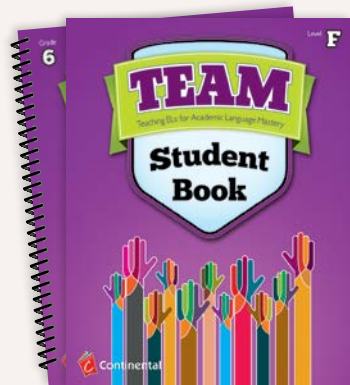
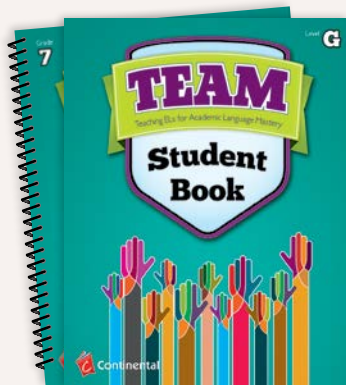


Interior Samples for Texas TEAM Toolkit, Levels F-H



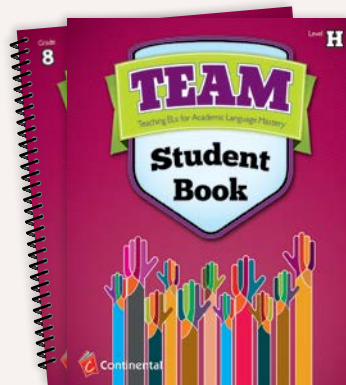
Level F/Grade 6

Student Book 2
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Audio 8



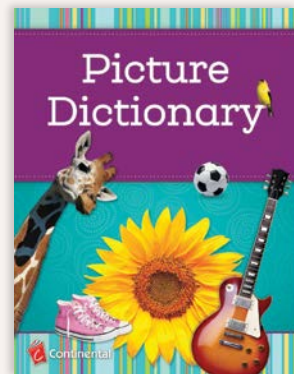
Level G/Grade 7

Student Book 9
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Audio 15



Level H/Grade 8

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Audio 22



Picture Dictionary ... 23

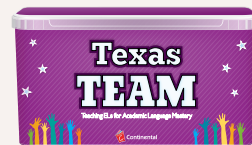


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Before We Read

MY LEARNING GOALS

I can

- Identify ways to reduce waste.
- Tell how things are the same and different.

Reduce, Reuse, and Recycle

In America, people throw out an average of 4.4 pounds of trash per day. Although the numbers show that people are recycling more today, they also show that people are still throwing out about the same amount of trash. Recycling is a very important part of waste management, but, equally important, are two other Rs: reduce and reuse. Everyone can make a decision to reduce, reuse, and recycle, and each person's actions help.



106 Unit 3 ★ Lesson 8

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Before We Read

Comparing and Contrasting

When you find what is the same, you **compare**. When you find what is different, you **contrast**. Compare and contrast to understand ideas in passages and stories.

Read the paragraph on page 106. Think about what happens when you use a disposable plate and cup to eat. Then think about what happens when you use a reusable plate and cup. Tell how these things are the same and different.





Let's Read

Don't Throw That Away!

Every year, Americans produce millions of pounds of waste at home, at work, at school, and in the larger community. A large portion of this waste ends up in landfills, or giant piles of garbage. Perhaps you have heard adults discussing how important it is to avoid filling up landfills. Maybe you think that sounds like a good thing for adults to do. But guess what? It is a job for kids, too!

Before we get into the activities you can do to more effectively handle waste, let's define what waste is. Waste is anything that we throw away. Waste includes all those items that we put in the garbage or otherwise get rid of—at home, at school, or in other places. The way we handle waste can make a big difference to the environment. The environment includes everything on Earth: its air, water, land, plants, animals, and even human-made things. When waste is allowed to spoil the environment, it can cause many problems.

So what can you do to help? You can learn and practice the three Rs of waste management: reduce, reuse, and recycle! All three of these activities are important.



Some people re



Highlight the words that tell what the environment is.

What are some ways to

I take care of the en

108 Unit 3 • Lesson 8

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MY LEARNING GOALS

I can

- read an informational text about ways to reduce, reuse, and recycle.
- understand how reducing, reusing, and recycling are the same and different.



Let's Read

Show What You Know

Fill in the diagram below. Compare and contrast two ways to help the environment and eliminate waste.

Let's Read



Recycle

To *recycle* means to process waste material so that it can be used again. Recycling is one of the best things you can do for the environment. Lots of items can be remade into either a similar product or a different product altogether. Making new items from existing things also uses less energy and fewer resources.

A few of the things you may be able to recycle include the following:

- Aluminum cans
- Cardboard
- Electronic equipment
- Glass (particularly bottles and jars)
- Metal
- Newspaper and paper
- Plastic bags
- Plastic bottles

Many people still throw away items that are easily recycled. For example, in 2014, only about 55% of aluminum cans and 32.5% of glass containers were recycled. The rest ended up in the trash. Recycling is easy! Just put items in the recycle bin!



This graph shows the rate of recycling as a percent.



Circle the information in the bar graph that shows the recycling rates of aluminum cans and glass containers.



What products do you use regularly that have recyclable packaging?

I use _____.

Let's Read



What Did You Learn?

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

- What is one way to reduce the amount of waste you make?
 - A Buy bottled water.
 - B Use paper plates.
 - C Donate your used clothing.
 - D Throw soda cans in the trash.
- Which of these is an example of recycling?
 - A A company turns empty plastic bottles into park benches.
 - B A person buys a refillable water bottle to use.
 - C A student uses his backpack from last year instead of buying a new one.
 - D A family only buys products with minimal packaging.
- According to the bar graph, what two types of products had the highest recycling rates in 2014?
 - A batteries and tires
 - B PET bottles and HDPE bottles
 - C batteries and corrugated boxes
 - D corrugated boxes and aluminum cans



Listen and Discuss

Listen to an editorial about recycling. While you listen the second time, take notes on the web below.

