

Local District 1

**CELDT**  
**Preparation Activities**

**ELD Treasures: Start Smart**

**Grades 3 – 5**

**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®.

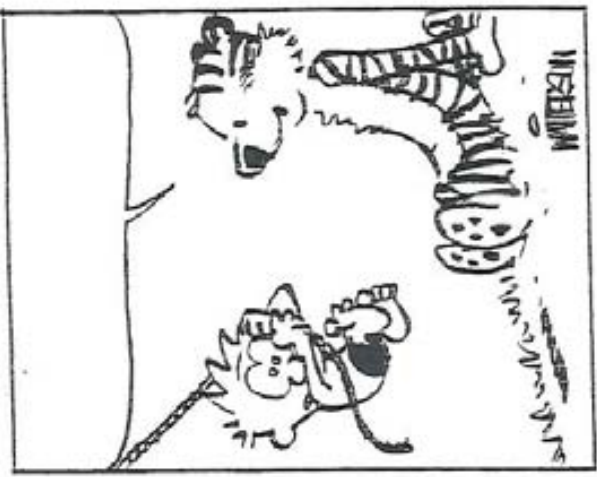
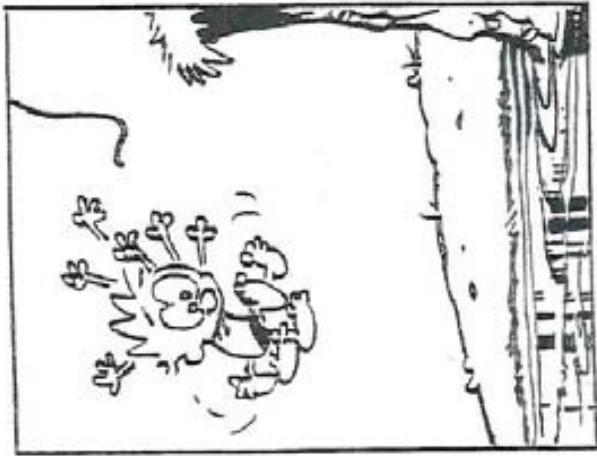
This activity packet has one hour lesson plans created to target ELD standards and skills in all four domains (Listening, Speaking, Reading and Writing). These are suggested activities. You may choose to have some students work on specific domains based on their previous year's CELDT scores and ELD portfolios. 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  
3<sup>rd</sup> – 5<sup>th</sup> 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>
<p><b>Listening/Speaking (L/S):</b> Speech Functions 4 Picture Narrative</p> <p><b>Reading:</b> Word Analysis Comprehension [Alan's New Bike]</p> <p><b>Writing</b> Writing Sentences</p>	<p><b>L/S:</b> Speech Functions 4 Picture Narrative</p> <p><b>Reading:</b> Word Analysis Comprehension [Jenny helps]</p> <p><b>Writing</b> Writing Sentences</p>	<p><b>L/S:</b> Speech Functions 4 Picture Narrative</p> <p><b>Reading:</b> Word Analysis Comprehension [Tigers &amp; Zebras]</p> <p><b>Writing</b> Writing Sentences</p>	<p><b>L/S:</b> Speech Functions 4 Picture Narrative</p> <p><b>Reading:</b> Comprehension [Science Museum]</p> <p><b>Writing</b> Short Composition</p>	<p><b>L/S:</b> Speech Functions 4 Picture Narrative</p> <p><b>Reading:</b> Comprehension [New Student Bob]</p> <p><b>Writing</b> Short Composition</p>
<u>Day 6</u>	<u>Day 7</u>	<u>Day 8</u>	<u>Day 9</u>	<u>Day 10</u>
<p><b>L/S:</b> Choose &amp; Give Reasons Speech Functions 4 Picture Narrative</p> <p><b>Reading:</b> Word Analysis Comprehension [Southwest American]</p> <p><b>Writing:</b> Writing Sentences</p>	<p><b>L/S:</b> Choose &amp; Give Reasons Speech Functions 4 Picture Narrative</p> <p><b>Reading:</b> Word Analysis Comprehension [Traveling]</p> <p><b>Writing:</b> Writing Sentences</p>	<p><b>L/S:</b> Choose &amp; Give Reasons Speech Functions 4 Picture Narrative</p> <p><b>Reading:</b> Word Analysis Comprehension [Birds]</p> <p><b>Writing:</b> Writing Sentences</p>	<p><b>L/S:</b> Choose &amp; Give Reasons Speech Functions 4 Picture Narrative</p> <p><b>Reading:</b> Comprehension [The Venus Flytrap]</p> <p><b>Writing:</b> Short Composition</p>	<p><b>L/S:</b> Choose &amp; Give Reasons Speech Functions 4 Picture Narrative</p> <p><b>Reading:</b> Comprehension [Connie's Cookies]</p> <p><b>Writing:</b> Short Composition</p>

<b>Listening &amp; Speaking</b>	<b>Speech Functions (5 – 10 minutes)</b>						
	Students practice asking for information See lesson on p. 1						
	<b>4 Picture Narrative (5 - 10 minutes)</b>						
	<p><b>Model:</b> 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><b>Practice:</b> 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 circle map to use on Day 2.</p> <p>Materials: p. 2</p>						
<b>Reading</b>	<b>Word Analysis (5 minutes)</b>						
	<p>Practice roots, affixes, syllables, and contractions. Display the following words on the board:</p> <table style="margin-left: 100px;"> <tr> <td>unreadable</td> <td>reread</td> <td>misread</td> </tr> <tr> <td>they’re</td> <td>he’s</td> <td>I’m</td> </tr> </table> <ol style="list-style-type: none"> <li>1. Find the word that means <u>to read again</u>. [explain the root and prefix]</li> <li>2. Find the word that means <u>cannot be read</u>. [explain the root, prefix, and suffix]</li> <li>3. Find the word that means <u>to read incorrectly</u>. [explain the root and prefix]</li> <li>4. What is another way of writing <u>they’re</u>? [they are] <u>he’s</u>? [he is] <u>I’m</u>? [I am]</li> </ol> <p>How many syllables does each of these words have?</p>	unreadable	reread	misread	they’re	he’s	I’m
	unreadable	reread	misread				
they’re	he’s	I’m					
<b>Reading Comprehension (5 minutes)</b>							
	<p><b>Guided Practice:</b> Tell students that you are going to read aloud a story about a boy named Alan and his mother. 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><b>Materials:</b> Comprehension Assessment “What do you think, Alan?” p. 3 &amp; 3b (use document reader or an overhead)</p>						
<b>Writing</b>	<b>Writing Sentences (10 - 15 minutes)</b>						
	<p><b>Model:</b> Show picture #1, describe the picture orally using one (1) complete sentence, then write one (1) detailed sentence.</p> <p><b>Practice:</b> 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><b>Apply:</b> 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><b>Materials:</b> p. 4 (use a document reader or make copies)</p>						
<b>Extensions</b>	<b>Writing Sentences</b>						
	<p>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.</p>						

- 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.

## Comprehension Assessment

“What do you think, Alan?” asked Mother.

“It’s perfect, Mom,” answered Alan. “It’s the best bike ever. I can’t wait to ride it.”

“Before you ride it, let’s talk about safety. You must always wear a helmet. You must ride on the sidewalk. And you must tell me or your father where you are going.” Mother handed a helmet to Alan as she spoke.

“I’ll do all those things, Mom,” said Alan. “That’s a neat helmet. I’ll always wear it, I promise. Can I ride over to Beth’s house?”

“Yes,” said mother. “That’s a good place to ride. Your cousin will be happy to see you. Call as soon as you get there. I will call Aunt Lisa and Uncle Pat now. I will tell them you are coming over.”

