

Local District 1



CELDT
Preparation Activities

ELD Treasures: Start Smart

2nd Grade

2011 - 2012

Dear Teacher,

This packet of activities is designed to help your English learner (EL) students practice some of the listening, speaking, reading and writing English Language Development (ELD) standards and skills as they get ready to take the California English Language Development Test (CELDT). Teachers in Local District 1 created these sample activities. Your grade level team or school may want to create additional CELDT-like activities to meet the needs of your students.

What is CELDT?

The CELDT is a standardized test that assists teachers and schools with identifying students who are English learners, determining the level of language proficiency of ELs, and assessing the progress of ELs' language acquisition.

What is the purpose?

Initial Assessment: students whose primary language is other than English, based on the home language survey, and who have not previously taken the CELDT, must be administered the test within 30 days of enrollment. The test results will indicate if the student is an English learner or an Initial Fluent English Proficient (IFEP).

Annual Assessment: students who have previously taken the CELDT and were identified as an EL must take the CELDT annually to monitor language growth until they have met the criteria to reclassify.

How can I support my students as they prepare to take the CELDT?

Give EL students ample opportunities to authentically use language for a variety of communication purposes. Engage students in meaningful tasks where they need to talk, listen, read and write. Some effective strategies to get all students engaged and talking are: Think-Pair-Share, Cooperative Groups, role-playing, Total Physical Response (TPR), repeating, and choral reading or singing. Language scaffolds may be necessary depending on the level of language acquisition for each student. Some effective scaffolds are: wait time, sentence starters, visuals, realia, manipulatives, and Thinking Maps®.

This activity packet has one hour lesson plans created to target ELD standards and skills in all four domains (Listening, Speaking, Reading and Writing). These are suggested activities. You may choose to have some students work on specific domains based on their previous year's CELDT scores and ELD portfolios. Based on the needs of the students in your class, you may decide to work with small or large groups. It is equally important to give students corrective feedback. Consider their language proficiency level and scaffold the student to grow toward the next proficiency level.

Start Smart ELD
2nd Grade
10 days of instruction

<u>Day 1</u>	<u>Day 2</u>	<u>Day 3</u>	<u>Day 4</u>	<u>Day 5</u>
Listening/Speaking (L/S): Following Directions Speech Functions 4 Picture Narrative Reading: Comprehension Writing Writing Sentences Grammar & Structure	L/S: Rhyming Speech Functions 4 Picture Narrative Reading: Comprehension Writing Writing Sentences	L/S: Following Directions Speech Functions 4 Picture Narrative Reading: Comprehension Writing Writing Sentences Grammar & Structure	L/S: Rhyming Speech Functions 4 Picture Narrative Reading: Comprehension Writing Short Composition	L/S: Extended Listening Speech Functions 4 Picture Narrative Reading: Comprehension Writing Short Composition
<u>Day 6</u>	<u>Day 7</u>	<u>Day 8</u>	<u>Day 9</u>	<u>Day 10</u>
L/S: Choose & Give Reasons Speech Functions 4 Picture Narrative Reading: Comprehension Writing: Writing Sentences	L/S: Choose & Give Reasons Speech Functions 4 Picture Narrative Reading: Comprehension Writing: Writing Sentences Grammar & Structure	L/S: Choose & Give Reasons Speech Functions 4 Picture Narrative Reading: Comprehension Writing: Writing Sentences	L/S: Choose & Give Reasons Speech Functions 4 Picture Narrative Reading: Comprehension Writing: Short Composition	L/S: Choose & Give Reasons Speech Functions 4 Picture Narrative Reading: Comprehension Writing: Short Composition

Listening Speaking	Following Directions (5 minutes)
	<p>Students respond to oral directions by pointing to objects or drawing lines to objects. Ask students to find common items in the classroom.</p> <ul style="list-style-type: none"> • Point to the clock • Point to the window • Point to an object that is round • Point to an object that is square • Point to <p>Have students draw on paper or individual white boards. Have partners share and compare their drawings.</p> <ul style="list-style-type: none"> • Draw a triangle. Draw a star. Draw a circle. Draw a line from the star to the circle. Underline the triangle. • Draw a tree. Draw a dog under the tree. Draw a sun in the sky. Draw an "X" on the tree.
	Speech Functions (5 – 10 minutes)
	<p>Students practice asking for information See lesson on p. 1</p>
Listening Speaking	4 Picture Narrative (5 - 10 minutes)
	<p>Model: Show the four pictures on page 2 using a document reader or an overhead. Tell students that you are going to tell a story about what is happening in the four pictures. Think aloud as you look and describe each picture. Next tell a complete story about the four pictures using transitions words, "One day...", "Next," "Later," "Finally" etc...Use details (name the characters, describe the setting and actions, use precise vocabulary for items in the pictures, vary sentence structure...) For example, "<i>One hot summer day, Sammy went to the lake. He grabbed on tight to the rope and swung himself. He screamed AAWWEEAA! Next he let go of the rope. He thought he was going to land in the cool lake, but he noticed that the lake was too shallow. So he quickly grabbed the rope and swung back to where his friend was waiting for him.</i>"</p> <p>Practice: Have students look at just the first picture. Say, "I named the boy Sammy." Draw a circle map on chart paper. Ask students to use the T-P-S strategy to discuss what is happening in the first picture. Record their ideas on the circle map. Continue to create a new circle map for each picture. Students will use T-P-S and teacher will record ideas on circle map. Retain the circle map to use on Day 2.</p> <p>Materials: p. 2</p>
Reading	Reading Comprehension (5 minutes)
	<p>Guided Practice: Tell students that you are going to read the story "Ann String Beads" aloud. Explain that students are to listen carefully so that they can answer questions about the story. Read the story aloud. Read each question and possible answers aloud. Have students use the Think-Pair-Share strategy to discuss each question. Ask volunteers for answers and provide feedback.</p> <p>Materials: Story "Ann String Beads" p. 3 (use a document reader or an overhead)</p>
Writing	Writing Sentences (10 - 15 minutes)
	<p>Model: Show picture #1, describe the picture orally using one (1) complete sentence, then write one (1) detailed sentence.</p> <p>Practice: Show picture #2. Using the Think-Pair-Share (T-P-S) strategy, have students describe the picture. Ask for volunteers to share their responses. Write a few student responses on the board. Model revising by adding a detail to one of the sentences. Ask students to think of more details they can add to the sentences (T-P-S). Revise sentences based on student suggestions. Repeat with picture #3.</p> <p>Apply: Show picture #4. Have students use T-P-S to describe the picture. Have students individually write their sentence on paper (or use the sample page provided). Encourage students to write a complete sentence with some detail. Have a few volunteers share their sentences. Provide corrective feedback.</p> <p>Materials: p. 4 (use a document reader or make copies)</p>
	Grammar and Structure (5 – 10 minutes)
	<p>Model: Students need to read questions and select from multiple choice answers the best word to fill in the blank. Start by observing students in the classroom and writing sentences on the board. Leave out one word and create multiple choices for students to select. For example, Say: "I see Danny sitting in is seat." Write on the board: "Danny is _____ in his seat."</p>

Write three choices on the board, "sit," "sitting" & "sat" Ask, "Which response is the best to complete the sentence. Read the sentence three times, each time inserting one of the choices. Ask students to raise their hand when they hear the best choice. Discuss the correct answer.

Practice: Create two or three more examples. "Jenny's shoes are _____ than Megan's shoes." "small," "smallest," "smaller." Have the students use the T-P-S strategy to discuss which is the best possible answer and why. Provide feedback during whole group sharing.

Apply: Distribute copies of p. 5 to each student to complete. Review answers and provide feedback.

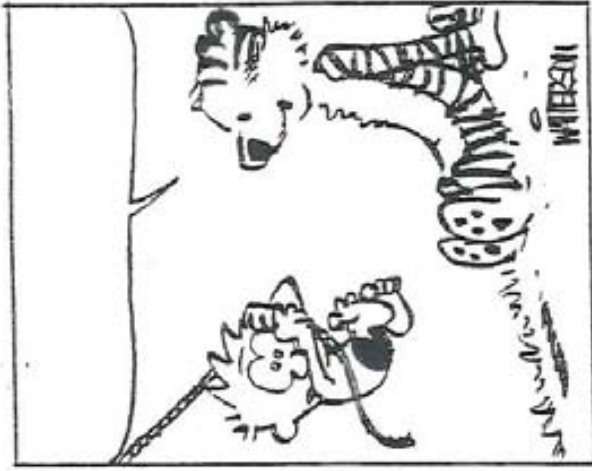
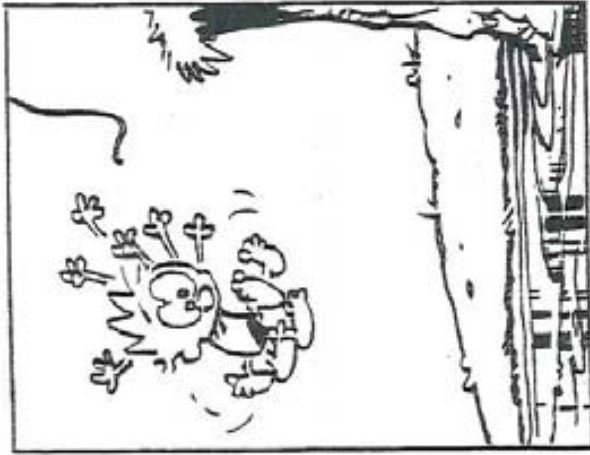
Materials: p. 5 (one copy per student)

Writing Sentences

Extensions

Ask students to think about what they did yesterday. Have students draw a picture of what they were doing (action). For example, brushing teeth, eating dinner, or playing handball. Have students move around the room, find a partner, share their drawing and describe what they were doing. Continue by finding a new partner to share with. Have students meet with at least three different classmates. Finally have students write one detailed sentence about their picture. Ask for volunteers to share with the whole group. Provide corrective feedback.

