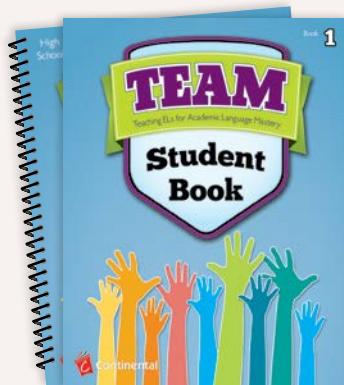
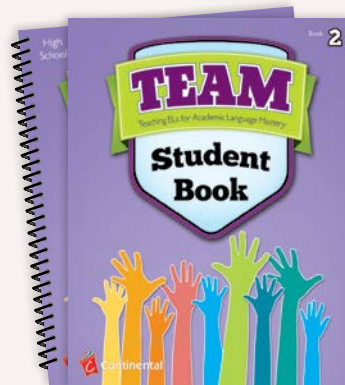


# Interior Samples for Texas TEAM Toolkit, Grades 9-12



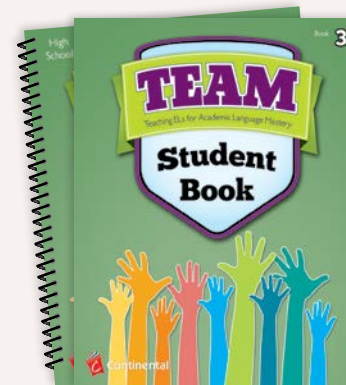
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#### Before We Read

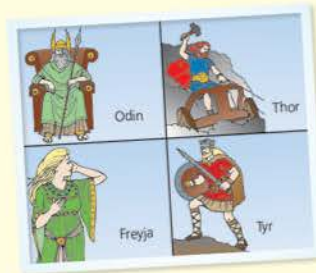
#### MY LEARNING GOALS

I can

- identify an author's purpose.
- discuss Norse and other myths.

### Norse Myths

Every culture has its stories, poems, and myths. Stories and poems often tell about a culture. Myths often reflect the values, beliefs, and deepest truths of the culture from which they originate. The Norse people are no exception. These are people who live in four countries: Iceland, Sweden, Norway, and Denmark. These Scandinavian countries have high mountains, dark forests, and volcanoes. Their oral tradition includes stories about gods and goddesses like Thor and Freyja, as well as heroes and heroines. These myths tell of disagreements, war, personality conflicts, turmoil, and love. Many of the stories and myths try to explain something about this world.



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#### Before We Read

### Recognizing Author's Purpose

Read this poem by an Irish monk about the Norsemen, or Vikings.

#### The Viking Terror

*by an anonymous Irish monk, probably 7th or 8th century  
translated from the Gaelic language by F. N. Robinson*

Fierce is the wind tonight.  
It ploughs up the white hair of the sea.  
I have no fear that the Viking hosts  
Will come over the sea to me.

Fill in the chart based on the poem above.







## Let's Read

## Thor's Stolen Hammer

*a Norse myth*

The struggle between the frost giants and the gods was endless. For half the year, the giants managed to lock the world in ice and cold. They hated warm sunshine and sprouting wild flowers, green hillsides and singing birds. They hated the god Balder, whose presence brought back summer. Above all, the giants hated Thor, for it was his powerful hammer that beat them back into Jotunheim. It was Thor's weapon that guarded the summer sky with flashes of its power. As long as Thor possessed his hammer, Asgard, the home of the gods, was safe against the giants.

One morning Thor awoke groggily from a long, deep sleep. As usual, he reached for his hammer. But Mjolnir was not there. Thor searched anxiously for it, but not a sign of it could be found anywhere. Suddenly, mighty Thor thought of the giants. His anger rose, his eyes flashed like lightning, and his red beard shook with wrath.

"Loki," he boomed in a voice like a thunderclap, "the giants have stolen Mjolnir! They have used magic to hide it!"

"Then we must use magic to find it again," decided cunning Loki. Now although Loki lived among the gods in Asgard, he was the son of a giant and so he understood their ways.



Underline the name of the home of the gods.

How does Thor guard his hammer?

He guards it with \_\_\_\_\_

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UNIT

## MY LEARNING GOALS

I can

- ☐ read and understand a Norse myth.
- ☐ recognize an author's purpose.



## Let's Read

Together Thor and Loki hurried to Folkvang to the goddess Freyja. "The hammer has been stolen by enchantment," said Thor. "Will you lend us the falcon cloak to search for it?"

"You are welcome to it," replied Freyja.

Wrapping the feathered cloak about him, Loki flew swiftly to the home of the giants. Eventually, he arrived at Jotunheim and encountered the giant Thrym, who had an amused expression.

"Hello, Loki," said Thrym pleasantly. "How are things in Asgard, and what brings you here?"

Loki guessed that Thrym was the thief. Looking the giant in the eye, he said, "Not well since you stole Thor's hammer. I have come to find where you have hidden it."

Thrym laughed uproariously. At last he retorted, "You'll never find it. It's buried eight miles underground. With Thor's hammer, I now have the greatest treasure of all, save one."

"What is that thing?" Loki asked.

"All I lack is Freyja. If Thor wants his hammer back so badly," the giant snorted, "tell him to send me Freyja for my bride!"

Donning the falcon cloak, Loki sped back to Asgard. When mighty Thor heard Thrym's message, he and Loki headed directly to Folkvang.

In his blunt fashion, Thor said to the goddess, "Put on your wedding gown, Freyja. We are going to Jotunheim."



Highlight the name of the realm where the giants lived.

What do you think Loki and Thor will do next?

I think \_\_\_\_\_

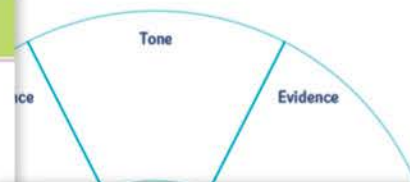


## Let's Read



## Show What You Know

Fill in the chart to show the author's purpose and tone for "Thor's Hammer."



