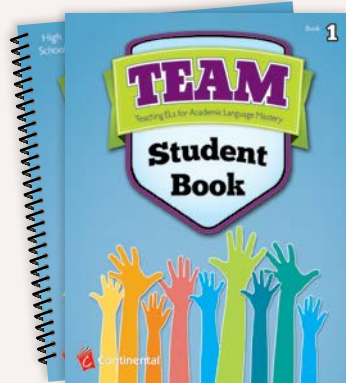
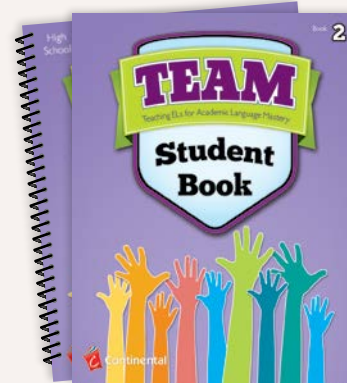


Interior Samples for TEAM Toolkit, Grades 9-12



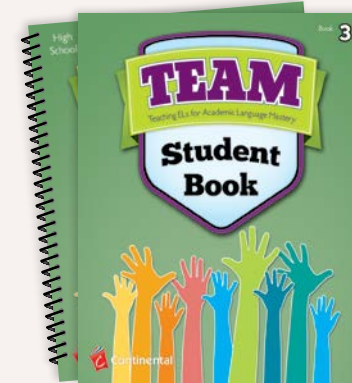
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Grades 9/10 Content

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Glossary

LESSON 5 Before We Read

MY LEARNING GOALS

- I can
- Tell what I know about fictional detectives.
 - recall important details.

Sir Arthur Conan Doyle

Edgar Allan Poe is considered the "father of the detective story." But his detective C. Auguste Dupin is not the only famous fictional crime solver. Sir Arthur Conan Doyle created the "consulting detective" Sherlock Holmes and his colleague Dr. Watson. Sherlock scrutinizes details to solve the cases his clients bring him. Hercule Poirot is another famous sleuth. His exploits are featured in many of the detective novels Agatha Christie wrote from 1920 to the 1970s. These two famous detectives appeared in novels and short stories. Today, many television programs and movies feature fictional detectives who have become famous by solving perplexing crimes. What fictional detectives do you know?

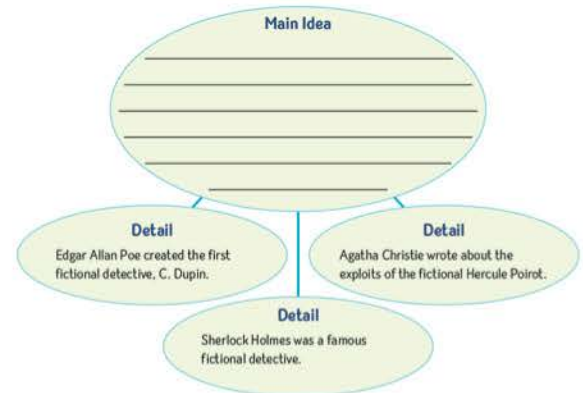


Before We Read

Recognizing Main Idea

Authors of nonfiction texts frequently organize their texts by **main idea** and **details**. They state the main idea and then support the overall idea with details that give more information about the main idea. These details are often facts or examples. The main idea is often stated at the beginning or end of a paragraph. Sometimes the main idea is not explicitly stated. In this case, you will need to think about what the details have in common to determine the main idea.

Look back at the paragraph on page 63. The chart below shows some details. Write the main idea in the chart.





Let's Read

Sherlock Holmes

Sir Arthur Conan Doyle was a British physician who turned to writing adventure stories. He invented the fictional sleuth Sherlock Holmes in 1887 in the detective novel, *A Study in Scarlet*. Sherlock lived at 221B Baker Street in London. Here as a "consulting detective," Sherlock used his powers of observation and deductive reasoning skills to solve cases brought to him by his clients, including Scotland Yard. Sherlock knew something about nearly every subject. He read constantly, conducted scientific experiments, and increased his understanding of the world. He owned a large library of books and occasionally consulted people with expert knowledge.

Tiny details that others overlooked were clues to him. A glance at the knees of a man's pants told what the man did for a living. The color of mud on a man's boots told Sherlock where the man had been that day. Sherlock could perceive what sort of cigar a man smoked by looking at its ashes. He complained that criminals were such a dull lot that none could truly test him. He usually brought them to ground with his brilliant mind, but if he must fight, he was handy with his fists and with a sword. At the end of each story, Holmes explained to his colleague Dr. Watson and his clients how he fit together all the pieces of evidence to determine the truth about what had happened.



Underline the word that means "detective."

What is the setting in stories?

The setting is _____

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UN

MY LEARNING GOALS

I can

- read and understand an informational passage.
- identify the main idea.



