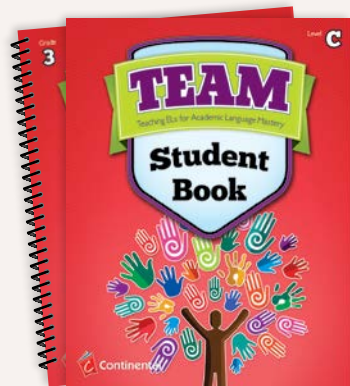
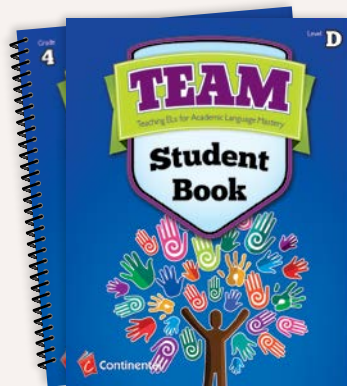


Interior Samples for Texas TEAM Toolkit, Levels C-E



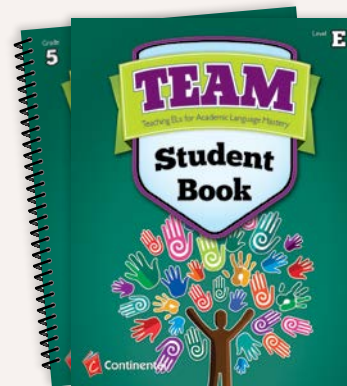
Level C/Grade 3

Student Book	2
Teacher's Edition...	7
Audio	8



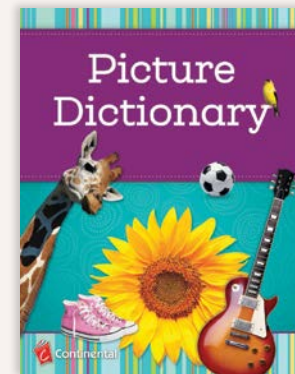
Level D/Grade 4

Student Book	9
Teacher's Edition..	14
Audio	15



Level E/Grade 5

Student Book	16
Teacher's Edition..	21
Audio	22



Picture Dictionary ... 23



Table of Contents

Welcome to TEAM

UNIT 1 All About Animals

- Lesson 1 Meet the Manatee
- Lesson 2 Flying Far from Home
- Lesson 3 At the Zoo

UNIT 2 Ideas That Changed the World

- Lesson 4 American Indian Creations
- Lesson 5 A Man Ahead of His Time
- Lesson 6 Fire

UNIT 3 New Places, New Faces, New Things

- Lesson 7 Putting Down Roots
- Lesson 8 All Kinds of Weather
- Lesson 9 A Place for Yuki

UNIT 4 Food for Thought

- Lesson 10 America's Favorite Treat
- Lesson 11 Try It, You'll Like It!
- Lesson 12 A Day at the Farm

Glossary

LESSON 6

Before We Read

MY LEARNING GOALS

I can

- tell what I know about fire.
- identify the parts of a story.

Fire

Fire is one of man's greatest discoveries. Many people tell stories about how man discovered fire. These stories were told aloud. They were passed down from parent to child. These stories teach a lesson about how people act or how something in nature came to be. How do you think fire came to be?



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Unit 2 ★ Lesson 6

Before We Read

Understanding Parts of a Story

Every **folktale** teaches a lesson. The story has a central idea, or theme. The **theme** is what the author wants you to learn from the story. The **characters** are the people in the story. You can find the theme by paying attention to what the characters say and do. A **narrator** is someone who tells the story. The **plot** is the events in the story. They help tell the reason why the characters do something. The **setting** is where and when the story takes place.

Fill in the chart by answering the questions.

Parts of a Story

Who tells the story?

Who are the people in the story?

What is the setting?

What are the events in the story?



Let's Read

Coyote Brings Fire

an American Indian folktale

Long ago, people suffered during the cold winters because they could not stay warm. Coyote was determined to help the people of the village. He knew that on a faraway mountaintop three Fire Beings kept fire to themselves. They would not share the fire with anyone.

Coyote traveled to the mountaintop and watched how the Fire Beings protected their fire. Coyote returned to the village and created a plan. He asked his friends to help with his plan.



MY LEARNING GOALS

I can

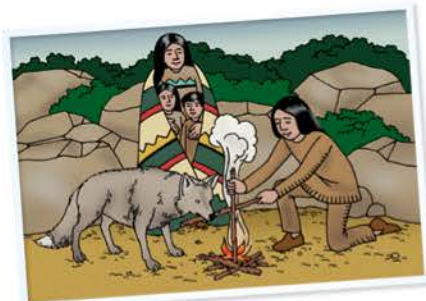
- ☐ read and understand a folktale.
- ☐ tell about the characters and the plot.



Let's Read

The Fire Beings begged Wood to let the fire go. But Wood would not let the fire go. The Fire Beings knew they could not get the fire. They decided to return home. The Fire Beings did not expect anyone to get the fire. They believed that if they could not get the fire from Wood, then the people would not be able to get the fire either.

But Coyote did recover the fire. He carried Wood to the village and showed the people how to rub two sticks together. The people had fire and never suffered from winter cold again. Coyote became a hero.



