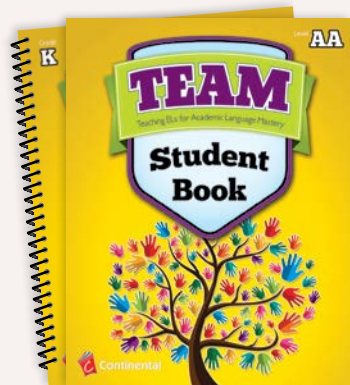
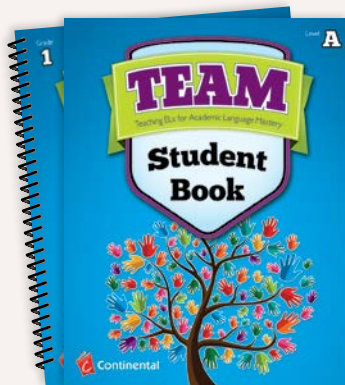


Interior Samples for Texas TEAM Toolkit, Levels AA-B



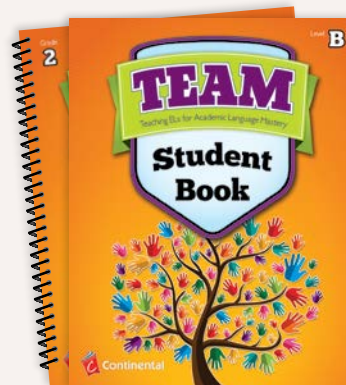
Level AA/Grade K

Student Book	2
Teacher's Edition	7
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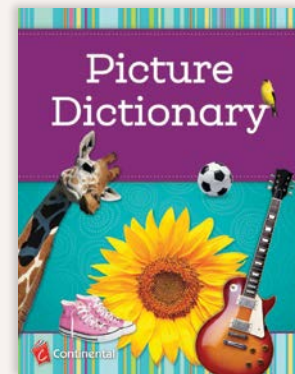
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- Lesson 10 Police Officers
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Glossary

LESSON
8

Before We Read

MY LEARNING GOALS

I can

- tell a cause and its effect.
- tell what I know about winter storms.

Winter Storms

Some storms happen in the winter. It is cold in the winter. Cold air mixes with warm air. This makes a storm. Some winter storms make snow. Others make ice.



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Before We Read

Cause and Effect

A **cause** is why something happens. An **effect** is what happens.

Cause

I was sick.



Effect

I could not go to school.



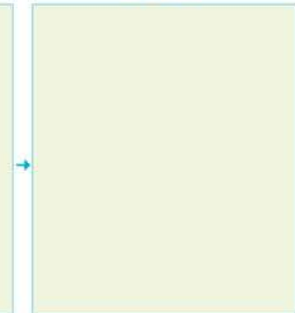
Read the cause. Write or draw an effect.

Cause

Snow fell all night.



Effect





Let's Read

Snow and Ice

Winter brings cold, snow, and ice. Sometimes it brings storms.

Snowstorms

A snowstorm is a kind of winter storm. It leaves snow on the ground. Snow is made up of snowflakes. Snowflakes come from clouds. They are made of ice. Dirt is under the ice. Snowflakes fall to the ground. They stick together. They make snow on the ground.



Underline what snowflakes are made of.

What do you like to do in the snow?

I like to _____.

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MY LEARNING GOALS

I can

- read a story about winter storms.
- tell causes and effects.



Let's Read



Ice Storms

An ice storm is a kind of winter storm. It starts as rain. The rain freezes. It does this just before it hits the ground. An ice storm covers everything in ice. The ice is heavy. It can knock down trees. It can knock down power lines. Then people do not have electricity.



Highlight the sentence that tells when the ice freezes.



What do you do when the power goes out?

When the power is out, I _____.



Let's Read

Show What You Know

Look at the cause-and-effect charts. Write or draw to fill in the cause or the effect.

_____ it happens (cause)

What happens (effect)

Trees and power lines get knocked down.

Let's Read



What Did You Learn?

Circle the letter of the correct answer.

- What is a snowflake made of?
A ice
B clouds
C rain
- What kind of storm lasts a long time?
A snow squall
B blizzard
C ice storm
- The ice in an ice storm begins as _____.
A wind



Listen and Discuss

Listen to Zoey and her dad talking.
Write or draw on the chart.

MY LEARNING GOALS

I can

- listen to people talk about snowstorms.
- tell what to do to stay safe in a storm.