Let's Read

Sherlock Today

Sir Arthur Conan Doyle wrote four Sherlock Holmes novels and 56 short stories before his death in 1930. By then, his fans had made the character "more real than real life." Today in many countries, there are Sherlock Holmes clubs. At their meetings, members dress up as Sherlock. They are guided by both Sir Arthur Conan Doyle's descriptions and by the many actors who have portrayed Holmes on stage and in more than 200 movies. They take on names of characters from the stories. They refer to Sir Arthur Conan Doyle not as Sherlock's author but his "literary agent."

What would Sir Arthur Conan Doyle have thought of all this? He himself quickly tired of his creation. In 1893, he wrote a story in which Holmes is killed by his greatest adversary, the arch-criminal Professor James Moriarty. However, there was such an outcry from fans (including the queen of England) that Sir Arthur Conan Doyle brought Sherlock back to life. So Sherlock Holmes lives on.



Underline the word that means "enemy."



Why did Sir Arthur Conan Doyle bring Sherlock back to life?

He _____

Let's Read



Show What You Know

Fill in the central idea of "The Work of a Detective" section in the chart below.

Main Idea of "The Work of a Detective"

	Detail	Detail
jects	Detectives don't stop with the "obvious" evidence.	Detectives scrutinize the little details.



Let's Read

What Did You Learn?

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

1. Sir Arthur Conan Doyle was _____.
 - A an author
 - B an actor
 - C a detective
 - D a literary agent
2. On page 65, what does the word *colleague* mean?
 - A a person who solves crimes
 - B a person with whom one works in a profession
 - C a person who dresses up as another person
 - D a person who commits a crime
3. Which development occurred first?
 - A Edgar Allan Poe created the first fictional detective named C. Auguste Dupin.
 - B Scotland Yard was London's first detective bureau.
 - C The Paris police force was the first to use scientific methods to investigate crimes.
 - D "Consulting detective" Sherlock Holmes was first introduced

**Listen and Discuss**

Listen to a passage about deductive reasoning. While you listen the second time, take notes on the chart below.

MY LEARNING GOALS

I can

- listen to a passage about deductive reasoning.
- use information from the conversation to participate in a discussion.

Deductive Reasoning

1.

2.

3.

4.

**Listen and Discuss**

How is deductive reasoning used in everyday life?



Learning About Language

Irregular Verbs

A verb in the past tense tells what already happened. Many verbs form the past tense by adding -ed. Some verbs form the past tense by changing their spelling. These are called **irregular verbs**.

Present	know	write	tell	understand	begin	think	become
Past	knew	wrote	told	understood	began	thought	became

Read the sentences from the passage. Then use the chart above to write the present tense of the underlined word on the line.

- Sherlock knew something about nearly every subject. _____
- A glance at the knees of a man's pants told what the man did for a living. _____
- Other cities began to emulate their process. _____
- London soon became the setting for many fictional detective stories. _____
- He understood that facts can be misunderstood. _____
- Sir Arthur Conan Doyle wrote four Sherlock Holmes novels. _____

MY LEARNING GOALS

I can

- recognize irregular verb forms.
- use irregular verb forms correctly.

Learning About Language

Draw a line to match the word and its past tense.

- | | |
|-----------|---------|
| 1. choose | left |
| 2. bring | struck |
| 3. speak | tore |
| 4. strike | brought |
| 5. leave | spoke |
| 6. tear | chose |
| 7. buy | bought |



Write your own sentences using the past tense of the given word.

- go

- mean

- build

**Write About It**

You encounter problems every day. You use reasoning to solve these problems. Think about a problem that you have encountered. Did you use deductive or inductive reasoning to solve it? What steps did you take to solve it? The first step is to determine the problem. Then you must find a solution that matches the problem. Write a paragraph telling about the steps or reasoning you used to solve the problem.

MY LEARNING GOALS**I can**

- explain the process used to solve a problem.
- make my writing better with help from classmates and my teacher.

Plan My Writing

Fill in the chart to tell about the reasoning you used to solve a problem.

Problem
Process
Solution

**Write About It**

The problem I encountered was _____

First, I analyzed _____

Then _____

Instructional Features

TEAM is designed for use by ESL teachers and by general education teachers as a support for ELs in their academic classrooms. The student books are centered around common themes and topics for each grade level and reflect instructional design that asks students to be responsible for their own learning. Each unit has an academic standards focus, a reading strategy, a language focus, and a writing focus, as shown in the chart below:

Unit/Lesson/Theme	Standards Focus	Reading Strategy	Language Focus	Writing
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: Travelling 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 5

Student Book PAGES 63–76

TITLE Sir Arthur Conan Doyle

GENRE Informational Text

LESSON OBJECTIVES

- Read, discuss, and write about Sherlock Holmes and detective work.
- Recognize the central idea of a nonfiction text.
- Listen to a conversation about deductive reasoning and inductive reasoning.
- Understand and use irregular verbs correctly.
- Write about a problem and its solution.

