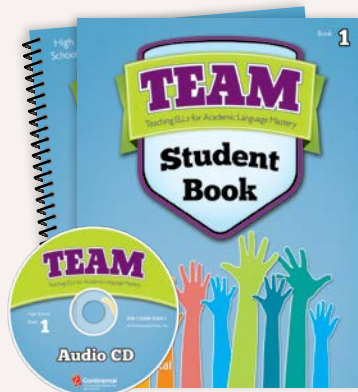
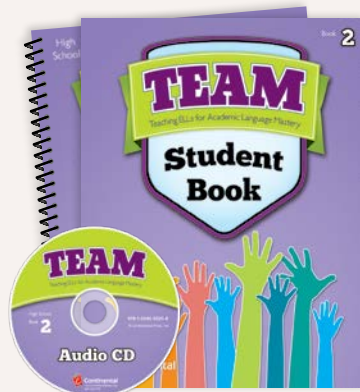


Interior Samples for New York TEAM Toolkit, Grades 9-12



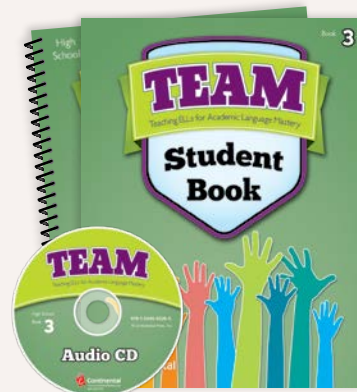
Book 1 Grades 9/10 Content

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Glossary

LESSON 2

Before We Read

MY LEARNING GOALS

I can

- draw conclusions.
- tell what I know about the ocean.

Life at the Bottom of the Sea

The ocean teems with life from mollusks to crustaceans as well as other organisms. The bottom of the sea also has diverse landforms from fissures and geysers to canyons and deep trenches. Scientists are still learning about the depths of the ocean. In 1951, a research ship was charting the ocean floor near the Mariana Islands in the Pacific Ocean. The scientists were using echo sounders. These instruments bounce sound waves off the ocean floor to gauge how deep the water is. The instruments were showing depths of between two and three miles. Suddenly, they showed a reading of almost seven miles. Even the Grand Canyon is only one mile deep! The scientists named this underwater canyon the Mariana Trench. The Mariana Trench is the deepest part of the ocean ever measured. It stretches deeper below sea level than the height of Mount Everest is above sea level. The Mariana Trench is one of several narrow, deep, and dark trenches in the middle of the Pacific Ocean. Today, scientists still know more about space than they do about the depths of the ocean.



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Before We Read

Drawing Conclusions

Sometimes as you read a text, you discover that the author does not state information directly. You must use details from the text to draw conclusions.

Read the paragraph on page 20. Write what you can conclude about the Mariana Trench in the chart.

Details	Conclude
In 1951, a research ship was charting the ocean floor near the Mariana Islands in the Pacific Ocean.	
The instruments were showing depths of between two and three miles.	
Suddenly, they showed a reading of almost seven miles.	



Let's Read

Hydrothermal Vents

In 1977, scientists made a stunning discovery on the bottom of the Pacific Ocean. The scientists were using the deep-sea submergence vehicle *Alvin* to dive on the mid-ocean ridge. The mid-ocean ridge is an underwater mountain range that circles the globe. Here Earth's tectonic plates are spreading apart. The scientists' mission was to accomplish the first direct observation of this seafloor spreading. On the bottom of the Pacific Ocean, the scientists discovered hydrothermal vents spewing hot, mineral-rich fluids. A hydrothermal vent is like a geyser on the seafloor of the ocean.

Most hydrothermal vents are found at an average depth of seven thousand feet in areas of seafloor spreading along the mid-ocean ridge system. Seawater seeps through fissures in the ocean crust. The cold seawater is heated by hot magma and then comes back to the surface to form vents. The hot seawater in the vents does not boil. This is because of the extreme pressures at the depths where the vents form.



Underline the word that means "cracks."

What discovery did

They _____

22 Unit 1 • Lesson 2

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MY LEARNING GOALS

I can

- ☐ read and understand an informational text.
- ☐ draw conclusions from what I have read.



Let's Read

Show What You Know

Write what you can conclude about the ocean in the chart.

Details

Conclude

environment near hydrothermal
warmer than the tundra or

areas where volcanic lava



Let's Read

Smokers

The hottest hydrothermal vents are called black smokers. Black smokers spew mostly iron and sulfide minerals. These combine to form iron monosulfide. This compound is what gives the smoker its black hue. Black smokers are found mostly in the Pacific Ocean.

White smokers are formed from deposits of barium, calcium, and silicon. White smokers are located in the Atlantic Ocean.

Smokers emit jets of particle-laden fluids. Fine minerals are formed when hot fluids mix with the near-freezing seawaters. Minerals solidify as they cool and create chimneylike structures. The chimneys of these vents grow rapidly. They can grow up to 30 feet in a year and a half. One vent chimney in the Pacific Ocean off the coast of Oregon was named Godzilla because of its size. Before it toppled, the chimney reached the height of a 15-story building. Scientists study these hydrothermal vents because they believe the vents play an important role in the ocean's circulation patterns, chemistry, and temperature. The vents occur more commonly in areas where there is high volcanic activity. Hydrothermal vents may last for years or they may last for less time. The shifting of the tectonic plates and the movement of rocks deep within the oceanic lithosphere may close off vents and open others.



Highlight where the black smokers are found.



What is the difference between a white smoker and a black smoker?

A black smoker _____

Let's Read



What Did You Learn?

