All Kinds of Teams
1.4.3
Genre: Informational Nonfiction
Guided Reading Level E, G, K
Benchmark 8, 12, 20
Lexile 100, 130, 500

Book Summary
This book tells us what a team is and what different kinds of teams do. From family home teams to school teams to community teams, we learn how they work together and why it is important to be part of a team.

STRATEGIES AND SKILLS AT A GLANCE

Comprehension
- Strategy: Ask Questions
- Skill: Retell

Vocabulary
- better, buy, change, difficult, move, ripe

Additional Vocabulary
- faster, practices, rinses, together

Social Studies
- Strand: Civics/Government
- Topic: Citizenship

PHONICS/WORD STUDY FOCUS
- Vowel Digraphs Long o (o, oa, ow): grow, page 3; shows, page 5; soap, page 7

ALTERNATE SKILLS AND STRATEGIES
The following skills can be modeled and applied to this text.
- Author’s Purpose, pp. 2–15
  Graphic Organizer 5
- Main Idea and Details, pp. 2–15
  Graphic Organizer 11

CHALLENGING TEXT FEATURES
Photographs, pp. 2–15
Build Background
• Ask children what they think a team is. Prompt discussion with questions such as: What is a team? Have you been part of a team at school? At home with your family? What did you do on the team? What do you need to do to be a good team member? Record children’s responses on a concept web.

Preview and Predict
• Give children a copy of All Kinds of Teams. Read the title and the name of the author to children. Ask: What is the group of people on the cover of the book doing? What kind of team do you think this is?
• Show children the title page and ask what the children are doing and whether they might be a team. Read the chapter headings. Have children tell what kind of teams they will read about in each chapter.
• Preview each page, prompting children to tell what they see and make predictions. Reinforce the vocabulary. Ask: On pages 4–5, how can members of a family help with the meals? What are the family members doing?

Teach Comprehension
Use this text for explicit strategy and skill instruction.

STRATEGY Ask Questions
What? Good readers ask themselves questions about how they are doing as readers and about the book they are reading.

Why? When we ask questions, we guide our reading and set a purpose for reading. Asking questions is also a way for us to check whether our reading makes sense and whether we understand the ideas in the book.

When? Good readers ask themselves questions about the book as they preview the cover and illustrations. They also ask themselves questions during reading when they don’t understand something.

How? We will jot down questions we have before and during reading. Then we will check to see if any of these questions are answered and whether we have further questions after reading.

SKILL Retell
When we retell information in a book, we tell everything we have read. Good readers stop every few pages and retell what they have learned so far to be sure they understand the facts.
Set a Purpose for Reading
Have children set a purpose for reading or set a purpose for them. A Read to Find Out prompt is provided on the inside front cover of the Leveled Reader.

Model Cueing Systems
Visual Information Point to the word *each* on page 6 and model strategies children can use to read unfamiliar words.

**Think Aloud** This word has the letters *ea*, just like the word *team* does. I know that these two letters together sometimes stand for the long *e* sound, like in the word *team*. I also see the letters *c* and *h*. I know that these two letters stand for the /ch/ sound. The word must be *each*.

Guide Comprehension
Give children their copy of the book and have them whisper-read the book while you monitor their use of cueing strategies and intervene as needed, or use the prompts provided to model and teach the skill and strategy.

**Think Aloud** I learned about different kinds of teams. On page 2, I wondered who will buy these drinks. I also wonder if it is fun to work as a team. On page 3, I see three people working as a team to water a garden. I wonder how you join a team like this. I’ll continue reading to see if I can find the answers.

**Pages 4–7**
Ask children what kind of teams might be at home. Then have them read to find out.

When children have finished reading, have them retell what they learned about teams at home. Model retelling the information from these pages.

**Text Evidence** On these pages, I learned about things a family does as a team. I read that a family team shops together to buy food, cook the food, and do chores. I learned that everyone has a job to do on a team, but that people on a team help each other.

