

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: Acts of Nature				
LESSON 1: Burning Mountain	Science Social Studies	Main Idea and Details	Suffixes	News Story
LESSON 2: Hurricane Warning	Science Social Studies	Cause and Effect	Multiple-Meaning Words	Persuasive Email
LESSON 3: The Dark Sun	Language Arts Science	Elements of a Play	Adverbs	Character Analysis
UNIT 2: We the People				
LESSON 4: The Road to Citizenship	Language Arts Social Studies	Main Idea	Root Words	Personal Narrative
LESSON 5: A Song for the Nation	Social Studies	Sequence	Irregular Past-Tense Verbs	Summary
LESSON 6: Casting Your Vote	Language Arts Social Studies	Point of View	Subject and Object Pronouns	Speech
UNIT 3: Our Global Community				
LESSON 7: Danger in the Water	Science Social Studies	Cause and Effect	Linking Verbs	Compare and Contrast
LESSON 8: Reduce, Reuse, and Recycle	Mathematics Science Social Studies	Compare and Contrast	Homophones	Editorial
LESSON 9: Doing My Part	Language Arts Social Studies	Inferences and Conclusions	Direct Quotations	Email
UNIT 4: Exploring New Lands				
LESSON 10: Setting Sail Across America	Social Studies	Facts and Opinions	Synonyms	Letter
LESSON 11: Mission to Mars	Mathematics Science	Predictions	Antonyms	Sequence
LESSON 12: Imaginary Worlds	Language Arts	Analyzing Language	Action and Helping Verbs	Writing a Story

TITLE Imaginary Worlds

GENRE Literary Text (fantasy)

LESSON OBJECTIVES

- Read, discuss, and write about imaginary worlds and fantasy
- Analyze language and recognize figurative language
- Listen to a poem
- Participate in a discussion
- Recognize, use, and write action and helping verbs
- Write a fictional story

Content Standards Connection

- The Language of Language Arts

ELA Standards Connection and Targets of Measurement (ToMs)

Reading

- Ask and answer questions to demonstrate understanding of a text
- Analyze language to understand author’s meaning
- Recognize figurative language and language that appeals to the senses
- Describe logical connections between particular sentences and paragraphs in a text
- Understand features of different genres (play, myth, informational)
- Determine meanings of words and phrases
- Describe the relationship between a series of events, using language related to time sequence and cause and effect
- Know and apply grade-level phonics and word analysis skills to decode words

Speaking and Listening

- Ask and answer questions to demonstrate understanding of a text
- Follow instructions
- Engage in collaborative discussions
- Analyze language in a poem read orally

Writing

- Use figurative language and language that appeals to the senses
- Write action verbs and helping verbs
- Write a fantasy story
- Convey ideas clearly

Grammar and English Conventions

- Use knowledge of language and its conventions when writing
- Demonstrate an understanding of action verbs and helping verbs
- Write sentences using action verbs and helping verbs

ACADEMIC LANGUAGE OF LESSON

Tier 1	dismally, exaggerate, innocent
Tier 2	bondage, crook, figurative, hindered, luscious
Tier 3	cyclone, hyperbole, idiom, metaphor, personification, plumage, simile



LISTENING

Listen and Discuss

Student Book PAGE 171

TOTAL TIME: 45 Minutes

My Learning Goals: 5 Minutes

Working with Page 171: 15 Minutes

Working with Page 172: 20 Minutes

Check My Goals: 5 Minutes

OBJECTIVE

- Use descriptive language to discuss a poem
- Identify language that appeals to the senses in a poem
- Use language to ask questions and contribute to a conversation

ACADEMIC LANGUAGE

Tier 2: crook, hindered

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 to a poem 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 web about what they hear. Then they will participate in a conversation about what they have heard as well as what they have learned from the reading passage.

Say: Listen as a poem is read. You will listen to the poem two times. Listen carefully the first time. The second time you listen, take notes on the web about what you hear.


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

Full audio script on the next page.

If students cannot complete the activity, provide a script of the audio so they can follow along. Then replay the audio.

Have volunteers provide answers from their web.

Answers will vary.



LISTENING

Listen and Discuss

MY LEARNING GOALS

I can

- listen to and understand a poem.
- analyze language in a poem.


Listen to a poem about finding a magical land. While you listen the second time, take notes on the web below. List words and phrases that help you see what is happening in the poem.

Answers will vary.

crystal city

thin white shawl

glistening and tall



silver waterfall

cool, still hall

stones all green and glossy

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Unit 4 ★ Lesson 12 **171**

**AUDIO SCRIPT****Behind the Waterfall***by Winifred Welles*

A little old woman
In a thin white shawl,
Stepped straight through the column
Of the silver waterfall,
As if the fall of water
Were not anything at all.
I saw her crook her finger,
I heard her sweetly call.
Over stones all green and glossy
I fled and did not fall;
I ran along the river
And through the waterfall,
And that heavy curve of water
Never hindered me at all.
The little old woman
In the thin white shawl
Took my hand and laughed and led me
Down a cool, still hall,
Between two rows of pillars
That were glistening and tall.
At her finger's tap swung open
A wide door in the wall,
And I saw the crystal city
That's behind the waterfall.



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 the language used in the poem.

Ask: How does the poet use words to help you imagine what is happening in the poem?

Sentence Frames

The poet says ____ [silver waterfall; crystal city], which helps me see _____. [the waterfall; the magical city]

The poet says ____ [sweetly call], which helps me hear _____. [the woman's voice]

You can choose to extend the conversation by asking more questions about the poet's language.

Sentence Starters

What words appeal to your sense of sight? The words _____.

What words appeal to your sense of touch? The words _____.

What words make the poem feel like a fantasy? The words _____.

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

How does the poet use words to help you imagine what is happening in the poem?

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172 Unit 4 ★ Lesson 12

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LANGUAGE DIFFERENTIATION

Emerging	Encourage students to complete sentences about the language in the poem using sentence starters.
Transitioning	Provide sentence frames and encourage students to model a conversation about the poet's use of language to appeal to the readers' senses.
Expanding	Challenge students to extend the conversation by asking additional questions and responding without using sentence frames.