Circle the reason why the Fire Beings returned home.

What is the story explaining?

The story is explaining _____.



Let's Read



Show What You Know

Fill in the chart with information from the story you just read.

Parts of a Story

the story?

characters?



Let's Read

What Did You Learn?

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

1. Who is telling the story?
 - A an unknown speaker
 - B the people
 - C Coyote
 - D the Fire Beings
2. Why does Coyote make his plan after he watches the Fire Beings on the mountaintop?
 - A He wants to ask the people of the village for advice.
 - B He needs to know how the Fire Beings guard the fire.
 - C He is not sure how many Fire Beings live on the mountaintop.
 - D He does not have time to plan before he goes to the mountain.
3. Which best tells about Coyote?
 - A silly
 - B scared
 - C brave



Circle the sentence that tells what the Fire Beings protected.

Who are the characters?

The main character is _____.



Listen and Discuss

Listen to a folktale about Spider and her friends.
While you listen the second time, take notes on the table below.

MY LEARNING GOALS

I can

- listen to and understand a folktale about a spider.
- use language to tell about the characters and their plan.

Characters (Who is in the story?)	Events (What was the problem?)
1.	1.
2.	2.
3.	3.
4.	4.
	5.

Setting (Where and when did the events take place?)

Solution (What was the outcome of the story?)



Listen and Discuss



What was Spider's plan to get the light?



Learning About Language

Verbs

The **present tense** of a verb tells what is happening right now. The **past tense** of a verb tells about something that has already happened.

Present Tense Tell me a story!

Past Tense My father **told** me a story last night.

Irregular verbs have a different spelling to tell the past tense.

Present Tense	Past Tense
become	became
do	did
get	got
run	ran
throw	threw

Present Tense	Past Tense
catch	caught
drink	drank
go	went
see	saw
wake	woke

Present Tense	Past Tense
come	came
find	found
know	knew
tell	told

Read the sentences from the passage. Circle the irregular verb in the past tense. Use the irregular verb list above if needed.

1. He (know knew) that on a faraway mountaintop three Fire Beings kept fire to themselves.
2. He (run ran) in and grabbed a burning stick from the heart of the fire.
3. Squirrel (caught catch) the fire on his back.
4. Squirrel (see saw) the Fire Beings behind him.
5. So he (threw throw) the fire to Chipmunk.

MY LEARNING GOALS

I can

- identify the past tense of a verb.
- form and use irregular verbs.

Learning About Language

Match the present tense verb to its irregular past tense in the column to the right.

- | | |
|----------|-------|
| 1. wake | came |
| 2. do | woke |
| 3. come | drank |
| 4. drink | did |



Now use the irregular verb form to tell what you did yesterday. Fill in the circle of the correct verb form.

1. I _____ up early in the morning. ○ wake ○ woke
2. I _____ orange juice for breakfast. ○ drank ○ drink
3. I _____ home right after school. ○ came ○ come
4. I _____ my homework before dinner. ○ do ○ did

Write your own sentence using the irregular verb given.

1. become _____

**Write About It**

Retelling stories helps you understand what you have read.

Think about the folktales you have read and heard. Choose one of the stories. Retell the story in your own words.

MY LEARNING GOALS

I can

- write a retelling of a story.
- use the past tense in my writing.

Plan My Writing

Beginning of the story		
Who are the main characters?	Where did it take place?	How did it begin?
Middle of the story		
What do the characters do?		
End of the story		
What do the characters do at the end?		

**Write About It****In the beginning**

Here is how _____ got its

It happened like this. _____

_____ went to

In the middle

Then _____

After that, _____

At the end

That is how _____

came to have _____

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 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/Contrast
LESSON 3: At the Zoo	Language Arts Science	Sequence	End Punctuation	Diary 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
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

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Lesson 6

Student Book PAGES 77–90

TITLE Fire

GENRE Literary Text (folktale)

LESSON OBJECTIVES

- Read, discuss, and write a folktale about how Coyote stole fire
- Determine the elements of a story
- Listen to a folktale and participate in a discussion
- Identify and use irregular verbs
- Write a summary of a folktale

Content Standards Connection

- The Language of Language Arts

ELPS Student Expectations

Reading

- Ask and answer questions to demonstrate understanding of a text
- Describe logical connections between particular sentences and paragraphs in a text
- Retell a folktale
- Determine the lesson and explain key details
- Describe characters in a folktale and explain how their actions contribute to the plot
- 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
- Distinguish one's own point of view from that of a narrator or characters
- Understand features of different genres (poetry, informational, folktale)
- Determine meaning of words and phrases

Speaking and Listening

- Follow instructions
- Ask and answer questions to demonstrate understanding of a text
- Engage in collaborative discussions
- Determine main ideas and supporting information read aloud or presented in media and formats
- Tell about a character or story using details
- Read prose orally with accuracy and support comprehension

Writing

- Use language to signify sequence
- Write a narrative to develop real or imagined experiences or events using effective descriptive details, and clear event
- Use words and phrases that describe

Grammar and English Conventions

- Use knowledge of language and its features when writing
- Identify and understand present and past tense
- Form and use irregular verbs
- Use temporal words and phrases to order

