

Local District 1

**CELDT**  
**Preparation Activities**

**ELD Treasures: Start Smart**

**Kindergarten & 1<sup>st</sup> Grade**

**2011 - 2012**

Dear Teacher,

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

**What is CELDT?**

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

**What is the purpose?**

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

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

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

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

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

**Start Smart ELD**  
**Kindergarten & First 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></p> <ul style="list-style-type: none"> <li>• Following Oral Directions</li> <li>• Vocabulary (What is this called?)</li> <li>• Rhyming</li> <li>• Extended Listening Comprehension</li> </ul> <p><b>Writing:</b> Copy letters</p>	<p><b>L/S:</b></p> <ul style="list-style-type: none"> <li>• Rhyming</li> <li>• Oral Vocabulary (What is this called?)</li> <li>• Extended Listening Comprehension</li> </ul> <p><b>Reading:</b> Comprehension</p> <p><b>Writing:</b> Copy letters</p>	<p><b>L/S:</b></p> <ul style="list-style-type: none"> <li>• Rhyming</li> <li>• Following Oral Directions</li> <li>• Oral Vocabulary (What is this called?)</li> <li>• Extended Listening Comprehension</li> </ul> <p><b>Reading:</b> Point to the letters</p> <p><b>Writing:</b> Copy words</p>	<p><b>L/S:</b></p> <ul style="list-style-type: none"> <li>• Rhyming</li> <li>• Oral Vocabulary (What is the person doing?)</li> <li>• Extended Listening Comprehension</li> </ul> <p><b>Reading:</b> Point to a letter to complete the word</p> <p><b>Writing:</b> Copy Words</p>	<p><b>L/S:</b></p> <ul style="list-style-type: none"> <li>• Rhyming</li> <li>• Extended Listening Comprehension</li> </ul> <p><b>Reading:</b> Point to a letter to complete the word</p> <p><b>Writing:</b> Look at the picture, write a word</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></p> <ul style="list-style-type: none"> <li>• Choose &amp; Give Reasons</li> <li>• Rhyming</li> <li>• Extended Listening Comprehension</li> </ul> <p><b>Reading:</b> Comprehension</p> <p><b>Writing:</b> Listen to a short story and write one word</p>	<p><b>L/S:</b></p> <ul style="list-style-type: none"> <li>• Choose &amp; Give Reasons</li> <li>• Rhyming</li> <li>• Extended Listening Comprehension</li> </ul> <p><b>Reading:</b> Comprehension</p> <p><b>Writing:</b> Listen to a story and write one word</p>	<p><b>L/S:</b></p> <ul style="list-style-type: none"> <li>• Following Oral Directions</li> <li>• Extended Listening Comprehension</li> <li>• Rhyming</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Comprehension</li> <li>• Point to the picture that goes with the words</li> </ul> <p><b>Writing:</b> Write a word</p>	<p><b>L/S:</b></p> <ul style="list-style-type: none"> <li>• Rhyming</li> <li>• Oral Directions</li> </ul> <p><b>Reading:</b> Reading words</p> <p><b>Writing:</b> Point to punctuation marks</p>	<p><b>L/S:</b></p> <ul style="list-style-type: none"> <li>• Rhyming</li> <li>• Extended Listening Comprehension</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Comprehension</li> <li>• Reading words</li> </ul> <p><b>Writing:</b> Point to punctuation marks</p>

<b>Listening Speaking</b>	<b>Following Oral Directions (10 minutes)</b>
	Students respond to oral directions by pointing to objects or drawing lines to objects. Ask students to find common items in the classroom. <ul style="list-style-type: none"> <li>• Point to the clock</li> <li>• Point to the window</li> <li>• Point to an object that is round</li> <li>• Point to an object that is square</li> <li>• Point to .....</li> </ul> Use a document reader/overhead or make copies of p. 1. Read directions aloud. Provide feedback and reinforcement.
	<b>Speaking - Oral Vocabulary (5 – 10 minutes)</b>
	Using page 2 on an overhead/document reader, teacher points to picture and asks, "What is this?" Have students use the Think-Pair-Share strategy to name the picture. Label the picture.  Materials: p. 2
	<b>Rhyming (5 minutes)</b>
During the first five days of Start Smart for ELD, help students play with the concept of rhyming. See page xx for examples of rhyming pairs. To provide more scaffolding, give students two words that rhyme and then provide two more words to choose one that continues with the rhyming pattern. For example say, "Listen to these two words: AIR, FAIR (pause). Which word rhymes with air and fair? Chair or snake?"  Materials: p. 3	
	<b>Extended Listening Comprehension ( 5 – 10 minutes)</b>
	<b>Practice:</b> Tell the students that they will listen to a short story and then they will answer questions about the story. Read aloud the story on page 4 ( <i>Jill has a big doll</i> ). Using a document reader or an overhead, show the three pictures and ask, "What does Jill have?" Have students point to the picture that answers the question. Then have students turn to a partner and share their response. Ask a volunteer to come up to the board and point to the correct picture. Discuss why the picture is the best choice. Provide feedback.  Materials: p. 4

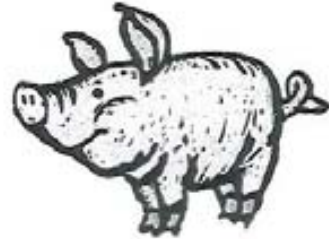
<b>Writing</b>	<b>Writing (10 minutes)</b>
	<b>Model:</b> Show the letter to be copied using an overhead or document reader. Say, "This is the letter _____. I will copy the letter here." Copy the letter into the area provided doing a Think Aloud describing the process (reaching the top line, sitting on the bottom line, no reversals, etc.). <b>Guided Practice:</b> Ask a few students to come forward to write the letter in the space provided. Discuss and give feedback. <b>Apply:</b> Using white boards or copies of worksheets have students copy the letter correctly. Provide feedback.  Materials: p. 5 (use a document reader or make copies)

<b>Extensions</b>	<b>Rhyming</b>
	<b>Game:</b> Have students sit in a circle. Say, I'm going to give you two words that rhyme. Then I want the person to my right to say one more word that rhymes with my words. (Use real words, no nonsense words). We will continue around the circle adding more rhyming words. If you cannot think of a word that rhymes say, "Bonk." Then the next student will start a new round by stating two new words that rhyme.  Example: Teacher: "star, far," Student 1: "tar" Student 2: "car" Student 3: "bar" Student 4: "bonk" Student 5: "rock, sock" Student 6: "clock"

Grade K-1  
Following Oral Directions

Directions: Teacher reads the following directions one time only.

1. Put an X under the pig.



2. Draw a line from the girl to the doll.



3. Put an X over the apple.



Gr. K-1  
Speaking

Directions: Teacher points to picture and asks student, "What is this"?



## RHYMING, K-1

- For the first 5 days, we would like to suggest that you give an option to students in selecting a word that rhymes. Below are some practice ideas!
- The 6<sup>th</sup> day and after, ask the student to provide you a rhyming word from their own lexicon. See days 6-15. ☺

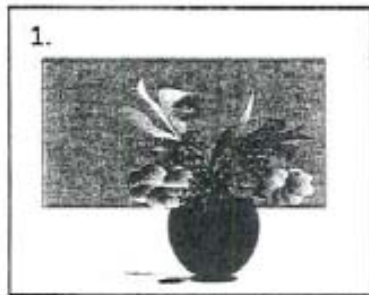
### Days 1-5

- SAY** Listen to these 2 words: **AIR, FAIR** (pause)  
**SAY** Which word rhymes with air and fair? **CHAIR** or **SNAKE**?
- SAY** Listen to these 2 words: **BAG, JAG** (pause)  
**SAY** Which word rhymes with bag and jag? **TAG** or **DOOR**?
- SAY** Listen to these 2 words: **GAME, LAME** (pause)  
**SAY** Which word rhymes with game and lame? **DOG** or **SAME**?
- SAY** Listen to these 2 words: **CHAIN, CANE** (pause)  
**SAY** Which word rhymes with chain and cane? **RAIN** or **FINGER**?
- SAY** Listen to these 2 words: **SNAKE, CAKE** (pause)  
**SAY** Which word rhymes with snake and cake? **RING** or **BAKE**?
- SAY** Listen to these 2 words: **BANK, CRANK**(pause)  
**SAY** Which word rhymes with bank and crank? **CLANK** or **PENCIL**?
- SAY** Listen to these 2 words: **FANG, RANG** (pause)  
**SAY** Which word rhymes with fang and rang? **SCHOOL** or **SANG**?
- SAY** Listen to these 2 words: **APE, CAPE** (pause)  
**SAY** Which word rhymes with ape and cape? **TAPE** or **APPLE**?
- SAY** Listen to these 2 words: **ARE, CAR** (pause)  
**SAY** Which word rhymes with are and car? **SONG** or **FAR**?
- SAY** Listen to these 2 words: **ARM, CHARM** (pause)  
**SAY** Which word rhymes with arm and charm? **FARM** or **PIG**?
- SAY** Listen to these 2 words: **FAIRY, MARRY** (pause)  
**SAY** Which word rhymes with fairy and marry? **WHITE** or **CHERRY**?
- SAY** Listen to these 2 words: **BAG, JAG** (pause)  
**SAY** Which word rhymes with bag and jag? **TAG** or **DOOR**?
- SAY** Listen to these 2 words: **CART, ART** (pause)  
**SAY** Which word rhymes with cart and art? **PAINT** or **DART**?

Jill has a big doll. The doll has  
a tan wig. The doll has lots of hats, too.  
The doll can sit, but it can't run.  
Jill hugs the doll and has fun with it.

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What does Jill have?





Copy the following letters. Remember to stay in the box:

A

H

J

O

B

S

U

Z

F

<b>Listening Speaking</b>	<b>Rhyming (5 minutes)</b>
	Continue to help students play with the concept of rhyming. See page 3 for examples of rhyming pairs. Provide necessary scaffolding and feedback.
	Materials: p. 3
	<b>Speaking - Oral Vocabulary (5 minutes)</b>
<b>Listening Speaking</b>	Using page 6 on an overhead/document reader, teacher points to picture and asks, "What is this?" Have students use the Think-Pair-Share strategy to name the picture. Label the picture.
	Materials: p. 6
	<b>Extended Listening Comprehension (5 - 10 minutes)</b>
	<b>Practice:</b> Tell the students that they will listen to a short story and then they will answer questions about the story. Read aloud the story on page 7 ( <i>Ron got a bag of nuts</i> ). Using a document reader or an overhead, show the three pictures and ask, "What does Jill have?" Have students point to the picture that answers the question. Then have students turn to a partner and share their response. Ask a volunteer to come up to the board and point to the correct picture. Discuss why the picture is the best choice. Provide feedback.
Materials: p. 7	
<b>Reading</b>	<b>Reading Comprehension (10 - 15 minutes)</b>
	<b>Practice:</b> Read aloud a well known children's story appropriate for Kindergarten or first grade. (ex: Goldilocks and the Three Bears). Ask comprehension questions about the following: <ul style="list-style-type: none"> <li>• Main events (What happened first/last...)</li> <li>• Identify characters</li> <li>• Draw conclusions</li> </ul> What will <b>most likely</b> happen...
<b>Writing</b>	<b>Writing (10 minutes)</b>
	<b>Model:</b> Show the letter to be copied using an overhead or document reader. Say, "This is the letter _____. I will copy the letter here." Copy the letter into the area provided doing a Think Aloud describing the process (reaching the top line, sitting on the bottom line, no reversals, etc.).
	<b>Guided Practice:</b> Ask a few students to come forward to write the letter in the space provided. Discuss and give feedback. <b>Apply:</b> Using white boards or copies of worksheets have students copy the letter correctly. Provide feedback.
Materials: p. 8 (use a document reader or make copies)	
<b>Extension</b>	<b>Following Oral Directions</b>
	As students line up for recess, ask them to point to various objects in the classroom. Continue as they walk outside. For example, "Point to the water fountain, point to the stairs, with your finger, draw a line from the handball court to the lunch pavilion, point to something that is blue, point to something that is rectangular, etc..."

Grade K-1  
Listening & Speaking

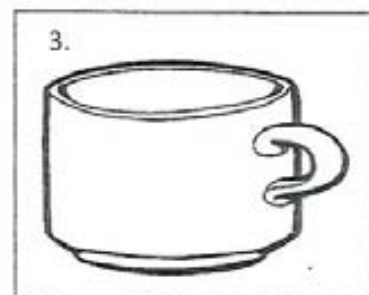
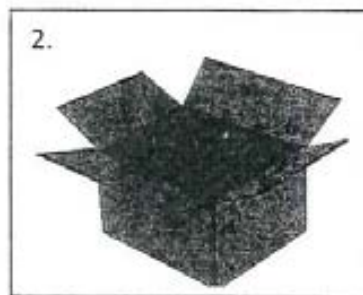
Directions: Teacher points to picture and asks student, "What is this?"



Ron got a bag of nuts. He hid the bag of nuts in a box. The box fit in back of his cot.

But the pup ran in and got the nuts. Then Ron got the bag, but the pup had the nuts.

Where did Ron hide the bag of nuts?



