

# 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
<b>UNIT 1: Discoveries</b>				
LESSON 1: <b>The Father of TV</b>	Social Studies	Predictions	Synonyms	Opinion
LESSON 2: <b>Navigating New Places</b>	Social Studies	Main Idea	Complex Sentences	Journal Entry
LESSON 3: <b>Loyalty and Love</b>	Language Arts	Analyze Characters	Pronouns	Personal Reflection
<b>UNIT 2: By the Numbers</b>				
LESSON 4: <b>The Basics of Bar Codes</b>	Mathematics Science	Sequence	Suffixes	Summary
LESSON 5: <b>A Secret Communication</b>	Mathematics Social Studies	Recalling Details	Confusing Words	Analysis
LESSON 6: <b>How Much?</b>	Language Arts	Characterization	Adverbs	Compare and Contrast
<b>UNIT 3: Choices</b>				
LESSON 7: <b>The Science of Weather Forecasting</b>	Science	Inferences	Prefixes	Descriptive Paragraph
LESSON 8: <b>What Will You Eat?</b>	Science Social Studies	Cause and Effect	Colons and Semicolons	Opinion
LESSON 9: <b>Thinking About the Future</b>	Language Arts	Theme	Coordinating and Subordinate Conjunctions	Personal Narrative
<b>UNIT 4: Fun and Entertainment</b>				
LESSON 10: <b>The Ride of Your Life</b>	Mathematics Science	Facts and Opinions	Multiple-Meaning Words	Informational Paragraph
LESSON 11: <b>The Ultimate Movie Experience</b>	Science Social Studies	Compare and Contrast	Roots and Root Words	Movie Review
LESSON 12: <b>Game Time</b>	Language Arts	Figurative Language	Relative Pronouns	How-To

**TITLE** How Much?

**GENRE** Literary Text (traditional literature)

## LESSON OBJECTIVES

- Read, discuss, and write about a traditional story featuring greedy characters
- Identify direct and indirect characterization
- Listen to a traditional story and discuss the moral
- Recognize adverbs and the words they modify
- Use adverbs correctly in sentences
- Write a compare-and-contrast paragraph

## 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
- Describe logical connections between particular sentences and paragraphs in a text
- Determine meaning of words and phrases
- Understand features of different genres (traditional literature, realistic fiction, informational)
- Give textual evidence to support analysis of the text
- Describe characters and explain how their actions contribute to the story
- Analyze direct and indirect characterization
- 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
- Determine the relationship between a series of events using language related to time sequence
- Identify important details in a text

### Speaking and Listening

- Follow instructions
- Respond to and pose questions about a text
- Engage in collaborative discussions
- Use listening and speaking skills to analyze characters
- Participate in conversations
- Read prose orally with accuracy and fluency to support comprehension
- Express ideas clearly and concisely
- Discuss problems and solutions in a story

### Writing

- Write sentences correctly using adverbs
- Use descriptive language
- Write a paragraph to compare and contrast
- Use language to create cohesion and clarify relationships among opinions and facts
- Develop and strengthen writing by planning and editing
- Create and structure a piece of writing

## Grammar and English Conventions

- Use knowledge of language and its conventions when writing
- Demonstrate an understanding of word relationships
- Recognize adverbs and use them correctly
- Understand how adverbs modify verbs, adjectives, and adverbs

## ACADEMIC LANGUAGE OF LESSON

<b>Tier 1</b>	beneficial, humiliated, miserly, monarch
<b>Tier 2</b>	accumulated, cultures, deprived, dictated, excerpt, inquired, modify, outcast, plagued, rancorous
<b>Tier 3</b>	characterization, finances, illegible



### TOTAL TIME: 45 Minutes

My Learning Goals: 5 Minutes

Working with Page 85: 15 Minutes

Working with Page 86: 20 Minutes

Check My Goals: 5 Minutes

### OBJECTIVE

- Listen to and understand a traditional tale
- Use language to ask questions and contribute to a conversation

### ACADEMIC LANGUAGE

Tier 1: miserly Tier 2: accumulated, inquired, plagued, rancorous

## 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 story two times. The first time they hear the story, they should just listen carefully. As they listen a second time, they should take notes on the chart 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 story is read. You will listen to the story two times. Listen carefully the first time. The second time you listen, take notes on the chart about what you hear.