MY LEARNING GOALS

I can

- listen to an editorial about recycling.
- use language to discuss recycling.



114 Unit 3 ★ Lesson 8

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Listen and Discuss



How does recycling help your community?



Public recycling containers



Park bench made from recycled plastic



Learning About Language

Homophones

Homophones are words that sound alike but that have different spellings and different meanings.

Their dog ran over there.

Their means "belonging to them."

There means "in that place."

Some homophones are difficult to remember. If you are not sure which spelling to use in a sentence, use a dictionary to look up the word.



Read these sentences from the passage. Then circle the correct homophone in the brackets.

1. The [weigh way] we handle waste can make a big difference to the environment.
2. That means you should [buy by] products that come in the smallest, plainest box necessary.
3. Another way to reuse creatively is to ask for brown bags at the grocery store and use them to cover [you're your] textbooks.
4. So what can you [due do] to help?
5. A large portion of this [waist waste] ends up in landfills, or giant piles of garbage.

MY LEARNING GOALS

I can

- identify and use homophones.
- define homophones.

Learning About Language

Circle the incorrect homophone in each sentence. Write the correct homophone on the line.

1. The principle said the school has too much trash. _____
2. Where did you put the meet and the vegetables? _____
3. Be careful or you might brake a window pane. _____
4. I herd it might rain later today. _____
5. Do you know who maid the cake? _____

Read each pair of homophones. Write a pair of sentences using the homophones.

1. hair/hare

2. ate/eight

3. sea/see



Write About It

People write editorials, or letters to the editor, for newspapers. In editorials, people express their opinions and feelings about events or issues. They use facts to support their opinions. They try to persuade others to agree with them. Write an editorial to your local newspaper about recycling or another way to help the environment in your community.

MY LEARNING GOALS

I can

- write an editorial.
- give my opinion and back it up with facts.

Plan My Writing

Fill in the columns with facts and information about an important way for your community to help the environment. Use this information in your writing.

Opinion: Our community needs _____		
Supporting Detail	Supporting Detail	Supporting Detail

Write About It



Our community needs _____
 _____ is important.
 First, _____

 This means _____

 Secondly, _____

 It also _____

 Third, _____

 So, it is important to _____

 We can all _____

 Our leaders should _____

 Then people will _____

 We all need to _____

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: Acts of Nature				
LESSON 1: Burning Mountain	Science Social Studies	Main Idea and Details	Suffixes	News Story
LESSON 2: Hurricane Warning	Science Social Studies	Cause and Effect	Multiple-Meaning Words	Persuasive Letter
LESSON 3: The Dark Sun	Language Arts Science	Elements of a Play	Adverbs	Character Description
UNIT 2: We the People				
LESSON 4: The Road to Citizenship	Language Arts Social Studies	Main Idea	Root Words	Personal Narrative
LESSON 5: A Song for the Nation	Social Studies	Sequence	Irregular Past-Tense Verbs	Summary
LESSON 6: Casting Your Vote	Language Arts Social Studies	Point of View	Subject and Object Pronouns	Speech
UNIT 3: Our Global Community				
LESSON 7: Danger in the Water	Science Social Studies	Cause and Effect	Linking Verbs	Compare and Contrast
LESSON 8: Reduce, Reuse, and Recycle	Mathematics Science Social Studies	Compare and Contrast	Homophones	Editorial
LESSON 9: Doing My Part	Language Arts Social Studies	Inferences and Conclusions	Direct Quotations	Email
UNIT 4: Exploring New Lands				
LESSON 10: Setting Sail Across America	Social Studies	Facts and Opinions	Synonyms	Letter
LESSON 11: Mission to Mars	Mathematics Science	Predictions	Antonyms	Sequence
LESSON 12: Imaginary Worlds	Language Arts	Analyzing Language	Action and Helping Verbs	Writing

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Lesson 8

Student Book PAGES 106–119

TITLE Reduce, Reuse, and Recycle

GENRE Informational Text

LESSON OBJECTIVES

- Read, discuss, and write about ways to help reduce waste
- Compare and contrast in a text
- Recognize and differentiate between homophones
- Write an editorial
- Use facts to support opinions

Content Standards Connection

- The Language of Mathematics
- The Language of Science
- The Language of Social Studies

ELPS Student Expectations

Reading

- Ask and answer questions to demonstrate understanding of a text
- Determine meanings of words and phrases
- Use information from one or more sources to compare and contrast
- Use information gained from photographs and charts to demonstrate understanding of a text
- Describe logical connections between particular sentences and paragraphs in a text
- Determine an author's purpose in a text and recognize how it is presented
- Use prior knowledge to draw conclusions about a text
- Know and apply grade-level phonics and word analysis skills to decode words

Speaking and Listening

- Ask and answer questions to demonstrate understanding of a text
- Follow instructions
- Engage in collaborative discussions
- Read prose orally with accuracy and support comprehension
- Discuss opinions and support opinions

Writing

- Write an editorial
- Write an opinion and support a position with reasons and facts
- Use descriptive language

Grammar and English Conventions

- Use knowledge of language and its conventions when writing
- Demonstrate an understanding of relationships
- Identify and define homophones
- Demonstrate an understanding of relationships

ACADEMIC LANGUAGE

Tier 1	disposable, durable
Tier 2	charity, conserves, effective, lessen, management, sustainable, waste, recycling
Tier 3	average, corrugated, editor, homophones, industry, land, manufacturers, percent, resources

Listen and Discuss

Student Book PAGE 114

TOTAL TIME: 45 Minutes
 My Learning Goals: 5 Minutes
 Working with Page 114: 15 Minutes
 Working with Page 115: 20 Minutes
 Check My Goals: 5 Minutes

OBJECTIVE

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

ACADEMIC LANGUAGE

Tier 2: conserves, emissions, sustain
 Tier 3: editorial, industry, recycle, resources

MY LEARNING GOALS

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

WORK WITH THE PAGE

Explain to students that they will listen to an editorial two times. Explain that an editorial is a letter that a person writes to express an opinion or a viewpoint. The first time they hear the editorial, they should just listen carefully. As they listen a second time, they should take notes on the idea web 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 an editorial is read. You will listen to the editorial two times. Listen carefully the first time. The second time you listen, take notes on the web about what you hear.

