON 11: Problems with Squares	Mathematics Social Studies	Problem and Solution	Synonyms	Problem and Solution
LESSON 12: Everyday Mysteries	Language Arts	Point of View	Pronouns	Mystery

TITLE Pedaling Through History

GENRE Informational Text

LESSON OBJECTIVES

- Read, discuss, and write about bicycles
- Compare and contrast two things
- Listen to a passage about riding a bicycle
- Use prefixes
- Write about the history of bicycles using sequence words

Content Standards Connection

- The Language of Science
- The Language of Social Studies

ELA Standards Connection and Targets of Measurement (ToMs)

Reading

- Ask and answer questions to demonstrate understanding of a text
- Interpret information presented visually
- Integrate information from multiple texts on a topic
- Compare and contrast things
- Explain concepts and ideas based on information in the text
- Understand features of different genres (poetry, personal narrative, informational)
- Determine the meaning of words and phrases
- Read and understand an informational text

Speaking and Listening

- Respond to and pose questions
- Make comments that contribute to a discussion
- Integrate information from multiple texts on a topic to speak knowledgeably
- Read prose orally with accuracy and fluency to support comprehension

- Differentiate between situations where formal or informal English is appropriate
- Demonstrate command of English grammar and usage

Writing

- Write explanatory text to examine a topic and convey ideas and information clearly
- Use language to signify sequence
- Use descriptive details and language
- Use knowledge of English language and its conventions

Grammar and English Conventions

- Identify and use prefixes
- Produce simple, compound, and complex sentences
- Use knowledge of language and its conventions when writing

ACADEMIC LANGUAGE OF LESSON	
Tier 1	attached, built, goal, huge, modern, solid, style
Tier 2	compare, connected, contrast
Tier 3	balance, brakes, chain, crank, cushion, handlebars, pedal, steering, system, tires



WRITING

Write About It

Student Book PAGE 104

TOTAL TIME: 45 Minutes

My Learning Goals: 5 Minutes

Working with Page 104: 15 Minutes

Working with Page 105: 20 Minutes

Check My Goals: 5 Minutes

OBJECTIVE

- Write about the history of the bicycle
- Use sequence words
- Use knowledge of language and its conventions

ACADEMIC LANGUAGE

Tier 1: built, modern Tier 3: crank, handlebars, pedals

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

Read the paragraph at the top of the page aloud. Or, have students take turns reading it aloud or with a partner.

Direct students to the Plan My Writing section. Explain that good writers plan what they will write by brainstorming ideas. Read the directions aloud. Then have students work independently, with a partner, or in a small group to write about the history of the bicycle. Have them fill in the time line with information that tells about the bicycle.

Answers will vary.

Students should be aware that it is helpful to a reader if they have details in their sentences. Tell students that, when writing, it is good to first take notes and organize their thoughts.

Write About It

MY LEARNING GOALS
I can
 write about the history of the bicycle.
 use descriptive language.

Technology improves over time. The steps to improve these things happen in **sequence**, or order. The bicycle saw many changes before it looked like the ones we see today. Write a paragraph telling about how the bicycle changed over time.

Answers will vary. **Plan My Writing**

Use the time line to plan your writing. Then use this information to write your paragraph about the bicycle's history.

Late 1700s	De Sivrac built the first bicycle. It had 2 wheels and no pedals or steering.
1817	Von Drais added wooden handlebars for steering.
1840s	Pedals and a crank were added to keep people's feet off the ground.
late 1880s	The front wheels were huge so the bikes could go faster.
1885	John Kemp Starley added a chain to turn the back wheel.
1888	John Dunlop added air in tires around wheels for comfort.
1900s	Bikes had chains, steering, pedals, brakes, and air-filled wheels.

104 Unit 3 ★ Lesson 7 © The Continental Press, Inc. DUPLICATING THIS MATERIAL IS ILLEGAL.





WORK WITH THE PAGE

Have students complete the writing activity independently, with a partner, or as a class. Explain that they should use the information from the Plan My Writing section to write about the history of the bicycle. Circulate to provide support as needed.

Answers will vary.

Write About It

Answers will vary.

Bicycles have changed over time. The bicycle was invented in _____ by _____. It did not have _____.

Then in 1817, _____.

In the 1840s, _____.

By the late 1880s, the bicycle had a huge front wheel. These helped the bicycle _____.

The Rover Safety Bicycle _____.

John Dunlop added _____.

By the 1900s, bicycles were like the ones we ride today with handlebars, brakes, and air-filled tires.

© The Continental Press, Inc. DUPLICATING THIS MATERIAL IS ILLEGAL. Unit 3 ★ Lesson 7 105

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.

LANGUAGE DIFFERENTIATION

Emerging	Encourage students to write words to complete the sentences, using visual clues if necessary.
Transitioning	Encourage students to add details to their writing, consulting the glossary as needed.
Expanding	Challenge students to expand on the template in their own words without using the sentence frames.



AUDIO SCRIPT

How to Ride a Bicycle

Before you ride your bicycle, safety comes first! Always wear a helmet. This protects you in case of an accident. Many states and cities have laws that say all must wear a helmet.

Now you are ready to learn how to ride a bicycle. First, sit on the seat of the bicycle. Second, grab the handlebars. This will help you with your steering. Next, put your foot on a pedal. Try to keep your balance. Then push off so that the bicycle is moving forward. Then lift your other foot onto the other pedal. Finally, move your legs around in a circle. This will turn the crank. Then the greasy chain will start to move around making a large oval.

If you have a mountain bike, you may have lots of coils in the seat and near the wheels. These make your bike bounce a bit. You may want a soft seat to help cushion you.

Always follow the rules. Don't ride at night or in bad weather. Drivers have a hard time seeing you at these times. One way to make sure you can be seen is to wear brightly colored clothes. Make sure your bicycle has reflectors or reflective stickers so the lights from the cars will reflect off these and drivers will see you.

Ride on the right side of the road, moving with traffic. Obey all traffic signs and signals.

If you have to cross an intersection, be sure to stop and look left, right, and then left again to check for cars. Use hand signals to show when you are going to turn. Never wear headphones when you are on a bike.