## Let's Read

## What Did You Learn?

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

1. On page 167, the word voracious means \_\_\_\_\_.
  - A behave angrily
  - B extremely talkative
  - C enormous appetite
  - D beautiful beyond belief
2. What is associated with the Norse god Thor?
  - A love and beauty
  - B flowers and birds
  - C snow and ice
  - D thunder and lightning
3. What can you decide about the myth from paragraph 1?
  - A It explains why the seasons change.
  - B It explains how Norway was settled.
  - C It explains why there are no giants today.
  - D It explains how the gods were driven from their home.
4. Why did Loki rather than Thor go to search for the hammer?





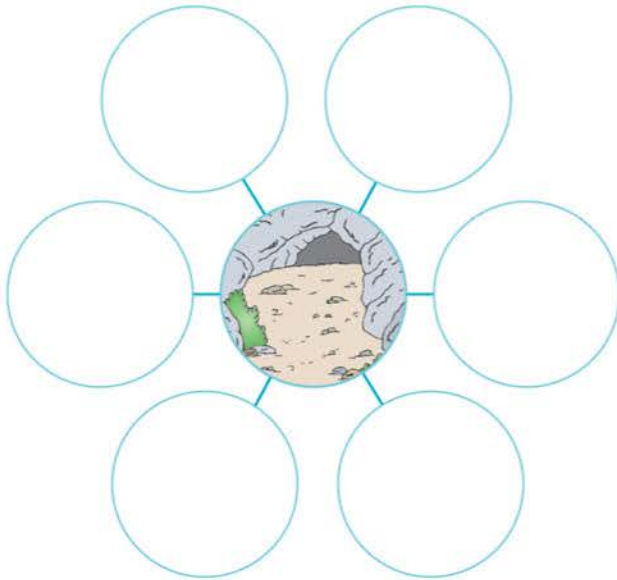
## Listen and Discuss

Listen to a myth about a character in a Norse myth. While you listen the second time, take notes on the web below.

### MY LEARNING GOALS

I can

- listen to and understand a retelling of a myth.
- discuss characteristics of a character.



## Listen and Discuss



What characteristics of Loki are evident in this story?



Odin riding his eight-legged horse, Sleipner, to Asgard.

...





## Learning About Language

## Commas

Commas are used to separate three or more items in a series. Commas are used to set a dependent clause off from the rest of the sentence. A **dependent clause** does not have a subject and a predicate and cannot stand alone.

As Thor's goats drew the chariot swiftly along, thunder rumbled, lightning flashed, and the earth smoked and blazed.

The first comma sets off the dependent clause: **As Thor's goats drew the chariot swiftly along,**

The second and third commas separate three items in a series: **thunder rumbled, lightning flashed, and the earth smoked and blazed.**

Read these sentences from the passage. Write **Dependent** if the comma is used to set off a dependent clause. Write **Serial** if the comma is used to set off a series of items.

1. They hated the god Balder, whose presence brought back summer. \_\_\_\_\_
2. His anger rose, his eyes flashed like lightning, and his red beard shook with wrath. \_\_\_\_\_
3. Thor climbed into his chariot and drove off with Loki, who was disguised as a servant maid. \_\_\_\_\_
4. Thor and Loki returned to Asgard, where the presence of Mjolner made the gods safe once more. \_\_\_\_\_

## MY LEARNING GOALS

I can

- recognize dependent clauses.
- use commas appropriately.

## Learning About Language

Read each sentence. Add commas where necessary.

1. After Marcus made dinner he and Azizah cleaned up.
2. She went to the store bought a gift and had it sent to her grandmother.
3. Carrie didn't recognize Casey who was beautifully attired as Cleopatra.
4. The cake slid off the table flipped over and landed on the floor.

Write a sentence using a comma with a dependent clause and another sentence using a comma with a series of items.

1. dependent clause  
\_\_\_\_\_  
\_\_\_\_\_

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





### Write About It

Think about the myth you just read or another one you know. Retell the myth in your own words.

## MY LEARNING GOALS

I can

- write a retelling of a myth.
- use knowledge of language and its conventions.

## Plan My Writing

Fill in the chart to list the most important events in the myth.

First,	
Then,	
Next,	
Finally,	

### Write About It

First, Thor wakes up very \_\_\_\_\_



## Instructional Features

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Unit/Lesson/Theme	Standards Focus	Reading Strategy	Language Focus	Writing
<b>UNIT 1: Into the Deep</b>				
LESSON 1: Testing the Waters	Science Social Studies	Predictions	Roots and Root Words	Letter
LESSON 2: Life at the Bottom of the Sea	Science	Conclusions	Subject and Verb	Summary
LESSON 3: Journey Across the World	Science Language Arts	Point of View	Multiple-Meaning Words	Person
<b>UNIT 2: It's Elementary!</b>				
LESSON 4: The Master Detective	Math Science	Sequence	Figurative Expressions	Biography
LESSON 5: Sir Arthur Conan Doyle	Language Arts Science	Main Idea	Irregular Verbs	Problem Solving
LESSON 6: Mystery Solved	Science Language Arts	Genre	Infinitives	Review
<b>UNIT 3: From Here to There</b>				
LESSON 7: A New Beginning	Social Studies	Inferences and Conclusions	Homophones	Description
LESSON 8: Going North	Social Studies	Cause and Effect	Adverb	Persuasion
LESSON 9: Traveling on the Mississippi	Social Studies Language Arts	Figurative Language	Pronouns	Travel
<b>UNIT 4: Cultures Around the World</b>				
LESSON 10: Roman Technology	Science Social Studies	Cause and Effect	Antonyms	Opinion
LESSON 11: People of the Sea	Science Social Studies	Compare and Contrast	Prepositions	Summary
LESSON 12: Norse Myths	Social Studies Language Arts	Author's Purpose	Commas	Retelling