Copy the following letters. Remember to stay in the box:

V

I

Y

W

K

P

R

G

X

<b>Listening Speaking</b>	<b>Rhyming (5 minutes)</b>
	Continue to help students play with the concept of rhyming. See page 3 for examples of rhyming pairs. Provide necessary scaffolding and feedback.  Materials: p. 3
	<b>Following Directions (5 minutes)</b>
	Students respond to oral directions by pointing to objects or drawing lines to objects. Ask students to find common items in the classroom. <ul style="list-style-type: none"> <li>• Point to the door</li> <li>• Point to the computer</li> <li>• Point to an object that is blue</li> <li>• Point to .....</li> </ul>
	<b>Speaking - Oral Vocabulary (5 minutes)</b>
	Using page 9 on an overhead/document reader, teacher points to picture and asks, "What is this?" Have students use the Think-Pair-Share strategy to name the picture. Label the picture.  Materials: p. 9
	<b>Extended Listening Comprehension (5 – 10 minutes)</b>
	<b>Practice:</b> Tell the students that they will listen to a short story and then they will answer questions about the story. Read aloud the story on page 10 ( <i>The man runs to the bus</i> ). Using a document reader or an overhead, show the three pictures and ask, "What does Jill have?" Have students point to the picture that answers the question. Then have students turn to a partner and share their response. Ask a volunteer to come up to the board and point to the correct picture. Discuss why the picture is the best choice. Provide feedback.  Materials: p. 10
<b>Reading</b>	<b>Reading Comprehension (5 minutes)</b>
	Use page 11 on a document reader, overhead, or make copies. Point to the first letter "T," and ask, "What letter is this?" Have students share.  Extensions: <ul style="list-style-type: none"> <li>• Have students identify other students in the class with a first name that starts with the letter "T."</li> <li>• Have students write the letter in the air while saying the letter name aloud.</li> </ul> Materials: p. 11
<b>Writing</b>	<b>Writing (10 minutes)</b>
	<b>Model:</b> Show the word to be copied using an overhead or document reader. Say, "This is the word _____. I will copy the word in the box." Copy the word into the area provided doing a Think Aloud describing the process (reaching the top line, sitting on the bottom line, letters close together, etc.). <b>Guided Practice:</b> Ask a few students to come forward to write the word in the space provided. Discuss and give feedback. <b>Apply:</b> Using white boards or copies of worksheets have students copy the word correctly. Provide feedback.  Materials: p. 12 (use a document reader or make copies)
<b>Extensions</b>	<b>Listening Comprehension</b>
	<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. <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. <b>Apply:</b> Have a volunteer share their story. Ask one comprehension question to the class based on the story.

Grade K-1  
Listening & Speaking

Directions: Teacher points to picture and asks student, "What is this?"

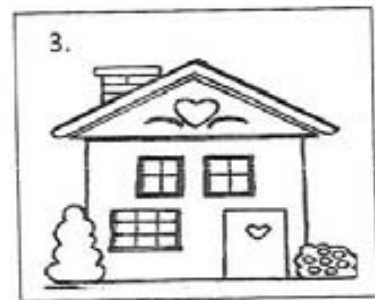
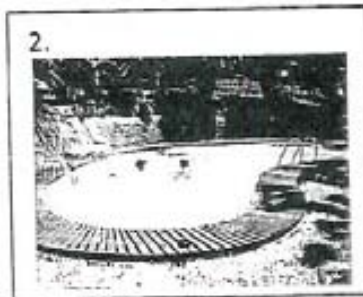
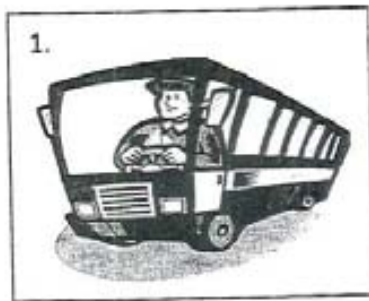


The man runs to the bus. But the bus passes him. The man misses the bus. He is mad.

Then the man has to run to his job.

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Where does the man run to?





Grade K-1  
Reading

Directions: Teacher points to the letters and asks, "What letter is this?"

T

L

B

O

M

R

Copy the following WORDS. Remember to stay in the box:

ask

big

but

can

did

for

get

had

has

<b>Listening Speaking</b>	<b>Rhyming (5 minutes)</b>
	Use the Language Experience Approach: Teacher writes what the students say on a large chart. Chart: <i>Once upon a time there were three little cats.</i> Ask students to use the T-P-S strategy to brainstorm words that rhyme with <i>cats</i> . (Use real words, no nonsense words). Record students' responses. <b>Example:</b> Once upon a time there were three <u>hats</u> . Once upon a time there were three little <u>bats</u> . Start a new sentence, for example: The three little cats played in the <u>sun</u> . T-P-S rhyming words to change the sentence. Record students' responses. <b>Example:</b> The three little cats played in a <u>bun</u> .
	<b>Oral Vocabulary (5 minutes)</b>
	Use page 13 on a document reader, overhead, or make copies. Show the picture. Ask, "What is the person doing?" Have students use the Think-Pair-Share strategy to discuss their ideas. Ask a couple of volunteers to share. Use the RASP strategy to have the group chorally repeat responses. Model using complete sentences. When students answer with one word or a phrase, recast their response into a complete sentence. Ask the student to repeat. Use the repeating strategy R.A.S.P. with the whole group. <b>Materials:</b> p. 13
	<b>Extended Listening Comprehension (5 – 10 minutes)</b>
	<b>Practice:</b> Tell the students that they will listen to a short story and then they will answer questions about the story. Read aloud the story on page 14 ( <i>First Jeff tells his dog...</i> ). Using a document reader or an overhead, show the three pictures and ask, "What does Jill have?" Have students point to the picture that answers the question. Then have students turn to a partner and share their response. Ask a volunteer to come up to the board and point to the correct picture. Discuss why the picture is the best choice. Provide feedback. <b>Materials:</b> p. 14
<b>Reading</b>	<b>Reading Comprehension (5 minutes)</b>
	<b>Practice:</b> Use page 15 on a document reader, overhead or make copies. Say, "dig" while pointing to <u>ig</u> . Ask students to point to the letter that completes the word. Students could use the Think-Pair-Share strategy. Volunteers can come to the front and point to the letter "d." Continue with the next two words. <b>Materials:</b> p. 15
<b>Writing</b>	<b>Writing (10 minutes)</b>
	<b>Model:</b> Show the word to be copied using an overhead or document reader. Say, "This is the word _____. I will copy the word in the box." Copy the word into the area provided doing a Think Aloud describing the process (reaching the top line, sitting on the bottom line, letters close together, etc.). <b>Guided Practice:</b> Ask a few students to come forward to write the word in the space provided. Discuss and give feedback. <b>Apply:</b> Using white boards or copies of worksheets have students copy the word correctly. Provide feedback. <b>Materials:</b> p. 16 (use a document reader or make copies)
<b>Extensions</b>	<b>Writing</b>
	Give students more practice with copying letters or words. See attachments under "additional resources" at the end of this packet.  "Write the Room": give students paper, pencil and a clipboard. Students can work in pairs or individually as they look around the room and copy words they see posted. (word wall, pocket charts, labels...)

Grade K-1  
Listening and Speaking

Student states what the person is doing.

What is she doing?



What is he doing?

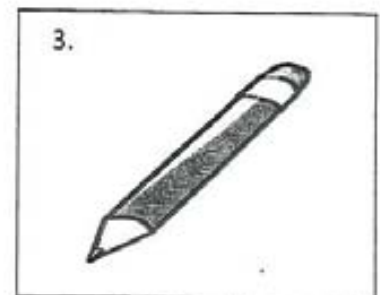


First Jeff tells his dog Sam to run.  
Sam gets up to run.

But then the dog hits its leg on a  
rock and gets a big cut.

Jeff tells Sam to sit. Then he  
fixes the cut.

What did the dog hit his leg with?



Grade K-1

Reading

Listen as I say a word. Point to the letter that completes the word.

\_\_\_ig

d      k      l

\_\_\_un

s      x      o

\_\_\_an

m      h      u

Copy the following WORDS. Remember to stay in the box:

she

the

two

buy

eat

fly

how

its

let

<b>Listening Speaking</b>	<b>Rhyming (5 – 10 minutes)</b>
	<p><b>Model:</b> Bring in a few items from home that rhyme (for example, a rock and a sock, a hat and a bat...) and place them in a mystery rhyming bag. Show the first object. Ask students to use the Think-Pair-Share strategy to name the first object (rock). Tell the students that you have another object in your mystery bag that rhymes with rock. Have students T-P-S to guess the item. Reveal the item and ask, what is this? (sock). Does rock rhyme with sock?</p> <p><b>Materials:</b> common household objects</p>
<b>Listening Speaking</b>	<b>Extended Listening Comprehension (5 – 10 minutes)</b>
	<p><b>Practice:</b> Tell the students that they will listen to a short story and then they will answer questions about the story. Read aloud the story on page 17 (<i>Don's cat was big and tan...</i>). Using a document reader or an overhead, show the three pictures and ask, "What does Jill have?" Have students point to the picture that answers the question. Then have students turn to a partner and share their response. Ask a volunteer to come up to the board and point to the correct picture. Discuss why the picture is the best choice. Provide feedback.</p> <p><b>Materials:</b> p. 17</p>
<b>Reading</b>	<b>Reading Comprehension (5 minutes)</b>
	<p><b>Practice:</b> Use page 18 on a document reader, overhead or make copies. Say, "hit" while pointing to <u>it</u>. Ask students to point to the letter that completes the word. Students could use the Think-Pair-Share strategy. Volunteers can come to the front and point to the letter "h." Continue with the next two words.</p> <p><b>Materials:</b> p. 18</p>
<b>Writing</b>	<b>Writing (10 minutes)</b>
	<p><b>Model:</b> Show the picture of the object using an overhead or document reader. Say, "This is a _____. I will write the word _____ here." Write the word in the area provided doing a Think Aloud describing the process (sounding out word and writing each corresponding letter, reaching the top line, sitting on the bottom line, letters close together, etc.).</p> <p><b>Guided Practice:</b> Ask a few students to come forward to do another example in the space provided. Discuss and give feedback.</p> <p><b>Apply:</b> Using white boards or copies of worksheets have students practice writing words that name objects. Provide feedback.</p> <p><b>Materials:</b> p. 19 (use a document reader or make copies)</p>
<b>Extensions</b>	<b>Choose and Give Reasons</b>
	<p>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:</p> <p>"Which would you rather do at recess, eat a snack or play tetherball? Give me two reasons why."</p> <p>"During recess would you rather play outside or go to the library? Give me two reasons why."</p> <p>"After recess would you rather read a book or use the computer? Give me two reasons why."</p>

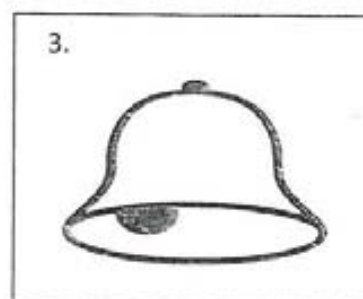
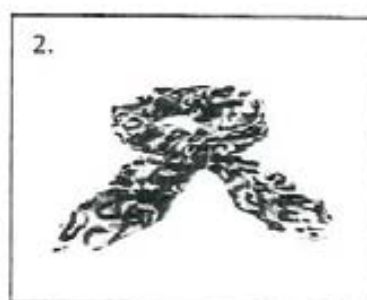
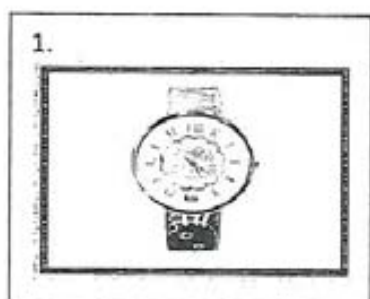


Don's cat was big and tan. It had a red bell on its neck. The cat got up on Don's bed.

The bell hit Don's cup, and the cup fell on the rug. But Don was not mad.

---

What does Don's cat have on its neck?



Grade K-1

Reading

Listen as I say a word. Point to the letter that completes the word.

\_\_\_it

d

v

h

\_\_\_at

s

x

j

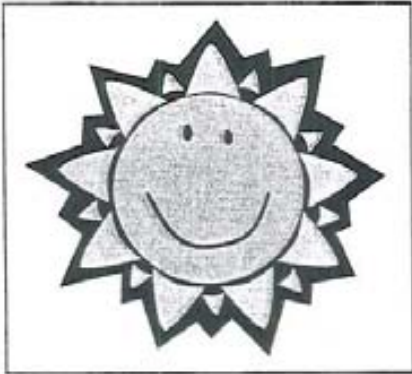
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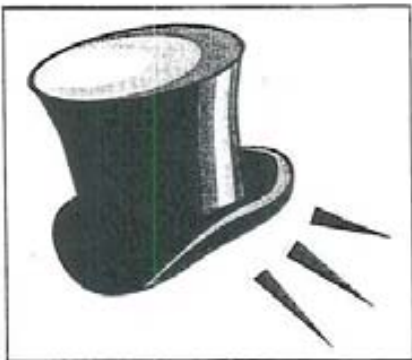
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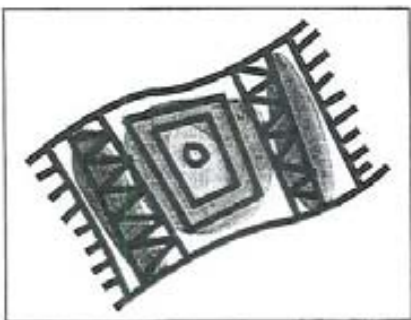
CELDT Preparation Activities  
K/1 Writing



A large, empty rectangular box for writing.



