

# TEAM Toolkits

Teaching ELs for Academic Language Mastery



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Kits for Grades K–12



# How TEAM Toolkits Can Help

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

*TEAM Toolkits: Teaching ELs for Academic Language Mastery* features structured activities to help ELs develop grade-level academic language used in the classroom and on state English language proficiency tests, like WIDA's ACCESS for ELLs®.

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



**Kits for grades K–12**



# Four Grade-Span Kits Are Available

## A kit is available for each grade span:

Levels AA–B / Grades K–2

Levels C–E / Grades 3–5

Levels F–H / Grades 6–8

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

## Each kit contains:

15 student books (5 per level/grade)

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

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



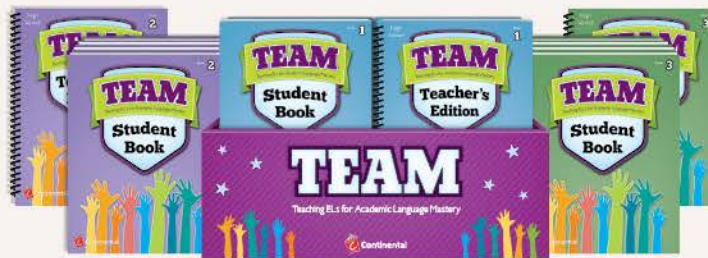
Levels C–E



Levels F–H



Levels AA–B



High School



# Getting Started

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

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

Use the lessons in any sequence

## Lesson 3

Student Book PAGES 34–47

**TITLE** At the Zoo  
**GENRE** Literary Text (personal narrative)

**LESSON OBJECTIVES**

- Read, discuss, and write about a zookeeper who cares for seals and sea lions
- Determine the sequence of events
- Listen to a poem about visiting a zoo and discuss what you have heard
- Identify and use end punctuation correctly
- Write a journal or diary entry

**Content Standards Connection**

- The Language of Language Arts
- The Language of Science

**ELA Standards Connection**

**Reading**

- Ask and answer questions to demonstrate understanding of a text
- Describe the relationship between a series of events, using language related to time sequence and cause and effect
- Describe logical connections between particular sentences and paragraphs in a text
- Use information gained from illustrations and words to demonstrate understanding of the text
- Know and apply grade-level phonics and word analysis skills in decoding words
- Describe characters and explain how their actions contribute to the sequence of events
- Distinguish one's own point of view from that of a narrator or characters
- Understand features of different genres (poetry, personal narrative, informational)
- Determine meaning of words and phrases

**Speaking and Listening**

- Ask and answer questions to demonstrate understanding of a text
- Describe the relationship between a series of events, using language related to time sequence and cause and effect
- Engage in collaborative discussions
- Determine main ideas and supporting details of information presented in diverse media and formats
- Read prose orally with accuracy and fluency to support comprehension

**Writing**

- Use language to signify sequence
- Use words and phrases that signal temporal relationships
- Use personal, possessive, and indefinite pronouns
- Write a narrative to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences

**Grammar and English Conventions**

- Use knowledge of language and its conventions when writing
- Use end punctuation correctly
- Use temporal words and phrases to signal event order

ACADEMIC LANGUAGE OF LESSON

|               |  |
|---------------|--|
| <b>Tier 1</b> | adult, air, care, clam, crab, food, poem, sea lion, seal, shellfish, struggle, wild, zookeeper |
| <b>Tier 2</b> | crowd, enclosures, prepare, visit, visited   |
| <b>Tier 3</b> | choke, earflap, narrative, sequence, swallow   |

### Instructional Features

What if you prefer to use lessons in the general classroom than in a small group? This table lists the instructional features of each lesson, and you can choose lessons and pages that align with your needs. Lessons are listed in any sequence that you prefer. Lessons are listed in any sequence that you prefer.

| Lesson Title                                     | Grade-Level Genre | Reading Strategy   | Language Focus | Writing Focus    |
|--|-------------------|--------------------|----------------|------------------|
| <b>UNIT 1: All About Animals</b>                 |                   |                    |                |                  |
| LESSON 1: Meet the Handful                       | Classroom Novel   | Character Analysis | Language       | Journal          |
| LESSON 2: My Favorite Food                       | Classroom Novel   | Character Analysis | Language       | Journal and Poem |
| LESSON 3: All About Us                           | Classroom Novel   | Character Analysis | Language       | Journal and Poem |
| <b>UNIT 2: How They Changed the World</b>        |                   |                    |                |                  |
| LESSON 4: My Favorite Book                       | Classroom Novel   | Character Analysis | Language       | Journal          |
| LESSON 5: My Favorite Food                       | Classroom Novel   | Character Analysis | Language       | Journal          |
| <b>UNIT 3: New Places, New Cases, New Things</b> |                   |                    |                |                  |
| LESSON 6: Book of the Week                       | Classroom Novel   | Character Analysis | Language       | Journal          |
| LESSON 7: My Favorite Food                       | Classroom Novel   | Character Analysis | Language       | Journal          |
| LESSON 8: My Favorite Food                       | Classroom Novel   | Character Analysis | Language       | Journal          |
| <b>UNIT 4: Read for Thought</b>                  |                   |                    |                |                  |
| LESSON 9: My Favorite Food                       | Classroom Novel   | Character Analysis | Language       | Journal          |
| LESSON 10: My Favorite Food                      | Classroom Novel   | Character Analysis | Language       | Journal          |