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## Lesson 12

Student Book PAGES 163–176

**TITLE** Norse Myths  
**GENRE** Literary Text (myth)

## LESSON OBJECTIVES

- Read, discuss, and write about Norse mythology
- Identify author's purpose
- Recognize independent and dependent clauses
- Write a myth

## Content Standards Connection

- The Language of Social Studies
- The Language of Language Arts

## 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 photographs and charts to demonstrate understanding of a text
- Know and apply grade-level phonics and word analysis skills in decoding words
- Determine how a text structure develops ideas
- Identify main ideas and details that support main ideas
- Cite text to support inferences
- Use language related to cause and effect to demonstrate understanding of events in a text
- Analyze a particular point of view or culture experience that is reflected in a work of world literature
- Analyze how characters with conflicting motivations interact with other characters
- Analyze how characters and their actions advance the plot or develop a theme
- Recognize and understand a myth

## 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
- Express ideas clearly and concisely
- Present claims emphasizing facts, details, and examples

## Writing

- Use descriptive language
- Develop and strengthen writing by editing
- Create and structure a piece of writing
- Write a retelling of a myth
- Use language to explain sequence

## Grammar and English Conventions

- Use knowledge of language and mechanics when writing
- Demonstrate an understanding of relationships
- Use commas correctly in complex sentences
- Identify independent and dependent clauses
- Identify and write complex sentences

## ACADEMIC LANGUAGE OBJECTIVES

Tier 1	anonymous, attired, grog, swashbuckling
Tier 2	acquiesce, contorted, deliberate, donning, tumultuous, vengeful, voracious
Tier 3	Asgard, dependent clause, Jotunheim, Loki, myth, Thor

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Unit 4 • Lesson 12

## Listen and Discuss

Student Book PAGE 171

TOTAL TIME: 45 Minutes

My Learning Goals: 5 Minutes

Working with Page 171: 15 Minutes

Working with Page 172: 20 Minutes

Check My Goals: 5 Minutes

## OBJECTIVE

- Understand a myth and the language used in it
- Use language to ask questions and contribute to a conversation

## ACADEMIC LANGUAGE

Tier 1: swashbuckling Tier 2: turmoil, vengeful Tier 3: Asgard, Loki, Thor

## MY LEARNING GOALS

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

## WORK WITH THE PAGE

Explain to students that they will listen to a myth two times. The first time they hear the myth, they should just listen carefully. As they listen a second time, they should take notes on the 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 a myth is read. You will listen to the myth 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 myth 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**

Listen to a myth about a character in a Norse myth. While you listen the second time, take notes on the web below.

**MY LEARNING GOALS**

I can:

- ☐ Listen to and understand a retelling of a myth.
- ☐ Discuss characteristics of a character.

**Answers will vary.**

- Loki charmed his way into Asgard.
- Loki loved mischief.
- Odin claimed Sleipnir, the fastest horse.
- Gods chained him in a cave.
- Persuaded dwarves to make new hair from gold.
- Cut the earth-mother's hair.



## Listen and Discuss

Student Book PAGE 172



## WORK WITH THE PAGE

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

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

**Ask:** What characteristics of Loki are evident in this story?

## Sentence Starters

Loki is \_\_\_\_\_. (the god of mischief)

Loki is not a \_\_\_\_\_, but is a \_\_\_\_\_. (god; giant)

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

## Sentence Starter

How is this retelling of the myth of Loki similar to other stories or myths you have heard or know?  
The myth of Loki is \_\_\_\_\_.

## Listen and Discuss



172 UNIT 4 • LESSON 12

## LANGUAGE DIFFERENTIATION

<b>Intermediate</b>	Encourage students to complete sentences about Norse mythology, using sentence starters.
<b>Advanced</b>	Provide sentence frames and encourage students to model a conversation about Norse mythology.
<b>Advanced High</b>	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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## Listen and Discuss

Student Book PAGE 171

## AUDIO SCRIPT

## God of Fire, God of Change

a retelling from a Norse myth by Katrin Thomson



Loki was not a god but a giant, of the race of mortal enemies of the Aesir, one of two classes of gods. He is said to have charmed his way into Asgard, the realm of the gods and goddesses, by swearing blood brotherhood with Odin, chief of the gods, who slashed his arm and bound it to Loki's in a solemn and unbreakable oath. Given a place among the gods, Loki set forth on a swashbuckling career. He was clever and handsome, but he loved mischief. He was always creating turmoil, getting the gods in trouble and out of it again. Loki was a shape-shifter who could change even his sex at will. He could give birth. He was father and mother both to Hel, goddess of death and the queen of the underworld, and to the monstrous Jormungand, the snake with its tail in its mouth that encircled the world of human beings. There was the time he came up with the scheme to cheat the architect-giant, the builder of Asgard, out of his payment. The gods had promised this giant the sun, the moon, and the beautiful goddess Freyja as a bride if he completed the work on time. But necessary for the job was the giant's mighty stallion Svadilfaeri. Loki assumed the shape of a mare and led the stallion into a dalliance so that the giant could not fulfill his contract. For this act of trickery alone the gods would have been grateful, but then Loki gave birth to the eight-legged Sleipnir, the fastest horse in the world, which Odin claimed as his own.

Many of Loki's tricks benefited gods and mortals alike. There was the time he cut off the beautiful golden hair of Sif, the earth-mother, wife of the sky-god Thor. When Thor found out about it, he was vengeful enough to kill Loki. But the fire-spirit traveled to the home of the dark elves and persuaded the dwarves to make new hair for Sif, this time of real gold, which grew like her own hair. Thus mortals reap the golden grain at harvest time, but it grows back in the spring.

Finally, though, Loki played one trick that was unforgivable. He brought about the death of the most beloved of the gods, the gentle Balder, son of Odin. Fleeing the wrath of the gods, Loki turned himself into a salmon and hid in a waterfall. But the gods came after him with a fishnet, and Thor caught him by the tail. The gods chained him up in a cave and set stone slabs over him, so he could do no more mischief except causing earthquakes whenever he strained against his bonds. There he would remain until Ragnarok, the twilight of the gods, when he would bring about the Aesirs' downfall and all the Nine Worlds would change.



