

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: Earth's Resources				
LESSON 1: Disappearing Forests	Science Social Studies	Main Idea	Root Words	Persuasive Email
LESSON 2: The Environmental Movement	Science Social Studies	Sequence	Suffixes	Opinion
LESSON 3: From the Earth	Language Arts	Characters	Abstract Nouns	Journal Entry
UNIT 2: Beyond Earth				
LESSON 4: Connected Through Space and Time	Science	Details	Subject-Verb Agreement	Compare and Contrast
LESSON 5: Cleaning Up Space	Science	Cause and Effect	Adjectives	Persuasive Paragraph
LESSON 6: Another World	Language Arts Science	Parts of a Story	Homophones	Journal Entry
UNIT 3: Obstacles and Achievements				
LESSON 7: New Ideas, New Inventions	Science Social Studies	Predictions	Irregular Past-Tense Verbs	News Story
LESSON 8: Wonders of the World	Mathematics Social Studies	Facts and Opinions	Multiple-Meaning Words	How-To
LESSON 9: Racing for the Prize	Language Arts	Author's Purpose	Pronouns and Antecedents	Compare and Contrast
UNIT 4: On the Job				
LESSON 10: Artists of All Kinds	Social Studies	Inferences and Conclusions	Antonyms	Opinion
LESSON 11: Into the Fire	Social Studies	Compare and Contrast	Prepositional Phrases	Informational
LESSON 12: Strength and Character	Language Arts	Analyzing Language	Uncountable Nouns	Summary

TITLE Racing for the Prize

GENRE Literary Text (myth)

LESSON OBJECTIVES

- Read, discuss, and write about a Greek myth
- Recognize author’s purpose for writing
- Identify author’s tone in text
- Listen to a realistic fiction passage and participate in a discussion
- Identify and use subject and object pronouns
- Identify a pronoun’s antecedent
- Write a paragraph comparing and contrasting two stories

Content Standards Connection

- The Language of Language Arts

ELA Standards Connection

Reading

- Read and understand a story from Greek mythology
- Know and apply grade-level phonics and word analysis skills in decoding words
- Describe logical connections between particular sentences and paragraphs in a text
- Recognize author’s purpose for writing text
- Describe characters and explain how their actions influence the story
- Understand features of different genres (myth, realistic fiction)
- Determine meaning of words and phrases
- Recall details of a story
- Use information gained from illustrations and words to demonstrate understanding of the text

Speaking and Listening

- Respond to and pose questions about a text
- Follow instructions
- Use listening and speaking skills to analyze literature
- Engage in collaborative discussions
- Tell about a character or story using descriptive details
- Read prose orally with accuracy and fluency to support comprehension
- Express ideas clearly and concisely

Writing

- Use language to compare and contrast two stories
- Use words and phrases that describe
- Write sentences with correct pronoun-antecedent agreement
- Create and structure a piece of writing
- Develop and strengthen writing by planning and editing

Grammar and English Conventions

- Use knowledge of language and its conventions
- Demonstrate an understanding of word relationships
- Identify subject and object pronouns
- Understand the relationship between a pronoun and its antecedent
- Use correct pronoun-antecedent agreement

ACADEMIC LANGUAGE OF LESSON

Tier 1	accomplish, deliberately, disqualified, irresistible, objected, resumed, similarities, version
Tier 2	betrayal, crucial, enraged, pelt, precise, preside, ravaging
Tier 3	antecedent, myth, preposition



READING

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 a Greek myth

ACADEMIC LANGUAGE

Tier 1: deliberately, irresistible, objected, resumed **Tier 2:** betrayal, enraged, pelt, ravaging **Tier 3:** myth

GENRE Literary Text (myth)

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 a literary story over four pages. Introduce mythology and myths as a genre. Explain that ancient Greeks and Romans told many stories about how their gods and goddesses interacted with each other and with humans. Today, people continue to read and enjoy the telling of these tales.

Read the title of the passage aloud. Have volunteers tell what they think they will read 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.



Let's Read

MY LEARNING GOALS


I can


- read and understand a Greek myth.
- recognize author's purpose and tone.

The Tale of Atalanta


a myth from ancient Greece

Iasus, King of Arcadia, badly wanted a son. When his wife, Clymene, gave birth to a daughter instead, the king was so enraged that he left the baby in the forest to die. But Artemis, goddess of hunting and protector of women, sent a she-bear to take care of the girl. The girl lived with the bear until a group of hunters found her. They named her Atalanta and raised her to womanhood. Like Artemis, Atalanta became a great hunter, and there was no one in all the land, man or woman, who could run faster than she.





Highlight the reason that King Iasus left Atalanta in the forest.



What is something that you are very good at doing?

I am very good at _____.