Play the audio CD two times. Pause after the first play to discuss the editorial 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 webs.

Answers will vary.

Listen and Discuss

MY LEARNING GOALS
 I can:
 □ Listen to an editorial about recycling.
 □ Use language to ask questions to discuss recycling.

Listen to an editorial about recycling. While you listen the second time, take notes on the web below.
Answers will vary.

114 Unit 3 • Lesson 8

Student Book PAGE 115

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 recycling.

Ask: How does recycling help your community?

Recycling helps _____. [keep your community clean; save resources; provide jobs]

Communities should _____. (have a recycling program; put recycling bins in public places)

People need to _____. [recycle in their homes; do their part]

You can choose to extend the conversation by asking more questions about recycling and actions students can take to help the environment.

Why is recycling important? Recycling is important because _____ and _____.

How can you help the environment? I can help the environment by _____. I can reduce by _____ and reuse by _____.

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.



Intermediate	Encourage students to complete sentences about their experiences with recycling using sentence starters.
Advanced	Provide sentence frames and encourage students to model a conversation about how they have reduced, reused, and recycled.
Advanced High	Challenge students to extend the conversation by asking additional questions and responding without using sentence frames.

Student Book PAGE 114

AUDIO SCRIPT

Why We Should Recycle

Everyone should recycle. Recycling is the process of collecting and processing materials that would otherwise be thrown away as trash and turning them into new products. Recycling can benefit your community and the environment.

Recycling reduces the amount of waste sent to landfills. It also conserves natural resources such as timber, water, and minerals. Recycling prevents pollution by reducing the need to collect new raw materials. It also helps save energy.

Global warming is a major issue throughout the world. Recycling reduces greenhouse gas emissions that contribute to global climate change. You can help sustain the environment for future generations by recycling.

Recycling also helps create new well-paying jobs in the recycling and manufacturing industries in the United States.

Recycling has a three-step cycle that makes Earth a better place to live: Collection, Manufacturing, and Purchasing. We collect our recyclables and send them to a recovery facility to be sorted and cleaned. These reusable materials are then used in manufacturing new products. By buying new products made from recycled materials, you help close the recycling loop.



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LESSON 6

Before We Read

MY LEARNING GOALS

I can

- tell what I know about science fiction stories.
- identify parts of a story.

Another World

Science fiction is a popular genre of literature. A science fiction story typically takes place in an unreal setting. The characters may live on another planet or travel through time. These stories may occur in the future. Some element of science fact forms the background of the story. Although the characters may be humans, they sometimes have special powers, or they interact with made-up creatures.



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Unit 2 • Lesson 6

Before We Read

Identifying Parts of a Story

The events of a story make up the **plot**. The plot may include a **flashback**, narrating events that happened earlier. The element of the plot that makes the story exciting is the **conflict**. Sometimes the conflict is a struggle between two or more characters. It may be an inner conflict, such as when the character struggles with a decision. It may also be a conflict between a character and the setting. The **climax** is the point in the plot where you know how the conflict will turn out.

Fill in this chart to answer questions about parts of a story.



Parts of a Story

What is the plot?	
What is a flashback?	
What is the climax?	
What are two types of conflict?	



Let's Read

Summer

Aliyah was scared. She had never been outside the dome before, and in another hour that was exactly where she was expected to be.

For weeks the entire colony had been preparing for this festival called Summer. All of her friends, even though they only knew about it from holovids and adults' tales, spoke with excited anticipation.

"On Old Earth, summer used to happen as often as birthdays," said Jeremy. "That's because we still observe birthdays according to the Old Earth calendar," Tsukiko said knowingly. "Old Earth has only one sun, and its orbit is practically a circle. We'll all have had 17 birthdays before we get through one cycle of seasons!"

"Summer was special even on Old Earth, back when no one had to live under domes," said Mr. Mbuto. He waved at the holovid demonstrating Demiak's elongated orbit around its two suns. "The seasons last longer here than on our mother planet, but they change much more quickly."

MY LEARNING GOALS

I can

- ☐ read and understand a science fiction story.
- ☐ identify elements of the story.



Highlight the name of the planet the people currently live on.

Why do you think the Earth?

They no longer live on _____

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Unit



Let's Read

Aliyah heard the pressure doors hiss open. There was a tremendous cheer. Before she knew it, she found herself outside.

No one was paying the slightest attention to her. No one would have noticed if she had broken down completely and curled up into a ball. Everyone was taking in the spectacle, the sights, the sounds, the smells, as if they were observing this wonder all alone.

Before Aliyah's eyes, the gray-brown carpet of vegetation turned green, then greener. Plants began to sprout from the ground. In minutes, there were flowers of every color, colors that had no name. A tigerfly—a real, live tigerfly—zoomed past her ear and alighted on a blue flower as large as her head. Overhead the two suns, Daphne and Phoebus, faced each other as though beginning a stately dance.

Aliyah dropped to the ground. She smelled the grass and felt it tickle her face. Then she closed her eyes and began to roll around.



