

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 Kinds of Animals				
LESSON 1: Bear Watching	Science Social Studies	Cause and Effect	Parts of Speech and Multiple-meaning words	Letter
LESSON 2: Animals at Risk	Science	Sequence	Plural Nouns	Sequence
LESSON 3: The Wonderful World of Birds	Science Language Arts	Figurative Language	Adverbs	Descriptive Paragraph
UNIT 2: Take Me Out to the Ball Game				
LESSON 4: Rules of the Game	Social Studies	Cause and Effect	Irregular Verbs and Verb Tenses	Opinion
LESSON 5: Making the Call	Social Studies Mathematics	Details	Synonyms	Explanatory Paragraph
LESSON 6: All for One, One for All	Language Arts	Point of View	Compound Nouns	Narrative
UNIT 3: Across the Miles				
LESSON 7: In the Time Zone	Science Social Studies	Inferences	Abbreviations	Opinion
LESSON 8: Seeing Early America	Social Studies	Compare and Contrast	Suffixes and Parts of Speech	Journal Entry
LESSON 9: Travels to Faraway Lands	Language Arts	Genre and Myth	Abstract and Concrete Nouns	Myth
UNIT 4: Making Choices				
LESSON 10: Living a Healthy Life	Science Social Studies	Fact and Opinion	Homophones	Opinion
LESSON 11: Exploring the World of Work	Social Studies	Compare and Contrast	Commas	How-to
LESSON 12: Choosing the Right Path	Language Arts	Analyzing Characters	Apostrophes and Contractions	Story

TITLE In the Time Zone

GENRE Informational Text

LESSON OBJECTIVES

- Read, discuss, and write about time zones
- Make inferences and draw conclusions
- Listen to and understand a conversation about daylight saving time
- Use and punctuate abbreviations correctly
- Write a persuasive paragraph about daylight saving time

Content Standards Connection

- The Language of Science
- The Language of Social Studies

ELA Standards Connection

Reading

- Read and understand an informational text
- Determine main ideas and details that support main ideas
- Understand features of different genres (poetry, personal narrative, informational)
- Determine the meaning of words and phrases
- Interpret information gained from visual materials
- Explain concepts and ideas based on information in the text
- Ask and answer questions to demonstrate understanding of the text
- Integrate information from multiple texts on a topic

Speaking and Listening

- Respond to and pose questions
- Make comments that contribute to discussion
- Integrate information from multiple texts on a topic to speak knowledgeably
- Use descriptive details to support ideas
- Read prose orally with accuracy and fluency to support comprehension

- Differentiate between situations that call for formal and informal English
- Demonstrate command of English grammar and usage

Writing

- Write a persuasive paragraph about daylight saving time
- Form an opinion and support it with facts and reasons
- Introduce a topic clearly and develop topic
- Use technology to interact and collaborate with others
- Use knowledge of English language and its conventions

Grammar and English Conventions

- Identify and use abbreviations correctly
- Correctly punctuate abbreviations
- Demonstrate an understanding of word relationships
- Produce simple, compound, and complex sentences
- Use knowledge of language and its conventions

ACADEMIC LANGUAGE OF LESSON

Tier 1	accidents, adjust, advantages, affect, depends, major
Tier 2	arrival, conclude, departure, election, infer, method, reported, reports, schedule, standard
Tier 3	abbreviation, daylight saving time, time zone

**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 discuss time zones in the United States.

ACADEMIC LANGUAGE

Tier 1: adjust, advantages, affect, depends, major **Tier 2:** arrival, departure, election, infer, method, reported, reports, schedule, standard **Tier 3:** abbreviation, daylight saving time, time zone

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 have student volunteers 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 discuss an informational text.
- make inferences.

What Time Is It?

What time is it? That depends on where you live. It depends on the time of the year, too. It's not always easy to tell what time it is.

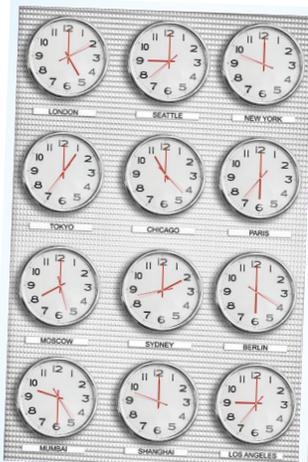
Suppose you live in North Carolina. You might call your cousin in Nevada at nine o'clock on Saturday morning. Your cousin is not too happy to hear from you. You just woke her up! If it is 9 A.M. in North Carolina, it is only 6 A.M. in Nevada.



Highlight what you put after a number to tell that it is a time before noon.



What is the time difference between North Carolina and Nevada?
The time difference is _____.



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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.



WORK WITH THE PAGE

Explain to students that they should be active readers. Tell them they will now write about what they have read by using the reading skill of making inferences highlighted in the Show What You Know activity.