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- Lesson 3 Animating Life

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### UNIT 3 The Silver Screen

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- Lesson 11 The End of the Cold War
- Lesson 12 The Fight for Women's Rights

Glossary

### LESSON 4

## Before We Read

### MY LEARNING GOALS

I can

- discuss acoustics in a building.
- identify causes and effects.

## The Science of Sound

Listen to a band or concert. Did you know that the construction of the building can enhance what you are hearing or detract from it? You have watched movies in your home. Think about how the sound is different when you watch it in a movie theater. That's because the acoustics are different.



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Unit 2 • Lesson 4

## Before We Read

### Identifying Cause and Effect

The **cause** is something that happens. The **effect** is what happens. A causal chain is a series of events that are connected to each other. One event may be both the effect of an earlier event and the cause of a later event. Words such as *because*, *as a result of*, and *so* are clues to the reasons things happen.

Complete the chain of causes and effects.

Kafil didn't sleep well.



Because Kafil took a nap, he was late picking up his friend.



Kafil and his friend missed the first ten minutes of the movie.







## Let's Read

## Architects and Acoustics

Architects design buildings to be functional and aesthetically pleasing, but it takes special skills to design a concert hall. If an audience can't hear what they came to experience, they can become extremely frustrated. So concert halls, and buildings like churches and theaters where sound is important, are designed with expert help. Acoustics is the scientific study of sound. Acousticians are the experts in the field of sound.

Sound moves in invisible waves. Those waves cause whatever they pass through, whether it's air, water, or solids, to vibrate. Sound travels faster through water and solids than through air because the molecules of water and solids are more densely packed together. The speed of sound depends on how frequently sound waves collide with and vibrate molecules. In air that is 68° Fahrenheit (20° Celsius), the speed of sound is about 1,129 feet (344 meters per second).



Blue and Georgia  
1919–



Underline the word that means "the scientific study of sound."

What are some buildings important?

Buildings where sound \_\_\_\_\_

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Unit

## MY LEARNING GOALS

I can

- ☐ read and understand an informational passage about acoustics.
- ☐ recognize cause and effect.



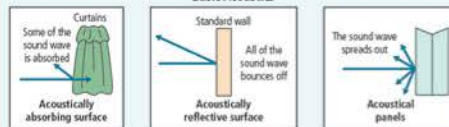
## Let's Read

## Waves of Sound

As a musician plays an instrument, sound waves disperse in every direction. Some travel directly to your ear, but others reflect off side and back walls and hit some seats before they reach you, not as the instrument makes them. Sound may seem instantaneous to you as a listener, but it isn't.

All the components of a concert hall have the right balance of absorbing and reflecting materials for the room to have good acoustics. Large, dense hard objects like walls or panels on the ceiling reflect sound. Soft, textured surfaces, like carpet on the floor and the cushions on the seats, absorb it. The room must be built so that people can't hear outside sounds.

## Basic Acoustics



Circle an example of something that absorbs sound.

Why are some restaurants noisier than others?

Some restaurants do not have \_\_\_\_\_

## Let's Read



## Show What You Know

Add two events to the causal chain below.

or acoustics.



## Let's Read

## What Did You Learn?

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

- What does the word *instantaneous* mean \_\_\_\_\_?
  - A very loud
  - B easily understood
  - C without delay
  - D with emotions
- You can decide from the passage that a room with reverberations needs to \_\_\_\_\_.
  - A move dense objects to reflect sound
  - B use curtains to reflect the sound
  - C use electronics to make sounds louder
  - D use more soft, textured surfaces to stop echoes
- The main idea of the second paragraph is to explain \_\_\_\_\_.
  - A how a concert hall looks
  - B how sound is instantaneous
  - C how sound moves in waves
  - D how instruments must be played





## Listen and Discuss

Listen to a conversation between two students about sound. While you listen the second time, take notes on the chart below.

1.

2.

3.

4.

5.

### MY LEARNING GOALS

I can

- listen to a conversation about how sound is measured.
- use language to ask questions and contribute to a conversation.



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Unit 2 ★ Lesson 4 57



## Listen and Discuss



What is sound intensity?



Whisper



Rock Concert

Sound	Decibels (dB)	Exponential Increase
hearing threshold	0	$10^0 = 1$
	10	$10^1 = 10$
whisper at 1 m	20	$10^2 = 100$
	30	$10^3 = 1,000$
	40	$10^4 = 10,000$
	50	$10^5 = 100,000$
normal speech	60	$10^6 = 1,000,000$
	70	$10^7 = 10,000,000$
	80	$10^8 = 100,000,000$
power tools	90	$10^9 = 1,000,000,000$
	100	$10^{10} = 10,000,000,000$
earphones on high	110	$10^{11} = 100,000,000,000$
rock concert	120	$10^{12} = 1,000,000,000,000$



...



## Learning About Language

## Apostrophes

An **apostrophe** (') is used to take the place of the letter or letters that are left out of a contraction. A contraction is a shortened form of two words used together.

do not	can not	will not	it is	is not	there is
don't	can't	won't	it's	isn't	there's

Read these sentences from the passage. Then write out what the underlined contraction means.

1. Sound may seem instantaneous to you as a listener, but it isn't. \_\_\_\_\_
2. The room must be built so that people can't hear outside sounds. \_\_\_\_\_
3. Classical musicians in an orchestra don't use microphones or other equipment to amplify their music, so it's up to the acoustician to get the best possible sound. \_\_\_\_\_
4. However, rock bands use electronic amplifiers, so there's no problem with their sound fading too fast. \_\_\_\_\_



## MY LEARNING GOALS

I can

- use apostrophes correctly.
- form contractions.

## Learning About Language

Some contractions are made up of a pronoun and a verb. Draw a line to match the word with its contraction.