# Lesson Part #1: BEFORE WE READ

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

Learning goals for every lesson part

LESSON  
3

## Before We Read

### MY LEARNING GOALS

I can

- identify the sequence of events.
- tell what I know about a zoo.

## At the Zoo

The zoo has many different kinds of wild animals. Wild animals are animals you would not keep as a pet in your home. Many people work at the zoo to care for the animals. Amy is a zookeeper who works with the seals and sea lions. She cares for these animals each day. She often has to do tasks in order. You will read a personal story, or narrative, about Amy's day caring for the animals.



## Before We Read

### Determining Sequence of Events

You go to the same places during the day. You do the same tasks each day, too. There is an order that you probably follow. This kind of an order is called a **sequence**. Look at the list of things that you might do before you go to bed.

- put on pajamas
- get into bed
- brush teeth
- eat a snack

Would you eat a snack after brushing your teeth? No! So this list must be out of sequence. Write the correct order below.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Often, there are key words that help you know the order in what you read. Look for words such as first, second, third, next, then, before, after, and finally.



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

## Lesson Part #2: LET'S READ

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

Check for understanding and turn and talk activities



### Let's Read

#### A Zookeeper's Day

I'm Amy, and my job at the zoo is to take care of our seals and sea lions. My day starts early! Those seals and sea lions are hungry as soon as the sun comes up. They will eat any time of the day. But they always want to start very early.

My first stop when I get to the zoo is the Food Preparation Zone. That's where I make the food that keeps them healthy. The adults eat many different kinds of fish. They also eat shellfish like crabs and clams. Often, the sea lions flip their food into the air until they can slide it headfirst into their mouth. They swallow it whole. That means I have to choose pieces that will not choke them on the way down. If the food has a hard shell, the sea lions crush it with their back teeth.



#### MY LEARNING GOALS

I can

- read and understand a first-person story.
- understand a sequence of events.



**Highlight** the words that help you know Amy is telling the story.



What animals would you find in a zoo?  
I would find \_\_\_\_\_.

Chunked text

### Let's Read

Then carrying buckets of food, I head to the seals' and sea lions' enclosures. They start barking as soon as they see me. Like dogs without legs, the seals struggle to come over to greet me. The sea lions in the next enclosure can turn their back flippers. That makes it easier for them to move over land. They hurry to the fence to tell me they are hungry, too!

I make sure every animal gets what it needs to stay healthy and happy. Some seals and sea lions will only eat one or two kinds of fish. We have a few pups that lost their moms. They were rescued in the wild. These pups drink a special milk mixture that I prepare just for them. Feeding a baby seal from a bottle takes time, but that's my job. I'm good at it now and can feed two pups at once. After a few weeks, the pups begin to eat small pieces of fish.



Underline where the animals live.



How is feeding baby seals and seal lions like feeding a baby?  
You have to \_\_\_\_\_.



### Let's Read

#### Show What You Know

**Sequence** is an order. It tells the way steps are usually followed when you do something. It is the order in which events happen.

Look at the sequence chart that tells about Amy's day caring for the animals. The sentences are out of order. Number the sentences to show the correct order.

\_\_\_\_\_ First, I prepare the f

\_\_\_\_\_ Next, I clean their e

\_\_\_\_\_ Then I feed the anim

\_\_\_\_\_ After that, I let the p

\_\_\_\_\_ I sweep and mop an

\_\_\_\_\_ I carry buckets of fo

Simple formative  
assessment



### Let's Read

#### What Did You Learn?

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

1. How are sea lions and seals different?
  - A Sea lions eat fish.
  - B Sea lions have whiskers.
  - C Sea lions have earflaps.
  - D Sea lions have flippers.
2. Which is something a seal would eat?
  - A crab
  - B insect
  - C grass
  - D seaweed
3. What job does Amy do right before she leaves for the day?
  - A She greets the visitors.
  - B She feeds the pups from a bottle.
  - C She cleans the enclosures.
  - D She makes notes about the animals.
4. You can tell the story is written in the first person because Amy uses the word \_\_\_\_\_.
  - A he
  - B she
  - C I
  - D they

## Lesson Part #3: LISTEN AND DISCUSS

Audio of the guided, academic conversations that relate to the theme helps students develop and practice language, as well as speaking and listening skills.