- Objectives
 - Do I know how to ask for information?
- Activate Prior Knowledge
 - When you need to know something at home, you ask your family for information.
- Input and Model
 - On the CELDT, a portion of the test called Speech Functions checks to see if you can ask questions for specific purposes, such as getting information from someone.
 - Today, you may use a communication guide to help you ask for information.
 - Do you know _____?
 - Can you tell me _____?
 - What is/are _____?
 - When does _____?
 - Where is/are _____?
 - Could you tell me how _____?
 - For example, [using the communication guides]
 - If I need to know what time a movie starts, I could ask "When does the movie start?"
 - If I need to know where my keys are, I could ask "Where are my keys?" or "Do you know where my keys are?"
- Guided Practice [Teacher and Student Volunteers]
 - I need two volunteers to help us practice.
 - Pretend you are at home. Pretend _____ is your mom/dad. If you are at home and want to know where your shoes are, what would you ask _____?
- Independent Practice [Student Pairs and Think-Pair-Share]
 - Now I am going to tell you about some situations that could happen to you. Pretend that you need to get the information from your partner. Think about what you would say. Then, tell your partner what you would say.
 - Your friend knows how to make paper airplanes, and you want to know how to do it. What do you ask your friend?
 - Your teacher explained an assignment while you were in the bathroom. You need to find out what you need to do. What do you ask your classmate?
- Evaluation
 - After each Think-Pair-Share, volunteers share their responses and the class evaluates them based on the CELDT rubric.
 - Did the question ask for information? [1 point]
 - Did the question use correct words and grammar? [1 point]
- Close
 - Do you know how to Ask for Information?
 - Students share their learning.
 - Tomorrow, we will learn how to Make a Request.



Name: _____

Date: _____

Writing Directions: Write about the given topic. Be sure to write only on the lines within the large box.

A large rectangular box containing ten horizontal lines for writing.

Name: _____

Date: _____

Ann Strings Beads

Ann loves beads. She wants to make a necklace of beads. Ann will put beads on a string to make her necklace. She will use blue and red beads. Blue and red are her favorite colors.

When she has finished, she will tie a knot in the string so the beads won't come off. Then Ann will wear her necklace and show her friends. When she puts it on, it will look great!

1. Ann wants to make a

- A. bead.
 - B. knot.
 - C. necklace.
-

2. Why does Ann tie a knot in the string?

- A. to make it pretty
 - B. to keep the beads on
 - C. it was a mistake
-

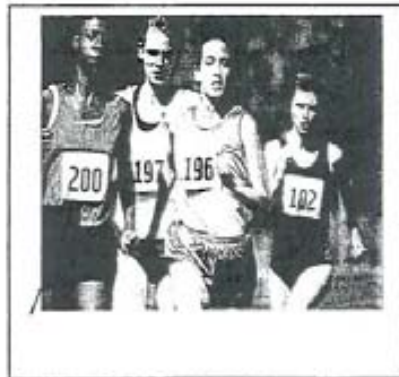
3. What will Ann do last?

- A. tie a knot
 - B. show her friends
 - C. put on her necklace
-









Writing: Grammar and Structure
2nd Grade

Directions: Choose the word that BEST completes the sentence.

1. I am in _____ grade.
secd
second
secend
2. I like to read _____.
bookes
buks
books
3. At recess I _____ outside.
play
paly
pale
4. I have a _____ backpack.
blu
blue
blew
5. Yesterday, I _____ to the library.
goed
goes
went

Listening Speaking	Rhyming (5 minutes)
	<p>Game: Have students sit in a circle. Say, I'm going to give you two words that rhyme. Then I want the person to my right to say one more word that rhymes with my words. (Use real words, no nonsense words). We will continue around the circle adding more rhyming words. If you cannot think of a word that rhymes say, "Bonk." Then the next student will start a new round by stating two new words that rhyme.</p> <p>Example: Teacher: "star, far," Student 1: "tar" Student 2: "car" Student 3: "bar" Student 4: "bonk" Student 5: "rock, sock" Student 6: "clock"</p>
	Speech Functions (5 – 10 minutes)
	<p>Students practice how to make a request. See lesson on p. 6</p>
Reading	4 Picture Narrative (oral story telling) (10 – 15 minutes)
	<p>Review: Review the Circle Maps created on Day 1. Retell your model story using the information in the circle maps: For example, <i>"One hot summer day, Sammy went to the lake. He grabbed on tight to the rope and swung himself. He screamed AAWWEEAA! Next he let go of the rope. He thought he was going to land in the cool lake, but he noticed that the lake was too shallow. So he quickly grabbed the rope and swung back to where his friend was waiting for him."</i></p> <p>Practice: Have students work with in pairs. Have students take turns describing the pictures one at a time. Then have the students practice telling an entire story about the four pictures. You may want to provide a communication guide.</p> <p style="padding-left: 40px;">One day, _____ Next, _____ Then, _____ Finally, _____</p> <p>Have a few volunteers share their stories with the whole group.</p> <p>Materials: p. 2 (document reader, overhead, or copies for each pair)</p>
	Reading Comprehension (5 minutes)
Writing	<p>Model: Tell students that you are going to read the story "Haunted House" aloud. Explain that students are to listen carefully so that they can answer questions about the story. Read the story aloud. Read each question and possible answers aloud. Have students use the Think-Pair-Share strategy to discuss each question. Ask volunteers to share the answers and provide feedback. Discuss.</p> <p>Materials: Story "Haunted House" p.7 (document reader or overhead)</p>
	Writing Sentences (10 - 15 minutes)
Extensions	<p>Model: Show picture #1, describe the picture orally using one (1) complete sentence, then write one (1) detailed sentence.</p> <p>Practice: Show picture #2. Using the Think-Pair-Share (T-P-S) strategy, have students describe the picture. Ask for volunteers to share their responses. Write a few student responses on the board. Model revising by adding a detail to one of the sentences. Ask students to think of more details they can add to the sentences (T-P-S). Revise sentences based on student suggestions. Repeat with picture #3.</p> <p>Apply: Show picture #4. Have students use T-P-S to describe the picture. Have students individually write their sentence on paper (or use the sample page provided). Encourage students to write a complete sentence with some detail. Have a few volunteers share their sentences. Provide corrective feedback.</p> <p>Materials: p. 8 (document reader, overhead, or make copies)</p>
	Oral Vocabulary
	<p>Draw a simple picture. (Do not show the picture). Orally describe the picture and have students draw as they listen. Have students compare their drawings to your drawing when finished.</p> <p>Example: Draw a square house with a triangle roof in the center of the paper. Draw a door in the middle of the square. Draw two windows on either side of the front door. Draw a chimney on the left side of the roof. Add smoke coming out of the chimney. Draw a tree on the right side of the house. Draw a dog sitting next to the tree.</p>

- Objectives
 - Do I know how to make a request?
- Activate Prior Knowledge
 - At home, when you want to have something or you want to be able to do something, you make a request from your family.
- Input and Model
 - On the CELDT, a portion of the test called Speech Functions checks to see if you can ask questions for specific purposes, such as requesting something or permission from someone.
 - Today, you may use a communication guide to help you ask for information.
 - *Could you* _____ ?
 - *Is it okay if I* _____ ?
 - *May I* _____ ?
 - For example, [using the communication guides]
 - If I would like to use my friend's pen, I could ask "Is it okay if I use your pen?"
 - If I would like to buy an iPod from a store, I could ask "Could you show me iPods?" and "May I buy the iPod?"
- Guided Practice [Teacher and Student Volunteers]
 - I need two volunteers to help us practice.
 - Pretend you are at home. Pretend _____ is your mom/dad. If you want to play a game with them, what would you ask _____?
- Independent Practice [Student Pairs and Think-Pair-Share]
 - Now I am going to tell you about some situations that could happen to you. Pretend that you need to make a request from your partner. Think about what you would say. Then, tell your partner what you would say.
 - Your friend has a new iPod with music, and you want to listen to it. What do you ask your friend?
 - Your teacher has given you crayons to draw a picture, but you would like to use markers. What do you ask your teacher?
- Evaluation
 - After each Think-Pair-Share, volunteers share their responses and the class evaluates them based on the CELDT rubric.
 - Did the question make a request? [1 point]
 - Did the question use correct words and grammar? [1 point]
- Close
 - Do you know how to Make a Request?
 - Students share their learning.
 - Tomorrow, we will learn how to Ask for Clarification.

Haunted House

Annie and Rosa were walking home. It was just getting dark. They got to the big, gray house. They always hated walking by that house. It was old and empty. It had many broken windows. Everyone said it was haunted.

As they went by, they heard a strange noise. It sounded like a baby crying. They stopped and looked around but couldn't see anyone. The noise was coming from the house!

Rosa was very brave. She walked all the way up to the house. Suddenly Rosa began to laugh. She pointed to the roof and said, "Look, Annie, there's our ghost!"

Annie looked. The noise was coming from a scared little kitten. The kitten was stuck on the roof. "Sometimes things are not what they seem," Annie said.

