

# 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
<b>UNIT 1: Medical Mysteries</b>				
LESSON 1: <b>Pandemic</b>	Science Social Studies	Inferences	Homophones	Argument
LESSON 2: <b>Finding a Cure</b>	Science Social Studies	Main Idea	Irregular Verbs	Opinion
LESSON 3: <b>Animating Life</b>	Language Arts Science	Theme	Adverbs	1st-Person Narrative
<b>UNIT 2: Sounds Around You</b>				
LESSON 4: <b>The Science of Sound</b>	Science Mathematics	Cause and Effect	Apostrophes and Contractions	Problem and Solution
LESSON 5: <b>Movie Sound Effects</b>	Science Social Studies	Details	Synonyms	Summary
LESSON 6: <b>Appreciating Music</b>	Language Arts	Understanding Characters	Multiple-Meaning Words	Descriptive Writing
<b>UNIT 3: The Silver Screen</b>				
LESSON 7: <b>The History of Movies</b>	Science Social Studies	Sequence	Linking Verbs	Informational
LESSON 8: <b>Movie Magic</b>	Science Social Studies	Compare and Contrast	Roots and Root Words	Review
LESSON 9: <b>Lights, Camera, Action!</b>	Language Arts	Setting	Phrasal Verbs	Real-Life Event
<b>UNIT 4: The 20th Century</b>				
LESSON 10: <b>Between the Wars</b>	Social Studies	Fact and Opinion	Abstract Nouns	Travel Narrative
LESSON 11: <b>The End of the Cold War</b>	Social Studies	Details	Suffixes	Summary
LESSON 12: <b>The Fight for Women's Rights</b>	Language Arts Social Studies	Parts of a Play	Possessives	Persuasive Paragraph

**TITLE** Lights, Camera, Action!

**GENRE** Literary Text (realistic fiction)

### LESSON OBJECTIVES

- Read, discuss, and write about a girl pursuing her filmmaking dreams
- Identify and understand setting
- Listen and understand a story about acting
- Recognize and understand phrasal verbs
- Write a descriptive paragraph about a real-life event

### Content Standards Connection

- The Language of Language Arts
- The Language of Social Studies

### ELA Standards Connection

#### Reading

- Read and understand realistic fiction
- Determine the main ideas or theme
- Describe characters, setting, and events in detail, using specific details
- Identify and understand setting
- Understand the point of view, including the difference between first-person and third-person narrators
- Determine the meaning of words and phrases
- Ask and answer questions to demonstrate understanding of a text
- Use information gained from photographs, maps, and illustrations to demonstrate understanding of a text
- Understand features of different genres (realistic fiction, historical fiction, poetry)
- Know and apply grade-level phonics and word analysis skills to decode words

#### Speaking and Listening

- Respond to and pose questions about a text
- Clarify ideas and conclusions
- Evaluate speaker's point of view for reasoning and evidence
- Engage in collaborative discussions

#### Writing

- Write a descriptive paragraph about a real-life event
- Use descriptive details and language
- Create and structure a piece of writing
- Develop and strengthen writing by planning and editing

### Grammar and English Conventions

- Identify phrasal verbs
- Demonstrate understanding of word relationships
- Use knowledge of language and its conventions when writing

### ACADEMIC LANGUAGE OF LESSON

<b>Tier 1</b>	authentic, humiliated, obsession, perfectionist
<b>Tier 2</b>	allay, cavernous, contends, hapless, inquisition, intervened, nocturnal, procure, respective
<b>Tier 3</b>	comedic, phrasal verbs

**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 a girl pursuing her passion

**ACADEMIC LANGUAGE**

**Tier 1:** obsession, perfectionist **Tier 2:** ally, contends, inquisition, intervened, nocturnal, procure, respective **Tier 3:** comedic

**GENRE** Literary 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 a realistic fiction story over four pages. If you haven't discussed realistic fiction in the Before Reading Section, discuss realistic fiction. Tell students that a realistic fiction story is a made-up story that uses places and events that are familiar to readers today.

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.



**Let's Read**


**MY LEARNING GOALS**


I can

- read and understand a story about filmmaking.
- identify the setting.