What You Need	What You Do

Listen and Discuss



How can you stay safe in a winter storm?



Learning About Language

Rhyming Words

Some words **rhyme**. This means they sound the same at the end.



hit



sit



kit

The words hit, sit, and kit rhyme.

Read each sentence. They are from the story.
Write or draw a word that rhymes with the underlined word.

1. Snowflakes fall to the ground.

2. They make snow on the ground.

3. Then people do not have electricity.

MY LEARNING GOALS

I can

- tell a rhyming word.
- pick words that rhyme.

Learning About Language

Read each set of words. Circle the word that does not rhyme.

1.



net



bat



vet

2.



bed



red



ride

3.



mug



mat



cat

4.



sink



pink



pin

**Write About It**

Imagine that there was a big winter storm. You get to stay home from school. Write or draw to tell about what you did on your snow day.

MY LEARNING GOALS

I can

- write about a snow day.
- use order words in sentences.

Plan My Writing

Plan what you will write. Write words or draw pictures.

First

Next

Last

Write About It

Write about your snow day.



Today, it _____

The first thing I did was _____

The next thing I did was _____

The last thing I did was _____

This was a _____ day!

Instructional Features

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

Unit/Lesson/Theme	Standards Focus	Reading Strategy	Language Focus	Writing Focus
UNIT 1: Animal Homes				
LESSON 1: Life in a Hive	Science Social Studies	Main Idea	Nouns	Opinion
LESSON 2: Birds' Nests	Mathematics Science	Compare and Contrast	Verbs	Description
LESSON 3: Chipmunks	Language Arts Science	Setting	The word I	Opinion
UNIT 2: Life on a Farm				
LESSON 4: Farm Plants	Science Social Studies	Sequence	Capitalization	Letter
LESSON 5: Farm Animals	Science Social Studies	Details	End Punctuation	Comparison
LESSON 6: On a Farm	Language Arts Social Studies	Characters	Plural Nouns	Retelling
UNIT 3: All About Weather				
LESSON 7: Clouds	Science	Compare and Contrast	Question Words	Facts and Details
LESSON 8: Winter Storms	Science	Cause and Effect	Rhyming Words	Description
LESSON 9: Kites and Wind	Language Arts Mathematics	Parts of a Story	Past-Tense Verbs (add -ed)	Retelling
UNIT 4: Jobs in My Town				
LESSON 10: Police Officers	Social Studies	Main Idea	Antonyms	Description
LESSON 11: Dentists	Social Studies	Connections	Prefix un-	Information
LESSON 12: Firefighters	Language Arts Social Studies	Sequence	Synonyms	Narration

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Lesson 8

Student Book PAGES 106–119

TITLE Winter Storms

GENRE Informational Text

LESSON OBJECTIVES

- Read, discuss, and write about winter storms
- Recognize cause and effect
- Listen to a conversation about storm safety and participate in a discussion
- Identify rhyming words
- Write and draw to tell about a snow day

Content Standards Connection

- The Language of Science

ELPS Student Expectations

Reading

- Identify main ideas and details that support main ideas
- Determine meanings of words and phrases
- Ask and answer questions to demonstrate understanding of a text
- Use information gained from illustrations and words to demonstrate understanding of the text
- Describe logical connections between particular sentences and paragraphs in a text
- Know and apply grade-level phonics and word analysis skills in decoding words
- Read with accuracy and fluency to support comprehension
- Connect spoken words with written text
- Recognize and produce rhyming words
- Recognize and pronounce initial vowel and consonant sounds

Speaking and Listening

- Follow instructions
- Ask and answer questions to demonstrate understanding of a text
- Participate in conversations
- Engage in collaborative discussions
- Determine main ideas and supporting information presented in diverse media and formats
- Demonstrate understanding of a text orally

Writing

- Use descriptive language
- Use correct end punctuation when writing
- Write narratives, using a combination of dictating, and writing
- Describe a sequence of events

Grammar and English Conventions

- Demonstrate an understanding of vocabulary relationships
- Recognize and find rhyming words
- Demonstrate a command of standard conventions
- Make real-life connections between use

ACADEMIC LANGUAGE OF

Tier 1	anywhere, happen, quickly
Tier 2	freezes, mixes, rhyme
Tier 3	blizzard, electricity, snowflakes, snow squall, weather, winter