4. What is this story about?

- A. how sometimes things are not as they seem
 - B. how Annie and Rosa always hated walking by that house
 - C. how Rosa was very brave
-

5. When did this story take place?

- A. early morning
 - B. noon time
 - C. late afternoon
-

6. What caused the strange noise?

- A. a baby
 - B. a kitten
 - C. the wind
-

7. What kind of person is Rosa?

- A. sad
 - B. tired
 - C. brave
-
























Listening Speaking	Following Directions (5 minutes)
	<p>Students respond to oral directions by pointing to objects or drawing lines to objects. Ask students to find common items in the classroom.</p> <ul style="list-style-type: none"> • Point to the door • Point to the computer • Point to an object that is blue • Point to <p>Give students copies of page 9. As students look at the pictures, read the following directions aloud. After each question have student partners check each others' work.</p> <ol style="list-style-type: none"> 1. Draw a line under the picture that shows a person riding a bicycle. 2. Place an X above the picture that shows a person swimming. 3. Circle the picture that shows an empty box. 4. Place an X next to the animal with spots. 5. Draw a line under the picture that shows the food that we eat with a spoon. <p>Materials: Listening: Following Directions p. 9</p>
	Speech Functions (5 – 10 minutes)
	<p>Students practice how to ask for clarification. See lesson on p. 10</p>
Reading	4 Picture Narrative (5 - 10 minutes)
	<p>Model: Show the four pictures on page 11 using a document reader or an overhead. Tell students that you are going to tell a story about what is happening in the four pictures. Think aloud as you look and describe each picture. Next tell a complete story about the four pictures using transitions words, "One day...", "Next," "Later," "Finally" etc... Use details (name the characters, describe the setting and actions, use precise vocabulary for items in the pictures, vary sentence structure...)</p> <p>Practice: Have students look at just the first picture. Draw a circle map on chart paper. Ask students to use the T-P-S strategy to discuss what is happening in the first picture. Record their ideas on the circle map. Continue to create a new circle map for each picture. Students will use T-P-S and teacher will record ideas on circle map. Retain circle map to use on Day 4.</p> <p>Materials: p. 11</p>
	Reading Comprehension (5 minutes)
<p>Model: Tell students that you are going to read the story "The Prince and The Boat" aloud. Explain that students are to listen carefully so that they can answer questions about the story. Read the story aloud. Read each question and possible answers aloud. Have students use the Think-Pair-Share strategy to discuss each question. Ask volunteers to share answers and provide feedback. Discuss.</p> <p>Materials: Story "The Prince and the Boat" (document reader or overhead)</p>	
Writing	Writing Sentences (10 - 15 minutes)
	<p>Model: Show picture #1, describe the picture orally using one (1) complete sentence, then write one (1) detailed sentence.</p> <p>Practice: Show picture #2. Using the Think-Pair-Share (T-P-S) strategy, have students describe the picture. Ask for volunteers to share their responses. Write a few student responses on the board. Model revising by adding a detail to one of the sentences. Ask students to think of more details they can add to the sentences (T-P-S). Revise sentences based on student suggestions</p> <p>Apply: Show picture #3. Have students use T-P-S to describe the picture. Have students individually write their sentence on paper (or use the sample page provided). Encourage students to write a complete sentence with some detail. Have a few volunteers share their sentences. Provide corrective feedback. Repeat with picture #4.</p> <p>Materials: p. 13 (document reader, overhead, or make copies)</p>
	Grammar and Structure (5 – 10 minutes)
<p>Model: Students need to read questions and select from multiple choice answers the best word to fill in the blank. Start by observing students in the classroom and writing sentences on the board. Leave out one word and create multiple choices for students to select. For example, Say: "I see Tanya has three pencils." Write on the board:</p>	

	<p>"Tanya _____ three pencils."</p> <p>Write three choices on the board, "got," "has," & "having." Ask, "Which response is the best to complete the sentence. Read the sentence three times, each time inserting one of the choices. Ask students to raise their hand when they hear the best choice. Discuss the correct answer.</p> <p>Practice: Create a two or three more examples. "I see that Jim's pencil box is full." Write on the board: "_____ pencil box is full." "Jim," "Jimes," "Jim's." Have the students use the T-P-S strategy to discuss which is the best possible answer and why. Provide feedback during whole group sharing.</p> <p>Apply: Distribute copies of p. 14 to each student to complete. Review answers and provide feedback.</p> <p>Materials: p. 14 (one copy per student)</p>
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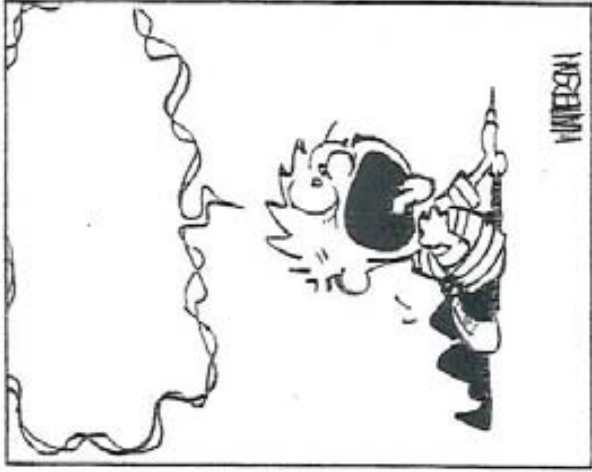
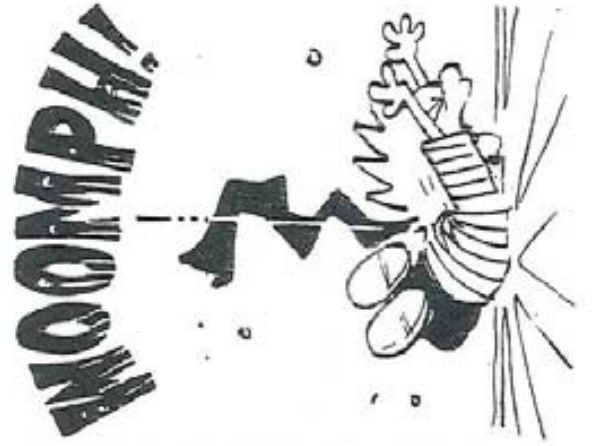
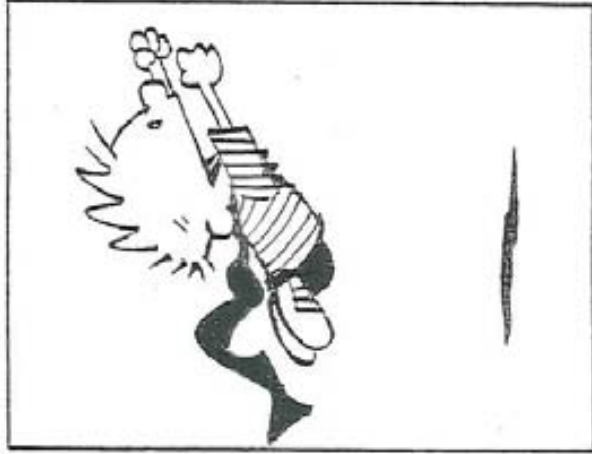
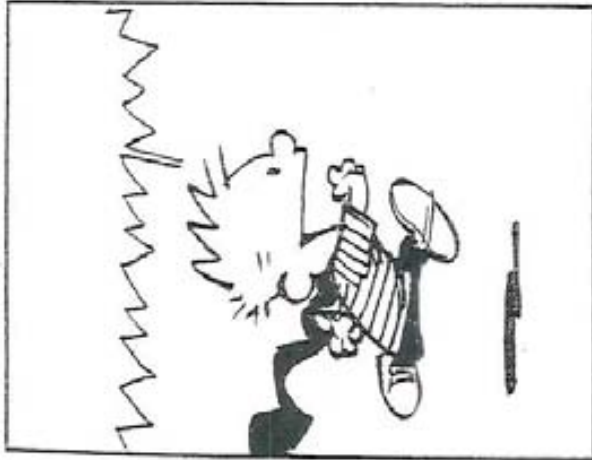
Listening Comprehension	
Extensions	<p>Model: Tell a quick story about something you did during the weekend. Create a comprehension question and three possible answers. Have students use the T-P-S strategy to discuss the possible answers.</p> <p>Practice: Have a student volunteer tell the whole group a quick story about something he/she did during the weekend. Have the student think of a comprehension question about his/her story. If the student has difficulty, the teacher can create the question and three possible answers. Have the group use T-P-S to discuss the possible answers.</p> <p>Apply: Have partners take turns telling a quick story and creating one question with three possible answers.</p>

CELDT Preparation Activities

Listening: Following Directions

1.  a  b  c
2.  a  b  c
3.  a  b  c
4.  a  b  c
5.  a  b  c

- Objectives
 - Do I know how to ask for clarification?
- Activate Prior Knowledge
 - At home, if you don't know all of the information, you may ask your family for clarification.
- Input and Model
 - On the CELDT, a portion of the test called Speech Functions checks to see if you can ask questions for specific purposes, such as asking for clarification about information.
 - Today, you may use a communication guide to help you ask for information.
 - Which _____ should I _____?
 - Which _____ do you _____?
 - How many _____ should I _____?
 - How many _____ do you _____?
 - For example, [using the communication guides]
 - If I don't know which colored paper to use for an art project, I could ask "Which colored paper should I use for the art project?"
 - If I don't know how many rubber bands my friends want, I could ask "How many rubber bands do you need?"
- Guided Practice [Teacher and Student Volunteers]
 - I need two volunteers to help us practice.
 - Pretend you are at home. Pretend _____ is your mom/dad. Your mom/dad has asked you to get your socks. You are not sure which color of socks to get. What would you ask _____?
- Independent Practice [Student Pairs and Think-Pair-Share]
 - Now I am going to tell you about some situations that could happen to you. Pretend that you need to ask for clarification from your partner. Think about what you would say. Then, tell your partner what you would say.
 - Your class is coloring pictures with crayons. Your classmate asks you for a crayon, but you are not sure which color he needs. What do you ask your classmate?
 - Your teacher asked you to get the ball for recess. You are not sure which ball to get. What do you ask your teacher?
- Evaluation
 - After each Think-Pair-Share, volunteers share their responses and the class evaluates them based on the CELDT rubric.
 - Did the question ask for clarification? [1 point]
 - Did the question use correct words and grammar? [1 point]
- Close
 - Do you know how to Ask for Clarification?
 - Students share their learning.
 - Tomorrow, we will learn how to Offer Something to Someone.



Name: _____

Date: _____

Writing Directions: Write about the given topic. Be sure to write only on the lines within the large box.

A large rectangular box containing ten horizontal lines for writing.

The Prince and The Boat

Story 1

A handsome prince was riding his horse in the woods. He saw a dragon. The dragon was chasing a beautiful princess. The prince chased the dragon away. The prince and the princess were then married.

Story 2

Mary was taking a boat ride on a lake. The boat tipped over. Mary could not swim. A young man jumped into the water. He saved her.

8. What is Story 1?

- A. a play
 - B. a fairy tale
 - C. a story that could happen
-

9. If Story 2 ends like Story 1, what would happen next in Story 2?

- A. A prince would kill a dragon.
 - B. The young man would become a prince.
 - C. Mary and the young man would get married.
-

10. What kind of person was the prince in Story 1?

- A. brave
 - B. lazy
 - C. foolish
-

11. The prince first saw the dragon chasing the princess

- A. in the woods.
 - B. in a boat.
 - C. on a lake.
-



Blank writing area with three horizontal lines.



