

# Table of Contents

About *Finish Line for ELLs 2.0: English Proficiency Practice* ..... 7

## Unit 1 LISTENING 9

Model Lesson **At the Pet Store** ..... 10  
ACADEMIC SCIENCE

Lesson 1 **Personal Experiences** ..... 13  
CONVERSATIONAL LANGUAGE

Lesson 2 **Narratives** ..... 16  
ACADEMIC LANGUAGE ARTS

Lesson 3 **Branches of Government** ..... 19  
ACADEMIC SOCIAL STUDIES

Lesson 4 **Nature—Animals** ..... 22  
ACADEMIC SCIENCE

Lesson 5 **Large Whole Numbers** ..... 26  
ACADEMIC MATHEMATICS

Lesson 6 **School Assignments** ..... 29  
CONVERSATIONAL LANGUAGE

Lesson 7 **Tall Tale—Hyperbole** ..... 33  
ACADEMIC LANGUAGE ARTS

Lesson 8 **Needs of Groups, Societies, and Cultures** ..... 36  
ACADEMIC SOCIAL STUDIES

Lesson 9 **Simple Machines** ..... 39  
ACADEMIC SCIENCE

Lesson 10 **Square Numbers** ..... 43  
ACADEMIC MATHEMATICS

## Unit 2 READING

47

Model Lesson	<b>Caring for Pets</b> .....	48
	ACADEMIC SCIENCE	
Lesson 11	<b>Health and Safety</b> .....	52
	CONVERSATIONAL LANGUAGE	
Lesson 12	<b>Science Fiction</b> .....	56
	ACADEMIC LANGUAGE ARTS	
Lesson 13	<b>Multiplication and Division</b> .....	60
	ACADEMIC MATHEMATICS	
Lesson 14	<b>Ecology and Conservation</b> .....	64
	ACADEMIC SCIENCE	
Lesson 15	<b>Cultural Celebrations</b> .....	68
	ACADEMIC SOCIAL STUDIES	
Lesson 16	<b>Extracurricular Activities</b> .....	72
	CONVERSATIONAL LANGUAGE	
Lesson 17	<b>Fact and Opinion</b> .....	76
	ACADEMIC LANGUAGE ARTS	
Lesson 18	<b>Decimals</b> .....	80
	ACADEMIC MATHEMATICS	
Lesson 19	<b>Magnetic Attraction</b> .....	84
	ACADEMIC SCIENCE	
Lesson 20	<b>Resources and Products</b> .....	88
	ACADEMIC SOCIAL STUDIES	

## Unit 3 WRITING

92

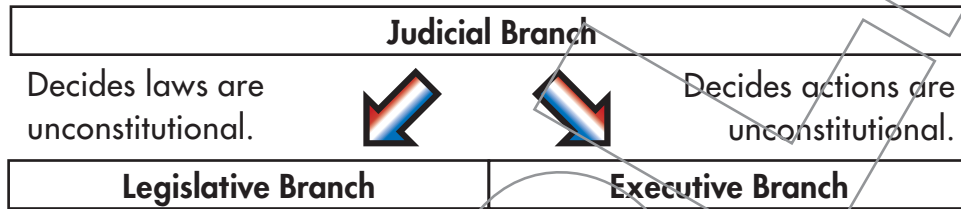
Model Lesson	<b>Short Task: The Needs of Living Things</b> .....	93
	ACADEMIC SCIENCE	
Model Lesson	<b>Extended Task: The Needs of Living Things</b> .....	95
	ACADEMIC SCIENCE	
Lesson 21	<b>Information Gathering</b> .....	99
	CONVERSATIONAL LANGUAGE	
Lesson 22	<b>Ecosystems</b> .....	101
	ACADEMIC SCIENCE	
Lesson 23	<b>Getting Involved</b> .....	103
	CONVERSATIONAL LANGUAGE AND ACADEMIC LANGUAGE ARTS	
Lesson 24	<b>Angles</b> .....	107
	ACADEMIC MATHEMATICS	
Lesson 25	<b>World Wonders</b> .....	109
	ACADEMIC SOCIAL STUDIES	
Lesson 26	<b>Nutrition</b> .....	111
	CONVERSATIONAL LANGUAGE AND ACADEMIC SCIENCE	
Lesson 27	<b>Scientific Inquiry</b> .....	115
	ACADEMIC SCIENCE	
Lesson 28	<b>Sets</b> .....	117
	ACADEMIC MATHEMATICS	
Lesson 29	<b>Communities</b> .....	119
	CONVERSATIONAL LANGUAGE AND ACADEMIC LANGUAGE ARTS/SOCIAL STUDIES	