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Let's Read

Student Book PAGE 108

TOTAL TIME: 90 Minutes

My Learning Goals: 5 Minutes

First Reading: 20 Minutes

Second Reading: 25 Minutes

Show What You Know: 20 Minutes

What Did You Learn?: 15 Minutes

Check My Goals: 5 Minutes

OBJECTIVE

- Use listening, speaking, and reading skills to read and understand a passage about winter storms
- Recognize cause and effect

ACADEMIC LANGUAGE

Tier 1: happen, quickly Tier 2: freezes Tier 3: blizzard, electricity, snowflakes, snow squall, winter

GENRE Informational Text

MY LEARNING GOALS

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

WORK WITH THE PAGE

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

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

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

First Reading

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

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

Let's Read

Winter brings cold, snow, and ice. Sometimes it brings storms.

Snowstorms

A snowstorm is a kind of winter storm. It leaves snow on the ground. Snow is made up of snowflakes. Snowflakes come from clouds. They are made of ice. Dirt is under the ice. Snowflakes fall to the ground. They stick together. They make snow on the ground.



MY LEARNING GOALS

I can:

- Read a story about winter storms.
- Tell causes and effects.

Underline what snowflakes are made of.

What do you like to do in the snow?

I like to _____

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

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



Let's Read

Student Book PAGE 111

WORK WITH THE PAGE

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

Say: Now, we will read about ice storms.

Read the text on the page. Talk about the photograph. Explain power lines and electricity.

Encourage students to ask questions as you read. Pause at the end of the page to explain any words or phrases that students are unfamiliar with.

Explain the consonant blend *st*. Point out the words *storm* and *starts*, and help students hear the blend at the beginning of the words. Write the words *fast* and *paste* on the board to show students examples of *st* as a final sound in words.



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

Ice Storms

An ice storm is a kind of winter storm. It starts as rain. The rain freezes. **It does this just before it hits the ground.** An ice storm covers everything in ice. The ice is heavy. It can knock down trees. It can knock down power lines. Then people do not have electricity.

Highlight: the sentence that tells when the ice freezes.

What do you do when the power goes out?
When the power is out, I _____

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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 do you do when the power goes out? When the power is out, I _____. [use a flashlight; turn on our camping lantern; put a puzzle together]

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

What do you use electricity for at home? We use electricity to ____.

Why is it a problem if there is no electricity? If there is no electricity, then we ____.



Listen and Discuss

Student Book PAGE 114

AUDIO SCRIPT

Dad: Zoey, the weather says there will be a blizzard this weekend.

Zoey: I love when it snows! I cannot wait to play in it!

Dad: Snow is fun. But a blizzard means a lot of snow. We have to get ready. We need to stay safe in the storm.

Zoey: What do we need to do, Dad?

Dad: First, we will go to the store. We will get food and water. We will get batteries for our flashlights.

Zoey: Do we need anything else?

Dad: We have snow shovels. We also have warm clothing.

Zoey: What should we do during the blizzard? Can I play outside?

Dad: We will stay inside during the blizzard. We will not try to drive anywhere. When the snow stops, you can go outside. It is important to stay warm. When you go outside, wear warm clothing. When your clothing gets too wet, come inside to get dry and warm. Watch out for ice, too.

Zoey: Thanks, Dad. I want to have fun, but I want to be safe.



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UNIT 2

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UNIT 3

Plants, Plants, Plants!

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- Lesson 9 Planting Trees

UNIT 4

Different Ways to Play

- Lesson 10 Marbles
- Lesson 11 Kites
- Lesson 12 Board Games

Glossary

LESSON 9

Before We Read

MY LEARNING GOALS

I can

- tell who is telling a story.
- tell about planting a tree.

Planting Trees

Many people plant trees because trees are pretty. Oak and maple trees have green leaves in the spring and summer. The leaves change colors in the fall. The trees are bare in the winter. Trees are useful, too. Some trees grow fruit. Oranges and apples grow on trees. Some trees grow nuts. There are many kinds of trees you can plant.



Before We Read

Point of View

Every story is told by someone. This is called **point of view**. Knowing who is telling the story is important. The narrator tells the story. The narrator may be the main character. It may be the writer. Look at the chart for some clues to help you know who is telling the story.

Who is telling the story?	How do I know?
One character in story	Uses <u>I</u> , <u>we</u> , <u>me</u>
Someone outside the story	Uses <u>he</u> , <u>she</u> , <u>they</u> , <u>it</u> Calls characters by name

Read the story. Who is telling the story?