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

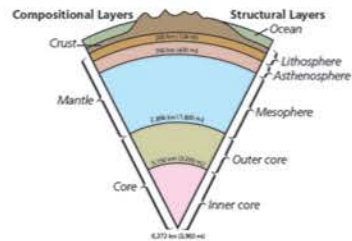
1. Which detail supports the idea that hydrothermal vents are an unlikely place to find life?
 - A Life depends on hydrogen sulfide.
 - B Other animals live off the microbes themselves.
 - C The vents release heavy metals and make water highly acidic.
 - D Plants cannot survive because they get their energy from the sun.
2. Paragraph two on page 25 is *mainly* about _____.
 - A why most life needs sunlight to survive
 - B how hydrogen sulfide is converted into energy
 - C the many obstacles to surviving around hydrothermal vents
 - D how life around hydrothermal vents survives without sunlight
3. This passage is about _____.
 - A how life is able to survive without sunlight
 - B why hydrothermal vents are a surprising place to find life
 - C how life has evolved and survived around hydrothermal vents
 - D why most life would not survive in the area around a thermal vent



Listen and Discuss

Listen to a conversation between friends about seafloor spreading. While you listen the second time, take notes on the chart below.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____



Scientists define both compositional and structural layers in Earth's interior.

MY LEARNING GOALS

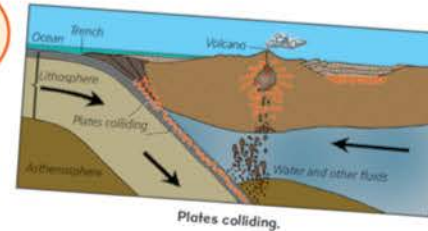
I can

- listen to a conversation about seafloor spreading.
- use information from the conversation to participate in a discussion.

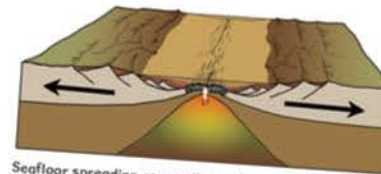
Listen and Discuss



What have you learned about the ocean floor?



Plates colliding.



Seafloor spreading causes the continents to move farther apart as more crust is added to the ocean floor.



...

Learning About Language

Subject and Verb Agreement

A subject and verb must agree in any sentence. A singular subject is joined with a singular verb. A subject that names more than one is joined with a plural verb.

Make the verb agree with its subject, not with the word in between.

Tiny microbes process that energy, releasing organic compounds.

plural subject plural verb

Seawater seeps through fissures in the ocean crust.

singular subject singular verb

Read these sentences from the passage. Then underline the subject and circle the verb.

- Here, at the bottom of the ocean, the water above exerts enormous pressure.
- Instead, life depends on hydrogen sulfide, a poisonous chemical that releases energy when it reacts with the oxygen in the water.
- Many species have developed their own sources of light.
- In the space where the plates move apart, melted rock erupts, cools, and hardens to form a new lithosphere.
- Vent crabs are at the top of the hierarchy in the ecosystem that has colonized around the vents.

MY LEARNING GOALS

I can

- Identify the subject and verb in a sentence.
- determine if the subject and verb agree.

Learning About Language

Underline the subject. Then circle the correct verb.

- The sea environment near hydrothermal vents [is are] harsher than the tundra or desert.
- Tube worms [grows grow] to almost five feet.
- The melted rock, or magma, [rises rise] to the surface and erupts, forming a chain of volcanoes.
- A type of fish called the anglerfish [has have] a long piece of flesh that sticks over its face and lights up.



Write a sentence using a singular subject and verb.

- _____

Write a sentence using a plural subject and verb.

- _____

**Write About It**

Everything you read has a central idea that answers the basic question "What is the passage about?" A **summary** identifies the important ideas and details. A summary should be concise and coherent.

Think about what you learned about hydrothermal vents and seafloor spreading. Write a paragraph that summarizes what you learned.

MY LEARNING GOALS

I can

- ☐ write a summary of what I know about hydrothermal vents.
- ☐ make my writing better with help from my teacher and classmates.

Plan My Writing

Fill in the chart to help you write your summary.

Introduction
Important Fact
Important Fact
Closing

Write About It

What are hydrothermal vents? Hydrothermal vents are like _____

These hydrothermal vents spew _____

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
UNIT 1: Into the Deep				
LESSON 1: Testing the Waters	Science Social Studies	Predictions	Roots and Root Words	Letter
LESSON 2: Life at the Bottom of the Sea	Science	Conclusions	Subject and Verb	Summary
LESSON 3: Journey Across the World	Science Language Arts	Point of View	Multiple-Meaning Words	Person
UNIT 2: It's Elementary!				
LESSON 4: The Master Detective	Math Science	Sequence	Figurative Expressions	Biography
LESSON 5: Sir Arthur Conan Doyle	Language Arts Science	Main Idea	Irregular Verbs	Problem Solving
LESSON 6: Mystery Solved	Science Language Arts	Genre	Infinitives	Review
UNIT 3: From Here to There				
LESSON 7: A New Beginning	Social Studies	Inferences and Conclusions	Homophones	Description
LESSON 8: Going North	Social Studies	Cause and Effect	Adverb	Persuasive Paragraph
LESSON 9: Traveling on the Mississippi	Social Studies Language Arts	Figurative Language	Pronouns	Travel
UNIT 4: Cultures Around the World				
LESSON 10: Roman Technology	Science Social Studies	Cause and Effect	Antonyms	Opinion
LESSON 11: People of the Sea	Science Social Studies	Compare and Contrast	Prepositions	Summary
LESSON 12: Norse Myths	Social Studies Language Arts	Author's Purpose	Commas	Retelling

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Lesson 2

Student Book PAGES 20–33

TITLE Life at the Bottom of the Sea

GENRE Informational Text

LESSON OBJECTIVES

- Read, discuss, and write about an ecosystem at the bottom of the ocean
- Understand how to draw conclusions
- Listen to a conversation about seafloor spreading
- Recognize a subject and its verb in a sentence
- Write a summary about a discovery