### An Unusual Spring Break

It seemed like a fun thing to do over spring break. Ali Park's obsession was the movies. She had ambitions of becoming a film director. She had written a script for a five-minute movie called *Death by Doorbell*, a horror story with a comedic ending. She recruited me and three other students from the school drama group to be her cast and crew. We cleared our schedules for three days, as Ali allayed our concerns that it would take most of break to shoot all the scenes. Ali gave out the scripts. We all memorized our lines pretty quickly, as there weren't very many. Mine were mostly screams. Ali had shopped around and on Monday evening, went with her dad to procure some professional movie equipment with money she had earned babysitting that summer. She spent the evening testing everything and getting ready, and at nine the next morning we all showed up at her house to start.





Underline the word that means "obtain something by care and effort."



What have you done on your breaks from school?

I have \_\_\_\_\_.

**122** Unit 3 ★ Lesson 9

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Circulate among students to identify words that have been circled or underlined. Discuss each of 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.



READING

**Say:** Now, we will read section one of a story about a girl and her passion.

Read the text on the page. Direct students' attention to the illustration. Talk about the illustration.

## Second Reading

Explain that reading closely means reading more than once. Tell students that you will read the passage a second time. Tell students that during this reading they will complete the Check for Understanding and Turn and Talk at the bottom of the page.

After you read each page, have students complete the Check for Understanding at the bottom of each page. If students struggle, pair Beginning students with more advanced students.

Then have students work with a partner to complete the Turn and Talk activity. This activity will help encourage students to become more comfortable speaking in public. Circulate among students to informally assess speaking abilities.



## Check for Understanding

Instruct students to complete the Check for Understanding.

**Say:** Now, complete the Check for Understanding at the bottom of the page.

Ask students to share their answers.

You may choose to expand the activity by orally asking students more questions.



## Turn and Talk

Direct students to complete the Turn and Talk activity with a partner.

**Say:** Look at the Turn and Talk question at the bottom of the page. Turn to a partner and read and answer the question.



## Let's Read

### MY LEARNING GOALS

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- identify the setting.

## An Unusual Spring Break

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Underline the word that means "obtain something by care and effort."



What have you done on your breaks from school?

I have \_\_\_\_\_.

What have you done on your breaks from school? I have \_\_\_\_\_. [worked; visited my grandparents]

To extend the conversation, use these questions and sentence starters.

What does Ali want the students to do? She wants them \_\_\_\_\_.

Have you ever worked on a project during a school break? I have \_\_\_\_\_.



## AUDIO SCRIPT

### The Dragon at Dusk

“—I don’t believe you.”

The Dragon’s roar echoes in the cavernous auditorium. I stare helplessly into the dark. Here and there the drama club players sit singly, or in pairs, in groups, every one of them relieved it’s not her or him being humiliated this time. The glowing tip of a cigarette weaves an abstract line, disappearing and reappearing as Spike paces in his rolling sailor’s gait. It is 1974.

I say the line again, and this time he doesn’t even let me get halfway through it. “I don’t believe you!” he snarls again. “You can’t fake it up there! You’ve got to be authentic! Captain, take it from your entrance!”

Stocky, energetic Chris Ikehara, whom I have had a crush on since the eighth grade, plays my husband—is my husband. Forget the fantasy and play the scene. Chris, a self-assured actor and a better singer, often gets the leads, except when Spike wants to “cast against type.” Captain Keller barks commands at his wife, but it’s hapless Jana Balmer who answers. This time Spike interrupts with a string of words that are common enough around school but that I never hear from my parents’ mouths, not even when I come home after curfew or have a grade lower than a “B.”

“Balmer, this isn’t the bleeping sleepwalking scene from bleeping *Macbeth!*” he yells. “You’ve got a daughter who’s deaf and dumb! You’ve got something bleeping real driving you to your wit’s end, not whether someone’s going to bleeping invite you to the prom! Captain, give her that bleeping cue again!”

I try to get through the scene as Mrs. Keller, but I break down in tears. Now Spike comes toward the stage, not all the way but close enough that I can see his round face and balding red hair and the gap between his teeth. “There now, Jana, that’s the way I want you to play that scene every time,” he says, almost gently.