Alan put on his helmet. He waved at his mother. Then he got on his new bike. He rode down the street with a big smile on his face.

## Comprehension Assessment

1. This story is mostly about
  - a boy who gets a bike
  - a boy and his mother
  - riding a bike
2. Which of these is most important to Alan's mother?
  - riding very far
  - riding fast
  - riding safely
3. Where will Alan ride first?
  - to his friend's house
  - to his cousin's house
  - to school with a friend
4. Before he started riding, what did Alan do first?
  - looked at his tires
  - waved to his mother
  - put on his helmet
5. When Alan gets to his cousin's house, he will
  - call home
  - ride some more
  - eat a snack





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<b>Listening &amp; Speaking</b>	<b>Speech Functions (5 – 10 minutes)</b>						
	Students practice how to make a request. See lesson on p. 5						
	<b>4 Picture Narrative (oral story telling) (10 – 15 minutes)</b>						
	<p><b>Review:</b> 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><b>Practice:</b> 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. Have a few volunteers share their stories with the whole group.</p> <p>One day, _____ Next, _____ Then, _____ Finally, _____</p> <p>Materials: p. 2 (document reader, overhead, or copies for each pair)</p>						
<b>Reading</b>	<b>Word Analysis (5 minutes)</b>						
	<p>Practice roots, affixes, syllables, and contractions. Display the following words on the board:</p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">teacher</td> <td style="text-align: center;">omnipotent</td> <td style="text-align: center;">ecology</td> </tr> <tr> <td style="text-align: center;">they've</td> <td style="text-align: center;">he'd</td> <td style="text-align: center;">I'll</td> </tr> </table> <ol style="list-style-type: none"> <li>1. Find the word that means <u>powerful with everything</u>. [explain the root and prefix]</li> <li>2. Find the word that means <u>the study of the environment</u>. [explain the root, prefix, and suffix]</li> <li>3. Find the word that means <u>a person who helps others learn</u>. [explain the root and suffix]</li> <li>4. What is another way of writing <u>they've</u>? [they have] <u>he'd</u>? [he had/would] <u>I'll</u>? [I will]</li> </ol> <p>How many syllables does each of these words have?</p>	teacher	omnipotent	ecology	they've	he'd	I'll
	teacher	omnipotent	ecology				
they've	he'd	I'll					
<b>Reading Comprehension (5 minutes)</b>							
	<p><b>Guided Practice:</b> Tell students that you are going to read aloud a story about Jenny and Mrs. King. 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. Discuss and provide feedback.</p> <p>Materials: Comprehension Assessment “Every day, Jenny stopped by Mrs. King’s House” p. 6 &amp; 6b (doc reader/overhead)</p>						
<b>Writing</b>	<b>Writing Sentences (10 - 15 minutes)</b>						
	<p><b>Model:</b> Show picture #1, describe the picture orally using one (1) complete sentence, then write one (1) detailed sentence.</p> <p><b>Practice:</b> 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><b>Apply:</b> 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. 7 (document reader, overhead, or make copies)</p>						
<b>Extensions</b>	<b>Oral Vocabulary</b>						
	<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><b>Example:</b> 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.

## Comprehension Assessment

Every day, Jenny stopped by Mrs. King's house. She helped Mrs. King. Sometimes Jenny cut the grass. Sometimes she went to the store. She always helped out.

Brad was Jenny's friend. He asked why she helped Mrs. King.

Jenny said, "It makes me feel good."

Brad thought about this. He went with her one day. Jenny and Brad raked leaves. When they were done, Mrs. King had a snack for them. She showed them pictures. They were from long ago. Mrs. King knew Brad's grandmother. They were friends long ago.

Brad and Jenny walked home.

Brad said, "Jenny, you were right. Helping Mrs. King made me feel good."

Jenny added, "Do you know what else? Because you helped, it was more fun than ever. I hope you will come with me to visit Mrs. King again."