Language Expectations

Language of Science

- **Reading** Informative
- **Listening** Informative
- **Speaking** Explain, Expressive
- **Writing** Explain, Expressive

ELA Standards Connection

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.
- Identify main ideas and details that support main ideas.
- Cite text to support inferences.
- 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 content
- 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 review
- Use language to explain opinions, facts
- Use language to create cohesion and relationships between opinions and facts

Grammar and English Conventions

- Use knowledge of language and its use when writing
- Demonstrate an understanding of grammar
- Identify irregular verbs
- Use irregular verbs correctly in sentences

ACADEMIC LANGUAGE OBJECTIVES

Tier 1	adhere, assess, colleague, overall, portrayed
Tier 2	emulate, formulates, perceive, persuade
Tier 3	adversary, deductive reasoning, irregular verb, sleuth

Listen and Discuss

Student Book PAGE 71



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

OBJECTIVE

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

ACADEMIC LANGUAGE

Tier 1: colleague Tier 2: formulates Tier 3: deductive reasoning

MY LEARNING GOALS

Direct students' attention to My Learning Goals. Chorally read My Learning Goals. Explain to students that at the end of the lesson, they will determine if they have met these goals. If they have, they will put a check next to each goal.

WORK WITH THE PAGE

Explain to students that they will listen to a passage about using reasoning two times. The first time they hear the description, they should just listen carefully. As they listen a second time, they should take notes on the chart about what they hear. Then they will participate in a conversation about what they have heard as well as what they have learned from the reading passage.

Say: Listen as a passage about reasoning is read. You will listen to the passage two times. Listen carefully the first time. The second time you listen, take notes on the chart 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 charts.

Answers will vary.

Listen and Discuss

MY LEARNING GOALS

Listen to a passage about deductive reasoning. While you listen the second time, take notes on the chart below.

Listen to a passage about deductive reasoning.

Use information from the conversation to participate in a discussion.

Answers will vary.

Deductive Reasoning

1. Detectives use reason to solve crimes.

2. They can use a top-down approach called deductive reasoning.

3. They can use a bottom-up approach called inductive reasoning.

4. Scientists use deductive reasoning to formulate theories.

UNIT 2 • LESSON 5 71

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 frames to ask and answer questions about reasoning.

Ask: How is deductive reasoning used in everyday life?

Sentence Starters

Deductive reasoning is used in everyday life ____
[to evaluate whether advertising claims are valid or to write computer programs]

How is deductive reasoning used in science? In science, a scientist ____ [develops a theory and then collects specific data to support that theory]

You can choose to extend the conversation by asking more questions about deductive reasoning.

Sentence Frames

What type of reasoning did Sherlock Holmes use to solve crimes? Sherlock Holmes used reasoning because ____.

Listen and Discuss

72 UNIT 2 • LESSON 5

LANGUAGE DIFFERENTIATION

Beginning	Encourage students to complete sentences about deductive and inductive reasoning, using sentence starters.
Developing	Provide sentence frames and encourage students to model a conversation about using reasoning in everyday life.
Expanding/ Bridging	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.

94 Unit 2 • Lesson 5

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Listen and Discuss

Student Book PAGE 71

AUDIO SCRIPT

Deductive Reasoning

Detectives use reason to solve crimes. The famous consulting detective Sherlock Holmes was a master of deductive reasoning. As he often showed his colleague, Dr. Watson, solving a case was simply a matter of putting given statements together and deducing a logical conclusion.

Sherlock Holmes began with a general statement about the person who committed the crime and proceeded to draw a conclusion about a specific instance. That's deductive reasoning, working logically from the general to the specific.

Deductive reasoning is sometimes called a "top-down" approach, as when a scientist formulates a theory and then collects specific data to support it. In mathematics, deductive reasoning proceeds logically from a general statement or principle to the application of the principle in a specific instance.

Inductive reasoning is the opposite, or a "bottom-up" approach. Someone might begin with some observations about particular things, notice the patterns, and ultimately draw a general conclusion about them.

You don't have to be a detective to put clues together to draw valid conclusions. Deductive reasoning can help you understand the validity of advertising claims, write computer programs, and develop geometric concepts. It is an integral part of problem solving that you use often—usually without even realizing it.



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	Lesson 2 Finding a Cure
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UNIT 2	Sounds Around You
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	Lesson 5 Movie Sound Effects
	Lesson 6 Appreciating Music
UNIT 3	The Silver Screen
	Lesson 7 The History of Movies
	Lesson 8 Movie Magic
	Lesson 9 Lights, Camera, Action!
UNIT 4	The 20th Century
	Lesson 10 Between the Wars
	Lesson 11 The End of the Cold War
	Lesson 12 The Fight for Women's Rights
	Glossary

LESSON 9

Before We Read

MY LEARNING GOALS

- I can
- Tell what I know about careers.
 - Identify the setting of a story.

Lights, Camera, Action!

Do you have a passion about the work you want to do in the future? Maybe you want to be a doctor or a pastry chef. Maybe your obsession is to be a teacher or an artist. There are ways you can get experience in the skills of these jobs now. You could volunteer at a hospital or bake cakes and cupcakes at home. You could tutor younger students or create pottery or jewelry and sell it at a craft fair. Think about what you enjoy doing and then look for ways to use your talents and abilities to get experience in your dream career.