A large, empty rectangular box for writing.



A large, empty rectangular box for writing.

<b>Listening Speaking</b>	<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. 20 on a document reader or an overhead. Say, “Which would you rather eat? Pizza or a hot dog?”</p> <p><b>Practice:</b> Ask two volunteers to model for the class. Have the two student volunteers state their choice. Next, ask the volunteers to give you two reasons why. Paraphrase the students’ responses into complete sentences if needed.</p> <p><b>Apply:</b> Show students the next set of pictures on p. 20. Write the question on the board: <i>Which would you rather play with? A ball or a kite?</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: I would like to play with a _____ because... and ...</p> <p>If students have trouble with giving two reasons, provide more scaffolding: I would like play with a ... The first reasons is ... The second reason is ...</p> <p>Provide feedback. Most students will answer with one word (kite) instead of a complete sentence. Use the repeating strategy R.A.S.P. to support students chorally responding using complete sentences. Also, help students who might give the same reason twice (i.e., “because a kite is fun and because I have fun playing with a kite.) There must be two different reasons.</p> <p>Materials: p. 20 (document reader or overhead)</p>
	<b>Rhyming (5 minutes)</b>
	<p>During days 6 – 10 of Start Smart for ELD, help students continue to play with the concept of rhyming. See page 21 for examples of rhyming pairs. To provide more scaffolding, give students two words that rhyme and then provide two more words to choose one that continues with the rhyming pattern. For example say, “Listen to these two words: CHEW, BLUE (pause). Which word rhymes with chew and blue? clue or big?”</p> <p>Materials: p. 21</p>
<b>Reading</b>	<b>Extended Listening Comprehension (5 - 10 minutes)</b>
	<p><b>Practice:</b> Tell the students that they will listen to a short story and then they will answer questions about the story. Read aloud the story on page 22 (<i>Deb and Peg are pals...</i>). Using a document reader or an overhead, show the three pictures and ask, “What does Jill have?” Have students point to the picture that answers the question. Then have students turn to a partner and share their response. Ask a volunteer to come up to the board and point to the correct picture. Discuss why the picture is the best choice. Provide feedback.</p> <p>Materials: p. 22</p>
<b>Writing</b>	<b>Reading Comprehension (5 minutes)</b>
	<p><b>Practice:</b> Read aloud a well known children’s story appropriate for Kindergarten or first grade. (ex: The Little Red Hen). Ask comprehension questions about the following:</p> <ul style="list-style-type: none"> <li>• Main events (What happened first/last...)</li> <li>• Identify characters</li> <li>• Draw conclusions</li> </ul> <p>What will <b>most likely</b> happen...</p>
<b>Writing</b>	<b>Writing (10 minutes)</b>
	<p><b>Model:</b> Listen to this story. Say, “This is Juan. Juan likes to play with his car.” I will write one word here. What does Juan like to play with?” Write the word “car” in the space provided.</p> <p><b>Guided Practice:</b> Ask students to come up to write the word in response to a short story.</p> <p><b>Apply:</b> Using white boards or copies of worksheets have students practice. Provide feedback.</p> <p>Materials: p. 23 (use a document reader or make copies)</p>

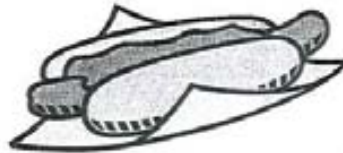
Grade K-1

Listening and Speaking

Choose and Give Reason

Student looks at picture and makes a choice. Student must state two reasons to why he chose that picture.

Which would you rather eat? Pizza or a hot dog? Give me two reasons why.



Which would you rather play with? A ball or a kite? Give me two reasons why.



- SAY** Listen to these 2 words: **CHEW, BLUE** (pause)  
**SAY** Which word rhymes with chew and blue? **CLUE** or **BIG**?
- SAY** Listen to these 2 words: **EYE, FRY** (pause)  
**SAY** Which word rhymes with eye and fry? **chew** or **DIE**?
- SAY** Listen to these 2 words: **IN, PIN** (pause)  
**SAY** Which word rhymes with in and pin? **CHIN** or **duck**?
- SAY** Listen to these 2 words: **PICK, LICK** (pause)  
**SAY** Which word rhymes with pick and lick? **DOG** or **SICK**?
- SAY** Listen to these 2 words: **DING, FLING** (pause)  
**SAY** Which word rhymes with ding and fling? **KING** or **NAIL**?
- SAY** Listen to these 2 words: **INK, MINK** (pause)  
**SAY** Which word rhymes with play and day? **DOLL** or **PINK**?
- SAY** Listen to these 2 words: **DRIP, CLIP** (pause)  
**SAY** Which word rhymes with play and day? **PARTY** or **CHIP**?

### Days 6-15

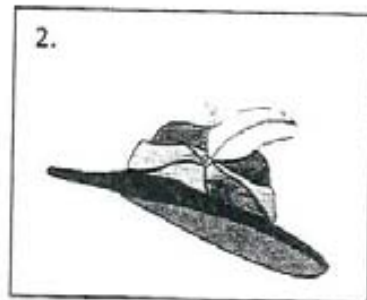
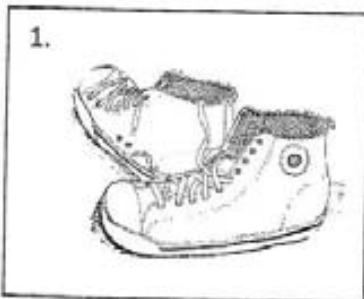
- SAY** "I am going to give you two words that rhyme. Then I want you to give me one more word that rhymes with them."
- SAY** walk, stalk (clock, chalk, flock, hawk, jock, knock, talk, wok, gawk, rock, shock)
- SAY** goof, proof (poof, roof, spoof, aloof)
- SAY** dog, clog (bog, fog, frog, hog, jog, log)
- SAY** June, moon (croon dune, goon, moon, noon, prone, spoon, tune, baboon, cartoon)
- SAY** hop, chop (stop, mop, drop, clop, pop, prop, chop, stop, top, hop)
- SAY** boy, joy (toy, ahoy, coy, soy, buoy, Roy, Troy)
- SAY** buck, chuck (cluck, duck, luck, muck, puck, stuck, truck)
- SAY** wow, brow (bow, chow, cow, how, now, plow, pow, vow)
- SAY** in, thin (kin, shin, sin, skin, spin, tin, win)
- SAY** dog, clog (bog, fog, frog, hog, jog, log)

Deb and Peg are pals. They have lots of fun.

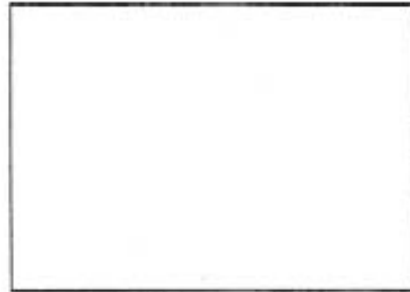
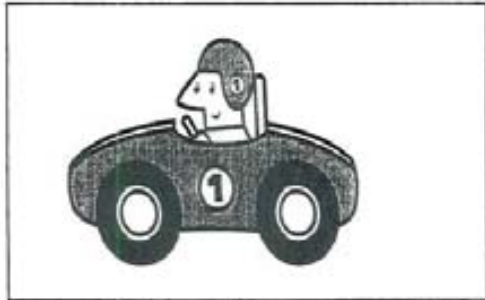
First they have fun with jacks.  
Then they put hats on Deb's doll.

Deb tells Peg, "I have fun with you."

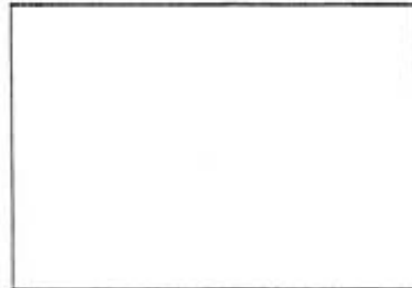
What do they put on Deb's doll?



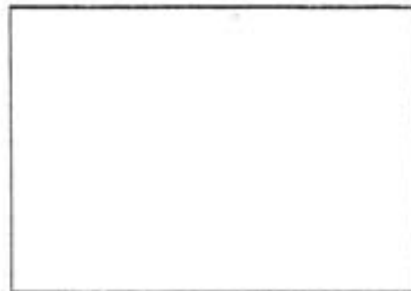
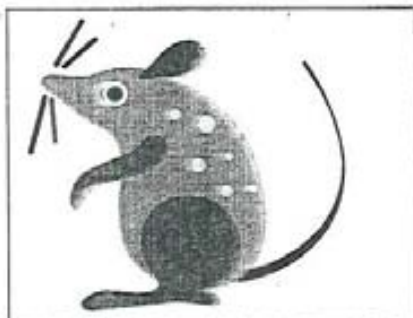
CELDT Preparation Activities  
K/1 Writing



This is Juan. Juan likes to play with his car. What does Juan like to play with?



Mom is cooking. She uses a pot. What does mom use?



Jerry is a rat. He likes to eat cheese. What is Jerry?



<b>Listening Speaking</b>	<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 page on a document reader or an overhead. Say, “Which would you rather do? Read a book or play with a puzzle?”</p> <p><b>Practice:</b> Ask two volunteers to model for the class. Have the two student volunteers state their choice. Next, ask the volunteers to give you two reasons why. Paraphrase the students’ responses into complete sentences if needed.</p> <p><b>Apply:</b> Show students the next set of pictures on p. 24. Write the question on the board: <i>Which would you rather do? Go roller skating or play jump rope?</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 play with a _____ because... and ...</p> <p>If students have trouble with giving two reasons, provide more scaffolding:</p> <p style="padding-left: 40px;">I would like play with a ...</p> <p style="padding-left: 40px;">The first reasons is ...</p> <p style="padding-left: 40px;">The second reason is ...</p> <p>Provide feedback. Most students will answer with one word (jump rope) instead of a complete sentence. Use the repeating strategy R.A.S.P. to support students chorally responding using complete sentences.</p> <p>Materials: p. 24 (document reader or overhead)</p>
	<b>Rhyming (5 minutes)</b>
	<p>Continue to help students play with the concept of rhyming. See page 21 for examples of rhyming pairs. Provide necessary scaffolding and feedback.</p> <p>Materials: p. 21</p>
<b>Reading</b>	<b>Extended Listening Comprehension (5 - 10 minutes)</b>
	<p><b>Practice:</b> Tell the students that they will listen to a short story and then they will answer questions about the story. Read aloud the story on page 25 (<i>Ann gets a red pot...</i>). Using a document reader or an overhead, show the three pictures and ask, “What does Jill have?” Have students point to the picture that answers the question. Then have students turn to a partner and share their response. Ask a volunteer to come up to the board and point to the correct picture. Discuss why the picture is the best choice. Provide feedback.</p> <p>Materials: p. 25</p>
<b>Writing</b>	<b>Reading Comprehension (10 – 15 minutes)</b>
	<p>Read aloud a well know children’s story appropriate for first or second grade. Ask comprehension questions about the following:</p> <ul style="list-style-type: none"> <li>• Main events (What happened first/last...)</li> <li>• Identify characters</li> <li>• Draw conclusions</li> </ul> <p>What will <b>most likely</b> happen...</p>
<b>Writing</b>	<b>Writing (10 minutes)</b>
	<p><b>Model:</b> Listen to this story. Say, “This is Mary’s dog. Mary’s dog likes to run.” I will write one word here. What does Mary’s dog like to do?” Write the word “run” in the space provided.</p> <p><b>Guided Practice:</b> Ask students to come up to write the word in response to a short story.</p> <p><b>Apply:</b> Using white boards or copies of worksheets have students practice. Provide feedback.</p> <p>Materials: p. 26 (use a document reader or make copies)</p>

Grade K-1

Listening and Speaking

Choose and Give Reason

Student looks at picture and makes a choice. Student must state two reasons as to why he chose that picture.

Which would you rather do? Read a book or play with a puzzle? Give me two reasons why.



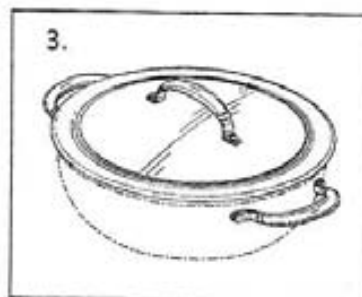
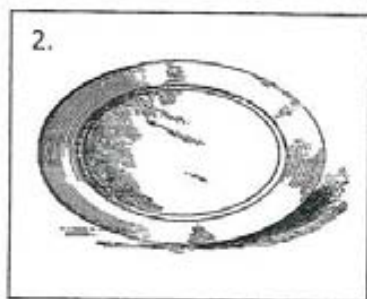
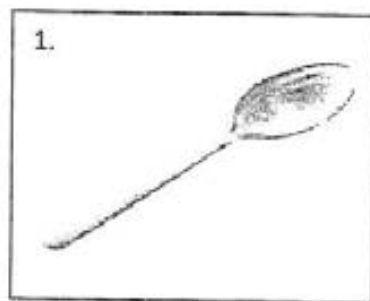
Which would you rather do? Go roller skating or play jump rope? Give me two reasons why.