Content Standards Connection

- The Language of Science
- The Language of Social Studies

ELA Standards Connection and Targets of Measurement (ToMs)

- 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 photographs and charts to demonstrate understanding of a text
 - Know and apply grade-level phonics and word analysis skills in decoding words
 - Determine how a text structure develops ideas
 - Determine main ideas and details that support main ideas
 - Cite text to support inferences and conclusions
 - Summarize a text
 - Analyze sequence of events
 - 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 topic
- Engage in collaborative discussions
- Participate in conversations
- Use language related to cause and effect
- Express ideas clearly and concisely
- Present claims emphasizing facts, details, and examples

Writing

- Use descriptive language
- Develop and strengthen writing by editing
- Create and structure a piece of writing
- Write a summary
- State important points of the text
- Use concise language
- Use language to create cohesion and relationships

Grammar and English Conventions

- Use knowledge of language and its conventions when writing
- Demonstrate an understanding of subject-verb relationships
- Determine subject-verb agreement

ACADEMIC LANGUAGE

Tier 1	hierarchy, lure
Tier 2	converge, diverge, diverse, teams, vent
Tier 3	canyons, conclusion, crustaceans, geyser, hydrothermal, lithosphere, mollusks, organisms, plate tectonics, seafloor spreading, summary

Let's Read

Student Book PAGE 22

TOTAL TIME: 90 Minutes

My Learning Goals: 5 Minutes

First Reading: 20 Minutes

Second Reading: 25 Minutes

Show What You Know: 20 Minutes

What Did You Learn?: 15 Minutes

Check My Goals: 5 Minutes

OBJECTIVE

- Use listening, speaking, and reading skills to read and understand a passage about the depths of the ocean

ACADEMIC LANGUAGE

Tier 1: hierarchy, lure Tier 2: diverse, suspected, vent Tier 3: canyon, conclusion, crustaceans, fissures, geyser, hydrothermal, lithosphere, mollusks, organism, photosynthesis, seafloor spreading

GENRE Informational Text

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 an informational passage over four pages. Tell students that an informational text presents facts about the subject. Unlike stories, the information can be proven and is not made up.

Read the title of the passage aloud. Have volunteers tell what they think they will learn about in the passage.

Tell students you will read the full passage twice. The first time you will read it aloud. The second time you will read it as a class, or student volunteers will take turns reading the passage.

First Reading


As you read the four sections of the passage aloud the first time, instruct students to follow along in their books and to circle or underline any unfamiliar words. Tell them that when you are finished reading the passage the first time, you will discuss the unfamiliar words.

Circulate among students to identify words that have been circled or underlined. Discuss each of

Let's Read

In 1977, scientists made a shocking discovery on the bottom of the Pacific Ocean. The scientists were using the deep-sea submersible vehicle Alvin to look on the mid-ocean ridge. The mid-ocean ridge is an underwater mountain range that circles the globe. Near Earth's tectonic plates are spreading apart. The scientists' mission was to complete the first direct observation of this seafloor spreading. On the bottom of the Pacific Ocean, the scientists discovered hydrothermal vents spewing hot, mineral-rich fluids. A hydrothermal vent is like a geyser on the seafloor of the ocean.

About hydrothermal vents are found at an average depth of 3,000 feet. A focused vent is a series of seafloor openings along the mid-ocean ridge system. Seawater seeps through fissures in the ocean crust. The cold seawater is heated by hot magma and then comes back to the surface in hot vents. The hot seawater in the vents does not boil. This is because of the extreme pressures at the depths where the vents form.



MY LEARNING GOALS

1. Read and understand an informational text.

2. Draw conclusions from what I have read.

Underline the words that mean "circle."

22 Unit 1 • Lesson 2

What discovery did the scientists make?

They discovered hydrothermal vents.

the word meanings and model sentences with the meanings. Alternatively, you can also ask student volunteers to tell the meanings and model sentences.

As you read, answer any questions that students may have.



Let's Read

Student Book PAGE 23

WORK WITH THE PAGE

Read section two of the passage aloud, have students read chorally, have student volunteers take turns, or have students read silently.

Say: Now, we will read more about hydrothermal vents.

Read the text on the page. Direct students' attention to the photograph. Talk about the photograph.

Encourage students to ask questions as you read.

Pause at the end of the page to explain any words or phrases that students are unfamiliar with.



Check for Understanding

Instruct students to complete the Check for Understanding.



Say: Now, complete the Check for Understanding at the bottom of the page.

Ask students to share their answers.

You may choose to expand the activity by orally asking students more questions.



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.

What is the difference between a white smoker and a black smoker? A black smoker _____. [is the hottest hydrothermal vent]

Smokers

The hottest hydrothermal vents are called black smokers. Black smokers spew rocky iron and sulfide minerals. These combine to form iron monosulfide. This compound is what gives the smoker its black hue. Black smokers are found mostly in the Pacific Ocean.

White smokers are formed from deposits of barium, calcium, and silicon. White smokers are located in the Atlantic Ocean.

Smokers spew jets of particle-laden fluids. Fine materials are formed when hot fluids mix with the near-freezing seawater. Towards acidity as they cool and create chimney-like structures. The chimney of these vents grow rapidly. They can grow up to 30 feet in a year and a half. One vent chimney in the Pacific Ocean off the coast of Oregon was named Godzilla because of its size. Before it erupted, the chimney reached the height of a 5-story building. Scientists study these hydrothermal vents because they believe the vents play an important role in the ocean's circulation patterns, chemistry and temperature. The vents occur more commonly in areas where there is high volcanic activity. Hydrothermal vents may last for years or they may last for less time. The shifting of the tectonic plates and the movement of rocks deep within the oceanic lithosphere may close off vents and open others.



