

# 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: All Kinds of Animals</b>				
LESSON 1: <b>Bear Watching</b>	Science Social Studies	Cause and Effect	Parts of Speech and Multiple-meaning words	Letter
LESSON 2: <b>Animals at Risk</b>	Science	Sequence	Plural Nouns	Sequence
LESSON 3: <b>The Wonderful World of Birds</b>	Science Language Arts	Figurative Language	Adverbs	Descriptive Paragraph
<b>UNIT 2: Take Me Out to the Ball Game</b>				
LESSON 4: <b>Rules of the Game</b>	Social Studies	Cause and Effect	Irregular Verbs and Verb Tenses	Opinion
LESSON 5: <b>Making the Call</b>	Social Studies Mathematics	Details	Synonyms	Explanatory Paragraph
LESSON 6: <b>All for One, One for All</b>	Language Arts	Point of View	Compound Nouns	Narrative
<b>UNIT 3: Across the Miles</b>				
LESSON 7: <b>In the Time Zone</b>	Science Social Studies	Inferences	Abbreviations	Opinion
LESSON 8: <b>Seeing Early America</b>	Social Studies	Compare and Contrast	Suffixes and Parts of Speech	Journal Entry
LESSON 9: <b>Travels to Faraway Lands</b>	Language Arts	Genre and Myth	Abstract and Concrete Nouns	Myth
<b>UNIT 4: Making Choices</b>				
LESSON 10: <b>Living a Healthy Life</b>	Science Social Studies	Fact and Opinion	Homophones	Opinion
LESSON 11: <b>Exploring the World of Work</b>	Social Studies	Compare and Contrast	Commas	How-to
LESSON 12: <b>Choosing the Right Path</b>	Language Arts	Analyzing Characters	Apostrophes and Contractions	Story

**TITLE** Living a Healthy Life

**GENRE** Informational Text

## LESSON OBJECTIVES

- Read, discuss, and write about making healthy choices
- Identify facts and opinions
- Listen to and discuss a passage about nutrition
- Identify and use homophones correctly in sentences
- Write and support an opinion about creating a bike trail

## Content Standards Connection

- The Language of Science
- The Language of Social Studies

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

### Reading

- Read and understand an informational text
- Determine main ideas and details that support main ideas
- Understand features of different genres (poetry, personal narrative, informational)
- Determine the meaning of words and phrases
- Interpret information gained from visual materials
- Explain concepts and ideas based on information in the text
- Ask and answer questions to demonstrate understanding of the text
- Integrate information from multiple texts on a topic
- Distinguish between facts and opinions

### Speaking and Listening

- Respond to and pose questions
- Make comments that contribute to discussion
- Integrate information from multiple texts on a topic to speak knowledgeably
- Use descriptive details to support ideas

- Read prose orally with accuracy and fluency to support comprehension
- Differentiate between situations that call for formal and informal English
- Demonstrate command of English grammar and usage

### Writing

- Write a paragraph supporting an opinion about creating a bike trail
- Form an opinion and support it with facts and reasons
- Introduce a topic clearly and develop topic
- Use technology to interact and collaborate with others
- Use knowledge of English language and its conventions

## Grammar and English Conventions

- Identify and use homophones correctly
- Demonstrate an understanding of word relationships
- Produce simple, compound, and complex sentences
- Use knowledge of language and its conventions

### ACADEMIC LANGUAGE OF LESSON

<b>Tier 1</b>	classic, doughnut, energy, healthy, physical, source, spurt
<b>Tier 2</b>	essential, situations
<b>Tier 3</b>	calcium, calories, carbohydrates, exercise, growth, homophones, muscles, nutrients, protein, vitamins

**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 tell about making healthy choices.

**ACADEMIC LANGUAGE****Tier 1:** classic, doughnut, energy, healthy, physical, spurt**Tier 2:** essential, situations **Tier 3:** calcium, calories, carbohydrates, exercise, growth, muscles, nutrients, protein**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 have student volunteers 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



**Let's Read**

**MY LEARNING GOALS**  
I can

- read and understand an informational text.
- recognize facts and opinions.

### Building a Healthy Body and Mind

People say, "You are what you eat." You could also say, "You are what you do." The choices you make every day affect how you look and feel. Your body is growing and building itself. The choices you make now help you become a strong and healthy adult.

**Food for Thought**

Think about each of these **situations** and mark what you would choose. Then read on. Decide if you think you made the best choice.

Which would you choose for breakfast?

Scrambled eggs and bacon

Whole-wheat toast with peanut butter

Jelly doughnut





**Highlight** the word that means "the events and conditions that affect someone at a certain time and place."



What is your favorite breakfast?  
My favorite breakfast is \_\_\_\_\_.

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**Unit 4 ★ Lesson 10 137**

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.



## WORK WITH THE PAGE

Explain to students that they should be active readers. Tell them they will now write about what they have read by using the reading skill of telling fact from opinion highlighted in the Show What You Know activity.