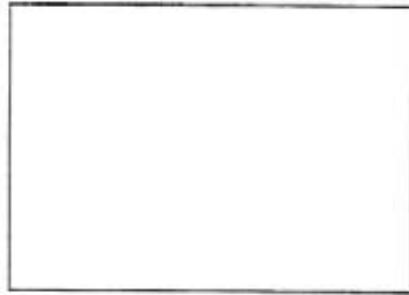
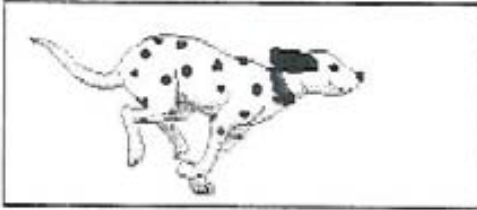
Ann gets a red pot for the ham. The pot has a big mess in it. Ann gets rid of the mess with a wet rag. Then she sets the ham in the pot.

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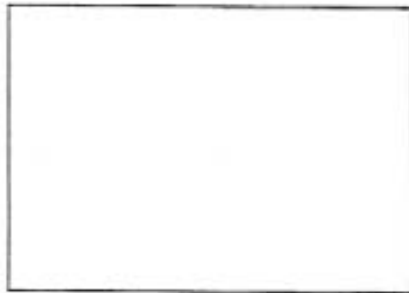
Where does Ann put the ham?



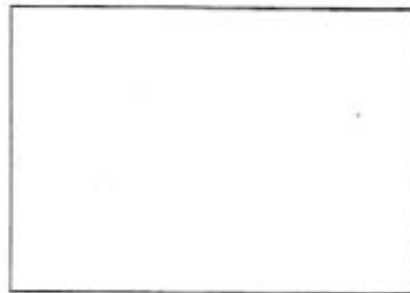
CELDT Preparation Activities  
K/1 Writing



This is Mary's dog. Mary's dog likes to run. What does Mary's dog like to do?



David likes to play soccer. He plays with his ball. What does David play with?



This is Fluffy the bunny. He likes to hop. What does Fluffy do?

<b>Listening Speaking</b>	<b>Following Oral Directions (5 – 10 minutes)</b>
	Students respond to oral directions by pointing to objects or drawing lines to objects. Ask students to find common items in the classroom. <ul style="list-style-type: none"> <li>• Point to the table</li> <li>• Point to the flag</li> <li>• Point to an object that is red</li> <li>• Point to an object that is square</li> <li>• Point to .....</li> </ul> Use a document reader/overhead or make copies of p. 27. Read directions aloud. Provide feedback and reinforcement.
	<b>Extended Reading Comprehension (5 – 10 minutes)</b>
	<b>Practice:</b> Tell the students that they will listen to a short story and then they will answer questions about the story. Read aloud the story on page 28 ( <i>Penny and Carlos had blue jeans...</i> ). Using a document reader or an overhead, show the three pictures and ask, “What does Jill have?” Have students point to the picture that answers the question. Then have students turn to a partner and share their response. Ask a volunteer to come up to the board and point to the correct picture. Discuss why the picture is the best choice. Provide feedback.  Materials: p. 28
	<b>Rhyming (5 - 10 minutes)</b>
	Continue to help students play with the concept of rhyming. See page xx for examples of rhyming pairs. Provide necessary scaffolding and feedback.  Materials: p. 21
<b>Reading</b>	<b>Reading Comprehension (10 - 15 minutes)</b>
	Read aloud a well know children’s story appropriate for Kindergarten or first grade. Ask comprehension questions about the following: <ul style="list-style-type: none"> <li>• Main events (What happened first/last...)</li> <li>• Identify characters</li> <li>• Draw conclusions</li> </ul> What will <b>most likely</b> happen...
<b>Writing</b>	<b>Writing (10 minutes)</b>
	<b>Model:</b> Show the picture of the object using an overhead or document reader. Say, “This is a _____. I will write the word _____ here.” Write the word in the area provided doing a Think Aloud describing the process (sounding out word and writing each corresponding letter, reaching the top line, sitting on the bottom line, letters close together, etc.). <b>Guided Practice:</b> Ask a few students to come forward to do another example in the space provided. Discuss and give feedback. <b>Apply:</b> Using white boards or copies of worksheets have students practice writing words that name objects. Provide feedback.  <b>Materials:</b> p. (use a document reader or make copies)
<b>Extensions</b>	<b>Listening Comprehension</b>
	<b>Model:</b> 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. <b>Practice:</b> 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. <b>Apply:</b> Have partners take turns telling a quick story and creating one question with three possible answers.

Grade K-1  
Following Oral Directions

Directions: Teacher reads the following directions one time only.

1. Put an X under the table.

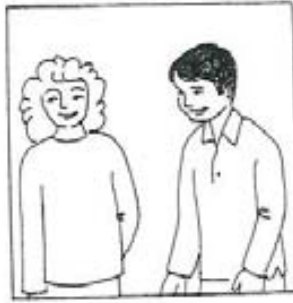


2. Draw a line from the bird to the nest.



3. Draw a line under the book.





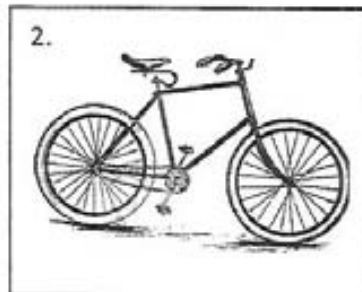
Penny and Carlos had blue jeans on. They were fixing Penny's truck. The truck was parked at Carlos' house.

Penny said, "This is fun, but my blue jeans are black and blue, and so am I!"

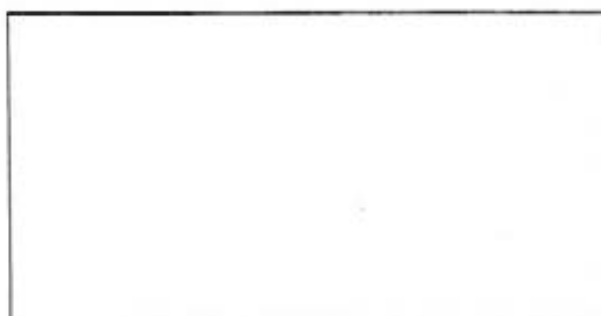
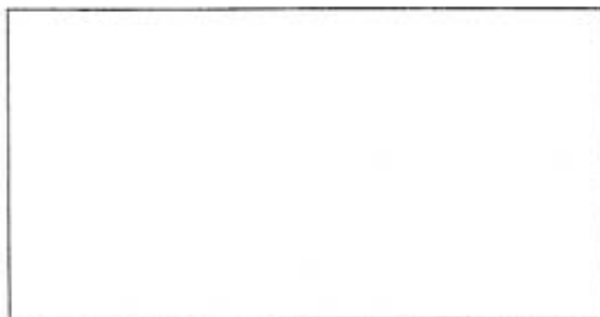
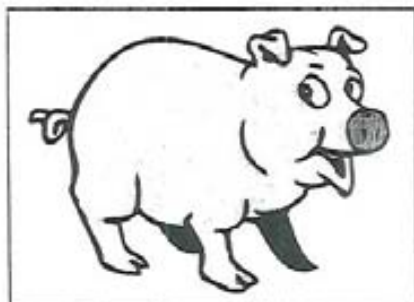
"Me, too," said Carlos.

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What were Penny and Carlos fixing?



CELDT Preparation Activities  
K/1 Writing





<b>Listening Speaking</b>	<b>Rhyming (5 – 10 minutes)</b>
	Continue to help students play with the concept of rhyming. See page xx for examples of rhyming pairs. Provide necessary scaffolding and feedback.  Materials: p. 21
<b>Listening Speaking</b>	<b>Extended Listening Comprehension (5 – 10 minutes)</b>
	<b>Practice:</b> Tell the students that they will listen to a short story and then they will answer questions about the story. Read aloud the story on page 30 ( <i>The woman had made a white cake</i> ). Using a document reader or an overhead, show the three pictures and ask, "What does Jill have?" Have students point to the picture that answers the question. Then have students turn to a partner and share their response. Ask a volunteer to come up to the board and point to the correct picture. Discuss why the picture is the best choice. Provide feedback.  Materials: p. 30
<b>Reading</b>	<b>Reading Comprehension (5 minutes)</b>
	<b>Practice:</b> Use a document reader or an overhead to show p. 31. Point to the first word, <i>cup</i> . Ask students to read the word chorally. Scaffold sounding out words if needed. Continue with the next three words.  Materials: p. 31
	<b>Reading Comprehension (10 - 15 minutes)</b>
<b>Writing</b>	Read aloud a well know children's story appropriate for Kindergarten or first grade. Ask comprehension questions about the following: <ul style="list-style-type: none"> <li>• Main events (What happened first/last...)</li> <li>• Identify characters</li> <li>• Draw conclusions</li> </ul> What will <b>most likely</b> happen...
	<b>Writing Conventions (5 - 10 minutes)</b>
<b>Writing</b>	<b>Practice:</b> Use a document reader/overhead or chart p. 32. Point and read the first sentence. <i>The dog is happy</i> Ask students to point to the correct punctuation mark that goes at the end of the sentence. Point to the period (.) and ask students to show you a thumbs up or down if that is the correct punctuation mark. Repeat with all the choices. Explain the correct answer and provide feedback. Continue with the remaining sentences.  Materials: p. 32
	<b>Rhyming</b>
<b>Extensions</b>	As students are lining up for recess, say: "I'm going to say two words that rhyme. Then I want you to say another word that rhymes with my two words." Ted, red... Sigh, buy... Make, take... Key, tea...

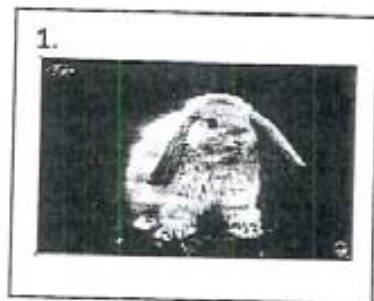
The woman had made a white cake. It was in a big dish on the table. The woman's fuzzy, little dog saw the cake and came up to the table. He jumped up on the chair and ate the cake in two bites.

Then the woman came in and saw the dog on the chair. She saw white cake on the dog's nose and mouth, and no cake on the table.

“Bad dog!” she said. “The cake was not for you!”

---

Who ate the cake?



Grade K-1

Reading

Student reads words

cup

hot

Tim

the

Grade K-1

Writing

Student points to the correct punctuation.

The dog is happy . , ?

The girl is walking . , ?

Where is my mother . , ?

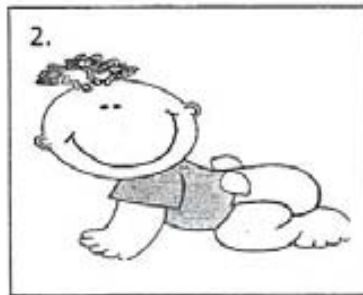
<b>Listening Speaking</b>	<b>Rhyming (5 minutes)</b>
	Continue to help students play with the concept of rhyming. See page xx for examples of rhyming pairs. Provide necessary scaffolding and feedback.  Materials: p. 21
<b>Listening Speaking</b>	<b>Extended Listening Comprehension (5 – 10 minutes)</b>
	<b>Practice:</b> Tell the students that they will listen to a short story and then they will answer questions about the story. Read aloud the story on page 33 ( <i>The baby was eating her food</i> ). Using a document reader or an overhead, show the three pictures and ask, "What does Jill have?" Have students point to the picture that answers the question. Then have students turn to a partner and share their response. Ask a volunteer to come up to the board and point to the correct picture. Discuss why the picture is the best choice. Provide feedback.  Materials: p. 33
<b>Reading</b>	<b>Reading Comprehension (10 - 15 minutes)</b>
	Read aloud a well know children's story appropriate for Kindergarten or first grade. (ex: The Little Red Hen). Ask comprehension questions about the following: <ul style="list-style-type: none"> <li>• Main events (What happened first/last...)</li> <li>• Identify characters</li> <li>• Draw conclusions</li> </ul> What will <b>most likely</b> happen...
	<b>Reading Words (5 minutes)</b>
	<b>Practice:</b> Use a document reader or an overhead to show p. 34. Point to the first word, <i>Dan</i> . Ask students to read the word chorally. Scaffold sounding out words if needed. Continue with the next three words.  Materials: p. 34
<b>Writing</b>	<b>Writing Conventions (10 - 15 minutes)</b>
	<b>Practice:</b> Use a document reader/overhead or chart p. 35. Point and read the first sentence. <i>May I have some water</i> Ask students to point to the correct punctuation mark that goes at the end of the sentence. Point to the period (.) and ask students to show you a thumbs up or down if that is the correct punctuation mark. Repeat with all the choices. Explain the correct answer and provide feedback. Continue with the remaining sentences.  Materials: p. 35
<b>Extensions</b>	<b>Choose and Give Reasons</b>
	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."