<p>Highlight: where the black smokers are found.</p>	<p>What is the difference between a white smoker and a black smoker? A black smoker _____.</p>
---	---

To extend the conversation, use these questions and sentence frames.

What is the difference between the smokers in the Pacific and the smokers in the Atlantic Ocean? The smokers in the Pacific are _____ smokers and the ones in the Atlantic Ocean are _____.

How fast do these vents grow? They grow _____ in a year and a half.



Listen and Discuss

Student Book PAGE 28

AUDIO SCRIPT

Ramon: Have you heard of the theory of plate tectonics?

Brittani: Yes. The theory was proposed in the 1960s and is accepted today because evidence has been discovered to support the theory. The theory is that the earth's outermost layer called the lithosphere is broken into a number of tectonic plates. Each tectonic plate contains different types of lithosphere. These plates are constantly moving very slowly. These motions produce diverse landforms in the places where the plates meet.

Ramon: That's correct. These landforms include underwater canyons and mountain ranges. Earthquakes and volcanoes are caused by plate tectonics. When two plates move away from each other, a divergent boundary occurs. It's called a divergent boundary because the plates diverge, or move away, from each other. Here along these divergent boundaries, lava spews from fissures and geysers spurt superheated water. There are frequent earthquakes here.

Brittani: I was surprised to learn that there can be an earthquake in the ocean as well as on land. As the plates move up against each other, the rock along the boundaries sticks together. As the plates continue to move, it can build up on the rock. Eventually, the pressure causes the rock to break. This produces an earthquake.

Ramon: That's right. Volcanoes can form, too. Most volcanoes are found at the boundaries of two tectonic plates. In places where two plates are moving together, a convergent boundary because they converge, or come together. Generally, when the plates collide, one plate sinks beneath the other tectonic plate and the second plate rises up into a rugged mountain range. Underneath the earth's outermost layer is a softer layer. As the sinking plate moves deeper into this softer layer, the plate experiences increased heat and pressure. This action squeezes water and other fluids out of the sinking plate.

Brittani: I know what happens next. The fluids rise and mix with the softer layer and melt some of the rock in the earth's mantle. The melted rock, called magma, rises to surface and erupts, forming a chain of volcanoes. These volcanoes form a new lithosphere, or outer crust.

Ramon: Yes. Because most plate boundaries of this type are found beneath the oceans, this kind of plate motion is called seafloor spreading. Scientists have been studying seafloor spreading for years. In fact, they were trying to observe seafloor spreading when they found hydrothermal vents. There's still much to be discovered at the bottom of the sea.



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Glossary

LESSON
5

Before We Read

MY LEARNING GOALS

I can

- tell what I know about sound effects.
- recall important details.

Movie Sound Effects

Is it the flapping of gloves or the beating of wings? Is it a violent fistfight or someone punching a watermelon? If sound effects are done skillfully, only the filmmakers will know for sure. Sound artists have countless ways to use sound to add drama, suspense, and humor to the movie experience. If movie sound effects are done well, the audience rarely notices distortions of reality.



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Unit 2 • Lesson 5

Before We Read

Recalling Details

Details are facts or information about the main idea. The details will help you better understand a passage. Often these details will answer the questions Who? What? When? Why? and How?

Read the paragraph.

Kanesha stopped and listened. People said the city was noisy, but the country had its own morning noises. Birds chirped in the trees. Grasshoppers hummed. In the distance, the whir of a tractor busily cutting grass to make hay gave a buzz of activity to the peaceful setting.

Fill in the chart with details from the paragraph.

Who	What
	Grasshoppers humming Birds chirping The whir of a tractor
When	Where



Let's Read

Hard Sound and Background Sound Effects

Hard sound effects are sounds that commonly appear on screen, including cars driving by, doors slamming, or guns firing. The most realistic sounds are new recordings of the actual sound. However, such "big" sounds are not easy to record in the studio. If a sound effects editor needs to record an explosion, he or she may contact demolition companies to gain permission to attend the demolition and record the explosion.

Background sound effects are not as specific as hard sound effects. They are used in a more general way to suggest to the audience. Audiences expect to hear the crashing of the beach or the chirping of birds in an outdoor meadow. Background noises establish the ambience of the movie and the emotional mood.



Crashing of Waves



Stadium



Circle the word that means "the character and atmosphere of a place."

What is a hard sound effect?
It is _____.

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Let's Read

What Is Real?

Effective sound is about enhancing the moment, so sound designers must carefully balance realistic sounds with the need to make a point about the action. For example, a car's tires don't squeal every time someone is in a hurry to leave, but audiences have come to expect that sound with the scenario. Similarly, door creaks are rarely as loud or as long as they sound in horror movies, but exaggerating the sound gives the audience the sense that there is something to be afraid of on the other side. If sounds are done skillfully and the audience is engaged, people rarely notice these distortions of reality. However, these subtle sounds have an important emotional impact.

Creating sound effects truly is an art and a science, and the Academy of Motion Picture Arts and Sciences recognizes it as such. Each year, they give an Academy Award for Best Sound Editing. Over the years, the winners have given audiences moans, groans, creaks, and explosions that have held them on the edges of their seats. They've made movies a little more magical.



Underline the word that means "a sequence of events."

What are some sounds that might be enhanced in a movie?

One sound is _____.



Let's Read



Show What You Know

Details tell who, what, when, where, why, and how. Think about what you read about movies and their sound effects.

Complete the chart to tell more about movie sound effects.

Sound effects do?

Who creates design sound effects?



Let's Read

What Did You Learn?