- |             |         |
|-------------|---------|
| 1. he is    | he'd    |
| 2. they are | I'm     |
| 3. she will | you're  |
| 4. you are  | he's    |
| 5. he had   | she'll  |
| 6. I am     | they're |

Write the two words that form the contraction on the line.

1. mustn't \_\_\_\_\_
2. what's \_\_\_\_\_
3. who're \_\_\_\_\_
4. wouldn't \_\_\_\_\_
5. let's \_\_\_\_\_





### Write About It

Noise pollution is a problem in some areas. High-decibel sounds can take a toll on people's hearing. People are working on ways to lessen the effect of noise on people. Think about an everyday problem that you had to solve. How did you solve it? Write a paragraph that states the problem and tells how you came up with a solution.

### MY LEARNING GOALS

I can

- write about a problem and its solution.
- make my writing better with help from my teacher and classmates.

## Plan My Writing

Fill in the chart with the problem and its solution to help you plan your writing.

Problem
Solution



### Write About It

One problem that I had was \_\_\_\_\_

[illegible]

I solved it by \_\_\_\_\_

[illegible]



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Unit/Lesson/Theme	Standards Focus	Reading Strategy	Language Focus	Writing Focus
<b>UNIT 1: Medical Mysteries</b>				
LESSON 1: Pandemic	Science Social Studies	Inferences	Homophones	Argument
LESSON 2: Finding a Cure	Science Social Studies	Main Idea	Irregular Verbs	Opinion
LESSON 3: Animating Life	Language Arts Science	Theme	Adverbs	1st-Person Narrative
<b>UNIT 2: Sounds Around You</b>				
LESSON 4: The Science of Sound	Science Mathematics	Cause and Effect	Apostrophes and Contractions	Problem-Solution
LESSON 5: Movie Sound Effects	Science Social Studies	Details	Synonyms	Summary
LESSON 6: Appreciating Music	Language Arts	Understanding Characters	Multiple-Meaning Words	Description
<b>UNIT 3: The Silver Screen</b>				
LESSON 7: The History of Movies	Science Social Studies	Sequence	Linking Verbs	Information
LESSON 8: Movie Magic	Science Social Studies	Compare and Contrast	Roots and Root Words	Review
LESSON 9: Lights, Camera, Action!	Language Arts	Setting	Phrasal Verbs	Real-Life
<b>UNIT 4: The 20th Century</b>				
LESSON 10: Between the Wars	Social Studies	Fact and Opinion	Abstract Nouns	Travel
LESSON 11: The End of the Cold War	Social Studies	Details	Suffixes	Summary
LESSON 12: The Fight for Women's Rights	Language Arts Social Studies	Parts of a Play	Possessives	Persuasion

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## Lesson 4

Student Book PAGES 49–62

## TITLE The Science of Sound

## GENRE Informational

## LESSON OBJECTIVES

- Read, discuss, and write about sounds in buildings.
- Identify cause and effect.
- Listen to a conversation about measuring sound.
- Use apostrophes correctly to form contractions.
- Write about a problem and its solution.

## Content Standards Connection

- The Language of Science
- The Language of Mathematics

## ELPS Student Expectations

## Reading

- Identify main ideas and details that support main ideas.
- Determine the meaning of words and phrases.
- Ask and answer questions to demonstrate understanding of a text.
- Use information gained from photographs, maps, and illustrations to demonstrate understanding of a text.
- Know and apply grade-level phonics and word analysis skills to decode words.
- Describe logical connections between particular sentences and paragraphs in a text.
- Use reading skills and prior knowledge to make and revise predictions.
- Cite text to support inferences.
- Identify and understand causes and their effects.
- Use language related to cause and effect to demonstrate understanding of events in a text.

## Speaking and Listening

- Respond to and pose questions about a text.
- Clarify ideas and conclusions.
- Evaluate speaker's point of view for evidence.
- Engage in collaborative discussions.

## Writing

- Use language to state a problem and a solution.
- Write a paragraph about a problem.
- Use details to describe the problem.
- Create and structure a piece of writing.
- Develop and strengthen writing by editing.

## Grammar and English Conventions

- Use apostrophes correctly.
- Understand the words that form a sentence.
- Demonstrate understanding of words.
- Use knowledge of language and its conventions when writing.

## ACADEMIC LANGUAGE OBJECTIVES

- Tier 1: collide, reverberates
- Tier 2: aesthetically, disperse, instantaneous
- Tier 3: acousticians, acoustics, an apostrophe, contraction, exponential, logarithmic

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Unit 2

## Let's Read

Student Book PAGE 51

## OBJECTIVE

- Use listening, speaking, and reading skills to tell about sound and acoustics

## ACADEMIC LANGUAGE

Tier 1: collide, reverberates Tier 2: aesthetically, disperse, instantaneous Tier 3: acousticians, acoustics, amplifiers

## GENRE Informational Text

## MY LEARNING GOALS

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

## WORK WITH THE PAGE

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

Read the title of the passage aloud.

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

## First Reading

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

Circulate among students to identify words that have been circled or underlined. Discuss each of the word meanings and model sentences with the

### Let's Read

Architects design buildings to be functional and aesthetically pleasing, but it takes special skills to design a concert hall. If an audience can't hear what they come to experience, they can become extremely frustrated. So concert halls, and buildings like churches and theaters where sound is important, are designed with expert help. **Acoustics** is the scientific study of sound. Acousticians are the experts in the field of sound.

Sound moves in invisible waves. These waves come wherever they pass through, whether it's air, water, or solids. To move, sound travels faster through water and solids than through air because the molecules of water and solids are more densely packed together. The speed of sound depends on how tightly packed the molecules are and on the material's properties. In air that is 68°F (about 20°C), the speed of sound is about 1,125 feet (343 meters) per second.

*How and Where Sound Travels (Credits: Getty Images)*

#### MY LEARNING GOALS

Read and understand an informational passage about acoustics. Recognize cause and effect.

Understanding the word that means "the scientific study of sound."

What are some buildings where sound is important? Buildings where sound is important are concert halls.