Underline the words that tell why no one was paying attention to Aliyah.

What is your favorite thing to do in the summer?

In the summer, I like to _____



Let's Read



Show What You Know

Fill in this chart with the parts of the story.

Setting (time & place)



Let's Read

What Did You Learn?

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

1. Why is Summer special on the planet Demiak?
 - A Both of the planet's suns shine.
 - B Inhabitants can leave the dome.
 - C Big Sister tells the inhabitants it is special.
 - D Teachers give less homework.
2. Why is Aliyah nervous about Summer's arrival?
 - A She is scared to go Outside.
 - B She does not want to leave school.
 - C She is afraid of seeing a tigerfly.
 - D Her father tells her that Summer is bad.
3. Which of these things in the story does not help you recognize it as a science fiction story?
 - A People live on a different planet.
 - B Summer only comes every 17 years.
 - C People live inside a dome for protection.
 - D Students go to school and have a break at the start of Summer.



Listen and Discuss

Listen to a fictional journal entry about space travel. While you listen the second time, take notes on the chart below.

MY LEARNING GOALS

I can

- listen to and understand a fictional journal entry.
- use language to predict what will happen in the story.

Character	Setting
↓	↓
Plot	
↓	
Prediction	

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Unit 2 ★ Lesson 6 85



Listen and Discuss



How can you tell that this journal entry is part of a science fiction story?



Learning About Language

Homophones

Homophones are words that sound the same, however they are spelled differently and have different meanings. It is important to know the correct word to use in a sentence.

There means "in that place."

A door is over *there*.

They're means "they are."

They're coming to dinner.

Their means "belonging to them."

Their car is parked down the street.

Read these sentences from the passage. Then circle the correct homophone to complete the sentence.

- The seasons last longer [*hear* *here*] than on our mother planet.
- Take it from me, you'll want to stay out [*there* *their*]!
- We'll all have had 17 birthdays before we get [*threw* *through*] one cycle of seasons!
- For [*weeks* *weaks*] the entire colony had been preparing for this festival called Summer.
- No one was paying the slightest attention [*too* *to*] her.
- Aliyah [*herd* *heard*] the pressure doors hiss open.



MY LEARNING GOALS

I can

- Identify and define homophones.
- Complete sentences with the correct homophone.

Learning About Language

Read each pair of homophones and definitions. Draw a line from each homophone to its definition.

- | | | |
|-------------------|---|---|
| 1. right
write | to form letters or words on a surface with a pen or pencil
a direction, the opposite of left |  |
| 2. hole
whole | an opening into something
entire, complete | |
| 3. steel
steal | a hard, strong mixture of iron and carbon
to take something that does not belong to you |  |
| 4. sight
site | a place
the ability to see | |
| 5. soar
sore | achy, painful
to fly high in the air | |

Read each sentence. Circle the incorrect homophone. Write the correct homophone on the line.

- We found signs that a bare had been in our camp last night. _____
- I used a new board to replace the broken stare. _____
- The weather is calling for reign tomorrow. _____
- Have you heard the tail of the tortoise and the hare? _____



Write About It

Some stories use journal entries as a storytelling technique. The reader learns a character's thoughts, feelings, and viewpoints regarding the events of a story. Write a journal entry continuing the story you read or the one you heard. Tell what you think will happen next.

MY LEARNING GOALS

I can

- write a fictional journal entry.
- use language to tell a story.

Plan My Writing

Use this sequence chart to plan what will happen first, second, and last in your story.

First
↓
Second
↓
Last

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Write About It

Date _____

Today has been exciting! First, _____

This made me feel _____

I _____

After that, _____

So I had to _____

It was _____

I was very _____

I felt _____

Finally, _____

I saw _____

Clearly, _____

After this, I _____

I hope that _____

I will have to see what tomorrow brings!

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:

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LESSON 1: Disappearing Forests	Science Social Studies	Main Idea	Root Words	Persuasion
LESSON 2: The Environmental Movement	Science Social Studies	Sequence	Suffixes	Opinion
LESSON 3: From the Earth	Language Arts	Characters	Abstract Nouns	Journal
UNIT 2: Beyond Earth				
LESSON 4: Connected Through Space and Time	Science	Details	Subject-Verb Agreement	Comparison
LESSON 5: Cleaning Up Space	Science	Cause and Effect	Adjectives	Persuasion
LESSON 6: Another World	Language Arts Science	Parts of a Story	Homophones	Journal
UNIT 3: Obstacles and Achievements				
LESSON 7: New Ideas, New Inventions	Science Social Studies	Predictions	Irregular Past-Tense Verbs	News Story
LESSON 8: Wonders of the World	Mathematics Social Studies	Facts and Opinions	Multiple-Meaning Words	How-To
LESSON 9: Racing for the Prize	Language Arts	Author's Purpose	Pronouns and Antecedents	Comparison
UNIT 4: On the Job				
LESSON 10: Artists of All Kinds	Social Studies	Inferences and Conclusions	Antonyms	Opinion
LESSON 11: Into the Fire	Social Studies	Compare and Contrast	Prepositional Phrases	Information
LESSON 12: Strength and Character	Language Arts	Analyzing Language	Uncountable Nouns	Summary

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Lesson 6

Student Book PAGES 77–80

TITLE Another World
GENRE Literary Text (science fiction)

LESSON OBJECTIVES

- Read, discuss, and write about science fiction stories
- Identify parts of a story, including parts of the plot
- Listen to a science fiction story and participate in a discussion
- Identify and use homophones correctly
- Write part of a science fiction story in journal form