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

- What are design sound effects?
 - A loud sound effects
 - B small sound effects
 - C sound effects that occur in nature
 - D sound effects that do not occur in nature
- Which word in the passage means "the art or science of motion-picture photography?"
 - A image
 - B dialogue
 - C cinematography
 - D technology
- What is the last thing a Foley artist does?
 - A listen to the soundtrack
 - B synchronize the sound
 - C recreate the sound
 - D record the sound



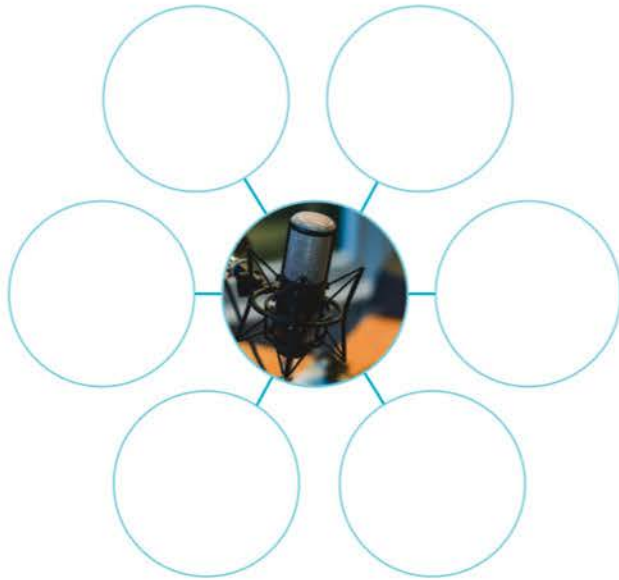
Listen and Discuss

Listen to a passage about voice actors. While you listen the second time, take notes on the web below.

MY LEARNING GOALS

I can

- listen to and understand a passage about voice actors.
- use language to discuss voice actors.



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Unit 2 ★ Lesson 5 **71**



Listen and Discuss



What does a voice actor do?



Animated Characters



Voice Actor Ashley Eckstein



Learning About Language

Synonyms

Synonyms are words that have the same meaning, or almost the same meaning.

Practiced and *rehearsed* are synonyms.

Miguel *practiced* his lines with his costar.

Miguel *rehearsed* his lines with his costar.

A thesaurus is a good tool for finding synonyms. Look up the word for which you need a synonym and read the list of other words that mean the same thing or almost the same thing.

MY LEARNING GOALS

I can

- recognize and use synonyms.
- find synonyms for given words.



Read these sentences from the passage. Then write a word that means the same as the word shown. Use a thesaurus, if needed.

- That may be true, but in _____, that picture isn't complete without sound.
movies
- The most _____ sounds are new recordings of the _____ actual sound.
realistic
- However, such "big" sounds are not easy to _____ in the studio.
record
- Design sound effects are sounds that do not _____ in nature.
occur
- Then he or she _____ them with simple techniques.
enhances
- Effective background noises establish the _____ of the movie and set the emotional mood.
ambience

Learning About Language

Draw a line from each word in the left column to its synonym in the right column.

- | | |
|---------------|-------------|
| 1. created | illustrator |
| 2. mood | shows |
| 3. cartoonist | characters |
| 4. programs | tone |
| 5. roles | invented |



Write a synonym for each of the words below. Then write a sentence using the new word.

- beach _____

- curtail _____

- bogus _____

- assess _____

- equilibrium _____

Write About It

A **summary** is a brief overview. It includes the main idea and the most important details. Summaries should be concise and coherent. Think about what you learned about enhanced sound effects, ambience, and a Foley artist at work.

Write a paragraph to briefly tell someone else about what you have learned about movie sound effects.

MY LEARNING GOALS

I can

- write a summary of what I know about sound effects in movies.
- make my writing better with help from my teacher and classmates.

Plan My Writing

Fill in the chart to help you write your summary.

Introduction

Movie sound effects add ambience to a movie.

Important Fact

Important Fact

Closing



Write About It



Sound effects are an important part of movies because _____

Most sound effects are enhanced. A Foley artist is _____

Instructional Features

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Unit/Lesson/Theme	Standards Focus	Reading Strategy	Language Focus	Writing Focus
UNIT 1: Medical Mysteries				
LESSON 1: Pandemic	Science Social Studies	Inferences	Homophones	Argument
LESSON 2: Finding a Cure	Science Social Studies	Main Idea	Irregular Verbs	Opinion
LESSON 3: Animaling Life	Language Arts Science	Theme	Adverbs	1st-Person Narrative
UNIT 2: Sounds Around You				
LESSON 4: The Science of Sound	Science Mathematics	Cause and Effect	Apostrophes and Contractions	Problem-Solution
LESSON 5: Movie Sound Effects	Science Social Studies	Details	Synonyms	Summary
LESSON 6: Appreciating Music	Language Arts	Understanding Characters	Multiple-Meaning Words	Description
UNIT 3: The Silver Screen				
LESSON 7: The History of Movies	Science Social Studies	Sequence	Linking Verbs	Information
LESSON 8: Movie Magic	Science Social Studies	Compare and Contrast	Roots and Root Words	Review
LESSON 9: Lights, Camera, Action!	Language Arts	Setting	Phrasal Verbs	Real-Life
UNIT 4: The 20th Century				
LESSON 10: Between the Wars	Social Studies	Fact and Opinion	Abstract Nouns	Travel
LESSON 11: The End of the Cold War	Social Studies	Details	Suffixes	Summary
LESSON 12: The Fight for Women's Rights	Language Arts Social Studies	Parts of a Play	Possessives	Persuasion

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Lesson 5

Student Book PAGES 63–76

TITLE Movie Sound Effects

GENRE Informational Text

LESSON OBJECTIVES

- Read, discuss, and write about movie sound effects
- Recall important details
- Recognize synonyms
- Write a summary

Content Standards Connection

- The Language of Science
- The Language of Social Studies

ELA Standards Connection and Targets of Measurement (ToMs)