**Unit 4 SPEAKING****123**

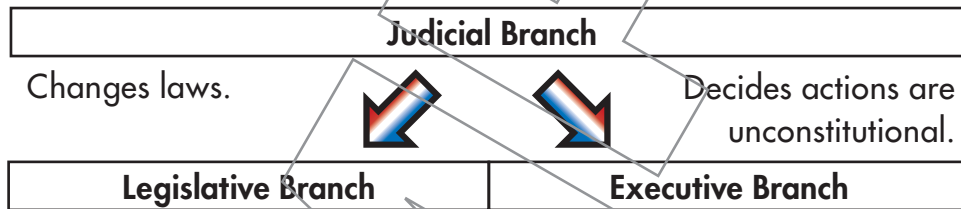
<b>Model Lesson</b>	<b>Animals in Our Neighborhood</b> .....	<b>124</b>
	ACADEMIC SCIENCE	
<b>Lesson 30</b>	<b>Research Projects</b> .....	<b>130</b>
	CONVERSATIONAL LANGUAGE	
<b>Lesson 31</b>	<b>Natural Resources</b> .....	<b>136</b>
	ACADEMIC LANGUAGE ARTS AND SOCIAL STUDIES	
<b>Lesson 32</b>	<b>Animal Care</b> .....	<b>142</b>
	ACADEMIC MATHEMATICS AND SCIENCE	
<b>Lesson 33</b>	<b>School Programs</b> .....	<b>148</b>
	CONVERSATIONAL LANGUAGE	
<b>Lesson 34</b>	<b>Explorers</b> .....	<b>154</b>
	ACADEMIC LANGUAGE ARTS AND SOCIAL STUDIES	
<b>Lesson 35</b>	<b>Endangered Species</b> .....	<b>160</b>
	ACADEMIC MATHEMATICS AND SCIENCE	



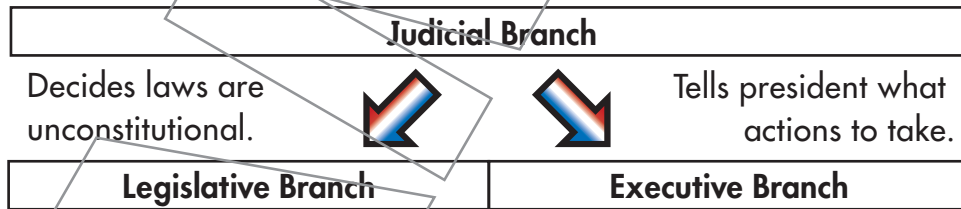
1. (A)



(B)



(C)



# 6 School Assignments

CONVERSATIONAL LANGUAGE



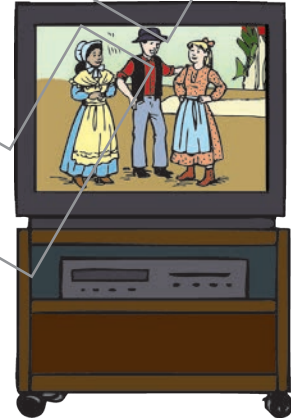
1.



A



B



C

SAY



Mr. Fitz is the music teacher. He gives the students lessons. The students practice their music by themselves. Then they practice together as a group. Different instruments play different parts of the music. When all the students play their instruments together, the song sounds beautiful. Instruments like the flute and the clarinet play high notes. Instruments like the trombone play low notes. The drums keep a rhythm. The song does not work if a group of instruments is missing.



3. What will probably happen if some students do not practice their parts?

- (A) Mr. Fitz will stop giving them lessons.
- (B) They will have to learn to play different instruments.
- (C) The song will only have high notes in it.
- (D) The song will not sound like it is supposed to sound.