Molly likes going for walks in the fall. She likes looking at the colorful leaves. Yesterday, Molly went for a walk with her mother. They had a great day!

_____ is telling the story.



Let's Read

Planting with Grandpa

Mia enjoyed visiting her grandparents. She liked playing in their yard. The yard had a tree. It was large and pretty. Its leaves were green in the summer. The leaves changed colors in the fall. They turned yellow, red, and orange. Mia loved visiting in autumn so she could see the leaves.



MY LEARNING GOALS

I can

- read a story about a girl planting a tree.
- understand who is telling the story.



Highlight what Mia did in her grandparents' yard.



What is one thing outside?

I like to _____.

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Let's Read

"This tree looks different. It does not look like the old tree," said Mia.

"You are right, Mia," said Grandpa. "This is a young tree. We will plant it, and it will start to grow. It will keep growing for many years. One day, it will be as big as the other tree."

"It will be fun to watch it grow!" said Mia.



Circle how Mia feels about watching the tree grow.

Why was the new tree different from the old tree?

The new tree was different because _____.



Let's Read

Show What You Know

Every story you read is told by someone. Think about the story you just read. Who told the

chart to show who is telling the story.

Let's Read



What Did You Learn?

Circle the letter of the correct answer.

- What is one word that tells about the new tree?
 - A colorful
 - B large
 - C short
- When does the story take place?
 - A spring
 - B summer
 - C fall
- Which word best tells about Mia?
 - A funny
 - B helpful
 - C angry



Listen and Discuss

Listen to a poem about a walk outside during the fall. Take notes about the poem on the chart below.

1.

2.

3.

4.

5.



MY LEARNING GOALS

I can

- listen to and understand a poem.
- use language to tell about the poem.

Listen and Discuss



How are the poem and story the same?



Learning About Language

Verbs

A **verb** tells what something is or does.
A verb tense tells when the action took place. There are three tenses.

past tense—tells what already happened

present tense—tells what is happening now

future tense—tells what will happen in the future

Past Tense	→	Present Tense	→	Future Tense
visited		visit or visits		will visit

Fill in the circle next to the sentences that tell about the future.

- ☐ 1. We will plant it, and it will start to grow.
- ☐ 2. "We cut it down."
- ☐ 3. One day, it will be as big as the other tree.
- ☐ 4. Grandfather dug a hole in the yard.
- ☐ 5. "I will enjoy this tree!"



MY LEARNING GOALS

I can

- find verbs that tell about the future.
- write sentences with future-tense verbs.

Learning About Language

Circle the future-tense verb for each sentence.

- Michael (ran will run) at the park.
- Our team (will win wins) the big game.
- Airplanes (will fly flew) across the sky.
- Students (are learning will learn) about the senses.
- Cara (has smelled will smell) the apple pie soon.



Complete the sentences.

- I will change _____.
- She will go _____.

**Write About It**

People write about things that happen to them in diaries. Write about someone you want to visit.

MY LEARNING GOALS

I can

- write about someone I want to visit
- Use the future tense.

Plan My Writing

Give details to tell about your visit.

Who I will visit	Where I will visit
When I will visit	What I will do
Why I want to visit	

Write About It

Dear Diary,

I want to visit _____

I will visit _____

I want to visit _____

Then we can _____

We will _____

It will be a great time!

Instructional Features

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

Unit/Lesson/Theme	Standards Focus	Reading Strategy	Language Focus	Writing
UNIT 1: All About Me				
LESSON 1: My Senses	Science Social Studies	Main Idea and Details	Commas	Describe Paragraph
LESSON 2: My Bones	Science Mathematics	Text Features	Antonyms	News
LESSON 3: In the Kitchen	Language Arts Mathematics	Parts of Story	Pronouns	Story
UNIT 2: Telling Tales				
LESSON 4: Fairy Tales and Tall Tales	Language Arts Social Studies	Compare and Contrast	Subject-Verb Agreement (is and are)	Opinion
LESSON 5: Legends	Language Arts Social Studies	Cause and Effect	Conjunctions	Diary Entry
LESSON 6: Folktales	Language Arts	Sequence	Past-Tense verbs	Story
UNIT 3: Plants, Plants, Plants!				
LESSON 7: Parts of Plants	Science Social Studies	Main Idea and Details	Possessive Nouns	Plan
LESSON 8: Plant Facts	Science Social Studies	Cause and Effect	Adjectives	Letter
LESSON 9: Planting Trees	Language Arts Science	Point of View	Future-Tense Verbs	Diary Entry
UNIT 4: Different Ways to Play				
LESSON 10: Marbles	Language Arts Social Studies	Predictions	Prepositions	How-To
LESSON 11: Kites	Science Mathematics	Sequence	Homophones	Plan
LESSON 12: Board Games	Language Arts Social Studies	Compare and Contrast	End Punctuation	Letter