The baby was eating her food. Food went in her mouth, but it was on her neck, under her nose, and on her dress. It was on her feet, and on the rug, too.

“Take little bites,” said Mother. Then the food can go in you, not on you.”

---

What was the baby doing?



Grade K-1

Reading

Student reads words

Dan

cut

rot

lid

Grade K-1

Writing

Student points to the correct punctuation.

May I have some water

. , ?

I have a blue pencil

. , ?

I see the fire

. ? !



## **Additional Resources**

## Grade K-2

### Listening-Rhyming

In this part of the test the student is demonstrating his/her ability to rhyme words. The teacher says two rhyming words and the students rhymes a third word. A nonsense word or word from the student's home language is **INCORRECT**.

**SAY:** I'm going to give you two words that rhyme. Then I want you to give me one more word that rhymes with them.

**SAY:** cat, hat

Practice 1: nat, sat, fat, rat, pat, spat, etc.

Other examples:

1. sit, fit, lit, mitt, bit, etc.
2. call, ball, mall, tall, fall, doll
3. wick, sick, lick, Rick, Nick, flick,

What are they doing ?



Copy the following WORDS. Remember to stay in the box:

or

so

to

us

up

we

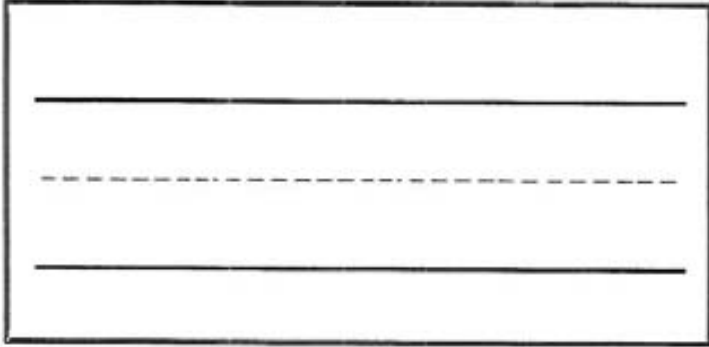
all

and

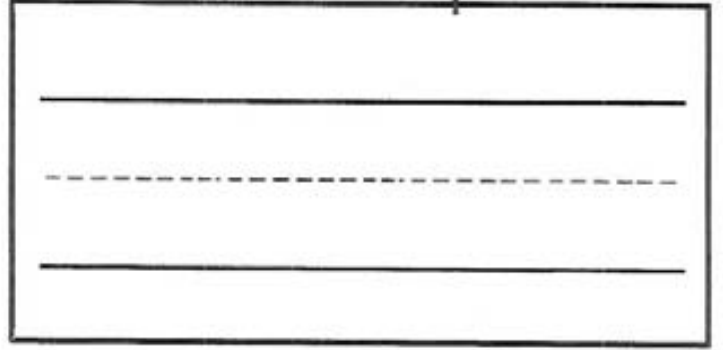
are

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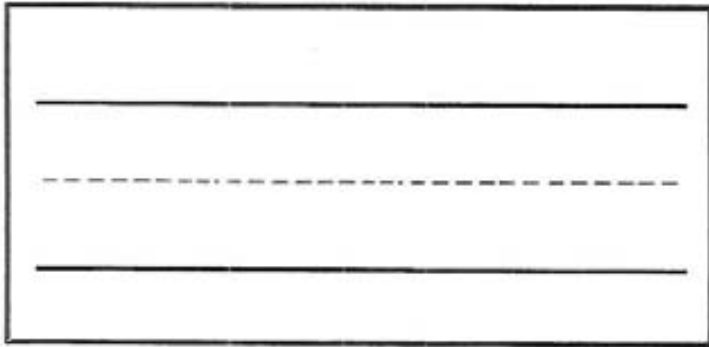
have



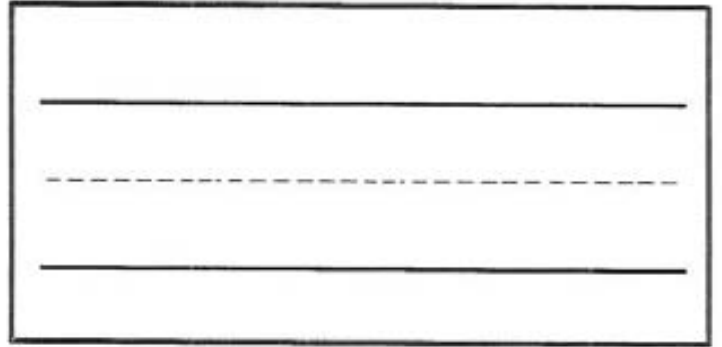
help



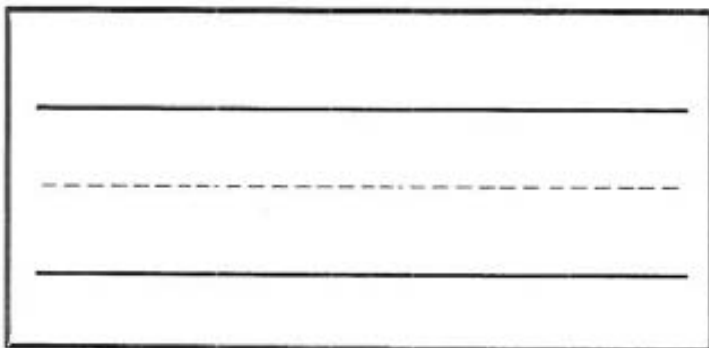
here



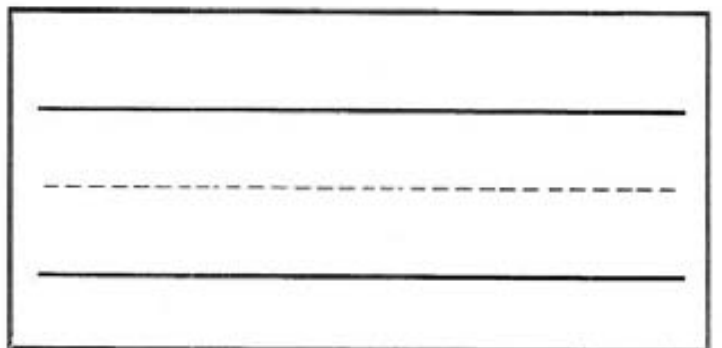
June



like



look



Copy the following WORDS. Remember to stay in the box:

am

if

in

is

it

me

my

of

on

Copy the following WORDS. Remember to stay in the box:

her

him

his

not

now

our

May

say

see

Copy the following WORDS. Remember to stay in the box:

as

by

no

at

be

an

do

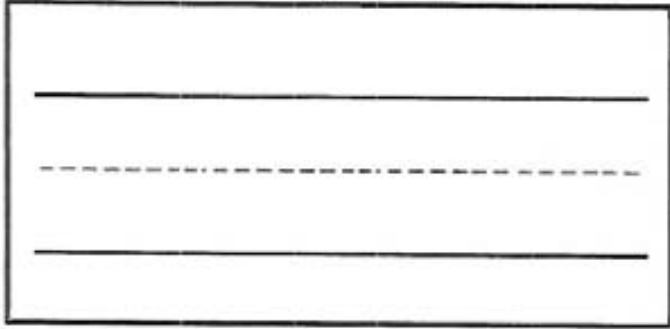
go

he

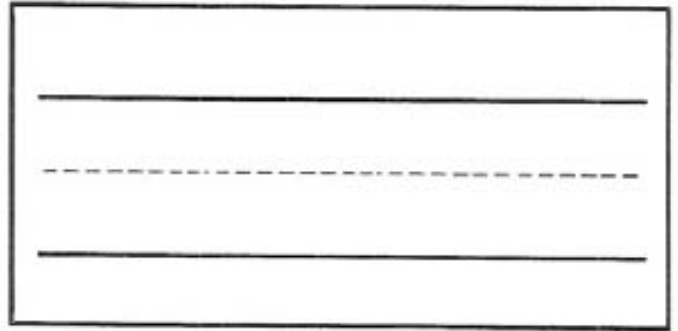


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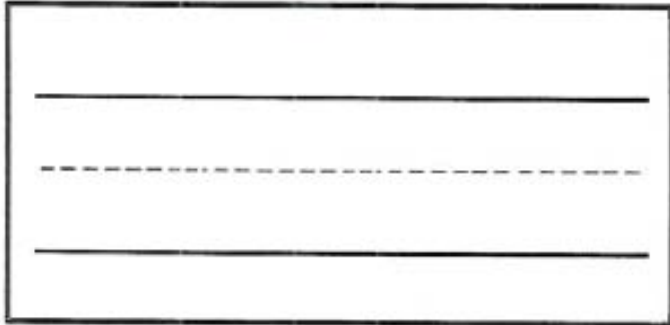
July



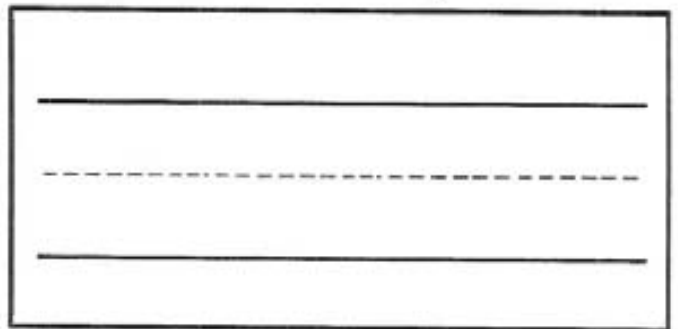
walk



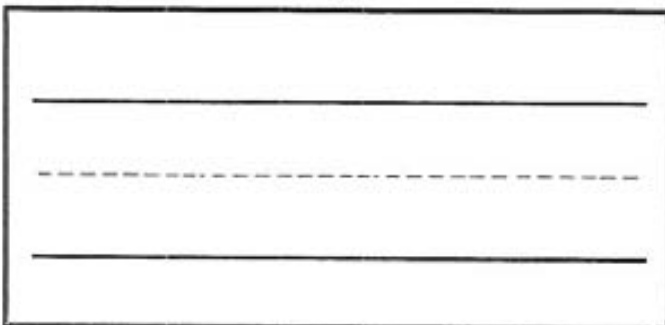
with



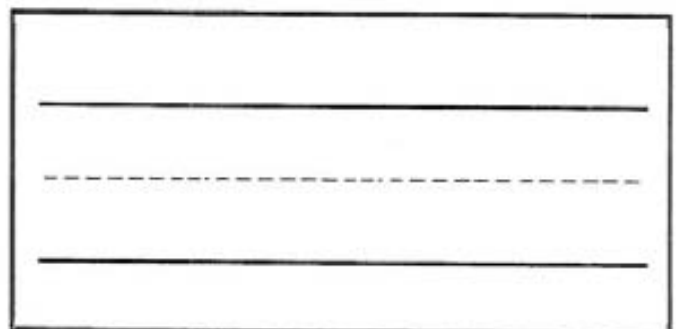
very



they



call



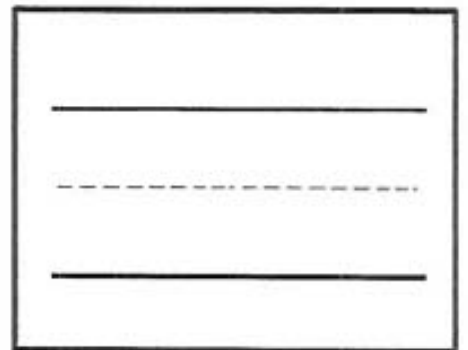
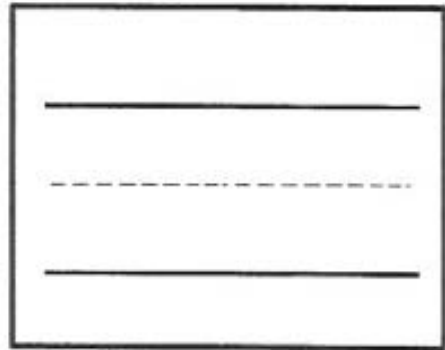
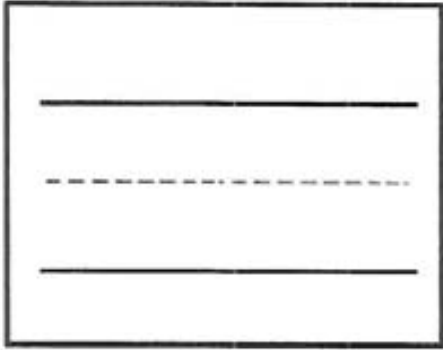


Copy the following letters. Remember to stay in the box:

B

B

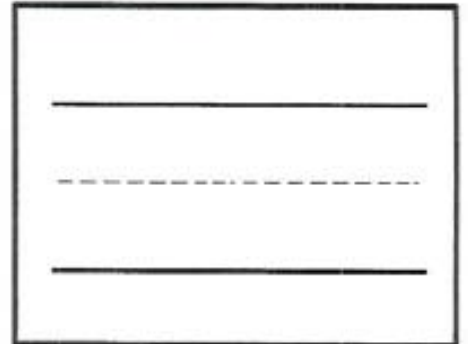
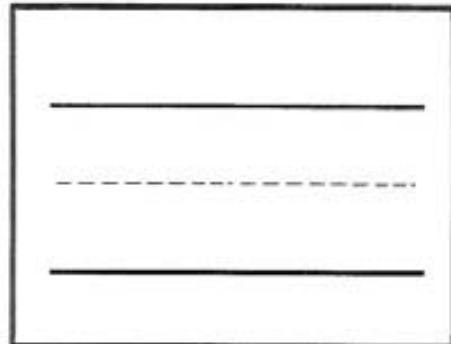
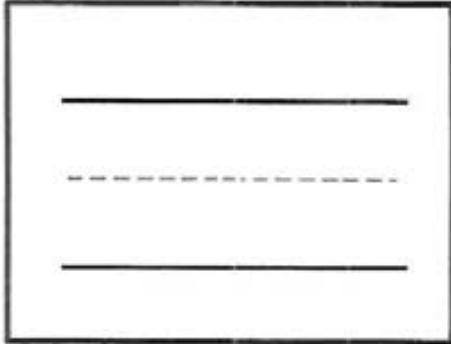
B



B

B

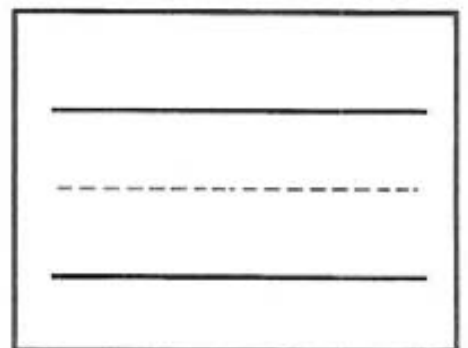
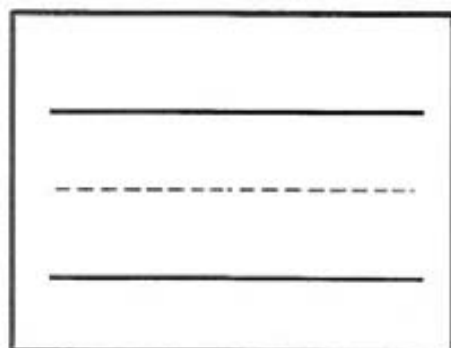
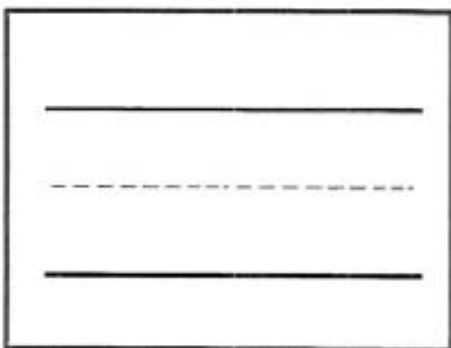
B



B

B

B

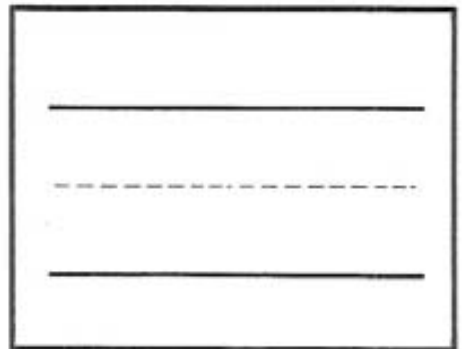
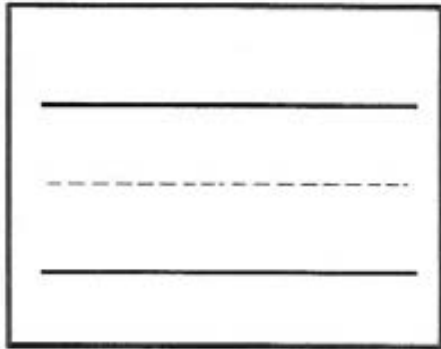
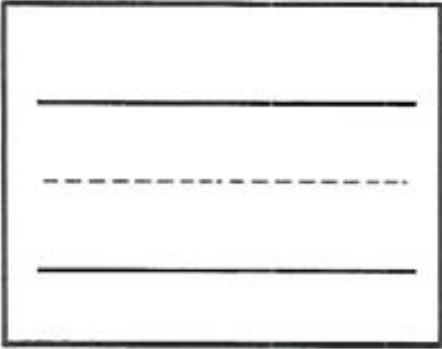


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C

C

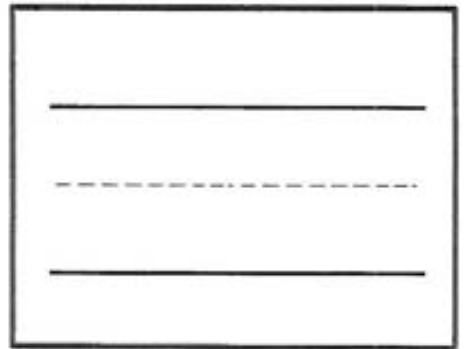
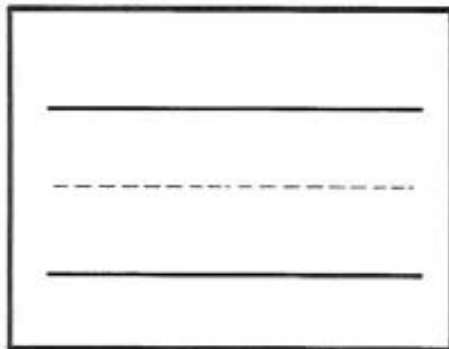
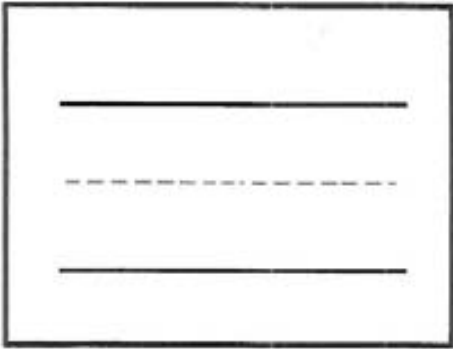
C



C

C

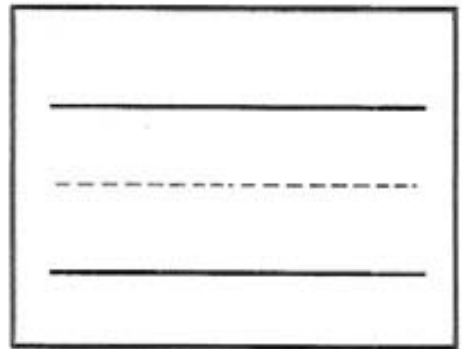
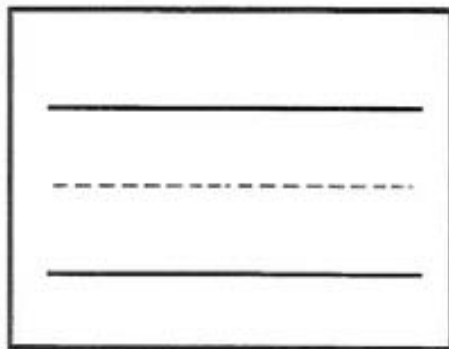
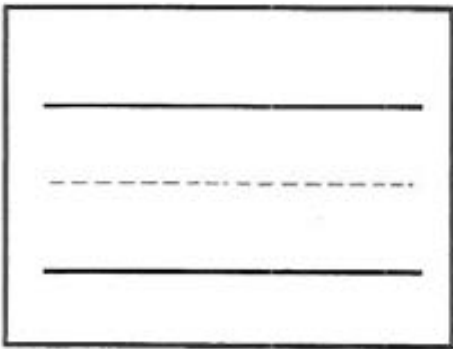
C



C

C

C

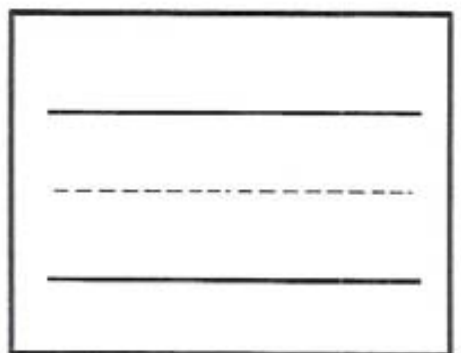
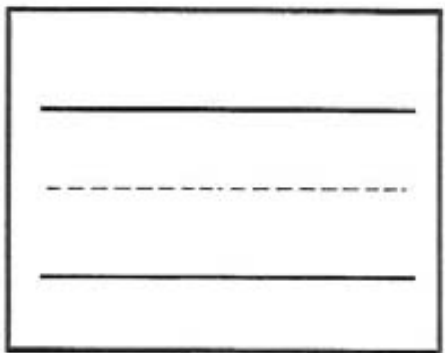
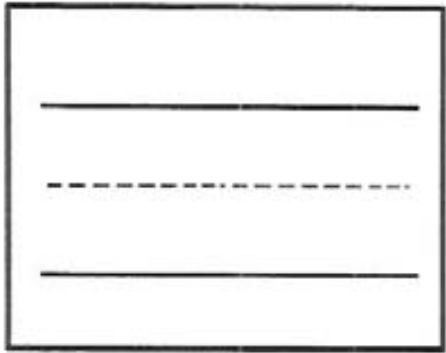


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D

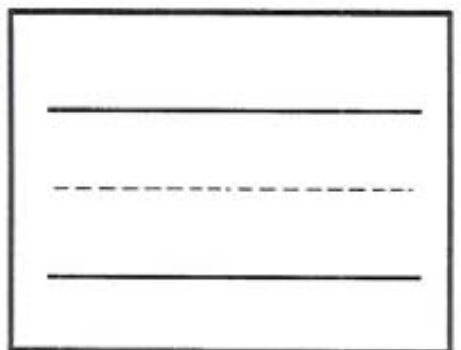
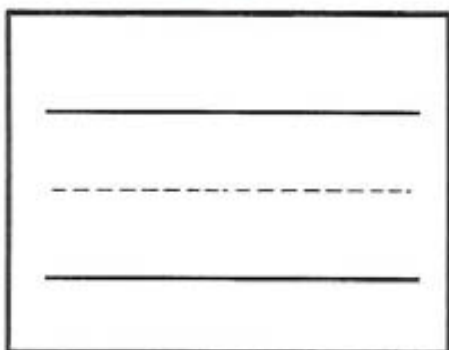
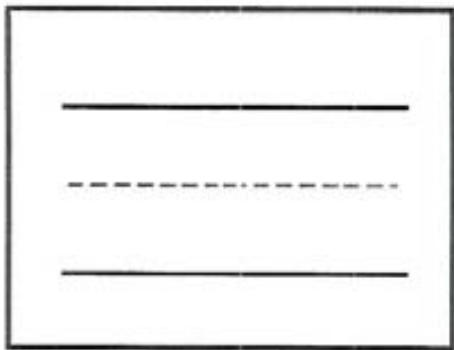
D



D

D

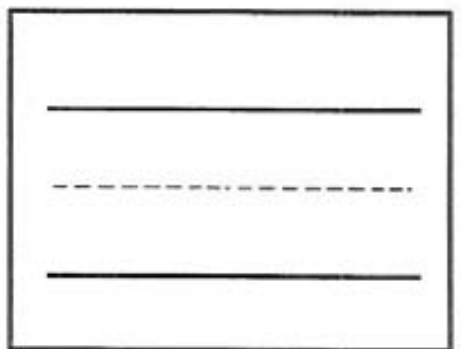
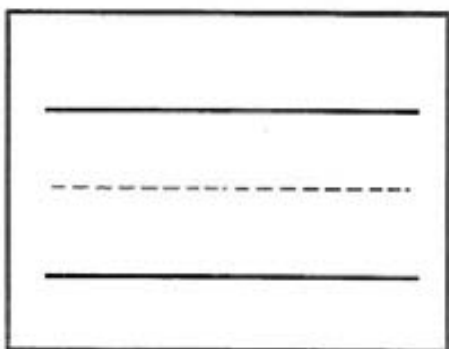
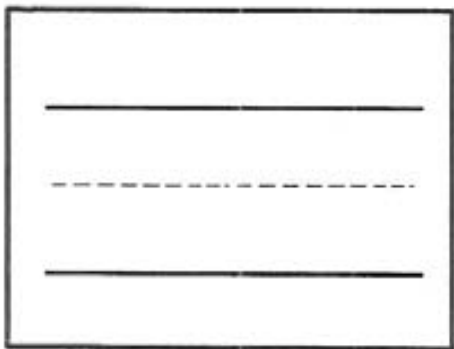
D



