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 Worlders of Wind	Science	Inference	Fragments	Summary	
LESSON 9: Then and Now	Language Arts Social Stu di es	Setting	Dialogue	Description	
UNIT 4: Solving Prob	olems				
LESSON 10: The ABCs of the	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 ExpectationsReading

- 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.





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.

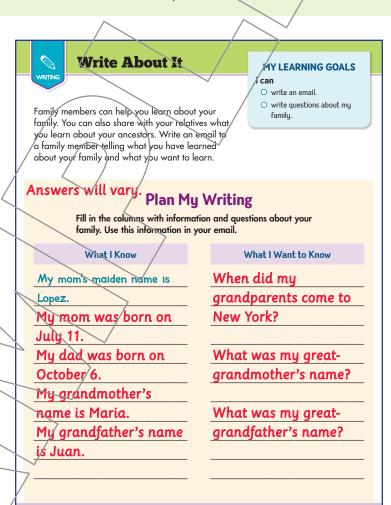
WORK WITH THE PAGE

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.



18 Unit 1 ★ Lesson 1

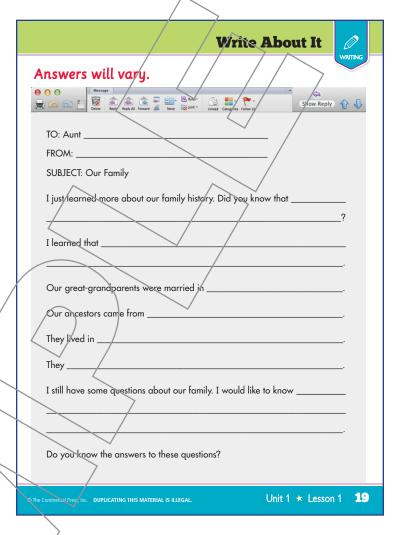
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WORK WITH THE PAGE

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.



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.