

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

<b>Tier 1</b>	disposable, durable
<b>Tier 2</b>	charity, conserves, effectively, emissions, lessen, management, sustain
<b>Tier 3</b>	average, corrugated, editorial, homophones, industry, landfills, manufacturers, percent, rate, recycle, resources



LISTENING

# Listen and Discuss

Student Book PAGE 114

## 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.*



LISTENING

### Listen and Discuss

**MY LEARNING GOALS**

I can

- listen to an editorial about recycling.
- use language to discuss recycling.

Listen to an editorial about recycling. While you listen the second time, take notes on the web below.

Answers will vary



items sent to special plant

turns items into new products

creates jobs

reduces waste in landfills

helps reduce global warming

conserves natural resources

**114** Unit 3 ★ Lesson 8
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## 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.



SPEAKING

## 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.

## Listen and Discuss



SPEAKING



How does recycling help your community?



Public recycling containers



Park bench made from recycled plastic



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Unit 3 ★ Lesson 8 **115**

## LANGUAGE DIFFERENTIATION

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