

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: All About Me				
LESSON 1: My Senses	Science Social Studies	Main Idea and Details	Commas	Descriptive Paragraph
LESSON 2: My Bones	Science Mathematics	Text Features	Antonyms	News Story
LESSON 3: In the Kitchen	Language Arts Mathematics	Parts of Story	Pronouns	Story
UNIT 2: Telling Tales				
LESSON 4: Fairy Tales and Tall Tales	Language Arts Social Studies	Compare and Contrast	Subject-Verb Agreement (<i>is</i> and <i>are</i>)	Opinion
LESSON 5: Legends	Language Arts Social Studies	Cause and Effect	Conjunctions	Diary Entry
LESSON 6: Folktales	Language Arts	Sequence	Past-Tense verbs	Story
UNIT 3: Plants, Plants, Plants!				
LESSON 7: Parts of Plants	Science Social Studies	Main Idea and Details	Possessive Nouns	Plan
LESSON 8: Plant Facts	Science Social Studies	Cause and Effect	Adjectives	Letter
LESSON 9: Planting Trees	Language Arts Science	Point of View	Future-Tense Verbs	Diary Entry
UNIT 4: Different Ways to Play				
LESSON 10: Marbles	Language Arts Social Studies	Predictions	Prepositions	How-To
LESSON 11: Kites	Science Mathematics	Sequence	Homophones	Plan
LESSON 12: Board Games	Language Arts Social Studies	Compare and Contrast	End Punctuation	Letter

TITLE Planting Trees
GENRE Literary Text (realistic fiction)

LESSON OBJECTIVES

- Read, discuss, and write a realistic story about planting trees
- Identify and understand point of view
- Listen to and discuss a poem about trees and the seasons
- Identify and use future-tense verbs
- Write a diary entry about a future visit

Content Standards Connection

- The Language of Language Arts
- The Language of Science

ELPS Student Expectations

Reading

- Ask and answer questions about details in a story
- Find the main topic
- Retell key details
- Tell the connection between two events, individuals, ideas, or pieces of information
- Describe characters and explain how their actions contribute to a sequence of events
- Identify parts of a story
- Understand point of view
- Identify characteristics of a story and a poem
- Use illustrations and details to tell about key ideas
- Understand words and their meanings and their context
- Identify words and phrases that tell about feelings or appeal to the senses

Speaking and Listening

- Respond to comments of others in conversation
- Ask questions to clarify confusion about topics or texts being discussed
- Ask and answer questions about a story
- Use language to describe people, places, and events in detail
- Use complete sentences
- Read grade-level text aloud with accuracy and fluency

Writing

- Develop a topic
- Use simple and compound sentences
- Use a variety of sentences, such as interrogative, imperative, and exclamatory
- Capitalize proper nouns
- Use end punctuation correctly
- Use details in writing
- Use digital tools to produce and publish writing
- Write narratives that tell about two or more events in sequence

Grammar and English Conventions

- Print uppercase and lowercase letters
- Use common, proper, and possessive nouns
- Use singular and plural nouns
- Use personal, possessive, and indefinite pronouns
- Use verbs to tell about the past, present, and future
- Use adjectives correctly
- Use determiners and conjunctions
- Use commas correctly

ACADEMIC LANGUAGE OF LESSON	
Tier 1:	change, dug, hole, summer, tree, whole, winter, yard
Tier 2	fall, narrator, spring, watch
Tier 3	autumn, excited, future tense, point of view, visiting



TOTAL TIME: 45 Minutes

- My Learning Goals: 5 Minutes
- Working with Page 128: 15 Minutes
- Working with Page 129: 20 Minutes
- Check My Goals: 5 Minutes

OBJECTIVE

- Use descriptive language to discuss a poem about fall
- Use language to ask questions and contribute to a conversation

ACADEMIC LANGUAGE

Tier 1: summer Tier 2: fall Tier 3: autumn

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 poem two times. The first time they hear the poem, 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 as a poem is read. You will listen to the poem 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 poem 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.

Answers will vary.



Listen and Discuss

MY LEARNING GOALS


I can

- listen to and understand a poem.
- use language to tell about the poem.

Listen to a poem about a walk outside during the fall. Take notes about the poem on the chart below.

Answers will vary.

1. It is happening in the fall.
2. The speaker is going for walk.
3. The colors of the leaves are changing.
4. The trees are becoming bare.
5. The trees will be green in the spring.



128 Unit 3 ★ Lesson 9

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**AUDIO SCRIPT****A Walk in Autumn**

Summer's nearly done.

A cool chill is in the air.

The trees are changing fast;
their leaves are falling everywhere.

I like walking down the quiet path
to see the changing trees.

I say goodbye to summer
and feel the autumn breeze.

The leaves are changing now,
from green to yellow-brown.

The tall trees are becoming bare
as leaves fall to the ground.

The oak, the maple, and the beech
are empty, dark, and brown.

But in the spring new leaves will grow again,
dressing each tree in a new green gown.



SPEAKING

Listen and Discuss

Student Book PAGE 129

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 the poem and autumn.

Ask: How are the poem and story the same?

Sentence Frames

The poem and the story are the same ____.

[because both talk about the changing leaves in autumn and how trees change throughout the whole year]

What is the poem about? The poem is about ____.
[a walk in the woods in the fall and the change of the seasons]

You can choose to extend the conversation by asking more questions about the poem and the seasons.

Ask: What colors do you see on the trees in fall?

Sentence Starters

I see ____.

What colors do you see on the trees in spring?

I see ____.

What is your favorite season of the year?

My favorite season is ____ 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



SPEAKING



How are the poem and story the same?



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Unit 3 ★ Lesson 9 129

LANGUAGE DIFFERENTIATION

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