## Comprehension Assessment

1. This story is mostly about children
  - playing sports
  - in school
  - helping
  
2. Which of these does Jenny do for Mrs. King?
  - mow the lawn
  - read a book
  - wash a car
  
3. After they raked leaves, Brad and Jenny
  - went swimming
  - had a snack
  - watched a video
  
4. A good title for this story is
  - "A Job"
  - "Playing"
  - "Helping"
  
5. Who does Mrs. King know?
  - Jenny's mother
  - Brad's grandmother
  - the teacher in school



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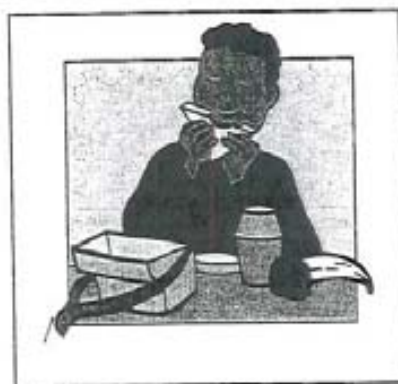
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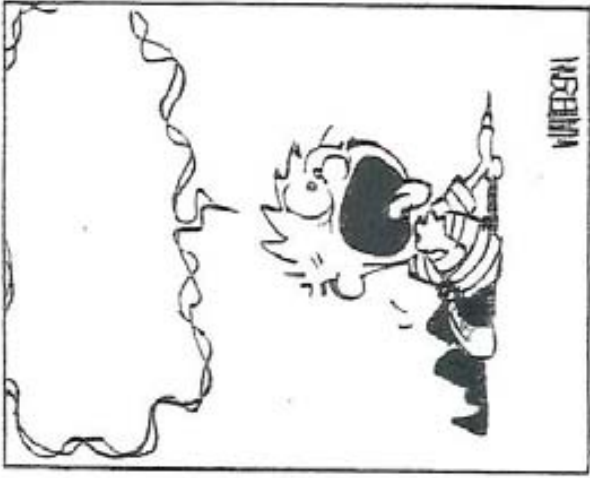
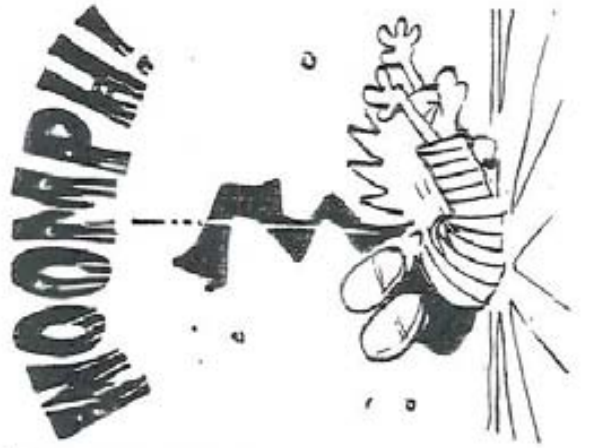
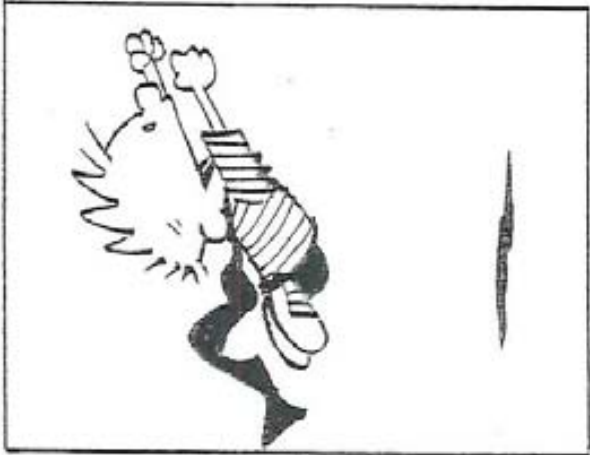
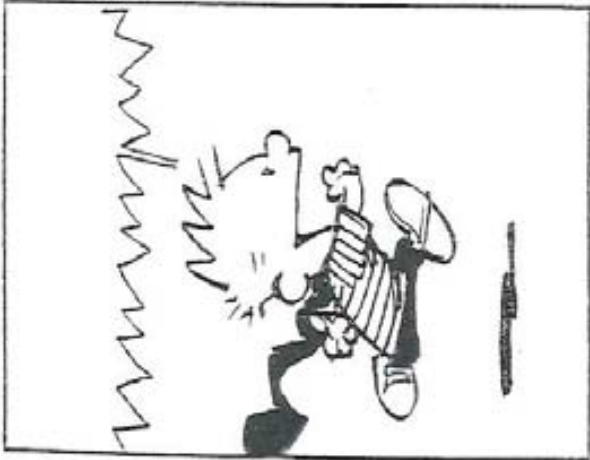
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<b>Listening &amp; Speaking</b>	<b>Speech Functions (5 – 10 minutes)</b>						
	Students practice how to ask for clarification. See lesson on p. 8						
	<b>4 Picture Narrative (5 - 10 minutes)</b>						
	<p><b>Model:</b> Show the four pictures on page 9 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><b>Practice:</b> 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 for Day 4.</p> <p>Materials: p. 9</p>						
<b>Reading</b>	<b>Word Analysis (5 minutes)</b>						
	<p>Practice roots, affixes, syllables, and contractions. Display the following words on the board:</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td>sailor</td> <td>librarian</td> <td>musician</td> </tr> <tr> <td>that's</td> <td>it's</td> <td>there'd</td> </tr> </table> <ol style="list-style-type: none"> <li>Find the word that means <u>a person who works on a boat</u>. [explain the root and suffix]</li> <li>Find the word that means <u>a person who plays an instrument</u>. [explain the root and suffix]</li> <li>Find the word that means <u>a person who works with books</u>. [explain the root and suffix]</li> <li>What is another way of writing <u>that's</u>? [that is] <u>it's</u>? [it is] <u>there'd</u>? [there had/would]</li> </ol> <p>How many syllables does each of these words have?</p>	sailor	librarian	musician	that's	it's	there'd
	sailor	librarian	musician				
that's	it's	there'd					
<b>Reading Comprehension (5 minutes)</b>							
	<p><b>Guided Practice:</b> Tell students that you are going to read aloud a selection about tigers and zebras. Explain that students are to listen carefully so that they can answer questions about the selection. Read the selection aloud. Read each question and possible answers aloud. Have students use the Think-Pair-Share strategy to discuss each question. Ask volunteers for answers. Discuss and provide feedback.</p> <p>Materials: Comprehension Assessment “Tigers are big cats” p. 10 &amp; 10b (document reader or overhead)</p>						
<b>Writing</b>	<b>Writing Sentences (10 - 15 minutes)</b>						
	<p><b>Model:</b> Show picture #1, describe the picture orally using one (1) complete sentence, then write one (1) detailed sentence.</p> <p><b>Practice:</b> 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><b>Apply:</b> 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. 11 (document reader, overhead, or make copies)</p>						
<b>Extensions</b>	<b>Listening Comprehension</b>						
	<p><b>Model:</b> 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><b>Practice:</b> 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><b>Apply:</b> Have partners take turns telling a quick story and creating one question with three possible answers.</p>						

- 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.

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## Comprehension Assessment

Tigers are big cats. They live in India. A tiger's coat has two colors. A tiger is mostly brownish orange. It has black stripes.

In the zoo, a tiger is easy to see. Its colors are bright. In the jungle, a tiger is hard to see. A tiger looks like the other things in the jungle. Other animals cannot see the tiger. It hunts them. A tiger can get close to the animals it hunts.

A zebra also has stripes. A zebra looks like a horse. It lives in Africa. It is white with black stripes. Animals, like lions, hunt zebras. The stripes make the zebra hard to see. When a lion comes, all the zebras run away. The lion can't catch them. All the lion sees is lots of stripes.

## Comprehension Assessment

1. A tiger and a zebra are alike because they both

- are brown
- have stripes
- like to hunt.

2. Where do tigers live?

- in India
- in Africa
- in America

3. A tiger is

- easy to see
- very small
- hard to see

4. Lions like to hunt

- zebras
- tigers
- fish

5. This story is mostly about

- hunting
- Africa
- animals



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<b>Listening &amp; Speaking</b>	<b>Speech Functions (5 – 10 minutes)</b>
	Students will practice how to offer something. See lesson on p. 12
<b>Reading</b>	<b>4 Picture Narrative (5 - 10 minutes)</b>
	<p><b>Review:</b> review the Circle Maps created on Day 3. Retell your model of a complete story using the information in the circle maps.</p> <p><b>Practice:</b> 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>One day, _____  Next, _____  Then, _____  Finally, _____</p> <p>Have a few volunteers share their stories with the whole group.</p> <p>Materials: p. 9 (document reader, overhead, or copies for each pair)</p>
<b>Writing</b>	<b>Reading Comprehension (5 minutes)</b>
	<p><b>Guided Practice:</b> Tell students that they are going to read a story about a science museum. 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 for answers. Discuss and provide feedback.</p> <p>Materials: Comprehension Assessment “The children went to the science museum” p. 13 &amp; 13b (document reader/overhead and make copies for each student)</p>
<b>Writing</b>	<b>Short Composition (15 – 20 minutes)</b>
	<p><b>A class paragraph about when it was too hot outside.</b>  Create an overhead transparency of the prompt or use a document reader.  Read the directions above the writing prompt to be able to evaluate the quality of the writing.  Walk students through the creation of one paragraph:</p> <ol style="list-style-type: none"> <li>1. Ask students to Think-Pair-Share ideas for a topic sentence. Ask volunteers for suggestions. Class evaluates the suggestions and determines the best topic sentence. The teacher writes the topic sentence on the lines inside the box. Teacher makes a point of not going outside of the testing area.</li> <li>2. Ask students to Think-Pair-Share ideas for supporting sentences. Ask volunteers for suggestions. Class evaluates if the suggestions support the main idea and have enough details and specific vocabulary. If so, the teacher writes it on the lines inside the box.</li> </ol> <p>Materials: p. 14 (document reader or overhead)</p>
<b>Extensions</b>	<b>Writing Sentences</b>
	<p>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.</p>

- 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.

## Comprehension Assessment

The children went to the science museum. They saw a huge skeleton. It was from a dinosaur. It had lived a long time ago.

“That is a really big dinosaur,” said Tomas.

“Yes,” said Nick. “It’s huge.”

“I don’t know,” said Carol. “Is that the biggest dinosaur, Ms. Monroe?”

Ms. Monroe looked at the sign and said, “This dinosaur was pretty big. It was about 50 feet tall. It wasn’t the biggest.”

“Was this dinosaur mean? Did it eat other dinosaurs?” asked Wally. He was always asking questions.

“I think this dinosaur ate plants,” said Ms. Monroe.

Then the children walked down the hall. They saw other bones. They also saw pictures of other dinosaurs. One had three horns. Another had a bill like a duck. They even saw dinosaur eggs.