Presentation mimics WIDA's ACCESS for ELLs® 2.0



### Listen and Discuss

Listen to a poem about a visit to the zoo. While you listen the second time, take notes on the sequence chart below.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_



#### MY LEARNING GOALS

I can

- listen to and understand a poem.
- use language to compare animals.

### Listen and Discuss



What animals do you like to visit at the zoo?





## Lesson Part #4: LEARNING ABOUT LANGUAGE

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

### Learning About Language

#### Punctuation

All sentences have punctuation at the end.  
A sentence that tells ends with a **period** (.).

I sweep and mop and search for bits of fish.

A sentence that shows surprise or strong feeling ends with an **exclamation point** (!).

My day starts early!

Read the sentences from the passage. Write the correct end punctuation for each sentence.

1. They hurry to the fence to tell me they are hungry,  
too \_\_\_\_\_
2. I make sure every animal gets what it needs to stay healthy  
and happy \_\_\_\_\_
3. Fish can smell pretty bad after only a few hours \_\_\_\_\_
4. This afternoon means another feeding \_\_\_\_\_
5. I'll be glad to see them again in the morning \_\_\_\_\_

#### MY LEARNING GOALS

I can

- understand when to use a period at the end of a sentence.
- understand when to use an exclamation point at the end of a sentence.

### Learning About Language

Circle the sentence with the correct end punctuation.

1. I loved feeding the sea lions.  
I loved feeding the sea lions!
2. Elephants have long trunks.  
Elephants have long trunks!
3. Quick, look at the monkeys.  
Quick, look at the monkeys!
4. There are lizards at the zoo.  
There are lizards at the zoo!



Write a sentence about an animal using a period.

1. \_\_\_\_\_  
\_\_\_\_\_

Write a sentence about a visit to the zoo using an exclamation point.

2. \_\_\_\_\_  
\_\_\_\_\_



## Lesson Part #5: WRITE ABOUT IT

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

Sentence frames and sentence starters

**Write About It**

**MY LEARNING GOALS**  
I can

- write about what I saw at the zoo.
- use order words in sentences.

Some people keep a **journal** or **diary**. They write what happened to them during that day in their journal or diary. Pretend you visited the zoo. Write about what happened at the zoo as a diary entry. Use sequence words to help you tell about the order of events.

**Plan My Writing**

Use sequence words to tell what you saw and did at the zoo. Use this information in your diary entry.

|                               |       |
|-------------------------------|-------|
| The first place we visited... | Next  |
| Then we...                    | First |

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Write About It**

Dear diary,

Today, I \_\_\_\_\_

\_\_\_\_\_

In the morning, \_\_\_\_\_

\_\_\_\_\_

First, I \_\_\_\_\_

\_\_\_\_\_ . Then \_\_\_\_\_

\_\_\_\_\_

For lunch, \_\_\_\_\_

\_\_\_\_\_

After lunch, \_\_\_\_\_

\_\_\_\_\_

Next, \_\_\_\_\_

\_\_\_\_\_

Tonight, \_\_\_\_\_

\_\_\_\_\_

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

## About the Annotated Teacher's Edition

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

Teaching support for every lesson part:

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

**LESSON**  
**3**

### Before We Read

Student Book PAGE 34

**TOTAL TIME: 45 Minutes**  
 My Learning Goals: 5 Minutes  
 Working with Page 34: 15 Minutes  
 Working with Page 35: 20 Minutes  
 Check My Goals: 5 Minutes

**OBJECTIVE**

- Assess language skills and knowledge of zoos and zoo animals
- Review a reading strategy with students (Sequence of events)

**ACADEMIC LANGUAGE**

Tier 1: care, sea lion, seal, wild, zookeeper Tier 3: narrative, sequence

**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**

Introduce the topic to students.

**Say:** Today, we are going to read about a zookeeper. Do you know what a zookeeper does? [cares for animals]

Read the paragraph or ask a volunteer to read the paragraph. Preteach any unfamiliar vocabulary. Engage students in a conversation about what they have read.

**Say:** What is a wild animal? [A wild animal lives in nature.] What kinds of animals are in the zoo? [wild animals]

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

**Say:** Personal narratives are true stories about something that happened in a person's life. The author of a narrative usually tells you what he or she thinks is important.

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

**Say:** Look at the picture. What do you

**LESSON**  
**3**

### Before We Read

**MY LEARNING GOALS**  
 I can identify the sequence of events.  
 I can tell what I know about a zoo.

**At the Zoo**

The zoo has many different kinds of wild animals. Wild animals are animals you would not keep on a pet in your home. Many people work at the zoo to care for the animals. Amy is a zookeeper who works with the seals and sea lions. She cares for these animals each day. She often has to do tasks in order. You will read a personal story, or narrative, about Amy's day working for the animals.



Seals and sea lions live at the zoo.

34 Unit 1, Lesson 3

**think is happening?** [The zookeeper is feeding the seal.]

If students struggle to describe what is happening, work together in a small group or as a class to discuss the photograph. Direct students to write a caption under the picture about what they have read and discussed.