Before We Read

Identifying Setting

The **setting** tells you when a story is taking place. The events might take place during a certain season or time of day. The events might take place in a particular period of time in the past, present, or future. The setting also tells where the story takes place. It might be on another planet or on a ship. The setting is an important part of the plot. Look for details that tell when and where the events are taking place. The story may tell you directly when and where the events take place or you may need to make inferences about the setting based on what you know and what the story says.

Look at the illustration. Then answer the questions.



What event is happening?	
Where does the event take place?	
When does the event take place?	
What details help you know the setting and event?	



Let's Read

An Unusual Spring Break

It seemed like a fun thing to do over spring break. Ali Park's obsession was the movies. She had ambitions of becoming a film director. She had written a script for a five-minute movie called *Death by Doorbell*, a horror story with a comedic ending. She recruited me and three other students from the school drama group to be her cast and crew. We cleared our schedules for three days, as Ali allayed our concerns that it would take most of break to shoot all the scenes. Ali gave out the scripts. We all memorized our lines pretty quickly, as there weren't very many. Mine were mostly screams. Ali had shopped around and on Monday evening, went with her dad to procure some professional movie equipment with money she had earned babysitting that summer. She spent the evening testing everything and getting ready, and at nine the next morning we all showed up at her house to start.



Underline the word that means "obtain something by care and effort."

What have you done at school?

I have _____.

MY LEARNING GOALS

I can

- read and understand a story about filmmaking.
- identify the setting.



Let's Read

Show What You Know

The setting is often an important part of the plot. The setting tells when and where the story takes place. Fill in the chart with details about the setting.

_____ is happening?

Let's Read



Most of us did, that is. Jorge didn't get there until ten. He forgot to get up. Then Caroline announced that she had to leave two hours early to do something with her mom. This was when Ali realized that while she had arranged everything with us, she hadn't clued in her parents. So that first day was all very hurry-up. The weather was good, so we shot most of the outdoor scenes that day. That was how I learned that movie scenes don't have to be filmed in order.

The next day we would be filming into the evening, so we didn't start until two in the afternoon. We did indoor shots in Ali's living room. She had it arranged to look like a monster lived there. Jayden played the monster.

Jayden was done up in Halloween make-up, and he really did look scary. There was one scene where I had to walk up to the door, ring the bell, and wait. When nobody answered, I would peer in the window, see the monster (Jayden) inside, and scream. Ali shot that scene no fewer than 11 times. She shot it from outside the house, to show the monster's hand pulling back the curtain. The last shot was a close-up of me screaming. I gave it my finest acting job.



Circle how many times Ali shot the scene.



What can you infer about Ali?

Ali is a _____.

Let's Read



What Did You Learn?

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

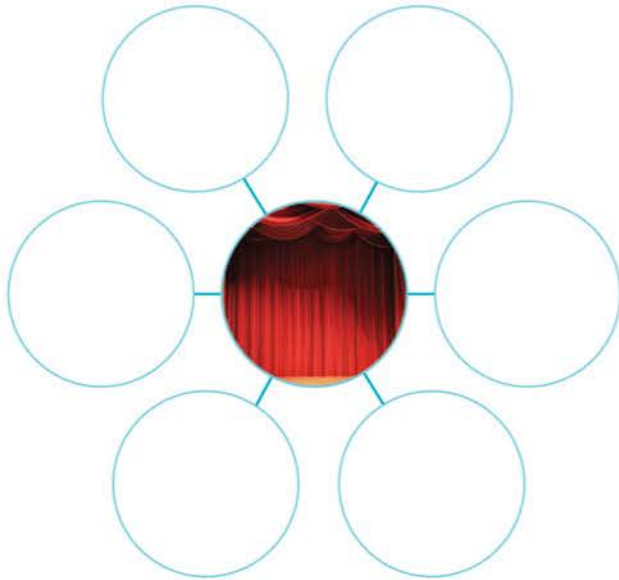
1. What type of film are the students making?
 - A an adventure film
 - B a comedy
 - C a horror story
 - D a romance
2. On page 125, what word means "asserts, or maintains"?
 - A treated
 - B retakes
 - C contends
 - D meanwhile
3. What is the narrator's point of view?
 - A She finds the situation interesting.
 - B She regrets that she agreed to do the movie.
 - C She worries that she is not doing a good job.
 - D She feels nervous about the movie.
4. When do the events take place?

**Listen and Discuss****MY LEARNING GOALS**

I can

- listen and understand a story.
- use language to participate in a discussion.

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



128 Unit 3 ★ Lesson 9

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Listen and Discuss

What is the author's point of view?



Learning About Language

Phrasal Verbs

A **phrasal verb** is a multiple-word phrase consisting of a verb and an adverb or a verb and a preposition. This combination of words has one meaning. Use context clues to determine the meaning of the phrasal verb.

