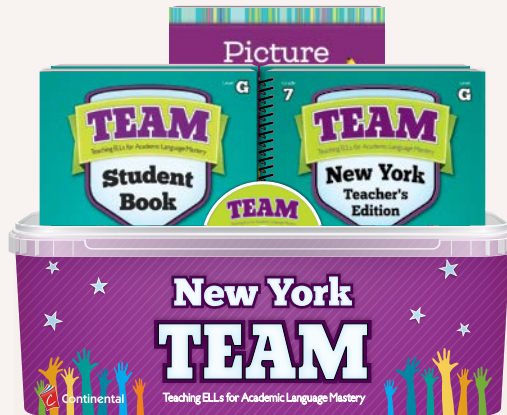


New York TEAM Toolkits

Teaching ELLs for Academic
Language Mastery



Kits for Grades K–12



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How New York TEAM Toolkits Can Help

Understanding academic language doesn't come easily for many English learners, but it's crucial to success in the classroom. Its complex and formal nature is often a hurdle for students who try so hard to reach English proficiency.

New York TEAM Toolkits: Teaching ELLs for Academic Language Mastery features structured activities to help ELLs develop grade-level academic language used in the classroom and on state English language proficiency tests, like the NYSESLAT.

- Teach grade-level academic language terms across listening, reading, writing, and speaking activities.
- Reinforce your curriculum with content/topics in science, social studies, mathematics, and language arts.
- Differentiate instruction by matching the right book to each student.



Kits for grades K-12



Four Grade-Span Kits Are Available

A kit is available for each grade span:

Levels AA–B / Grades K–2

Levels C–E / Grades 3–5

Levels F–H / Grades 6–8

High School / Grades 9–12 (*Book 1: grs. 9–10 content, Book 2: grs. 10–11 content, Book 3: grs. 11–12 content*)

Each kit contains:

15 student books (5 per level/grade)

3 audio CDs (1 per level/grade)

3 annotated teacher's editions (1 per level/grade)

1 Picture Dictionary (in kits for levels AA–H)



Levels C–E



Levels F–H



Levels AA–B



High School

Getting Started

The annotated teacher's edition is a great place to start. Choose lessons based on standards focus, reading strategy, language focus, and/or writing focus. Use the units and lessons in any sequence and consider picking by topics that align with instruction in the general classroom.

An introduction page for every lesson includes identification of the grade-level academic language that students will learn, as well as standards connections to ensure you're meeting curriculum requirements.

Lesson 6 Student Book PAGES 77–90

TITLE Fire

GENRE Literary Text (folktale)

LESSON OBJECTIVES

- Read, discuss, and write a folktale about how Coyote stole fire
- Determine the elements of a story
- Listen to a folktale and participate in a discussion
- Identify and use irregular verbs
- Write a summary of a folktale

Content Standards Connection

- The Language of Language Arts

ELA Standards Connection and Targets of Measurement (ToMs)

Reading

- Ask and answer questions to demonstrate understanding of a text
- Describe logical connections between particular sentences and paragraphs in a text
- Retell a folktale
- Determine the lesson and explain key details
- Describe characters in a folktale and explain how their actions contribute to the plot
- 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
- Distinguish one's own point of view from that of a narrator or characters
- Understand features of different genres (poetry, informational, folktale)
- Determine meaning of words and phrases

Speaking and Listening

- Follow instructions
- Ask and answer questions to demonstrate understanding of a text
- Engage in collaborative discussions
- Determine main ideas and supporting details of information read aloud or presented in diverse media and formats
- Tell about a character or story using descriptive details
- Read prose orally with accuracy and fluency to support comprehension

Writing

- Use language to signify sequence of events
- Write a narrative to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences
- Use words and phrases that describe

Grammar and English Conventions

- Use knowledge of language and its conventions when writing
- Identify and understand present and past tense
- Form and use irregular verbs
- Use temporal words and phrases to signal event order

ACADEMIC LANGUAGE OF LESSON

Tier 1	chance, dawn, scratch, spider
Tier 2	bold, became, brought, decided, discovered, drank, grabbed, guard, plan, protected, tossed, touched, woke
Tier 3	folktale, hero, village

Use the lessons in any sequence

Instructional Features

TEAM is designed for use by ELL teachers and by general education teachers as a support for ELLs 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 About Animals				
LESSON 1: Meet the Manatee	Science Social Studies	Main Idea and Details	Antonyms	Letter
LESSON 2: Flying Far from Home	Science Social Studies	Cause and Effect	Homophones	Compare and Contrast
LESSON 3: At the Zoo	Language Arts Science	Sequence	End Punctuation	Diary or Journal entry
UNIT 2: Ideas That Changed the World				
LESSON 4: American Indian Creations	Science Social Studies	Cause and Effect	Forming the past tense with -ed	Opinion
LESSON 5: A Man Ahead of His Time	Science Social Studies	Main Idea	Root Words	News Story
LESSON 6: Fire	Language Arts	Story Elements	Irregular Verbs	Retelling Folktale
UNIT 3: New Places, New Faces, New Things				
LESSON 7: Putting Down Roots	Science	Predictions	Helping Verbs	How-to
LESSON 8: All Kinds of Weather	Science Social Studies	Compare and Contrast	Noun and Verb Agreement using is and are	Opinion
LESSON 9: A Place for Yuki	Language Arts Social Studies	Understanding Characters	Possessive Pronouns	Email
UNIT 4: Food for Thought				
LESSON 10: America's Favorite Treat	Science Social Studies	Inferences and Conclusions	Action Verbs	Sequence
LESSON 11: Try It, You'll Like It!	Science Social Studies	Compare and Contrast	Compound Words	Opinion
LESSON 12: A Day at the Farm	Language Arts Social Studies	Character Analysis	Dialogue and Quotation Marks	Narrative

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Lesson Part #1: BEFORE WE READ

The lesson begins with a prereading activity to develop key vocabulary and build background knowledge students need to understand and respond to the material in the lesson.

