

# 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: Discoveries</b>				
LESSON 1: <b>The Father of TV</b>	Social Studies	Predictions	Synonyms	Opinion
LESSON 2: <b>Navigating New Places</b>	Social Studies	Main Idea	Complex Sentences	Journal Entry
LESSON 3: <b>Loyalty and Love</b>	Language Arts	Analyze Characters	Pronouns	Personal Reflection
<b>UNIT 2: By the Numbers</b>				
LESSON 4: <b>The Basics of Bar Codes</b>	Mathematics Science	Sequence	Suffixes	Summary
LESSON 5: <b>A Secret Communication</b>	Mathematics Social Studies	Recalling Details	Confusing Words	Analysis
LESSON 6: <b>How Much?</b>	Language Arts	Characterization	Adverbs	Compare and Contrast
<b>UNIT 3: Choices</b>				
LESSON 7: <b>The Science of Weather Forecasting</b>	Science	Inferences	Prefixes	Descriptive Paragraph
LESSON 8: <b>What Will You Eat?</b>	Science Social Studies	Cause and Effect	Colons and Semicolons	Opinion
LESSON 9: <b>Thinking About the Future</b>	Language Arts	Theme	Coordinating and Subordinate Conjunctions	Personal Narrative
<b>UNIT 4: Fun and Entertainment</b>				
LESSON 10: <b>The Ride of Your Life</b>	Mathematics Science	Facts and Opinions	Multiple-Meaning Words	Informational Paragraph
LESSON 11: <b>The Ultimate Movie Experience</b>	Science Social Studies	Compare and Contrast	Roots and Root Words	Movie Review
LESSON 12: <b>Game Time</b>	Language Arts	Figurative Language	Relative Pronouns	How-To

**TITLE** The Ultimate Movie Experience

**GENRE** Informational Text

## LESSON OBJECTIVES

- Read, discuss, and write about movies
- Compare and contrast topics related to movies
- Recognize common Greek and Latin roots
- Use knowledge of Greek and Latin roots to determine words' meanings
- Write a movie review

## Content Standards Connection

- The Language of Science
- The Language of Social Studies

## ELPS Student Expectations

### Reading

- Ask and answer questions to demonstrate understanding of a text
- Determine meaning of words and phrases
- Give textual evidence to support analysis of the text
- Use information gained from illustrations and words to demonstrate understanding of the text
- Know and apply grade-level phonics and word analysis skills in decoding words
- Determine the relationship between a series of events using language related to time sequence
- Identify important details in a text
- Cite text to support inferences
- Identify main ideas and details that support main ideas
- Use information gained from photographs and charts to demonstrate understanding of a text
- Use language related to cause and effect to demonstrate understanding of events in a text

### Speaking and Listening

- Follow instructions
- Respond to and pose questions about a text
- Engage in collaborative discussions
- Participate in conversations
- Use language related to cause and effect
- Read prose orally with accuracy and fluency to support comprehension
- Express ideas clearly and concisely

### Writing

- Use descriptive language
- Use language to create cohesion and clarify relationships among opinions and facts
- Develop and strengthen writing by planning and editing
- Create and structure a piece of writing
- Use language to explain opinions, supported by facts
- Write a movie review

### Grammar and English Conventions

- Use knowledge of language and its conventions when writing
- Demonstrate an understanding of word relationships
- Recognize common Greek and Latin roots
- Use common Greek and Latin roots to understand words' meanings

### ACADEMIC LANGUAGE OF LESSON

ACADEMIC LANGUAGE OF LESSON	
<b>Tier 1</b>	documentaries, exclusively, illusion, moviegoers, perceive
<b>Tier 2</b>	binocular, clarity, intensity
<b>Tier 3</b>	affixes, amplifiers, anaglyph, hemispherical, parallax, perforated, peripheral, polarization, projectors, superimposing, synchronized, watts



### TOTAL TIME: 45 Minutes

My Learning Goals: 5 Minutes

Working with Page 157: 15 Minutes

Working with Page 158: 20 Minutes

Check My Goals: 5 Minutes

### OBJECTIVE

- Understand a passage about 3D movies
- Use language to ask questions and contribute to a conversation

### ACADEMIC LANGUAGE

**Tier 1:** moviegoers, perceive **Tier 2:** binocular **Tier 3:** anaglyph, parallax, polarization, projectors, superimposing, synchronized

## 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 a passage two times. The first time they hear the passage, they should just listen carefully. As they listen a second time, they should take notes on the Venn diagram 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 a passage is read. You will listen to the passage two times. Listen carefully the first time. The second time you listen, take notes on the Venn diagram about what you hear.


