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SAMPLE

Say: **Look at number 2. Take a moment to look at the answer choices.**

Pause about 10 seconds while students look at the answer choices.

Say: **Now listen to Jeremy.**

Jeremy says, "Living things grow. They get energy from their food, and they get bigger. Nonliving things do not eat. They do not use energy from food to get bigger."

Which picture shows something that does not grow?

Pause for students to mark an answer.

Say: **Look at number 3. Take a moment to read the answer choices.**

Pause about 10 seconds while students read the answer choices.

Say: **Now listen to Jeremy.**

Jeremy says, "Living things can move by themselves. People and animals walk on their legs. Birds use their wings to fly. Fish use their fins to swim. Nonliving things cannot move by themselves. A ball cannot move by itself. A TV cannot move by itself."

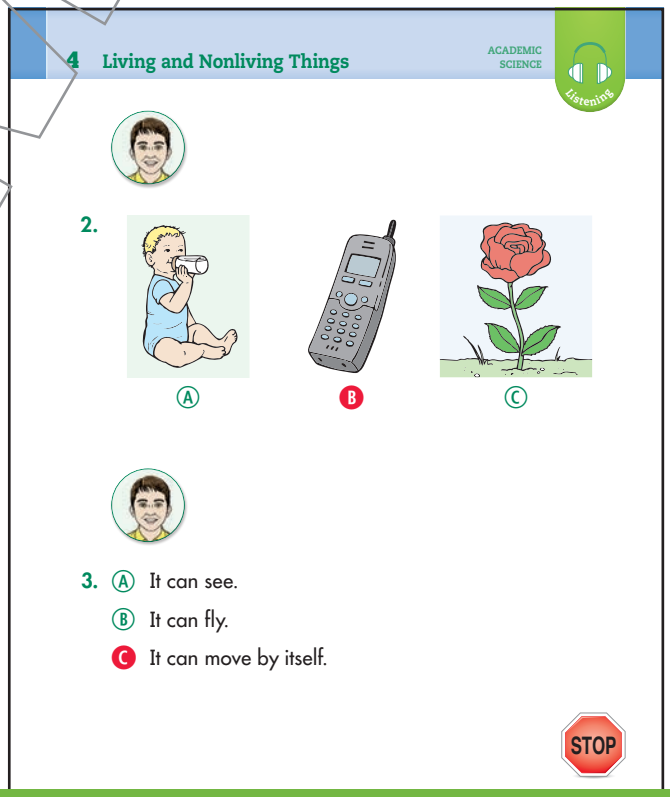
How can you tell that a fish is a living thing?

Pause for students to mark an answer.

SAMPLE

Item	Language Level	Performance Objective
2	Intermediate High	Students will classify information related to living and nonliving things from oral descriptions and visuals.
Connection: *ELA, RI 1.2:* Identify the main topic and retell key details of a text.		

Item	Language Level	Performance Objective
3	Advanced	Students will summarize information related to living and nonliving things from oral descriptions and visuals.
Connection: *ELA, RI 1.2:* Identify the main topic and retell key details of a text.		



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Say: **Look at number 3. Take a moment to look at the picture.**

Pause about 10 seconds while students look at the picture.

Say: **Take a moment now to read the answer choices.**

Pause about 10 seconds while students read the answer choices.

Say: **Now listen to Lara and David.**

Lara says, "Look at these pictures. They show a horse, a cow, and a dog."

David says, "These animals are different sizes. We can say that one is smaller or larger than another."