ACADEMIC LANGUAGE OBJECTIVES

- | | |
|--------|---|
| Tier 1 | chance, dawn, scratch, spit |
| Tier 2 | bald, became, brought, discovered, drank, grabbed, protected, tossed, touched |
| Tier 3 | folktale, hero, village |

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Unit 2

Listen and Discuss

Student Book PAGE 85

TOTAL TIME: 45 Minutes

My Learning Goals: 5 Minutes

Working with Page 85: 15 Minutes

Working with Page 86: 20 Minutes

Check My Goals: 5 Minutes

OBJECTIVE

- Use descriptive language to discuss the characters and events in a folktale
- Use language to ask questions and contribute to a conversation

ACADEMIC LANGUAGE

Tier 1: spider Tier 2: bald, became, brought, decided, guard, plan, touch Tier 3: folktale, hero

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 as a folktale is read two times. The first time they hear the folktale, they should just listen carefully. As they listen a second time, they should take notes on the chart. Then they will participate in a conversation about what they have heard as well as what they have learned from the reading passage.

Say: Listen to a folktale about Spider and her friends. You will hear the folktale two times. Listen carefully the first time. While you listen the second time, take notes on the chart about what you hear.

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

Full audio script on the next page.

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

Have volunteers provide answers from their charts.

Answers will vary.

Listen and Discuss		MY LEARNING GOALS
Listen to a folktale about Spider and her friends. While you listen the second time, take notes on the chart below.		From <input type="checkbox"/> Listen to and understand a folktale about a spider <input type="checkbox"/> Use language to tell about the characters and their plan.
Answers will vary.		
Characters (Who is in the story?) 1. Fox 2. Possum 3. Buzzard 4. Spider	Events (What was the problem?) 1. Fox told animals that people had light. 2. Animals made a plan to get light. 3. Possum put light in his tail. 4. Buzzard put light on his head. 5. Spider put light in a clay pot.	
Setting (Where and when did the events take place?)		
Dark in the world		
Solution (What was the outcome of the story?)		
Spider's plan worked.		

Listen and Discuss

Student Book PAGE 86



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 the folktale.

Ask: What was Spider's plan to get the light?

Sentence Starter

Spider's plan _____. [was to put the light in a clay pot]

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

Sentence Starters

What did Fox say? Fox said _____.
What was Possum's plan? Possum's plan _____.
What was Buzzard's plan? Buzzard's plan _____.
How is this story similar to the story about Coyote? The story _____.
How are Spider and Coyote alike? They are alike _____.

Listen and Discuss

86 Unit 2 • Lesson 6

LANGUAGE DIFFERENTIATION

Intermediate	Encourage students to complete sentences about what happens in the folktale, using sentence starters.
Advanced	Provide sentence frames and encourage students to model a conversation about what happens in the folktale.
Advanced High	Challenge students to extend the conversation by asking additional questions and responding without using sentence frames.

CHECK MY GOALS

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

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Unit 2 • Lesson 6 111



Listen and Discuss

Student Book PAGE 85

AUDIO SCRIPT

Long ago, it was very dark. Nobody could see anything. The animals decided the world needed light. Fox said that the people on the other side of the world had light. They stood guard over it and would not share it. He thought this was greedy. The animals decided to get the light. They made a plan.

Possum said, "I have a furry tail. I will take the light. I can hide it in the thick fur of my tail."

Possum traveled to the other side of the world. He saw the sun in a tree. He grabbed a ray of light and stuffed it in his tail. The light was very hot. It burned the fur right off Possum's tail. The people took the light back from Possum. Possum's tail has been bald ever since.

Buzzard laughed at Possum. He said, "I know better than to hide the light in my tail. I will carry it on my head." Buzzard flew to the other side of the world. He saw the light. He put it on his head. The light was very hot. It burned the feathers off Buzzard's head. The people recovered the light from Buzzard. Buzzard's head has been bald ever since.

Spider said, "The light is too hot to hide it in your tail. It is too hot to carry it on your head. I must not let the light touch me." She made a clay pot. Then she spun a web to the other side of the world. Its threads were soft and silky. She was so small that the people did not see her. She stuffed the sun into her clay pot. Then she traveled home along the strands of her web. The animals cheered. Spider had brought light to their side of the world. She became a hero.

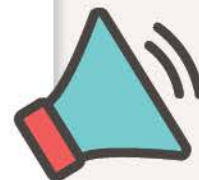


Table of Contents

Welcome to TEAM

UNIT 1

Our History

- Lesson 1 Finding Facts About Your Family
- Lesson 2 Born on the Fourth of July
- Lesson 3 America's Past

UNIT 2

Being a Good Citizen

- Lesson 4 Following the Law
- Lesson 5 Giving Back to the Community
- Lesson 6 Saying Thanks

UNIT 3

Keeping Up with Changing Technology

- Lesson 7 Pedaling Through History
- Lesson 8 The Wonders of Wind
- Lesson 9 Then and Now

UNIT 4

Solving Problems

- Lesson 10 The ABCs of the FBI
- Lesson 11 Problems with Squares
- Lesson 12 Everyday Mysteries

Glossary

LESSON 1

Before We Read

MY LEARNING GOALS

I can

- identify details and main ideas.
- tell what I know about my family.

