

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
UNIT 1: All About Animals				
LESSON 1: Meet the Manatee	Science Social Studies	Main Idea and Details	Antonyms	Letter
LESSON 2: Flying Far from Home	Science Social Studies	Cause and Effect	Homophones	Compare and Contrast
LESSON 3: At the Zoo	Language Arts Science	Sequence	End Punctuation	Diary or Journal entry
UNIT 2: Ideas That Changed the World				
LESSON 4: American Indian Creations	Science Social Studies	Cause and Effect	Forming the past tense with -ed	Opinion
LESSON 5: A Man Ahead of His Time	Science Social Studies	Main Idea	Root Words	News Story
LESSON 6: Fire	Language Arts	Story Elements	Irregular Verbs	Retelling Folktale
UNIT 3: New Places, New Faces, New Things				
LESSON 7: Putting Down Roots	Science	Predictions	Helping Verbs	How-to
LESSON 8: All Kinds of Weather	Science Social Studies	Compare and Contrast	Noun and Verb Agreement using <i>is</i> and <i>are</i>	Opinion
LESSON 9: A Place for Yuki	Language Arts Social Studies	Understanding Characters	Possessive Pronouns	Email
UNIT 4: Food for Thought				
LESSON 10: America's Favorite Treat	Science Social Studies	Inferences and Conclusions	Action Verbs	Sequence
LESSON 11: Try It, You'll Like It!	Science Social Studies	Compare and Contrast	Compound Words	Opinion
LESSON 12: A Day at the Farm	Language Arts Social Studies	Character Analysis	Dialogue and Quotation Marks	Narrative

TITLE Fire

GENRE Literary Text (folktale)

LESSON OBJECTIVES

- Read, discuss, and write a folktale about how Coyote stole fire
- Determine the elements of a story
- Listen to a folktale and participate in a discussion
- Identify and use irregular verbs
- Write a summary of a folktale

Content Standards Connection

- The Language of Language Arts

ELPS Student Expectations

Reading

- Ask and answer questions to demonstrate understanding of a text
- Describe logical connections between particular sentences and paragraphs in a text
- Retell a folktale
- Determine the lesson and explain key details
- Describe characters in a folktale and explain how their actions contribute to the plot
- Use information gained from illustrations and words to demonstrate understanding of the text
- Know and apply grade-level phonics and word analysis skills in decoding words
- Distinguish one's own point of view from that of a narrator or characters
- Understand features of different genres (poetry, informational, folktale)
- Determine meaning of words and phrases

Speaking and Listening

- Follow instructions
- Ask and answer questions to demonstrate understanding of a text
- Engage in collaborative discussions
- Determine main ideas and supporting details of information read aloud or presented in diverse media and formats
- Tell about a character or story using descriptive details
- Read prose orally with accuracy and fluency to support comprehension

Writing

- Use language to signify sequence of events
- Write a narrative to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences
- Use words and phrases that describe

Grammar and English Conventions

- Use knowledge of language and its conventions when writing
- Identify and understand present and past tense
- Form and use irregular verbs
- Use temporal words and phrases to signal event order

ACADEMIC LANGUAGE OF LESSON

Tier 1	chance, dawn, scratch, spider
Tier 2	bald, became, brought, decided, discovered, drank, grabbed, guard, plan, protected, tossed, touched, woke
Tier 3	folktale, hero, village



TOTAL TIME: 45 Minutes

- My Learning Goals: 5 Minutes
- Working with Page 85: 15 Minutes
- Working with Page 86: 20 Minutes
- Check My Goals: 5 Minutes

OBJECTIVE

- Use descriptive language to discuss the characters and events in a folktale
- Use language to ask questions and contribute to a conversation

ACADEMIC LANGUAGE

Tier 1: spider **Tier 2:** bald, became, brought, decided, guard, plan, touch **Tier 3:** folktale, hero

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 as a folktale is read two times. The first time they hear the folktale, they should just listen carefully. As they listen a second time, they should take notes on the chart. 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 folktale about Spider and her friends. You will hear the folktale two times. Listen carefully the first time. While you listen the second time, 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.

