

# 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: All About Animals</b>				
LESSON 1: <b>Meet the Manatee</b>	Science Social Studies	Main Idea and Details	Antonyms	Letter
LESSON 2: <b>Flying Far from Home</b>	Science Social Studies	Cause and Effect	Homophones	Compare and Contrast
LESSON 3: <b>At the Zoo</b>	Language Arts Science	Sequence	End Punctuation	Diary or Journal entry
<b>UNIT 2: Ideas That Changed the World</b>				
LESSON 4: <b>American Indian Creations</b>	Science Social Studies	Cause and Effect	Forming the past tense with -ed	Opinion
LESSON 5: <b>A Man Ahead of His Time</b>	Science Social Studies	Main Idea	Root Words	News Story
LESSON 6: <b>Fire</b>	Language Arts	Story Elements	Irregular Verbs	Retelling Folktale
<b>UNIT 3: New Places, New Faces, New Things</b>				
LESSON 7: <b>Putting Down Roots</b>	Science	Predictions	Helping Verbs	How-to
LESSON 8: <b>All Kinds of Weather</b>	Science Social Studies	Compare and Contrast	Noun and Verb Agreement using <i>is</i> and <i>are</i>	Opinion
LESSON 9: <b>A Place for Yuki</b>	Language Arts Social Studies	Understanding Characters	Possessive Pronouns	Email
<b>UNIT 4: Food for Thought</b>				
LESSON 10: <b>America's Favorite Treat</b>	Science Social Studies	Inferences and Conclusions	Action Verbs	Sequence
LESSON 11: <b>Try It, You'll Like It!</b>	Science Social Studies	Compare and Contrast	Compound Words	Opinion
LESSON 12: <b>A Day at the Farm</b>	Language Arts Social Studies	Character Analysis	Dialogue and Quotation Marks	Narrative

**TITLE** Meet the Manatee

**GENRE** Informational Text

## LESSON OBJECTIVES

- Read, discuss, and write about animals and their characteristics
- Identify and recall details
- Identify and use antonyms
- Write a letter

## Content Standards Connection

- The Language of Science
- The Language of Social Studies

## ELA Standards Connection

### Reading

- Identify main ideas and details that support main ideas
- Understand features of different genres (poetry, personal narrative, informational)
- Determine meaning 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 time sequence and 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

### Speaking and Listening

- Follow instructions
- Sequence information
- Ask and answer questions to demonstrate understanding of a text
- Participate in conversations
- Read prose orally with accuracy and fluency to support comprehension

- 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 letter
- Use descriptive language
- Write about a manatee and its characteristics
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly
- Use temporal words and phrases to signal event order
- Use personal, possessive, and indefinite pronouns
- Write a narrative to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences

## Grammar and English Conventions

- Read sentences that use antonyms
- Identify and understand verbs and adjectives by relating them to their opposites
- Identify and use antonyms
- Demonstrate an understanding of word relationships
- Use knowledge of language and its conventions when writing
- Use personal, possessive, and indefinite pronouns

## ACADEMIC LANGUAGE OF LESSON

<b>Tier 1</b>	birth, born, bother, calf, cow, gentle, manatee, walrus, warm, zone
<b>Tier 2</b>	allowed, details, live, main idea, paddle, surface, weigh
<b>Tier 3</b>	bay, breathe, coastal, flippers, nostrils, ocean, river, seaweed, states, tusks, whiskers



LISTENING

# Listen and Discuss

Student Book PAGE 14

## TOTAL TIME: 45 Minutes

- My Learning Goals: 5 Minutes
- Working with Page 14: 15 Minutes
- Working with Page 15: 20 Minutes
- Check My Goals: 5 Minutes

## OBJECTIVE

- Use descriptive language as well as comparison and contrast language to tell about a walrus and a manatee

## ACADEMIC LANGUAGE

**Tier 1:** manatee, walrus **Tier 2:** live, surface, weigh **Tier 3:** flippers, tusks, whiskers

## 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 conversation two times. The first time they hear the conversation, they should just listen carefully. As they listen a second time, they should take notes on the web 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 to a conversation between friends about a walrus. You will listen to the conversation two times. Listen carefully the first time. The second time you listen, take notes on the web about what you hear.