Ali **gave out** the scripts.

Ali **distributed** the scripts.

My car **gave out** going up the hill.

My car **stopped running** going up the hill.

Read the sentences from the passage. Underline the phrasal verbs. Write the meaning on the line.

1. Ali had shopped around and on Monday evening went with her dad to procure some professional movie equipment.

2. At nine the next morning we all showed up at her house to start.

3. He forgot to get up.

4. Only Ali hadn't let any of the neighbors in on the plot.

5. She hadn't clued in her parents.

MY LEARNING GOALS

I can

- recognize and understand phrasal verbs.
- use phrasal verbs correctly in a sentence.

Learning About Language

Match the phrasal verb and its meaning.

- | | |
|-------------|--------------------------------|
| 1. do over | to go somewhere to get someone |
| 2. pick up | too busy to do something |
| 3. pass out | repeat |
| 4. take on | hire or engage staff |
| 5. tied up | practice to improve |
| 6. work on | distribute |

Write a sentence using the given phrasal verb.

1. get over (recover, overcome)

2. get away (go on vacation)

3. get through (survive, bear)

4. get along (have a good relationship)

Instructional Features

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Unit/Lesson/Theme	Standards Focus	Reading Strategy	Language Focus	Writing
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: Animating 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 Solving
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	Realistic Fiction
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	Persuasive Paragraph

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Lesson 9

Student Book PAGES 120–133

TITLE Lights, Camera, Action!

GENRE Literary Text (realistic fiction)

LESSON OBJECTIVES

- Read, discuss, and write about a girl pursuing her filmmaking dreams
- Identify and understand setting
- Listen and understand a story about acting
- Recognize and understand phrasal verbs
- Write a descriptive paragraph about a real-life event

Language Expectations

Language of Language Arts

- **Reading** Narrate, Interpretive
- **Listening** Narrate, Interpretive
- **Speaking** Inform, Expressive
- **Writing** Narrate, Expressive

ELA Standards Connection

- Reading**
- Read and understand realistic fiction
 - Determine the main ideas or theme
 - Describe characters, setting, and events in detail, using specific details
 - Identify and understand setting
 - Understand the point of view, including the difference between first-person and third-person narrators
 - 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
 - Understand features of different genres (realistic fiction, historical fiction, poetry)
 - Know and apply grade-level phonics and word analysis skills to decode words

ACADEMIC LANGUAGE OBJECTIVES

- Tier 1** authentic, humiliated, obsessed, perfectionist
- Tier 2** allay, cavernous, contends, inquisition, intervened, no procure, respective
- Tier 3** comedic, phrasal verbs

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

Writing

- Write a descriptive paragraph about a real-life event
- Listen and understand a story about acting
- Create and structure a piece of writing
- Develop and strengthen writing by editing

Grammar and English Conventions

- Identify phrasal verbs
- Demonstrate understanding of words and phrases
- Use knowledge of language and its conventions when writing



Let's Read

Student Book PAGE 122

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 tell about a girl pursuing her passion

ACADEMIC LANGUAGE

Tier 1: obsession, perfectionist **Tier 2:** allay, contends, inquisition, intervened, nocturnal, procure, respective **Tier 3:** comedic

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 realistic fiction story over four pages. If you haven't discussed realistic fiction in the Before Reading Section, discuss realistic fiction. Tell students that a realistic fiction story is a made-up story that uses places and events that are familiar to readers today. 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.

Let's Read

MY LEARNING GOALS

I can read and understand a story about acting.

I can identify the setting.

An Unusual Spring Break

It seemed like a fun thing to do over spring break. All Park's obsession was the movies. She had written a script for a low-budget movie called *Flash by Flash!*, a horror story with a comic ending. She recruited me and three other students from the school drama group to be her cast and crew. We checked our schedules for three days, or all allowed our parents that it would take most of break to shoot all the scenes. All gave out the scripts. We all memorized our lines pretty quickly.

As time wasn't very busy, Mike went to a nearby cinema. All had thought around and on Monday evening, went with her dad to procure some professional movie equipment. Mike showed the lead actress *Indulging That Summer*. She spent the evening looking everything over and getting ready and of course the next morning we all showed up at her house to start.

1

Underline the word that means "to bring something to an end or a halt."

2

What does you stare on your breaks from school?

Mike _____

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

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Unit 3 • Lesson 9



Let's Read

Student Book PAGE 122

Say: Now, we will read section one of a story about a girl and her passion.

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

Second Reading

Explain that reading closely 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 the page.

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



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.

Let's Read

An Unusual Spring Break

It seemed like a fun thing to do over spring break. All Paul's excitement was the money. She had ambitions of becoming a film director. She had written a script for a low-budget movie called *Death by Chocolate*, a horror story with a zombie ending. She wanted to send three other students from the school drama group to the far east and come. We cleared our schedules for three days, so All offered our concerns that it would take most of break to shoot all the scenes. All gave out the script. We all memorized our lines pretty quickly, so there wasn't very many. After some really intense, All had dropped around and on Monday evening, went with her dad to get some professional movie equipment with money she had earned babysitting that summer. She spent the evening taking everything and getting ready, and at nine the next morning we all showed up at her house to start.