## After-School Clubs

Lupe is new to school. She asks some of the boys and girls in her class about other activities she can do after school. They tell her about some of the clubs and groups they are in.

Jackson is in the honor choir. He loves to sing. He had to try out to be in the choir. This means that he sang a song by himself for the music teacher, Mrs. Fisher. She picked the best singers to be in the honor choir. The boys and girls practice after school. They perform for the school, their parents, and people in the community.

Roya is in the pottery club. She loves to be creative. She is learning how to make a pot out of clay. Then the art teacher, Miss Adams, bakes the pots in a very hot oven to make them hard.

Marybeth is in the soccer club. Anyone who likes to play soccer can join the club. Coach Nelson divides them into teams based on their skills. Everyone in the club practices hard. On weekends, they play games against other soccer clubs.

Micah is in the environmental club. The boys and girls talk about how they can help the environment. They encourage everyone in the school to recycle. One weekend every month, they go out and pick up trash in the community.

Lupe is excited to find a club that she can join.







Suppose you are telling a new student about some of the activities at your school. Describe at least two activities that the new student could get involved in. Tell about activities that you are involved in. Write a four-paragraph essay describing activities and clubs at your school. Use details to support your writing.

## Plan Your Writing

Think about these questions to help you get ideas for your essay.

- What clubs or activities will I write about?
- What things do people in these clubs do?
- How do they help the school or the community?
- What clubs or activities am I involved in?
- Why do I enjoy being a part of these clubs or activities?

Organize your ideas. You can write notes, use a graphic organizer, or make an outline on a separate piece of paper.

# 23 Getting Involved



Write a four-paragraph essay describing activities and clubs at your school. Use details to support your writing.

A series of horizontal lines for writing, with a large, faint watermark reading "WRITING" diagonally across the page.



Handwriting practice lines consisting of ten horizontal lines. A large, faint watermark of the word "WRITING" is oriented diagonally across the page.

## Check Your Writing

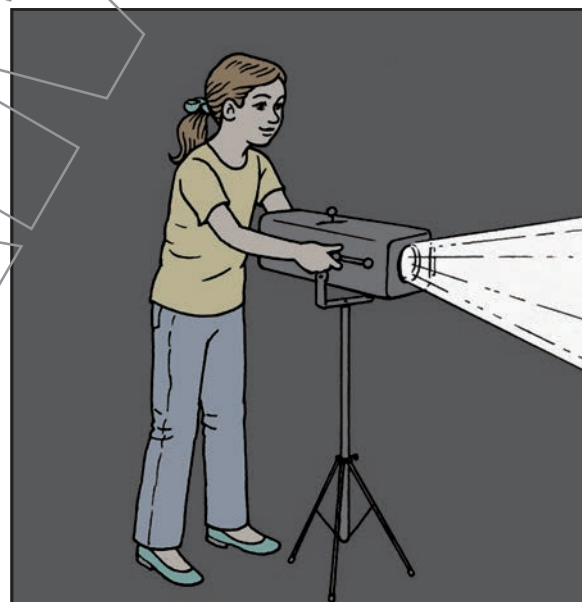
### Ask yourself:

- Did I write an essay?
- Did I organize my ideas in four paragraphs?
- Did I tell about clubs and activities at my school?
- Did I include details about what types of things members of these clubs do?
- Did I write in complete sentences?
- Did I use correct punctuation and spelling?
- Did I reread my work to make sure it made sense?



Some students in the drama club work backstage. This is important, too. These students make sure everything runs smoothly. Some students open and close the curtains on stage. Some students move the pieces of scenery around the stage. They also put props in the correct places. Some students help with costumes. Costumes are the clothing that the actors and actresses wear.

There are also students who help with the lights and the sound for the play. They learn how to change the lights on the stage. Sometimes the lights are very bright. Sometimes they are dim, and other times they are off. The students learn how to use a spotlight to make one person stand out on stage. They also learn to play music in the background. All of these things help the play to be a success.





Mia, explain how the students who work with the scenery and the props help to make the play a success.



...



Now it is your turn. Explain how the students who work with the lights and the sound help to make the play a success.