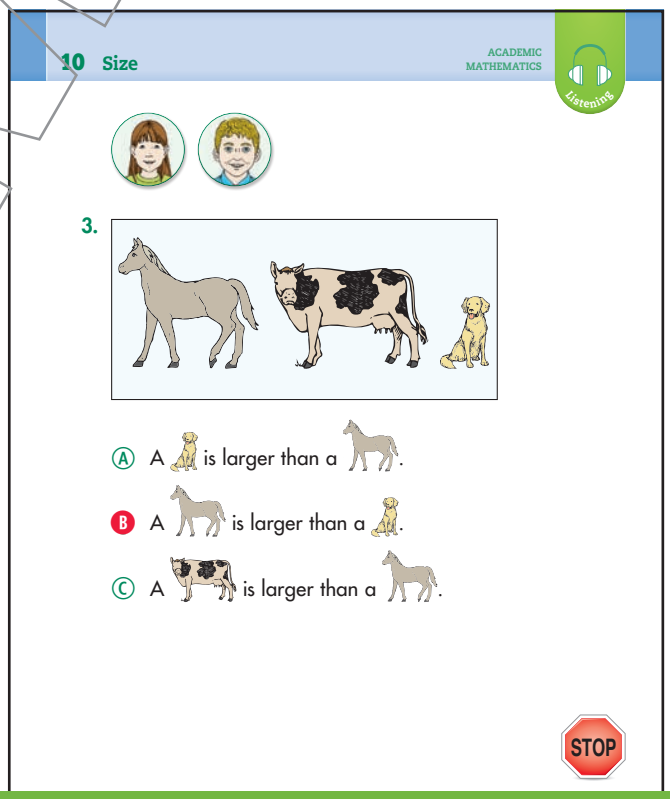
Lara says, "David, what can you tell me about the sizes of the animals?"

David answers Lara correctly. What is a correct answer to Lara's question?

Pause for students to mark an answer.

Item	Language Level	Performance Objective
3	Advanced	Students will identify statements comparing and contrasting the relative size of an item.

Connection: *ELA, RI 1.9:* Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).



Extension Activity

1. Show students three items of different sizes. Have them arrange the items in size order *small, smaller, smallest* or *large, larger, largest* and then describe them. Provide sentence frames: *The ___ is small, the ___ is smaller, the ___ is the smallest. The ___ is large, the ___ is larger, the ___ is the largest.* [I, IH, A]

2. Use the same items as in the first activity. Provide sentence frames for comparisons: *The ___ is larger than the ___. The ___ is smaller than the ___. The ___ is smaller than the ___ but larger than the ___.* [IH, A]

SAMPLE

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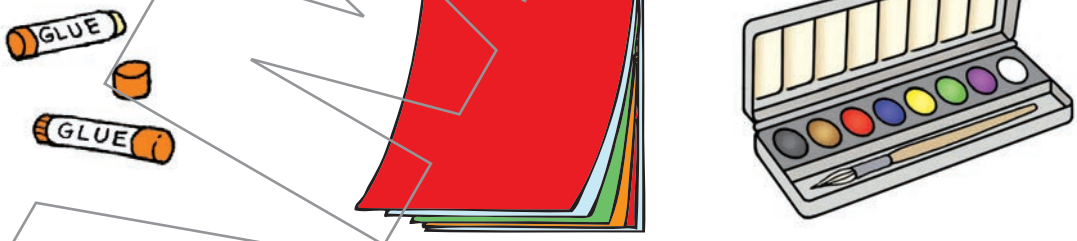
16 Sharing and Cooperation

Lien, Emma, and Mila are working on a craft. They share the scissors. They take turns using the glue sticks. There are enough pieces of paper and crayons for everyone. When they share, they can all have fun.

1. Which picture is something the girls share?



A B C

Item	Language Level	Performance Objective
1	Intermediate	Students will identify objects given a description.
Connection: *ELA, RL 1.7:* Use illustrations and details in a story to describe its characters, setting, or events.		

SAMPLE

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Say: **Turn to page 101. We are going to do a Writing lesson. You will hear information and then write an answer to a question. Do the best you can to write in English. Follow along while I read.**