Content Standards Connection

- The Language of Language Arts
- The Language of Science

ELPS Student Expectations

Reading

- Ask and answer questions to demonstrate understanding of a text
- Recognize and describe elements of the plot (flashback, climax, conflict)
- Describe logical connections between particular sentences and paragraphs in a text
- Describe characters and explain how their actions influence the story
- Understand features of different genres (realistic fiction, science fiction)
- Determine meaning of words and phrases
- 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
- Make inferences based on the story
- Use details in the story to make predictions about what will happen next

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Unit 2 • L

Speaking and Listening

- Respond to and pose questions
- Engage in collaborative discussion
- Follow instructions
- Use listening and speaking skills to
- Tell about a story using descriptive
- Express ideas clearly and concisely

Writing

- Use language to write a continuation
- Write a fictional journal entry to express a character's thoughts and feelings
- Use descriptive language
- Describe sequence of events
- Structure a creative piece of writing
- Develop and strengthen writing by editing

Grammar and English Com

- Use knowledge of language and its
- when writing
- Demonstrate an understanding of relationships
- Recognize and define homophone
- Choose the correct homophone to

ACADEMIC LANGUAGE O

Tier 1	accurate, alighted, anticipa vegetation
Tier 2	advent, climax, condens cycle, definitions, elongate narrating, routine, techniq
Tier 3	crescendo, fictional, genre homophones, literature, vi

Before We Read

Student Book PAGE 77

LESSON
6

TOTAL TIME: 45 Minutes
My Learning Goals: 5 Minutes
Working with Page 77: 15 Minutes
Working with Page 78: 20 Minutes
Check My Goals: 5 Minutes

OBJECTIVE

- Assess student knowledge about science fiction literature
- Introduce literary elements
- Review a reading strategy with students (Parts of a story)

ACADEMIC LANGUAGE

Tier 2: climax, conflict, flashback, narrating Tier 3: genre, literature

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 a science fiction story. Science fiction is a genre, or type of literature.

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.

Discuss science fiction with students. Or, discuss this in the Let's Read section.

Say: What is a science fiction story? [A story in an unreal setting that uses some science fact] Have any of you read or watched a science fiction story? Tell me about it.

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

Say: Look at the picture. What is happening?


Before We Read

MY LEARNING GOALS

☐ I will know about science fiction stories.
☐ I will identify parts of a story.

Another World

Science fiction is a popular genre of literature. A science fiction story typically takes place in an unreal setting. The characters may live on another planet or travel through time. These stories may occur in the future. Some elements of science fact form the background of the story. Although the characters may be humans, they sometimes have special powers, or they interact with make-up creatures.



Some science fiction stories take place on a difficult planet.

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

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



Let's Read

Student Book PAGE 82

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 the end of the story.

Read the text on the page. Talk about the illustration. Explain *alighted*.

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.

Check for Understanding

Instruct students to complete the Check for Understanding.

Say: Now, complete the Check for Understanding at the bottom of the page.

Ask students to share their answers.

You may choose to expand the activity by orally asking students more questions.

Turn and Talk

Direct students to complete the Turn and Talk activity with a partner.

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

What is your favorite thing to do in the summer? In the summer, I like to ____.

[play baseball; go to the pool; go to the beach; ride bike]

Let's Read

Alberk heard the pressure doors hiss open. There were a tremendous cheer. Before she knew it, she found herself outside.

No one was paying the slightest attention to her. No one would have noticed if she had broken down completely and curled up into a ball. Everyone was talking to the spectacle, the sight, the sounds, the smells, as if they were observing the wonder of life.

Before Alberk's eyes, the gray-brown carpet of vegetation turned green, then grimmer. Plants began to sprout from the ground. In minutes, there were flowers of every color, colors that had no name. A light blue flower as large as her head. Choked the two rows, Daphne and Phoebe, faced each other as though beginning a steady dance.

Alberk dropped to the ground. She untied the grass and felt it tickle her face. Then she closed her eyes and began to roll around.



Underline the words that tell why a girl was paying attention to Alberk.



What is your favorite thing to do in the summer?

In the summer, I like to ____.

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

What is your favorite thing to do in the winter? In the winter, I like to ____.

What is your favorite thing to do in the fall? In the fall, I like to ____.

What is your favorite thing to do in the spring? In the spring, I like to ____.



Listen and Discuss

Student Book PAGE 85

AUDIO SCRIPT

August 18, 2107: The flight to Kenya was routine, and I have arrived at Elevatorport 2. The Titan mission is actually about to begin. My ID chip identifies me as Aisha Kagan, Mission Specialist: Geology. "Titanology" would be more accurate. It's not Earth rocks I'm going to be studying, after all, but let's not be picky. In two months I will be approaching the orbit of Saturn, and what the World Space Agency chooses to call me doesn't matter. I still can hardly believe I was chosen for this mission.

I suppose I'll believe it tomorrow when I start up the elevator. The big spaceports, as everyone knows, are in orbit 35,785 kilometers above Earth. At that distance, they circle the planet exactly once each day and they always remain above the same exact spot—in this case, Mount Kenya. Communications satellites have been operating at the same distance from Earth since the 20th century. That was when people first got the idea of a space elevator. It is a lot cheaper and more energy efficient to get to the spaceport by elevator than by shuttle. Of course, it took a while to develop the technology to build the elevators. Now, nanorobots build them out of carbon fiber from both directions at once. The elevators almost build themselves. But human engineers still must do the designing before the nanoprograms can get to work.

We had a small pre-launch party this evening. The restaurants at Elevatorport 2 can duplicate just about every kind of food human cooks have ever dreamed up. The most expensive ones actually serve natural food. Sadly, we won't be eating any such food for the next four years. Most of my crewmates are here, but Dr. Villareal won't arrive until tomorrow. Imagine. The elevator gets us up to the spaceport in 40 hours, and the spaceships can get us to Saturn's orbit in two months. But a hurricane in the Caribbean can still hold up travel on Earth.