## Comprehension Assessment

1. What kind of museum was it?
  - art
  - science
  - music
2. The skeleton was a
  - dinosaur
  - elephant
  - whale
3. The last things the children saw were
  - plants
  - bones
  - eggs
4. Who was always asking questions?
  - Wally
  - Nick
  - Carol
5. Another word for really big is
  - pretty
  - huge
  - about



# Writing – *Short Compositions*

**Directions:** Write about the given topic. Think about what you will write before you begin writing. Use descriptions, details, and examples to make your writing interesting. Your paragraph should have a beginning, a middle, and an end. Write at least three complete sentences. Pay attention to grammar, capital letters, punctuation, and spelling. Make your writing clear. Do not write outside the box.

It was too hot to play outside. Write a paragraph about what you did instead and how you stayed cool.

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<b>Listening &amp; Speaking</b>	<b>Speech Functions (5 – 10 minutes)</b>
	Students will practice how to make a suggestion. See lesson on p. 15
<b>Reading</b>	<b>4 Picture Narrative (5 - 10 minutes)</b>
	<b>Model/Review:</b> Retell your model story from days 3 & 4. Model revising some ideas to add more details and create more elaborated sentences. <b>Practice:</b> 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.
<b>Writing</b>	<b>Reading Comprehension (5 minutes)</b>
	<b>Guided Practice:</b> Tell students that they are going to read a story about a student named Bob. 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 for answers. Discuss and provide feedback.  Materials: Comprehension Assessment “The door opened slowly. A little boy walked into the room” p. 16 & 16b (document reader/overhead and make copies for each student)
<b>Writing</b>	<b>Short Composition (15 – 20 minutes)</b>
	<b>A class paragraph about creating a recycling program.</b> Create an overhead transparency of the prompt or use a document reader. Read the directions above the writing prompt to be able to evaluate the quality of the writing. Walk students through the creation of one paragraph: <ol style="list-style-type: none"> <li>1. Ask students to Think-Pair-Share ideas for a topic sentence. Ask volunteers for suggestions. Class evaluates the suggestions and determines the best topic sentence. The teacher writes the topic sentence on the lines inside the box. Teacher makes a point of not going outside of the testing area.</li> <li>2. Ask students to Think-Pair-Share ideas for supporting sentences. Ask volunteers for suggestions. Class evaluates if the suggestions support the main idea and have enough details and specific vocabulary. If so, the teacher writes it on the lines inside the box.</li> </ol> Materials: p. 17 (document reader or overhead)
<b>Extensions</b>	<b>Writing Sentences</b>
	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.

- 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.

## Comprehension Assessment

The door opened slowly. A little boy walked into the room. He gave the teacher a note.

The teacher read the note.

Then she said, "This is Bob. He is new in school. I hope you will be nice to him. You may sit over there, Bob."

The children watched as Bob sat down. He seemed to be afraid. He didn't say anything.

At lunch, Ann walked up to Bob.

She asked, "Do you want to sit with me?"

Bob nodded his head and said, "Yes. Thank you."

Ann and Bob sat down at the lunch table.

Ann asked, "What do you like to do?"

Bob answered, "I like sports and I like to read. I really like science. I have two dogs and two cats."

"I have a dog and a cat, too. I think we are going to be good friends," said Ann.

Bob smiled and nodded his head.

## Comprehension Assessment

1. This story is mostly about
  - a school picnic
  - a brother and sister
  - a new boy in school
  
2. What does Bob have in his hand?
  - a note
  - a book
  - a pencil
  
3. Bob seemed to be
  - unhappy
  - afraid
  - funny
  
4. When did Ann talk to Bob?
  - at lunch
  - after school
  - at home
  
5. Bob and Ann both
  - like science
  - play baseball
  - have pets

# Writing – *Short Compositions*

**Directions:** Write about the given topic. Think about what you will write before you begin writing. Use descriptions, details, and examples to make your writing interesting. Your paragraph should have a beginning, a middle, and an end. Write at least three complete sentences. Pay attention to grammar, capital letters, punctuation, and spelling. Make your writing clear. Do not write outside the box.

Your school is thinking about starting a recycling program to recycle paper, cardboard, plastic, and glass. Write a paragraph explaining why your school should start the recycling program.

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Listening Speaking	<b>Choose and Give Reasons (5 – 10 minutes)</b>					
	<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><b>Model:</b> Show the students the pictures on p. 18 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><b>Practice:</b> 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><b>Apply:</b> Show students the next set of pictures on p. 18. 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. 18 (document reader or overhead)</p>					
	<b>Speech Functions (5 minutes)</b>					
	<p>Students practice how to ask for information. See lesson on p. 19</p>					
Reading	<b>4 Picture Narrative (5 - 10 minutes)</b>					
	<p><b>Model:</b> Show the four pictures on page 20 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><b>Practice:</b> 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 maps to use on Day 7.</p> <p>Materials: p. 20</p>					
Reading	<b>Word Analysis (5 minutes)</b>					
	<p>Practice roots, affixes, syllables, and contractions.</p> <p>Display the following words on the board:</p> <table style="margin-left: 40px; border: none;"> <tr> <td>scientist</td> <td>scientific</td> <td>neuroscience</td> </tr> <tr> <td>won't</td> <td>hasn't</td> <td>can't</td> </tr> </table> <ol style="list-style-type: none"> <li>1. Find the word that means <u>the study of a person's nervous system</u>. [explain the root and prefix]</li> <li>2. Find the word that means <u>a person who studies the world</u>. [explain the root and suffix]</li> <li>3. Find the word that means <u>related to the study of the world</u>. [explain the root and suffix]</li> <li>4. What is another way of writing <u>won't</u>? [will not] <u>hasn't</u>? [has not] <u>can't</u>? [cannot]</li> </ol> <p>How many syllables does each of these words have?</p>	scientist	scientific	neuroscience	won't	hasn't
scientist	scientific	neuroscience				
won't	hasn't	can't				
Reading	<b>Reading Comprehension (5 minutes)</b>					
	<p><b>Guided Practice:</b> Tell students that they are going to read a selection about Native Americans. Explain that students are to read carefully so that they can answer questions about the selection. Allow silent reading time. Next, read aloud the selection and the questions. Have students use the Think-Pair-Share strategy to discuss each question. Ask volunteers for answers. Discuss and provide feedback.</p> <p>Materials: Comprehension Assessment “Much of the American West is desert.” P. 21 &amp; 21b (document reader/overhead and make copies for each student)</p>					

### Writing Sentences (10 - 15 minutes)

Writing

**Model:** Show picture #1, describe the picture orally using one (1) complete sentence, then write one (1) detailed sentence.