Play the audio CD two times. Pause after the first play to discuss the passage 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 Venn diagrams.

Answers will vary.



**Listen and Discuss**

**MY LEARNING GOALS**

I can

- listen to and understand a passage about 3D movies.
- participate in a discussion.

Listen to a passage about 3D movies. While you listen the second time, take notes on the Venn diagram below.

Answers will vary.

Anaglyph



- used first
- puts two images on single piece of film
- two layers: red and green or blue
- glasses with different-colored filters

Both

- need special glasses
- images appear 3D

Polarization

- used since 1950s
- glasses with different polarization filters
- special screen
- may require two projectors

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Unit 4 ★ Lesson 11 **157**



## AUDIO SCRIPT

Three-dimensional movies make images on a two-dimensional screen seem like they are moving in three-dimensional space. They have existed in some form since 1922—even before sound. Although they are expensive to make and show, moviegoers have come to expect them, and filmmakers are fulfilling their expectations.

There are two ways of making a 3D movie: anaglyph and polarization. Both take advantage of humans' binocular vision. Each eye sees a separate image. The slight difference in angle between them is called the angle of parallax. The brain combines the two images, using parallax to perceive depth.

The anaglyph method was used in the earliest 3D movies. It uses binocular vision and parallax by superimposing two images on a single strip of film. One layer is mostly red; the other is mostly blue or green. Viewers must wear glasses with similarly colored filters, one over each eye. Each filter blocks out light of its own color and makes the other color appear as black. The brain perceives them as a single three-dimensional image. Because of the color-filtering glasses, the color of the final image is not precise.

Polarization has been used in most 3D movies since the 1950s. All 3D polarization technologies work on the same basic idea. Polarized light consists of light waves that are aligned in a particular direction. The viewer wears glasses with a different polarization filter for each eye. A typical setup may use either a 90-degree difference in polarization, or circular polarization in clockwise and counterclockwise directions. The theater screen must be specially constructed to maintain the correct polarization when the projector's light reflects on it.

Some polarization systems require two synchronized projectors, one for the left eye and one for the right. Each projects light that is polarized to match the corresponding filter of the glasses. Other systems use a single projector with varying ways to switch the polarization back and forth many times per second. Either way, the viewer's eyes and brain blend the two polarized images into a single three-dimensional image. It is much sharper and truer in color than an anaglyph image. Systems such as IMAX use technologies that require specially equipped theaters, but they all rely on polarization to produce the 3D effect.

## 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 3D movies.

**Ask:** Why do 3D movies require special glasses?

### Sentence Starters

For 3D movies, the viewers use glasses to \_\_\_\_\_.  
[see the images in three dimensions; filter the light to make the image appear 3D]

In the anaglyph method, glasses \_\_\_\_\_. [have a red lens and a blue or green lens; block out certain colors to trick the brain]

In the polarization method, glasses \_\_\_\_\_. [have different polarization filters]

You can choose to extend the conversation by asking more questions about 3D movies.


### Sentence Frames


Have you seen a 3D movie? Describe your experience. I saw \_\_\_\_\_ as a 3D movie. It was \_\_\_\_\_.

How are 3D movies different from regular movies? In a 3D movie, \_\_\_\_\_, but, in a 2D movie, \_\_\_\_\_.

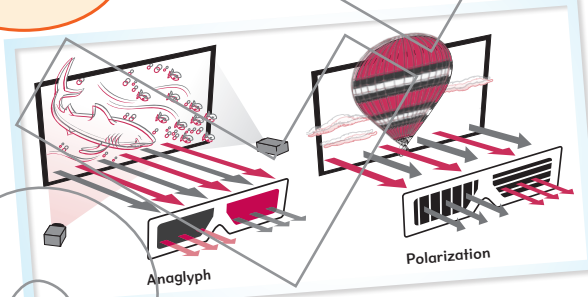
## CHECK MY GOALS

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**





Why do 3D movies require special glasses?



Anaglyph      Polarization



**158** Unit 4 ★ Lesson 11
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## LANGUAGE DIFFERENTIATION

<b>Intermediate</b>	Encourage students to complete sentences about 3D movies and other moviegoing experiences using sentence starters.
<b>Advanced</b>	Provide sentence frames and encourage students to model a conversation about their own moviegoing experiences.
<b>Advanced High</b>	Challenge students to extend the conversation by asking additional questions and responding without using sentence frames.