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LESSON 11

Before We Read

MY LEARNING GOALS

I can

- tell about my own experience with movies.
- compare and contrast types of movie theaters.

The Ultimate Movie Experience

It's dark, and you shiver. You wrap your sweater a little tighter around your shoulders. In the distance, a seal barks. Then a group of penguins waddles by. You decide to go for a closer look when suddenly you remember that you are not in Antarctica after all. Instead, you are enjoying an IMAX film, one of the most realistic moviegoing experiences. You settle back into your seat to enjoy the clarity and intensity that comes with an IMAX film.



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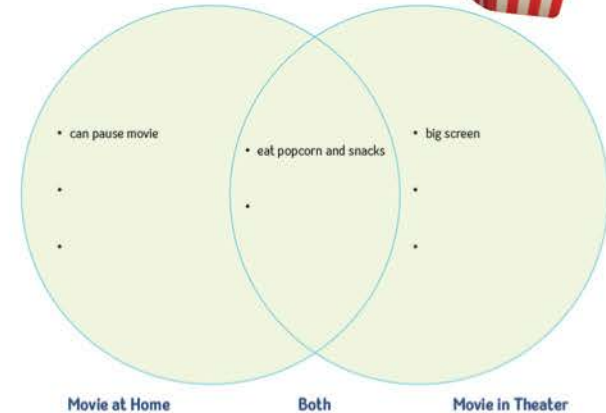
Unit 4 • Lesson 11

Before We Read

Comparing and Contrasting

When authors **compare** facts or ideas, they tell how they are alike. When they **contrast** facts or ideas, they tell how they are different. As you read, look for ways in which things are similar and different.

Think about the experiences of watching a movie at home and of watching a movie in a theater. Fill in the Venn diagram to show how they are alike and how they are different.





Let's Read

An Adventure Without Leaving Your Seat

For most people, climbing Mount Everest, facing great white sharks in the depths of the ocean, or floating weightless in space are experiences they will only have in their dreams. However, with the magic of IMAX films, moviegoers can experience these adventures from the comfort of their theater seats.

The Viewer Experience

IMAX movies feature images that are up to eight stories high. The theaters have digital surround sound. The result is an intense moviegoing experience. Because of the clarity of the images and the close seating, the viewer's field of vision is filled with the pictures on the screen. The reality and detail can be so vivid that people in the audience may develop motion sickness in scenes that show a great deal of movement. Viewers may even feel their stomachs drop when the action on the screen moves downward quickly.



Some IMAX theaters are of a dome. These theaters have hemispherical screens.



Highlight two physical effects that IMAX films can have on the audience.



Of the three experiences given in the paragraph, which would you most like to have?

I would like to _____.

MY LEARNING GOALS

I can

- ☐ read and understand an informational passage.
- ☐ compare and contrast using information from the passage and my prior knowledge.

Let's Read



Show What You Know

Add similarities and differences to the Venn diagram based on the information in the passage.



Let's Read

What Did You Learn?

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

1. What is the effect of screens that fill the viewers' peripheral vision?
 - A There are parts of the movie that are blurry.
 - B Viewers feel like they are part of the action.
 - C More light is reflected back to the movie.
 - D The viewers can better hear the movie.
2. How many speakers do IMAX theaters use?
 - A 16
 - B 44
 - C 70
 - D 280
3. Based on the passage, IMAX films are _____.
 - A more intense than movies shown in regular format
 - B less expensive to produce than traditional movies
 - C not as interesting as mainstream movies
 - D mostly shown in home theaters

IMAX Movies and Theaters

There are currently more than 1,200 IMAX theaters operating in 75 countries around the world. Many of these theaters are found in science centers and museums, largely due to the nature of IMAX films. Because of the expense of shooting IMAX films, most are shorter than feature-length movies. Many IMAX films are documentaries, focusing on topics such as the space program, dinosaurs, and the ocean. IMAX cameras have flown into space, climbed Mount Everest, and swum along the bottom of the ocean.

In 2000, *Fantasia 2000* was released as the first full-length animated film that was made exclusively in the IMAX format. However, due to high costs and numerous production difficulties, no full-length feature film has ever been shot entirely in IMAX format. Many films are being released as both regular and IMAX versions due to a process called Digital Media Remastering. This process allows films that have been made in the standard format to be converted to IMAX format. In addition, many directors film individual scenes in a movie using IMAX cameras.



IMAX films have featured topics such as Antarctica, the Grand Canyon, and outer space.



Underline the reasons no feature film has ever been made entirely with IMAX cameras.

What topics would you be interested in seeing featured in an IMAX film?

I would be interested in an IMAX movie about _____.





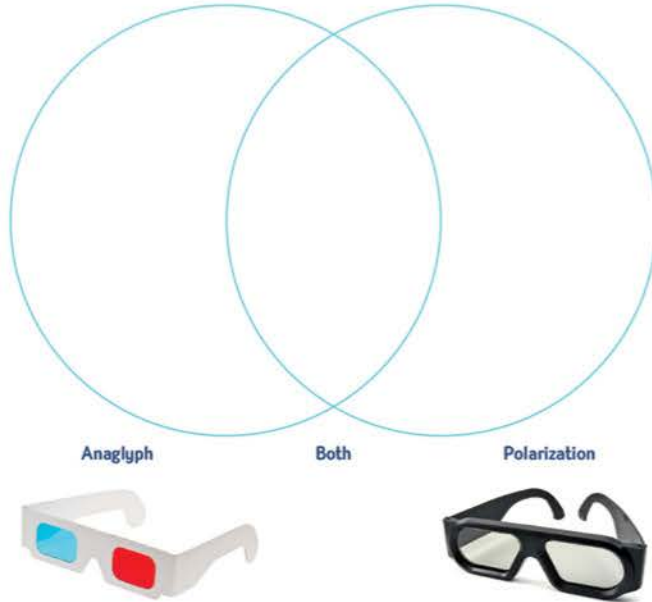
Listen and Discuss

Listen to a passage about 3D movies. While you listen the second time, take notes on the Venn diagram below.