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

C

CHECK MY GOALS

Ask students to turn back to My Learning Goals at the beginning of the section. Have students assess whether they have met these goals. Students should be able to check all goals. If they cannot, spend one-on-one time to provide additional support.

D

LANGUAGE DIFFERENTIATION

|                           |  |
|---------------------------|--|
| <b>Beginning</b>          | Encourage students to complete sentences about the animals they would like to visit, using sentence starters.                  |
| <b>Developing</b>         | Provide sentence frames and encourage students to model a conversation about what animals they would like to visit at the zoo. |
| <b>Expanding/Bridging</b> | Challenge students to extend the conversation by asking additional questions and responding without using sentence frames.     |

E

1. How are sea lions and seals different?

- A. Sea lions eat fish.
- B. Sea lions have whiskers.
- C. Sea lions have earflaps.
- D. Sea lions have flippers.

2. Which is something a seal would eat?

- A. crab
- B. insect
- C. grass
- D. seaweed

# Lesson Part #1: BEFORE WE READ

**LESSON 3** **Before We Read** Student Book PAGE 34

**TOTAL TIME: 45 Minutes**  
 My Learning Goals: 5 Minutes  
 Working with Page 34: 15 Minutes  
 Working with Page 35: 20 Minutes  
 Check My Goals: 5 Minutes

**OBJECTIVE**  
 • Assess language skills and knowledge of zoos and zoo animals  
 • Review a reading strategy with students (Sequence of events)

**ACADEMIC LANGUAGE**  
 Tier 6: care, sea lion, seal, wild, zookeeper Tier 3: narrative, sequence

**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**  
 Introduce the topic to students.  
**Say:** Today, we are going to read about a zookeeper. Do you know what a zookeeper does? (cares for animals)  
 Read the paragraph or ask a volunteer to read the paragraph. Preteach any unfamiliar vocabulary. Engage students in a conversation about what they have read.  
**Say:** What is a wild animal? (A wild animal lives in nature.) What kinds of animals are in the zoo? (wild animals)  
 Discuss a narrative with students. Or, discuss this in the Let's Read section.  
**Say:** Personal narratives are true stories about something that happened in a person's life. The author of a narrative usually tells you what he or she thinks is important.  
 Turn students' attention to the photograph. Ask students to orally discuss what is happening in the photograph. If necessary, provide sentence starters to help students ask and answer questions about the photograph.  
**Say:** Look at the picture. What do you

**34** Unit 1 • Lesson 3

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Support for using visual elements

**Before We Read** Student Book PAGE 35

**WORK WITH THE PAGE**  
 Tell students they will now discuss a sequence of events. Give examples of something that students do in order.  
**Say:** To make a cake, I first mix the ingredients, then I bake the cake in the oven, then I cool the cake, and then I frost the cake with icing.  
 Ask students for examples of a sequence of events.  
**Say:** To make breakfast, first I \_\_\_\_\_ (put cereal in a bowl) Next, I \_\_\_\_\_ (add milk) Finally, I \_\_\_\_\_ (add fruit)  
 Explain that some words signal the order of events: *before, after, finally, then, next, first, second, third, morning, afternoon, night, yesterday, today, tomorrow.*  
 Read the paragraph at the top of the page aloud or ask volunteers to take turns reading the paragraph.  
 Direct students' attention to the graphic organizer. Have students complete the graphic organizer independently, with a partner, or in small groups.  
 Encourage students to use words, phrases, or sentences to complete the organizer, depending on proficiency levels.  
 Have students discuss the graphic organizer and their responses.

**Reading strategy**

**Before We Read**  
**Determining Sequence of Events**  
 You go to the same place during the day. You do the same tasks each day, too. There is an order that you probably follow. This kind of an order is called a sequence. Look at the list of things that you might do before you go to bed.  
 • put on pajamas  
 • get into bed  
 • brush teeth  
 • eat a snack  
 Would you eat a snack after brushing your teeth? Not so the list must be out of sequence. Write the correct order below.  
 1. eat a snack  
 2. brush teeth  
 3. put on pajamas  
 4. get into bed  
 Other, there are key words that help you know the order in what you read. Look for words such as first, second, third, next, then, before, after, and finally.

**35**

**CHECK MY GOALS**  
 Ask students to turn back to My Learning Goals at the beginning of the section. Have students assess whether they have met these goals. Students should be able to check all goals. If they cannot, spend one-on-one time to provide additional support.



# Lesson Part #2: LET'S READ

Guidance for close reading of the text

Evaluation of  
speaking skills

Short checks for  
understanding

**Let's Read** Student Book PAGE 36

**READING**

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.

**Say:** Now, we will read section one about a zookeeper and how she cares for sea lions and seals.

Read the text on the page. Talk about the photograph.

**Second Reading**

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

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

**Let's Read**

**MY LEARNING GOALS**

Read and understand a personal narrative.  
The listening, speaking, and reading skills to learn about the occupation of zookeeper.