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Lesson 9

Student Book PAGES 120–133

TITLE Planting Trees

GENRE Literary Text (realistic fiction)

LESSON OBJECTIVES

- Read, discuss, and write a realistic story about planting trees
- Identify and understand point of view
- Listen to and discuss a poem about trees and the seasons
- Identify and use future-tense verbs
- Write a diary entry about a future visit

Content Standards Connection

- The Language of Language Arts
- The Language of Science

ELPS Student Expectations

Reading

- Ask and answer questions about details in a story
- Find the main topic
- Retell key details
- Tell the connection between two events, individuals, ideas, or pieces of information
- Describe characters and explain how their actions contribute to a sequence of events
- Identify parts of a story
- Understand point of view
- Identify characteristics of a story and a poem
- Use illustrations and details to tell about key ideas
- Understand words and their meanings and their context
- Identify words and phrases that tell about feelings or appeal to the senses

Speaking and Listening

- Respond to comments of others in conversation
- Ask questions to clarify confusion in texts being discussed
- Ask and answer questions about a text in detail
- Use language to describe people, places, and events
- Use complete sentences
- Read grade-level text aloud with a fluency

Writing

- Develop a topic
- Use simple and compound sentences
- Use a variety of sentences, such as imperative, and exclamatory
- Capitalize proper nouns
- Use end punctuation correctly
- Use details in writing
- Use digital tools to produce and present
- Write narratives that tell about two events in sequence

Grammar and English Conventions

- Print uppercase and lowercase letters
- Use common, proper, and possessive nouns
- Use singular and plural nouns
- Use personal, possessive, and indefinite pronouns
- Use verbs to tell about the past, present, and future
- Use adjectives correctly
- Use determiners and conjunctions
- Use commas correctly

ACADEMIC LANGUAGE OBJECTIVES

- Tier 1:** change, dug, hole, summer, winter, yard
- Tier 2:** fall, narrator, spring, watch, point of view, visiting
- Tier 3:** autumn, excited, future tense, point of view, visiting

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Unit 3 • Lesson 9

Listen and Discuss

Student Book PAGE 128

TOTAL TIME: 45 Minutes

My Learning Goals: 5 Minutes
Working with Page 128: 15 Minutes
Working with Page 129: 20 Minutes
Check My Goals: 5 Minutes

OBJECTIVE

- Use descriptive language to discuss a poem about fall
- Use language to ask questions and contribute to a conversation

ACADEMIC LANGUAGE

Tier 1: summer Tier 2: fall Tier 3: autumn

MY LEARNING GOALS

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

WORK WITH THE PAGE

Explain to students that they will listen to a poem 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 chart about what they hear. Then they will participate in a conversation about what they have heard as well as what they have learned from the reading passage.

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

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

Full audio script on the next page.

If students cannot complete the activity, provide a script of the audio so they can follow along. Then replay the audio.

Have volunteers provide answers from their charts.

Answers will vary.

Listen and Discuss

Listen to a poem about a walk outside during the fall. Take notes about the poem on the chart below.

Answers will vary.

MY LEARNING GOALS

I can

- listen to and understand a poem.
- use language to talk about the poem.

- It is happening in the fall.
- The speaker is going for walk.
- The colors of the leaves are changing.
- The trees are becoming bare.
- The trees will be green in the spring.

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Listen and Discuss

Student Book PAGE 129



WORK WITH THE PAGE

Tell students they will now have a conversation about what they have heard and read. Have students ask and answer questions with a partner, or select volunteers to model the question and answer in front of the class.

You can model the conversation by using sentence frames to ask and answer questions about the poem and autumn.

Ask: How are the poem and story the same?

Sentence Frames

The poem and the story are the same ____.

[because both talk about the changing leaves in autumn and how trees change throughout the whole year]

What is the poem about? The poem is about ____ [a walk in the woods in the fall and the change of the seasons]

You can choose to extend the conversation by asking more questions about the poem and the seasons.