MY LEARNING GOALS

I can

- listen to and understand a passage about 3D movies.
- participate in a discussion.



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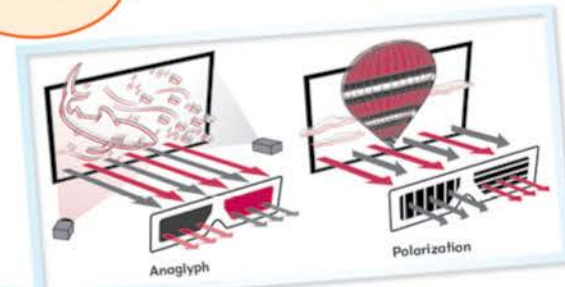
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Listen and Discuss



Why do 3D movies require special glasses?



Learning About Language

Roots and Root Words

Many words contain common roots that come originally from Greek and Latin languages. **Affixes** are added to the roots to make words you recognize in English. When you know the meanings of the roots and affixes, you can find the meaning of the word.

Root	Meaning	Origin	Examples
aud	to hear	Latin	audible, audition
duc/duct	to lead	Latin	conduct, educate
ject	throw	Latin	eject, rejection
techn	skill, art	Greek	technique, technological
tel	far off, distant	Greek	telephone, telescope
vid/vis	to see	Latin	video, vision

Read these sentences from the passage. Then write the root of the underlined word.

- The screens are designed to fill viewers' peripheral vision so they feel like they are part of the action. _____
- The reality and detail can be so vivid that people in the audience may develop motion sickness in scenes that show a great deal of movement. _____
- The movie projectors used in IMAX films are the most powerful projectors ever built. _____
- However, due to high costs and numerous production difficulties, no full-length feature film has ever been shot entirely in IMAX format. _____

MY LEARNING GOALS

I can

- identify roots.
- use roots to understand a word's meaning and to write a new word.

Learning About Language

Write words that contain the root *vid* or *vis* to fit these meanings.

- unable to be seen _____
- something that shades or shields the eyes _____

The words in the box are made from the root word *duc*. Match the words with their correct meaning.

introduction reduce duct producer



- a person who leads a television show, film, or other broadcast _____
- something that leads into something else _____
- tube through which something is led _____
- to make less _____

Match the words on the left with the definitions on the right. Use the roots to help you decide a word's meaning.

- | | |
|---------------|--|
| 1. auditorium | science of the industrial arts |
| 2. telescope | proof that something is true |
| 3. technology | a tool used to see far away |
| 4. evidence | part of a building used for large meetings |



Write About It

Movie reviews are articles written by a person who has seen a movie. The author briefly describes what the film is about and then gives his or her opinion on it. The author may discuss special effects, music, actors and actresses, plot line, and dialogue. A movie review helps potential moviegoers decide if they would like to see the movie, too.

Think about a movie that you have seen recently. Write a movie review to tell other people what you thought about the film. Give details without giving away the ending of the movie.

MY LEARNING GOALS

I can

- ☐ write a movie review.
- ☐ express an opinion about a movie.
- ☐ use details to make my writing interesting.

Plan My Writing

Fill in the blanks to help you plan your movie review.

Movie: _____

Where I saw it: _____

Format: Traditional 3D IMAX

What was it about? _____

What I liked about it: _____

What I didn't like about it: _____

Actors and Actresses: _____

Should other people watch it? YES NO



Write About It



Recently, I watched _____.

I watched the movie at _____ in _____ format.

This movie tells about _____

It features _____ as _____

and _____ as _____

The worst parts of the movie were _____

I didn't like _____

The best parts of the movie were _____

I really liked _____

Are you thinking about watching this movie? I think you _____

Here's why: _____

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: Discoveries				
LESSON 1: The Father of TV	Social Studies	Predictions	Synonyms	Opinion
LESSON 2: Navigating New Places	Social Studies	Main Idea	Complex Sentences	Journal
LESSON 3: Loyalty and Love	Language Arts	Analyze Characters	Pronouns	Personal
UNIT 2: By the Numbers				
LESSON 4: The Basics of Bar Codes	Mathematics Science	Sequence	Suffixes	Summary
LESSON 5: A Secret Communication	Mathematics Social Studies	Recalling Details	Confusing Words	Analysis
LESSON 6: How Much?	Language Arts	Characterization	Adverbs	Comparison
UNIT 3: Choices				
LESSON 7: The Science of Weather Forecasting	Science	Inferences	Prefixes	Description Paragraph
LESSON 8: What Will You Eat?	Science Social Studies	Cause and Effect	Colons and Semicolons	Opinion
LESSON 9: Thinking About the Future	Language Arts	Theme	Coordinating and Subordinate Conjunctions	Personal
UNIT 4: Fun and Entertainment				
LESSON 10: The Ride of Your Life	Mathematics Science	Facts and Opinions	Multiple-Meaning Words	Information Paragraph
LESSON 11: The Ultimate Movie Experience	Science Social Studies	Compare and Contrast	Roots and Root Words	Movie Review
LESSON 12: Game Time	Language Arts	Figurative Language	Relative Pronouns	How-To

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Lesson 11

Student Book PAGES 149–162

TITLE The Ultimate Movie Experience

GENRE Informational Text

LESSON OBJECTIVES

- Read, discuss, and write about movies
- Compare and contrast topics related to movies
- Recognize common Greek and Latin roots
- Use knowledge of Greek and Latin roots to determine words' meanings
- Write a movie review