Finding Facts About Your Family

What do you know about your relatives? Would you like to know more? Learning about your family history is fun. You can learn interesting facts. Some people even have found famous people in their families. Studying your family's history is not hard to do. Would you like to give it a try?



6 Unit 1 ★ Lesson 1

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Before We Read

Recalling Details

When you read, you can note the big ideas and the small ideas. The big idea is the **main idea**. The small ideas, or **details**, help to answer questions about the main idea. Details are just as important as the main idea.

Reread the paragraph on page 6. Then write the important details on the chart.

Main Idea

Learning about family history is fun.

Details

1. _____
- _____
2. _____
- _____

Look for key words in the main ideas as you read. Key words in the above main idea are *fun*, *learning*, *family*, and *history*. Key words can help you find the important details.





Let's Read

Growing a Family Tree

What do you know about your family? Do you know when and where your parents were born? Do you know when and where your grandparents were born? Do you know when and where they were married? You might want to know more about your own background. Making a family tree is a good way to map what you know and what you want to know about your family. Putting together a family tree has become a fun hobby for many people. They enjoy learning about their ancestors. You can start a family tree now!

A family tree shows who is in a family. It is made up of names. To make a family tree, start with your name. Then write your mom's and dad's names. Your grandfathers' and grandmothers' names come next. A family tree can show aunts and uncles. It can even show the name of your grandmother's grandma.



Underline the sentence that tells why people create a family tree.



What hobby do you enjoy?
I like to _____.

8 Unit 1 ★ Lesson 1

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MY LEARNING GOALS

I can

- read and discuss an informational text.
- recall details that support the main idea.



Let's Read

Show What You Know

Read the "Help Finding Family" section on page 11. Fill in the missing details in the web below that tell about the main idea.

Let's Read



Finding Your Roots

Starting a family tree is easy. You just have to find a relative who will answer questions. Asking a parent is a great place to start. You can ask a relative to answer questions in person, on the phone, and through mail or email. Holiday celebrations like Thanksgiving spent with family give you the chance to talk with many relatives at one time. You will want to write down the questions you will ask. Use the questions below to help you.



- Where and when were you born?
- What are the full names of your grandparents?
- What are the full names of your great-grandparents?
- Where and when were your great-grandparents born?

Create a fact sheet for each person in the family. This will make it easier to organize information after you talk with relatives.



Highlight the words in the first paragraph that mean the same as *family*.



What do you know about your family?
I know _____.

Main Idea

You can find more information about your relatives.

Detail

Let's Read



What Did You Learn?

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

- Some women change their names when they _____.
A learn about their ancestors
B work on a family tree
C marry
D die
- Which word in the section "Help Finding Family" means "official copies of papers"?
A offices
B records
C relatives
D databases
- What is the first thing you can do to start a family tree?
A Ask a relative questions.
B Buy a computer program.
C Study in another country.
D Study online records.



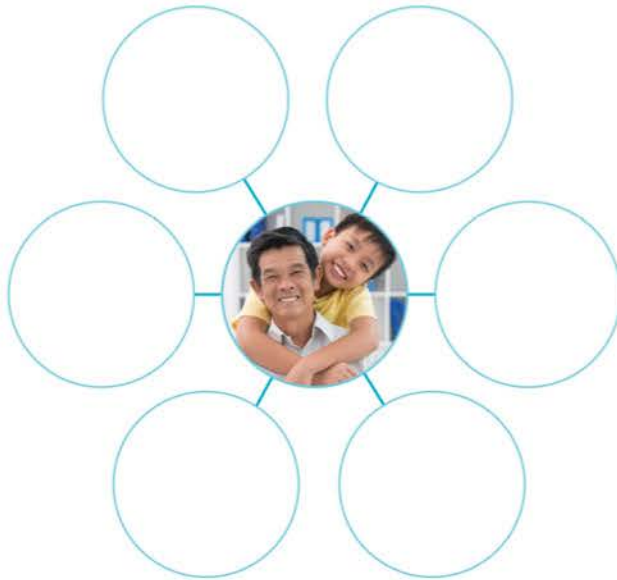
Listen and Discuss

Listen to a passage about how one boy learned about his family. While you listen the second time, take notes on the web below.

MY LEARNING GOALS

I can

- listen to and understand a conversation about a family.
- use language to discuss what I heard.



14 Unit 1 ★ Lesson 1

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Listen and Discuss



How would you find out more about your ancestors?



library



computer



newspapers



Learning About Language

Compound Words

Compound words are made from two smaller words. The two smaller words help you understand the compound word.

news + papers = newspapers

Read these sentences. Circle the compound words from the lesson.

1. You might want to know more about your own background.
2. What are the full names of your grandparents?
3. People who make family trees often can find information in computer databases.
4. Check courthouses for birth, death, and marriage records, records of wills and property.
5. Holiday celebrations like Thanksgiving spent with family give you the chance to talk with many relatives at one time.
6. His grandfather told him that he was a carpenter for many years.



MY LEARNING GOALS

I can

- identify and form compound words.
- use compound words in a sentence.

Learning About Language

Separate the compound words into two smaller words.