MY LEARNING GOALS

I can:

- ☐ read and understand a story about filmmaking
- ☐ identify the setting



Underline the word that means "takes something by force and effort."

What have you done on your breaks from school? I have _____.
[worked, visited my grandparents]

122 Unit 3 • Lesson 9

What have you done on your breaks from school? I have _____. [worked, visited my grandparents]

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

What does All want the students to do? She wants them ____.

Have you ever worked on a project during a school break? I have ____.



Listen and Discuss

Student Book PAGE 128

AUDIO SCRIPT

The Dragon at Dusk

"—I don't believe you."

The Dragon's roar echoes in the cavernous auditorium. I stare helplessly into the dark. Here and there the drama club players sit singly, or in pairs, in groups, every one of them relieved it's not her or him being humiliated this time. The glowing tip of a cigarette weaves an abstract line, disappearing and reappearing as Spike paces in his rolling sailor's gait. It is 1974.

I say the line again, and this time he doesn't even let me get halfway through it. "I don't believe you!" he snarls again. "You can't fake it up there! You've got to be authentic! Captain, take it from your entrance!"

Stocky, energetic Chris Ikehara, whom I have had a crush on since the eighth grade, plays my husband—is my husband. Forget the fantasy and play the scene. Chris, a self-assured actor and a better singer, often gets the leads, except when Spike wants to "cast against type." Captain Keller barks commands at his wife, but it's hapless Jana Balmer who answers. This time Spike interrupts with a string of words that are common enough around school but that I never hear from my parents' mouths, not even when I come home after curfew or have a grade lower than a "B."

"Balmer, this isn't the bleeping sleepwalking scene from bleeping *Macbeth!*" he yells. "You've got a daughter who's deaf and dumb! You've got something bleeping real driving you to your wit's end, not whether someone's going to bleeping invite you to the prom! Captain, give her that bleeping cue again!"

I try to get through the scene as Mrs. Keller, but I break down in tears. Now Spike comes toward the stage, not all the way but close enough that I can see his round face and balding red hair and the gap between his teeth. "There now, Jana, that's the way I want you to play that scene every time," he says, almost gently.



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LESSON 5

Before We Read

MY LEARNING GOALS

I can

- Tell what I know about sharing stories.
- make predictions.

Everyone Has a Story

Sometimes the human desire to share stories leads to new ways of sharing information. Johannes Gutenberg's printing press enabled people to disseminate their stories in book format. Alexander Bell's telephone allowed people to tell their stories using a new technology. In the 21st century, YouTube lets people communicate with each other in a new way. YouTube is a free video-sharing website that lets people upload videos and share their stories online with people around the world.



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Unit 2 • Lesson 5

Before We Read

Making Predictions

A **prediction** is your best guess about what you think a text will be about or what you think will happen next. Predicting as you read is one of the best ways to stay involved with your reading. To make a prediction, combine your own knowledge and experience with details in the text. Then read to confirm your predictions. As you get new information, you may need to **revise**, or change, your predictions.

Read the paragraph. Then read the two columns in the graphic organizer. Write your prediction about what will happen next in the last column.

The Tryout

Amber groaned when she heard the announcement that dance team tryouts would be held on Saturday. "What am I going to do?" she asked her friend Terrell as they hung out at his house after school. "My family is planning to visit my grandmother on Saturday. I won't be able to try out for the dance team!" "I have an idea," Terrell said. "You practice your routine, and I'll be right back." When Terrell returned, he had a smartphone with a camera.

Text Evidence	My Prior Knowledge	My Prediction
Amber wants to try out for the dance team. She can't attend the tryout. Terrell has a smartphone with a video camera.	A video camera can be used to record people.	



Let's Read

The YouTube Community

Imagine that you have just returned from an amazing vacation. Along the way, you made videos of all the interesting things that you did. How can you quickly and easily share your videos with all your friends? Thanks to the video-sharing website YouTube you can upload your videos and show the whole world what a good time you had. In fact, the desire to share videos with friends is exactly how YouTube got started according to the story told by its founders.

The Birth of YouTube

In January 2005, Chad Hurley and Steve Chen were hosting a dinner party in San Francisco. They wanted to share videos of the evening with their friends. They tried to email the video clips, but the files were too large so the messages kept getting returned. Posting the videos online was also a hassle. The friends thought there had to be a better way. As a result, YouTube was born.



Chad Hurley

Steve Chen



Underline the word that means "to send a file from one computer to another."



What recent events in your life share with your friends?

I would _____.

MY LEARNING GOALS

I can

- read an informational text about an innovative way to share stories.
- make predictions.



Let's Read

Show What You Know

Add to the chart at least two predictions you made while reading the passage. Try to include one that you were able to confirm and one that you needed to revise.