**A Zookeeper's Day**

26 Amy and 27 Jill go to the zoo to take care of their seals and sea lions. 28 Jill starts work! 29 Some seals and sea lions are hungry so she gets the sun coming up. They will eat only fish of the day but they always want to eat very early.

30 Her step when Jill go to the zoo is to take the food Preparation Zone. There's where Jill make the fish that keeps them healthy. The adults eat more different kinds of fish. They also eat shellfish like crabs and clams. Other, she see how the food truck into the zoo and they can check a beautiful fish that smells. They wonder if which. That means I have to choose pieces that will not choke them on the way down. If the food has to be small, she has been crush it with their back teeth.

**MY LEARNING GOALS**

Read and understand a personal narrative.  
The listening, speaking, and reading skills to learn about the occupation of zookeeper.

**What Did You Learn?**

1. How are Amy and Jill's jobs different?  
A. See how and fish.  
B. See how they work.  
C. See how they work.  
D. See how they work.

2. Which is something you would not eat?  
A. crab  
B. shellfish  
C. great  
D. seaweed

3. What job does Amy do right before she leaves for the day?  
A. She gets the meters.  
B. She feeds the pigs from a bucket.  
C. She cleans the enclosures.  
D. She makes notes about the animals.

4. You can tell the story is written in the first person because Amy uses the word \_\_\_\_\_.  
A. he  
B. she  
C. I  
D. they

Unit 1 • Lesson 3 51

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**Let's Read** Student Book PAGE 36

**READING**

**OBJECTIVE**

- Read and understand a personal narrative
- The listening, speaking, and reading skills to learn about the occupation of zookeeper

**ACADEMIC LANGUAGE**

Tier 1: adult, air, care, clam, crab, food, sea lion, seal, shellfish, struggle, wild Tier 2: crowd, enclosure, prepare Tier 3: choke, earlap, swallow

**GENRE** Literary Text (personal narrative)

**Let's Read** Student Book PAGE 40

**READING**

**MY LEARNING GOALS**

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

**WORK WITH THE PAGE**

Explain that students will read a personal narrative.

**Let's Read** Student Book PAGE 41

**READING**

**WORK WITH THE PAGE**

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

Have students work independently to complete this activity to demonstrate their understanding of the passage. If you prefer, you can have students work in pairs or do the activity as a class. Students at the beginning proficiency level may need to have the questions and answers read aloud to complete the activity.

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

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

**Let's Read** Student Book PAGE 41

**READING**

**What Did You Learn?**

1. How are Amy and Jill's jobs different?  
A. See how and fish.  
B. See how they work.  
C. See how they work.  
D. See how they work.

2. Which is something you would not eat?  
A. crab  
B. shellfish  
C. great  
D. seaweed

3. What job does Amy do right before she leaves for the day?  
A. She gets the meters.  
B. She feeds the pigs from a bucket.  
C. She cleans the enclosures.  
D. She makes notes about the animals.

4. You can tell the story is written in the first person because Amy uses the word \_\_\_\_\_.  
A. he  
B. she  
C. I  
D. they

**LANGUAGE DIFFER**

**Beginning** Work through class, and have answers on the written lan



# Lesson Part #3: LISTEN AND DISCUSS

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

Reproducible script to copy for struggling students

**Listen and Discuss** Student Book PAGE 42

**TOTAL TIME: 45 Minutes**  
 My Learning Goals: 5 Minutes  
 Working with Page 42: 15 Minutes  
 Working with Page 43: 20 Minutes  
 Check My Goals: 5 Minutes

**OBJECTIVE**

- Use descriptive language to discuss a poem about a zoo and sequence of events
- Understand the difference between poetry and prose
- Use language to ask questions and contribute to a conversation

**ACADEMIC LANGUAGE**  
 Tier 1: poem Tier 2: visit Tier 3: sequence

**MY LEARNING GOALS**  
 Direct students' attention to My Learning Goals. Explain to 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 poem read two times. The first time they hear the poem, they should just listen carefully. As they listen a second time, they should take notes on a sequence chart. Then they will participate in a conversation about what they have heard as well as what they have learned from the reading passage.

**Ask: Did you know a poem can tell a story?**  
 Explain that some poems tell a story. They have characters. This can be a speaker who is not called by name. There might be a sequence of events that happens in the poem.

**Say:** Listen to a poem about a visit to the zoo. You will listen to the poem two times. Listen carefully the first time. The second time you listen, take notes on the sequence chart about what you hear.

Play the audio CD two times. Pause after the first play to discuss the conversation and any questions you may have.

If students cannot complete the activity, provide a script of the audio so they can follow along. Then replay the audio. Discuss with students any unfamiliar words in the poem if necessary. Have volunteers provide answers from their charts. Answers will vary.