Blank writing area with three horizontal lines.



Blank writing area with three horizontal lines.



Blank writing area with three horizontal lines.



Blank writing area with three horizontal lines.

Writing: Grammar and Structure
2nd Grade

Directions: Choose the word that BEST completes the sentence.

1. _____ three books.
 - has
 - have
 - got

2. This is Kate's book. It is _____.
 - her
 - her's
 - she's

3. Mark is going _____ lunch.
 - to eat
 - eating
 - ate

4. _____ brothers.
 - We
 - They're
 - It's

5. Which class is _____ in?
 - him
 - his
 - he

Listening Speaking	Rhyming (5 minutes)
	Use the Language Experience Approach: Teacher writes what the students say on a large chart. Chart: <i>Once upon a time there were three little cats.</i> Ask students to use the T-P-S strategy to brainstorm words that rhyme with <i>cats</i> . (Use real words, no nonsense words). Record students' responses. <u>Example</u> : Once upon a time there were three little <u>bats</u> . Once upon a time there were three little <u>bats</u> . Start a new sentence, for example: The three little cats played in the <u>sun</u> . T-P-S rhyming words to change the sentence. Record students' responses. Example: The three little cats played in a <u>bun</u> .
	Speech Functions (5 – 10 minutes)
	Students will practice how to offer something. See lesson on p. 15
Reading	4 Picture Narrative (5 - 10 minutes)
	Review: Review the Circle Maps created on Day 3. Retell your model of a complete story using the information in the circle maps. Practice: Have students work with in pairs. Have students take turns describing the pictures one at a time. Then have the students practice telling an entire story about the four pictures. You may want to provide a communication guide or a word bank of transition words. One day, _____ Next, _____ Then, _____ Finally, _____ Have a few volunteers share their stories with the whole group. Materials: p. 11 (document reader, overhead, or copies for each pair)
Writing	Reading Comprehension (5 minutes)
	Practice: Tell students that they are going to read the story "Summer Vacation." Explain that students are to read carefully so that they can answer questions about the story. Allow silent reading time. Next, read aloud the story and the questions. Have students use the Think-Pair-Share strategy to discuss each question. Ask volunteers to give the answers. Discuss and provide feedback. Materials: Story "Summer Vacation" p. 16 (document reader/overhead and make copies for each student)
Writing	Short Composition (15 – 20 minutes)
	Model: Show the pictures on page 11 again. Have a student volunteer tell their story aloud to the whole class. Retell your model story as you write it on chart paper. Think aloud as you write to make explicit why you are choosing certain details. Practice: Post the communication guide used during the 4 picture narrative activity. One day, _____ Next, _____ Then, _____ Finally, _____ Give each student a copy of the four pictures p. 11 and have them write in the space provided. Remind them to tell a complete story about all four pictures and to use details. Have students read their writing to a partner. Materials: p. 11 (document reader, overhead, or make copies)
Extensions	Writing Sentences
	Draw/sketch a picture with a scene or an action (ex: child playing basketball, child eating pizza). Model writing one detailed sentence. Have students brainstorm other things kids do at school and chart ideas on a Circle Map. Have students choose one of the ideas to draw/sketch a picture. Then have pairs trade pictures. Students must orally describe their picture to their partner. Then the partner will write one detailed sentence about their partner's picture. Have a few volunteers share with the whole group.

- Objectives
 - Do I know how to *offer something*?
- Activate Prior Knowledge
 - At home, when someone in your family needs something and you have it, you would offer it to them.
- Input and Model
 - On the CELDT, a portion of the test called Speech Functions checks to see if you can ask questions or make statements for specific purposes, such as offering something to someone.
 - Today, you may use a communication guide to help you ask for information.
 - *Would you like _____?*
 - *You can _____.*
 - For example, [using the communication guides]
 - If I see someone holding many boxes, I could ask "Would you like help carrying the boxes?"
 - If I know that my friend left his phone at home, I could say "You can use my phone."
- Guided Practice [Teacher and Student Volunteers]
 - I need two volunteers to help us practice.
 - Pretend you are at home. Pretend _____ is your mom/dad. If you know that your mom/dad needs help washing the dishes, what would you ask or say?
- Independent Practice [Student Pairs and Think-Pair-Share]
 - Now I am going to tell you about some situations that could happen to you. Pretend that you would like to offer something to your partner. Think about what you would say. Then, tell your partner what you would say.
 - Your friend spilled milk on his sweater. You have an extra sweater in your backpack and want to offer it to your friend to use. What do you say to your friend?
 - You have finished your classwork early. You see that there are scraps of paper on the floor, and you would like to help your teacher by picking up the papers. What would you say?
- Evaluation
 - After each Think-Pair-Share, volunteers share their responses and the class evaluates them based on the CELDT rubric.
 - Did the statement or question offer something? [1 point]
 - Did the statement/question use correct words and grammar? [1 pt]
- Close
 - Do you know how to offer something?
 - Students share their learning.
 - Tomorrow, we will learn how to Make a Suggestion.

Summer Vacation

The first thing Paula did on her summer vacation was take a swimming class at the pool. Paula got a medal at the end of her class because she was a good swimmer. Her brother, Max, earned a medal, too. The best part of the class was when the teacher let Paula and Max jump off the diving board. Paula and Max had a great time at their swimming class.

Another thing Paula liked was going to the zoo. She and her family stayed all day and saw all kinds of animals. They saw a show where the seals did lots of tricks. Paula's favorite animals at the zoo were the monkeys and the elephants. Paula and her family had a great summer day at the zoo.

12. Paula feels

- A. sleepy.
 - B. sad.
 - C. happy.
-

13. Which sentence is true?

- A. Paula liked going to the zoo.
 - B. Paula saw a dolphin show.
 - C. Paula did not like to dive.
-

14. This passage is about a girl who

- A. needs a swimming class.
 - B. enjoys her summer vacation.
 - C. wants to go to the zoo.
-

15. What did Paula do FIRST on her summer vacation?

- A. She went to the zoo.
- B. She took a swimming class.
- C. She earned a medal.

Listening Speaking	Extended Listening Comprehension (5 minutes)
	Read aloud the story "The Cold Snowman." Show students the questions and pictures. Read aloud the questions and ask students to circle the picture that answers the question.
	Materials: "The Cold Snowman" p. 17 (one copy per student)
	Speech Functions (5 – 10 minutes)
	Students will practice how to make a suggestion. See lesson on p. 18
	4 Picture Narrative (5 - 10 minutes)
	Model/Review: Retell your model story from days 3 & 4. Model revising some ideas to add more details and create more elaborated sentences. Practice: Students can use the T-P-S strategy to retell their stories about the 4 pictures they saw in days 3 & 4. Provide communication guide. Have students try to add more details to change any simple sentences to elaborated sentences. Have a few volunteers share with the whole group. As each volunteer shares, repeat any elaborated sentences to the entire class and ask students to reflect on why it is elaborated.
Reading	Reading Comprehension (5 minutes)
	Read aloud a well know children's story appropriate for first or second grade. (ex: Goldilocks and the Three Bears). Ask comprehension questions about the following: <ul style="list-style-type: none"> • Main events (What happened first/last...) • Identify characters • Draw conclusions What will most likely happen...
Writing	Short Composition (15 – 20 minutes)
	Model/Review: Review your model writing from day 4. Model how to revise a sentence to add a detail to make the sentence elaborated. Practice: Have students reread their writing and look for a sentence that they could revise and add more detail.
	Materials: p. 11 (document reader, overhead, or make copies)
Extensions	Writing Sentences
	Model: Think aloud as you describe a four picture comic you could create. Draw/sketch your four pictures on chart paper. Then orally describe what is happening in each picture. Have students use the T-P-S strategy to discuss possible comics they could create. Have students draw their own four pictures comic. Have students move around the room, find a partner, and talk about their drawing. Repeat. Have students write a short story about their comic.

Listening: Extended Listening Comprehension

In this part of the test, the teacher reads a story and asks questions based on the story. Students will look at three pictures and choose the picture that answers the question.

The Cold Snowman

Once there was a snowman that stood outside Sally's house. The snowman was very, very cold and he wanted to come inside and get warm. Sally felt very sorry for the snowman so she invited him into the house. "Please come inside and get warm, Mr. Snowman," Sally said. "Thank you, Sally," said the snowman. The snowman was very happy to be inside by the fire. And now there's nothing left of the snowman but a big puddle on the floor.

Now I will read some questions and you will circle the picture that answers the question.

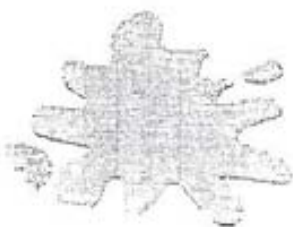
1. Where was the snowman in the beginning of the story?



2. Where was the snowman in the middle of the story?



4. What happened to the snowman at the end of the story?



- Objectives
 - Do I know how to make a suggestion?
- Activate Prior Knowledge
 - At home, you might make a suggestion if your family is trying to decide which movie to see.
- Input and Model
 - On the CELDT, a portion of the test called Speech Functions checks to see if you can ask questions or make statements for specific purposes, such as making a suggestion to someone.
 - Today, you may use a communication guide to help you ask for information.
 - *You should _____ because _____.*
 - *We should _____ because _____.*
 - *You might like _____ because _____.*
 - For example, [using the communication guides]
 - If I want to suggest a good book to my brother, I could say "You should read Harry Potter because it's a great adventure."
 - If I want to suggest a movie, I could say "We should see Mary Poppins because I like the dancing penguins."
- Guided Practice [Teacher and Student Volunteers]
 - I need two volunteers to help us practice.
 - Pretend you are at home. Pretend _____ is your mom/dad. Make a suggestion to see a movie.
- Independent Practice [Student Pairs and Think-Pair-Share]
 - Now I am going to tell you about some situations that could happen to you. Pretend that you need to get the information from your partner. Think about what you would say. Then, tell your partner what you would say.
 - Your friends forgot the ball in the classroom at recess. You and your classmates must decide to play a game without a ball. What game would you suggest?
 - Your teacher wants you and your classmates to suggest a book that you would like to hear your teacher read. What do you say?
- Evaluation
 - After each Think-Pair-Share, volunteers share their responses and the class evaluates them based on the CELDT rubric.
 - Did the statement make a suggestion? [1 point]
 - Did the statement use correct words and grammar? [1 point]
- Close
 - Do you know how to Make a Suggestion?
 - Students share their learning.
 - Next time, we will practice how to Ask for Information.