**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.

**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. 22 (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."

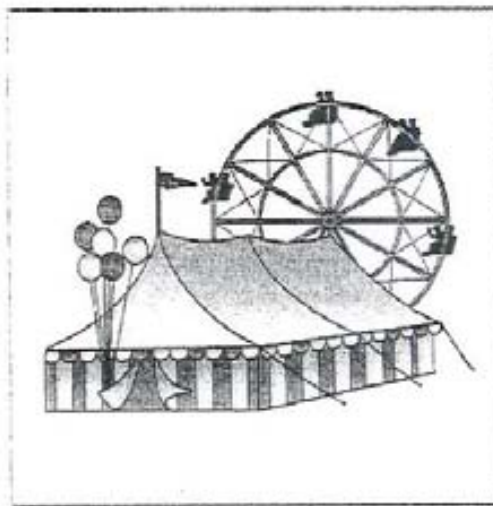


# CELDT PREPARATION ACTIVITIES FOR SPEAKING SECTION

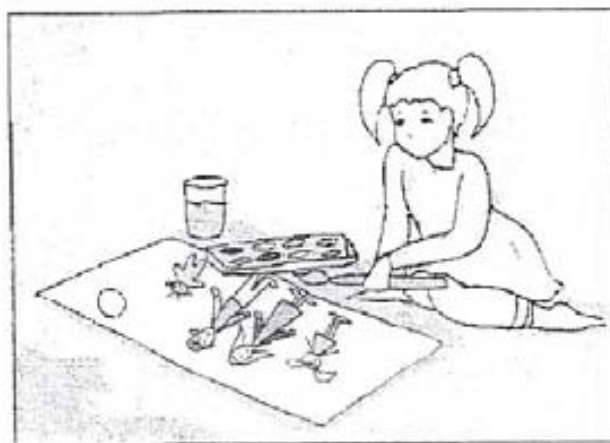
STUDENT

CUE PICTURES FOR CHOOSE AND GIVE REASONS

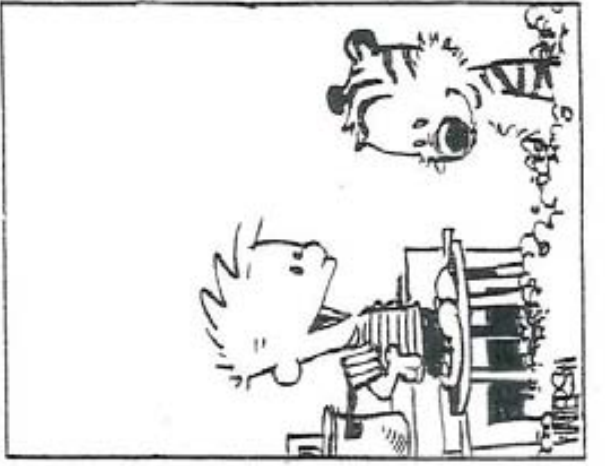
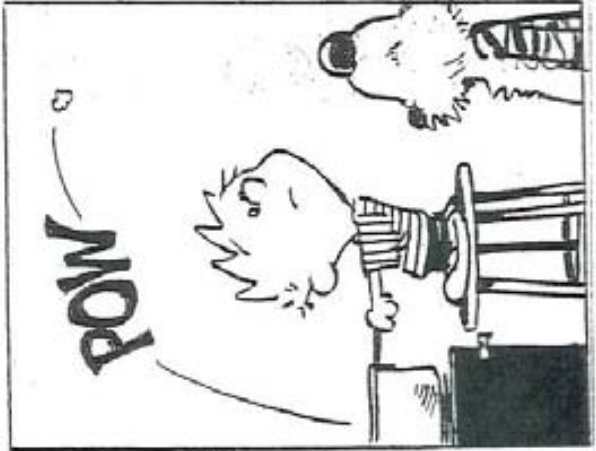
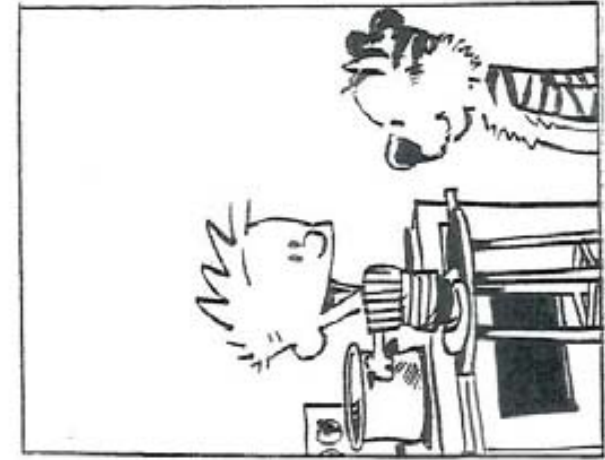
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- Objectives
  - Do I know how to ask for information?
- Activate Prior Knowledge
  - When you need to know something at home, you ask your family for information.
- Input and Model
  - On the CELDT, a portion of the test called Speech Functions checks 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.

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## Comprehension Assessment

Much of the American West is desert. It is hot and dry in the summer. In the winter it is often cold. There is very little rain. Not many plants grow there. Even so, people have lived in the desert for thousands of years.

The first people to live in the Southwest were Native Americans. They learned to use nature to survive. They trapped and hunted animals. They found out which plants they could eat. When it rained, they saved the water in pots and cisterns, large stone barrels.

Many early Native Americans lived in caves or in something called a "pit house." This was a hole or pit dug in the ground and covered with sticks. They added animal skins, dirt, and leaves. A pit house was warm in winter and cool in summer. Even so, it was a hard way to live.

Later, these desert people learned how to make houses from stone and wood. They look like apartment houses today. Their houses had many rooms connected together. Sometimes they stood alone. Sometimes they were connected to caves and cliffs.

## Comprehension Assessment

1. You might find this story in
  - a book of short stories
  - a science fiction book
  - an encyclopedia
2. The main idea of the story is
  - why the desert is dry
  - how people lived in the desert
  - when people first lived in the desert
3. This story says that
  - the desert is hot all the time
  - it rains only during the spring in the desert
  - the desert is hot in summer and cold in winter
4. A "pit house" is made with
  - sticks, animal skins, dirt, and leaves
  - clay and straw
  - poles and animal skins
5. A cistern is most like
  - a stone wall
  - a barrel
  - an animal trap



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Listening Speaking	<b>Choose and Give Reasons (5 – 10 minutes)</b>						
	<p><b>Model:</b> Show the students the pictures on p. 23 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><b>Practice:</b> 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><b>Apply:</b> Show students the next set of pictures on p. 23. 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 reason 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. 23 (document reader/overhead)</p>						
	<b>Speech Functions (5 minutes)</b>						
	<p>Students practice how to make a request. See lesson on p. 24</p>						
Reading	<b>4 Picture Narrative (5 - 10 minutes)</b>						
	<p><b>Review:</b> Review the Circle Maps created on Day 6. Retell your model story using the information in the circle maps:</p> <p><b>Practice:</b> 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. 20 (document reader, overhead, or copies for each pair)</p>						
	<b>Word Analysis (5 minutes)</b>						
Reading	<p>Practice roots, affixes, syllables, and contractions.</p> <p>Display the following words on the board:</p> <table style="margin-left: 100px; border: none;"> <tr> <td>telephone</td> <td>television</td> <td>telegram</td> </tr> <tr> <td>isn't</td> <td>you'll</td> <td>you've</td> </tr> </table> <ol style="list-style-type: none"> <li>1. Find the word that means <u>an object to hear sound from far away</u>. [explain the root and prefix]</li> <li>2. Find the word that means <u>a message sent from far away</u>. [explain the root and prefix]</li> <li>3. Find the word that means <u>an object to see pictures from far away</u>. [explain the root and prefix]</li> <li>4. What is another way of writing <u>they're</u>? [they are] <u>you'll</u>? [you will] <u>you've</u>? [you have]</li> </ol> <p>How many syllables does each of these words have?</p>	telephone	television	telegram	isn't	you'll	you've
	telephone	television	telegram				
isn't	you'll	you've					
<b>Reading Comprehension (5 minutes)</b>							
	<p><b>Guided Practice:</b> Tell students that they are going to read a selection about traveling in America. Explain that students are to read carefully so that they can answer questions about the selection. Allow silent reading time. Next, read aloud the selection 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: Comprehension Assessment "Traveling today is easy." P. 25 &amp; 25b (document reader/overhead and make copies for each student)</p>						

### Writing Sentences (10 - 15 minutes)

Writing

**Model:** Show picture #1, describe the picture orally using one (1) complete sentence, then write one (1) detailed sentence.

**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.

**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. 26 (document reader, overhead, or make copies)

### 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."



- 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.

## Comprehension Assessment

Traveling today is easy. You can go by car, train, or plane to almost anywhere in the United States. This was not true when our country was new.