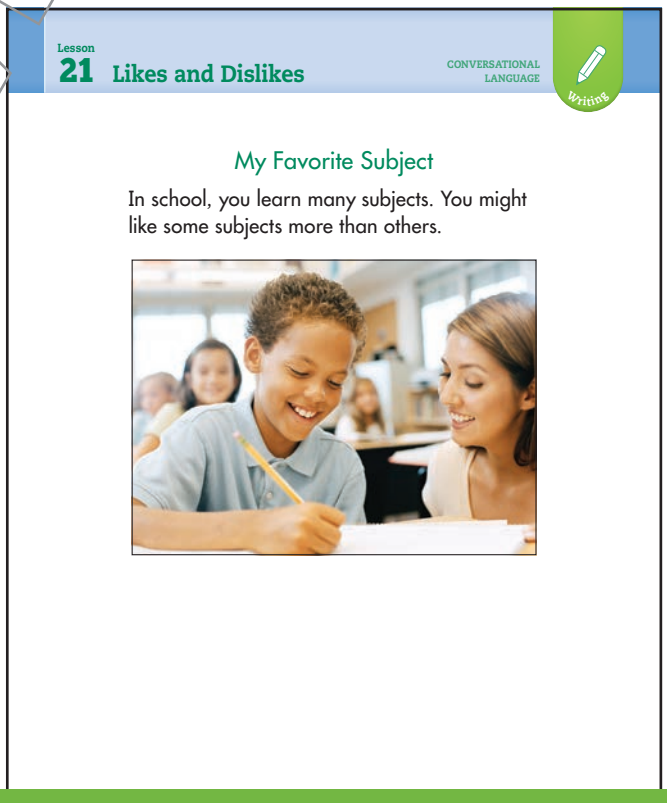
My Favorite Subject

In school, you learn many subjects. You might like some subjects more than others.

Standard	Language Level	Performance Objective
Conversational Language	Intermediate	Students will use words and phrases to share personal preferences.
Conversational Language	Intermediate High	Students will use complete sentences to share personal preferences.
Conversational Language	Advanced	Students will write sentences with details about their personal preferences.
Connection: *ELA, W 1.1:* Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.		

Say: **Now turn the page.**

SAMPLE



21 Likes and Dislikes

Writing

Say: **What is your favorite subject in school? Why do you like this subject the most? Write 3 to 5 sentences telling about your favorite subject.**

Score student answers using the rubric on page 184 or a rubric of your choice.

Extension Activity

Point out that sometimes we can tell how someone feels by looking at his or her face. Use facial expressions to show emotions such as *happy, sad, tired,* and *surprised.* Have students name the emotion you are showing. Then say words for emotions, and have students show that expression. Ask students to draw several faces with different emotions. Have them label the pictures with feeling words [I], use the sentence frames *The boy feels* _____. or *The girl feels* _____. [IH] Write original sentences to tell how the person in the picture feels. [A]

STOP

SAMPLE

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30 Likes and Dislikes

Speaking

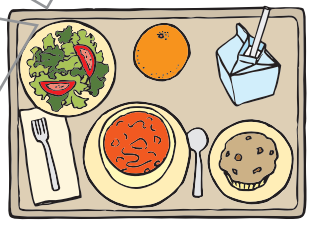
Say: **You can buy lunch in the school cafeteria. You pick a meal that has mostly foods you like. Sometimes, a meal may have some foods that you do not like on the tray.**

Instruct the student to turn the page.

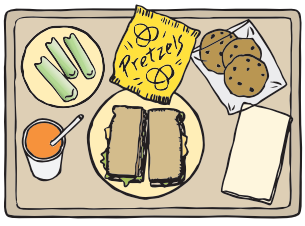
SAMPLE

30 Likes and Dislikes
CONVERSATIONAL LANGUAGE
Speaking

You can buy lunch in the school cafeteria. You pick a meal that has mostly foods you like. Sometimes, a meal may have some foods that you do not like on the tray.