Reading

- Identify main ideas and details that support main ideas
- Determine the meaning of words and phrases
- Ask and answer questions to demonstrate understanding of a text
- Use information gained from photographs, maps, and illustrations to demonstrate understanding of a text
- Know and apply grade-level phonics and word analysis skills to decode words
- Describe logical connections between particular sentences and paragraphs in a text
- Use reading skills and prior knowledge to make and revise predictions
- Cite text to support inferences
- Provide textual evidence to support analysis of the text
- Identify important details in a text
- Use language related to cause and effect to demonstrate understanding of events in a text

Speaking and Listening

- Respond to and pose questions about a text
- Clarify ideas and conclusions
- Evaluate speaker's point of view for evidence
- Engage in collaborative discussions
- Use language related to cause and effect

Writing

- Write a summary
- Use language to summarize a text
- Write about movie sound effects
- Create and structure a piece of writing
- Develop and strengthen writing by editing

Grammar and English Conventions

- Identify and understand synonyms
- Demonstrate understanding of words
- Use knowledge of language and its conventions when writing

ACADEMIC LANGUAGE OBJECTIVES

- | | |
|--------|--|
| Tier 1 | enhanced, realistic, rehearsal |
| Tier 2 | ambience, distortions, inflections, series, synchronized |
| Tier 3 | animation, cinematography, dubbed, Foley artist, rehearsal |

Listen and Discuss

Student Book PAGE 71

OBJECTIVE

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

ACADEMIC LANGUAGE

- Tier 1: rehearsal Tier 2: series, synchronized Tier 3: animation, dubbed

TOTAL TIME: 45 Minutes
 My Learning Goals: 5 Minutes
 Working with Page 71: 15 Minutes
 Working with Page 72: 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

Explain to students that they will listen to a passage about voice actors 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 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 to a passage about voice actors. You will listen to the passage 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 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 webs.

Answers will vary.

Listen and Discuss

Listen to a passage about voice actors. While you listen the second time, take notes on the web below.

Answers will vary.

MY LEARNING GOALS

I can:

- listen to and understand a passage about voice actors
- use language to discuss voice actors

able to act

work on commercials, animated television shows, films, amusement park rides

may record a series together at one time

may record alone

dub foreign animated films in English

knack for voices

Listen and Discuss

Student Book PAGE 72

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 and frames to ask and answer questions about voice actors and their work.

Ask: What does a voice actor do?

Sentence Starters

Voice actors provide the ____ [voices for animated characters in television shows and movies]

They also do ____ [voiceovers in commercials and even for amusement park rides]

You can choose to extend the conversation by asking more questions about voice actors and their work.

Sentence Frames

How does the team work to produce an animated television show? The voice actors can ____ or they can ____.

Who else is at a taping? At a taping there will be ____.

Listen and Discuss

72 Unit 2 • Lesson 5

LANGUAGE DIFFERENTIATION

Emerging	Encourage students to complete sentences about voice actors and their work, using sentence starters.
Transitioning	Provide sentence frames and encourage students to model a conversation about the work of voice actors.
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 they cannot, spend one-on-one time to provide additional support.

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Listen and Discuss

Student Book PAGE 71

AUDIO SCRIPT

Voice actors lend their voices to the well-known characters you see in animated television shows and movies. Voice actors provide voices for animated characters. They also do voice-overs for commercials, films, and even amusement park rides.

There are different ways to record the voices for an animated television show. Most voice actors like to do the recording together. It's a natural way to act, like being in a play. If actors are providing voices for animated characters in a half-hour series it will take about two or three hours of work to get the voices. The actors will gather in a recording studio. The writers of the episode will be there, too. A director will be in charge. The actors will rehearse the script. The director may ask them to change the way they say some of their lines. A sound engineer will sit behind a soundproof window and test the sound as the actors speak into their microphones. Then they will be ready to tape. They will do two complete takes. Then, after a break, they will do pickups. These are lines that the director or sound person decides must be done over. If a line "just doesn't work," the director may ask the writers to change it. Pickups will be dropped into the right spots in the tape.

Sometimes the actors in an animated series cannot record the voices at the same time. Actors can have busy lives. It can be hard to get them all in the same place. Each voice will be recorded alone. The sound engineer then puts the voices into the tape. Of course, the actors cannot hear each other so that makes it hard to act in a natural way.

Dubbing the voices after the animation is finished is even harder to do. But voice actors often have to do this. They speak their lines while watching a tape of the action. They have to synchronize the lines just right. Animated films from other countries are dubbed in English this way. Pickups sometimes must be dubbed into the film. This happens when a character's mouth is moving but no lines are being spoken. A writer has to add a new line. Then an actor must record it.

How does someone become a voice actor? Most voice actors start out with a knack for "doing" voices. As kids, they made their friends laugh by imitating the voices of famous people. But voice acting is more than just funny voices. It is real acting. You have to be able to create characters. It helps to take acting classes and to do live theater. "It is the acting that gets the job," says one voice actor. This is as true today as it was for such voice-acting legends as Mel Blanc, Daws Butler, and June Foray. Each of them created hundreds of characters.



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3

Before We Read

MY LEARNING GOALS

I can

- tell what I know about foods.
- understand characters.

Bread and Paintings

Many stories and poems involve food. Sometimes, food has a leading role in a story or poem. A village may make a soup together. Children may leave a trail of breadcrumbs for others to follow. A young girl may bite into a poisoned apple. Someone may misconstrue the meaning of another's gift of bread or invitation to dinner. A writer's description of certain foods often evokes an emotional response in the reader. The writer uses details that help the reader imagine what the food looks, smells, and tastes like.



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Before We Read

Understanding Characters

Character traits tell specific qualities of a character in a story. They are the same kinds of words that you might use to describe yourself or a friend. The author may directly state these traits, but usually the reader must draw a conclusion about the character's traits. Readers use the character's actions, thoughts, and discussions to analyze the character's traits.