Let's Read



My Prior Knowledge

Prediction

Confirmed or Revised

A Different Type of Website

The usability of the site is a result of the combined talent of its founders. Chad Hurley studied design in college. Steve Chen and Jawed Karim both studied computer science. Hurley is responsible for the original logo. He also planned the look and "feel" of the site. Chen made sure the videos uploaded quickly and easily. All three founders were focused on making the site a way for people to share and connect.

The community part of YouTube is very important to its founders. Steve Chen said in an early interview, "From day one we concentrated on building a service and community around video." Many websites at the time made viewers watch a corporate video before viewing the content. YouTube got pressure to do the same. Even though it would have helped the site make money, YouTube refused. Their unique strategy has paid off. Instead of feeling like a large, corporate site, YouTube appears fun and community-driven.



YouTube videos show people doing all types of things from singing to how-to content.



Highlight the word that means "the quality or state of being usable; ease of use."



What was your task when you collaborated with others?

My task was _____.



Let's Read

What Did You Learn?

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

1. What can users do on YouTube?
 - A sell and purchase videos
 - B record and create videos
 - C upload and watch videos
 - D purchase and watch videos
2. Which word in the passage means "an inconvenient problem"?
 - A desire
 - B hassle
 - C result
 - D strategy
3. What happened right before the YouTube site was up and running?
 - A Hurley and Chen had a dinner party.
 - B The name YouTube was registered.
 - C Hurley planned the look of the site.
 - D A preview was offered.

**Listen and Discuss**

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

1.

2.

3.

4.

5.

6.

MY LEARNING GOALS

I can

- listen to a conversation about taking a survey.
- participate in a discussion.

**Listen and Discuss**

What surveys have you participated in?



Learning About Language

Articles

Indefinite articles *a* and *an* are used to refer to a singular noun. *A* is used with words that begin with a consonant sound. *An* is used for words that begin with a vowel sound.

a computer **an** apartment

The is a **definite article** because it can be used with words beginning with consonant and vowel sounds. It can also be used with singular or plural nouns and adjectives.

the company **the** companies

The is also used to refer to something with which both the writer and reader are familiar.

A movie refers to an unspecified movie. *The movie* refers to a specific movie.

MY LEARNING GOALS

I can

- identify indefinite and definite articles.
- use articles correctly in a sentence.



Read these sentences from the passage. Write the correct article (*a*, *an*, or *the*) on the line.

1. That spring they offered _____ preview to potential users.
2. The user uploads _____ video in _____ common video format.
3. Steve Chen said in _____ early interview,
4. Google is _____ company that specializes in Internet searching.
5. _____ website became _____ subsidiary of Google.

Learning About Language

Complete each sentence by writing the correct article on the line.

1. I have never listened to _____ radio; in fact I do not have _____ radio.
2. The children are learning computer coding in _____ elementary grades.
3. Steven Jobs was _____ entrepreneur who founded Apple.
4. *Snow White and the Seven Dwarfs* is _____ animated musical film.
5. Walt Disney won _____ Oscar for the film. He was presented with _____ normal sized statue and seven miniature statues.

Edit the paragraph to correct any improper use of articles. Cross out an incorrect article and write the correct article above it.

Almost everyone uses a Internet. The Internet is an computer tool that lets us communicate, entertain, and trade on an global level. Development of a Internet goes back as far as an 1950s when President Eisenhower created a Advanced Research Projects Agency, or ARPA, for science exploration. ARPA began working on an computer project to solve the problem.



Write About It

MY LEARNING GOALS

- I can
- write a survey.
 - use details and facts in my writing.

People and companies create surveys to learn more about what people think. A survey asks people about their everyday lives. Create a survey of your own. Explain the purpose and describe how many people would be in your sample. Explain how you would know the sample group is not biased.

Plan My Writing

Fill in the chart to help you develop your survey.

Survey purpose
Sample group
Questions 1. 2. 3. 4. 5.



Write About It

The purpose of my survey is to learn _____

Instructional Features

TEAM is designed for use by ESL teachers and by general education teachers as a support for ELs in their academic classrooms. The student books are centered around common themes and topics for each grade level and reflect instructional design that asks students to be responsible for their own learning. Each unit has an academic standards focus, a reading strategy, a language focus, and a writing focus, as shown in the chart below:

Unit/Lesson/Theme	Standards Focus	Reading Strategy	Language Focus	Writing Focus
UNIT 1: Food and You				
LESSON 1: Food Safety	Science Social Studies	Details	Synonyms	Persuasive Paragraph
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 5

Student Book PAGES 63–76

TITLE Everyone Has a Story

GENRE Informational Text

LESSON OBJECTIVES

- Read, discuss, and write about sharing stories in a new medium
- Make predictions
- Listen to and understand a conversation about surveys
- Using indefinite and definite articles correctly
- Write an informational paragraph

Language Expectations

Language of Science

- Reading Informative
- Listening Narrative
- Speaking Informative
- Writing Informative