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Circulate among students to identify words that have been circled or underlined. Discuss each of 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 recognizing author's purpose highlighted in the Show What You Know activity.

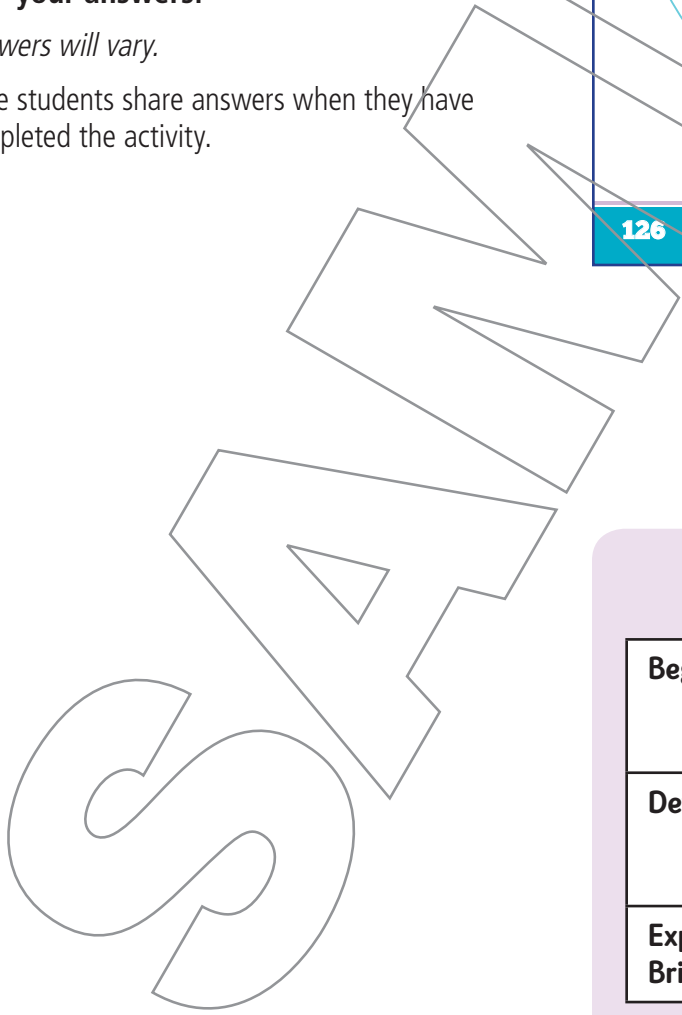
You may decide to discuss the tone and purpose together as a class, and then allow students to find evidence on their own. Or, instruct students to complete the activity independently, with a partner, or in a small group.

As students work, circulate to provide assistance.

Say: Look at the chart. Think about why the author wrote this story and the tone that the author used to tell the story. Then find evidence to support your answers.

Answers will vary.

Have students share answers when they have completed the activity.



Let's Read

Show What You Know
Fill in the chart to show the author's purpose and tone for "The Tale of Atalanta."

Answers will vary.

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LANGUAGE DIFFERENTIATION

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

**AUDIO SCRIPT**

The Red-Flag Race

Wait...don't cross the line...don't let go. BANG! My reactions were precise as I sprang out of the blocks. My feet clawed at the blistering, red turf. I clutched the baton in my sweaty palm, willing myself not to let go. My legs ran as fast as I could go as I hugged the corner of the line. As I came closer to my final steps, my stomach started twisting. It was time.

"Reach!" I yelled to Becky, who had seemed far away a moment ago.

As the gold baton fell into Becky's hand, she took off at a dead sprint. A red-colored flag rose. We were disqualified for going outside of the exchange zone.

I had never before been a part of a winning team. I finally got my chance freshman year of track. Ms. Lee, the head track coach, decided to form a girls' medley relay, so she placed Gail, Robin, Becky, and me together. Gail ran the 400, Robin ran the 200, and Becky and I started the race by each running the 100.

There were so many crucial things to remember in a relay race: there was a baton involved, a certain number of steps to take, and a certain way to hold the baton. I had even more to think about since I started the race. If I false started, barely twitched, or dropped the baton, I would lose the race for my teammates before it even started.

That season, everything fell together. We perfected our handoffs. We meshed as a team. We each ran our legs of the race as fast as we could. We won almost every race we ran.

It was the day of the state competition. We all felt confident that the gold medal was going home with us. We had been on fire the day before and had won the prelims.

With one last look at my teammates, I jogged down to the starting line. Everything felt perfect as I slid my black spikes into the starting blocks.

To this day, I still don't know how it happened. Even after I saw the red flag, I still couldn't believe this was actually happening.

Disqualified. I had let my teammates down after all we had accomplished. Together, we sat beside the track as tears streamed down our faces. Yet, in my mind were the words of my father: you win some, and you lose some, but life goes on.