Answers will vary.

LISTENING

Listen and Discuss

MY LEARNING GOALS

I can

- listen to and understand a folktale about a spider.
- use language to tell about the characters and their plan.

Listen to a folktale about Spider and her friends. While you listen the second time, take notes on the table below.

Answers will vary.

<p>Characters (Who is in the story?)</p> <ol style="list-style-type: none"> 1. Fox 2. Possum 3. Buzzard 4. Spider 	<p>Events (What was the problem?)</p> <ol style="list-style-type: none"> 1. Fox told animals that people had light. 2. Animals made a plan to get light. 3. Possum put light in his tail. 4. Buzzard put light on his head. 5. Spider put light in a clay pot.
<p>Setting (Where and when did the events take place?)</p> <p style="text-align: center; color: red; font-weight: bold; font-size: 1.2em;">Dark In the world</p>	
<p>Solution (What was the outcome of the story?)</p> <p style="text-align: center; color: red; font-weight: bold; font-size: 1.2em;">Spider's plan worked.</p>	

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Unit 2 ★ Lesson 6 **85**



AUDIO SCRIPT

Long ago, it was very dark. Nobody could see anything. The animals decided the world needed light. Fox said that the people on the other side of the world had light. They stood guard over it and would not share it. He thought this was greedy. The animals decided to get the light. They made a plan.

Possum said, "I have a furry tail. I will take the light. I can hide it in the thick fur of my tail."

Possum traveled to the other side of the world. He saw the sun in a tree. He grabbed a ray of light and stuffed it in his tail. The light was very hot. It burned the fur right off Possum's tail. The people took the light back from Possum. Possum's tail has been bald ever since.

Buzzard laughed at Possum. He said, "I know better than to hide the light in my tail. I will carry it on my head." Buzzard flew to the other side of the world. He saw the light. He put it on his head. The light was very hot. It burned the feathers off Buzzard's head. The people recovered the light from Buzzard. Buzzard's head has been bald ever since.

Spider said, "The light is too hot to hide it in your tail. It is too hot to carry it on your head. I must not let the light touch me." She made a clay pot. Then she spun a web to the other side of the world. Its threads were soft and silky. She was so small that the people did not see her. She stuffed the sun into her clay pot. Then she traveled home along the strands of her web. The animals cheered. Spider had brought light to their side of the world. She became a hero.



SPEAKING

Listen and Discuss

Student Book PAGE 86

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 folktale.

Ask: What was Spider's plan to get the light?

Sentence Starter

Spider's plan _____. [was to put the light in a clay pot]

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

Sentence Starters

What did Fox say? Fox said _____.


What was Possum's plan? Possum's plan _____.

What was Buzzard's plan? Buzzard's plan _____.

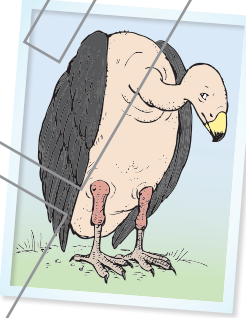
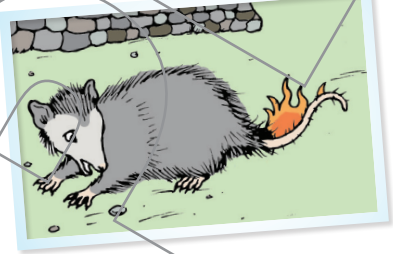

How is this story similar to the story about Coyote? The story _____.

How are Spider and Coyote alike? They are alike _____.

Listen and Discuss



What was Spider's plan to get the light?

86 Unit 2 ★ Lesson 6

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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.

LANGUAGE DIFFERENTIATION

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