D

D

D

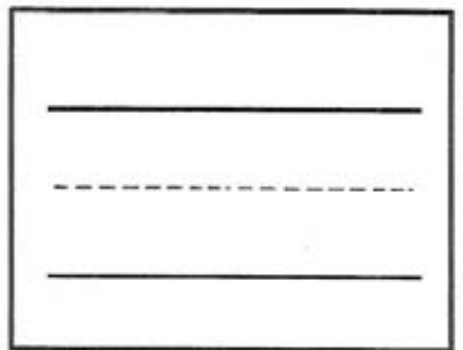
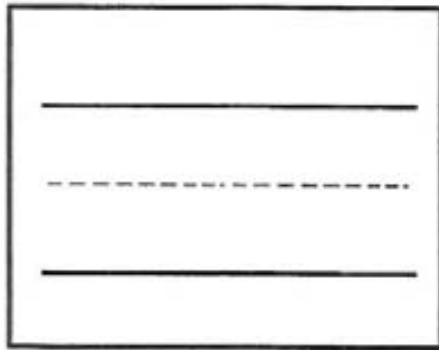
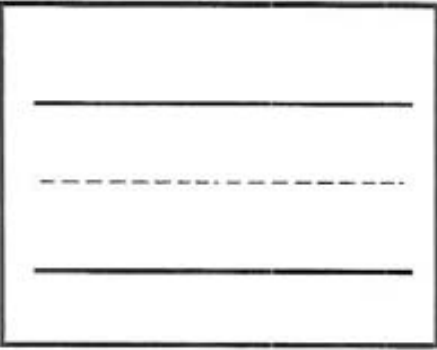


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E

E

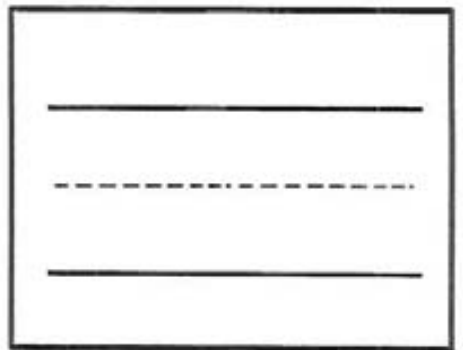
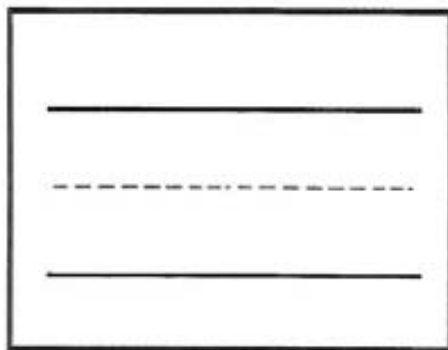
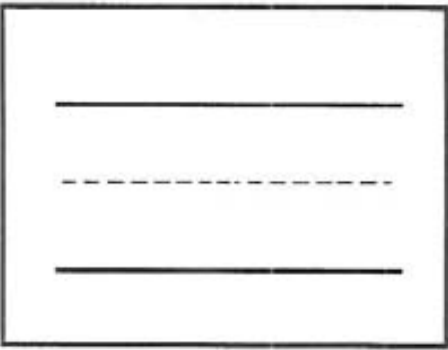
E



E

E

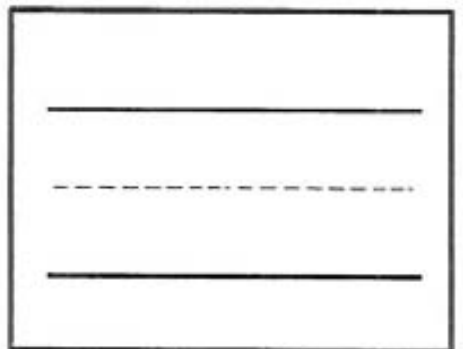
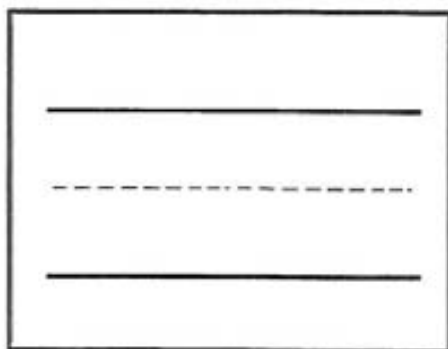
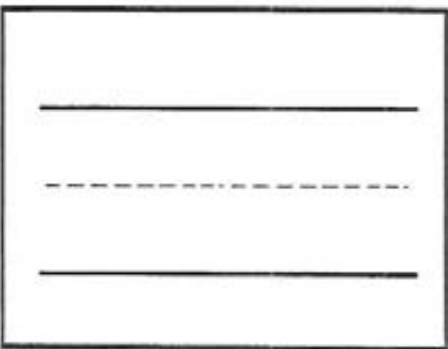
E



E

E

E



Copy the following letters. Remember to stay in the box:

F

F

F

F

F

F

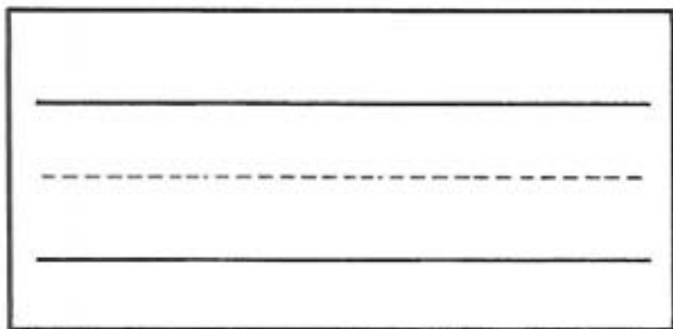
F

F

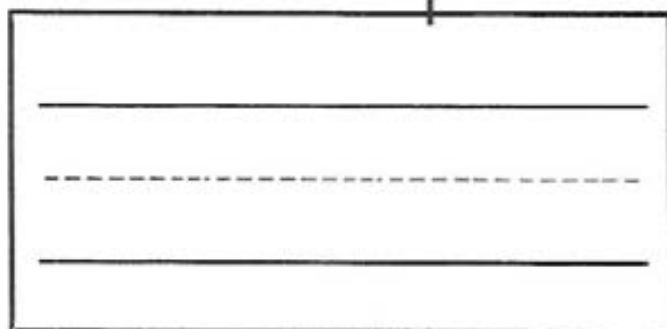
F

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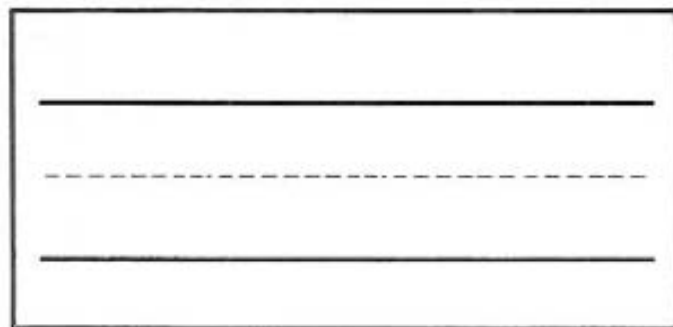
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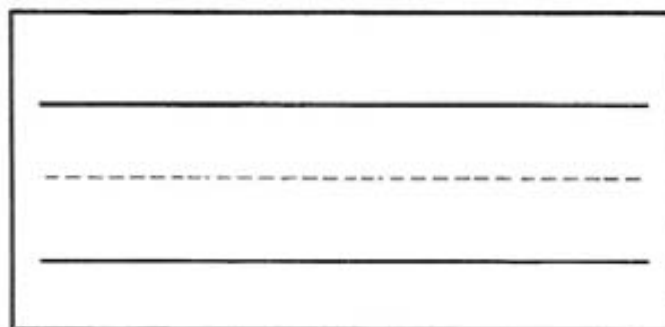
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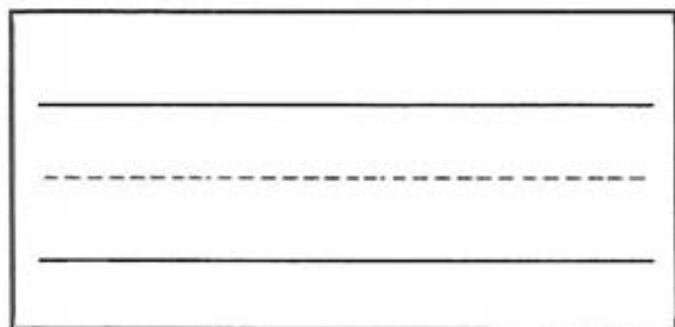
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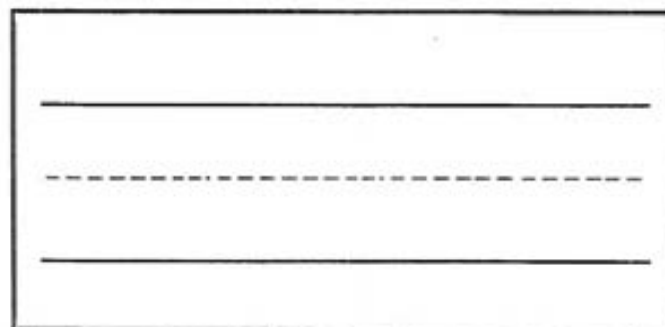
June



like



look





Copy the following WORDS. Remember to stay in the box:

may

new

off

old

red

put

ran

run

sit

Copy the following WORDS. Remember to stay in the box:

she

the

two

was

who

yes

you

any

ate

Copy the following WORDS. Remember to stay in the box:

too

use

why

does

down

come

five

Copy the following WORDS. Remember to stay in the box:

too

use

why

does

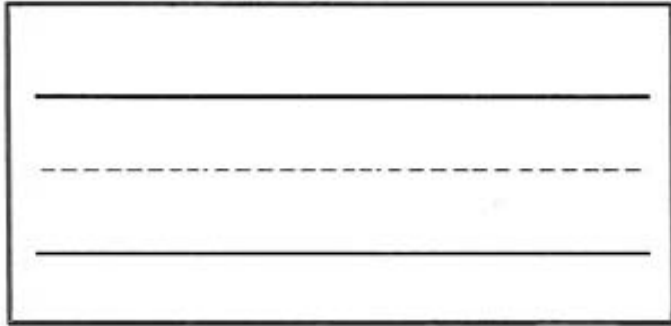
down

come

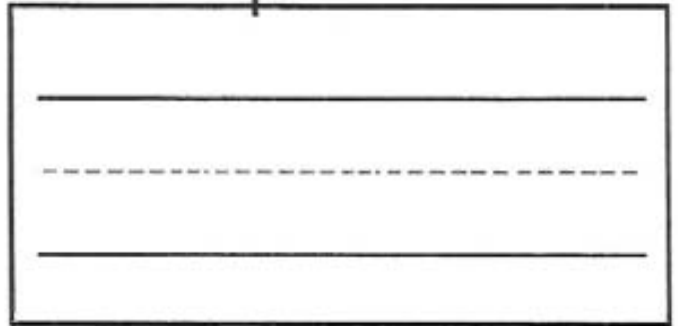
five

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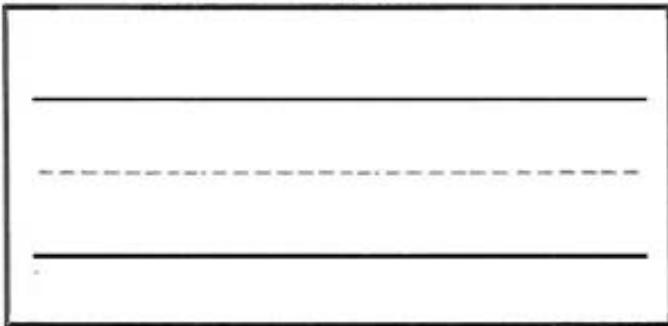
March



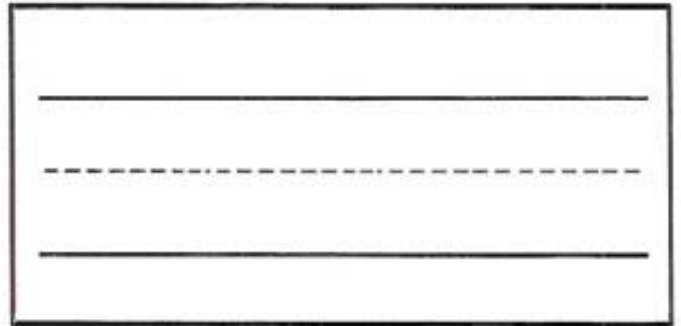
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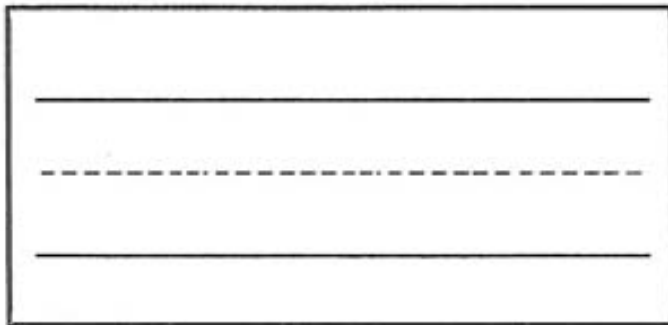
best