Play the audio CD two times. Pause after the first play to discuss the conversation 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 webs.

*Answers will vary.*



LISTENING

### Listen and Discuss


**MY LEARNING GOALS**

I can

- listen to and understand a conversation about animals.
- use language to describe animals.

Listen to a conversation between friends about a walrus. While you listen the second time, take notes on the web below.

**Answers will vary.**



live in water

whiskers

flippers

big

gray

wrinkles

**14** Unit 1 ★ Lesson 1

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## AUDIO SCRIPT

**Keisha:** My brother and I went to the zoo yesterday and saw some walrus. They are very big animals!

**Zeke:** How big are they?

**Keisha:** They are the size of a small car. The zookeeper said they can weigh up to 3,700 pounds and measure 12 feet long.

**Zeke:** They have funny faces! Their faces are wrinkled, and they have whiskers.

**Keisha:** Their whiskers help them find food in the water.

**Zeke:** They have long toothlike tusks, too. Why do they have tusks?

**Keisha:** The long tusks help the walrus get out of the water onto the ice. They also use their tusks to cut ice and to stay safe from other animals. They use their flippers to swim in water. The flippers also help the walrus walk on land. Walrus don't have to roll around to move because they can turn their flippers to help them move forward.

**Zeke:** Do walrus live only in water?

**Keisha:** No, they live on land, too. When they are in the water, they must come to the surface every 10 to 20 minutes to get air.

**Zeke:** What do walrus eat?

**Keisha:** They mostly eat shellfish.

**Zeke:** Where do walrus live?

**Keisha:** The zookeeper said they live in the Arctic, where it is cold and snowy. Walrus have a layer of fat that keeps them warm.

**Zeke:** I know they passed laws to save the walrus. Many countries have laws against hunting walrus.



SPEAKING

# Listen and Discuss

Student Book PAGE 15

## 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 how walrus and manatees are alike.

**Ask: How are walrus and manatees alike?**

### Sentence Frames

Walrus and manatees are alike because \_\_\_\_\_.  
[they live in water] Walrus are \_\_\_\_ [big] like manatees.

Manatees and walrus both have \_\_\_\_ [flippers] that help them swim. Manatees and walrus both have \_\_\_\_ [whiskers] Walrus are grayish brown. Manatees are \_\_\_\_ [gray]

You can choose to extend the conversation by asking how walrus and manatees are different.

**Ask: How are walrus and manatees different?**

### Sentence Frames

Manatees live in areas where it is \_\_\_\_\_. Walrus live in areas that are \_\_\_\_\_.

Manatees only live in \_\_\_\_\_. Walrus live on both \_\_\_\_\_ and \_\_\_\_\_. Manatees only eat \_\_\_\_\_. Walrus eat \_\_\_\_\_. Walrus have \_\_\_\_\_ and manatees do not.

## 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.

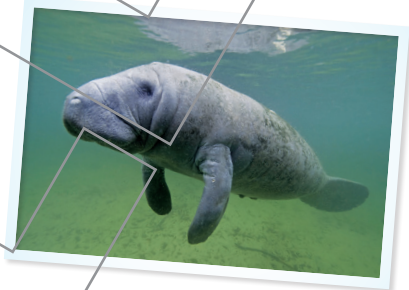
## Listen and Discuss



SPEAKING



How are walrus and manatees alike?



manatee



walrus



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Unit 1 ★ Lesson 1 15

## LANGUAGE DIFFERENTIATION

<b>Beginning</b>	Encourage students to complete sentences about walrus and manatees, using sentence starters.
<b>Developing</b>	Provide sentence frames and encourage students to model a conversation about how walrus and manatees are alike.
<b>Expanding/ Bridging</b>	Challenge students to extend the conversation by asking additional questions and responding without using sentence frames.