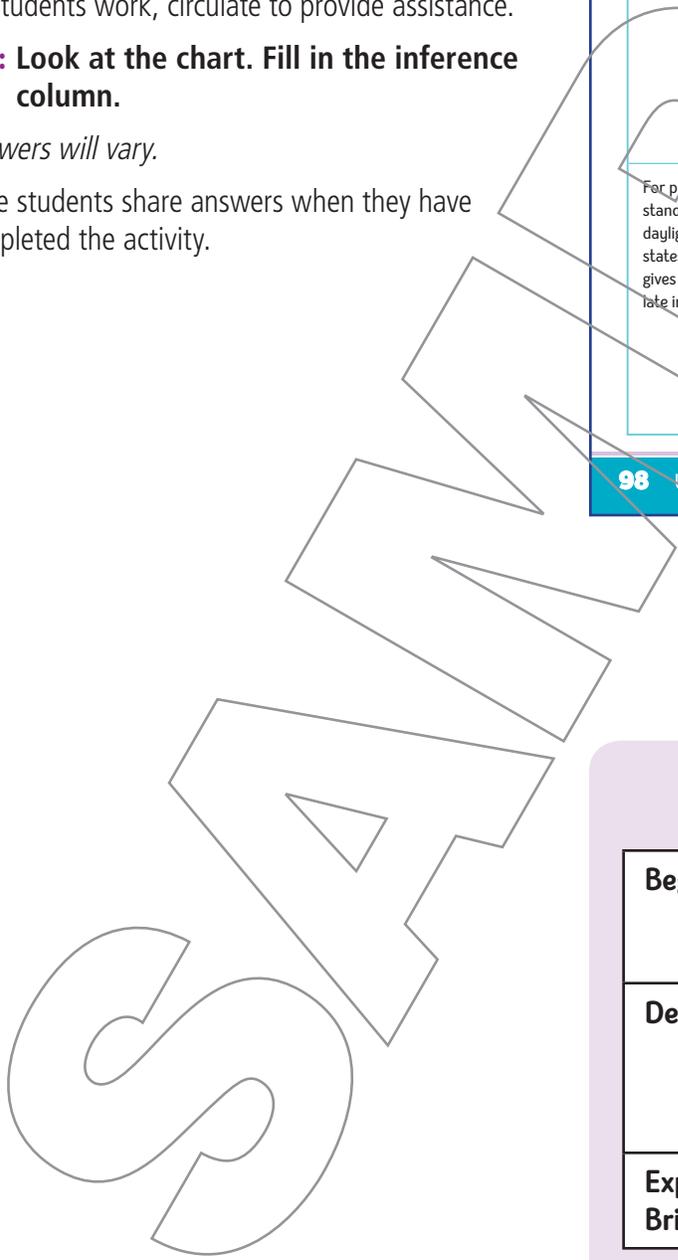
You may decide to complete the first inference together as a class. Or, instruct students to complete the activity independently, with a partner, or in a small group.

As students work, circulate to provide assistance.

Say: Look at the chart. Fill in the inference column.

Answers will vary.

Have students share answers when they have completed the activity.



Let's Read

Show What You Know

Sometimes the author does not explain everything in what you read. You have to put things together on your own. You can use clues in what you read, and you can use your own experiences.

Look at the chart below. Write what you can infer from the text and your experience.

Answers will vary.

Text Information	My Experience	I can infer
A late movie may be too late for a person in the Eastern time zone.	I live in New Mexico, and I watch a lot of late movies before I go to sleep.	Movies that are on late in the Eastern time zone are not on as late in other parts of the United States.
For part of the year, standard time changes to daylight saving time in most states. Daylight saving time gives more daylight hours late in the day.	The area where I live doesn't have daylight saving time.	The number of daylight hours are not affected in my area.

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LANGUAGE DIFFERENTIATION

Beginning	Encourage students to share answers orally if they struggle with the written language.
Developing	Encourage students to write details from the passage, consulting the glossary as necessary.
Expanding/ Bridging	Challenge students to write the answers in their own words.



AUDIO SCRIPT

Nikki: Do you know what “spring forward, fall back” means?

Azizah: Yes, it tells us when we set the clocks ahead one hour and when we turn them back an hour.

Nikki: Do we turn the clocks ahead in spring or fall?

Azizah: We turn them ahead in spring. That’s what “spring forward” means. We turn the clocks forward on the second Sunday in March. Then we turn them back on the first Sunday in November.

Nikki: Why do we do this?

Azizah: People thought having more daylight late in the day would help them save money and resources.

Nikki: My grandfather said they used daylight saving time during World War I and World War II because they needed to conserve energy during the war. People used less electricity at night because they didn’t need to turn on the lights as early in the evening.

Azizah: True. My dad says we use less electricity too when it is daylight saving time.

Nikki: Did you know that some people believe daylight saving time is a bad idea?

Azizah: Well, I don’t agree. I like this method of using daylight saving time in spring and summer. Our soccer practices can be later and run longer. I like playing in daylight instead of under the floodlights.

Nikki: Me, too. I think there are advantages to daylight saving time. I wish daylight saving time was the standard all the time. Then we don’t have to worry about when to adjust our clocks.