

# 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: Our History</b>				
LESSON 1: <b>Finding Facts About Your Family</b>	Social Studies	Details	Compound Words	Email
LESSON 2: <b>Born on the Fourth of July</b>	Social Studies	Cause and Effect	Abstract Nouns	Diary Entry
LESSON 3: <b>America's Past</b>	Social Studies Language Arts	Theme	Relative Adverbs	Summary
<b>UNIT 2: Being a Good Citizen</b>				
LESSON 4: <b>Following the Law</b>	Social Studies	Sequence	Prefixes and Antonyms	Directions
LESSON 5: <b>Giving Back to the Community</b>	Social Studies Mathematics	Main Idea	Homophones	Paragraph
LESSON 6: <b>Saying Thanks</b>	Language Arts Mathematics	Understanding Characters	Conjunctions	Thank-You Letter
<b>UNIT 3: Keeping Up with Changing Technology</b>				
LESSON 7: <b>Pedaling Through History</b>	Science Social Studies	Compare and Contrast	Prefixes	Sequence
LESSON 8: <b>The Wonders of Wind</b>	Science	Inference	Fragments	Summary
LESSON 9: <b>Then and Now</b>	Language Arts Social Studies	Setting	Dialogue	Description
<b>UNIT 4: Solving Problems</b>				
LESSON 10: <b>The ABCs of the FBI</b>	Science Social Studies	Prediction	Prepositions	Sequence
LESSON 11: <b>Problems with Squares</b>	Mathematics Social Studies	Problem and Solution	Synonyms	Problem and Solution
LESSON 12: <b>Everyday Mysteries</b>	Language Arts	Point of View	Pronouns	Mystery

## TITLE **Saying Thanks**

**GENRE** Literary Text (realistic fiction)

### LESSON OBJECTIVES

- Read, discuss, and write about showing appreciation for what people do
- Understand characters in depth, including point of view
- Listen to a story and participate in a discussion
- Use coordinating conjunctions to form compound sentences
- Write a thank-you letter

### Content Standards Connection

- The Language of Language Arts
- The Language of Mathematics

### ELA Standards Connection

#### Reading

- Ask and answer questions to demonstrate understanding of a text
- Describe characters, setting, and events in depth, using specific details
- Understand character's point of view
- Interpret information presented visually
- Understand features of different genres (poetry, personal narrative, informational)
- Determine the meaning of words and phrases
- Read and understand realistic fiction

#### Speaking and Listening

- Respond to and pose questions
- Make comments that contribute to a discussion
- Integrate information from multiple texts on a topic to speak knowledgeably
- Differentiate between situations where formal or informal English is appropriate
- Demonstrate command of English grammar and usage

- Read prose orally with accuracy and fluency to support comprehension

#### Writing

- Write a thank-you letter about a real or imagined experience or event
- Use descriptive details and language to tell about experiences or events
- Use knowledge of English language and its conventions

### Grammar and English Conventions

- Understand the format of a thank-you letter
- Produce simple, compound, and complex sentences
- Use knowledge of language and its conventions

### ACADEMIC LANGUAGE OF LESSON

<b>Tier 1</b>	complain, entire, favorite, lemonade, perfect, successful, sweaty, upset
<b>Tier 2</b>	amount, appreciation, inquired, list, suggested
<b>Tier 3</b>	chores, coins, cupboard, earn, refrigerator, spent, wallet



WRITING

# Write About It

Student Book PAGE 89

## TOTAL TIME: 45 Minutes

My Learning Goals: 5 Minutes

Working with Page 89: 15 Minutes

Working with Page 90: 20 Minutes

Check My Goals: 5 Minutes

## OBJECTIVE

- Write a thank-you letter
- Use descriptive language and details
- Use knowledge of language and its conventions

## ACADEMIC LANGUAGE

Tier 2: appreciation

## 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

Read the paragraphs at the top of the page aloud. Or, have students take turns reading it aloud or with a partner. Explain that writing a thank-you letter is a wonderful way to thank someone for a gift or kind deed.

Direct students to the Plan My Writing section. Explain that good writers plan what they will write by brainstorming ideas. Read the directions aloud. Then have students work independently, with a partner, or in a small group to write their thank-you letters. Have them fill in the columns with information to help them with their thank-you letters.

*Answers will vary.*

Students should be aware that it is helpful to a reader if they have details in their sentences. Tell students that, when writing, it is good to first take notes and organize their thoughts.

WRITING

### Write About It

We can thank people in many ways. One way is to write a **thank-you letter** that lets someone know that you appreciate something they have done.

Practice your letter writing now. Think of someone who has done something for you. Describe what he or she did, and then tell why you appreciate what he or she did. Or, you can pretend that you are Mrs. Burns from the passage and write a thank-you letter to Jin for the special gift.

#### MY LEARNING GOALS

I can

- ☐ write a thank-you letter.
- ☐ use descriptive language and details in my letter.

**Answers will vary.**

### Plan My Writing

Fill in the chart to help you write your thank-you letter.

Who gave you the gift? <b>Katrina</b>	How do you feel about the gift? <b>surprised and happy</b>
What did he or she give you? <b>a keychain</b>	How will you use the gift? <b>to keep my keys together on one chain</b>

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Unit 2 ★ Lesson 6 **89**



## WORK WITH THE PAGE

Have students complete the writing activity independently, with a partner, or as a class. Explain that they should use the information from the Plan My Writing section to write their thank-you letters. Circulate to provide support as needed.

*Answers will vary.*

## ASSESSMENT PRACTICE

*Finish Line for ELLs 2.0*

**Grade 4**

- Lesson 11 Rules and Procedures
- Lesson 12 Realistic Fiction—Sequence
- Lesson 16 Special Events
- Lesson 18 Money
- Lesson 26 United States Government
- Lesson 33 Health and Safety

## 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.

**Write About It**

Answers will vary.

Dear \_\_\_\_\_,

Thank you for \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

That was a very nice thing to do. I was \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

I will use \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

I am \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Thank you again for being so thoughtful.

Yours truly,  
 \_\_\_\_\_

**90** Unit 2 ★ Lesson 6
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## LANGUAGE DIFFERENTIATION

<b>Beginning</b>	Encourage students to write words to complete the sentences, using visual clues if necessary.
<b>Developing</b>	Encourage students to add details to their writing, consulting the glossary as needed.
<b>Expanding/ Bridging</b>	Challenge students to expand on the template or write a letter in their own words without using the sentence frames.

**AUDIO SCRIPT**

## A Mother's Day Surprise

Sasha's alarm woke her up early on Sunday morning. For a minute she couldn't remember why, but then it came back to her—Mother's Day! She jumped out of bed and scampered to the kitchen to create her big surprise. This was her chance to show her appreciation for all her mother did for her.

Quickly but carefully, she pulled the pots and pans out of the cupboard. Next, she went through the refrigerator, pulling out eggs, bacon, and fruit. Finally, she had everything she needed to create the perfect breakfast.

For the next 20 minutes, Sasha cooked. She knew that blueberry pancakes were her mother's favorite breakfast food. She hummed as she cooked, imagining the look on her mother's face. When her creation was complete, Sasha plopped three pancakes on a plate. She placed them carefully on a tray with bacon, fruit, and juice, then headed upstairs, where her mother was just waking up.

Sasha flung open the door and smiled. "Happy Mother's Day!" she announced, beaming. She placed the breakfast in front of her mother. Sasha's mother smiled back and laughed, even more than Sasha expected.

"This is a surprise!" her mother said warmly. "Especially since Mother's Day isn't until next week!"