Read the paragraph. Then fill in the chart to tell about the character.

Huckleberry Finn was cordially hated and dreaded by all the mothers of the town. He was lawless. He came and went, at his own free will. Huckleberry was always dressed in the cast-off clothing of full-grown men.

He slept on doorsteps in fine weather. He did not have to go to school or call anyone master or obey anyone. He could go fishing and swimming when and where he chose.

Huckleberry Finn

Trait	Trait
Evidence	Evidence



Let's Read

adapted from **Witches' Loaves**

by O. Henry (William Sydney Porter)

Miss Martha Meacham kept the little bakery on the corner. She was 40, her bank account showed a credit of two thousand dollars, and she possessed a sympathetic heart. Many people have married whose chances were much inferior to Miss Martha's.

Two or three times a week a customer came in in whom she began to take an interest. He was a middle-aged man, wearing spectacles and a brown beard trimmed to a careful point.

He spoke English with a strong German accent. His clothes were worn and darned in places. But he looked neat, and had very good manners.

He always bought two loaves of stale bread. Fresh bread was five cents a loaf. Stale ones were two for five. Never did he call for anything but stale bread.

Once Miss Martha saw a red and brown stain on his fingers. She was sure then that he was an artist and very poor. No doubt he lived in a draughty garret, where he painted and ate stale bread and thought of the things in Miss Martha's bakery.

Often when Miss Martha sat down to dinner she would sigh, and wish the artist might share her tasty meal instead of eating his dry crust. Miss Martha's heart, as you have been told, was a sympathetic one.



MY LEARNING GOALS

I can

- ☐ read and understand fiction.
- ☐ analyze the characters.



Underline the word that means "marked by compassion and sensitivity to others."

What does Miss Martha think of

She thinks _____.

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Circle the word that means "taking intense pleasure or satisfaction."

What impression have you made about someone you just met?

I thought _____.



Let's Read

Show What You Know

Complete the character map for Miss Martha or Mr. Blumberger. Give evidence from the text for each character trait.

Let's Read



In order to test her theory, she brought from her room one day a painting that she had bought, and set it against the shelves.

It was a Venetian scene. A splendid marble palazzo stood in the foreground—or rather forewater. For the rest there were gondolas (with the lady trailing her hand in the water), clouds, and sky. No artist could fail to notice it.

Two days afterward the customer came in. "Two loaves of stale bread, if you please. You had here a fine picture, madame," he said.

"Yes?" says Miss Martha, reveling in her own cunning. "You think it is a good picture?"

"Der balance," said the customer, "is not in good drawing. Der bairspective of it is not true. Goot morning, madame."

He must be an artist. Miss Martha took the picture to her room.

How gentle and kindly his eyes shone behind his spectacles! To be able to judge perspective at a glance—and to live on stale bread! But genius often has to struggle before it is recognized.

What a thing it would be for art and perspective if genius were backed by two thousand dollars in the bank, a bakery, and a sympathetic heart to—But these were day-dreams, Miss Martha.

Often now when he came he would chat for a while across the showcase. He kept on buying stale bread. Never a cake, never a pie.

Trait:	Trait:
Evidence:	Evidence:

Let's Read

What Did You Learn?

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

1. What can you infer from Miss Martha's decision to wear her blue-dotted dress?
 - A She hopes Blumberger will mention it so she can start a conversation.
 - B She wants Blumberger to know she can afford expensive clothes.
 - C She wears it to keep her dress clean as she waits on customers.
 - D She wants to look attractive for Blumberger.
2. What conclusion can you draw about Blumberger at the end of the story?
 - A He is happy working as an architectural draftsman.
 - B He is insulted that Miss Martha pitied him.
 - C He is angry that his drawing was ruined.
 - D He thinks of Miss Martha as a friend.
3. According to Miss Martha, why does Blumberger always buy stale bread?
 - A He needs it for his job.
 - B He cannot afford fresh bread.



Listen and Discuss

Listen to a story about one girl's experience food shopping. While you listen the second time, take notes on the chart below.

MY LEARNING GOALS

I can

- listen to a story about food shopping.
- participate in a discussion about what I heard.

Character

Setting



Plot

Listen and Discuss



Learning About Language

Verbs

The past tense of a verb tells about something that has already happened. It is in the past. Most verbs form the past tense by adding -ed.

No doubt he lived in a garret.

Read the sentences from the passage. Circle the verbs in past tense and write the present tense of the verb on the line.

1. She possessed a sympathetic heart. _____
2. Her bank account showed a credit of two thousand dollars. _____
3. He clinched his two fists. _____
4. Then she poured the quince seed and borax mixture into the trash can. _____
5. He dragged him out. _____



MY LEARNING GOALS

I can

- identify the past tense of a verb.
- form the past tense of a verb by adding -ed.

Learning About Language

Use the past tense of each verb in the word bank to complete each sentence.

misconstrue revel evoke affront enhance

1. He _____ in the first snowfall.
2. Alana _____ what Joe said to her.
3. The old house _____ memories of his childhood.
4. Mrs. Richards was _____ by the boy's rudeness.
5. The fairy lights _____ the romantic mood.

Write your own sentences about something that happened yesterday. Form the past tense of the verb with -ed.

1. _____

2. _____

3. _____

Write About It

Imagine a time that someone was affected by a misunderstanding or that you misconstrued something that someone said or did. Write a story using descriptive details.

MY LEARNING GOALS

I can

- write a story about a misunderstanding.
- use descriptive language to tell a story.

Plan My Writing

Use the chart to plan your writing.

