

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: Our History | | | | |
| LESSON 1: Finding Facts About Your Family | Social Studies | Details | Compound Words | Email |
| LESSON 2: Born on the Fourth of July | Social Studies | Cause and Effect | Abstract Nouns | Diary Entry |
| LESSON 3: America's Past | Social Studies Language Arts | Theme | Relative Adverbs | Summary |
| UNIT 2: Being a Good Citizen | | | | |
| LESSON 4: Following the Law | Social Studies | Sequence | Prefixes and Antonyms | Directions |
| LESSON 5: Giving Back to the Community | Social Studies Mathematics | Main Idea | Homophones | Paragraph |
| LESSON 6: Saying Thanks | Language Arts Mathematics | Understanding Characters | Conjunctions | Thank-You Letter |
| UNIT 3: Keeping Up with Changing Technology | | | | |
| LESSON 7: Pedaling Through History | Science Social Studies | Compare and Contrast | Prefixes | Sequence |
| LESSON 8: The Wonders of Wind | Science | Inference | Fragments | Summary |
| LESSON 9: Then and Now | Language Arts Social Studies | Setting | Dialogue | Description |
| UNIT 4: Solving Problems | | | | |
| LESSON 10: The ABCs of the FBI | Science Social Studies | Prediction | Prepositions | Sequence |
| LESSON 11: Problems with Squares | Mathematics Social Studies | Problem and Solution | Synonyms | Problem and Solution |
| LESSON 12: Everyday Mysteries | Language Arts | Point of View | Pronouns | Mystery |

TITLE Finding Facts About Your Family

GENRE Informational Text

LESSON OBJECTIVES

- Read, discuss, and write about family
- Listen to a passage about researching a family history
- Identify details and main ideas
- Identify and use compound words
- Write an email

Content Standards Connection

- The Language of Social Studies

ELPS Student Expectations

Reading

- Determine main ideas and details that support main ideas
- Explain procedures in a text
- Understand features of different genres (poetry, personal narrative, informational)
- Determine the meaning of words and phrases
- Interpret information gained from visual materials
- Read and understand an informational text
- Ask and answer questions to demonstrate understanding of the text

Speaking and Listening

- Ask and answer specific questions to clarify information
- Make comments that contribute to discussion
- Use descriptive details to support ideas
- Read prose orally with accuracy and fluency to support comprehension
- Differentiate between situations that call for formal and informal English
- Demonstrate command of English grammar and usage

Writing

- Write an email
- Use descriptive language
- Introduce a topic clearly and develop a topic
- Use technology to interact and collaborate with others
- Use knowledge of English language and its conventions

Grammar and English Conventions

- Identify and form compound words
- Demonstrate an understanding of word relationships
- Produce simple, compound, and complex sentences
- Use knowledge of language and its conventions when writing

ACADEMIC LANGUAGE OF LESSON

| | |
|---------------|--|
| Tier 1 | background, future, hobby, information, relatives |
| Tier 2 | database, details, however, main idea, records, research |
| Tier 3 | ancestors, courthouse, husband, maiden, marriage, memories, property, will |



AUDIO SCRIPT

Tran is learning about the background of each of his family members. There are many relatives in Tran's family, such as aunts, uncles, nieces, nephews, brothers, and sisters. Tran asked his relatives questions about their lives. While at a family dinner, Tran asked his grandfather about his job. His grandfather told him that he was a carpenter for many years. Then he became a builder. He helped to build many bridges. Tran's aunt showed him how to use a computer database to research his family records. He found information about his dad's grandparents and where they lived. He learned about other family members, too. Putting together a family tree has become a fun hobby for Tran. Tran is learning about ancestors who came to America from different countries.



WRITING

Write About It

Student Book PAGE 18

TOTAL TIME: 45 Minutes

- My Learning Goals: 5 Minutes
- Working with Page 18: 15 Minutes
- Working with Page 19: 20 Minutes
- Check My Goals: 5 Minutes

OBJECTIVE

- Write an email to a relative
- Ask questions about family
- Use knowledge of language and its conventions

ACADEMIC LANGUAGE

Tier 1: relatives Tier 3: ancestors, maiden

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

Read the paragraph at the top of the page aloud. Or, have students take turns reading it aloud or with a partner. Explain that an email has a specific format.

Direct students to the Plan My Writing section. Explain that good writers plan what they will write by brainstorming ideas. Read the directions aloud. Then have students work independently, with a partner, or in a small group to write an email about their relatives. Have them fill in the columns with information that helps them share what they know about their relatives.

Answers will vary.

Students should be aware that it is helpful to a reader if they have details in their sentences. Tell students that, when writing, it is good to first take notes and organize their thoughts.

WRITING

Write About It

MY LEARNING GOALS
 I can
 write an email.
 write questions about my family.

Family members can help you learn about your family. You can also share with your relatives what you learn about your ancestors. Write an email to a family member telling what you have learned about your family and what you want to learn.

Answers will vary. Plan My Writing

Fill in the columns with information and questions about your family. Use this information in your email.

| What I Know | What I Want to Know |
|---|--|
| <p><i>My mom's maiden name is Lopez.</i></p> <p><i>My mom was born on July 11.</i></p> <p><i>My dad was born on October 6.</i></p> <p><i>My grandmother's name is Maria.</i></p> <p><i>My grandfather's name is Juan.</i></p> | <p><i>When did my grandparents come to New York?</i></p> <p><i>What was my great-grandmother's name?</i></p> <p><i>What was my great-grandfather's name?</i></p> |

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WORK WITH THE PAGE

Have students complete the writing activity independently, with a partner, or as a class. Explain that they should use the information from the Plan My Writing section to write an email about their relatives. Circulate to provide support as needed.

Answers will vary.

Write About It

Answers will vary.

Message

Delete Reply Reply All Forward Move Junk Unread Categorize Follow Up Show Reply

TO: Aunt _____

FROM: _____

SUBJECT: Our Family

I just learned more about our family history. Did you know that _____?

I learned that _____

Our great-grandparents were married in _____.

Our ancestors came from _____.

They lived in _____.

They _____.

I still have some questions about our family. I would like to know _____.

Do you know the answers to these questions?

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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 write words to complete the sentences, using visual clues if necessary. |
| Advanced | Encourage students to add details to their writing, consulting the glossary as needed. |
| Advanced High | Challenge students to expand on the template or write an email in their own words without using the sentence frames. |