1. _____ + _____ = windmill
2. _____ + _____ = sailboat
3. _____ + _____ = somewhat
4. _____ + _____ = friendship
5. _____ + _____ = cupboard



Use each word in the box to make a compound word. Then write the compound word.

neighbor take shield mean quake gentle

1. earth + _____ = _____
2. _____ + hood = _____
3. under + _____ = _____
4. _____ + while = _____
5. wind + _____ = _____
6. _____ + man = _____



Write About It

Family members can help you learn about your family. You can also share with your relatives what you learn about your ancestors. Write an email to a family member telling what you have learned about your family and what you want to learn.

MY LEARNING GOALS

I can

- ☐ write an email.
- ☐ write questions about my family.

Plan My Writing

Fill in the columns with information and questions about your family. Use this information in your email.

What I Know

My mom's maiden name is
Lopez.

What I Want to Know

Write About It



TO: Aunt _____

FROM: _____

SUBJECT: Our Family

I just learned more about our family history. Did you know that _____?

I learned that _____.

Our great-grandparents were married in _____.

Our ancestors came from _____.

They lived in _____.

They _____.

I still have some questions about our family. I would like to know _____.

Do you know the answers to these questions?

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: Our History				
LESSON 1: Finding Facts About Your Family	Social Studies	Details	Compound Words	Email
LESSON 2: Born on the Fourth of July	Social Studies	Cause and Effect	Abstract Nouns	Diary Entry
LESSON 3: America's Past	Social Studies Language Arts	Theme	Relative Adverbs	Summary
UNIT 2: Being a Good Citizen				
LESSON 4: Following the Law	Social Studies	Sequence	Prefixes and Antonyms	Direct
LESSON 5: Giving Back to the Community	Social Studies Mathematics	Main Idea	Homophones	Paragraph
LESSON 6: Saying Thanks	Language Arts Mathematics	Understanding Characters	Conjunctions	Thank
UNIT 3: Keeping Up with Changing Technology				
LESSON 7: Pedaling Through History	Science Social Studies	Compare and Contrast	Prefixes	Sequence
LESSON 8: The Wonders of Wind	Science	Inference	Fragments	Summary
LESSON 9: Then and Now	Language Arts Social Studies	Setting	Dialogue	Description
UNIT 4: Solving Problems				
LESSON 10: The ABCs of the FBI	Science Social Studies	Prediction	Prepositions	Sequence
LESSON 11: Problems with Squares	Mathematics Social Studies	Problem and Solution	Synonyms	Problem Solving
LESSON 12: Everyday Mysteries	Language Arts	Point of View	Pronouns	Mystery

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Lesson 1

Student Book PAGES 6–19

TITLE Finding Facts About Your Family

GENRE Informational Text

LESSON OBJECTIVES

- Read, discuss, and write about family
- Listen to a passage about researching a family history
- Identify details and main ideas
- Identify and use compound words
- Write an email

Content Standards Connection

- The Language of Social Studies

ELPS Student Expectations

Reading

- Determine main ideas and details that support main ideas
- Explain procedures in a text
- Understand features of different genres (poetry, personal narrative, informational)
- Determine the meaning of words and phrases
- Interpret information gained from visual materials
- Read and understand an informational text
- Ask and answer questions to demonstrate understanding of the text

Speaking and Listening

- Ask and answer specific questions to clarify information
- Make comments that contribute to discussion
- Use descriptive details to support ideas
- Read prose orally with accuracy and fluency to support comprehension
- Differentiate between situations that call for formal and informal English
- Demonstrate command of English grammar and usage

Writing

- Write an email
- Use descriptive language
- Introduce a topic clearly and develop ideas
- Use technology to interact and collaborate with others
- Use knowledge of English language conventions

Grammar and English Conventions

- Identify and form compound words
- Demonstrate an understanding of relationships
- Produce simple, compound, and complex sentences
- Use knowledge of language and its conventions when writing

ACADEMIC LANGUAGE OBJECTIVES

Tier 1	background, future, hobby, relatives
Tier 2	database, details, however, records, research
Tier 3	ancestors, courthouse, husband, marriage, memories, proper

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Unit 1

Write About It

Student Book PAGE 18

TOTAL TIME: 45 Minutes

My Learning Goals: 5 Minutes

Working with Page 18: 15 Minutes

Working with Page 19: 20 Minutes

Check My Goals: 5 Minutes

OBJECTIVE

- Write an email to a relative
- Ask questions about family
- Use knowledge of language and its conventions

ACADEMIC LANGUAGE

Tier 1: relatives Tier 3: ancestors, maiden

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 that an email has a specific format.

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 write an email about their relatives. Have them fill in the columns with information that helps them share what they know about their relatives.

Answers will vary.

Students should be aware that it is helpful to a reader if they have details in their sentences. Tell students that, when writing, it is good to first take notes and organize their thoughts.

Write About It

MY LEARNING GOALS

- I can:
- write an email
- ask questions about my family

Family members can help you learn about your family. You can also share with your relatives what you learn about your ancestors. Write an email to a family member telling what you have learned about your family and what you want to learn.

Answers will vary. Plan My Writing

Fill in the columns with information and questions about your family. Use this information in your email.

What I Know	What I Want to Know
My mom's maiden name is Lopez.	When did my grandparents come to New York?
My mom was born on July 11.	What was my great-grandmother's name?
My dad was born on October 6.	What was my great-grandfather's name?
My grandmother's name is Maria.	
My grandfather's name is Juan.	

