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: Acts of Nature					
LESSON 1: Burning Mountain	Science Social Studies	Main Idea and Details	Suffixes	News Story	
LESSON 2: Hurricane Warning	Science Social Studies	Cause and Effect	Multiple-Meaning Words	Persuasive Email	
LESSON 3: The Dark Sun	Language Arts Science	Elements of a Play	Adverbs	Character Analysis	
UNIT 2: We the Peop	ple				
LESSON 4: The Road to Citizenship	Language Arts Social Studies	Main Idea	Root Words	Personal Narrative	
LESSON 5: A Song for the Nation	Social Studies	Sequence	Irregular Past-Tense Verbs	Summary	
LESSON 6: Casting Your Vote	Language Arts Social Studies	Point of View	Subject and Object Pronouns	Speech	
UNIT 3: Our Global Community					
LESSON 7: Danger in the Water	Science Social Studies	Cause and Effect	Linking Verbs	Compare and Contrast	
LESSON 8: Reduce, Reuse, and Recycle	Mathematics Science Social Studies	Compare and Contrast	Homophones	Editorial	
LESSON 9: Doing My Rart	Language Arts Social Studies	Inferences and Conclusions	Direct Quotations	Email	
UNIT 4: Exploring New Lands					
LESSON 10: Setting Sail Across America	Social Studies	Facts and Opinions	Synonyms	Letter	
LESSON 11: Mission to Mars	Mathematics Science	Predictions	Antonyms	Sequence	
LESSON 12: Imaginary Worlds	Language Arts	Analyzing Language	Action and Helping Verbs	Writing a Story	

TITLE Reduce, Reuse, and Recycle

GENRE Informational Text

LESSON OBJECTIVES

- Read, discuss, and write about ways to help reduce waste
- Compare and contrast in a text
- Recognize and differentiate between homophones
- Write an editorial
- Use facts to support opinions

Content Standards Connection

- The Language of Mathematics
- The Language of Science
- The Language of Social Studies

ELPS Student Expectations Reading

- Ask and answer questions to demonstrate understanding of a text
- Determine meanings of words and phrases
- Use information from one or more sources to compare and contrast
- Use information gained from photographs and charts to demonstrate understanding of a text
- Describe logical connections between particular sentences and paragraphs in a text
- Determine an author's purpose in a text and recognize how it is presented
- Use prior knowledge to draw conclusions about a text
- Know and apply grade-level phonics and word analysis skills to decode words

Speaking and Listening

- Ask and answer questions to demonstrate understanding of a text
- Follow instructions
- Engage in collaborative discussions
- Read prose orally with accuracy and fluency to support comprehension
- Discuss opinions and support opinions with facts

Writing

- Write an editorial
- Write an opinion and support a point of view with reasons and facts
- Use descriptive language

Grammar and English Conventions

- Use knowledge of language and its conventions when writing
- Demonstrate an understanding of homophones
- Identify and define homophones
- Demonstrate an understanding of word relationships

ACADEMIC LANGUAGE OF LESSON				
Tier 1	disposable, durable			
Tier 2	charity, conserves, effectively, emissions, lessen, management, sustain			
Tier 3	average, corrugated, editorial, homophones, industry, landfills, manufacturers, percent, rate, recycle, resources			



TOTAL TIME: 45 Minutes

My Learning Goals: 5 Minutes
Working with Page 114: 15 Minutes
Working with Page 115: 20 Minutes
Check My Goals: 5 Minutes

OBJECTIVE

- Use descriptive language to discuss recycling
- Use language to ask questions and contribute to a conversation

ACADEMIC LANGUAGE

Tier 2: conserves, emissions, sustain **Tier 3:** editorial, industry, recycle, resources

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 an editorial two times. Explain that an editorial is a letter that a person writes to express an opinion or a viewpoint. The first time they hear the editorial, they should just listen carefully. As they listen a second time, they should take notes on the idea web 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 an editorial is read. You will listen to the editorial two times.

Listen carefully the first time. The second time you listen, take notes on the web about what you hear.

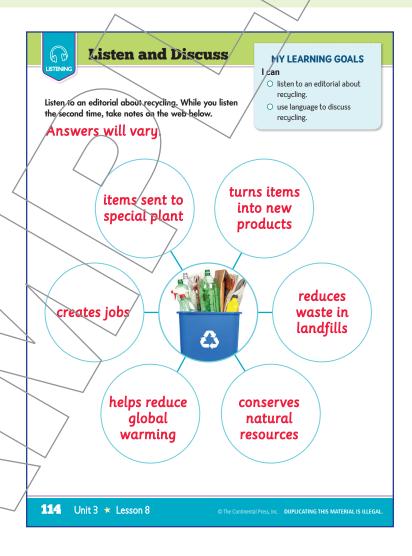
Play the audio CD two times. Pause after the first play to discuss the editorial and any questions the students may have.

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 webs.

Answers will vary.





AUDIO SCRIPT

Why We Should Recycle

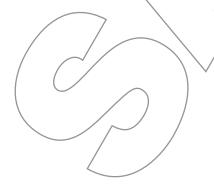
Everyone should recycle. Recycling is the process of collecting and processing materials that would otherwise be thrown away as trash and turning them into new products. Recycling can benefit your community and the environment.

Recycling reduces the amount of waste sent to landfills. It also conserves natural resources such as timber, water, and minerals. Recycling prevents pollution by reducing the need to collect new raw materials. It also helps save energy.

Global warming is a major issue throughout the world. Recycling reduces greenhouse gas emissions that contribute to global climate change. You can help sustain the environment for future generations by recycling.

Recycling also helps create new well-paying jobs in the recycling and manufacturing industries in the United States.

Recycling has a three-step cycle that makes Earth a better place to live: Collection, Manufacturing, and Purchasing. We collect our recyclables and send them to a recovery facility to be sorted and cleaned. These reusable materials are then used in manufacturing new products. By buying new products made from recycled materials, you help close the recycling loop.





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 recycling.

Ask: How does recycling help your community?

Sentence Starters

Recycling helps _____. [keep your community clean; save resources; provide jobs]

Communities should _____. [have a recycling program; put recycling bins in public places]

People need to _____. [recycle in their homes; do their part]

You can choose to extend the conversation by asking more questions about recycling and actions students can take to help the environment.

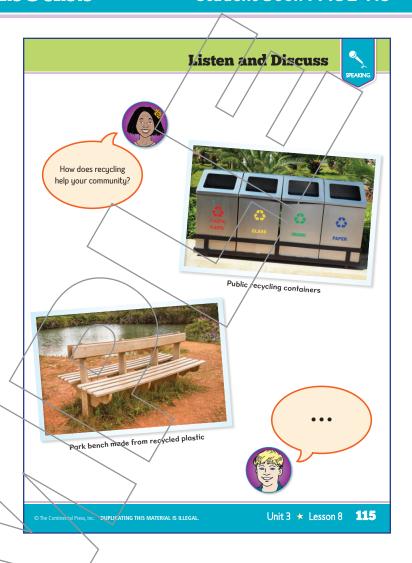
Sentence Frames

Why is recycling important? Recycling is important because ____ and ____.

How can you help the environment? I can help the environment by _____. I can reduce by _____ and reuse by _____.

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

7	Intermediate	Encourage students to complete sentences about their experiences with recycling using sentence starters.
	Advanced	Provide sentence frames and encourage students to model a conversation about how they have reduced, reused, and recycled.
	Advanced High	Challenge students to extend the conversation by asking additional questions and responding without using sentence frames.