ELA Standards Connection

Reading

- Use prior knowledge and information from a text to make predictions
- Read and understand an informational text
- Use information gained from illustrations and words to demonstrate understanding of the text
- Determine meaning of words and phrases
- Identify main ideas and details that support main ideas
- Know and apply grade-level phonics and word analysis skills in decoding words
- Ask and answer questions to demonstrate understanding of a text
- Describe logical connections between particular sentences and paragraphs in a text
- Determine author's point of view or purpose in a text
- Use language related to cause and effect to demonstrate understanding of events in a text

Speaking and Listening

- Ask and answer questions to demonstrate understanding of a text
- Engage in collaborative discussions
- Read prose orally with accuracy and support comprehension
- Pose and respond to questions that require evidence
- Clarify ideas and conclusions
- Evaluate speaker's point of view and perspective
- Produce clear and coherent writing that is appropriate to task, purpose, and audience

Grammar and English Conventions

- Demonstrate an understanding of relationships
- Use knowledge of language and its features when writing
- Recognize definite and indefinite articles
- Use definite and indefinite articles in sentences

ACADEMIC LANGUAGE OBJECTIVES

Tier 1	campaign, hassle, online, survey
Tier 2	collaborated, garnered, conducted, engaged, interviewed, participated, surveyed
Tier 3	acumen, algorithm, bias, entrepreneur, format, four, negotiated, registered, skeletal, subsidiary, upload, usability

Listen and Discuss

Student Book PAGE 71



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

OBJECTIVE

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

ACADEMIC LANGUAGE

Tier 1: campaign, survey Tier 3: bias, skewed

MY LEARNING GOALS

Direct students' attention to My Learning Goals. Chorally read My Learning Goals. Explain to students that at the end of the lesson, they will determine if they have met these goals. If they have, they will put a check next to each goal.

WORK WITH THE PAGE

Explain to students that they will listen to a conversation two times. The first time they hear the conversation, they should just listen carefully. As they listen a second time, they should take notes on the chart 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 conversation between two students about surveys. You will listen to the conversation two times. Listen carefully the first time. The second time you listen, 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 charts.

Answers will vary.

Listen and Discuss

Listen to a conversation between friends about conducting a survey. While you listen the second time, take notes on the chart below. **Answers will vary.**

- A survey asks a sample of people questions to determine their interest in something.
- You need to consider how accurate a survey is.
- The number of people in the survey is important.
- You need to know if the survey was self-selected or random.
- Advertising is based on surveys.
- Political campaigns use surveys.

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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 to ask and answer questions about conducting surveys.

Ask: What surveys have you participated in?

Sentence Starter

I have participated in surveys about _____. [candidate running for political office]

I have participated in readers' polls about _____. [the best businesses, restaurants, and stores in my town]

Another survey I participated in was _____. [about which recipes should appear in a newspaper food section]

One survey I participated in online asked _____. [about my satisfaction after purchasing something from a store]

You can choose to extend the conversation by asking more questions about surveys.

Listen and Discuss

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LANGUAGE DIFFERENTIATION

Beginning	Encourage students to complete sentences about surveys, using sentence starters.
Developing	Provide sentence frames and encourage students to model a conversation about surveys and how they were conducted.
Expanding/ Bridging	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

Amir: Do you know what a survey is?

Lei: Yes. A survey is an investigation that asks a group, or sample, of people to answer one or more questions. Then the survey taker draws conclusions about what most people think based on the answers of the sample.

Amir: Exactly. Did you know that before accepting a claim based on a survey you should consider how accurate the survey is? You need to know how the survey was conducted and whether it is accurate.

Lei: True. One thing to consider about a survey is the size of the sample. Survey takers select a sample of the total number of people in the whole group. A surveyor might ask 1,000 high school students about their favorite social media. There are actually millions of high school students in the United States, but 1,000 high-schoolers make up a sample of the whole population of high school students. The larger the sample, the more accurate the response is, up to a point.

Amir: Opinion polls usually use a sample that ranges from 500 to 2,000 people. Larger samples are sometimes used in a government survey about issues like home ownership or unemployment rates.

Lei: Another factor to consider is the accuracy of the response to the survey. A sample must be chosen randomly if the sample is to reflect the population fairly. If you asked 1,000 high school students what their favorite source of social media is and they all happened to live in a town that was the headquarters of that social media, their responses might be unfairly skewed toward that brand. A sample is said to be biased, or prejudiced, when some characteristic unfairly influences its responses.

Amir: Self-selected samples can be biased. If only people with an interest in the subject bother to respond to the survey, the sample is not random. One example of a self-selected sample is if you voted for something online.

Lei: That's true. Bias can also be present in the way a question is worded or in the particular answers from which you can choose. For example, if your favorite brand of social media is not one of the choices, you might pick another brand just because it is there.

Amir: Do you know that much advertising is based on surveys?

Lei: Yes, information about voters and their political beliefs or support for a candidate's campaign or an issue is also based on surveys.