Learning goals for every lesson part

LESSON
6

Before We Read

MY LEARNING GOALS
I can

- tell what I know about fire.
- Identify the parts of a story.

Fire

Fire is one of man's greatest discoveries. Many people tell stories about how man discovered fire. These stories were told aloud. They were passed down from parent to child. These stories teach a lesson about how people act or how something in nature came to be. How do you think fire came to be?



Before We Read

Understanding Parts of a Story

Every **folktale** teaches a lesson. The story has a central idea, or **theme**. The **theme** is what the author wants you to learn from the story. The **characters** are the people in the story. You can find the theme by paying attention to what the characters say and do. A **narrator** is someone who tells the story. The **plot** is the events in the story. They help tell the reason why the characters do something. The **setting** is where and when the story takes place.

Fill in the chart by answering the questions.

Parts of a Story	
Who tells the story?	
Who are the people in the story?	
What is the setting?	
What are the events in the story?	

78 Unit 2 ★ Lesson 6

Click here to see the matching teacher's edition page.

Lesson Part #2: LET'S READ

A short reading passage related to the unit theme integrates key language and vocabulary. Instruction includes targeted reading skills, as well as comprehension questions and the practice in listening and speaking.

Check for understanding and turn and talk activities

Let's Read

Coyote Brings Fire

an American Indian folktale

Long ago, people suffered during the cold winters because they could not stay warm. Coyote was determined to help the people of the village. He knew that on a faraway mountaintop three Fire Beings kept fire to themselves. They would not share the fire with anyone.

Coyote traveled to the mountaintop and watched how the Fire Beings protected their fire. Coyote returned to the village and created a plan. He asked his friends to help with his plan.



MY LEARNING GOALS

I can

- read and understand a folktale.
- tell about the characters and the plot.

Chunked text

Let's Read

Coyote and his friends woke well before dawn. Then they traveled to the mountain. Coyote watched as the Fire Beings changed the morning guard for the fire. Then he waited. When he saw a chance to come near the fire, he ran in and grabbed a burning stick from the heart of the fire.



Let's Read

Show What You Know

Fill in the chart with information from the story you just read.

Parts of a Story

Who is telling the story?

Who are the characters?

What is the setting?

What is the plot?

Simple formative assessment

Let's Read

What Did You Learn?

Think about what you learned from the passage. Then circle the letter of the correct answer.

- Who is telling the story?
 - A an unknown speaker
 - B the people
 - C Coyote
 - D the Fire Beings
- Why does Coyote make his plan after he watches the Fire Beings on the mountaintop?
 - A He wants to ask the people of the village for advice.
 - B He needs to know how the Fire Beings guard the fire.
 - C He is not sure how many Fire Beings live on the mountaintop.
 - D He does not have time to plan before he goes to the mountain.
- Which best tells about Coyote?
 - A silly
 - B scared
 - C brave
 - D strong
- The Fire Beings chase after Coyote because they want _____.
 - A to turn his tail white
 - B the stick of fire back
 - C him off the mountain
 - D help watching over the fire

Circle the sentence that tells what the Fire Beings protected.

Who are the characters in the story?

The main character is _____.

Highlight the words that mean the same as "the middle of the fire."

When and where did the events take place?

The events took place _____.

Click here to see the matching teacher's edition page.

Lesson Part #3: LISTEN AND DISCUSS

A guided, academic conversation on CD related to the theme helps students develop and practice language, as well as speaking and listening skills.

(Audio files are also available as digital downloads. Call for details.)



Listen and Discuss

Listen to a folktale about Spider and her friends.
While you listen the second time, take notes on the table below.

MY LEARNING GOALS

I can

- listen to and understand a folktale about a spider.
- use language to tell about the characters and their plan.

Characters

(Who is in the story?)

- 1.
- 2.
- 3.
- 4.

Events

(What was the problem?)

- 1.
- 2.
- 3.
- 4.
- 5.

Setting

(Where and when did the events take place?)

Solution

(What was the outcome of the story?)



Listen and Discuss



What was Spider's plan to get the light?



...

Click here to see the
matching teacher's edition page.

Lesson Part #4: LEARNING ABOUT LANGUAGE

A review of a specific grammar point or word study builds upon what students have read and discussed.

Learning About Language

Verbs

The **present tense** of a verb tells what is happening right now. The **past tense** of a verb tells about something that has already happened.

Present Tense Tell me a story!
Past Tense My father **told** me a story last night.

Irregular verbs have a different spelling to tell the past tense.

Present Tense	Past Tense
become	became
do	did
get	got
run	ran
throw	threw

Present Tense	Past Tense
catch	caught
drink	drank
go	went
see	saw
wake	woke

Present Tense	Past Tense
come	came
find	found
know	knew
tell	told

Read the sentences from the passage. Circle the irregular verb in the past tense. Use the irregular verb list above if needed.