Listening Speaking	Choose and Give Reasons (5 – 10 minutes)
	<p>Students need to make a choice between two options. After they state their preference, they are asked to give two reasons for their choice. Students need to practice responding to questions, formulating their thoughts, and conveying those thoughts in spoken language.</p> <p>Model: Show the students the pictures on p. 19 on a document reader or an overhead. Say, "Suppose that you can go to either a sports event or an amusement park. Which one would you choose?" Pause and allow students to think of their preference. Say, "I would choose the amusement park. Let me give you two reasons why. I would like to go to the amusement park because I can ride the Ferris Wheel and I can buy a snow cone."</p> <p>Practice: Ask two volunteers to model for the class. Write the question on the board: <i>Which would you choose?</i> Have the two student volunteers state their choice. Next, ask the volunteers to give you two reasons why. Chart their responses on the board. Paraphrase the students' responses into complete sentences if needed.</p> <p>Apply: Show students the next set of pictures on p. 19. Write the question on the board: <i>Which do you like to do more, sing songs or draw pictures?</i> Have students use the T-P-S strategy to answer the question. Ask for a few volunteers to share with the whole group. Next, have partners tell each other two reasons why. Provide a communication guide:</p> <p style="padding-left: 40px;">I would like to go to _____ because... and ...</p> <p>If students have trouble with giving two reasons, provide more scaffolding:</p> <p style="padding-left: 40px;">I would like to go to ...</p> <p style="padding-left: 40px;">The first reasons is ...</p> <p style="padding-left: 40px;">The second reason is ...</p> <p>Provide feedback. Help students who might give the same reason twice (i.e., "because an amusement park is fun and I would have a fun time") to give two relevant reasons.</p> <p>Materials: p. 19 (document reader or overhead)</p>
	Speech Functions (5 minutes)
	<p>Students practice how to ask for information. See lesson on p. 20</p>
Writing	4 Picture Narrative (5 - 10 minutes)
	<p>Model: Show the four pictures on page 21 using a document reader or an overhead. Tell students that you are going to tell a story about what is happening in the four pictures. Think aloud as you look and describe each picture. Next tell a complete story about the four pictures using transitions words, "One day...", "Next," "Later," "Finally" etc...Use details (name the characters, describe the setting and actions, use precise vocabulary for items in the pictures, vary sentence structure...)</p> <p>Practice: Have students look at just the first picture. Draw a circle map on chart paper. Ask students to use the T-P-S strategy to discuss what is happening in the first picture. Record their ideas on the circle map. Continue to create a new circle map for each picture. Students will use T-P-S and teacher will record ideas on circle map. Retain the circle map to use on Day 7.</p> <p>Materials: p. 21</p>
Reading	Reading Comprehension (5 minutes)
	<p>Practice: Tell students that they are going to read the story "Saturday with Grandpa." Explain that students are to read carefully so that they can answer questions about the story. Allow silent reading time. Next, read aloud the story and the questions. Have students use the Think-Pair-Share strategy to discuss each question. Ask volunteers to give the answers. Discuss and provide feedback.</p> <p>Materials: Story "Saturday with Grandpa" p. 22 (document reader/overhead and make copies for each student)</p>
Writing	Writing Sentences (10 - 15 minutes)
	<p>Model: Show picture #1, describe the picture orally using one (1) complete sentence, then write one (1) detailed sentence.</p> <p>Practice: Show picture #2. Using the Think-Pair-Share (T-P-S) strategy, have students describe the picture. Ask for volunteers to share their responses. Write a few student responses on the board. Model revising by adding a detail to one of the sentences. Ask students to think of more details they can add to the sentences (T-P-S). Revise sentences based on student suggestions. Repeat with picture #3.</p>

Apply: Show picture #4. Have students use T-P-S to describe the picture. Have students individually write their sentence on paper (or use the sample page provided). Encourage students to write a complete sentence with some detail. Have a few volunteers share their sentences. Provide corrective feedback. Repeat with picture #5.

Materials: p. 23 (document reader, overhead, or make copies)

Choose and Give Reasons

Extensions

As students line up to go to recess, orally ask students questions. Students will have to make a hypothetical choice and give two reasons. For example:

“Which would you rather do at recess, eat a snack or play tetherball? Give me two reasons why.”

“During recess would you rather play outside or go to the library? Give me two reasons why.”

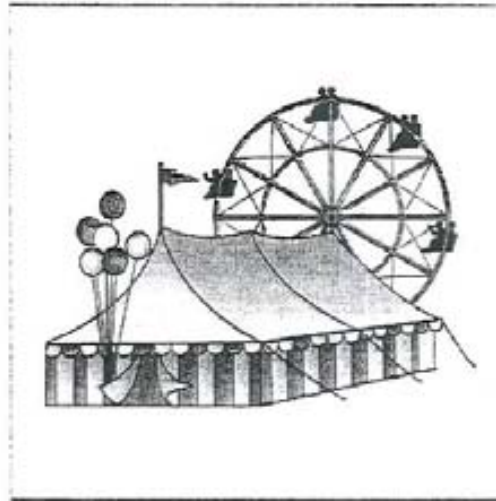
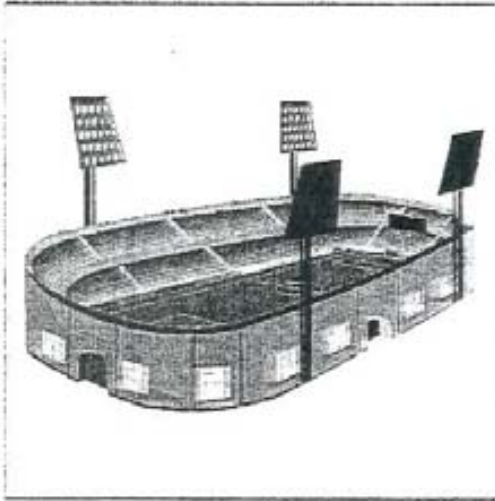
“After recess would you rather read a book or use the computer? Give me two reasons why.”

CELDT PREPARATION ACTIVITIES FOR SPEAKING SECTION

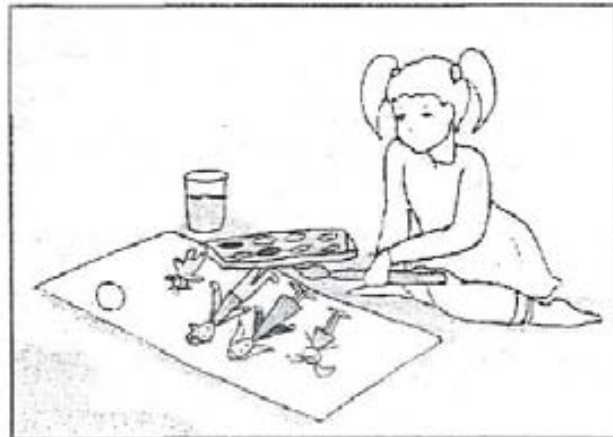
STUDENT

CUE PICTURES FOR CHOOSE AND GIVE REASONS

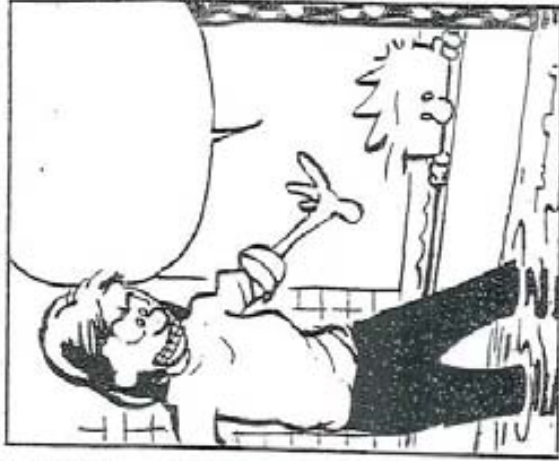
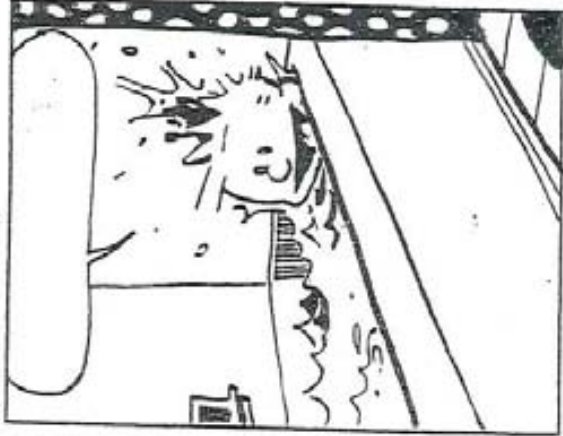
1.



2.