Ask: What colors do you see on the trees in fall?

Sentence Starters

I see ____.

What colors do you see on the trees in spring?

I see ____.

What is your favorite season of the year?

My favorite season is ____ because ____.

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

LANGUAGE DIFFERENTIATION

Intermediate	Encourage students to complete sentences about the poem, using sentence starters.
Advanced	Provide sentence frames and encourage students to model a conversation about the poem.
Advanced High	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 128



AUDIO SCRIPT

A Walk in Autumn

Summer's nearly done.

A cool chill is in the air.

The trees are changing fast;
their leaves are falling everywhere.

I like walking down the quiet path
to see the changing trees.

I say goodbye to summer
and feel the autumn breeze.

The leaves are changing now,
from green to yellow-brown.

The tall trees are becoming bare
as leaves fall to the ground.

The oak, the maple, and the beech
are empty, dark, and brown.

But in the spring new leaves will grow again,
dressing each tree in a new green gown.



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LESSON
8

Before We Read

MY LEARNING GOALS

I can

- find details.
- tell what I know about camels

The Ships of the Desert

Camels are useful animals. They live in the desert. People ride camels. People use camels to carry things. A camel can carry more than 200 pounds. It can walk a long way in the hot sun. Some people call camels "the ships of the desert." Many camels live with people. Camels are important to life in the desert.



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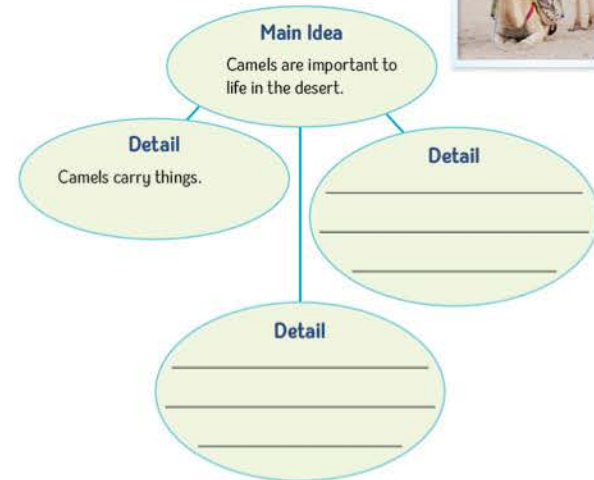
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Before We Read

Details

The **details** in a story support the main idea. The main idea is the big idea of a story. The details tell more about the main idea.

Read the main idea. Fill in two more details.





Let's Read

Sailing Over the Sand

A camel is an animal that is about as large as a horse. It can grow to be about 11 feet long. A camel is very heavy. It can weigh more than 2,000 pounds. This is heavier than most cars!

A camel has long legs. It also has a long neck and tail. It has thick fur that is either brown or tan. A camel has a long nose like a horse. But a camel's ears are smaller than a horse's ears.

A baby camel is called a calf. It is born with its eyes open. It weighs about 80 pounds when it is born. It can run soon after it is born.

Camels have a hump on their backs. One kind of camel has only one hump. Another kind of camel has two humps.



Highlight the sentence that tells what a baby camel is called.

How are camels a different?

A camel _____.

MY LEARNING GOALS

I can

- read and understand a story.
- find details.



B

Let's Read



How Do People Use Camels?

People living in hot deserts have one-humped camels. These deserts are in the Middle East and North Africa. People here use camels to get from place to place. They also use camels to carry things. They get milk from the camels. Camel milk is useful because people use it in food. They make butter and yogurt. They also drink camel milk.

Two-humped camels live in a cold desert. It is in Asia. There are few trains or cars. People here use camels to go places. The camels that live in the cold have long, thick fur. People use this fur to make coats and clothing.



Highlight foods people make with camel milk.

What other animal helps people?

A _____ helps people by _____.



Let's Read

Show What You Know

Look at the main idea. Then fill in the details for the story.



Let's Read



What Did You Learn?

Circle the letter of the correct answer.

- What does a camel store in its hump?
A fat
B food
C water
- Which is not something that people use camels for?
A going places
B carrying things
C swimming
- Why do camels have hair on their ears?
A to block the sunlight
B to store food for later
C to stop blowing sand
- Which best describes the places both types of camels live?



Listen and Discuss

Listen to a story. Take notes on the chart below.

MY LEARNING GOALS

I can

- listen to and understand a story about kangaroo rats.
- use language to talk about what I learned.