1. He (know knew) that on a faraway mountaintop three Fire Beings kept fire to themselves.
2. He (run ran) in and grabbed a burning stick from the heart of the fire.
3. Squirrel (caught catch) the fire on his back.
4. Squirrel (see saw) the Fire Beings behind him.
5. So he (threw throw) the fire to Chipmunk.

MY LEARNING GOALS

I can

- identify the past tense of a verb.
- form and use irregular verbs.

Learning About Language

Match the present tense verb to its irregular past tense in the column to the right.

- | | |
|----------|-------|
| 1. wake | came |
| 2. do | woke |
| 3. come | drank |
| 4. drink | did |



Now use the irregular verb form to tell what you did yesterday. Fill in the circle of the correct verb form.

1. I _____ up early in the morning. ☐ wake ☐ woke
2. I _____ orange juice for breakfast. ☐ drank ☐ drink
3. I _____ home right after school. ☐ came ☐ come
4. I _____ my homework before dinner. ☐ do ☐ did

Write your own sentence using the irregular verb given.

1. become _____

Lesson Part #5: WRITE ABOUT IT

Students will create their own writing related to the theme of the unit, the text they have read and heard, and the language focus or convention they learned.

Sentence frames and
sentence starters

WRITING

Write About It

Retelling stories helps you understand what you have read.

Think about the folktales you have read and heard. Choose one of the stories. Retell the story in your own words.

MY LEARNING GOALS

I can

- write a retelling of a story.
- use the past tense in my writing.

Plan My Writing

Beginning of the story		
Who are the main characters?	Where did it take place?	How did it begin?
Middle of the story		
What do the characters do?		
End of the story		
What do the characters do at the end?		

WRITING

Write About It

In the beginning

Here is how _____ got its _____

It happened like this. _____

_____ went to _____

In the middle

Then _____

After that, _____

At the end

That is how _____

came to have _____

Click here to see the
matching teacher's edition page.

About the Annotated Teacher's Edition

The heart of New York *TEAM Toolkits* is the annotated teacher's edition. It offers comprehensive teaching strategies and resources to help you efficiently and effectively deliver instruction.

Teaching support for every lesson part:

- A** Suggested pacing guidelines that can be adapted for your classroom use
- Clear goals and academic language to focus instruction
- B** Page-by-page directions and teaching strategies to guide you every step of the way
- C** A goal check to promote student accountability for learning
- D** Teaching strategies to help you differentiate instruction
- E** Annotated answers to make class time run smoothly

LESSON 6 Before We Read Student Book PAGE 77

OBJECTIVE

- Assess language skills and knowledge of folktales
- Review a reading strategy with students (Parts of a story)

ACADEMIC LANGUAGE

Tier 2: discovered Tier 3: folktale

MY LEARNING GOALS

Direct students' attention to My Learning Goals. Choral 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 a folktale. What is a folktale? [A folktale is a story people tell to explain things in nature they don't understand.]

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.

Discuss folktales with students. Or, discuss this in the Let's Read section.

Say: How are folktales different from other stories? [They try to explain something about the world. They are stories parents tell their children. They are oral stories that are passed down. They have no known author. They teach a lesson about how people behave or how something came to be in nature.]

Say: How does fire help people? [Fire keeps people warm. People use fire to cook. Fire helps people to see when it is dark.]

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

Fire

Fire is one of man's greatest discoveries. Many people tell stories about how man discovered fire. These stories were told about. They were passed down from parent to child. These stories teach a lesson about how people act or how something in nature came to be. How do you think fire came to be?

Fire is used to cook food.

C 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.

D LANGUAGE DIFFERENTIATION

Emerging	Encourage students to write words to complete the sentences, using visual clues if necessary.
Transitioning	Encourage students to write in complete sentences and to use details, consulting the glossary as needed.
Expanding	Challenge students to expand on the template or write paragraphs in their own words without using the sentence frames.

E

1. Who is telling the story?
A an unknown speaker
 B the people
 C Coyote
 D the Fire Beings

2. Why does Coyote make his plan after he watches the Fire Beings on the mountains?
 A He wants to ask the people of the village for advice.
B He needs to know how the Fire Beings guard the fire.
 C He is not sure how many Fire Beings live on the mountains.
 D He does not have time to plan before he goes to the mountains.

Lesson Part #1: BEFORE WE READ

LESSON 6 **Before We Read** Student Book PAGE 77

OBJECTIVE

- Assess language skills and knowledge of folktales
- Review a reading strategy with students (Parts of a story)

ACADEMIC LANGUAGE

Tier 2: discovered Tier 3: folktale

TOTAL TIME: 45 Minutes

My Learning Goals: 5 Minutes
Working with Page 77: 15 Minutes
Working with Page 78: 20 Minutes
Check My Goals: 5 Minutes

MY LEARNING GOALS

Direct students' attention to My Learning Goals. Choral 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 a folktale. What is a folktale? [A folktale is a story people tell to explain things in nature they don't understand.]

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.

Discuss folktales with students. Or, discuss this in the Let's Read section.

Say: How are folktales different from other stories? [They try to explain something about the world. They are stories parents tell their children. They are oral stories that are passed down. They have no known author. They teach a lesson about how people behave or how something came to be in nature.]

