

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: Discoveries				
LESSON 1: The Father of TV	Social Studies	Predictions	Synonyms	Opinion
LESSON 2: Navigating New Places	Social Studies	Main Idea	Complex Sentences	Journal Entry
LESSON 3: Loyalty and Love	Language Arts	Analyze Characters	Pronouns	Personal Reflection
UNIT 2: By the Numbers				
LESSON 4: The Basics of Bar Codes	Mathematics Science	Sequence	Suffixes	Summary
LESSON 5: A Secret Communication	Mathematics Social Studies	Recalling Details	Confusing Words	Analysis
LESSON 6: How Much?	Language Arts	Characterization	Adverbs	Compare and Contrast
UNIT 3: Choices				
LESSON 7: The Science of Weather Forecasting	Science	Inferences	Prefixes	Descriptive Paragraph
LESSON 8: What Will You Eat?	Science Social Studies	Cause and Effect	Colons and Semicolons	Opinion
LESSON 9: Thinking About the Future	Language Arts	Theme	Coordinating and Subordinate Conjunctions	Personal Narrative
UNIT 4: Fun and Entertainment				
LESSON 10: The Ride of Your Life	Mathematics Science	Facts and Opinions	Multiple-Meaning Words	Informational Paragraph
LESSON 11: The Ultimate Movie Experience	Science Social Studies	Compare and Contrast	Roots and Root Words	Movie Review
LESSON 12: Game Time	Language Arts	Figurative Language	Relative Pronouns	How-To

TITLE The Father of TV

GENRE Informational Text

LESSON OBJECTIVES

- Read, discuss, and write about television technology
- Make predictions about a text prior to reading
- Confirm predictions after reading
- Identify and write synonyms
- Write to express an opinion
- Support an opinion with facts

Content Standards Connection

- The Language of Social Studies

ELA Standards Connection

Reading

- Ask and answer questions to demonstrate understanding of a text
- Describe logical connections between particular sentences and paragraphs in a text
- Determine meaning of words and phrases
- Know and apply grade-level phonics and word analysis skills in decoding words
- Make predictions prior to reading a text
- Confirm and evaluate predictions after reading a text
- Determine the relationship between a series of events using language related to time sequence
- Cite text to support inferences
- Identify important details in a text
- Identify main ideas and details that support main ideas
- Determine how text structure develops ideas

Speaking and Listening

- Follow instructions
- Respond to and pose questions about a text
- Engage in collaborative discussions
- Participate in conversations
- Read prose orally with accuracy and fluency to support comprehension
- Present claims emphasizing facts, details, and examples
- Express ideas clearly and concisely
- Use language that compares and contrasts

Writing

- Write a paragraph expressing an opinion
- Use descriptive language
- Use language to create cohesion and clarify relationships among opinions and facts
- Develop and strengthen writing by planning and editing
- Create and structure a piece of writing
- Use language to explain opinions, supported by facts

Grammar and English Conventions

- Use knowledge of language and its conventions when writing
- Demonstrate an understanding of word relationships
- Identify synonyms

ACADEMIC LANGUAGE OF LESSON

Tier 1	competition, confirm, converted, tragedy
Tier 2	evaluate, potential, prestige, preview, resolve, ruthless
Tier 3	analog, broadcast, commercial, digital, experimental, network, patent, thesaurus



LISTENING

Listen and Discuss

Student Book PAGE 71

TOTAL TIME: 45 Minutes

My Learning Goals: 5 Minutes

Working with Page 71: 15 Minutes

Working with Page 72: 20 Minutes

Check My Goals: 5 Minutes

OBJECTIVE

- Discuss a historical mystery involving a cipher
- Use language to ask questions and contribute to a conversation

ACADEMIC LANGUAGE

Tier 1: intriguing **Tier 2:** complex **Tier 3:** algorithm, cipher, decipher

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 chart 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 two friends about a historical mystery. You will listen to the conversation two times. Listen carefully the first time. The second time you listen, take notes on the chart 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 charts.

LISTENING

Listen and Discuss

MY LEARNING GOALS
 I can
☐ listen to and understand a conversation about a cipher.
☐ participate in a conversation about the historical mystery.

Listen to a conversation between friends about a historical mystery referred to as the Beale Ciphers. While you listen the second time, take notes on the chart below.

Answers will vary.

