

Instructional Features

TEAM is designed for use by ESL teachers and by general education teachers as a support for EBs/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: Food and You				
LESSON 1: Food Safety	Science Social Studies	Details	Synonyms	Persuasive Writing
LESSON 2: A Plant-Based Diet	Science Social Studies	Main Idea	Uncountable Nouns	Informative Paragraph
LESSON 3: Bread and Paintings	Language Arts Social Studies	Character Traits	Verbs	Story
UNIT 2: Storytelling				
LESSON 4: Stories on the Go	Science Mathematics	Fact and Opinion	Multiple-Meaning Words	Podcast
LESSON 5: Everyone Has a Story	Science Mathematics	Predictions	Definite and Indefinite Articles	Survey
LESSON 6: Stories of Interest	Language Arts Social Studies	Analyzing Language	Order of Adjectives	Story Summary
UNIT 3: The Body and Technology				
LESSON 7: Medical Imagery	Science Social Studies	Compare and Contrast	Root Words	Descriptive Paragraph
LESSON 8: You Are Unique	Science Mathematics	Cause and Effect	Transitional Words	Summary
LESSON 9: An Unexpected Practice	Language Arts	Parts of a Story	Figurative Language	Personal Narrative
UNIT 4: Our Government				
LESSON 10: Electing the President	Social Studies Mathematics	Cause and Effect	Suffixes and Parts of Speech	Opinion
LESSON 11: The Judicial Branch	Social Studies	Sequence	Confusing Words	Informative Paragraph
LESSON 12: Decisions	Language Arts Social Studies	Characters	Adverbs	Explanatory Paragraph

TITLE Medical Imagery

GENRE Informational Text

LESSON OBJECTIVES

- Read, discuss, and write about medical imagery
- Compare and contrast different types of medical imagery
- Listen to a passage about jobs in the health profession
- Identify root words
- Write an informative paragraph

Content Standards Connection

- The Language of Science
- The Language of Mathematics

ELPS Student Expectations

Reading

- Ask and answer questions to demonstrate understanding of a text
- Use prior knowledge and information in a text to compare and contrast
- Recall details in a text
- Cite text to support inferences
- Determine meaning of words and phrases
- Describe logical connections between particular sentences and paragraphs in a text
- Use information gained from photographs to demonstrate understanding of a text
- Know and apply grade-level phonics and word analysis skills to decode words
- Recognize and understand language related to contrast and comparison

Speaking and Listening

- Read prose orally with accuracy and fluency to support comprehension
- Follow instructions
- Engage in collaborative discussions
- Ask and answer questions to demonstrate understanding of a text

Writing

- Write an informative paragraph about medical imagery
- Use language to express facts
- Identify the most important ideas and details from a text

Grammar and English Conventions

- Recognize root words
- Add prefixes and suffixes to root words to make new words
- Demonstrate an understanding of word relationships
- Use knowledge of language and its conventions when writing

ACADEMIC LANGUAGE OF LESSON

Tier 1	complex, composite
Tier 2	internal, negligible, ubiquitous
Tier 3	cartilage, diagnose, dietitian, ligament, optometrist, pharmacist, radiography, resonance, sonography, tendon



LISTENING

Listen and Discuss

Student Book PAGE 100

TOTAL TIME: 45 Minutes

My Learning Goals: 5 Minutes

Working with Page 100: 15 Minutes

Working with Page 101: 20 Minutes

Check My Goals: 5 Minutes

OBJECTIVE

- Use descriptive language to discuss jobs in the health field
- Use language to ask questions and contribute to a conversation

ACADEMIC LANGUAGE

Tier 2: internal Tier 3: diagnose, dietitian, optometrist, pharmacist

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 jobs in the health field. 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 and understand a conversation about careers in the health field.
- participate in a discussion about what I learned.

Listen to a conversation about jobs in the health field. While you listen the second time, take notes on the web below.

Answers will vary.

X-ray tech takes x-rays and scans to show what is inside the body.

Pharmacist fills prescriptions. They may work at a hospital or a drugstore.



Optometrists examine people's eyes to make sure they are seeing well.

Hospital dietitians plan and make patients' meals.

Physical therapist helps patients recover by teaching them exercises to make their bones and muscles strong again.

Laboratory technician does tests on the sample. This technician gives the doctor test results.

100 Unit 3 ★ Lesson 7

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



AUDIO SCRIPT

Ramon: Here's a riddle: You are in a room that is very clean. In the room you see a computer and some medical equipment. A woman wearing a white coat is taking care of you. What is her occupation?

Bella: A doctor?

Ramon: That's a good guess. But she could also be a nurse, a technician, a pharmacist, or an optometrist. There are many different jobs in the health care field.

Bella: That's true. What does a pharmacist do?

Ramon: Pharmacists fill prescriptions. They may work at a hospital or a drugstore.

Bella: I know that dietitians work in hospitals to plan and make patients' meals. They have to know what foods are good for people who are sick or are getting better. They can help people plan ways to stay healthy.

Ramon: That's true. Technicians work in hospitals, too. They help patients with medical imagery. Technicians operate the machines that do x-rays and CT scans to show what is inside the body, such as the internal organs. It's their job to see that the test is clear so the doctors can read the information and diagnose the problem.

Bella: Is that different from the work a laboratory technician does?

Ramon: Yes. After a doctor or nurse takes a sample, such as blood, from a patient, the laboratory technician does tests on the sample. This technician gives the doctor test results: with this information the doctor can often tell what is wrong.

Bella: Physical therapists are also health care professionals. I went to one after I hurt my leg. The therapist helped me recover by teaching me exercises to make my bones and muscles strong again. Now, I can play sports again.

Ramon: Emergency technicians are also part of the health profession. They may come to someone's house when there is an emergency. These paramedics are trained to help right away to make important tests before they take a patient to the hospital.

Bella: I know what an optometrist does. I just went to one. She examined my eyes to make sure I was seeing well. She said I needed glasses to correct my vision. I should pick them up in a few days.



SPEAKING

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 jobs in the health field.

Ask: Which job in the health field would be suited to someone who is interested in sports?

Someone interested in sports would be suited _____. [to being a physical therapist]

Which job in the health field would be suited to someone who is interested in food? Someone interested in food would be suited _____. [to being a dietitian]

You can choose to extend the conversation by asking more questions about jobs in the health field.

Ask: What does an x-ray technician do?

Sentence Frames

X-ray technicians ____ but they do not read ____.

What does a laboratory technician do? A lab technician ____ and they do read ____.

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.

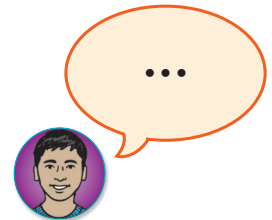
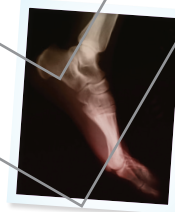
Listen and Discuss



SPEAKING



Which job in the health field would be suited to someone who is interested in sports?



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

Unit 3 ★ Lesson 7 101

LANGUAGE DIFFERENTIATION

Intermediate	Encourage students to complete sentences about the health field, using sentence starters.
Advanced	Provide sentence frames and encourage students to model a conversation about jobs in the health field.
Advanced High	Challenge students to extend the conversation by asking additional questions and responding without using sentence frames.