

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, 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: Animal Homes | | | | |
| LESSON 1: Life in a Hive | Science Social Studies | Main Idea | Nouns | Opinion |
| LESSON 2: Birds' Nests | Mathematics Science | Compare and Contrast | Verbs | Description |
| LESSON 3: Chipmunks | Language Arts Science | Setting | The word / | Opinion |
| UNIT 2: Life on a Farm | | | | |
| LESSON 4: Farm Plants | Science Social Studies | Sequence | Capitalization | Letter |
| LESSON 5: Farm Animals | Science Social Studies | Details | End Punctuation | Compare and Contrast |
| LESSON 6: On a Farm | Language Arts Social Studies | Characters | Plural Nouns | Retell a Story |
| UNIT 3: All About Weather | | | | |
| LESSON 7: Clouds | Science | Compare and Contrast | Question Words | Facts and Opinions |
| LESSON 8: Winter Storms | Science | Cause and Effect | Rhyming Words | Description |
| LESSON 9: Kites and Wind | Language Arts Mathematics | Parts of a Story | Past-Tense Verbs (add -ed) | Retell a Story |
| UNIT 4: Jobs in My Town | | | | |
| LESSON 10: Police Officers | Social Studies | Main Idea | Antonyms | Description |
| LESSON 11: Dentists | Social Studies | Connections | Prefix <i>un-</i> | Informational |
| LESSON 12: Firefighters | Language Arts Social Studies | Sequence | Synonyms | Narrative |

TITLE Police Officers

GENRE Informational Text

LESSON OBJECTIVES

- Read, discuss, and write about police officers
- Recognize main idea
- Listen to a passage and participate in a discussion
- Recognize and match antonyms
- Write and draw to describe a picture

Content Standards Connection

- The Language of Social Studies

ELA Standards Connection

Reading

- Identify main ideas and details that support main ideas
- Determine meanings of words and phrases
- Ask and answer questions to demonstrate understanding of a text
- Use information gained from illustrations and words to demonstrate understanding of the text
- Describe logical connections between particular sentences and paragraphs in a text
- Know and apply grade-level phonics and word analysis skills in decoding words
- Read with accuracy and fluency to support comprehension
- Connect spoken words with written text
- Recognize and find antonyms
- Recognize and pronounce initial vowel and consonant sounds

Speaking and Listening

- Follow instructions
- Ask and answer questions to demonstrate understanding of a text
- Participate in conversations
- Engage in collaborative discussions
- Determine main ideas and supporting details of information presented in diverse media and formats
- Demonstrate understanding of a text presented orally

Writing

- Write a description of a picture, using a combination of drawing, dictating, and writing
- Use descriptive language
- Show understanding of adjectives
- Use correct end punctuation when writing

Grammar and English Conventions

- Demonstrate an understanding of word relationships
- Understand adjectives and how they are used in sentences
- Demonstrate a command of standard English conventions
- Make real-life connections between words and their use

ACADEMIC LANGUAGE OF LESSON

| | |
|---------------|---|
| Tier 1 | crowd, helmet |
| Tier 2 | obey, partner, protect, rules |
| Tier 3 | adjectives, antonym, community, officers, siren |

**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 read and understand a passage about police officers
- Find the main idea

ACADEMIC LANGUAGE**Tier 1:** crowd, helmet **Tier 2:** obey, partner, protect, rules**Tier 3:** officers, siren**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 student volunteers will 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 a story.
- tell the main idea.


Helping and Protecting

Police officers have an important job. They help people. They make sure people obey the rules. This keeps everyone safe. Police officers wear special clothes. **This lets people know they are police officers.** Police officers work with a partner. Partners help each other.





Highlight why police officers wear special clothes.



Why do police officers have partners?
Police officers have partners because _____.

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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.



Say: Now, we will read section one of a story about police officers

Read the text on the page. Direct students' attention to the photograph. Talk about the photograph. Explain *obey*.

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.



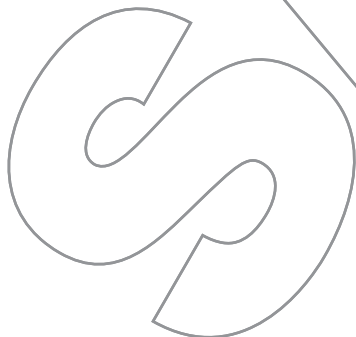
Check for Understanding

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.



Let's Read

MY LEARNING GOALS

I can

- read and understand a story.
- tell the main idea.

Helping and Protecting

Police officers have an important job. They help people. They make sure people obey the rules. This keeps everyone safe. Police officers wear special clothes. This lets people know they are police officers.

Police officers work with a partner. Partners help each other.



Highlight why police officers wear special clothes.



Why do police officers have partners?

Police officers have partners because _____.



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.

Why do police officers have partners? Police officers have partners because _____. [partners can help each other; partners look out for each other]

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

When have you worked with a partner? I worked with a partner to _____.

How did working with a partner help you? My partner helped me by _____. It was _____ to work with a partner.

**AUDIO SCRIPT**

Some police officers have a special partner. Their partner is a dog. A police dog has a big job. The dog helps its partner. It keeps its partner safe. It also can find things. It can smell bad things that are hidden from the police. Sometimes people are missing. Police dogs can help find them.

Police dogs can catch bad people. Dogs run faster than people. A dog can chase someone. It can catch the person.

Not all dogs can be police dogs. Police dogs have to like to work. They have to not be afraid in big crowds. They have to be able to jump and run. And they must learn a lot. Police dogs learn about smells. They learn to obey their partners. They learn to stay on the job.

A police officer takes care of the dog. The dog lives with the officer. They always work as a team.