**Pages 8–11**
Ask children what kind of teams might be at school. Then have them read to find out.

When children have finished reading, have them retell what they learned about teams at school. Then have them share descriptive details such as jobs a team needs to do to put on a play or what a school band does as a team.
If you are dividing the reading into two days, this would be a good place to stop.

Pages 12–15
Have children read to find out what kinds of teams are in the community. Have children tell why they think it is important to join a team.

Then have them retell the information given in the pictures and words. Ask children what the most important idea is. Help them summarize the information.

Apply Distribute and have children complete Blackline Master 1 by reviewing the book and retelling what they learned from this book.

Focus on Nonfiction
Photographs Show children the photograph of the team at the park on page 12. Say: Photographs give you more information about the text on the page. This photograph shows you what it takes to plant flowers in a park and make a community a better place to live.
Reread for Fluency

**APPROPRIATE PHRASING**

**Model** Distribute Blackline Master 2. Model reading the sentences with appropriate phrasing. Then read the whole passage, modeling fluent reading.

**Guide** Read aloud the passage and have children choral read.

**Apply** Have children practice repeated readings with a partner.

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Write in Response to Literature

Have children respond to the book in a way that is meaningful to them, such as:

- Draw a picture of their favorite team experience, either in school, at home, or in the community, and write a few sentences about it
- Write about their favorite part of the book
- Make a list of different kinds of teams

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**Respond to Reading**

**COMPREHENSION CHECK**, page 16, Answers

- **Summarize** Children use their completed Retelling Charts (Blackline Master 1) to help them retell what they learned from this book.

- **Think and Compare** (Sample answers are given.) 1. Families can work as a team to shop for food and prepare a meal; **Text to text** 2. I’ve been on a community team in the park where I helped plant seeds for the flower and vegetable garden; **Text to self** 3. Team members can make their team better by cooperating with each other and giving compliments on a job well done. **Text to world**

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**Apply Text Evidence** Ask children to locate and use evidence from the text to tell two reasons to be on a team. (On page 14, I read that a team works together and a team has fun together.)

**Build Strategic Readers**

Help children reflect on their use of skills and strategies.

- **How did asking questions help you understand the information better?**
- **How did you use the pictures and the words from the book to help retell what you read?**
Retell

Use the chart to retell the facts from the book.

<table>
<thead>
<tr>
<th>Retell</th>
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<tbody>
<tr>
<td>People on a team work together.</td>
</tr>
<tr>
<td>A family is one kind of team.</td>
</tr>
<tr>
<td>People on a team help each other.</td>
</tr>
<tr>
<td>People work in teams at school.</td>
</tr>
<tr>
<td>Teams can help change things in a community.</td>
</tr>
</tbody>
</table>
As I read, I will pay attention to reading with appropriate phrasing.

This family works as a team
6 at the store. They buy food to bring home.
15 This family is a team, too.
21 They all help to make dinner.
27 Mom shows the children how.
32 People on a team work together.
38 This team rakes leaves in the yard. 45

Comprehension Check

1. How does a family work as a team? **Main Idea and Details**

2. What is good about being on a team? **Draw Conclusions**

<table>
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<tr>
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<th>–</th>
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<tr>
<td>Second Read</td>
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Fluency: Approaching Level
A family is one kind of team.

This family shops together to buy the food they need.

This family works as a team, too.

Everyone helps to make dinner.

The mother shows the children how to cook.

People on a team help each other.

This boy and girl are raking leaves.

It is faster when two people work together. 59

Comprehension Check

1. How does a family work as a team? **Main Idea and Details**

2. What is good about being on a team? **Draw Conclusions**
As I read, I will pay attention to reading with appropriate phrasing.

A family is one kind of team. In a family, everyone can help with the meals. This family shops at the store. They will buy food to cook and eat at home. In a family, one person may cook the meal. Someone else may set the table. After dinner, other family members may wash the dishes and clean up. This mother shows her children how to cook. The people in this family team up to clean their yard. They use rakes to gather the leaves that have fallen and blown around.

Comprehension Check

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