## Let's Read

Student Book PAGE 52

## WORK WITH THE PAGE

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

**Say:** Now, we will read more about architects and acoustics.

Read the text on the page. Direct students' attention to the illustrations. Talk about the illustrations.

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.

*Why are some restaurants noisier than others? Some restaurants do not have \_\_\_\_\_ [carpeting on the floor or curtains at the windows; the seating may not have cushions]*

### Let's Read

**Waves of Sound**

As a musician plays an instrument, sound waves (vibrations) move in every direction. Some travel directly to your ear, but others reflect off side and back walls and hit some seats before they reach you, not in the instrument's direct line. Sound may seem to come from you as it bounces, but it isn't.

All the components of a concert hall have the right balance of absorbing and reflecting materials for the music to have good acoustics. Large, dense hard objects like walls or panels on the ceiling reflect sound. Soft, textured surfaces, like carpeting on the floor and cushions on the seats, absorb it. The result? You'll be loud so that people can't hear outside sounds.

**Basic Acoustics**

The sound waves reflect off the wall and are absorbed by the panel.

**Check for Understanding**

Circle an example of something that absorbs sound.

Why are some restaurants noisier than others?

Some restaurants do not have \_\_\_\_\_.

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

*Have you ever been to a concert hall or theater? I have \_\_\_\_\_.*

*What did the interior look like? It had \_\_\_\_\_.*

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## Listen and Discuss

Student Book PAGE 57

## AUDIO SCRIPT

**Sofia:** Have your parents ever told you to turn the volume of the television down?

**Mateo:** Yes, although my mom sometimes asks me to turn it up.

**Sofia:** That's because we each have our own internal "loudness meter" that tells us the volume we are comfortable with. What's just right for you may be deafening someone else.

**Mateo:** So how do we know how loud the sound really is?

**Sofia:** Scientists get an objective opinion. They use a sound-level meter, which measures the intensity, or loudness of sounds.

**Mateo:** What is sound intensity?

**Sofia:** Sound intensity is the amount of energy in a sound. It is measured in decibels. The base unit for measuring sound is the bel. One decibel equals 0.1 bel. The scale for measuring sound is different from other scales like temperature. On a temperature scale the increments represent an added difference. That's why 50° is 10° more than 40°. But when you measure sound it is different.

**Mateo:** How is it different?

**Sofia:** The decibel scale is logarithmic, and the increases are exponential. Each increase in 10 decibels means a tenfold increase in loudness. A sound you can barely hear is 1 decibel. Someone whispering is 20 decibels. But the whisper is not 20 times louder than the sound you barely heard—it's 100 times louder.

**Mateo:** Wow, that's quite a difference!

**Sofia:** I know. A rock concert is 120 decibels and that is a billion times louder than the slight sound you heard. Sound at about 120 decibels causes pain. That's why some people wear earplugs.

**Mateo:** True, I know hearing loss can begin at much lower thresholds if you listen to the sound for a long enough time. That's why my parents tell me to lower the volume of my music, especially if I am wearing earbuds or headphones. Part of the reason noise may seem louder to one person and not another is that they may have already lost some of their hearing.





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#### Glossary

### LESSON 7

## Before We Read

#### MY LEARNING GOALS

I can

- ☐ tell about my experiences with medical technology.
- ☐ compare and contrast different types of medical technology.

## Medical Imagery

Computers are ubiquitous. You can find them in homes, schools, and businesses. Computers help businesses create spreadsheets, analyze information, perform calculations, and communicate with employees and clients. Computers are also found in medical facilities. The computers that health professionals use can help diagnose medical problems. Machines take scans and images of the human body and computers help to create or analyze these images. Computers can analyze information to help doctors diagnose a problem and create a solution to help the patient get well.



92 Unit 3 • Lesson 7

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## Before We Read

## Comparing and Contrasting

When authors **compare** facts or ideas, they tell how they are similar. When they **contrast** facts, they tell how they are different. As you read, look for ways in which things are similar and different. Authors may use the words *both*, *like*, or *similarly* to indicate a comparison. They may use words or phrases such as *in contrast to*, *differs from*, *however*, *unlike*, or *but* to signal a contrast.

Use the information from the paragraph on page 92 and your own knowledge and experience to add other similarities and differences to the chart.

COMPUTERS IN OFFICES	COMPUTERS IN HOSPITALS
How are they alike?	
How are they different?	





## Let's Read

### A View Inside the Body

Medical imaging is the technology used to look at the internal state of the human body. It is used to treat, diagnose, and monitor medical conditions. There are several different types of technology used in medical imaging. Each kind offers unique information about the area of the body that is being examined.

One type of medical imagery is ultrasound imaging, which is also known as sonography. Ultrasound imaging looks at soft tissues such as muscles and internal organs. It uses high-frequency sound waves. Ultrasound images can be made in real-time. For example, it can show blood circulating through the body and the movement of internal organs. Ultrasound images are made by placing a device on the skin. The device then sends out high-frequency sound waves. Those sound waves reflect off of the structures in the body and form an image on a monitor. Ultrasound images have been used for over two decades. They have an outstanding safety record. Unlike x-rays, ultrasounds do not expose patients to ionized radiation. Therefore, the health risks are negligible.



Neck ultrasound



Underline the word that means "so small or unimportant that it is not worth considering."



What do you know about ultrasound?  
I know \_\_\_\_\_.

## 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

### X-ray Technology

Differing from MRI is the x-ray. An x-ray uses ionizing radiation to make images of the body. Computed tomography (CT), fluoroscopy, and radiography are all types of medical imaging that use ionizing radiation. An x-ray beam passes through the body. The x-rays that are absorbed by the internal structures create a pattern. That pattern is then sent to a computer, which processes the image further.

Although radiography, fluoroscopy, and CT all use x-ray technology, they each serve a different purpose. Radiography is when a single, fixed image is made of the internal body. The image is then evaluated later. Dentists use radiography when they take images of teeth and doctors use them to look at bones.