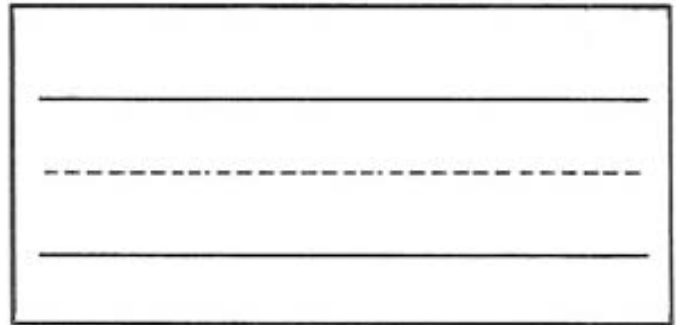
good



ride

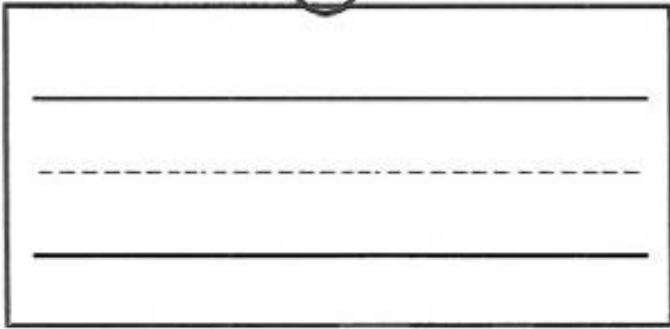


Friday

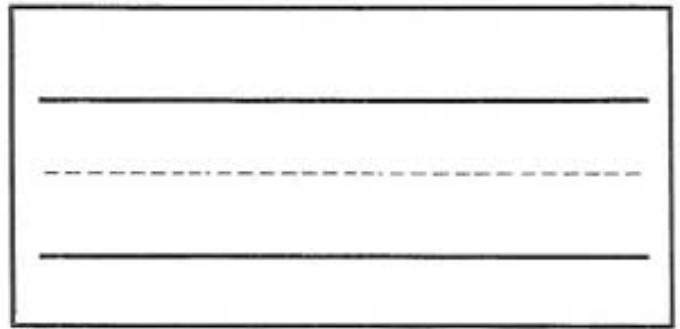


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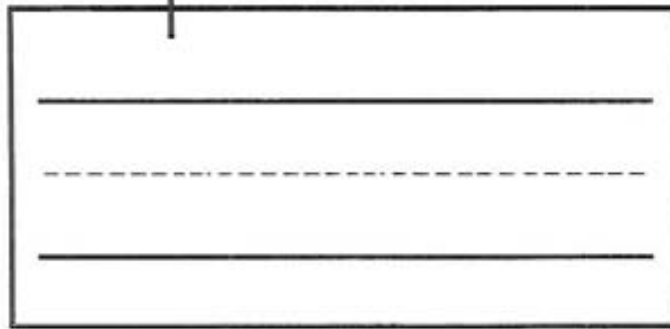
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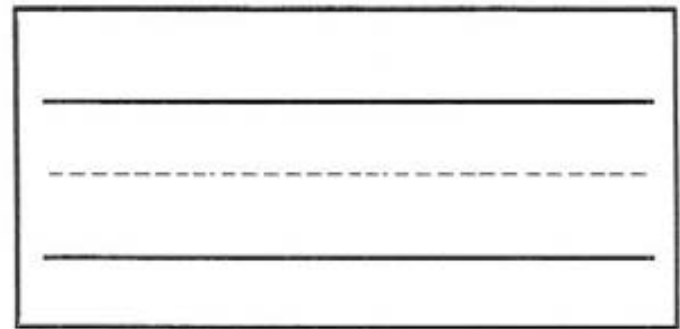
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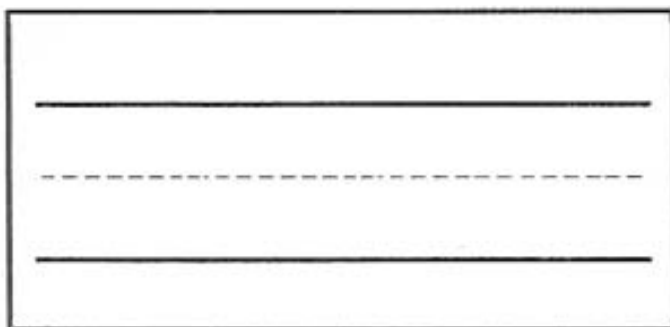
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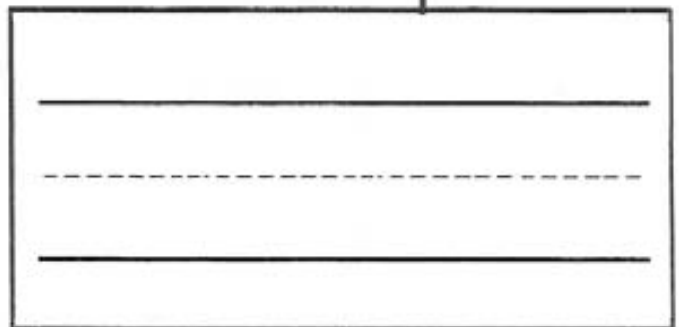
know



blue

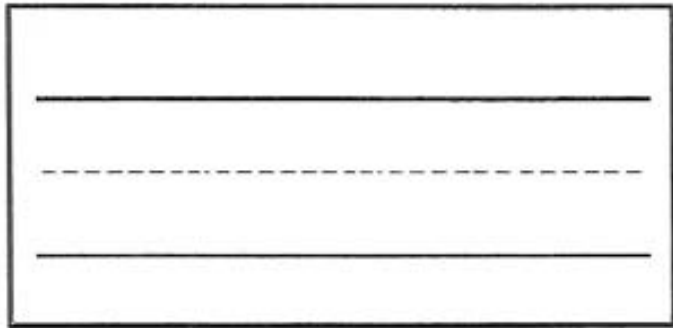


stop

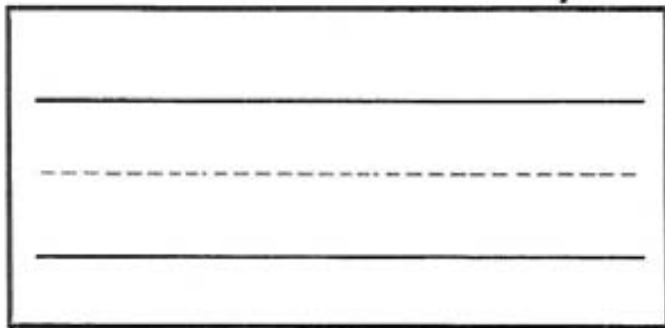


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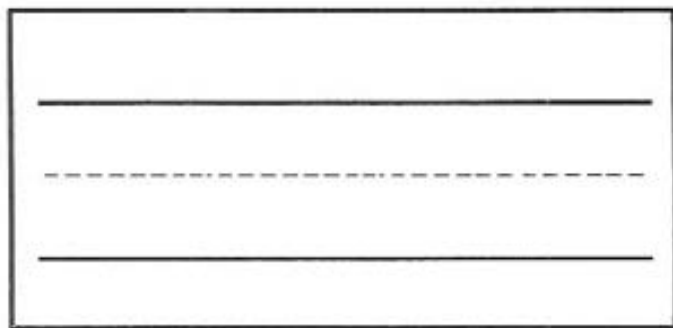
small



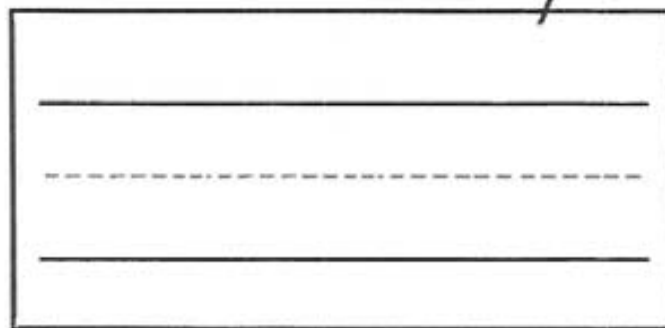
Friday



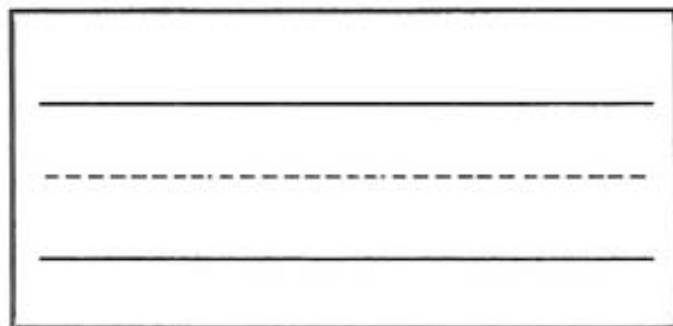
thank



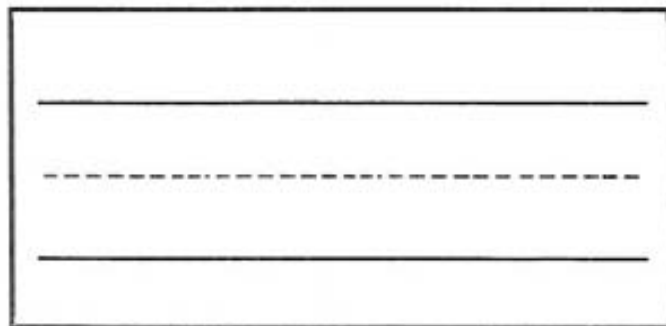
every



white

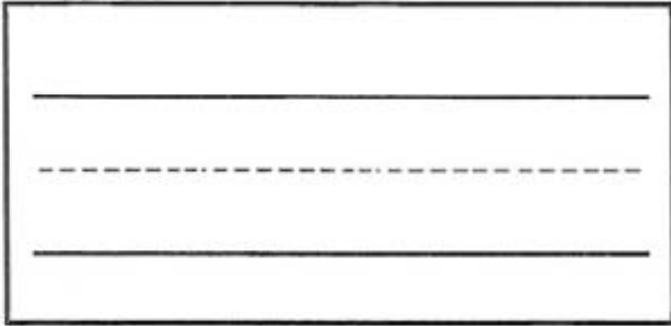


don't

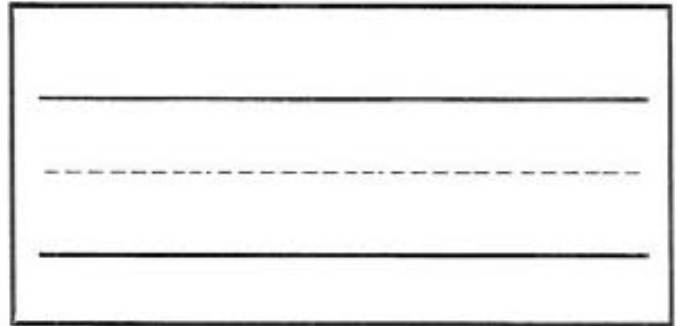


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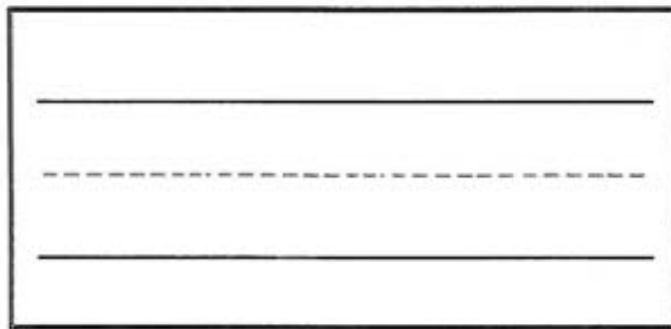
their



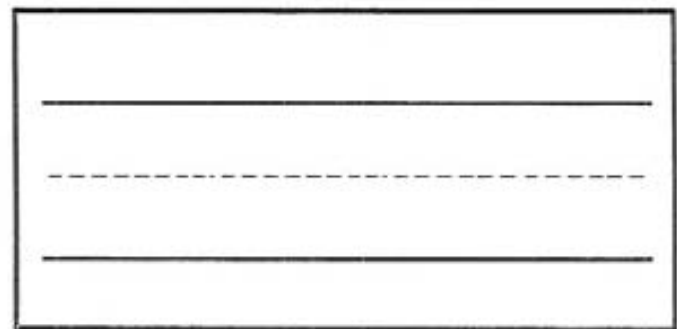
these



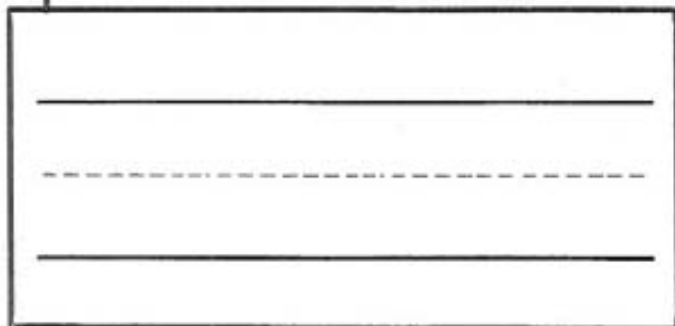
fast



before



play



funny