What I Knew	What I Learned	What I Want to Know
<p style="color: red;">People use ciphers to send secret communications.</p> <p style="color: red;">There are different types of ciphers.</p> <p style="color: red;">People usually hide large amounts of money.</p> <p style="color: red;">People enjoy mystery stories.</p>	<p style="color: red;">A man named Beale may have hidden a treasure of gold in Virginia.</p> <p style="color: red;">He left pages of ciphers that describe the treasure and where it is.</p> <p style="color: red;">Only one page has been deciphered.</p> <p style="color: red;">He used a book key.</p> <p style="color: red;">Some people do not believe the story is true.</p>	<p style="color: red;">Is the story true?</p> <p style="color: red;">How did someone figure out the book key?</p>

© The Continental Press, Inc. DUPLICATING THIS MATERIAL IS ILLEGAL.
Unit 2 ★ Lesson 5 **71**

Answers will vary.



LISTENING

Listen and Discuss

Student Book PAGE 71

AUDIO SCRIPT

Damian: Have you heard of the Beale Ciphers?

Asako: Are those the ones related to the story of buried treasure in southern Virginia?

Damian: Yes! In 1885, James Ward began selling copies of a pamphlet with an intriguing story. The story says that, in 1817, Thomas Jefferson Beale and a group of hunters found a rich vein of gold and silver in New Mexico. Over several trips, they brought it back East. Before Beale's final trip west, he left a locked box with a man named Robert Morriss. Morriss was to keep the box until Beale returned or until Beale sent a letter with instructions.

Asako: But Beale never returned, and he never sent instructions. Years later, Morriss finally opened the box. He found three sheets of papers filled with numbers. According to a letter in the box, the pages were ciphers describing the location of the treasure, the names of the men and their relatives who had a share of the treasure, and details about the treasure.

Damian: Beale had used a "book key" to make the ciphers. That means the numbers referred to the sequence of letters in a certain book. There was no complex algorithm, but, to decipher the message, a person had to know which book.

Asako: Someone finally deciphered one of the pages. The book key for that page was the Declaration of Independence. The page described the treasure and how it was buried. But no one has ever figured out the other two pages.

Damian: I think it would be interesting to try to figure out the cipher.

Asako: Do you really think the treasure is out there? Code experts are suspicious of the cipher. They think it is a fake. Many parts of the story do not seem to line up, and the cipher appears to be carelessly constructed. Some people have searched census records for signs of Thomas Beale or other people in the story. Unfortunately, the records are not complete for that time period.

Damian: Sure, I get that. A treasure of \$20 million in gold has some appeal, but I also think it would be fun to break the code. Especially since no one else has ever done it.



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 starters to ask and answer questions about the Beale Ciphers.

Ask: What is the mystery surrounding the Beale Ciphers?

Sentence Frames

Thomas J. Beale found ____, [a treasure; gold] and he left ____. [a box with Robert Morriss; pages of cipher about the treasure]

Robert Morriss had ____, [the pages of cipher; a box from Beale] and he ____. [could not decipher the message; left them to someone else when he died]

Someone learned ____. [how to decipher one page of the code; what the treasure is]

No one has ____. [deciphered two pages of code; found the treasure; proved if the story is true]

You can choose to extend the conversation by asking more questions about the Beale Ciphers.

Sentence Starters

Why are people still interested in this mystery?

People are still interested because ____

Why do some people think the story is not true?

Some people do not believe it because ____.

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

What is the mystery surrounding the Beale Ciphers?

115 73 24 807 37 52 49 17 31 62 647 22
7 15 140 47 29 107 79 84 56 239 10 26
81 5 196 308 85 52 160 136 59 211 36
9 46 36 554 122 106 95 53 58 2 42 7
35 122 53 3 82 77 250 196 56 96 118
71 140 287 28 353 37 1005 65 147 807
24 3 8 12 47 43 59 807 45 316 101 41
78 154 1005 122 138 191 16 77 49 102 57
72 34 73 85 35 371 59 196 81 92 191 106
273 60 394 620 270 270 106 388 287
63 3 6 191 122 43 234 400 106

The beginning of the page of code that was deciphered using the Declaration of Independence

...

72 Unit 2 ★ Lesson 5

© The Continental Press, Inc. DUPLICATING THIS MATERIAL IS ILLEGAL.

LANGUAGE DIFFERENTIATION

Beginning	Encourage students to complete sentences about the Beale Cipher mystery using sentence starters.
Developing	Provide sentence frames and encourage students to model a conversation about the story and why people are still interested in it today.
Expanding/ Bridging	Challenge students to extend the conversation by asking additional questions and responding without using sentence frames.