Chest x-ray



Highlight what an x-ray uses to make images of the body.



What type of imaging is used in airport security?  
Airport security uses \_\_\_\_\_.



## Let's Read

### Show What You Know

Use the information from the passage and your own knowledge and experience to add other similarities and differences to the chart.

	Fluoroscopy
How Alike?	



## Let's Read

### What Did You Learn?

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

- Which structure did the author use to organize the information in this passage?
  - A chronological order or sequence
  - B cause and effect
  - C compare and contrast
  - D problem and solution
- Which word means "existing or occurring within your body"?
  - A internal
  - B negligible
  - C composite
  - D diagnose
- Which type of imagery uses a dye-like substance to watch a process such as the heart pumping?
  - A x-ray
  - B fluoroscopy
  - C ultrasound





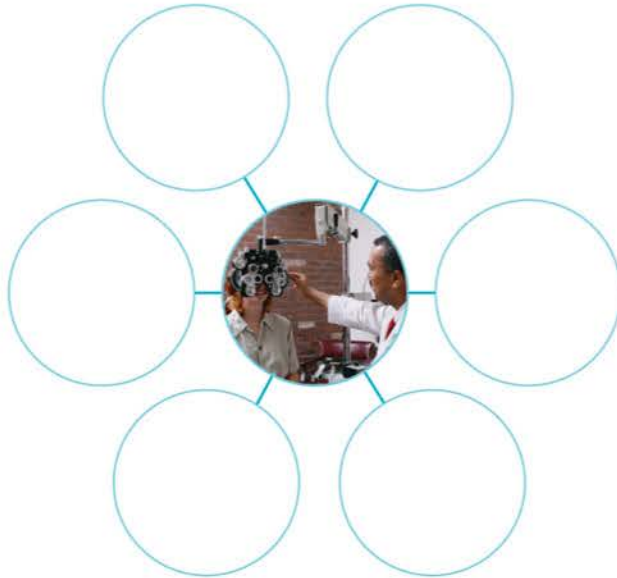
## Listen and Discuss

Listen to a conversation about jobs in the health field. While you listen the second time, take notes on the web below.

### MY LEARNING GOALS

I can

- listen and understand a conversation about careers in the health field.
- participate in a discussion about what I learned.



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## Listen and Discuss



Which job in the health field would be suited to someone who is interested in sports?





## Learning About Language

## Root Words

A **root word** is a basic word that a prefix or suffix has been added to. Sometimes the spelling of the root word changes when a prefix or suffix is attached. When the suffix *-al* is added to *nature* the final *e* is dropped.

The root word of *dielitian* is *diet*.

Read these sentences from the passage. Write the root word of the underlined words on the line.

- One type of medical imagery is ultrasound imaging. \_\_\_\_\_
- An MRI can provide details that are not visible using other technology. \_\_\_\_\_
- This substance creates a continuous x-ray image, which shows on a monitor. \_\_\_\_\_
- As a result, this type of x-ray involves rather high doses of radiation. \_\_\_\_\_
- They all help in the very important task of being able to look at the internal state of a body. \_\_\_\_\_
- The image is then evaluated later. \_\_\_\_\_

## MY LEARNING GOALS

I can

- recognize root words.
- use root words to figure out the meaning of a word.

## Learning About Language

Write the root word of each word on the line.

- assistant \_\_\_\_\_
- occupation \_\_\_\_\_
- employee \_\_\_\_\_
- information \_\_\_\_\_

Add a prefix or suffix to the root word to make a new word. Write a sentence using the new word.

- pain \_\_\_\_\_  
\_\_\_\_\_
- manage \_\_\_\_\_  
\_\_\_\_\_
- health \_\_\_\_\_  
\_\_\_\_\_
- possible \_\_\_\_\_  
\_\_\_\_\_



### Write About It

Think about the different ways doctors can diagnose medical conditions using medical imagery. Write a paragraph describing the different types of medical imagery and what they show about the human body.

## MY LEARNING GOALS

I can

- write a paragraph about medical technology.
- use knowledge of language and its conventions.

## Plan My Writing

Fill in the chart with information about medical imagery.

MRI	CT
Radiography	Fluoroscopy
Sonography	X-ray

### Write About It



An ultrasound helps the doctor see



## Instructional Features

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

Unit/Lesson/Theme	Standards Focus	Reading Strategy	Language Focus	Writing Focus
<b>UNIT 1: Food and You</b>				
LESSON 1: Food Safety	Science Social Studies	Details	Synonyms	Persuasive
LESSON 2: A Plant-Based Diet	Science Social Studies	Main Idea	Uncountable Nouns	Informative Paragraph
LESSON 3: Bread and Paintings	Language Arts Social Studies	Character Traits	Verbs	Story
<b>UNIT 2: Storytelling</b>				
LESSON 4: Stories on the Go	Science Mathematics	Fact and Opinion	Multiple-Meaning Words	Podcast
LESSON 5: Everyone Has a Story	Science Mathematics	Predictions	Definite and Indefinite Articles	Survey
LESSON 6: Stories of Interest	Language Arts Social Studies	Analyzing Language	Order of Adjectives	Story
<b>UNIT 3: The Body and Technology</b>				
LESSON 7: Medical Imagery	Science Social Studies	Compare and Contrast	Root Words	Descriptive Paragraph
LESSON 8: You Are Unique	Science Mathematics	Cause and Effect	Transitional Words	Summary
LESSON 9: An Unexpected Practice	Language Arts	Parts of a Story	Figurative Language	Personification
<b>UNIT 4: Our Government</b>				
LESSON 10: Electing the President	Social Studies Mathematics	Cause and Effect	Suffixes and Parts of Speech	Opinion
LESSON 11: The Judicial Branch	Social Studies	Sequence	Confusing Words	Informative Paragraph
LESSON 12: Decisions	Language Arts Social Studies	Characters	Adverbs	Explanatory Paragraph