- Objectives
 - Do I know how to ask for information?
- Activate Prior Knowledge
 - When you need to know something at home, you ask your family for information.
- Input and Model
 - On the CELDT, a portion of the test called Speech Functions checks to see if you can ask questions for specific purposes, such as getting information from someone.
 - Today, you may use a communication guide to help you ask for information.
 - Do you know _____?
 - Can you tell me _____?
 - What is/are _____?
 - When does _____?
 - Where is/are _____?
 - Could you tell me how _____?
 - For example, [using the communication guides]
 - If I need to know what time a movie starts, I could ask "When does the movie start?"
 - If I need to know where my keys are, I could ask "Where are my keys?" or "Do you know where my keys are?"
- Independent Practice [Student Pairs and Think-Pair-Share]
 - Now I am going to tell you about some situations that could happen to you. Pretend that you need to get the information from your partner. Think about what you would say. Then, tell your partner what you would say.
 - You are shopping with your family at the mall. You need to know where the book store is located. What do you ask the security guard?
 - Your teacher has given you papers for a field trip. You need to find out when you have to return them. What do you ask your teacher?
- Evaluation
 - After each Think-Pair-Share, volunteers share their responses and the class evaluates them based on the CELDT rubric.
 - Did the question ask for information? [1 point]
 - Did the question use correct words and grammar? [1 point]
- Close
 - Do you know how to Ask for Information?
 - Students share their learning.
 - Next time, we will practice how to Make a Request.



Name: _____

Date: _____

Writing Directions: Write about the given topic. Be sure to write only on the lines within the large box.

A large rectangular box containing ten horizontal lines for writing.

Saturday with Grandpa

by Betsy Franco

Saturday is our day to clean, but Grandpa turns work into fun. We like to sing when we dust. We like to dance when we mop. We clean the car together. We do the wash together. We both wear our caps. When we are done, we hurry to the store. We shop for food. Grandpa lets me pick the fruits that I like best. We carry the food home. Grandpa tells stories while we walk. At night, our work is done. Friends come over. We cook dinner. We sing and dance. Saturday is our day to clean, but Grandpa turns work into fun!

- 1 What happens in "Saturday with Grandpa"?
- (A) A boy and his grandpa eat hot dogs.
 - (B) A boy and his grandpa clean together.
 - (C) A boy and his grandpa ride in a car.
 - (D) A boy and his grandpa go to the beach.

- 2 What do the boy and his grandpa both wear while they clean?
- (F) mops
 - (G) aprons
 - (H) caps
 - (I) scarves

- 3 Read this sentence from the story.
- When we are done, we hurry to the store.**

What does *hurry* mean?

- (A) walk
- (B) skip
- (C) hop
- (D) rush



Blank writing area with three horizontal lines.



Blank writing area with three horizontal lines.



Blank writing area with three horizontal lines.



Blank writing area with three horizontal lines.



Blank writing area with three horizontal lines.

Listening Speaking	Choose and Give Reasons (5 – 10 minutes)
	<p>Model: Show the students the pictures on p. 24 on a document reader or an overhead. Say, "On Saturday, one of your friends invites you to go to the beach and another friend invites you to go to the mountains. Which would you choose?" Pause and allow students to think of their preference. Say, "I would choose the beach. Let me give you two reasons why. I like the beach because I like to build sandcastles and I can go swimming."</p> <p>Practice: Ask two volunteers to model for the class. Write the question on the board: <i>Which would you choose?</i> Have the two student volunteers state their choice. Next, ask the volunteers to give you two reasons why. Chart their responses on the board. Paraphrase the students' responses into complete sentences if needed.</p> <p>Apply: Show students the next set of pictures on p. 24. Write the question on the board: <i>You are at a school party. What would you rather have, ice cream or fruit?</i> Have students use the T-P-S strategy to answer the question. Ask for a few volunteers to share with the whole group. Next, have partners tell each other two reasons why. Provide a communication guide:</p> <p style="padding-left: 40px;">I would like to have _____ because... and ...</p> <p>If students have trouble with giving two reasons, provide more scaffolding:</p> <p style="padding-left: 40px;">I would like to have ...</p> <p style="padding-left: 40px;">The first reasons is ...</p> <p style="padding-left: 40px;">The second reason is ...</p> <p>Provide feedback. If students only give one reason, prompt, "Can you give me another reason?"</p> <p>Materials: p. 24 (document reader/overhead)</p>
	Speech Functions (5 minutes)
	<p>Students practice how to make a request. See lesson on p. 25</p>
Reading	4 Picture Narrative (5 - 10 minutes)
	<p>Review: review the Circle Maps created on Day 6. Retell your model story using the information in the circle maps:</p> <p>Practice: Have students work with in pairs. Have students take turns describing the pictures one at a time. Then have the students practice telling an entire story about the four pictures. You may want to provide a communication guide.</p> <p style="padding-left: 40px;">One day, _____</p> <p style="padding-left: 40px;">Next, _____</p> <p style="padding-left: 40px;">Then, _____</p> <p style="padding-left: 40px;">Finally, _____</p> <p>Have a few volunteers share their stories with the whole group.</p> <p>Materials: p. 21 (document reader, overhead, or copies for each pair)</p>
Writing	Reading Comprehension (5 minutes)
	<p>Practice: Tell students that they are going to read the story "How They Grow." Explain that students are to read carefully so that they can answer questions about the story. Allow silent reading time. Next, have students read the story and the questions. Have students use the Think-Pair-Share strategy to discuss each question. Ask volunteers to give the answers. Discuss and provide feedback.</p> <p>Materials: Story "How They Grow" p. 26 (document reader/overhead and make copies for each student)</p>
Writing	Writing Sentences (10 - 15 minutes)
	<p>Model: Show picture #1, describe the picture orally using one (1) complete sentence, then write one (1) detailed sentence.</p> <p>Practice: Show picture #2. Using the Think-Pair-Share (T-P-S) strategy, have students describe the picture. Ask for volunteers to share their responses. Write a few student responses on the board. Model revising by adding a detail to one of the sentences. Ask students to think of more details they can add to the sentences (T-P-S). Revise sentences based on student suggestions. Repeat with picture #3.</p> <p>Apply: Show picture #4. Have students use T-P-S to describe the picture. Have students individually write their sentence on paper (or use the sample page provided). Encourage students to write a complete sentence with some detail. Have a few volunteers share their sentences. Provide corrective feedback. Repeat with picture #5.</p> <p>Materials: p. 27 (document reader, overhead, or make copies)</p>

Grammar and Structure (5 – 10 minutes)

Model: Students need to read questions and select from multiple choice answers the best word to fill in the blank. Start by observing students in the classroom and writing sentences on the board. Leave out one word and create multiple choices for students to select. For example, Say: "I see Alma's red backpack. Who does it belong to?"

Write on the board: "The red backpack belongs to _____."

Write three choices on the board, "me," "she" & "her" Ask, "Which response is the best to complete the sentence.

Read the sentence three times, each time inserting one of the choices. Ask students to raise their hand when they hear the best choice. Discuss the correct answer.

Practice: Create two or three more examples. "This is Joey's lunch box. It belongs to _____." Write three choices:

"he," "him," "her." Have the students use the T-P-S strategy to discuss which is the best possible answer and why.

Provide feedback during whole group sharing.

Apply: Distribute copies of p. 28 to each student to complete. Review answers and provide feedback.

Materials: p.28 (one copy per student)

Choose and Give Reasons

Extensions

As students line up to go to go home, orally ask students questions. Students will have to make a hypothetical choice and give two reasons. For example:

"Which would you rather do when you get home, do your homework or play outside? Give me two reasons why."

"Would you rather have chocolate or vanilla ice cream? Give me two reasons why."

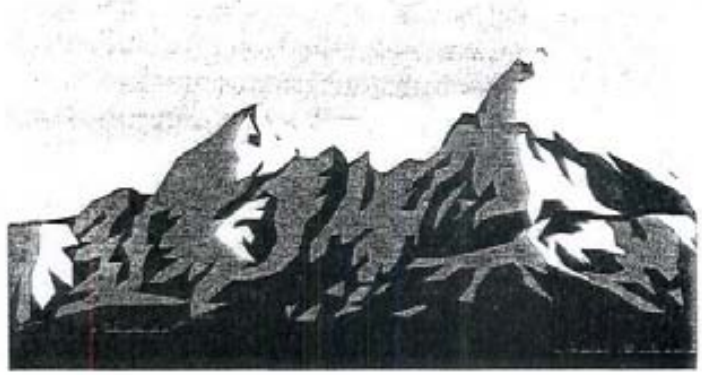
"Before you go to bed, which would you rather do, watch T.V. or read a book? Give me two reasons why."

CELDT PREPARATION ACTIVITIES FOR SPEAKING SECTION

STUDENT

CUE PICTURES FOR CHOOSE AND GIVE REASONS

3.



4.



- Objectives
 - Do I know how to make a request?
- Activate Prior Knowledge
 - At home, when you want to have something or you want to be able to do something, you make a request from your family.
- Input and Model
 - On the CELDT, a portion of the test called Speech Functions checks to see if you can ask questions for specific purposes, such as requesting something or permission from someone.
 - Today, you may use a communication guide to help you ask for information.
 - *Could you* _____ ?
 - *Is it okay if I* _____ ?
 - *May I* _____ ?
 - For example, [using the communication guides]
 - If I would like to use my friend's pen, I could ask "Is it okay if I use your pen?"
 - If I would like to buy an iPod from a store, I could ask "Could you show me iPods?" and "May I buy the iPod?"
- Independent Practice [Student Pairs and Think-Pair-Share]
 - Now I am going to tell you about some situations that could happen to you. Pretend that you need to make a request from your partner. Think about what you would say. Then, tell your partner what you would say.
 - Your class is playing handball at recess. You have to go to the bathroom and would like your classmate to save your space in line. What do you ask your classmate?
 - You have lost your award certificate that you received for reading. You would like to get a new one. What do you ask the principal?
- Evaluation
 - After each Think-Pair-Share, volunteers share their responses and the class evaluates them based on the CELDT rubric.
 - Did the question make a request? [1 point]
 - Did the question use correct words and grammar? [1 point]
- Close
 - Do you know how to Make a Request?
 - Students share their learning.
 - Next time, we will practice how to Ask for Clarification.

How They Grow

by Judy Nayer

How does a butterfly grow? It starts out as a tiny egg. It becomes a caterpillar. It eats lots of leaves. It grows and grows. Then it goes inside a cocoon. At last, it comes out. It's a butterfly!

How does a frog grow? It starts out as a tiny egg in the water. The egg grows into a tadpole. It keeps changing. It eats tiny plants. It grows and grows. At last, it hops out of the pond. It's a frog!

