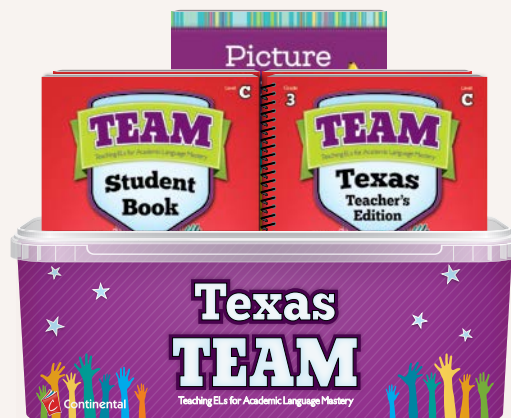


Texas TEAM Toolkits

Teaching ELs for Academic
Language Mastery



Kits for Grades K-12



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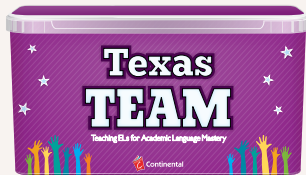


How Texas TEAM Toolkits Can Help

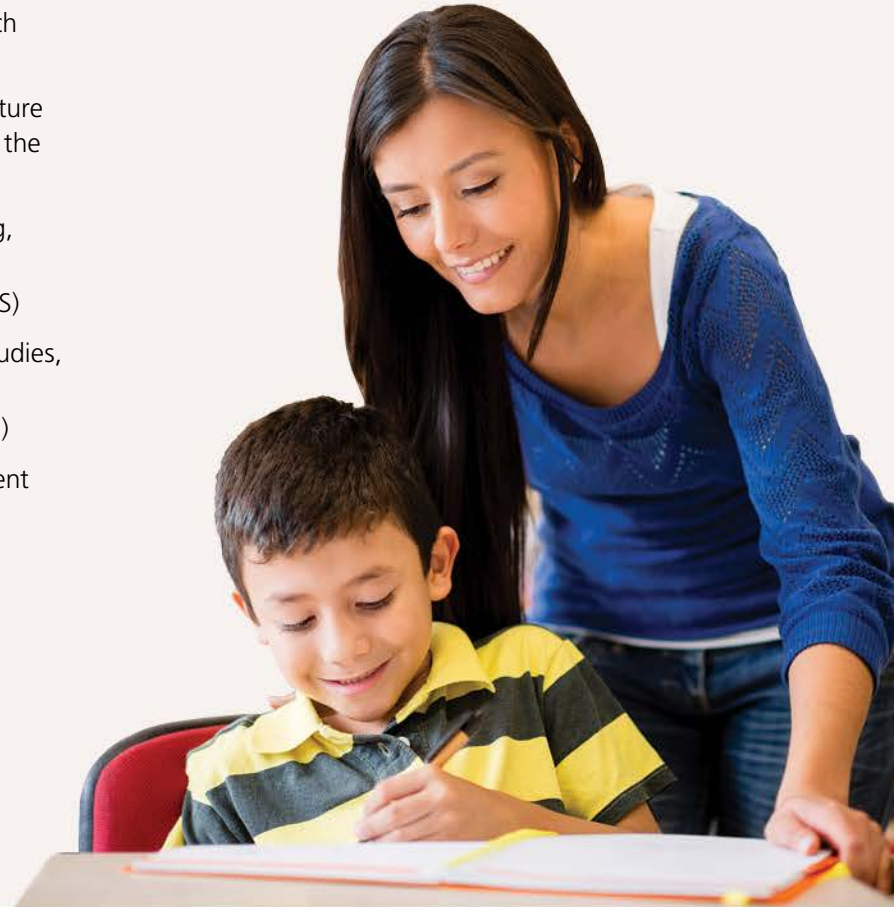
Understanding academic language doesn't come easily for many emergent bilingual students, but it's crucial to success in the classroom. Its complex and formal nature is often a hurdle for students who try so hard to reach English proficiency.

Texas TEAM Toolkits: Teaching ELs for Academic Language Mastery feature activities to help students develop grade-level academic English used in the classroom and on the TELPAS.