Long ago, one of the best ways to travel was by water. Big ships would go in the ocean. Small boats would go on rivers and streams. This is why so many important cities are near water. They were places that were easy to get to.

The first roads in America weren't even roads. They were trails. Native Americans often used animal trails to travel. When people came to America from Europe, they also used animal trails or the paths made by Native Americans.

As more people came to America, more roads were needed. At first, these roads were just dirt tracks where wagons traveled. Even in the cities, the roads were not paved. When it rained or snowed, the roads were muddy. This was a big problem in many places.

The problem of muddy roads was solved in different ways. In some places, stones were used. In other places, roads were covered with bricks. As strange as it sounds, some roads were even covered with wood! If you dig up a road today in the eastern part of the United States, you will often find an old road from Colonial days under it.

## Comprehension Assessment

1. This story is mostly about
  - traveling today
  - traveling in the future
  - traveling long ago
  
2. Many cities are near water because
  - it was easy to travel on water
  - it rained a lot a long time ago
  - boats are faster than cars
  
3. Native Americans often followed
  - paved roads
  - European boats
  - animal trails
  
4. The most unusual covering for roads was
  - brick
  - wood
  - stone
  
5. From this story, you know that
  - traveling long ago was hard
  - Native Americans built wooden roads
  - old roads are better than new roads



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<b>Listening Speaking</b>	<b>Choose and Give Reasons (5 – 10 minutes)</b>						
	<p><b>Model:</b> Show the students the pictures on p. 27 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><b>Practice:</b> 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><b>Apply:</b> Show students the next set of pictures on p. 27 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. 27 (document reader or overhead)</p>						
	<b>Speech Functions (5 – 10 minutes)</b>						
	<p>Students practice how to ask for clarification.</p> <p>See lesson on p. 28</p>						
	<b>4 Picture Narrative (5 - 10 minutes)</b>						
	<p><b>Model:</b> Show the four pictures on page 29 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><b>Practice:</b> 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 maps to use on Day 9.</p> <p>Materials: p. 29</p>						
<b>Reading</b>	<b>Word Analysis (5 minutes)</b>						
	<p>Practice roots, affixes, syllables, and contractions.</p> <p>Display the following words on the board:</p> <table style="margin-left: 40px; border: none;"> <tr> <td>hemisphere</td> <td>semicircle</td> <td>triangle</td> </tr> <tr> <td>let's</td> <td>who'll</td> <td>what's</td> </tr> </table> <ol style="list-style-type: none"> <li>1. Find the word that means <u>half of a circle</u>. [explain the root and prefix]</li> <li>2. Find the word that means <u>a shape with three corners</u>. [explain the root and prefix]</li> <li>3. Find the word that means <u>half of a globe</u>. [explain the root and prefix]</li> <li>4. What is another way of writing <u>let's</u>? [let us] <u>who'll</u>? [who will] <u>what's</u>? [what is]</li> </ol> <p>How many syllables does each of these words have?</p>	hemisphere	semicircle	triangle	let's	who'll	what's
	hemisphere	semicircle	triangle				
let's	who'll	what's					
<b>Reading Comprehension (5 minutes)</b>							
	<p><b>Guided Practice:</b> Tell students that they are going to read a selection about birds. Explain that students are to read carefully so that they can answer questions about the selection. Allow silent reading time. Next, read aloud the selection 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: Carson-Dellosa selection “Birds live on land” p. 30 (doc reader/overhead and make copies)</p>						
<b>Writing</b>	<b>Writing Sentences (10 - 15 minutes)</b>						
	<p><b>Model:</b> Show picture #1, describe the picture orally using one (1) complete sentence, then write one (1) detailed sentence.</p> <p><b>Practice:</b> 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</p>						

based on student suggestions. Repeat with picture #3.

**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. 31 (document reader, overhead, or make copies)

#### 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.

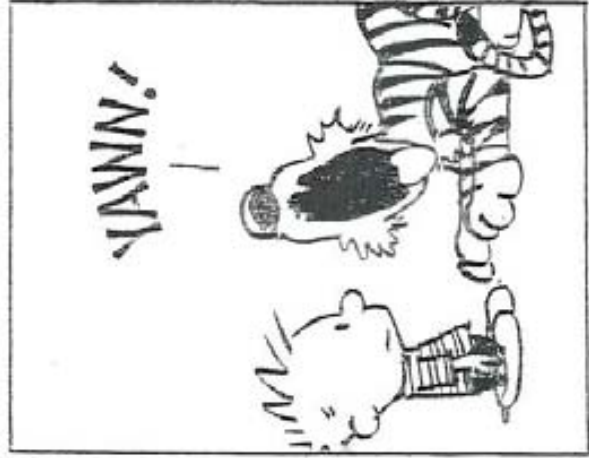


6.



- 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.

A large rectangular box containing ten horizontal lines for writing.

Name \_\_\_\_\_

Read the passage. Then, read the question and circle the letter beside the correct answer.

Birds live on land, on the water, and in the air. They are the only animals that have feathers. No matter where they live, all birds are alike in these ways: they have bills called beaks, they have wings, they have two legs.

The heaviest bird that flies is the trumpeter swan. Some trumpeter swans weigh almost 40 pounds. Some birds are so large that they can't fly. The ostrich is one of these birds. Sometimes an ostrich can weigh as much as 300 pounds. It can run as fast as a horse, and it is so strong it can carry a man on its back. The hummingbird is the tiniest bird of all. Some hummingbirds are so small that they weigh as little as three sheets of paper. The tallest bird in North America is the whooping crane. It is five feet tall and can spread its wings almost seven feet wide.

- Which names a way that all birds are the same?
  - All birds have wings.
  - All birds are about the same size.
  - All birds live on water.
  - All birds can fly.
- Which bird is the largest?
  - hummingbird
  - ostrich
  - trumpeter swan
  - whooping crane
- What is one way that birds are different from all other animals?
  - Only birds live in the air, on water, and on land.
  - Only birds have two legs and wings.
  - Only birds have feathers.
  - Birds are mammals.
- According to the passage, the word "tiniest" means the same as:
  - prettiest
  - fastest
  - smallest
  - strongest
- Which flying bird from the story is heaviest?
  - ostrich
  - trumpeter swan
  - hummingbird
  - whooping crane
- On which bird could you and a friend take a ride?
  - whooping crane
  - hummingbird
  - ostrich
  - trumpeter swan
- Which bird weighs about as much as the paper on which this test is printed?
  - hummingbird
  - whooping crane
  - ostrich
  - trumpeter swan

Total Problems:

Total Correct:

Score:

30



6.

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7.

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8.

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9.

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10.