Say: How does fire help people? [Fire keeps people warm. People use fire to cook. Fire helps people to see when it is dark.]

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

100 Unit 2 • Lesson 6

Before We Read **MY LEARNING GOALS**

Read
1. Tell what I have about fire.
2. Identify the parts of a story.

Fire

Fire is one of man's greatest discoveries. Many people tell stories about how man discovered fire. These stories were told about. They were passed down from parent to child. These stories teach us about how people act or how something in nature came to be. How do you think fire came to be?



Fire is used to cook food.

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Say: Look at the picture. What do you see?

If students struggle to describe what they see, 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.

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

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Before We Read Student Book PAGE 78

WORK WITH THE PAGE

Tell students they will now discuss the elements or parts of a story, including theme, narrator, characters, setting, and plot.

Read the paragraph at the top of the page aloud or ask volunteers to take turns reading the paragraph.

Direct students' attention to the graphic organizer. Have students complete the graphic organizer independently, with a partner, or in small groups. Encourage students to use words, phrases, or sentences to complete the organizer, depending on proficiency levels.

Have students read the questions in the chart. Then direct them to provide answers based on the information in the paragraph at the top of the page.

Have students discuss the graphic organizer and their responses.

Understanding Parts of a Story

Every folktale teaches a lesson. The story has a central idea, or theme. The theme is what the author wants you to learn from the story. The characters are the people in the story. You can find the theme by paying attention to what the characters say and do. A narrator is someone who tells the story. The plot is the events in the story. They help tell the reason why the characters do something. The setting is where and when the story takes place.

Fill in the chart by answering the questions.

Parts of a Story	
Who tells the story?	narrator
Who are the people in the story?	characters
What is the setting?	where and when it happens
What are the events in the story?	plot

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.

Reading strategy

Support for using
visual elements

Lesson Part #2: LET'S READ

Guidance for close reading of the text

Evaluation of
speaking skills

Short checks for
understanding

Let's Read Student Book PAGE 79

Coyote Brings Fire
an American Indian folktale

Long ago, people suffered during the cold winter because they could not stay warm. Coyote was determined to help the people of the village. He knew that on a lightning storming day, the lightning, he'd be to humans. They would not share the fire with anyone.

Coyote traveled to the mountainside and watched how the fire barge protected them from the cold. Coyote learned to be a barge and created a plan. He asked his friends to help with his plan.

MY LEARNING GOALS
I can:
1. read and understand a folktale.
2. talk about the characters and the plot.

Check for Understanding
Instruct students to complete the Check for Understanding at the bottom of the page.

Second Reading
Explain that reading slowly means reading more than once. Tell students that you will read the passage a second time. Tell students that during this reading they will complete the Check for Understanding and Turn and Talk at the bottom of each page.

After you read each page, have students complete the Check for Understanding at the bottom of the page. If students struggle, pair Emerging students with more advanced students.

Then have students work with a partner to complete the Turn and Talk activity. This activity will help encourage students to become more comfortable speaking in public. Circulate among students to informally assess speaking abilities.

Turn and Talk
Direct students to complete the Turn and Talk activity with a partner.

Say: Look at the Turn and Talk question at the bottom of the page. Turn to a partner and read and answer the question.
Who are the characters in the story? The main character is _____.
To extend the conversation, have students use these sentence frames.
The other characters are the _____.
Coyote wants to help _____.
The _____ are protecting the _____.

Unit 2 • Lesson 6 103

Let's Read Student Book PAGE 79

OBJECTIVE
• Use listening, speaking, and reading skills to tell about the characters and events in a folktale

ACADEMIC LANGUAGE
Tier 1: chance, down, scratch, Tier 2: became, decided, grabbed, guard, plan, protected, tossed, touched, woke Tier 3: folktale, hero, village

GENRE Literary Text (folktale)

MY LEARNING GOALS
Direct students' attention to My Learning Goals. Choral 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 that students will read a literary text over four pages.
If you haven't discussed folktales in the before

Let's Read Student Book PAGE 83

WORK WITH THE PAGE
Explain to students that they should be active readers. Tell them they will now write about the folktale they have read by using the reading skill of identifying the parts of a story highlighted in the Show What You Know activity.

You may decide to complete the chart 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 chart. Fill in the chart with information from the story you just read.

Answers will vary.
Have students share answers when they have completed the activity.

Let's Read Student Book PAGE 84

WORK WITH THE PAGE
Explain to students that they will now complete an activity to demonstrate their understanding of what they have read.

Have students work independently to complete this activity to demonstrate their understanding of the passage. If you prefer, you can have students work in pairs or do the activity as a class.

Students at the Emerging proficiency level may need to have the questions and answers read aloud to complete the activity.

Say: Think about what you learned from the passage. Then circle the letter of the correct answer.

You may choose to use the What Did You Learn? activity as a simple formative assessment or to review the activity as a class when all students have completed the activity.

LANGUAGE DIFFER
Emerging Encourage students to answer orally the written language.