- Teach grade-level academic English terms across listening, reading, writing, and speaking activities.
 - *Connections to the English Language Proficiency Standards (ELPS)
- Reinforce your curriculum with content/topics in science, social studies, mathematics, and language arts.
 - *Lesson topics for the Texas Essential Knowledge and Skills (TEKS)
- Differentiate instruction by matching the right book to each student



Kits for grades K–12



Four Grade-Span Kits Are Available

A kit is available for each grade span:

Levels AA–B / Grades K–2

Levels C–E / Grades 3–5

Levels F–H / Grades 6–8

High School / Grades 9–12 (*Book 1: grs. 9–10 content, Book 2: grs. 10–11 content, Book 3: grs. 11–12 content*)

Each kit contains:

15 student books (5 per level/grade)

3 annotated teacher's editions
and audio (1 per level/grade)

1 Picture Dictionary (in kits for levels AA–H)



Levels C–E



Levels F–H



Levels AA–B



High School

Getting Started

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

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

ELPS Student Expectations

Lesson 1 Student Book PAGES 6–19

TITLE Finding Facts About Your Family

GENRE Informational Text

LESSON OBJECTIVES

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

Content Standards Connection

- The Language of Social Studies

ELPS Student Expectations

Reading

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

Speaking and Listening

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

Writing

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

Grammar and English Conventions

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

ACADEMIC LANGUAGE OF LESSON

Tier 1	background, future, hobby, information, relatives
Tier 2	database, details, however, main idea, records, research
Tier 3	ancestors, courthouse, husband, maiden, marriage, memories, property, will

Use the lessons in any sequence

Instructional Features

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

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Lesson Part #1: BEFORE WE READ

The lesson begins with a prereading activity to develop key vocabulary and build background knowledge students need to understand and respond to the material in the lesson.

Learning goals for every lesson part

LESSON
1

Before We Read

MY LEARNING GOALS

I can

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

Finding Facts About Your Family

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



Recalling Details

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

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

Main Idea

Learning about family history is fun.

Details

1. _____
2. _____

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



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

Lesson Part #2: LET'S READ

A short reading passage related to the unit theme integrates key language and vocabulary. Instruction includes targeted reading skills, as well as comprehension questions and main practice in listening and speaking.

Check for understanding and turn and talk activities

Chunked text

Simple formative
assessment

Let's Read

Growing a Family Tree

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

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

MY LEARNING GOALS

I can

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

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

What hobby do you enjoy? I like to _____.

8 Unit 1 • Lesson 1

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Let's Read

Finding Your Roots

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

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

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

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

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

Let's Read

Show What You Know

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

Main Idea
You can find more information about your relatives.

Detail

What Did You Learn?

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

- Some women change their names when they _____.
A learn about their ancestors
B work on a family tree
C marry
D die
- Which word in the section "Help Finding Family" means "official copies of papers"?
A offices
B records
C relatives
D databases
- What is the first thing you can do to start a family tree?
A Ask a relative questions.
B Buy a computer program.
C Study in another country.
D Study online records.
- Why is it important to have the correct spelling of a person's first and last names?
A to give honor to the family
B to not anger the members of your family
C to show relatives that you care about them
D to find out more about your relatives in the future

12 Unit 1 • Lesson 1

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

Lesson Part #3: LISTEN AND DISCUSS

Audio of the guided, academic conversations that relate to the theme helps students develop and practice language, as well as speaking and listening skills.



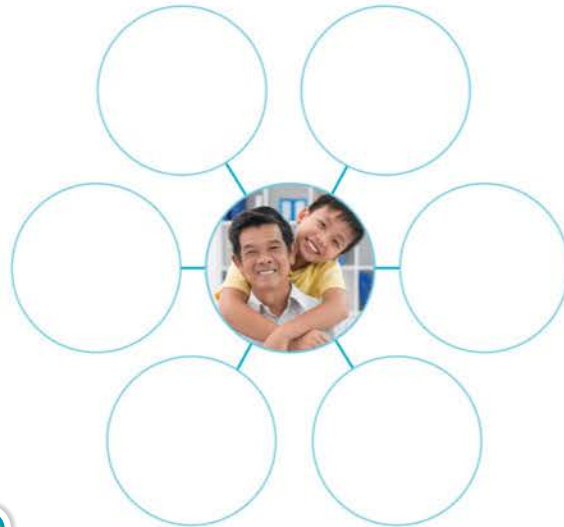
Listen and Discuss

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

MY LEARNING GOALS

I can

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



Listen and Discuss



How would you find out more about your ancestors?



library



computer



newspapers



...

Lesson Part #4: LEARNING ABOUT LANGUAGE

A review of a specific grammar point or word study builds upon what students have read and discussed.