Main Characters

Setting

Point of View

Main Events

Write About It



One day, I went with my friend _____

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
UNIT 1: Food and You				
LESSON 1: Food Safety	Science Social Studies	Details	Synonyms	Persuade
LESSON 2: A Plant-Based Diet	Science Social Studies	Main Idea	Uncountable Nouns	Informative Paragraph
LESSON 3: Bread and Paintings	Language Arts Social Studies	Character Traits	Verbs	Story
UNIT 2: Storytelling				
LESSON 4: Stories on the Go	Science Mathematics	Fact and Opinion	Multiple-Meaning Words	Podcast
LESSON 5: Everyone Has a Story	Science Mathematics	Predictions	Definite and Indefinite Articles	Survey
LESSON 6: Stories of Interest	Language Arts Social Studies	Analyzing Language	Order of Adjectives	Story
UNIT 3: The Body and Technology				
LESSON 7: Medical Imagery	Science Social Studies	Compare and Contrast	Root Words	Descriptive Paragraph
LESSON 8: You Are Unique	Science Mathematics	Cause and Effect	Transitional Words	Summary
LESSON 9: An Unexpected Practice	Language Arts	Parts of a Story	Figurative Language	Personification
UNIT 4: Our Government				
LESSON 10: Electing the President	Social Studies Mathematics	Cause and Effect	Suffixes and Parts of Speech	Opinion
LESSON 11: The Judicial Branch	Social Studies	Sequence	Confusing Words	Informative Paragraph
LESSON 12: Decisions	Language Arts Social Studies	Characters	Adverbs	Explanatory Paragraph

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Lesson 3

Student Book PAGES 34–47

TITLE Bread and Paintings
GENRE Literary Text (20th-century literature)

LESSON OBJECTIVES

- Read, discuss, and write about stories that deal with food
- Describe characters in a story
- Form the past tense of verbs
- Identify and use past-tense verb forms correctly
- Write a story about a misunderstanding

Content Standards Connection

- The Language of Language Arts
- The Language of Social Studies

ELA Standards Connection and Targets of Measurement (ToMs)

- Reading**
- Read and comprehend literature, including stories, dramas, and poems
 - Analyze the characters in a story
 - Determine meanings of words and phrases
 - Determine main theme or central idea of a text
 - Analyze the point of view in a story
 - Distinguish what is directly stated in a text and what is really meant
 - Identify elements of a story
 - Evaluate the characteristics of characters in a story
 - Describe the relationship between a series of events

Speaking and Listening

- Ask and answer questions to demonstrate understanding of a text
- Engage in collaborative discussions
- Pose and respond to questions using evidence
- Synthesize comments
- Evaluate the speaker's point of view

Writing

- Use language to signify sequence
- Use words and phrases that describe
- Use knowledge of language and its features
- Write a story

Grammar and English Conventions

- Use knowledge of language and its features
- Recognize and form past-tense verbs
- Write and use past-tense verb forms

ACADEMIC LANGUAGE OBJECTIVES

- Tier 1** cunning, illegible, inferior
Tier 2 affront, edibles, emblem, ferociously, misconstrued, reveling, row, sympathetic
Tier 3 draftsman, garret, palazzo, spectacles, Venetian

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Unit 1

Let's Read

Student Book PAGE 36

TOTAL TIME: 90 Minutes
My Learning Goals: 5 Minutes
First Reading: 20 Minutes
Second Reading: 25 Minutes
Show What You Know: 20 Minutes
What Did You Learn?: 15 Minutes
Check My Goals: 5 Minutes

OBJECTIVE

- Use listening, speaking, and reading skills to read and understand a story about a misunderstanding

ACADEMIC LANGUAGE

Tier 1: cunning, inferior **Tier 2:** affront, edibles, emblem, evoke, ferociously, misconstrued, offense, reveling, row, sympathetic
Tier 3: draftsman, garret, palazzo, perspective, spectacles, Venetian

GENRE Literary Text

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 that students will read a literary passage over four pages.

Read the title of the passage aloud. Have volunteers tell what they think they will learn about in the passage.

Tell students you will read the full passage twice. The first time you will read it aloud. The second time you will read it as a class, or have student volunteers take turns reading the passage.

First Reading

As you read the four sections of the passage aloud the first time, instruct students to follow along in their books and to circle or underline any unfamiliar words. Tell them that when you are finished reading the passage the first time, you will discuss the unfamiliar words.

Circulate among students to identify words that have been circled or underlined. Discuss each of the word meanings and model sentences with the

Let's Read

adapted from **Witches' Loaves**
by G. Henry (William Sydney Porter)

Mrs. Martha Moorhead kept the little bakery on the corner. She was '90, her back stooped, a credit of two thousand dollars, and she possessed a sympathetic heart. Many people have entered whose chances were better than in Mrs. Moorhead's.

Two or three times a week a customer came in to whom she began to take an interest. He was a middle-aged man, wearing spectacles and a brown beard, dressed to a careful point.

He spoke English with a strong German accent. His clothes were worn and stained in places. But he looked neat, and had very good manners.

His device brought her loaves of stale bread. Fresh bread was five cents a loaf. Stale ones were ten for five. Hence did he call her everything but stale bread.

Once Mrs. Moorhead saw a red and brown stain on his finger. She was sure then that he was an artist and very poor. No doubt he had in a draughty garret, where he painted and ate stale bread and brought it to Mrs. Moorhead's.

Often when Mrs. Moorhead cut down to dinner she would sigh, and wish the artist might share her holy meal instead of eating his dry crust. Mrs. Moorhead's heart, so you have been told, was a sympathetic one.

MY LEARNING GOALS

Read:
☐ read and understand fiction
☐ analyze the characters.

Underline the word that means "feared by comparison and usually followed."

What does Mrs. Moorhead think of her customer?
 She thinks _____.

36 Unit 1 • Lesson 3

meanings. Alternatively, you can ask student volunteers to tell the meanings and model sentences. As you read, answer any questions that students may have.