18 Unit 1 • Lesson 1

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Write About It

Student Book PAGE 19

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 an email about their relatives. Circulate to provide support as needed.

Answers will vary.

Write About It

Answers will vary.

TO: Aunt _____

FROM: _____

SUBJECT: Our Family

I just learned more about our family history. Did you know that _____?

I learned that _____.

Our great-grandparents were married in _____.

Our ancestors came from _____.

They lived in _____.

They _____.

I still have some questions about our family. I would like to know _____.

Do you know the answers to these questions?

LANGUAGE DIFFERENTIATION

Intermediate	Encourage students to write words to complete the sentences, using visual clues if necessary.
Advanced	Encourage students to add details to their writing, consulting the glossary as needed.
Advanced High	Challenge students to expand on the template or write an email in their own words without using the sentence frames.

CHECK MY GOALS

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

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Unit 1 ★ Lesson 1 29



Listen and Discuss

Student Book PAGE 14

AUDIO SCRIPT

Tran is learning about the background of each of his family members. There are many relatives in Tran's family, such as aunts, uncles, nieces, nephews, brothers, and sisters. Tran asked his relatives questions about their lives. While at a family dinner, Tran asked his grandfather about his job. His grandfather told him that he was a carpenter for many years. Then he became a builder. He helped to build many bridges. Tran's aunt showed him how to use a computer database to research his family records. He found information about his dad's grandparents and where they lived. He learned about other family members, too. Putting together a family tree has become a fun hobby for Tran. Tran is learning about ancestors who came to America from different countries.



Table of Contents

Welcome to TEAM

UNIT 1	All Kinds of Animals
Lesson 1	Bear Watching
Lesson 2	Animals at Risk
Lesson 3	The Wonderful World of Birds
UNIT 2	Take Me Out to the Ballgame
Lesson 4	Rules of the Game
Lesson 5	Making the Call
Lesson 6	All for One, One for All
UNIT 3	Across the Miles
Lesson 7	In the Time Zone
Lesson 8	Seeing Early America
Lesson 9	Travels to Faraway Lands
UNIT 4	Making Choices
Lesson 10	Living a Healthy Life
Lesson 11	Exploring the World of Work
Lesson 12	Choosing the Right Path

Glossary

LESSON
11

Before We Read

MY LEARNING GOALS

I can

- ☐ tell what I know about different jobs.
- ☐ compare and contrast jobs.

Exploring the World of Work

Do you like to work with animals? Do you like to read and write? Do you like to draw? The activities you like to do have a lot to do with the kind of career you will enjoy when you are older. You don't have to decide now what you will be when you grow up, but you can start thinking about it. Do you like to do things outdoors? One thing to keep in mind about choosing a job is whether it is done indoors or outdoors. For someone who is active and likes fresh air, an outdoor job may be the best choice.



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Unit 4 • Lesson 11

Before We Read

Comparing and Contrasting

Comparing is telling how two or more things are the same or similar. **Contrasting** is telling how two or more things are different. Words like *both* and *neither* tell you that two things are similar. Words like *however*, *but*, and *while* are clues that two things are different.

A **matrix** is a certain kind of chart. It is a good tool to use when **comparing** and **contrasting**. You can compare and contrast more than two things using a matrix. Think about what you know about a doctor's job and a firefighter's job. A mechanic fixes cars and other equipment. Think about what this job is like.

Fill in the matrix to tell about three different jobs.

Characteristic	Firefighter	Doctor	Mechanic
Helps people			Yes
Works with machines			Yes
Works in an office			No





Let's Read

What Do You Want to Be When You Grow Up?

When you were younger, you might have wanted to be a firefighter, police officer, a doctor, or a teacher. Or, you might have wanted to do the same job as a family member. As you have gotten older, your answer to the question might have changed. You have learned more about what people do in their jobs. By the time you are ready for your first job, your choice may have changed many more times.



Highlight the word that means "the act of picking between more than one thing."

What did you want to be younger?

I wanted to be _____.

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Unit 4

MY LEARNING GOALS

I can

- ☐ read and discuss an informational text.
- ☐ compare and contrast things.



Let's Read

Thinking About the Future

Choosing a profession is a major decision. You will probably spend almost half your life working. That doesn't mean you have to make a choice now. In fact, you probably shouldn't. Technology is changing the way people work. A job that exists today may not have to be done in the future. When you are ready to start your career, there may be different jobs. Or more likely, the job you will end up doing may not exist now.

There are two things you can do to prepare for the future. First, you can learn about yourself. Second, you can learn about the world of work.



Underline the sentence that predicts what might happen in the future.

What are some jobs that people used to do that don't exist any more?

The job of _____ no longer exists.



Let's Read



Show What You Know

A matrix is a certain kind of chart. It is a good tool to use when you want to compare and contrast more than two things.

Use the matrix to tell about three different jobs.

Journalist	Teacher	Forest Ranger
	No	Yes
Yes		



Let's Read

What Did You Learn?