Learning About Language

Compound Words

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

news + papers = newspapers

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

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



MY LEARNING GOALS

I can

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

Learning About Language

Separate the compound words into two smaller words.

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



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

neighbor take shield mean quake gentle

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

Lesson Part #5: WRITE ABOUT IT

Students will create their own writing related to the theme of the unit, the text they have read and heard, and the language focus or convention they learned.

Sentence frames and
sentence starters

WRITING

Write About It

MY LEARNING GOALS

I can

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

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

Plan My Writing

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

What I Know	What I Want to Know
My mom's maiden name is Lopez.	

WRITING

Write About It

TO: Aunt _____

FROM: _____

SUBJECT: Our Family

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

I learned that _____

Our great-grandparents were married in _____

Our ancestors came from _____

They lived in _____

They _____

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

Do you know the answers to these questions?

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

About the Annotated Teacher's Edition

The heart of *Texas TEAM Toolkits* is the annotated teacher's edition. It offers comprehensive teaching strategies and resources to help you efficiently and effectively deliver instruction.

Teaching support for every lesson part:

- A** Suggested pacing guidelines that can be adapted for your classroom use
- Clear goals and academic language to focus instruction
- B** Page-by-page directions and teaching strategies to guide you every step of the way
- C** A goal check to promote student accountability for learning
- D** Teaching strategies to help you differentiate instruction
- E** Annotated answers to make class time run smoothly

LESSON 1 Before We Read Student Book PAGE 6

TOTAL TIME: 45 Minutes
 My Learning Goals: 5 Minutes
 Working with Page 6: 15 Minutes
 Working with Page 7: 20 Minutes
 Check My Goals: 5 Minutes

OBJECTIVE

- Identify and use words that describe a family and its history
- Introduce students to genealogy
- Review a reading strategy with students (Main idea and details)

ACADEMIC LANGUAGE
 Tier 1: relatives Tier 2: details, main idea

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

WORK WITH THE PAGE
 Introduce the topic to students.

Say: Today, we are going to read about how to find facts about your family. Read the paragraph or ask a volunteer to read the paragraph. Preteach any unfamiliar vocabulary. Engage students in a conversation about what they have read.

Say: Has anyone talked to their family about its history? Where does your family come from? (My family comes from Ireland and Germany.) Do you still have family there that you visit? (No, my family came to America in the 1870s.)

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

Say: Look at the picture. What is happening?

If students struggle to describe what is happening, work together in a small group or as a class to discuss the photograph.

Before We Read

MY LEARNING GOALS
 I can:
☐ identify details and main ideas.
☐ tell what I know about my family.

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

Grandparents can tell us about our families.

Direct students to write a caption under the picture about what they have read and discussed.
 If students struggle to write a caption, have them work in pairs or as a class to orally develop a caption.

C CHECK MY GOALS

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

D LANGUAGE DIFFERENTIATION

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

E

2. Which word in the section "Help Finding Family" means "offical copies of papers"?

A. office
 B. records
 C. relatives
 D. documents

3. What is the best thing you can do to start a family tree?

A. Ask a relative questions.
 B. Buy a computer program.
 C. Study in another country.
 D. Study online records.

Lesson Part #1: BEFORE WE READ

LESSON 1 **Before We Read** Student Book PAGE 6

TOTAL TIME: 45 Minutes
 My Learning Goals: 5 Minutes
 Working with Page 6: 15 Minutes
 Working with Page 7: 20 Minutes
 Check My Goals: 5 Minutes


OBJECTIVE
 • Identify and use words that describe a family and its history
 • Introduce students to genealogy
 • Review a reading strategy with students (Main idea and details)

ACADEMIC LANGUAGE
 Tier 1: relatives Tier 2: details, main idea

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

WORK WITH THE PAGE
 Introduce the topic to students.
Say: Today, we are going to read about how to find facts about your family.
 Read the paragraph or ask a volunteer to read the paragraph. Preteach any unfamiliar vocabulary. Engage students in a conversation about what they have read.
Say: Has anyone talked to their family about its history? Where does your family come from? (My family comes from Ireland and Germany.) Do you still have family there that you visit? (No, my family came to America in the 1870s.)
 Turn students' attention to the photograph. Ask students to orally discuss what is happening in the photograph. If necessary, provide sentence starters to help students ask and answer questions about the photograph.
Say: Look at the picture. What is happening?
 If students struggle to describe what is happening, work together in a small group or as a class to discuss the photograph.