Lesson Part #3: LISTEN AND DISCUSS

Sentence starters to initiate oral discussions and provide opportunity for formal assessment

Reproducible script to copy for struggling students

Listen and Discuss

Student Book PAGE 85

TOTAL TIME: 45 Minutes
 My Learning Goals: 5 Minutes
 Working with Page 85: 15 Minutes
 Check My Goals: 5 Minutes

OBJECTIVE
 • Use descriptive language to discuss the characters and events in a folktale
 • Use language to ask questions and contribute to a conversation

ACADEMIC LANGUAGE
 Tier 1: spider Tier 2: bald, became, brought, decided, guard, plan, touch Tier 3: folktale, hero

MY LEARNING GOALS
 Direct students' attention to 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 as a folktale is read two times. The first time they hear the folktale, they should just listen carefully. As they listen a second time, they should take notes on the chart. 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 to a folktale about Spider and her friends. You will hear the folktale two times. Listen carefully the first time. While you listen the second time, take notes on the chart about what you hear.

Play the audio CD two times. Pause after the first play to discuss the conversation 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

Listen and Discuss

Listen to a folktale about Spider and her friends. While you listen the second time, take notes on the chart below.

Answers will vary.

Characters: (Who are the story?)
 • Fox
 • Possum
 • Buzzard
 • Spider

Setting: (Where and when did the story take place?)
 Dark in the world.

Solution: (What was the solution to the story?)
 Spider's plan worked.

MY LEARNING GOALS
 Listen to a folktale about Spider and her friends. While you listen the second time, take notes on the chart below.

Check:
 • I was able to understand a folktale about a spider.
 • I was able to ask questions about the folktale.

Check: (What was the problem?)
 • Fox told animals that people had light.
 • Animals made a plan to get light.
 • Possum put light in his tail.
 • Buzzard put light on his head.
 • Spider put light in a clay pot.

Listen and Discuss

Student Book PAGE 86

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 the folktale.

Ask: What was Spider's plan to get the light?

Sentence Starter
 Spider's plan ____ (was to put the light in a clay pot).
 You can choose to extend the conversation by asking more questions about the folktale.

Sentence Starters
 What did Fox say? Fox said ____.
 What was Possum's plan? Possum's plan ____.
 What was Buzzard's plan? Buzzard's plan ____.
 How is this story similar to the story about Coyote? The story ____.
 How are Spider and Coyote alike? They are alike ____.

LANGUAGE DIFFERENTIATION

Emerging	Encourage students to complete sentences about what happens in the folktale, using sentence starters.
Transitioning	Provide sentence frames and encourage students to model a conversation about what happens in the folktale.
Expanding	Challenge students to extend the conversation by asking additional questions and responding without using sentence frames.

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 not, spend one-on-one time to provide additional support.

Listen and Discuss

What was Spider's plan to get the light?

...

Listen and Discuss

Student Book PAGE 85

AUDIO SCRIPT
 Long ago, it was very dark. Nobody could see anything. The animals decided the world needed light. Fox said that the people on the other side of the world had light. They stood guard over it and would not share it. He thought this was greedy. The animals decided to get the light. They made a plan.

Possum said, "I have a furry tail. I will take the light. I can hide it in the thick fur of my tail."

Possum traveled to the other side of the world. He saw the sun in a tree. He grabbed a ray of light and stuffed it in his tail. The light was very hot. It burned the fur right off Possum's tail. The people took the light back from Possum. Possum's tail has been bald ever since.

Buzzard laughed at Possum. He said, "I know better than to hide the light in my tail. I will carry it on my head." Buzzard flew to the other side of the world. He saw the light. He put it on his head. The light was very hot. It burned the feathers off Buzzard's head. The people recovered the light from Buzzard. Buzzard's head has been bald ever since.

Spider said, "The light is too hot to hide it in your tail. It is too hot to carry it on your head. I must not let the light touch me." She made a clay pot. Then she spun a web to the other side of the world. Its threads were soft and silky. She was so small that the people did not see her. She stuffed the sun into her clay pot. Then she traveled home along the strands of her web. The animals cheered. They had brought light to their side of the world. She brought

TEAM

Working with the Academic Language

Level C

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Audio CD

Lesson Part #4: LEARNING ABOUT LANGUAGE

Learning About Language

Student Book PAGE 87

TOTAL TIME: 45 Minutes

My Learning Goals: 5 Minutes
Working with Page 87: 15 Minutes
Working with Page 88: 20 Minutes
Check My Goals: 5 Minutes

OBJECTIVE

- Identify the present and past tenses
- Understand and use irregular verbs

ACADEMIC LANGUAGE

Tier 2: became, drank, grabbed, woke

MY LEARNING GOALS

Direct students' attention to My Learning Goals. Choral 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

Tell students that they will review what they know about irregular verbs. Tell them you will read the information about past-tense and irregular verbs. Then they will complete the activities to practice what they have learned.

Read the information about the past tense and the irregular verb chart aloud chorally. Or, have students take turns reading it. Explain to students that they will complete activities about irregular verbs.

Have students work independently, with a partner, or in a small group to complete the activity, depending on their proficiency levels.

Read the directions aloud to the students. Then have them circle past tense verbs.

When students have completed the activity, review it together. Ask students to share their answers.

Learning About Language

MY LEARNING GOALS

- Identify the past tense of a verb
- Form and use irregular verbs

Verbs

The present tense of a verb tells what is happening right now. The past tense of a verb tells about something that has already happened.

Present Tense: Tell me a story!
Past Tense: My father told me a story last night.

Irregular verbs have a different spelling to tell the past tense.

Present Tense	Past Tense	Present Tense	Past Tense	Present Tense	Past Tense
become	became	catch	caught	come	came
do	did	drink	drank	find	found
get	got	go	went	know	knew
run	ran	see	saw	said	said
throw	threw	write	wrote		

Read the sentences from the passage. Circle the irregular verb in the past tense. Use the irregular verb chart if needed.

- He (know) that on a lonely mountain top.
- He (run) in and grabbed a burning stick from the heart of the fire.
- Sequel (catch) the fire on his back.
- Sequel (see) the fire beings behind him.
- So he (threw) the fire to Chipmunk.

Learning About Language

Student Book PAGE 88

WORK WITH THE PAGE

Have students work independently to complete the activities. Or, you can have students work in pairs or do the activities as a class.

Read the directions for each activity aloud to the students. Then have them complete the activities. When students have completed the activities, review them together. Ask students to share their responses.

Learning About Language

Match the present tense verb to its irregular past tense in the column to the right.

- | | |
|----------|-------|
| 1. wake | come |
| 2. do | wake |
| 3. come | drank |
| 4. drink | did |



Now use the irregular verb form to tell what you did yesterday. Fill in the circle of the correct verb form.

- I _____ (wake) up early in the morning. ☐ wake ☒ woke
- I _____ orange juice for breakfast. ☒ drank ☐ drink
- I _____ home right after school. ☒ came ☐ come
- I _____ my homework before dinner. ☐ do ☒ did

Answers will vary.

Write your own sentence using the irregular verb given.

- I became Coyote became a hero.

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.

Lesson Part #5: WRITE ABOUT IT

Connections to our test practice program to prepare for the NYSESLAT (sold separately)

Write About It

Student Book PAGE 89

TOTAL TIME: 45 Minutes

My Learning Goals: 5 Minutes
Working with Page 89: 15 Minutes
Working with Page 90: 20 Minutes
Check My Goals: 5 Minutes

OBJECTIVE

- Retell a folktale in writing
- Use irregular verb forms
- Use knowledge of language and its conventions

ACADEMIC LANGUAGE

Tier 2: decided, plan, touched Tier 3: folktale

MY LEARNING GOALS

Direct students' attention to My Learning Goals. Chorally read the 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 paragraphs at the top of the page aloud. Or, have students take turns reading them aloud or with a partner. Explain the purpose of retelling a folktale.

Direct students to the Plan My Writing section. Explain that good writers plan what they will write by brainstorming ideas. Have students work independently, with a partner, or in a small group to fill in the chart. Have students use the past tense to tell what happened. Have them fill in the information about what happened at the beginning, in the middle, and at the end of the folktale.

Answers will vary.

Write About It

Retelling stories helps you understand what you have read.

Think about the folktale you have read and heard. Choose one of the stories. Retell the story in your own words.

Answers will vary.

Plan My Writing

Who are the main characters? Coyote, Fire Beings, Squirrel, Frog, Chipmunk, Wood, the people	Where did it take place? on a mountaintop	How did it begin? The Fire Beings had fire. Coyote decided to get fire for the people. He made a plan.
Middle of the story		
What do the characters do? Coyote traveled to where the Fire Beings lived. He watched. Then he took their fire. The Fire Beings touched his tail. It turned white. He threw the fire to his friends. Wood got the fire and kept it.		
End of the story		
What do the characters do at the end? The Fire Beings cannot get the fire back. They leave. Coyote takes the Wood with the fire to the people. Coyote shows them how to get fire.		

Write About It

Student Book PAGE 90

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 retell the folktale in their own words. Circulate to provide support as needed.

Answers will vary.

Write About It

Answers will vary.

In the beginning

Here is how _____ got it.

It happened like this: _____

_____ went to _____

In the middle

Then _____

After that, _____

At the end

That is how _____

came to have _____

ASSESSMENT PRACTICE

Finish Line New York ELLs Grade 3

Lesson 3 The Pilgrims
Lesson 8 The Great Outdoors
Lesson 12 America's Past

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

Emerging	Encourage students to write words to complete the sentences, using visual clues if necessary.
Transitioning	Encourage students to write in complete sentences and to use details, consulting the glossary as needed.
Expanding	Challenge students to expand on the template or write paragraphs in their own words without using the sentence frames.