Content Standards Connection

- The Language of Science
- The Language of Social Studies

ELPS Student Expectations

Reading

- Ask and answer questions to demonstrate understanding of a text
- Determine meaning of words and phrases
- Give textual evidence to support analysis of the text
- Use information gained from illustrations and words to demonstrate understanding of the text
- Know and apply grade-level phonics and word analysis skills in decoding words
- Determine the relationship between a series of events using language related to time sequence
- Identify important details in a text
- Cite text to support inferences
- Identify main ideas and details that support main ideas
- Use information gained from photographs and charts to demonstrate understanding of a text
- Use language related to cause and effect to demonstrate understanding of events in a text

Speaking and Listening

- Follow instructions
- Respond to and pose questions about content
- Engage in collaborative discussions
- Participate in conversations
- Use language related to cause and effect
- Read prose orally with accuracy and support comprehension
- Express ideas clearly and concisely

Writing

- Use descriptive language
- Use language to create cohesion and relationships among opinions and facts
- Develop and strengthen writing by editing
- Create and structure a piece of writing
- Use language to explain opinions, facts
- Write a movie review

Grammar and English Conventions

- Use knowledge of language and its conventions when writing
- Demonstrate an understanding of relationships
- Recognize common Greek and Latin roots
- Use common Greek and Latin root words' meanings

ACADEMIC LANGUAGE

- | | |
|--------|---|
| Tier 1 | documentaries, exclusively, moviegoers, perceive |
| Tier 2 | binocular, clarity, intensity |
| Tier 3 | affixes, amplifiers, anaglyph, hemispherical, parallax, peripheral, polarization, superimposing, synchronized |

Listen and Discuss

Student Book PAGE 157

TOTAL TIME: 45 Minutes

My Learning Goals: 5 Minutes

Working with Page 157: 15 Minutes

Working with Page 158: 20 Minutes

Check My Goals: 5 Minutes

OBJECTIVE

- Understand a passage about 3D movies
- Use language to ask questions and contribute to a conversation

ACADEMIC LANGUAGE

Tier 1: moviegoers, perceive Tier 2: binocular Tier 3: anaglyph, parallax, polarization, projectors, superimposing, synchronized

MY LEARNING GOALS

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

WORK WITH THE PAGE

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

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

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

Full audio script on the next page.

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

Have volunteers provide answers from their Venn diagrams.

Answers will vary.

Listen and Discuss

Listen to a passage about 3D movies. While you listen the second time, take notes on the Venn diagram below.

Answers will vary.

MY LEARNING GOALS

Check

- Understand a passage about 3D movies.
- Use language to ask questions and contribute to a conversation.

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Listen and Discuss

Student Book PAGE 158

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 3D movies.

Ask: Why do 3D movies require special glasses?

Sentence Starters

For 3D movies, the viewers use glasses to _____.
[see the images in three dimensions; filter the light to make the image appear 3D]

In the anaglyph method, glasses _____. [have a red lens and a blue or green lens; block out certain colors to trick the brain]

In the polarization method, glasses _____. [have different polarization filters]

You can choose to extend the conversation by asking more questions about 3D movies.

Sentence Frames

Have you seen a 3D movie? Describe your experience. I saw _____ as a 3D movie. It was _____.

How are 3D movies different from regular movies? In a 3D movie, _____, but, in a 2D movie, _____.

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

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LANGUAGE DIFFERENTIATION

Intermediate	Encourage students to complete sentences about 3D movies and other moviegoing experiences using sentence starters.
Advanced	Provide sentence frames and encourage students to model a conversation about their own moviegoing experiences.
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 157

AUDIO SCRIPT

Three-dimensional movies make images on a two-dimensional screen seem like they are moving in three-dimensional space. They have existed in some form since 1922—even before sound. Although they are expensive to make and show, moviegoers have come to expect them, and filmmakers are fulfilling their expectations.

There are two ways of making a 3D movie: anaglyph and polarization. Both take advantage of humans' binocular vision. Each eye sees a separate image. The slight difference in angle between them is called the angle of parallax. The brain combines the two images, using parallax to perceive depth.

The anaglyph method was used in the earliest 3D movies. It uses binocular vision and parallax by superimposing two images on a single strip of film. One layer is mostly red; the other is mostly blue or green. Viewers must wear glasses with similarly colored filters, one over each eye. Each filter blocks out light of its own color and makes the other color appear as black. The brain perceives them as a single three-dimensional image. Because of the color-filtering glasses, the color of the final image is not precise.

Polarization has been used in most 3D movies since the 1950s. All 3D polarization technologies work on the same basic idea. Polarized light consists of light waves that are aligned in a particular direction. The viewer wears glasses with a different polarization filter for each eye. A typical setup may use either a 90-degree difference in polarization, or circular polarization in clockwise and counterclockwise directions. The theater screen must be specially constructed to maintain the correct polarization when the projector's light reflects on it.

Some polarization systems require two synchronized projectors, one for the left eye and one for the right. Each projects light that is polarized to match the corresponding filter of the glasses. Other systems use a single projector with varying ways to switch the polarization back and forth many times per second. Either way, the viewer's eyes and brain blend the two polarized images into a single three-dimensional image. It is much sharper and truer in color than an anaglyph image. Systems such as IMAX use technologies that require specially equipped theaters, but they all rely on polarization to produce the 3D effect.



The Garage



garbage can



recycling bin



ladder



hose



rake



shovel



wheelbarrow



lawn mower



snowblower

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Buildings and Places



hotel



mall



movie theater



museum



park



pharmacy/drugstore



post office



restaurant