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<b>Listening Speaking</b>	<b>Choose and Give Reasons (5 – 10 minutes)</b>
	<p><b>Model:</b> Show the students the pictures on p. 32 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><b>Practice:</b> 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 reason is ...</p> <p style="padding-left: 40px;">The second reason is ...</p> <p><b>Apply:</b> Show students the next set of pictures on p. 32. 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>
	Materials: p. 32 (document reader or overhead)
	<b>Speech Functions (5 – 10 minutes)</b>
	<p>Students practice how to offer something.</p> <p>See lesson on p. 33</p>
	<b>4 Picture Narrative (5 - 10 minutes)</b>
	<p><b>Review:</b> review the Circle Maps created on Day 8. Retell your model of a complete story using the information in the circle maps.</p> <p><b>Practice:</b> 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>
	Materials: p. 29 (document reader/overhead or copies for each pair)
<b>Reading</b>	<b>Reading Comprehension (5 minutes)</b>
	<p><b>Guided Practice:</b> Tell students that they are going to read a selection about the Venus Flytrap. Explain that students are to read carefully so that they can answer questions about the selection. Allow silent reading time. Next, read aloud the selection 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: Carson-Dellosa selection "The Venus Flytrap" p. 34 (doc reader/overhead and make copies)</p>
<b>Writing</b>	<b>Short Composition (10 - 15 minutes)</b>
	<p><b>Individual paragraphs about playing after school.</b></p> <p>Create an overhead transparency of the prompt or use a document reader.</p> <p>Read the directions above the writing prompt to remind students how to evaluate the quality of their own writing.</p> <p>Simulate a testing environment by asking students to write independently.</p> <p>Because this is still an opportunity to practice, the teacher can offer assistance while the students are working.</p> <p>Materials: p. 35 (document reader or overhead)</p>

## 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.*

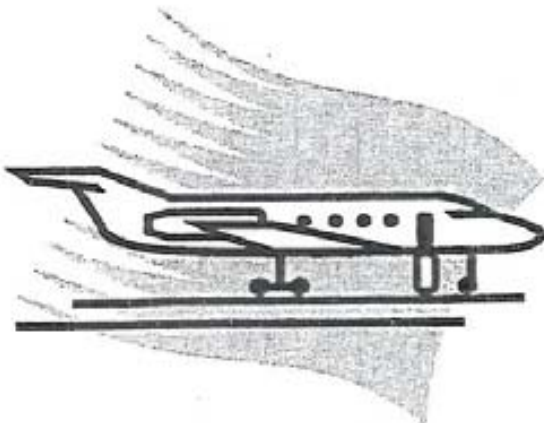
{If a student gives a very short answer, ask the student what other reasons he or she has}

1.



Score: 0 1 2

2.



Score: 0 1 2

3.



Choose and Give Reasons Week 4

Score: 0 1 2

- 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.

Read the passage and answer the questions. Circle the letter beside the correct answer.

### The Venus Flytrap

If you think that plants are boring, then maybe you have never learned about the Venus flytrap. The Venus flytrap is one of nature's most interesting creations. It is a carnivorous plant, which means it eats animals.

The Venus flytrap attracts insects by creating a sweet tasting nectar, which gives off a strong smell. The insect then lands on the leaf, which is really a trap. Each leaf has trigger hairs. When at least two trigger hairs are touched, the trap closes on the insect with lightning speed. The plant then slowly digests the trapped insect until only the skeleton remains. The Venus flytrap is able to digest small animals and insects, such as small frogs, spiders, ants, and flies.

For those people looking for an interesting plant, the Venus flytrap is a great choice. They can be purchased at greenhouses for only a small amount of money.

1. The Venus flytrap can digest all of the following except:
  - A. ants
  - B. spiders
  - C. cows
  - D. small frogs
2. Which of the following statements is an opinion?
  - A. Venus flytraps eat insects.
  - B. Venus flytraps are not boring.
  - C. The leaves have trigger hairs.
  - D. Venus flytraps produce nectar.
3. What is meant by the phrase "with lightning speed"?
  - A. quickly
  - B. slowly
  - C. with light
  - D. yellow
4. According to the passage, where can you buy a Venus flytrap?
  - A. pet store
  - B. Venus
  - C. greenhouse
  - D. grocery store

# Writing – *Short Compositions*

**Directions:** Write about the given topic. Think about what you will write before you begin writing. Use descriptions, details, and examples to make your writing interesting. Your paragraph should have a beginning, a middle, and an end. Write at least three complete sentences. Pay attention to grammar, capital letters, punctuation, and spelling. Make your writing clear. Do not write outside the box.

Your friend invited you to play after school.

Write a paragraph about what happened and what part was the most fun.

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<b>Listening Speaking</b>	<b>Choose and Give Reasons (5 – 10 minutes)</b>
	<b>Practice:</b> Show the pictures on p. 36. 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.
	<b>Apply:</b> Show students the next set of pictures on p. 36. 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.
	Materials: p. 36 (document reader or overhead)
	<b>Speech Functions (5 – 10 minutes)</b>
	Students practice how make a suggestion. See lesson on p. 37
	<b>4 Picture Narrative (5 - 10 minutes)</b>
	<b>Model/Review:</b> Retell your model story from days 8 & 9. Model revising some ideas to add more details and create more elaborated sentences.
	<b>Practice:</b> 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.
<b>Reading</b>	<b>Reading Comprehension (5 minutes)</b>
	<b>Practice:</b> Tell students that they are going to read a passage about Connie's Doggie Cookies. Explain that students are to read carefully so that they can answer questions about the passage. Allow silent reading time. Next, read aloud the passage 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: Carson-Dellosa selection "Connie's Doggie Cookies" p. 38 (document reader/overhead and make copies for each student)
<b>Writing</b>	<b>Short Composition (10 - 15 minutes)</b>
	<b>Option A: Individual paragraphs about what they want to do when they grow up.</b> Create an overhead transparency of the prompt or use a document reader. Read the directions above the writing prompt to remind students how to evaluate the quality of their own writing. Simulate a testing environment by asking students to write independently. Because this is still an opportunity to practice, the teacher can offer assistance while the students are working.
	<b>Option B: Review student writing from previous day to evaluate writing against rubric.</b>
	Materials: p. 39 (document reader or overhead)

# 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.

Name \_\_\_\_\_

Read the passage. Then, read the question and circle the letter beside the correct answer.

### Connie's Doggie Cookies

#### Ingredients

- |                            |                     |
|----------------------------|---------------------|
| 1 cup wheat germ           | 1 egg               |
| 1 jar any flavor baby food | 1 cup powdered milk |

#### Directions

1. Preheat oven to 250°.
2. Grease a cookie sheet well.
3. Mix all ingredients together well.
4. Drop dough on cookie sheet by teaspoons and form "bone" shapes.
5. Bake for about 20 minutes.
6. Store in refrigerator.

- 
1. This recipe tells how to make:
    - A. chocolate chip cookies
    - B. treats for your dog
    - C. baby food
    - D. wheat muffins
  2. How long and at what temperature should you bake the treats?
    - A. 15 minutes at 250°
    - B. 20 minutes at 350°
    - C. 20 minutes at 250°
    - D. 25 minutes at 200°
  3. Which shows the directions in the correct order?
    - A. preheat the oven, grease a cookie sheet, mix all ingredients together well
    - B. preheat the oven, drop dough on cookie sheet by teaspoons, grease a cookie sheet
    - C. grease a cookie sheet, store in the refrigerator, drop dough on cookie sheet
    - D. mix all ingredients together well, grease a cookie sheet, preheat the oven
  4. The recipe calls for equal amounts of which two ingredients?
    - A. egg and wheat germ
    - B. baby food and powdered milk
    - C. wheat germ and powdered milk
    - D. egg and powdered milk

# Writing – *Short Compositions*

**Directions:** Write about the given topic. Think about what you will write before you begin writing. Use descriptions, details, and examples to make your writing interesting. Your paragraph should have a beginning, a middle, and an end. Write at least three complete sentences. Pay attention to grammar, capital letters, punctuation, and spelling. Make your writing clear. Do not write outside the box.

Your teacher has asked you to write about what you would like to do when you grow up.  
Write a paragraph to tell what you would like to do and explain why.

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## **Additional Resources**

### Writing Short Compositions Rubric:

4: I wrote about the prompt in a paragraph (opening sentence, 2 detail sentences, closing sentence) with 3 or more complete sentences and at least one complex sentence.

My sentences have details, specific vocabulary and use transition words.  
My writing is clear.

3: I wrote about the prompt in a paragraph (opening sentence, 2 detail sentences, closing sentence) with 3 or more complete sentences.

My sentences have some details and vocabulary.  
My writing is mostly clear.