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



Grandparents can tell us about our families.

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Support for using
visual elements

Before We Read Student Book PAGE 7

WORK WITH THE PAGE
 Tell students that they will now discuss main idea and details.
 Read the paragraph at the top of the page aloud or ask volunteers to take turns reading the paragraph.
 Direct students' attention to the graphic organizer. Have students complete the graphic organizer independently, with a partner, or in small groups. Encourage students to use words, phrases, or sentences to complete the organizer, depending on proficiency levels.
 Have students read the main idea (Learning about family history is fun.) Then have students write two details that answer why learning about family history is fun.
 Have students discuss the graphic organizer and their responses. Then recap the text at the bottom of the page.


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

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

Main Idea
 Learning about family history is fun.

Details
 • You can learn interesting facts.
 • Studying your family's history is not hard to do.

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



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.

Reading strategy

Lesson Part #2: LET'S READ

Guidance for close reading of the text

Evaluation of
speaking skills

Short checks for
understanding

Let's Read Student Book PAGE 8

Now, we will read section one of a passage about a family tree.

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

Second Reading

Explain that reading closely means reading more than once. Tell students that they will read the passage a second time. Tell students that during this reading they will complete the Check for Understanding and Turn and Talk at the bottom of the page.

After you read each page, have students complete the Check for Understanding at the bottom of each page. If students struggle, pair intermediate students with more advanced students.

Then have students work with a partner to complete the Turn and Talk activity. This activity will help encourage students to become more comfortable speaking in public. Circulate among students to informally assess speaking abilities.

Check for Understanding

Indirect students to complete the Check for Understanding.

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.

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

What hobby do you enjoy? I like to ____ (paint; play football; play the piano; write stories)

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

What hobby do you do with your family? I ____

Where do you do this hobby? I do this hobby ____

How did you become interested in this hobby? I became interested in this hobby ____

Unit 1 • Lesson 17

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Let's Read Student Book PAGE 8

OBJECTIVE

- Use listening, speaking, and reading skills to tell about creating a family tree

ACADEMIC LANGUAGE

Tier 2: background, future, hobby, information, relatives
Tier 2: database, details, however, main idea, records, research
Tier 3: ancestors, courthouse, husband, maiden, marriage, memories, property, will

GENRE Informational Text

TOTAL TIME: 90 Minutes

My Learning Goals: 5 Minutes
First Reading: 20 Minutes
Second Reading: 25 Minutes
Show What You Know: 20 Minutes
What Did You Learn?: 15 Minutes
Check My Goals: 5 Minutes

MY LEARNING GOALS

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

WORK WITH THE PAGE

Explain that students will read an informational passage over four pages. Tell students that an informational text is a text that gives facts about a topic. It is not a story, but it is interesting and helpful.

Let's Read Student Book PAGE 12

WORK WITH THE PAGE

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

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

As students work, circulate to provide assistance.

Look at the web. The main idea is given. Fill in the details in the web below.

Answers will vary.

Have students share answers when they have completed the activity.

Let's Read Student Book PAGE 13

WORK WITH THE PAGE

Explain to students that they will now complete an activity to demonstrate their understanding of what they have read.

Have students work independently to complete this activity to demonstrate their understanding of the passage. If you prefer, you can have students work in pairs or do the activity as a class.

Students at the intermediate proficiency level may need to have the questions and answers read aloud to complete the activity.

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

You may choose to use the What Did You Learn? activity as a simple formative assessment or to review the activity as a class when all students have completed the activity.

LANGUAGE DIFFER

Intermediate

Encourage students to write answers orally to the written task.

What Did You Learn?

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

- Some names change their names when they ____
A. leave about their ancestors
B. work on a family tree
C. create
D. die
- Which word in the section "Help Finding Family" means "to find out more about a person"?
A. search
B. create
C. database
D. records
- What is the first thing you can do when you start a family tree?
A. Add a relative's name.
B. Set a complete program.
C. Study in another country.
D. Study online records.
- Why is it important to know the correct spelling of a person's first and last name?
A. To give better to the family.
B. To not repeat the names of your family.
C. To show relatives that you care about them.
D. To find out more about your relatives in the future.