How does a flower grow? It starts out as a seed. Sun and rain help the seed grow. Roots grow into the ground. The plant grows and grows. At last, a bud opens. It's a flower!

Now you know how they grow!

4 What do you think the butterfly will do next?

- Ⓕ fly away
- Ⓖ turn into a frog
- Ⓗ sing a song
- Ⓘ swim in the water

5 Where does a tadpole live?

- Ⓐ in a tree
- Ⓑ under a rock
- Ⓒ in the sky
- Ⓓ in the water

6 Read this sentence from the story.

At last, it hops out of the pond.

What does *hops* mean?

- Ⓕ runs
- Ⓖ jumps
- Ⓗ falls
- Ⓘ swims



Four horizontal lines for writing.



Four horizontal lines for writing.



Four horizontal lines for writing.



Four horizontal lines for writing.



Four horizontal lines for writing.

Writing: Grammar and Structure
2nd Grade

Directions: Choose the word that BEST completes the sentence.

1. Dora _____ fast.
 - run
 - running
 - runs

2. _____ ate pizza for lunch.
 - WE
 - We
 - we

3. That sweater belongs to _____.
 - me
 - mine
 - my

4. _____ like to play handball.
 - they
 - They
 - Them

5. Which class is _____ in?
 - him
 - his
 - he

Listening Speaking	Choose and Give Reasons (5 – 10 minutes)
	<p>Model: Show the students the pictures on p. 29 on a document reader or an overhead. Say, "You have a day off from school. You can go to Six Flags or Disneyland. Which would you choose?" Pause and allow students to think of their preference. Say, "I would choose the Six Flags. Let me give you two reasons why. I like Six Flags because I like to go on fast roller coasters and it is not too far away from my house."</p> <p>Practice: Have students use the T-P-S strategy to choose and give two reasons why. Have a few volunteers share with the whole group. Provide feedback and support students with a communication guide if necessary.</p> <p style="padding-left: 40px;">I would like to go to _____ because... and ...</p> <p>If students have trouble with giving two reasons, provide more scaffolding:</p> <p style="padding-left: 40px;">I would like to go to ...</p> <p style="padding-left: 40px;">The first reason is ...</p> <p style="padding-left: 40px;">The second reason is ...</p> <p>Apply: Show students the next set of pictures on p. 29. Write the question on the board: <i>You can either take a music class or an art class this summer. Which would you choose?</i> Have students use the T-P-S strategy to ask each other the question, make a choice and give two reasons.</p> <p>Materials: p. 29 (document reader or overhead)</p>
	Speech Functions (5 – 10 minutes)
	<p>Students practice how to ask for clarification.</p> <p>See lesson on p. 30</p>
	4 Picture Narrative (5 - 10 minutes)
	<p>Model: Show the four pictures on p. 31 using a document reader or an overhead. Tell students that you are going to tell a story about what is happening in the four pictures. Think aloud as you look and describe each picture. Next tell a complete story about the four pictures using transitions words, "One day...", "Next," "Later," "Finally" etc...Use details (name the characters, describe the setting and actions, use precise vocabulary for items in the pictures, vary sentence structure...)</p> <p>Practice: Have students look at just the first picture. Draw a circle map on chart paper. Ask students to use the T-P-S strategy to discuss what is happening in the first picture. Record their ideas on the circle map. Continue to create a new circle map for each picture. Students will use T-P-S and teacher will record ideas on circle map. Retain charts for Day 9.</p> <p>Materials: p. 31</p>
Reading	Reading Comprehension (5 minutes)
	<p>Practice: Tell students that they are going to read the story "The Big Balloon." Explain that students are to read carefully so that they can answer questions about the story. Allow silent reading time. Next, have students read the story and the questions. Have students use the Think-Pair-Share strategy to discuss each question. Ask volunteers to give the answers. Discuss and provide feedback.</p> <p>Materials: Story "The Big Balloon" p. 32 (document reader/overhead and make copies for each student)</p>
Writing	Writing Sentences (10 - 15 minutes)
	<p>Model: Show picture #1, describe the picture orally using one (1) complete sentence, then write one (1) detailed sentence.</p> <p>Practice: Show picture #2. Using the Think-Pair-Share (T-P-S) strategy, have students describe the picture. Ask for volunteers to share their responses. Write a few student responses on the board. Model revising by adding a detail to one of the sentences. Ask students to think of more details they can add to the sentences (T-P-S). Revise sentences based on student suggestions. Repeat with picture #3.</p> <p>Apply: Show picture #4. Have students use T-P-S to describe the picture. Have students individually write their sentence on paper (or use the sample page provided). Encourage students to write a complete sentence with some detail. Have a few volunteers share their sentences. Provide corrective feedback. Repeat with picture #5.</p> <p>Materials: p. 33 (document reader, overhead, or make copies)</p>

Listening Comprehension

Extensions

Model: Tell a quick story about a memorable birthday party. Create a comprehension question and three possible answers. Have students use the T-P-S strategy to discuss the possible answers.

Practice: Have a student volunteer tell the whole group a quick story about a birthday party. Have the student think of a comprehension question about his/her story. If the student has difficulty, the teacher can create the question and three possible answers. Have the group use T-P-S to discuss the possible answers.

Apply: Have partners take turns telling a quick story and creating one question with three possible answers.

CELDT PREPARATION ACTIVITIES FOR
SPEAKING SECTION

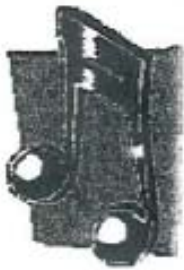
STUDENT

CUE PICTURES FOR CHOOSE AND GIVE REASONS

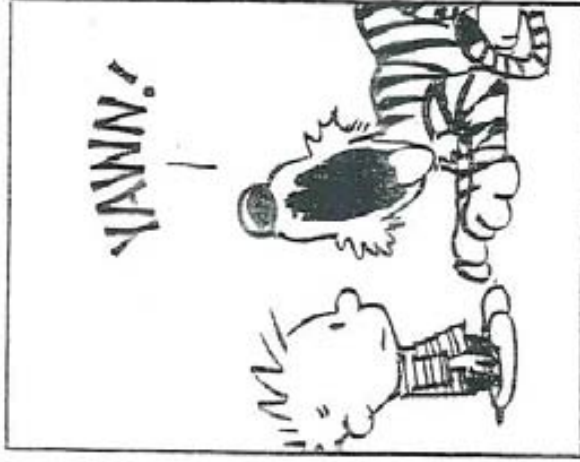
5.



6.



- Objectives
 - Do I know how to ask for clarification?
- Activate Prior Knowledge
 - At home, if you don't know all of the information, you may ask your family for clarification.
- Input and Model
 - On the CELDT, a portion of the test called Speech Functions checks to see if you can ask questions for specific purposes, such as asking for clarification about information.
 - Today, you may use a communication guide to help you ask for information.
 - Which _____ should I _____?
 - Which _____ do you _____?
 - How many _____ should I _____?
 - How many _____ do you _____?
 - For example, [using the communication guides]
 - If I don't know which colored paper to use for an art project, I could ask "Which colored paper should I use for the art project?"
 - If I don't know how many rubber bands my friends want, I could ask "How many rubber bands do you need?"
- Independent Practice [Student Pairs and Think-Pair-Share]
 - Now I am going to tell you about some situations that could happen to you. Pretend that you need to ask for clarification from your partner. Think about what you would say. Then, tell your partner what you would say.
 - You go with your friend to the movies. Your friend asks you to buy some popcorn, but you are not sure which size to buy. What do you ask your friend?
 - The coach asks you to get jump ropes, but you are not sure how many he needs. What do you ask the coach?
- Evaluation
 - After each Think-Pair-Share, volunteers share their responses and the class evaluates them based on the CELDT rubric.
 - Did the question ask for clarification? [1 point]
 - Did the question use correct words and grammar? [1 point]
- Close
 - Do you know how to Ask for Clarification?
 - Students share their learning.
 - Next time, we will practice how to Offer Something to Someone.



Name: _____

Date: _____

Writing Directions: Write about the given topic. Be sure to write only on the lines within the large box.

Large box with horizontal lines for writing.

Name _____ Date _____

THE BIG BALLOON



We went to a big picnic in the park. We saw a big balloon at the picnic. It was a hot air balloon. It had many colors on it. It had a big basket on the bottom. People could ride in the hot air balloon. It went high in the sky.

My sister wanted to ride in the balloon. She was too young to ride in that big balloon! My father bought her a little red balloon to play with. She liked the little red balloon.

ANSWER THE QUESTIONS:

1. Where did they see the big balloon?
 - a. at the store
 - b. at school
 - c. at the picnic
 - d. at the fair
2. What kind of balloon was the big balloon?
 - a. an ugly balloon
 - b. a hot air balloon
 - c. a fat balloon
 - d. the children's balloon
3. Why couldn't the sister ride in the hot air balloon?
 - a. She was too big.
 - b. She was too fat.
 - c. She was hungry.
 - d. She was too little.
4. What did the father give the sister?
 - a. a new cat
 - b. a little balloon
 - c. a new dog
 - d. an ice cream cone



Blank writing area with three horizontal lines.



Blank writing area with three horizontal lines.



Blank writing area with three horizontal lines.



Blank writing area with three horizontal lines.



Blank writing area with three horizontal lines.