**Listen and Discuss** Student Book PAGE 42

**MY LEARNING GOALS**  
 Listen to a poem about a visit to the zoo. You will listen to the poem two times. Listen carefully the first time. The second time you listen, take notes on the sequence chart about what you hear.

**Answers will vary:**

- white bear
- black bear
- camel
- scary wolf
- swamboat
- elephant
- monkeys

**MY LEARNING GOALS**  
 Listen to a poem about a visit to the zoo. You will listen to the poem two times. Listen carefully the first time. The second time you listen, take notes on the sequence chart about what you hear.

**Listen and Discuss** Student Book PAGE 43

**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 what animals you would like to visit at the zoo.

**Ask:** What animals do you like to visit at the zoo?

**Sentence Starters**  
 First, I like to visit \_\_\_\_ (the monkeys). They \_\_\_\_ are \_\_\_\_ (jockeys; funny). Then I like to visit \_\_\_\_ (the elephants). They \_\_\_\_ (sprint each other with water). Finally, I visit \_\_\_\_ (the camel).

You can choose to extend the conversation by asking more questions about the zoo and the animals that live there.

**Optional**  
 You can choose to have a conversation about the poem and the passage.

**Sentence Starters**  
 What is the poem about? The poem is about \_\_\_\_ (a trip to the zoo).  
 Who is the main character? The main character is \_\_\_\_ (an unknown speaker).  
 What happens? First, the speaker sees \_\_\_\_ (the white bear); a black bear.

**CHECK MY GOALS**  
 Ask students to turn back to My Learning Goals at the beginning of the section. Have students assess whether they have met these goals. Students should be able to check all goals. If they cannot, spend one-on-one time to provide additional support.

**Listen and Discuss** Student Book PAGE 43

**Listen and Discuss**

What animals do you like to visit at the zoo?

How is this poem like the passage? Both tell about a day \_\_\_\_ (at the zoo).

**LANGUAGE DIFFERENTIATION**

|                           |  |
|---------------------------|--|
| <b>Beginning</b>          | Encourage students to complete sentences about the animals they would like to visit, using sentence starters.                  |
| <b>Developing</b>         | Provide sentence frames and encourage students to model a conversation about what animals they would like to visit at the zoo. |
| <b>Expanding/Bridging</b> | Challenge students to extend the conversation by asking additional questions and responding without using sentence frames.     |

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**Listen and Discuss** Student Book PAGE 42

**AUDIO SCRIPT**

**At the Zoo**  
 by William Makepeace Thackeray

First I saw the white bear, then I saw the black;  
 Then I saw the camel with a hump upon his back;  
 Then I saw the grey wolf, with mutton in his maw;  
 Then I saw the wombat waddle in the straw;  
 Then I saw the elephant a-waving of his trunk;  
 Then I saw the monkeys—mercy, how unpleasantly they smelt!

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# Lesson Part #4: LEARNING ABOUT LANGUAGE

## Learning About Language

Student Book PAGE 44

**TOTAL TIME: 45 Minutes**

My Learning Goals: 5 Minutes  
Working with Page 44: 15 Minutes  
Check My Goals: 5 Minutes

**OBJECTIVE**

- Identify statements and exclamatory sentences
- Use periods and exclamation points correctly in sentences

**ACADEMIC LANGUAGE**

Tier 1: sea lion Tier 2: visit

---

### 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

Tell students that they will review what they know about periods and exclamation points. Tell them you will read the information about end punctuation aloud as a class. Then they will complete the activities to practice what they have learned.

Read the information about end punctuation aloud chorally. Or, have students take turns reading it. Explain to students that they will complete activities about end punctuation.

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

Read the directions aloud to the students. Then direct them to write the correct end punctuation.

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

**Learning About Language**

**MY LEARNING GOALS**

understand when to use a period at the end of a sentence.

understand when to use an exclamation point at the end of a sentence.

**Punctuation**

All sentences have punctuation at the end.

A sentence that tells ends with a period (.).

I swam and snip and search for bits of fish.

A sentence that shows surprise or strong feeling ends with an exclamation point (!).

My day starts early!

Read the sentences from the passage. Write the correct end punctuation for each sentence.

- They hurry to the beach to tell me they are hungry. too
- I make sure every animal gets what it needs to stay healthy and happy.
- Fish eat small prey that they only a few hours
- This afternoon means another feeding.
- I'll be glad to see them again in the morning.

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## Learning About Language

Student Book PAGE 45

### WORK WITH THE PAGE

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


Read the directions for each activity aloud to the students. Then have them complete the activities. If students struggle to complete the second activity, they can orally present their sentences.

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

**Learning About Language**

Circle the sentence with the correct end punctuation.

- I loved feeding the sea lions.  
(I loved feeding the sea lions!)
- Elephants have long trunks.  
(Elephants have long trunks!)
- Quick, look at the monkeys.  
(Quick, look at the monkeys!)
- There are tigers at the zoo.  
(There are tigers at the zoo!)



**Answers will vary.**

Write a sentence about an animal using a period.

1. I want to visit the dolphins next.

---

Write a sentence about a visit to the zoo using an exclamation point.

2. Look at the alligator move!

---

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**CHECK MY GOALS**

Ask students to turn back to My Learning Goals at the beginning of the section. Have students assess whether they have met these goals. Students should be able to check all goals. If they cannot, spend one-on-one time to provide additional support.

# Lesson Part #5: WRITE ABOUT IT

Connections to our test practice program to prepare for WIDA's ACCESS for ELLs® 2.0 (sold separately)

**Write About It**
Student Book PAGE 46

**TOTAL TIME: 45 Minutes**

My Learning Goals: 5 Minutes  
Working with Page 46: 15 Minutes  
Working with Page 47: 20 Minutes  
Check My Goals: 5 Minutes

**OBJECTIVE**

- Use language to write about a sequence of events in a diary or journal
- Use sequence words to establish event order
- Use knowledge of language and its conventions

**ACADEMIC LANGUAGE**

Tier 2: visited Tier 3: sequence

**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**

Read the paragraph at the top of the page aloud. Or, have students take turns reading it aloud or with a partner. Explain the purpose of a journal or diary. Ask students if they have kept a journal or diary. Explain that they will write a journal or diary entry about visiting the zoo.

Direct students to the Plan My Writing section. Explain that good writers plan what they will write by brainstorming ideas. Read the directions aloud. Then have students work independently, with a partner, or in a small group to tell what they did at the zoo. Have students use language that tells the sequence of events. Have them fill in the columns with information about what they did and when they did it.

Answers will vary. Sample sequence words are shown.

Students should be aware that number words can signal a sequence of events. Other special words also signal sequence.

**Write About It**
MY LEARNING GOALS

Some people keep a journal or diary. They write what happened to them during that day in their journal or diary. Pretend you visited the zoo. Write about what happened at the zoo as in diary entry. Use sequence words to help you tell about the order of events.

**Answers will vary.**

**Plan My Writing**

Use sequence words to tell what you saw and did at the zoo. Use the information in your diary entry.

|                               |       |
|-------------------------------|-------|
| The first place we visited... | Next  |
| Then we...                    | First |

*in the morning*      *next*

*in the afternoon*      *before*

*first, second, third...*      *tonight*

*finally*      *yesterday*

*after*      *today*

**Write About It**
Student Book PAGE 47

**WORK WITH THE PAGE**

Have students complete the writing activity independently, with a partner, or as a class. Explain that they should use the information from the Plan My Writing section to write about what they did during their visit to the zoo. Circulate to provide support as needed.

Answers will vary.

**ASSESSMENT PRACTICE**

*Finish Line for ELLs 2.0*

**Grade 3**

Lesson 7 Animal Facts & Opinions  
Lesson 10 Measurement  
Lesson 24 Jobs at School  
Lesson 29 Making a Difference  
Lesson 33 Gathering Information

**CHECK MY GOALS**

Ask students to turn back to My Learning Goals at the beginning of the section. Have students assess whether they have met these goals. Students should be able to check all goals. If they cannot, spend one-on-one time to provide additional support.

**LANGUAGE DIFFERENTIATION**

|                                |  |
|--------------------------------|--|
| <b>Beginning</b>               | Encourage students to write words to complete the sentences, using visual clues if necessary.  |
| <b>Developing</b>              | Encourage students to write in complete sentences and to use details, consulting the glossary as needed.                               |
| <b>Expanding/<br/>Bridging</b> | Challenge students to expand on the template or write a diary or journal entry in their own words without using the sentence starters. |

**Write About It**

**Answers will vary.**

Dear diary,

Today, I \_\_\_\_\_

In the morning \_\_\_\_\_

First, I \_\_\_\_\_

Then \_\_\_\_\_

For lunch, \_\_\_\_\_

After lunch, \_\_\_\_\_

Next, \_\_\_\_\_

Tonight, \_\_\_\_\_



## Interactive eBooks

Continental's eBooks go where you and your students need to be, making them ideal for both distance and blended learning models. Our printed books are delivered online with interactive features to help you personalize instruction and make the most of practice time.

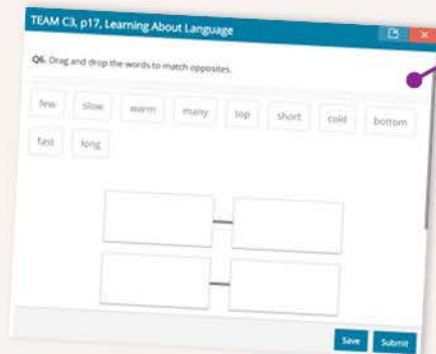
- Online answering for all questions
- Recording for speaking activities
- Audio for listening activities
- Instant scoring for selected-response items





## Student Experience

- Online answering for all questions
- Recording for speaking activities
- Audio for listening activities
- Highlighter, notes, and bookmark tools



The main screenshot shows a digital worksheet titled "Learning About Language". On the left is a vertical sidebar with icons for Contents, Bookmarks, Notes, Highlights, Settings, and Help. The main content area has a green header with the title. Below the header, there is a question: "Draw a line to match the word on the left with its opposite on the right." This is followed by a list of five items:

|         |        |
|---------|--------|
| 1. top  | cold   |
| 2. slow | short  |
| 3. warm | few    |
| 4. long | fast   |
| 5. many | bottom |

To the right of this list is a "CAUTION" sign with a picture of a manatee and the text "Manatee Area". Below the matching exercise, there is another instruction: "Think of antonyms of your own for each of these words. Write the antonym on the line." This is followed by a list of six items, each with a question mark icon and a blank line for an answer:

1. wet \_\_\_\_\_
2. easy \_\_\_\_\_
3. strong \_\_\_\_\_
4. before \_\_\_\_\_
5. true \_\_\_\_\_
6. heavy \_\_\_\_\_

At the bottom left, there is a small "Display a menu" link.

# Teacher Experience

- Instant scoring for selected-response questions
- Rubrics to score oral- and written-response questions
- Performance reports to track student and class data and identify needs
- Custom test creation using your own content (optional)

Benchmark student progress

Continental

Dashboard

Learning Content

Teacher Resource

Homework

Assessment

Questions

Standard Tests

Adaptive Tests

Evaluation

Performance Report

Class Performance

Student Performance

Roster

Group

Social

Performance Report

Assign Date \* April-1-2021 - May-20-2021

Class \* Ms. Guzman

All Contents

All Questions

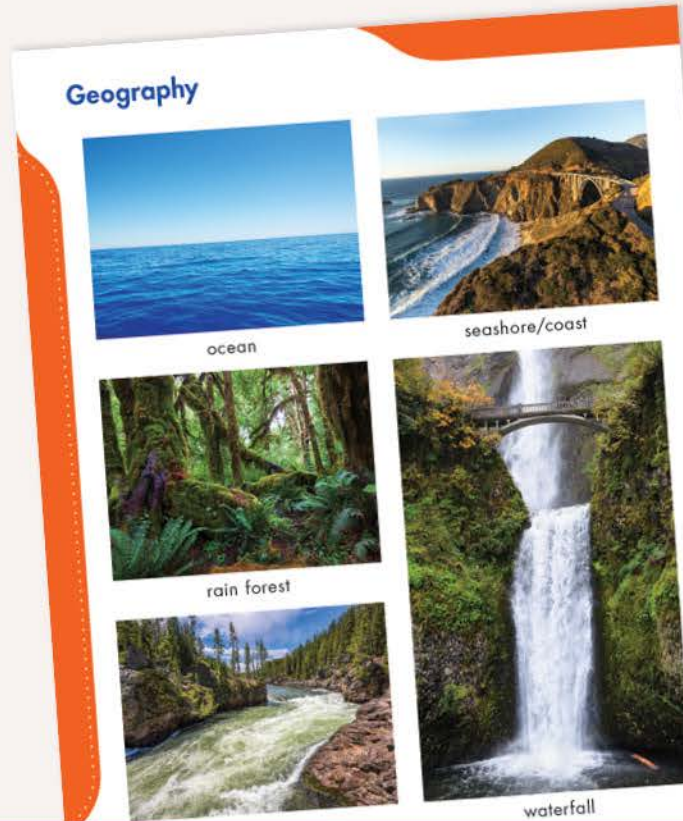
Sort By Assesse...

| First Name | Last Name | TEAM Level C, Lesson 1 | TEAM Level C, Lesson 2 |
|------------|-----------|------------------------|------------------------|
| Callie     | Russo     | 83.33%                 | 100%                   |
| Ivan       | Telenko   | 66.67%                 | Evaluation Pending     |
| Jorge      | Rivera    | 50%                    | 83.33%                 |
| Leng       | Arun      | Not Submitted          | 50%                    |
| Marisol    | Hernandez | 83.33%                 | 66.67%                 |

Export to Excel

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

The *Picture Dictionary* reinforces vocabulary from the lessons by connecting students' new language with visuals. Words are presented in thematic units from early learning experiences, so each new word is shown in a meaningful context. Within each unit, words are organized alphabetically to prepare students for general dictionary use.



# Ordering

## Kits

A kit is available for each grade span:

Levels AA–B / Grades K–2

Levels C–E / Grades 3–5

Levels F–H / Grades 6–8

High School / Grades 9–12

Each kit includes:

15 student books (5 books for each level/grade)

3 teacher’s editions (1 edition for each level/grade)

3 audio download links (1 per level/grade)

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

Convenient case, style may vary

Kits for levels AA–H **\$478.65 each kit**

Kit for high school **\$535.50**

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**\$20.00 each book**



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**Kits for Grades K–12**

