

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 Kinds of Animals				
LESSON 1: Bear Watching	Science Social Studies	Cause and Effect	Parts of Speech and Multiple-meaning words	Letter
LESSON 2: Animals at Risk	Science	Sequence	Plural Nouns	Sequence
LESSON 3: The Wonderful World of Birds	Science Language Arts	Figurative Language	Adverbs	Descriptive Paragraph
UNIT 2: Take Me Out to the Ball Game				
LESSON 4: Rules of the Game	Social Studies	Cause and Effect	Irregular Verbs and Verb Tenses	Opinion
LESSON 5: Making the Call	Social Studies Mathematics	Details	Synonyms	Explanatory Paragraph
LESSON 6: All for One, One for All	Language Arts	Point of View	Compound Nouns	Narrative
UNIT 3: Across the Miles				
LESSON 7: In the Time Zone	Science Social Studies	Inferences	Abbreviations	Opinion
LESSON 8: Seeing Early America	Social Studies	Compare and Contrast	Suffixes and Parts of Speech	Journal Entry
LESSON 9: Travels to Faraway Lands	Language Arts	Genre and Myth	Abstract and Concrete Nouns	Myth
UNIT 4: Making Choices				
LESSON 10: Living a Healthy Life	Science Social Studies	Fact and Opinion	Homophones	Opinion
LESSON 11: Exploring the World of Work	Social Studies	Compare and Contrast	Commas	How-to
LESSON 12: Choosing the Right Path	Language Arts	Analyzing Characters	Apostrophes and Contractions	Story

TITLE Exploring the World of Work

GENRE Informational Text

LESSON OBJECTIVES

- Read, discuss, and write about future jobs
- Compare and contrast two professions
- Listen to a conversation about a job and participate in a discussion
- Use commas to separate words in a series and with an introductory clause
- Write about a career

Content Standards Connection

- The Language of Social Studies

ELPS Student Expectations

Reading

- Read and understand an informational text
- Determine main ideas and details that support main ideas
- Understand features of different genres (poetry, personal narrative, informational)
- Determine the meaning of words and phrases
- Interpret information gained from visual materials
- Explain concepts and ideas based on information in the text
- Ask and answer questions to demonstrate understanding of the text
- Integrate information from multiple texts on a topic
- Compare and contrast two things

Speaking and Listening

- Respond to and pose questions
- Make comments that contribute to discussion
- Integrate information from multiple texts on a topic to speak knowledgeably
- 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 a paragraph about a career
- Form an opinion and support it with facts and reasons
- Introduce a topic clearly and develop topic
- Use technology to interact and collaborate with others
- Use knowledge of English language and its conventions

Grammar and English Conventions

- Identify and use commas correctly in a sentence
- Use commas to separate a series of items
- Use commas to set off an introductory clause
- Demonstrate an understanding of word relationships
- Produce simple, compound, and complex sentences
- Use knowledge of language and its conventions

ACADEMIC LANGUAGE OF LESSON

Tier 1	choice, choir, chorus, exists, experience, future, limit, opportunities
Tier 2	advantage, options, tutor
Tier 3	architect, career, journalist, matrix, mechanic, profession, script, scriptwriter, social media, veterinarian

TOTAL TIME: 45 Minutes

My Learning Goals: 5 Minutes

Working with Page 149: 15 Minutes

Working with Page 150: 20 Minutes

Check My Goals: 5 Minutes

OBJECTIVE

- Assess student knowledge about types of jobs and careers
- Review a reading strategy with students (Compare and contrast)

ACADEMIC LANGUAGE

Tier 3: career, matrix, mechanic

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

Introduce the topic to students.

Say: Today, we are going to read about people and their work.

Read the paragraph or ask a volunteer to read the paragraph. Preteach any unfamiliar vocabulary. Engage students in a conversation about what they have read.

Say: What work do people you know do? [businessperson; nurse; doctor] There are many types of work that people do. Some jobs are done indoors. Some jobs are done outdoors.

Turn students' attention to the photograph. Ask students to orally discuss what is happening in the photograph. If necessary, provide sentence starters to help students ask and answer questions about the photograph.

Say: Look at the picture. What is happening in the picture?

If students struggle to describe what is happening, work together in a small group or as a class to discuss the photograph.

Direct students to write a caption under the picture about what they have read and discussed.

LESSON
11

Before We Read.


MY LEARNING GOALS

I can

- tell what I know about different jobs.
- compare and contrast jobs.

Exploring the World of Work

Do you like to work with animals? Do you like to read and write? Do you like to draw? The activities you like to do have a lot to do with the kind of career you will enjoy when you are older. You don't have to decide now what you will be when you grow up, but you can start thinking about it. Do you like to do things outdoors? One thing to keep in mind about choosing a job is whether it is done indoors or outdoors. For someone who is active and likes fresh air, an outdoor job may be the best choice.



A photographer takes pictures.

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Unit 4 ★ Lesson 11 **149**

If students struggle to write a caption, have them work in pairs or as a class to orally develop a caption.

**WORK WITH THE PAGE**

Explain to students that they should be active readers. Tell them they will now write about what they have read by using the reading skill of comparing and contrasting highlighted in the Show What You Know activity.

You may decide to complete the first characteristic together as a class. Or, instruct students to complete the activity independently, with a partner, or in a small group.

As students work, circulate to provide assistance.

Say: Look at the matrix. Complete the matrix using details from the passage.

Answers will vary.

Have students share answers when they have completed the activity.

Let's Read

READING

Show What You Know

A matrix is a certain kind of chart. It is a good tool to use when you want to compare and contrast more than two things.

Fill in the matrix to tell about three different jobs.

Characteristic	Journalist	Teacher	Forest Ranger
Works outdoors	No	No	Yes
Works indoors	Yes	Yes	No
Writes things	Yes	Yes	No
Works with students	No	Yes	No

LANGUAGE DIFFERENTIATION

Intermediate	Encourage students to share answers orally if they struggle with the written language.
Advanced	Encourage students to write details from the passage, consulting the glossary as necessary.
Advanced High	Challenge students to write the answers in their own words.



AUDIO SCRIPT

Jamal: What is your profession?

Mrs. Lopez: I work with computers. I write the code that tells the computer exactly what to do. Coding is used to build websites and applications, or apps.

Jamal: Wow, I play games that are built on code.

Mrs. Lopez: All of social media has been written by people who write code, too. Writing code is telling the computer exactly what to do.

Jamal: You mean like what colors show up on the screen, or what buttons lead you to another page on a website?

Mrs. Lopez: Exactly! I like writing code because you get to see results really fast. The results are either right or wrong, but you know right away. It is wonderful to see people interact with what you have built.

Jamal: How do you learn to code?

Mrs. Lopez: You can learn from online websites that specifically teach coding. They give you an introduction so you can see what it is like. This will give you some experience with code. Once you code, you can really see that this is an amazing thing that people can do. Coding isn't just about the technology or the science; it is about building things that connect people.

Jamal: I bet there will be lots of things that will use code in the future.