2: I wrote sentences about the prompt with at least one complete sentence.  
I am working on my spelling, grammar and vocabulary.

1: I wrote at least one complete sentence. It is difficult to read my writing.  
Spelling, grammar and vocabulary are hard for me.

0: I did not write a complete sentence.



## Comprehension Assessment

Mr. and Mrs. Hall live on a farm. Their family has owned the farm for more than 100 years. Some day, their daughter, Beth, will run the farm.

The Halls have mostly cows on their farm. They sell the milk from the cows. They get milk from the cows in the morning and again in the evening. A truck comes to the farm. It takes the milk to another town. The milk is put in cartons. Some of the milk is used for cheese.

To feed the cows, the Halls have big fields of grass. They must also buy some hay. They have more cows than they have grass. They keep the hay in a barn.

The Halls also have some sheep. The sheep have a special job. They eat the grass on the lawn of the Hall's house. Mr. and Mrs. Hall do not have to mow their lawn.

Ted is the Hall's son. He does not work with cows. Instead, he grows trees. He uses a small part of the farm. Ted grows many different kinds of trees. He says he likes trees better than cows. "Cows are too much work," says Ted. "Trees don't have to be milked."



## Comprehension Assessment

1. The Halls have mostly
  - chickens
  - horses
  - cows
  
2. In the morning, Mr. and Mrs. Hall must
  - milk the cows
  - drive the truck
  - go to another town
  
3. Some of the milk from the Hall's cows is used for
  - ice cream
  - butter
  - cheese
  
4. Ted
  - has horses
  - grows trees
  - grows corn
  
5. What do the sheep do?
  - give wool for clothes
  - eat grass on the lawn
  - protect the cows

## Comprehension Assessment

“What is that, Mom?” Ben pointed at something in the water.

“I don’t know, Ben. It looks like a beaver. But we are in Washington. What would a beaver be doing here?”

Ben’s mother looked and looked at the animal in the water. A police officer walked by them.

“That’s a beaver, all right,” she said. “They come here sometimes. They can be a problem. They eat our little trees.”

“What other animals do you have here?” It was Ben’s sister, Amy. “We are just visiting.”

“Many animals live near Washington,” answered the police officer. “A big river runs beside the city. Many forests are near the city. Some of the animals from the forest visit the city.”

“That’s nice,” said Ben. “We live in the country. We see animals all the time. It’s just strange to see them in the city.”

“Walk in that park beside the river,” said the officer. “You will see many birds and some animals. We are proud that so many animals like our city.”

## Comprehension Assessment

1. What did Ben see?
  - a seal
  - a fish
  - a beaver
2. What city were they visiting?
  - Washington
  - New York
  - Chicago
3. Who told the family about the animals?
  - a person fishing
  - a police officer
  - a friend of Ben
4. Where do Ben and his family live?
  - in the country
  - in the city
  - in the mountains
5. What is beside this city?
  - a hill
  - a lake
  - a river

## Comprehension Assessment

Jason and his family were on a ski vacation. Everyone was having fun except Jason. He was afraid.

"Skiing is fun," his mother told him.

"Just wait until you try it," his sister said, "You'll want to ski all the time."

No matter how hard Jason tried, he couldn't get excited about skiing. He was afraid of falling. He didn't want to get hurt.

Mr. Sills decided Jason needed lessons. He found a ski teacher named Kelly. Jason liked her, so he tried very hard.

The first thing Jason learned was how to put his skis on and take them off. Kelly showed him how to stand and to walk in his skis. He also learned how to get up when he fell.

What made Jason feel best was learning how to put his skis into a wedge. This let him slow down when he went too fast. Then he learned how to turn and how to stop. In no time at all, Jason decided he was having fun.

"Jason, you've really learned quickly," said Kelly. "Are you ready to ski with your family?"

"You bet," said Jason, and he waved goodbye to Kelly.

He had forgotten all about being afraid. He could hardly wait to show his family what he had learned.

## Comprehension Assessment

1. How did Jason feel at the beginning of the story?
  - Afraid
  - Happy
  - Excited
2. Who taught Jason to ski?
  - Mother
  - Father
  - Kelly
3. Jason was worried about
  - getting cold
  - getting hurt
  - getting lost
4. What helped Jason to slow down when he was skiing?
  - Making a wedge
  - Turning quickly
  - Using his poles
5. Look at the last three paragraphs. What do the words "You bet" mean?
  - Maybe
  - No
  - Yes

## Comprehension Assessment

9

Getting sick or hurt is not fun. You don't feel good. You can't wait to get better. We are lucky that people know how to take care of us.

Sometimes when you are sick, you have a fever. That's when your head feels hot. A fever means your body is fighting against sickness.

A thermometer is used to take your temperature if you are hotter than normal. It tells the doctor, your mother, or your father how hot you are.

Getting hurt is different from getting sick. Germs make you sick. You might get hurt when you fall. Sometimes you might even break a bone. This sounds bad, but usually broken bones can be fixed.

First, the doctor takes an X-ray of your arm. This is a picture that shows where the bone is broken. The doctor then puts a cast on your arm. A cast is made of something stiff. It keeps your arm still so the bones can get better.

We are lucky today. Doctors can take good care of us. They can fix things like a fever or broken bone easily. Even so, it is better to take care of yourself.

## Comprehension Assessment

9

1. Having a fever means
  - your arm hurts
  - you have been outside in the sun
  - your body is fighting sickness
  
2. An x-ray is most like
  - a picture
  - a song
  - a book
  
3. What causes sickness?
  - Bones
  - Germs
  - Hurt
  
4. What does a cast do?
  - It makes a cold better.
  - It keeps you warm.
  - It keeps your arm still.
  
5. A good title for this story is
  - "Good Health"
  - "Don't Get Hurt"
  - "All About X-rays"

Name \_\_\_\_\_

Read the passage. Then, read the question and circle the letter beside the correct answer.

When you see a firefly winking in the dark on a summer night, you might wonder from where its light comes. It comes from a mineral called phosphorus, which is found in small amounts in the firefly's body. Many kinds of deep-sea fish also have phosphorus in their bodies. Sometimes when a lot of those fish gather near the surface of the ocean, their bodies light up an area that can be seen for a long distance.

Phosphorus is found in many parts of our bodies and we need it to live. Phosphorus is also used in medicines, farming, and manufacturing. The most common place to find phosphorus is in the heads of matches. Because it burns quickly and easily at low temperatures, the small amount of friction caused by rubbing the head of a match against a rough surface causes the phosphorus to burn. Then the paper or wooden stick of the match burns, so that Mom or Dad can light the birthday candles or the barbecue grill.

1. This story is about:
  - A. where fireflies are found
  - B. where phosphorus is found
  - C. where matches are found
  - D. family barbecues
  
2. Which sentence is not true about phosphorus?
  - A. Phosphorus is a mineral.
  - B. Phosphorus is found in fireflies, deep-sea creatures, and people.
  - C. Phosphorus does not burn.
  - D. Phosphorus is used in medicines.
  
3. Why does rubbing the head of a match against a rough surface cause phosphorus to burn?
  - A. The match stick catches on fire.
  - B. Phosphorus burns quickly and easily at low temperatures.
  - C. Phosphorus is used in manufacturing.
  - D. Phosphorus is a mineral.
  
4. The phosphorus in fireflies and deep-sea animals causes them to:
  - A. light up
  - B. move faster
  - C. catch on fire
  - D. have x-ray vision
  
5. In the first line of this story, the word "winking" means:
  - A. closing his eye
  - B. lighting up
  - C. flying
  - D. sleeping

Total Problems:

Total Correct:

Score: