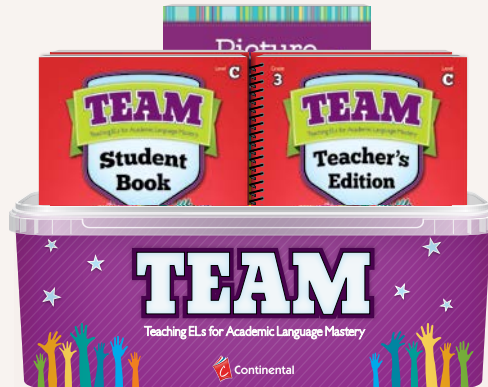


TEAM Toolkits

Teaching ELs for Academic Language Mastery



Kits for Grades K–12

Contents

Overview	2
Getting Started	4
Student Book	5
Annotated Teacher's Edition and Audio	10
Interactive eBooks	16
Picture Dictionary	19
Ordering	20



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® 2.0.

- 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)



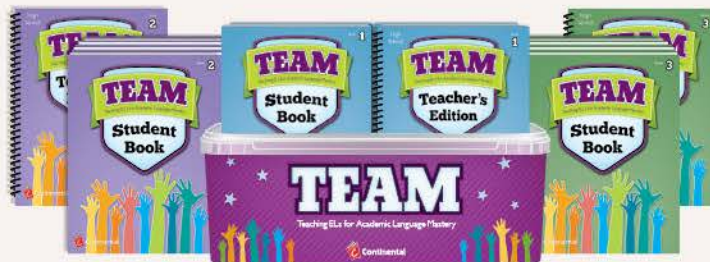
Levels AA–B



Levels C–E



Levels F–H



High School

Getting Started

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

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

Lesson 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

Language Expectations

Language of Language Arts

- Reading** Narrate/Interpretive
- Listening** Narrate/Interpretive
- Speaking** Argue/Expressive
- Writing** Narrate/Expressive

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

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

Use the lessons in any sequence

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

The Continental Press, Inc.

DUPLICATION

WIDA	Entering	Emerging	Developing	Expanding	Bridging
TESOL	Starting	Emerging	Developing	Expanding	Bridging
New York	Entering	Emerging	Transitioning	Expanding	Commanding
Texas	Beginning	Beg./Int.	Intermediate	Advanced	Advanced High
ELPA21	Level 1	Level 2	Level 3	Level 4	Level 5

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 _____.

36 Unit 1 • Lesson 3

© The McGraw-Hill Companies, Inc. DUPLICATING THIS MATERIAL IS ILLEGAL.

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 sea 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 food.

____ Next, I clean their enclosures.

____ Then I feed the animals.

____ After that, I let the animals play.

____ I sweep and mop the floors.

____ I carry buckets of food.

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.

- 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.
- Which is something a seal would eat?
 - A crab
 - B insect
 - C grass
 - D seaweed
- 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.
- You can tell the story is written in the first person because Amy uses the word _____.
 - A he
 - B she
 - C I
 - D they

40 Unit 1 • Lesson 3

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

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.



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.

Presentation mimics WIDA's ACCESS for ELLs® 2.0

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

WORK WITH THE PAGE
 Introduce the topic to students.

Say: Today, we are going to read 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

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 caring for the animals.

Seals and sea lions live at the zoo.

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

Beginning	Encourage students to complete sentences about the animals they would like to visit, using sentence starters.
Developing	Provide sentence frames and encourage students to model a conversation about what animals they would like to visit at the zoo.
Expanding/Bridging	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

Reading strategy

Support for using
visual elements

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

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

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

MY LEARNING GOALS

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

WORK WITH THE PAGE

Introduce the topic to students.

Say: Today, we are going to read 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

At the Zoo

The zoo has many different kinds of wild animals. Wild animals are animals you would not keep in 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.



Seals and sea lions live at the zoo.

34 Unit 1 • Lesson 3

© The Continental Press, Inc. DUPLICATING THIS MATERIAL IS ILLEGAL.

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, 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.

Determining Sequence of Events


You go to the same place during the day. You do the same tasks each day. Yes. 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.

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

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.*



35 Unit 1 • Lesson 3

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

Student Book PAGE 36

Let's Read

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 they 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. Circularity allows 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

A Zookeeper's Day

Today, I got up at six o'clock so I can take care of my work and see them. **My day starts early!** They are awake and want some breakfast every morning. They wait until only five minutes before they start their day. They always come in and stay very close.

We keep everything right in the area in the food Preparation Room. That's where I make the food for the seals and sealions. The adults eat regular flavored kibble of fish. They also eat shellfish like scallops and shrimp. Other, like sea lions like heart-shaped food like the size they will get as a heartfish from the kitchen. They swallow it whole. Their stomachs are big. They don't chew. But we still divide them on the way down. If the food is hard stuff, the sea lion has trouble with their back teeth.

MY LEARNING GOALS
I can
☐ read and understand a text and story.
☐ understand the meaning of words.

Highlight: the words that help you know what's going on.

What animals would you find in a zoo?

36 Unit 1 • Lesson 3

© Houghton Mifflin Harcourt Publishing Company

Turn and Talk

Direct students to complete the turn and talk activity with a partner.

Say: Look at the Turn and Talk question at the bottom of the page. Turn to a partner and read and answer the question.

What animals would you find in a zoo? I would find _____
(cats, sea lions, animals may vary)

To extend the conversation, have students explain more about the animals they see at the zoo.

The _____ eats _____
The _____ likes to _____
I like when the _____

© The Continental Press, Inc. DUPLICATING THIS MATERIAL IS ILLEGAL.

Unit 1 • Lesson 3 51

tion of
g skills

WORK WITH THE PAGE
Explain to students that they should be active readers. Tell them they will now sequence events from the passage by using the reading skill highlighted in the Show What You Know activity.

You may choose to identify the first event together as a class. Or, instruct students to complete the activity independently, with a partner, or in a small group.

As students work, circulate to provide assistance.

Say: Look at the sequence chart that tells about Amy's day caring for the animals. The sentences are out of order. Put them in order by putting the correct number next to each activity to show the sequence.

You may extend the activity by asking students to suggest sequence words for those sentences that do not have one.

Have students share answers when they have completed the activity.

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. Put them in order by putting the correct number next to each activity to show the sequence.

1	First, I placed the food for the animals.
2	Next, I checked their water levels.
3	Then I fed the animals.
4	After that, I fed the people the food.
5	Finally, I went and washed for my hands.
6	Looking behind, I went to the next table.

40 Unit 1 • Lesson 1

LANGUAGE DIFFER

Beginning

Work through class, and have answers orally the written list.

Let's Read

Student Book PAGE 36

TOTAL TIME: 90 Minutes

My Learning Goals: 5 Minutes

First Reading: 20 Minutes

Second Reading: 25 Minutes

Show What You Know: 20 Minutes

What Did You Learn?: 15 Minutes

Check My Goals: 5 Minutes

MY LEARNING GOALS

Direct students' attention to My Learning Goals. Chorus 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.

Student Book PAGE 40

OBJECTIVE

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

ACADEMIC LANGUAGE

Tier 1: adult, air, care, clam, crash, food, sea lion, seal, shellfish, struggle, wild **Tier 2:** crowd, enclosures, prepare **Tier 3:** choke, earflap, swallow

GENRE

Literary Text (personal narrative)

Let's Read

A Zookeeper's Day

My Learning Goals

- Read and understand a first-person story.
- Understand a sequence of events.

1 Amy and I got up at the zoo in the food preparation zone. There's where the food for the animals is made. The animals eat many different kinds of food. They also eat shellfish, like crabs and clams. Other, the sea lions like fish. Food into the zoo, and they can catch a shellfish from their mouth. They swallow it while they're in the water. I have to check the animals that will not catch food on the way down. If the food has a hard shell, the sea lions can catch it with their back teeth.

2 After that, I fed the people the food.

3 Finally, I went and washed for my hands.

4 Looking behind, I went to the next table.

Let's Read

Student Book PAGE 41

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

What Did You Learn?

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

1. How are sea lions and seals different?

- Sea lions eat fish.
- Sea lions bring visitors.
- Sea lions have flippers.
- Sea lions have flippers.

2. Which is something a seal would eat?

- shell
- crab
- grass
- seaweed

3. What job does Amy do right before she leaves for the day?

- She gets the visitors.
- She feeds the people from a bowl.
- She checks the animals.
- She makes notes about the animals.

4. You can tell the story is written in the first person because Amy uses the word _____.

- he
- she
- we
- they

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 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 that is 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 the 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 students 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

MY LEARNING GOALS
Listen to a poem about a visit to the zoo. While you listen, take notes on the sequence chart below.

Answers will vary:
1. white bear
2. black bear
3. camel
4. snow wolf
5. wombat
6. elephant
7. monkeys

Listen and Discuss

MY LEARNING GOALS
Listen to a poem about a visit to the zoo. While you listen, take notes on the sequence chart below.

Answers will vary:
1. white bear
2. black bear
3. camel
4. snow wolf
5. wombat
6. elephant
7. monkeys

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). The ____ are ____ (monkeys; funny). Then I like to visit ____ (the elephants). They ____ (squeal each other with water). Finally, I visit ____ (the camels).

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 ____ Then ____ (a white bear; a black bear).

CHIEF 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

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

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

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!

Audio

Unit 1 • Lesson 3

© The Continental Press, Inc. DUPLICATION PERMITTED

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
Working with Page 45: 20 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. Choral read My Learning Goals. Explain to students that at the end of the lesson, they will determine if they have met these goals. If they have, they will put a check next to each goal.

WORK WITH THE PAGE

Tell students that they will review what they know about 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

Punctuation

All sentences have punctuation at the end.

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

I swam and nap 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.

My day starts early!

1. They hurry to the beach to tell me they are hungry.

too .

2. I make sure every animal gets what it needs to stay healthy

and happy .

3. Fish eat small prey that eat 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.

44 Unit 1 • Lesson 1

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.

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. These are friends of the zoo

These are friends of 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!

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. 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

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. *Read* you visited the zoo. Write about what happened at the zoo as in your 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.

Write About It

Dear diary, **Answers will vary.**

Today, I _____

In the morning, _____

First, I _____ Then _____

For lunch, _____

After lunch, _____

Next, _____

Tonight, _____

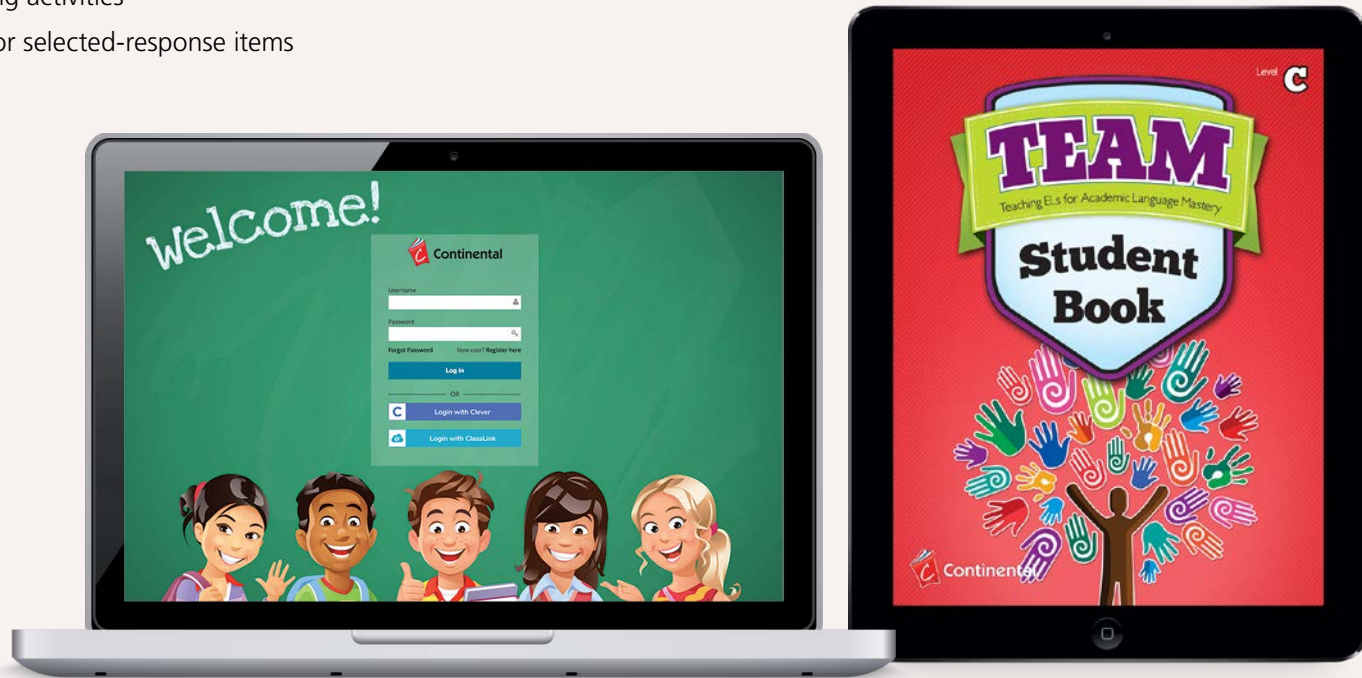
LANGUAGE DIFFERENTIATION

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

Interactive eBooks

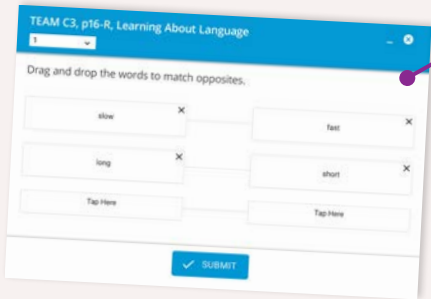
Continental's eBooks go where you and your students need to be, making them ideal for both distance and blended learning models. Our printed books are delivered online with interactive features to help you personalize instruction and make the most of practice time.

- 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



Contents

Bookmarks

Notes

Highlights

Settings

Help

Learning About Language

?

 Draw a line to match the word on the left with its opposite on the right.

1. top

cold

2. slow

short

3. warm

few


4. long

fast

5. many

bottom

CAUTION



Manatee Area

Think of antonyms of your own for each of these words. Write the antonym on the line.

?

 1. wet

?

 2. easy

?

 3. strong

?

 4. before

?

 5. true

?

 6. heavy

Back to Library

?

?

<

>

Display a menu

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 > Performance Reports

Performance Reports

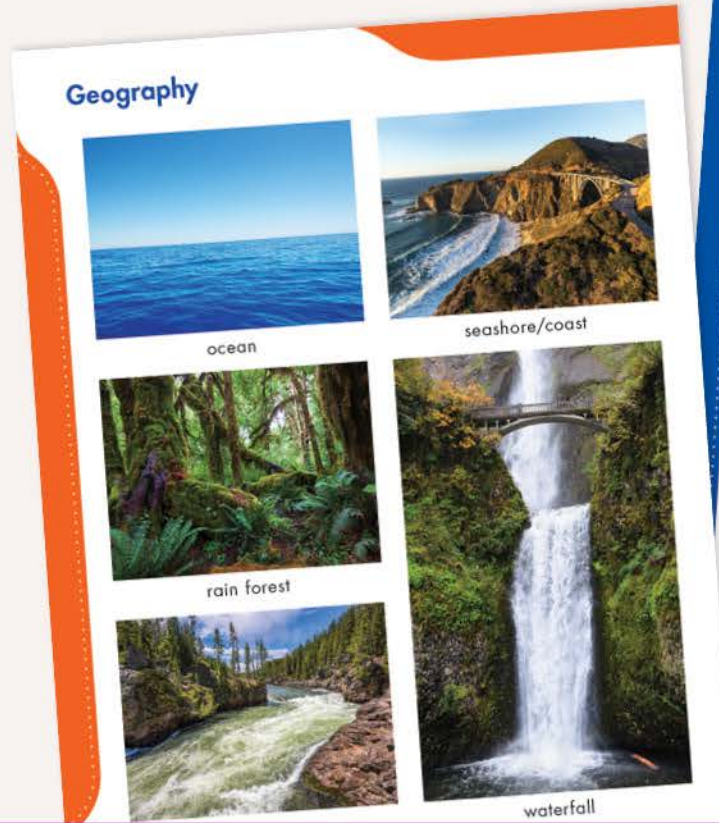
May-11-2021 - May-11-2022 TEAM Grade 3 TEAM Level C SB TEAM

To see more specific performance averages, click on any of the headings following Average, and more data columns will appear to the right. To go back to the general average and grade level breakdown, click on the Average heading.

Student Name	Average	ESL/ELD	Grade 3	Listening	Reading	Speaking	Writing
Raul Sanchez	65.48%	66.28%	- 70.61%	40.75%	77.78%	72.23%	91.67%
Don Lousard	66.67%	44.46%	- 70.29%	25.93%	77.78%	77.42%	100%
Siam Lertz	63.3%	23.16%	- 68.76%	27.78%	88.89%	75%	83.34%
Sara Neu	21.67%	21.67%	- 60.88%	29.63%	88.89%	50%	75%
Brian Conner	51.2%	17.07%	- 33.34%	11.12%	8.34%	47.23%	66.67%
Emily Montil	35.9%	11.97%	- 13.2%	22.23%	0%	30.56%	0%

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**

Please visit our [website](#) for eBook options!

Need more books? Order the add-ons you need:

Prior kit purchase is required to order packs. Kit purchase can be made through our website or other ordering means.

Student Book 5-packs

5 copies of the same student book

Packs for levels AA–H **\$106.50 per pack**

Packs for high school **\$143.25 per pack**

Student Book 20-packs

20 copies of the same student book

Packs for levels AA–H **\$376.70 per pack**

Packs for high school **\$452.30 per pack**

Picture Dictionary

\$20.00 each book



PRIME, the PRIME logo and seal, and WIDA are a trademark of the Board of Regents of the University of Wisconsin System.

Kits for Grades K–12

