

# 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: From Here to There</b>				
LESSON 1: <b>The First Bicycles</b>	Social Studies	Main Idea	Antonyms	Letter
LESSON 2: <b>Up in the Air</b>	Science Social Studies	Cause and Effect	Homophones	News Story
LESSON 3: <b>On the Railroad</b>	Language Arts Social Studies	Sequence	End Punctuation	Diary Entry
<b>UNIT 2: In Outer Space</b>				
LESSON 4: <b>Night and Day</b>	Science	Compare and Contrast	Noun and Verb Agreement ( <i>is</i> and <i>are</i> )	Descriptive Paragraph
LESSON 5: <b>Blast Off!</b>	Science Social Studies	Text Features	Contractions	Biography
LESSON 6: <b>Pictures in the Stars</b>	Language Arts Science Social Studies	Parts of a Story	Compound Words	Descriptive Paragraph
<b>UNIT 3: Life in the Desert</b>				
LESSON 7: <b>Desert Cacti</b>	Science	Cause and Effect	Possessive Nouns	How-To Paragraph
LESSON 8: <b>The Ships of the Desert</b>	Science Social Studies	Details	Adjectives	Opinion
LESSON 9: <b>Desert Living</b>	Language Arts Social Studies	Story Structure	Past-Tense Verbs (add <i>-ed</i> or <i>-d</i> )	Personal Narrative
<b>UNIT 4: Special Holidays</b>				
LESSON 10: <b>Happy Birthday!</b>	Social Studies	Inferences and Conclusions	Irregular Plural Nouns	Email
LESSON 11: <b>A New Year</b>	Social Studies	Author's Purpose	Proper Nouns	Descriptive Paragraph
LESSON 12: <b>America's Birthday</b>	Language Arts Social Studies	Characters	Pronouns	Story

**TITLE** Desert Cacti

**GENRE** Informational Text

## LESSON OBJECTIVES

- Read, discuss, and write about cacti
- Recognize cause and effect
- Listen to a conversation about cacti and participate in a discussion
- Recognize possessive nouns and write them correctly in sentences
- Write a how-to paragraph

## Content Standards Connection

- The Language of Science

## 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
- Describe the relationship between a series of events, using language related to cause and effect
- 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
- Know and use various text features to find key information in a text
- Read with accuracy and fluency to support comprehension
- Recognize and use sequence words

### Speaking and Listening

- Follow instructions
- Sequence information
- 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

### Writing

- Describe sequence of events
- Write a how-to paragraph
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly
- Strengthen writing by revising and editing

## Grammar and English Conventions

- Demonstrate an understanding of word relationships
- Understand and correctly use an apostrophe
- Use possessive nouns
- Use knowledge of language and its conventions when writing
- Determine and clarify the meanings of words and phrases
- Use temporal words and phrases to signal event order

### ACADEMIC LANGUAGE OF LESSON

<b>Tier 1</b>	because, belongs, deep, open, quickly, sizes, smooth, strange
<b>Tier 2</b>	break, leaves, plant, root, spines, stems, trunk
<b>Tier 3</b>	cactus, desert

**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 an informational passage about the desert and cacti

**ACADEMIC LANGUAGE****Tier 1:** because, deep, open, quickly, sizes, smooth, strange**Tier 2:** break, leaves, plant, root, spines, stems, trunk**Tier 3:** cactus, desert**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 the word meanings and model sentences with the

**Let's Read**

**Amazing Cacti**

There is very little water in a desert. A cactus stores water to stay alive. It uses this water when it needs it. Some cacti's leaves can hold water. Other cacti have thick trunks. The trunk is the main part of the plant. It is smooth on the outside. This keeps water inside the plant.

Many cacti have one long root. This root finds water that is deep under the ground. Cacti also have many short roots. They are on the ground. **They catch water quickly when it rains.**

Many cacti have leaves called spines. Spines are very sharp! They keep the cactus cool in the bright sun. They stop animals from eating the plant.

thick trunk

spines

**Highlight** what the short roots do.

Where do the cacti store water?  
Cacti store water \_\_\_\_\_.

**94** Unit 3 ★ Lesson 7
 

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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 cacti.

Read the text on the page. Direct students' attention to the photographs. Talk about the photographs. Define *desert*, *cactus*, *cacti*, *trunk*, *root*, and *spines*, as needed.

### 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.

**Let's Read**

**MY LEARNING GOALS**  
 I can
 

- ☐ read a story.
- ☐ understand causes and effects.

### Amazing Cacti

There is very little water in a desert. A cactus stores water to stay alive. It uses this water when it needs it. Some cacti's leaves can hold water. Other cacti have thick trunks. The trunk is the main part of the plant. It is smooth on the outside. This keeps water inside the plant.

Many cacti have one long root. This root finds water that is deep under the ground. Cacti also have many short roots. They are on the ground. **They catch water quickly when it rains.**

Many cacti have leaves called spines. Spines are very sharp! They keep the cactus cool in the bright sun. They stop animals from eating the plant.

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**Highlight** what the short roots do.

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

Where do the cacti store water? Cacti store water \_\_\_\_\_.  
[in their leaves; in their trunks]

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

Why does a cactus have a long root? A cactus has a long root so \_\_\_\_\_.

Why does a cactus have short roots? A cactus has short roots so \_\_\_\_\_.



## AUDIO SCRIPT

**Mom:** Danny, we are going to plant a cactus. A cactus is easy to grow.

**Danny:** But, Mom, I thought a cactus will grow only in the desert. We do not live in the desert.

**Mom:** That is okay, Danny. We will keep it inside when it is cold out. We will make sure it gets lots of sun. In the summer, we will put it outside where it is warm.

**Danny:** I know! We can put it next to the window in the kitchen. There is always a lot of sun there.

**Mom:** Good idea. Now, we need some things. We need a small cactus. We will get a small pot. We also need some sand and dirt mixed together. We can get these things at the store.

**Danny:** A cactus has sharp spines. How can we plant it? I do not want to touch it!

**Mom:** We will wear gloves. Then we can pick it up because the gloves will keep our hands safe.

**Danny:** Do we need to water a cactus?

**Mom:** Yes, but we do not need to give it much water. If we water it too much, the plant might die. We will give it more water in the spring and summer. The cactus will grow the most then. We will give it less water in the winter.

**Danny:** I cannot wait to see how big our cactus will grow.