

# 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, a writing focus, as shown in the chart below:

Unit/Lesson/Theme	Standards Focus	Reading Strategy	Language Focus	Writing Focus
<b>UNIT 1: Animal Homes</b>				
LESSON 1: <b>Life in a Hive</b>	Science Social Studies	Main Idea	Nouns	Opinion
LESSON 2: <b>Birds' Nests</b>	Mathematics Science	Compare and Contrast	Verbs	Description
LESSON 3: <b>Chipmunks</b>	Language Arts Science	Setting	The word /	Opinion
<b>UNIT 2: Life on a Farm</b>				
LESSON 4: <b>Farm Plants</b>	Science Social Studies	Sequence	Capitalization	Letter
LESSON 5: <b>Farm Animals</b>	Science Social Studies	Details	End Punctuation	Compare and Contrast
LESSON 6: <b>On a Farm</b>	Language Arts Social Studies	Characters	Plural Nouns	Retell a Story
<b>UNIT 3: All About Weather</b>				
LESSON 7: <b>Clouds</b>	Science	Compare and Contrast	Question Words	Facts and Opinions
LESSON 8: <b>Winter Storms</b>	Science	Cause and Effect	Rhyming Words	Description
LESSON 9: <b>Kites and Wind</b>	Language Arts Mathematics	Parts of a Story	Past-Tense Verbs (add -ed)	Retell a Story
<b>UNIT 4: Jobs in My Town</b>				
LESSON 10: <b>Police Officers</b>	Social Studies	Main Idea	Antonyms	Description
LESSON 11: <b>Dentists</b>	Social Studies	Connections	Prefix <i>un-</i>	Informational
LESSON 12: <b>Firefighters</b>	Language Arts Social Studies	Sequence	Synonyms	Narrative

**TITLE** Winter Storms

**GENRE** Informational Text

## LESSON OBJECTIVES

- Read, discuss, and write about winter storms
- Recognize cause and effect
- Listen to a conversation about storm safety and participate in a discussion
- Identify rhyming words
- Write and draw to tell about a snow day

## Content Standards Connection

- The Language of Science

## ELPS Student Expectations

### Reading

- Identify main ideas and details that support main ideas
- Determine meanings of words and phrases
- Ask and answer questions to demonstrate understanding of a text
- Use information gained from illustrations and words to demonstrate understanding of the text
- Describe logical connections between particular sentences and paragraphs in a text
- Know and apply grade-level phonics and word analysis skills in decoding words
- Read with accuracy and fluency to support comprehension
- Connect spoken words with written text
- Recognize and produce rhyming words
- Recognize and pronounce initial vowel and consonant sounds

### Speaking and Listening

- Follow instructions
- Ask and answer questions to demonstrate understanding of a text
- Participate in conversations
- Engage in collaborative discussions
- Determine main ideas and supporting details of information presented in diverse media and formats
- Demonstrate understanding of a text presented orally

### Writing

- Use descriptive language
- Use correct end punctuation when writing
- Write narratives, using a combination of drawing, dictating, and writing
- Describe a sequence of events

### Grammar and English Conventions

- Demonstrate an understanding of word relationships
- Recognize and find rhyming words
- Demonstrate a command of standard English conventions
- Make real-life connections between words and their use

### ACADEMIC LANGUAGE OF LESSON

<b>Tier 1</b>	anywhere, happen, quickly
<b>Tier 2</b>	freezes, mixes, rhyme
<b>Tier 3</b>	blizzard, electricity, snowflakes, snow squall, weather, winter



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 passage about winter storms
- Recognize cause and effect

## ACADEMIC LANGUAGE

**Tier 1:** happen, quickly **Tier 2:** freezes **Tier 3:** blizzard, electricity, snowflakes, snow squall, winter

**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 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.

Circulate among students to identify words that have been circled or underlined. Discuss each of



**Let's Read**

**MY LEARNING GOALS**  
I can



- read a story about winter storms.
- tell causes and effects.

## Snow and Ice

Winter brings cold, snow, and ice. Sometimes it brings storms.

### Snowstorms

A snowstorm is a kind of winter storm. It leaves snow on the ground. Snow is made up of snowflakes. Snowflakes come from clouds. They are made of ice. Dirt is under the ice. Snowflakes fall to the ground. They stick together. They make snow on the ground.

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Underline what snowflakes are made of.

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What do you like to do in the snow?  
I like to \_\_\_\_\_.

**108** Unit 3 ★ Lesson 8

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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**

Read section four of the passage aloud, have students read chorally, have student volunteers take turns, or have students read silently.

**Say:** Now, we will read about ice storms.

Read the text on the page. Talk about the photograph. Explain *power lines* and *electricity*.

Encourage students to ask questions as you read.

Pause at the end of the page to explain any words or phrases that students are unfamiliar with.

Explain the consonant blend *st*. Point out the words *storm* and *starts*, and help students hear the blend at the beginning of the words. Write the words *fast* and *paste* on the board to show students examples of *st* as a final sound in words.

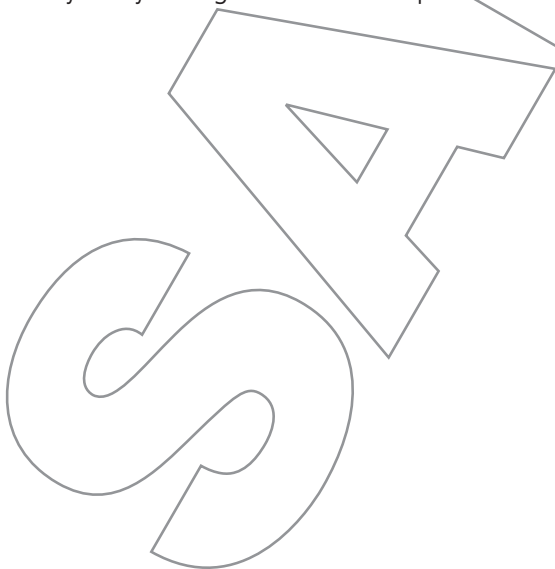
**Check for Understanding**

Instruct students to complete the Check for Understanding.

**Say:** Now, complete the Check for Understanding at the bottom of the page.

Ask students to share their answers.

You may choose to expand the activity by orally asking students more questions.

**Let's Read****Ice Storms**

An ice storm is a kind of winter storm. It starts as rain. The rain freezes. **It does this just before it hits the ground.** An ice storm covers everything in ice. The ice is heavy. It can knock down trees. It can knock down power lines. Then people do not have electricity.



**Highlight** the sentence that tells when the ice freezes.



What do you do when the power goes out?

When the power is out, I \_\_\_\_\_.

**Turn and Talk**

Direct students to complete the Turn and Talk activity with a partner.

**Say:** Look at the Turn and Talk question at the bottom of the page. Turn to a partner and read and answer the question.

*What do you do when the power goes out? When the power is out, I \_\_\_\_\_. [use a flashlight; turn on our camping lantern; put a puzzle together]*

To extend the conversation, use these questions and sentence starters.

*What do you use electricity for at home? We use electricity to \_\_\_\_\_.*

*Why is it a problem if there is no electricity? If there is no electricity, then we \_\_\_\_\_.*



## AUDIO SCRIPT

**Dad:** Zoey, the weather says there will be a blizzard this weekend.

**Zoey:** I love when it snows! I cannot wait to play in it!

**Dad:** Snow is fun. But a blizzard means a lot of snow. We have to get ready. We need to stay safe in the storm.

**Zoey:** What do we need to do, Dad?

**Dad:** First, we will go to the store. We will get food and water. We will get batteries for our flashlights.

**Zoey:** Do we need anything else?

**Dad:** We have snow shovels. We also have warm clothing.

**Zoey:** What should we do during the blizzard? Can I play outside?

**Dad:** We will stay inside during the blizzard. We will not try to drive anywhere. When the snow stops, you can go outside. It is important to stay warm. When you go outside, wear warm clothing. When your clothing gets too wet, come inside to get dry and warm. Watch out for ice, too.

**Zoey:** Thanks, Dad. I want to have fun, but I want to be safe.