Lesson Part #3: LISTEN AND DISCUSS

Sentence starters to initiate oral discussions
and provide opportunity for formal assessment

Reproducible script to copy
for struggling students

Listen and Discuss Student Book PAGE 14

TOTAL TIME: 45 Minutes
My Learning Goals: 5 Minutes
Working with Page 14: 15 Minutes
Working with Page 15: 20 Minutes
Check My Goals: 5 Minutes

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

WORK WITH THE PAGE
Explain to students that they will listen to a passage read 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 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.

MY LEARNING GOALS
Listen to a passage about how one boy learned about his family while you listen the second time, take notes on the web below.
Answers will vary.

Tran asked relatives questions.
Tran used a database.
Tran learned about his great-grandparents.
He learned that his ancestors came from other countries.
Tran made a family tree.

Check My Goals
Listen to the passage 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.

Listen and Discuss Student Book PAGE 15

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 how Tran found out more about his family and how students can research their ancestors, too.
Ask: How would you find out more about your ancestors?

Sentence Starters
I can find out more about my ancestors by _____.
(asking my grandparents)
I can also find out more by _____. (looking in our family scrapbook).
You can choose to extend the conversation by asking more questions about how students can research their ancestors.

LANGUAGE DIFFERENTIATION

Intermediate	Encourage students to complete sentences about how to research their ancestors, using sentence starters.
Advanced	Provide sentence frames and encourage students to model a conversation about how to find out more about family members.
Advanced High	Challenge students to extend the conversation by asking additional questions and responding without using sentence frames.

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

Listen and Discuss Student Book PAGE 14

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

Audio

Lesson Part #4: LEARNING ABOUT LANGUAGE

Learning About Language

Student Book PAGE 16

TOTAL TIME: 45 Minutes

My Learning Goals: 5 Minutes
Working with Page 16: 15 Minutes
Working with Page 17: 20 Minutes
Check My Goals: 5 Minutes

OBJECTIVE

- Identify and form compound words
- Use compound words in sentences
- Demonstrate an understanding of word relationships

ACADEMIC LANGUAGE

Tier 1: background, information, relative Tier 2: database, records Tier 3: courthouse, marriage, property, will

MY LEARNING GOALS

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

WORK WITH THE PAGE

Tell students that they will review what they know about compound words. Tell them you will read the information and examples aloud as a class. Then they will complete the activities to practice what they have learned.

Read the information about compound words aloud chorally. Or, have students take turns reading it. Explain to students that they will complete activities about forming compound words.

Have students work independently, with a partner, or in a small group to complete the activity, depending on their proficiency levels.

Read the directions aloud to the students. Then direct students to circle the compound words in the sentences.

When students have completed the activity, review it together. Ask students to share their responses.

Learning About Language

Compound Words

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

Example: a paper + newspaper

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

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



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Learning About Language

Student Book PAGE 17

WORK WITH THE PAGE

Have students work independently to complete the activities. Or, you can have students work in pairs or do the activities as a class.

Read the directions for each activity aloud to the students. Then have them complete the activities.

When students have completed the activities, review them together. Ask students to share their responses.

Learning About Language

Separate the compound words into two smaller words.

1. wind + mill = windmill
2. sail + boat = sailboat
3. some + what = somewhat
4. friend + ship = friendship
5. cup + board = cupboard



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

neighbor take shall mean spirit gentle

1. word + quake = earthquake
2. neighbor + hood = neighborhood
3. under + take = undertake
4. mean + while = meanwhile
5. wind + shield = windshield
6. gentle + man = gentleman

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Unit 1 • Lesson 1 17

CHECK MY GOALS

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

Lesson Part #5: WRITE ABOUT IT

Write About It

Student Book PAGE 18

WRITING

TOTAL TIME: 45 Minutes

My Learning Goals: 5 Minutes
Working with Page 18: 15 Minutes
Working with Page 19: 20 Minutes
Check My Goals: 5 Minutes

OBJECTIVE

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

ACADEMIC LANGUAGE

Tier 1: relatives Tier 3: ancestors, maiden

MY LEARNING GOALS

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

WORK WITH THE PAGE

Read the paragraph at the top of the page aloud. Or, have students take turns reading it aloud or with a partner. Explain that an email has a specific format.

Direct students to the Plan My Writing section. Explain that good writers plan what they will write by brainstorming ideas. Read the directions aloud. Then have students work independently, with a partner, or in a small group to write an email about their relatives. Have them fill in the columns with information that helps them share what they know about their relatives.