Play the audio CD two times. Pause after the first play to discuss the story 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 charts.

*Answers will vary.*

LISTENING

### Listen and Discuss

**MY LEARNING GOALS**

I can

- listen to and understand a story.
- participate in a discussion.

Listen to a story from Thailand. While you listen the second time, take notes on the chart below.

Answers will vary.

<p style="text-align: center; font-size: small; color: blue;">Characters</p> <p style="color: red; font-weight: bold;">husband, wife, king, young boy</p>	<p style="text-align: center; font-size: small; color: blue;">Setting</p> <p style="color: red; font-weight: bold;">king's court</p>
<p style="text-align: center; font-size: small; color: blue;">Problem</p> <p style="color: red; font-weight: bold;">The couple cannot agree on how to divide their rice during their divorce.</p>	<p style="text-align: center; font-size: small; color: blue;">Solution</p> <p style="color: red; font-weight: bold;">The young boy suggests they each use a cup to take as much rice as they feel they need. After running back and forth trying to get enough rice, the husband and wife are both exhausted and say they have enough.</p>

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Unit 2 ★ Lesson 6    **85**



## AUDIO SCRIPT

### Enough Rice

There was a miserly couple who had been married for 30 years. They had accumulated a houseful of goods, as they both hated to share anything, even with one another. Their bickering plagued their children and annoyed their neighbors. Now, with their children grown, the couple decided to get divorced. Only how would they divide their property? It took days of rancorous negotiations, but they finally agreed on a disposal of their property that they both grudgingly thought was fair. The only item they couldn't decide on was their storehouse full of rice. Neither could agree how it could be divided so that each would have enough.

Since they could not find agreement, they inquired of the king. He and his courtiers proposed solution after solution for dividing the rice, but none of them could assure either the man or the woman that they would both have enough rice.

Then a young boy spoke up. "I have an idea," he said. "Have all your rice brought here to the king's throne room and placed in a big pile in the middle. Let the man and the woman each be given a small cup to carry the rice, one to the right side of this great room, the other to the left. They can keep carrying rice to their own side until both are satisfied that they have enough."

The man and the woman agreed to this, and it was done as the boy suggested. They raced back and forth with their small cups, each determined not to let the other gain an advantage. Soon they began to grow tired, but the boy urged them on. "Come on, hurry!" he whispered to each of them in turn. "You don't have enough yet!"

At last, exhausted and out of breath, the man and the woman looked at each other and nodded. "Enough. I have enough," they both gasped.

"Very well," said the boy. He turned and bowed to the king. "You have heard them, Sire," he said. "Since each of them has taken enough, the rest belongs to you!"



## 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 moral of the story.

**Ask: What is the moral of this story?**

### Sentence Starters

*The moral of this story is \_\_\_\_\_. [do not be greedy; greedy people are never content]*

*This story teaches a lesson about \_\_\_\_\_. [greediness; disagreement]*

You can choose to extend the conversation by asking more questions about the characters in the story.

### Sentence Starters

*What would have happened if the husband and wife could have agreed on how to divide their rice? If the couple could have agreed, they \_\_\_\_.*

*Who benefitted from the couple's disagreement? The only person who benefitted from the couple's disagreement was \_\_\_\_.*

**Listen and Discuss**

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## 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

<b>Emerging</b>	Encourage students to complete sentences about the story using sentence starters.
<b>Transitioning</b>	Provide sentence frames and encourage students to model a conversation about the lesson and the characters in the story.
<b>Expanding</b>	Challenge students to extend the conversation by asking additional questions and responding without using sentence frames.