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## Lesson 7

Student Book PAGES 92–105

## TITLE Medical Imagery

## GENRE Informational Text

## LESSON OBJECTIVES

- Read, discuss, and write about medical imagery
- Compare and contrast different types of medical imagery
- Listen to a passage about jobs in the health profession
- Identify root words
- Write an informative paragraph

## Content Standards Connection

- The Language of Science
- The Language of Mathematics

## ELPS Student Expectations

## Reading

- Ask and answer questions to demonstrate understanding of a text
- Use prior knowledge and information in a text to compare and contrast
- Recall details in a text
- Cite text to support inferences
- Determine meaning of words and phrases
- Describe logical connections between particular sentences and paragraphs in a text
- Use information gained from photographs to demonstrate understanding of a text
- Know and apply grade-level phonics and word analysis skills to decode words
- Recognize and understand language related to contrast and comparison

## Speaking and Listening

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

## Writing

- Write an informative paragraph about medical imagery
- Use language to express facts
- Identify the most important ideas in a text

## Grammar and English Conventions

- Recognize root words
- Add prefixes and suffixes to root words to create new words
- Demonstrate an understanding of relationships
- Use knowledge of language and conventions when writing

## ACADEMIC LANGUAGE OBJECTIVES

Tier 1	complex, composite
Tier 2	internal, negligible, ubiquitous
Tier 3	cartilage, diagnose, dietitian, optometrist, pharmacist, resonance, sonography, test

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Unit 3 • Lesson 7

## Listen and Discuss

Student Book PAGE 100

## TOTAL TIME: 45 Minutes

My Learning Goals: 5 Minutes  
Working with Page 100: 15 Minutes  
Working with Page 101: 20 Minutes  
Check My Goals: 5 Minutes

## OBJECTIVE

- Use descriptive language to discuss jobs in the health field
- Use language to ask questions and contribute to a conversation

## ACADEMIC LANGUAGE

Tier 2: internal Tier 3: diagnose, dietitian, optometrist, pharmacist

## MY LEARNING GOALS

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

## WORK WITH THE PAGE

Explain to students that they will listen to a conversation two times. The first time they hear the conversation, they should just listen carefully. As they listen a second time, they should take notes on the 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 to a conversation between friends about jobs in the health field. You will listen to the conversation 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 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 webs. Answers will vary.

**Listen and Discuss**

Listen to a conversation about jobs in the health field. While you listen the second time, take notes on the web below.

Answers will vary.

**MY LEARNING GOALS**

I can:

- ☐ Use and understand a conversation about careers in the health field.
- ☐ Participate in a discussion about what I learned.

X-ray tech takes x-rays and scans to show what is inside the body.

Pharmacist fills prescriptions. They may work at a hospital or a drugstore.

Hospital dietitians plan and make patients' meals.

Laboratory technician does tests on the sample. This technician gives the doctor test results.

Physical therapist helps patients recover by teaching them exercises to make their bones and muscles strong again.

Optometrists examine people's eyes to make sure they are seeing well.



## Listen and Discuss

Student Book PAGE 101

## WORK WITH THE PAGE

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

You can model the conversation by using sentence frames to ask and answer questions about jobs in the health field.

**Ask:** Which job in the health field would be suited to someone who is interested in sports?

Someone interested in sports would be suited \_\_\_\_\_. [to being a physical therapist]

Which job in the health field would be suited to someone who is interested in food? Someone interested in food would be suited \_\_\_\_\_. [to being a dietitian]

You can choose to extend the conversation by asking more questions about jobs in the health field.

**Ask:** What does an x-ray technician do?

## Sentence Frames

X-ray technicians \_\_\_\_\_ but they do not read \_\_\_\_\_.

What does a laboratory technician do? A lab technician \_\_\_\_\_ and they do read \_\_\_\_\_.

**Listen and Discuss**

Which job in the health field would be suited to someone who is interested in sports?

...

Unit 3 • Lesson 7 101

## LANGUAGE DIFFERENTIATION

<b>Intermediate</b>	Encourage students to complete sentences about the health field, using sentence starters.
<b>Advanced</b>	Provide sentence frames and encourage students to model a conversation about jobs in the health field.
<b>Advanced High</b>	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 3 • Lesson 7 129

## Listen and Discuss

Student Book PAGE 100

## AUDIO SCRIPT

**Ramon:** Here's a riddle: You are in a room that is very clean. In the room you see a computer and some medical equipment. A woman wearing a white coat is taking care of you. What is her occupation?

**Bella:** A doctor?

**Ramon:** That's a good guess. But she could also be a nurse, a technician, a pharmacist, or an optometrist. There are many different jobs in the health care field.

**Bella:** That's true. What does a pharmacist do?

**Ramon:** Pharmacists fill prescriptions. They may work at a hospital or a drugstore.

**Bella:** I know that dietitians work in hospitals to plan and make patients' meals. They have to know what foods are good for people who are sick or are getting better. They can help people plan ways to stay healthy.

**Ramon:** That's true. Technicians work in hospitals, too. They help patients with medical imagery. Technicians operate the machines that do x-rays and CT scans to show what is inside the body, such as the internal organs. It's their job to see that the test is clear so the doctors can read the information and diagnose the problem.

**Bella:** Is that different from the work a laboratory technician does?

**Ramon:** Yes. After a doctor or nurse takes a sample, such as blood, from a patient, the laboratory technician does tests on the sample. This technician gives the doctor test results: with this information the doctor can often tell what is wrong.

**Bella:** Physical therapists are also health care professionals. I went to one after I hurt my leg. The therapist helped me recover by teaching me exercises to make my bones and muscles strong again. Now, I can play sports again.

**Ramon:** Emergency technicians are also part of the health profession. They may come to someone's house when there is an emergency. These paramedics are trained to help right away to make important tests before they take a patient to the hospital.

**Bella:** I know what an optometrist does. I just went to one. She examined my eyes to make sure I was seeing well. She said I needed glasses to correct my vision. I should pick them up in a few days.

