

Instructional Features

TEAM is designed for use by ESL teachers and by general education teachers as a support for ELs 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: Into the Deep				
LESSON 1: Testing the Waters	Science Social Studies	Predictions	Roots and Root Words	Letter to the Editor
LESSON 2: Life at the Bottom of the Sea	Science	Conclusions	Subject and Verb	Summary
LESSON 3: Journey Across the World	Science Language Arts	Point of View	Multiple-Meaning Words	Personal Narrative
UNIT 2: It's Elementary!				
LESSON 4: The Master Detective	Math Science	Sequence	Figurative Expressions	Biography
LESSON 5: Sir Arthur Conan Doyle	Language Arts Science	Main Idea	Irregular Verbs	Problem and Solution
LESSON 6: Mystery Solved	Science Language Arts	Genre	Infinitives	Review
UNIT 3: From Here to There				
LESSON 7: A New Beginning	Social Studies	Inferences and Conclusions	Homophones	Description
LESSON 8: Going North	Social Studies	Cause and Effect	Adverb	Persuasive Paragraph
LESSON 9: Traveling on the Mississippi	Social Studies Language Arts	Figurative Language	Pronouns	Travel Account
UNIT 4: Cultures Around the World				
LESSON 10: Roman Technology	Science Social Studies	Cause and Effect	Antonyms	Opinion
LESSON 11: People of the Sea	Science Social Studies	Compare and Contrast	Prepositions	Summary
LESSON 12: Norse Myths	Social Studies Language Arts	Author's Purpose	Commas	Retelling

TITLE Sir Arthur Conan Doyle

GENRE Informational Text

LESSON OBJECTIVES

- Read, discuss, and write about Sherlock Holmes and detective work
- Recognize the central idea of a nonfiction text
- Listen to a conversation about deductive reasoning and inductive reasoning
- Understand and use irregular verbs correctly
- Write about a problem and its solution

Contents Standards Connection

- The Language of Science
- The Language of Mathematics

ELA Standards Connection

Reading

- Ask and answer questions to demonstrate understanding of a text
- Determine meaning of words and phrases
- Give textual evidence to support analysis of the text
- Use information gained from photographs and charts to demonstrate understanding of a text
- Know and apply grade-level phonics and word analysis skills in decoding words
- Determine how a text structure develops ideas
- Identify main ideas and details that support main ideas
- Cite text to support inferences
- Use language related to cause and effect to demonstrate understanding of events in a text

Speaking and Listening

- Follow instructions
- Respond to and pose questions about a text
- Engage in collaborative discussions
- Participate in conversations
- Use language related to cause and effect
- Express ideas clearly and concisely

- Present claims emphasizing facts, details, and examples

Writing

- Use descriptive language
- Develop and strengthen writing by planning and editing
- Create and structure a piece of writing
- Write a review
- Use language to explain opinions, supported by facts
- Use language to create cohesion and clarify relationships between opinions and facts

Grammar and English Conventions

- Use knowledge of language and its conventions when writing
- Demonstrate an understanding of word relationships
- Identify irregular verbs
- Use irregular verbs correctly in sentences

ACADEMIC LANGUAGE OF LESSON

Tier 1	adhere, assess, colleague, focus, outcry, overall, portrayed
Tier 2	emulate, formulates, perceive, scrutinizes
Tier 3	adversary, deductive reasoning, exploits, irregular verb, sleuth



LISTENING

Listen and Discuss

TOTAL TIME: 45 Minutes

- My Learning Goals: 5 Minutes
- Working with Page 71: 15 Minutes
- Working with Page 72: 20 Minutes
- Check My Goals: 5 Minutes

OBJECTIVE

- Use descriptive language to discuss deductive reasoning
- Use language to ask questions and contribute to a conversation

ACADEMIC LANGUAGE

Tier 1: colleague Tier 2: formulates Tier 3: deductive reasoning

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 passage about using reasoning two times. The first time they hear the description, 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 passage about reasoning is read. You will listen to the passage two times. Listen carefully the first time. The second time you listen, take notes on the chart about what you hear.


Play the audio two times. Pause after the first play to discuss the passage 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 a passage about deductive reasoning.
- use information from the conversation to participate in a discussion.

Listen to a passage about deductive reasoning. While you listen the second time, take notes on the chart below.

Answers will vary.

Deductive Reasoning	
1.	Detectives use reason to solve crimes.
2.	They can use a top-down approach called deductive reasoning.
3.	They can use a bottom-up approach called inductive reasoning.
4.	Scientists use deductive reasoning to formulate theories.

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UNIT 2 ★ Lesson 5 **71**



LISTENING

AUDIO SCRIPT

Deductive Reasoning

Detectives use reason to solve crimes. The famous consulting detective Sherlock Holmes was a master of deductive reasoning. As he often showed his colleague, Dr. Watson, solving a case was simply a matter of putting given statements together and deducing a logical conclusion.

Sherlock Holmes began with a general statement about the person who committed the crime and proceeded to draw a conclusion about a specific instance. That's deductive reasoning, working logically from the general to the specific.

Deductive reasoning is sometimes called a “top-down” approach, as when a scientist formulates a theory and then collects specific data to support it. In mathematics, deductive reasoning proceeds logically from a general statement or principle to the application of the principle in a specific instance.

Inductive reasoning is the opposite, or a “bottom-up” approach. Someone might begin with some observations about particular things, notice the patterns, and ultimately draw a general conclusion about them.

You don't have to be a detective to put clues together to draw valid conclusions. Deductive reasoning can help you understand the validity of advertising claims, write computer programs, and develop geometric concepts. It is an integral part of problem solving that you use often—usually without even realizing it.



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 frames to ask and answer questions about reasoning.

Ask: How is deductive reasoning used in everyday life?

Sentence Starters

Deductive reasoning is used in everyday life ____.
[to evaluate whether advertising claims are valid or to write computer programs]

How is deductive reasoning used in science? In science, a scientist ____. [develops a theory and then collects specific data to support that theory]

You can choose to extend the conversation by asking more questions about deductive reasoning.

Sentence Frames

What type of reasoning did Sherlock Holmes use to solve crimes? Sherlock Homes used ____ reasoning because ____.

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 is deductive reasoning used in everyday life?

...

72 UNIT 2 ★ Lesson 5

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LANGUAGE DIFFERENTIATION

Beginning	Encourage students to complete sentences about deductive and inductive reasoning, using sentence starters.
Developing	Provide sentence frames and encourage students to model a conversation about using reasoning in everyday life.
Expanding/ Bridging	Challenge students to extend the conversation by asking additional questions and responding without using sentence frames.