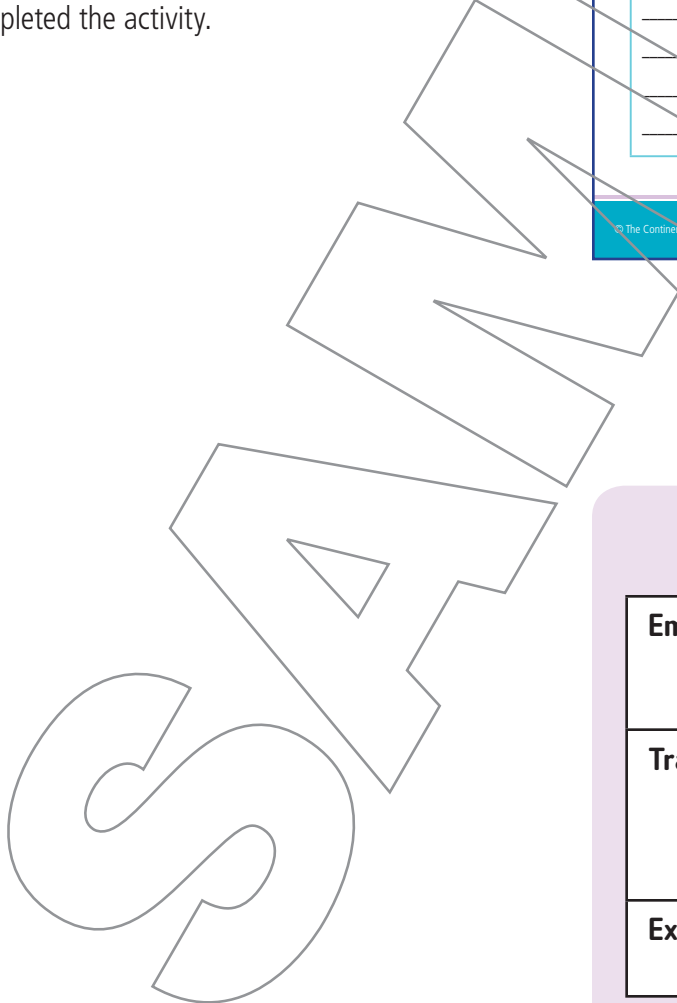
You may decide to complete the first fact or opinion together as a class. Or, instruct students to complete the activity independently, with a partner, or in a small group.

As students work, circulate to provide assistance.

**Say:** Look at the chart. Put all the facts on one side. Put all the opinions on the other side.

*Answers will vary.*

Have students share answers when they have completed the activity.



## Let's Read



### Show What You Know

A chart will help you organize facts and opinions in an article. Put all the facts on one side of the chart. Put all the opinions on the other side. Remember that a fact can be proved. An opinion is what someone thinks, feels, or believes. Opinions cannot be proved.

Fill in the chart below with facts and opinions from the passage.  
**Answers will vary.**

Fact	Opinion
Eggs and bacon both have protein.	Peanut butter is a better way to get protein
Young people need calcium to grow strong bones.	The best way to get the water your body needs is to drink water.
	Reading is the most important activity for exercising your mind.

## LANGUAGE DIFFERENTIATION

<b>Emerging</b>	Encourage students to share answers orally if they struggle with the written language.
<b>Transitioning</b>	Encourage students to write details from the passage, consulting the glossary as necessary.
<b>Expanding</b>	Challenge students to write the answers in their own words.



## AUDIO SCRIPT

Your body needs good foods to keep it healthy and help it grow. Some foods give energy, and others help your body to heal and fight infection. You need to learn to eat the right kinds of food to have good nutrition.

Nutrients are the parts of food your body can use to grow and stay healthy. Carbohydrates, proteins, vitamins, and minerals are all nutrients.

Calcium is essential for strong teeth and bones. You get calcium from milk and other dairy product like yogurt and cheese. Dark green leafy vegetables like spinach are also sources of calcium. It is important to get enough calcium because your bones need the extra calcium to grow and stay strong.

Carbohydrates give the body energy. Grains, fruits, and vegetables are sources of the best kind of carbohydrates. Grains have B vitamins that help the blood, skin, and nerves. Look for whole grain cereals and pastas. Fruits have vitamins A and C. Vitamin A helps your eyes and skin. Vitamin C helps to heal infection. Vegetables are rich in vitamins A and C, too. They may also have other nutrients that help your body stay healthy. Different colored vegetables will give you different nutrients. Vegetables that are darker in color have more nutrients. Nutritionists often recommend eating a rainbow of different colored fruits and vegetables.

Protein is needed to build and repair the body. Meat, eggs, milk, and cheese are sources of protein. Vegetables, beans, grains, and nuts also provide protein. Proteins help to build muscles. They also help your skin stay strong.

Calories measure the energy-producing value of food. The body needs a certain number of calories a day to function. Foods with high fat content usually are high in calories. Exercise helps you build coordination and burn calories to stay fit.