Interesting facts I learned:

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



Kangaroo rat

Listen and Discuss



What helps a kangaroo rat live in the desert?



Kangaroo rat



Kangaroo rats live in burrows.



Learning About Language

Adjectives

Adjectives are words that describe. They describe nouns. They can describe a noun's size, shape, age, color, and more.

The bright sun made the sand hot.

The large camel was tired.

Read the sentences from the story. Look at the underlined adjectives. Circle the nouns the adjectives describe.

1. A camel is very heavy.
2. It has thick fur that is either brown or tan.
3. A camel's feet are wide and thick.
4. A camel's body is suited for the dry desert.



MY LEARNING GOALS

I can

- find adjectives.
- use adjectives in sentences.

Learning About Language

Read the sentences. Underline the adjectives.

1. This umbrella is wet.
2. Miguel rode his red sled down a snowy hill.
3. Keisha shopped at a small store.
4. A round clock hung on the long wall.
5. The classroom was filled with white desks and blue chairs.

Read the sentences. Use adjectives to complete the sentences. Make sure the adjectives make sense in the sentence.

1. The _____ berries grew on the bush.
2. A _____ bird sang in the trees.
3. Muhammad put on his _____ shirt.
4. The book fell off the _____ bookshelf.
5. This water is very _____.

**Write About It**

Your **opinion** is what you think about something. Opinions are not facts. But people write about their opinions. They use facts to support what they think.

MY LEARNING GOALS

I can

- write my opinion.
- support my opinion.

Plan My Writing

Think about your favorite animal. Why do you like this animal? Fill in the chart with details about your favorite animal. Use this information to support your opinion.

Opinion:

My favorite animal is _____.

Supporting Detail	Supporting Detail	Supporting Detail

Write About It

My favorite animal is _____.

This animal is my favorite because _____.

Another reason I like this animal is _____.

This animal lives _____.

It has _____.

It eats _____.

It likes to _____.

My favorite thing this animal does is _____.

I would like to see _____.

Instructional Features

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

Unit/Lesson/Theme	Standards Focus	Reading Strategy	Language Focus	Writing
UNIT 1: From Here to There				
LESSON 1: The First Bicycles	Social Studies	Main Idea	Antonyms	Letter
LESSON 2: Up in the Air	Science Social Studies	Cause and Effect	Homophones	News Story
LESSON 3: On the Railroad	Language Arts Social Studies	Sequence	End Punctuation	Diary Entry
UNIT 2: In Outer Space				
LESSON 4: Night and Day	Science	Compare and Contrast	Noun and Verb Agreement (is and are)	Description Paragraph
LESSON 5: Blast Off!	Science Social Studies	Text Features	Contractions	Biography
LESSON 6: Pictures in the Stars	Language Arts Science Social Studies	Parts of a Story	Compound Words	Description Paragraph
UNIT 3: Life in the Desert				
LESSON 7: Desert Cacti	Science	Cause and Effect	Possessive Nouns	How-To
LESSON 8: The Ships of the Desert	Science Social Studies	Details	Adjectives	Opinion
LESSON 9: Desert Living	Language Arts Social Studies	Story Structure	Past-Tense Verbs (add -ed or -d)	Person
UNIT 4: Special Holidays				
LESSON 10: Happy Birthday!	Social Studies	Inferences and Conclusions	Irregular Plural Nouns	Email
LESSON 11: A New Year	Social Studies	Author's Purpose	Proper Nouns	Description Paragraph
LESSON 12: America's Birthday	Language Arts Social Studies	Characters	Pronouns	Story

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Lesson 8

Student Book PAGES 106–119

TITLE The Ships of the Desert

GENRE Informational Text

LESSON OBJECTIVES

- Read, discuss, and write about camels
- Recall important details
- Listen to a passage about kangaroo rats and participate in a discussion
- Recognize and use adjectives
- Write to express and support an opinion

Content Standards Connection

- The Language of Science
- The Language of Social Studies

ELPS Student Expectations

Reading

- Identify main ideas and details that support main ideas
- Determine meanings of words and phrases
- Ask and answer questions to demonstrate understanding of a text
- Use information gained from illustrations and words to demonstrate understanding of the text
- Describe logical connections between particular sentences and paragraphs in a text
- Know and apply grade-level phonics and word analysis skills in decoding words
- Know and use various text features to find key information in a text
- Read with accuracy and fluency to support comprehension