Answers will vary.

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

Write About It

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

Answers will vary. Plan My Writing

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

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

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Write About It

Student Book PAGE 19

WORK WITH THE PAGE

Have students complete the writing activity independently, with a partner, or as a class. Explain that they should use the information from the Plan My Writing section to write an email about their relatives. Circulate to provide support as needed.

Answers will vary.

Write About It

Answers will vary.

TO: Aunt _____

FROM: _____

SUBJECT: Our family

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

I learned that _____.

Our great-grandparents were married in _____.

Our ancestors came from _____.

They lived in _____.

They _____.

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

Do you know the answers to these questions?

Unit 1 • Lesson 1

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.

LANGUAGE DIFFERENTIATION

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

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Interactive eBooks

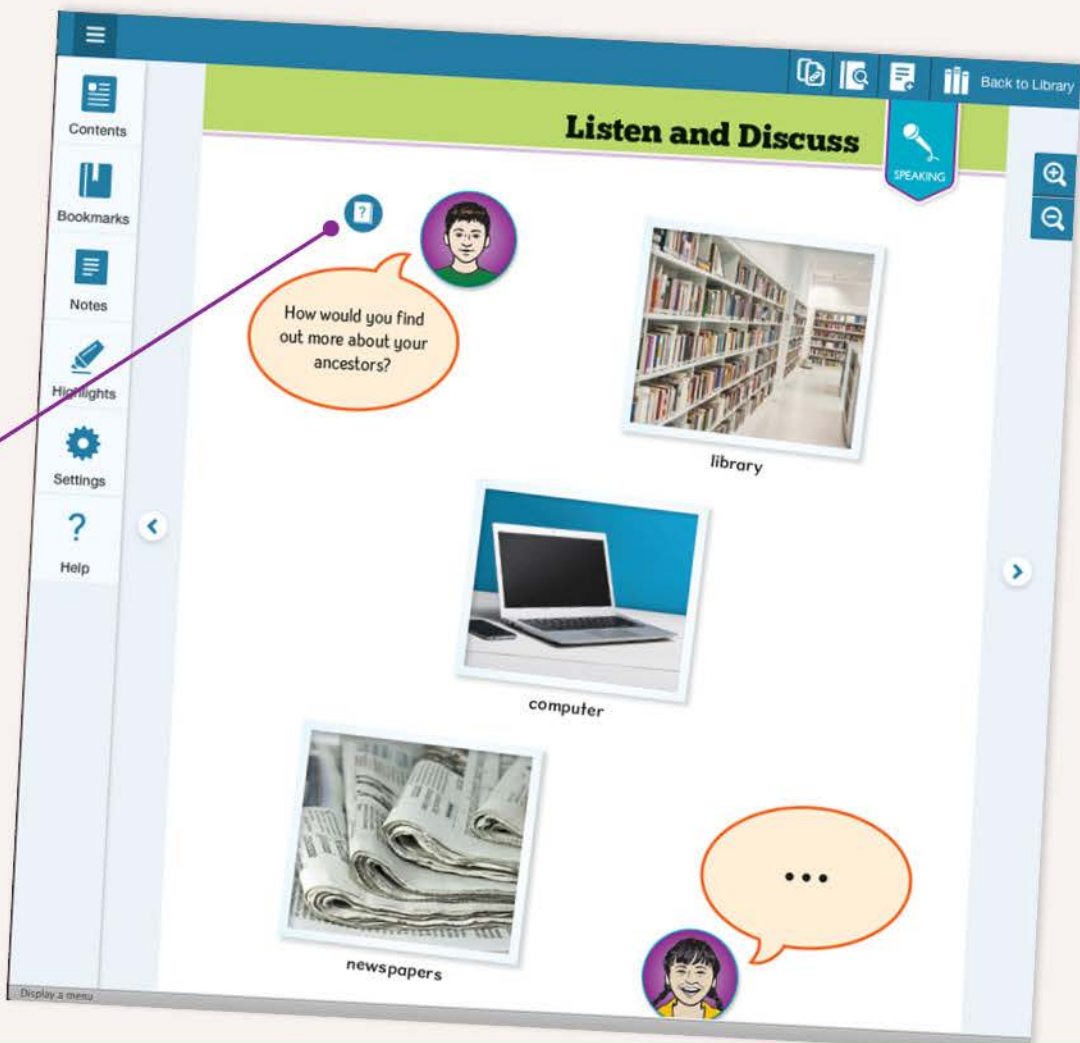
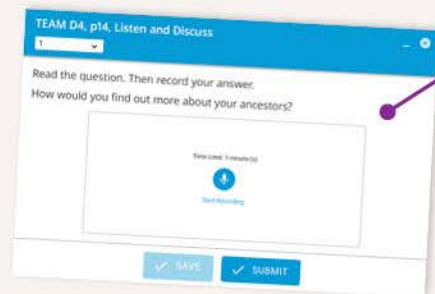
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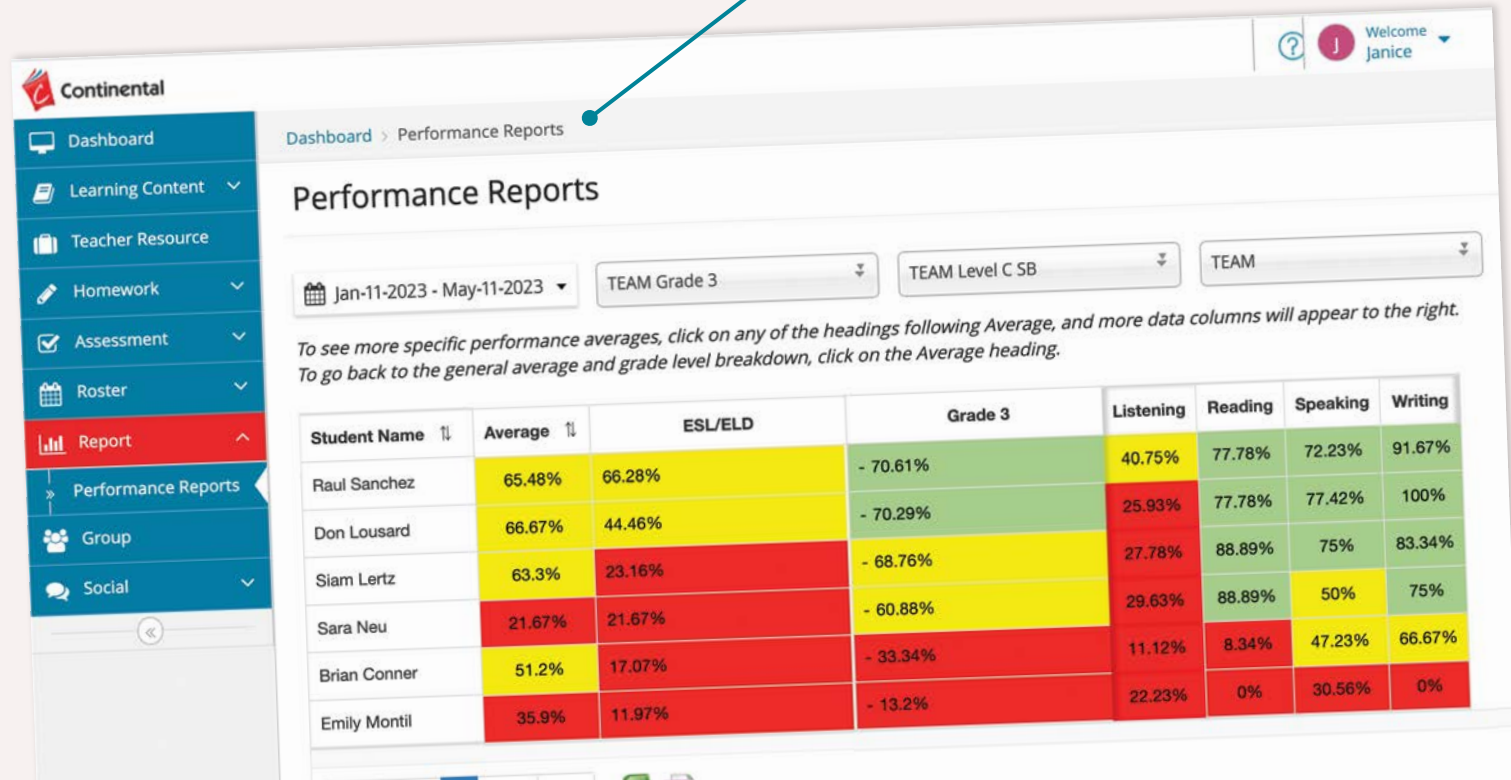
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