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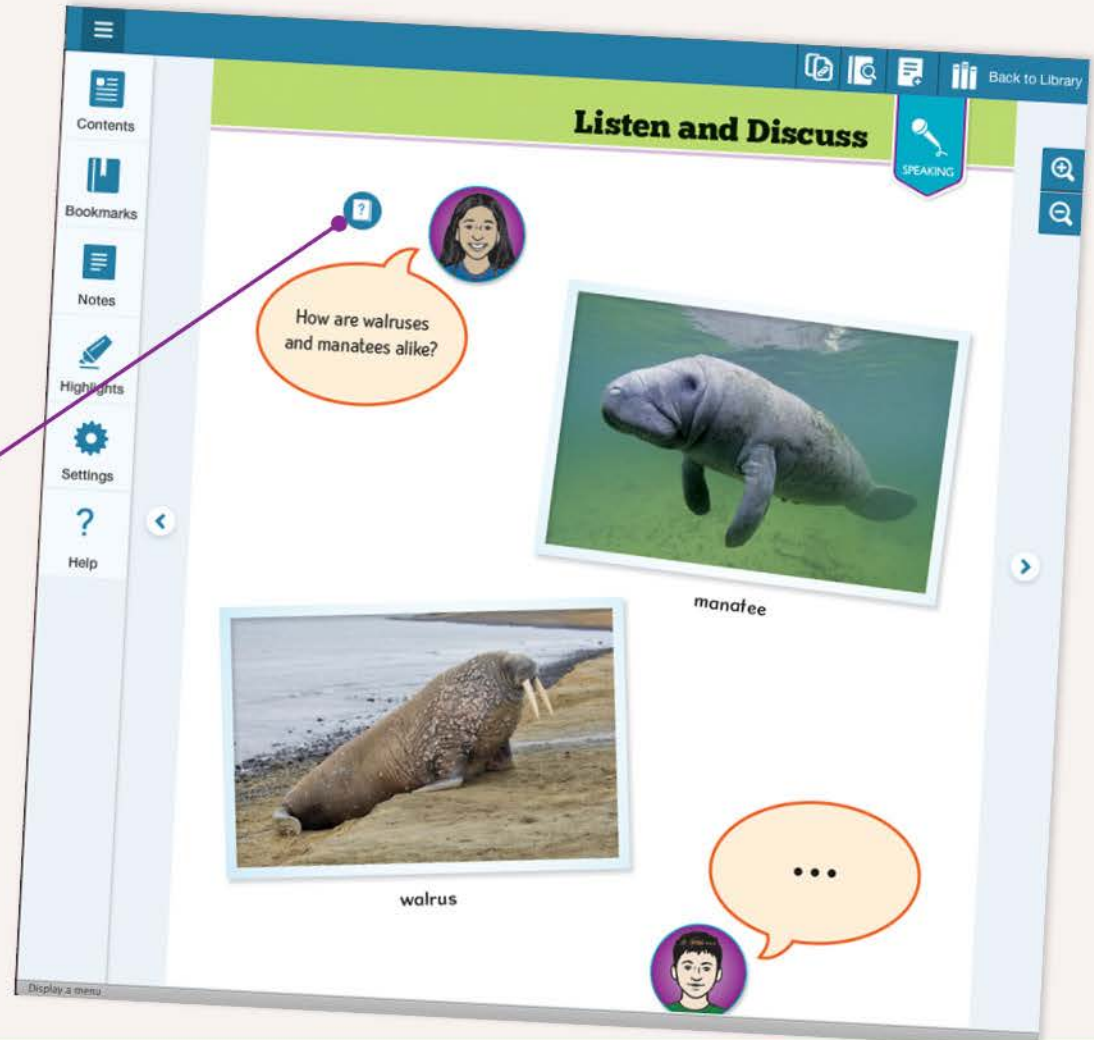
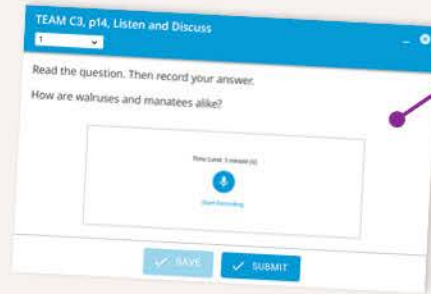
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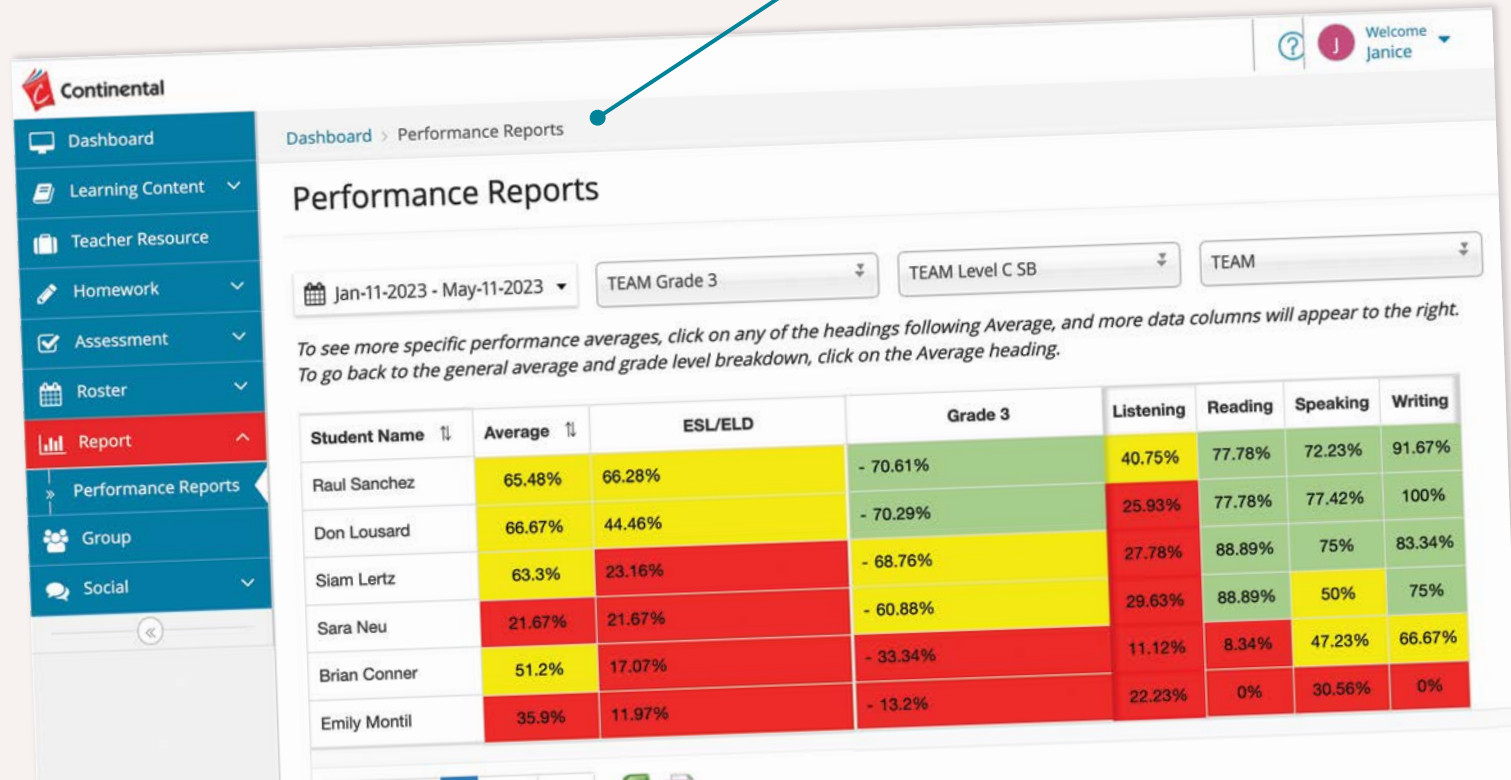