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

- One of the best ways to prepare for the future is to learn about _____.
 A yourself
 B your parents
 C your community
 D your favorite teacher.
- Which word in the passage means "a person who designs buildings"?
 A dentist
 B architect
 C mechanic
 D producer
- A job that exists today may not have to be done in the future because _____.
 A too many people will already be doing that job
 B technology is changing the way people work
 C people will not want to do that job in the future



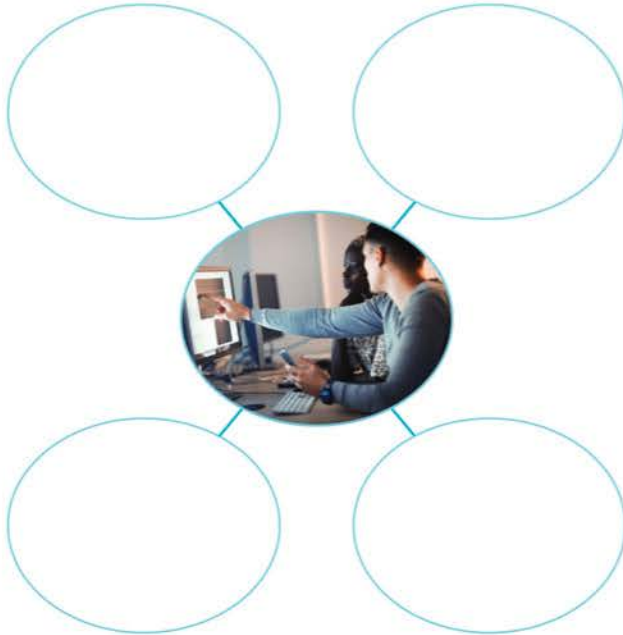
Listen and Discuss

Listen to an interview about a person's job. While you listen the second time, take notes on the web below.

MY LEARNING GOALS

I can

- listen to and understand an interview about a person's job.
- use language to discuss jobs.



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Unit 4 ★ Lesson 11 157



Listen and Discuss



What is something that uses code?



girl playing online games at an Internet cafe



boy playing a racing game on a tablet



Learning About Language

Commas

A **comma** (,) is used to separate words and clauses in sentences. It separates three or more words in a series.

You might have wanted to be a firefighter, police officer, a doctor, or a teacher.

It separates an introductory clause from the rest of the sentence.

As you have gotten older, your answer to the question might have changed.

Read the sentences from the passage. Place the commas where they belong in the sentences.

1. First you can learn about yourself.
2. There are other jobs like actors and actresses acting coaches and a director.
3. By the time you are ready for your first job your choice may have changed many more times.
4. Second you can learn about the world of work.
5. People know what mechanics dentists and doctors do too.

MY LEARNING GOALS

I can

- use commas to separate words in a series.
- use commas with an introductory clause.



Learning About Language

Place commas where they belong in the sentences.

1. We had eggs bacon and toast for breakfast.
2. Yesterday I went to the beach.
3. I take a towel sunglasses sunscreen and a book to the beach.
4. Yes I am going to the chorus concert on Friday.

Write two sentences of your own and use commas to separate words in a series.

1. _____
2. _____



**Write About It****MY LEARNING GOALS**

I can

- write about a job.
- use details in my writing.

Choose a profession that you would like to know more about. Write a how-to essay in which you explain why you chose this career, and describe the steps that you could take to see if it might be a good profession for you. Use details from the passage you read and interview you listened to.

Plan My Writing

Fill in the boxes to tell about the career you would like to do.
Use this information in your writing.

My career

Why I chose it

How I will get experience

**Write About It**

I want to be a _____

You need to know how to _____
_____ to do this job.

First, I will _____

Then, I will _____

Next, I will _____

I will also _____

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: All Kinds of Animals				
LESSON 1: Bear Watching	Science Social Studies	Cause and Effect	Parts of Speech and Multiple-meaning words	Letter
LESSON 2: Animals at Risk	Science	Sequence	Plural Nouns	Sequence
LESSON 3: The Wonderful World of Birds	Science Language Arts	Figurative Language	Adverbs	Descriptive Paragraph
UNIT 2: Take Me Out to the Ball Game				
LESSON 4: Rules of the Game	Social Studies	Cause and Effect	Irregular Verbs and Verb Tenses	Opinion
LESSON 5: Making the Call	Social Studies Mathematics	Details	Synonyms	Explanatory Paragraph
LESSON 6: All for One, One for All	Language Arts	Point of View	Compound Nouns	Narrative
UNIT 3: Across the Miles				
LESSON 7: In the Time Zone	Science Social Studies	Inferences	Abbreviations	Opinion
LESSON 8: Seeing Early America	Social Studies	Compare and Contrast	Suffixes and Parts of Speech	Journal
LESSON 9: Travels to Faraway Lands	Language Arts	Genre and Myth	Abstract and Concrete Nouns	Myth
UNIT 4: Making Choices				
LESSON 10: Living a Healthy Life	Science Social Studies	Fact and Opinion	Homophones	Opinion
LESSON 11: Exploring the World of Work	Social Studies	Compare and Contrast	Commas	How-to
LESSON 12: Choosing the Right Path	Language Arts	Analyzing Characters	Apostrophes and Contractions	Story