Lunch A



Lunch B

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Say: **Now listen to the teacher ask Mia another question.**

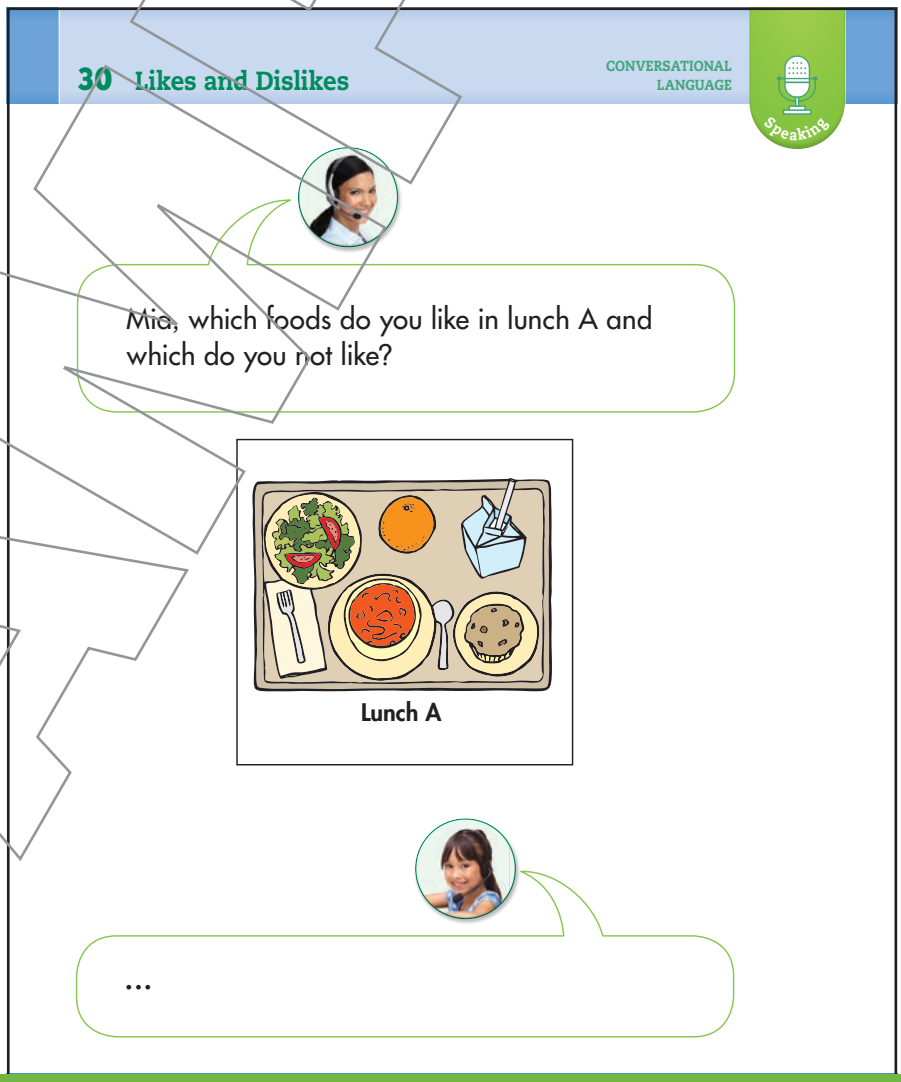
The teacher says, "Mia, which foods do you like in lunch A and which do you not like?"

Now listen to how Mia answers the question.

Mia says, "In lunch A, I like the salad, the orange, the muffin, and the milk. Oranges are juicy and sweet. That is why I like them. I do not like tomato soup."

Instruct the student to turn the page.

SAMPLE



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Say: **Now it is your turn. Which foods do you like in lunch B and which do you not like?**

Pause while the student answers the question. Score the student's answer using the rubric on page 186 or a rubric of your choice.

Extension Activity

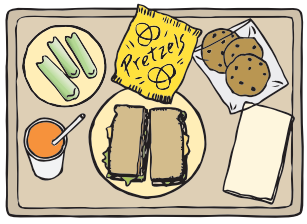
Have pairs of students make charts such as the one to the right. Have them list foods of their choice in the left column. Then have each pair survey some classmates to find out which of the foods their classmates like and dislike. Ask students to put the information on their charts. Then have partners tell the group what they found out. [I, IH, A]

Foods	Like	Dislike

SAMPLE

30 Likes and Dislikes
CONVERSATIONAL LANGUAGE
Speaking

Now it is your turn. Which foods do you like in lunch B and which do you not like?



Lunch B

STOP