Speaking and Listening

- Follow instructions
- Sequence information
- Ask and answer questions to demonstrate understanding of a text
- Participate in conversations
- Engage in collaborative discussion
- Determine main ideas and support information presented in diverse

Writing

- Write a paragraph stating and defending an opinion
- Use descriptive language
- Use adjectives to add details to sentences
- Write opinion pieces with a clearly stated opinion and reasons that support the opinion
- Strengthen writing by revising and editing

Grammar and English Conventions

- Demonstrate an understanding of relationships
- Use knowledge of language and conventions when writing
- Determine and clarify the meaning of words and phrases

ACADEMIC LANGUAGE

Tier 1	carry, heavy, tiny, useful
Tier 2	bounces, round, suited, suit
Tier 3	burrow, hump, opinion, pounds, weigh

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Let's Read

Student Book PAGE 108

TOTAL TIME: 90 Minutes

My Learning Goals: 5 Minutes

First Reading: 20 Minutes

Second Reading: 25 Minutes

Show What You Know: 20 Minutes

What Did You Learn?: 15 Minutes

Check My Goals: 5 Minutes

OBJECTIVE

- Use listening, speaking, and reading skills to read and understand a passage about camels

ACADEMIC LANGUAGE

Tier 1: carry, heavy, useful Tier 2: bounces, suited Tier 3: hump, pounds, week, weigh

GENRE Informational Text

MY LEARNING GOALS

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

WORK WITH THE PAGE

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

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

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

First Reading

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

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

Let's Read

Soiling Over the Sand

A camel is an animal that is about as large as a horse. It can grow to be about 11 feet long. A camel is very heavy. It can weigh more than 2,000 pounds. This is heavier than most cars!

A camel has long legs. It also has a long neck and tail. It has thick fur that is either brown or tan. A camel has a long nose like a horse. But a camel's ears are smaller than a horse's ears.

A baby camel is called a calf. It is born with its eyes open. It weighs about 80 pounds when it is born. It can run soon after it is born.

Camels have a hump on their backs. One kind of camel has only one hump. Another kind of camel has two humps.

MY LEARNING GOALS

I can

- ☐ read and understand a story.
- ☐ find details.



African camel



Bactrian camel

Highlight: the sentence that tells what a baby camel is called.

How are camels and horses different?
A camel _____ and a horse _____

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

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



Let's Read

Student Book PAGE 112

WORK WITH THE PAGE

Explain to students that they should be active readers. Tell them they will now write about what they have read by using the reading skill of finding details highlighted in the Show What You Know activity.

You may decide to complete one detail together as a class. Or, instruct students to complete the activity independently, with a partner, or in small groups.

As students work, circulate to provide assistance.

Say: Look at the chart. Read the main idea of the story. Then write three details that support the main idea.

Answers will vary.

Have students share answers when they have completed the activity.

Let's Read

Show What You Know
Look at the main idea. Then fill in the details for the story.

Answers will vary.

Main Idea
Camels are useful desert animals.

Detail
Camels have bodies that help them live in the desert.

Detail
People use camels to go places and to carry things.

Detail
Camels can live for weeks without water.

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LANGUAGE DIFFERENTIATION

Intermediate	Encourage students to share answers orally if they struggle with the written language.
Advanced	Encourage students to add details from the passage, consulting the glossary as necessary.
Advanced High	Challenge students to write the answers in their own words.

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Listen and Discuss

Student Book PAGE 114

AUDIO SCRIPT

The kangaroo rat lives in the desert. It is a tiny animal. It has a large head and eyes. It has a small, round body and little ears. Its back legs are very big. Its tail is much longer than its body. Its fur is usually the color of the desert sand. Most people think the kangaroo rat is cute.

Kangaroo rats live in the hot, dry desert. Many kangaroo rats never drink a drop of water! Instead, they get small amounts of water from the seeds they eat. It is very hot in a desert. But, these little animals do not sweat. Their body holds in all the water it can.

The animals dig deep holes in the ground. These holes are called burrows. Kangaroo rats sleep in their burrows during the day. It is cooler in a burrow. Then they are awake at night.

The kangaroo rat has two pouches. A pouch is like a bag. The kangaroo rat has one on each side of its mouth. It carries seeds in these pouches. It likes to bring seeds back to its burrow.



Weather



snowy



sunny



windy

16

Wild Animals



alligator



bat



bear



beaver



camel



deer