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Lesson 11

Student Book PAGES 149–162

TITLE Exploring the World of Work

GENRE Informational Text

LESSON OBJECTIVES

- Read, discuss, and write about future jobs
- Compare and contrast two professions
- Listen to a conversation about a job and participate in a discussion
- Use commas to separate words in a series and with an introductory clause
- Write about a career

Content Standards Connection

- The Language of Social Studies

ELPS Student Expectations

Reading

- Read and understand an informational text
- Determine main ideas and details that support main ideas
- Understand features of different genres (poetry, personal narrative, informational)
- Determine the meaning of words and phrases
- Interpret information gained from visual materials
- Explain concepts and ideas based on information in the text
- Ask and answer questions to demonstrate understanding of the text
- Integrate information from multiple texts on a topic
- Compare and contrast two things

Speaking and Listening

- Respond to and pose questions
- Make comments that contribute to discussion
- Integrate information from multiple texts on a topic to speak knowledgeably
- Use descriptive details to support ideas
- Read prose orally with accuracy and fluency to support comprehension

- Differentiate between situations that call for formal and informal English
- Demonstrate command of English grammar and usage

Writing

- Write a paragraph about a career
- Form an opinion and support it with facts and reasons
- Introduce a topic clearly and develop topics
- Use technology to interact and collaborate with others
- Use knowledge of English language and conventions

Grammar and English Conventions

- Identify and use commas correctly in a series
- Use commas to separate a series of items
- Use commas to set off an introductory clause
- Demonstrate an understanding of word relationships
- Produce simple, compound, and complex sentences
- Use knowledge of language and its conventions

ACADEMIC LANGUAGE OF LESSON 11

- | | |
|--------|---|
| Tier 1 | choice, choir, chorus, exists, expect, future, limit, opportunities |
| Tier 2 | advantage, options, tutor |
| Tier 3 | architect, career, journalist, mechanic, profession, script, social media, veterinarian |

186 Unit 4 • Lesson 11

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LESSON
11

Before We Read

Student Book PAGE 149

TOTAL TIME: 45 Minutes
 My Learning Goals: 5 Minutes
 Working with Page 149: 15 Minutes
 Working with Page 150: 20 Minutes
 Check My Goals: 5 Minutes

OBJECTIVE

- Assess student knowledge about types of jobs and careers
- Review a reading strategy with students (Compare and contrast)

ACADEMIC LANGUAGE

Tier 3: career, matrix, mechanic

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 people and their work.

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 work do people you know do? [businessperson; nurse; doctor] There are many types of work that people do. Some jobs are done indoors. Some jobs are done outdoors.

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 is happening in the picture?

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.

Before We Read

MY LEARNING GOALS

- I can:
- I will know about different jobs.
- I will compare and contrast jobs.

Exploring the World of Work

Do you like to work with animals? Do you like to read and write? Do you like to draw? The activities you like to do have a lot to do with the kind of career you will enjoy when you are older. You don't have to decide now what you will be when you grow up, but you can start thinking about it. Do you like to do things outdoors? One thing to keep in mind about choosing a job is whether it is done indoors or outdoors. For someone who is active and likes fresh air, an outdoor job may be the best choice.



A photographer takes pictures.

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



Let's Read

Student Book PAGE 155

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 comparing and contrasting highlighted in the Show What You Know activity.

You may decide to complete the first characteristic 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 matrix. Complete the matrix using details from the passage.

Answers will vary.

Have students share answers when they have completed the activity.

Let's Read

Show What You Know

A matrix is a certain kind of chart. It is a good tool to use when you want to compare and contrast more than two things.

Fill in the matrix to tell about three different jobs.

Characteristics	Journalist	Teacher	Forest Ranger
Writes columns	No	No	Yes
Writes letters	Yes	Yes	No
Writes songs	No	Yes	No
Works with students	No	Yes	No

LANGUAGE DIFFERENTIATION

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



Listen and Discuss

Student Book PAGE 157

AUDIO SCRIPT

Jamal: What is your profession?

Mrs. Lopez: I work with computers. I write the code that tells the computer exactly what to do. Coding is used to build websites and applications, or apps.

Jamal: Wow, I play games that are built on code.

Mrs. Lopez: All of social media has been written by people who write code, too. Writing code is telling the computer exactly what to do.

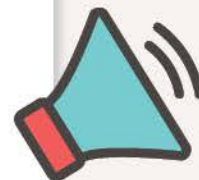
Jamal: You mean like what colors show up on the screen, or what buttons lead you to another page on a website?

Mrs. Lopez: Exactly! I like writing code because you get to see results really fast. The results are either right or wrong, but you know right away. It is wonderful to see people interact with what you have built.

Jamal: How do you learn to code?

Mrs. Lopez: You can learn from online websites that specifically teach coding. They give you an introduction so you can see what it is like. This will give you some experience with code. Once you code, you can really see that this is an amazing thing that people can do. Coding isn't just about the technology or the science; it is about building things that connect people.

Jamal: I bet there will be lots of things that will use code in the future.



Family Members



Parents

- 1 father
- 2 mother

Siblings

- 3 brother
- 4 sister

Grandparents

- 5 grandfather
- 6 grandmother



- 7 husband
- 8 wife

24

People and Their Jobs



actors



astronaut



builder/carpenter



chef



clerk



construction worker



dentist



doctor