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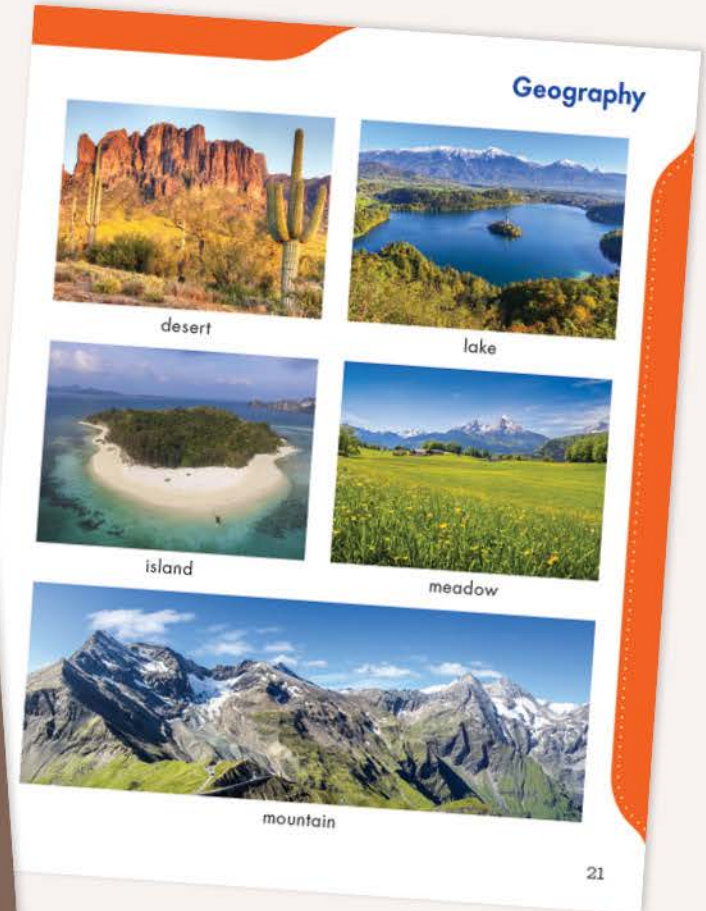
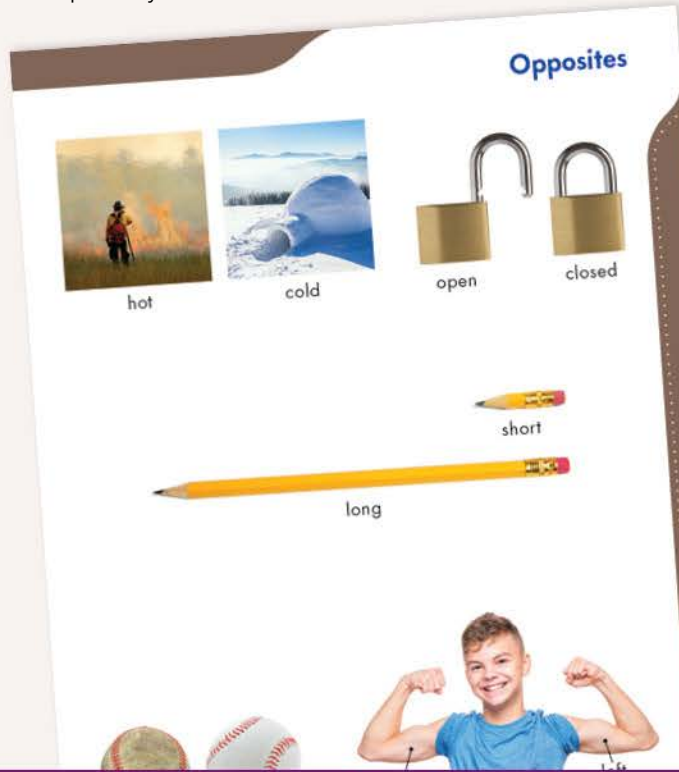
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