Listening Speaking	Choose and Give Reasons (5 – 10 minutes)
	<p>Model: Show the students the pictures on p. 34 on a document reader or an overhead. Say, “Which would you rather do, run in the park or have a picnic? Which would you choose?” Pause and allow students to think of their preference. Say, “I would choose to run in the park. Let me give you two reasons why. I like to run in the park because I like to exercise and I like to be outside in the fresh air.”</p> <p>Practice: Have students use the T-P-S strategy to choose and give two reasons why. Have a few volunteers share with the whole group. Provide feedback and support students with a communication guide if necessary.</p> <p style="padding-left: 40px;">I would like to _____ because... and ...</p> <p>If students have trouble with giving two reasons, provide more scaffolding:</p> <p style="padding-left: 40px;">I would like to ...</p> <p style="padding-left: 40px;">The first reasons is ...</p> <p style="padding-left: 40px;">The second reason is ...</p> <p>Apply: Show students the next set of pictures on p. 34. Write the question on the board: <i>Would you rather go on an airplane or play baseball? Which would you choose?</i> Have students use the T-P-S strategy to ask each other the question, make a choice and give two reasons. Continue with the third set of pictures: <i>Would you rather be a chef or a dentist? Tell me two reasons why.</i></p> <p>Materials: p. 34 (document reader or overhead)</p>
	Speech Functions (5 – 10 minutes)
	<p>Students practice how to offer something. See lesson on p. 35</p>
Reading	4 Picture Narrative (5 - 10 minutes)
	<p>Review: Review the Circle Maps created on Day 8. Retell your model of a complete story using the information in the circle maps. Retain charts for Day 10.</p> <p>Practice: Have students work with in pairs. Have students take turns describing the pictures one at a time. Then have the students practice telling an entire story about the four pictures. You may want to provide a communication guide or a word bank of transition words.</p> <p style="padding-left: 40px;">One day, _____</p> <p style="padding-left: 40px;">Next, _____</p> <p style="padding-left: 40px;">Then, _____</p> <p style="padding-left: 40px;">Finally, _____</p> <p>Have a few volunteers share their stories with the whole group.</p> <p>Materials: p. 31 (document reader/overhead or copies for each pair)</p>
Writing	Reading Comprehension (5 minutes)
	<p>Practice: Tell students that they are going to read the story “A Great Dance.” Explain that students are to read carefully so that they can answer questions about the story. Allow silent reading time. Next, have students read the story and the questions. Have students use the Think-Pair-Share strategy to discuss each question. Ask volunteers to give the answers. Discuss and provide feedback.</p> <p>Materials: Story “A Great Dance” p. 36 (document reader/overhead and make copies for each student)</p>
Writing	Short Composition (10 - 15 minutes)
	<p>Model: Show the same pictures you used for the 4 picture narrative activities (page 31) “Calvin puts his head inside Hob’s mouth). Have a student volunteer retell their story aloud to the whole class. Retell your model story as you write it on chart paper. Think aloud as you write to make explicit why you are choosing certain details.</p> <p>Practice: Post the same communication guide used during the 4 picture narrative activity.</p> <p style="padding-left: 40px;">One day, _____</p> <p style="padding-left: 40px;">Next, _____</p> <p style="padding-left: 40px;">Then, _____</p> <p style="padding-left: 40px;">Finally, _____</p> <p>Give each student a copy of the four pictures p. 31 and have them write in the space provided. Remind them to tell a complete story about all four pictures and to use details.</p> <p>Have students read their writing to a partner.</p> <p>Materials: p. 31 (document reader, overhead, or make copies)</p>

Rhyming

As students are lining up for recess, say: "I'm going to say two words that rhyme. Then I want you to say another word that rhymes with my two words."

Extensions

Ted, red...
Sigh, buy...
Make, take...
Key, tea...

CELDT Preparation Activities

Speaking – Choose and Give Reasons

For this section of the Speaking test, students look at two pictures and make a choice between them based on their preference. To ensure an adequate basis for measuring their proficiency in speaking English, students are asked to give two reasons for their preference.

I'm going to ask you a question, and I want to hear what you think. You are going to be given two situations. Which one would you rather do, run in the park or have a picnic?

{Wait for initial response: run in the park or have a picnic.}

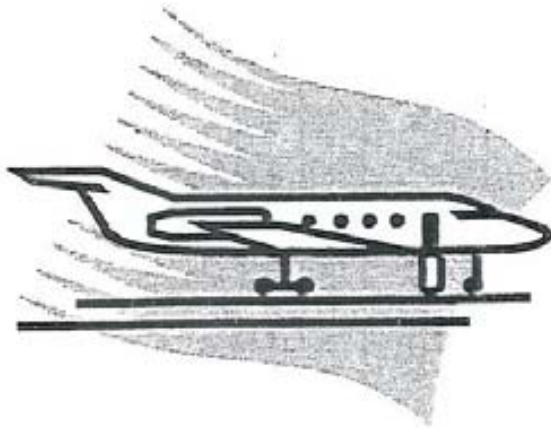
Tell me why. Give me at least two reasons.

{If a student gives a very short answer, ask the student what other reasons he or she has}

1.



2.



3.



- Objectives
 - Do I know how to offer something?
- Activate Prior Knowledge
 - At home, when someone in your family needs something and you have it, you would offer it to them.
- Input and Model
 - On the CELDT, a portion of the test called Speech Functions checks to see if you can ask questions or make statements for specific purposes, such as offering something to someone.
 - Today, you may use a communication guide to help you ask for information.
 - *Would you like _____?*
 - *You can _____.*
 - For example, [using the communication guides]
 - If I see someone holding many boxes, I could ask "Would you like help carrying the boxes?"
 - If I know that my friend left his phone at home, I could say "You can use my phone."
- Independent Practice [Student Pairs and Think-Pair-Share]
 - Now I am going to tell you about some situations that could happen to you. Pretend that you would like to offer something to your partner. Think about what you would say. Then, tell your partner what you would say.
 - A new student is standing by herself, and you want to invite her to play with you and your friends. What do you say to the new student?
 - You are sitting on a bus. An old woman gets on the bus at the next stop and has no place to sit. You want to offer her your seat. What would you say?
- Evaluation
 - After each Think-Pair-Share, volunteers share their responses and the class evaluates them based on the CELDT rubric.
 - Did the statement or question offer something? [1 point]
 - Did the statement/question use correct words and grammar? [1 pt]
- Close
 - Do you know how to offer something?
 - Students share their learning.
 - Next time, we will practice how to Make a Suggestion.

A GREAT DANCE!



My name is Matt. I am in the second grade. Our class is learning about Mexico. We have learned many things about Mexico. Our teacher is Mrs. Sanchez. She lived in Mexico until she was fifteen years old. She moved to the United States with her family. Mrs. Sanchez speaks Spanish and English. We are learning to speak Spanish in our class.

Every Friday afternoon, we do something fun in our class. Last week we learned the Mexican Hat Dance. Mrs. Sanchez taught this dance to our class. I love the music that Mrs. Sanchez played while we danced. Everyone had a great time. We will practice the Mexican Hat Dance again this week. We are going to perform the Mexican Hat Dance at a program at our school next week. It's a great dance!

ANSWER THE QUESTIONS

1. Who is telling this story?
 - a. Mrs. Sanchez
 - b. Matt
 - c. a third grade student
 - d. a music teacher

2. What country has the class been learning about?
 - a. Spain
 - b. Italy
 - c. The United States
 - d. Mexico

Listening Speaking	Choose and Give Reasons (5 – 10 minutes)
	<p>Practice: Show the pictures on p. 37. Ask, “Which would you rather do, eat birthday cake or play basketball? Give me two reasons why. Have students use the T-P-S strategy to choose and give two reasons why. Have a few volunteers share with the whole group. Provide feedback and support students with a communication guide if necessary.</p> <p>Apply: Show students the next set of pictures on p. 37. Write the questions on the board. Have students use the T-P-S strategy to ask each other the question, make a choice and give two reasons. Continue with the third set of pictures.</p> <p>Materials: p. 37 (document reader or overhead)</p>
	Speech Functions (5 – 10 minutes)
	<p>Students practice how make a suggestion. See lesson on p. 38</p>
Listening Speaking	4 Picture Narrative (5 - 10 minutes)
	<p>Model/Review: Retell your model story from days 8 & 9. Model revising some ideas to add more details and create more elaborated sentences.</p> <p>Practice: Students can use the T-P-S strategy to retell their stories about the 4 pictures they saw in days 8 & 9. Provide communication guide. Have students try to add more details to change any simple sentences to elaborated sentences. Have a few volunteers share with the whole group. As each volunteer shares, repeat any elaborated sentences to the entire class and ask students to reflect on why it is elaborated.</p>
Reading	Reading Comprehension (5 minutes)
	<p>Read aloud a well known children’s story appropriate for first or second grade. (ex: The Little Red Hen). Ask comprehension questions about the following:</p> <ul style="list-style-type: none"> • Main events (What happened first/last...) • Identify characters • Draw conclusions <p>What will most likely happen...</p>
Writing	Short Composition (10 - 15 minutes)
	<p>Model/Review: Review your model writing from Day 9. Model how to revise a sentence to add a detail to make the sentence elaborated or complex.</p> <p>Practice: Have students reread their writing and look for a sentence that they could revise and add more detail.</p> <p>Materials: p. 31 (document reader, overhead, or make copies)</p>

CELDT Preparation Activities

Speaking – Choose and Give Reasons



- Objectives
 - Do I know how to make a suggestion?
- Activate Prior Knowledge
 - At home, you might make a suggestion if your family is trying to decide which movie to see.
- Input and Model
 - On the CELDT, a portion of the test called Speech Functions checks to see if you can ask questions or make statements for specific purposes, such as making a suggestion to someone.
 - Today, you may use a communication guide to help you ask for information.
 - *You should _____ because _____.*
 - *We should _____ because _____.*
 - *You might like _____ because _____.*
 - For example, [using the communication guides]
 - If I want to suggest a good book to my brother, I could say "You should read Harry Potter because it's a great adventure."
 - If I want to suggest a movie, I could say "We should see Mary Poppins because I like the dancing penguins."
- Independent Practice [Student Pairs and Think-Pair-Share]
 - Now I am going to tell you about some situations that could happen to you. Pretend that you need to get the information from your partner. Think about what you would say. Then, tell your partner what you would say.
 - Your friend is not sure if he should choose grilled cheese, pizza, or a burrito for lunch. Which meal would you suggest?
 - The teacher is not sure if tonight's homework should be reading or writing. What do you suggest?
- Evaluation
 - After each Think-Pair-Share, volunteers share their responses and the class evaluates them based on the CELDT rubric.
 - Did the statement make a suggestion? [1 point]
 - Did the statement use correct words and grammar? [1 point]
- Close
 - Do you know how to Make a Suggestion?
 - Students share their learning.