

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: All About Me | | | | |
| LESSON 1: My Senses | Science Social Studies | Main Idea and Details | Commas | Descriptive Paragraph |
| LESSON 2: My Bones | Science Mathematics | Text Features | Antonyms | News Story |
| LESSON 3: In the Kitchen | Language Arts Mathematics | Parts of Story | Pronouns | Story |
| UNIT 2: Telling Tales | | | | |
| LESSON 4: Fairy Tales and Tall Tales | Language Arts Social Studies | Compare and Contrast | Subject-Verb Agreement (<i>is</i> and <i>are</i>) | Opinion |
| LESSON 5: Legends | Language Arts Social Studies | Cause and Effect | Conjunctions | Diary Entry |
| LESSON 6: Folktales | Language Arts | Sequence | Past-Tense verbs | Story |
| UNIT 3: Plants, Plants, Plants! | | | | |
| LESSON 7: Parts of Plants | Science Social Studies | Main Idea and Details | Possessive Nouns | Plan |
| LESSON 8: Plant Facts | Science Social Studies | Cause and Effect | Adjectives | Letter |
| LESSON 9: Planting Trees | Language Arts Science | Point of View | Future-Tense Verbs | Diary Entry |
| UNIT 4: Different Ways to Play | | | | |
| LESSON 10: Marbles | Language Arts Social Studies | Predictions | Prepositions | How-To |
| LESSON 11: Kites | Science Mathematics | Sequence | Homophones | Plan |
| LESSON 12: Board Games | Language Arts Social Studies | Compare and Contrast | End Punctuation | Letter |

TITLE Folktales
GENRE Literary Text (folktale)

LESSON OBJECTIVES

- Read, discuss, and write about a folktale
- Identify and understand a sequence of events
- Listen to and discuss a folktale
- Identify and use past-tense verbs
- Write a story

Content Standards Connection

- The Language of Language Arts

ELA Standards Connection

Reading

- Ask and answer questions about details in a text
- Find the main topic
- Retell key details
- Tell the connection between two events, individuals, ideas, or pieces of information
- Describe characters and explain how their actions contribute to a sequence of events
- Identify parts of a story
- Understand point of view
- Understand features of different genres
- Use illustrations and details to tell about key ideas
- Recognize and read irregularly spelled words
- Understand words and their meanings and their context
- Identify words and phrases that tell about feelings or appeal to the senses

Speaking and Listening

- Respond to comments of others in conversation
- Ask questions to clarify confusion about topics or texts being discussed
- Ask and answer questions about a text
- Use language to describe people, places, and events in detail

- Use complete sentences
- Read grade-level text aloud with accuracy and fluency

Writing

- Develop a topic
- Use simple and compound sentences
- Use a variety of sentences, such as interrogative, imperative, and exclamatory
- Capitalize proper nouns
- Use end punctuation correctly
- Use details in writing
- Use digital tools to produce and publish writing
- Write narratives that tell about two or more events in sequence

Grammar and English Conventions

- Print uppercase and lowercase letters
- Use common, proper, and possessive nouns
- Use singular and plural nouns
- Use personal, possessive, and indefinite pronouns
- Use verbs to tell about the past, present, and future
- Use adjectives correctly
- Use determiners and conjunctions
- Use commas correctly

| ACADEMIC LANGUAGE OF LESSON | |
|-----------------------------|---|
| Tier 1 | colorful, flowers, noise, splashed |
| Tier 2 | order, sequence |
| Tier 3 | folktale, paint, paints, paintbrush, past tense, rainbow, river |



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

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

ACADEMIC LANGUAGE

Tier 1: colorful, flowers Tier 3: folktale, rainbow

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 folktale two times. The first time they hear the folktale, 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 folktale about a rainbow is read. You will listen to the folktale 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 folktale 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.



Listen and Discuss

MY LEARNING GOALS

I can

- listen to and understand a story about rainbows.
- use language to discuss a story.

Listen to a folktale about a rainbow. Take notes on the chart below.

Answers will vary.

1. Bathala wants to visit Earth. _____
2. His daughter does not **say good-bye to him.** _____
3. He says she cannot **come there.** _____
4. **She cries.** _____
5. **Beautiful flowers bloom.** _____
6. **People build a rainbow of flowers.** _____

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Unit 2 ★ Lesson 6 **85**



AUDIO SCRIPT

Bighari's Rainbow

a Philippine tale

One day, the god Bathala had a plan. He wanted to visit Earth to see his people. He called his children to say good-bye. All his children came but one. Bighari did not come. The god was angry. This was not the first time his daughter was late.

“Bighari may not come here again,” he said.

Bighari was in her garden on Earth. She was very sad when she heard what her father said. She cried and cried. Her tears were like rain. They made the colorful flowers in her garden bloom.

The people that lived around her garden loved her. They loved her more for creating the beautiful flowers.

They built a bow. Each end touched the ground. Then they covered it all over with colorful flowers. She could see her garden from far away.

Now, when she traveled she could see the colorful flowers in the sky. It was a rainbow.



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 the folktale.

Ask: Why did the people create a rainbow?

Sentence Starters

The people created a rainbow _____. [so she could see the flowers in her garden from far away]

They created a rainbow because _____. [they loved her for creating the beautiful flowers]

You can choose to extend the conversation by asking more questions about the folktales and creation stories.

Ask: Why did people tell creation stories?

Sentence Starters

The people told creation stories _____.

The stories explained _____.

Listen and Discuss

Why did the people create a rainbow?

...

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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

| | |
|--------------------------------|--|
| Beginning | Encourage students to complete sentences about the folktale, using sentence starters. |
| Developing | Provide sentence frames and encourage students to model a conversation about the folktale. |
| Expanding/ Bridging | Challenge students to extend the conversation by asking additional questions and responding without using sentence frames. |