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**Say:** Turn to page 20. We are going to do a Speaking lesson. You will answer some questions. Some questions may be easier for you than others. Don't worry if you don't know the answer to a question. Just do the best you can to answer in English. Do you have any questions before we begin?

**Look at the two pictures and read the directions below. When you are ready to speak, tell as much as you can.**

- First, describe at least two ways these pictures are similar.
- Next, describe at least two ways these pictures are different.

**TIP:** Nod and smile encouragingly as the student speaks. If the student seems to be struggling, you may wish to ask additional leading questions to direct his or her thinking. However, remind the student that in a test situation, he or she will be recording responses alone, and you will not be able to help him or her.

Pause while the student answers the question. Evaluate the student's answer using the 4-point speaking rubric on page 164 and the speaking PLDs on page 172.

Instruct the student to turn the page.

Lesson  
**4**


## Compare and Contrast

**SPEAKING**


Look at the two pictures and read the directions below. When you are ready to speak, tell as much as you can.

- First, describe at least two ways these pictures are similar.
- Next, describe at least two ways these pictures are different.

1.



1



2

**20** UNIT 1 Listening and Speaking ★

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Item	Language Domain	Targeted Proficiency Level	Reporting Category
1	Speaking	All	<b>2—Demonstrate an ability to use spoken English to share opinions and analyze information in a variety of academic and social situations</b>

**ELPS Student Expectation:** 3(J) Respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment

**Description:** Student will compare and contrast two images. Student will include a minimum of two similarities and two differences between the images; Conversational Language

**Look at the two pictures and read the directions below. When you are ready to speak, tell as much as you can.**

- First, describe at least two ways these pictures are similar.
- Next, describe at least two ways these pictures are different.

**TIP:** Nod and smile encouragingly as the student speaks. If the student seems to be struggling, you may wish to ask additional leading questions to direct his or her thinking. However, remind the student that in a test situation, he or she will be recording responses alone, and you will not be able to help him or her.

Pause while the student answers the question. Evaluate the student's answer using the 4-point speaking rubric on page 164 and the speaking PLDs on page 172.


Instruct the student to turn the page.

**4 Compare and Contrast** SPEAKING


**Look at the two pictures and read the directions below. When you are ready to speak, tell as much as you can.**

- First, describe at least two ways these pictures are similar.
- Next, describe at least two ways these pictures are different.

2.




1



2

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Item	Language Domain	Targeted Proficiency Level	Reporting Category
2	Speaking	All	<b>2—Demonstrate an ability to use spoken English to share opinions and analyze information in a variety of academic and social situations</b>
<p><b>ELPS Student Expectation:</b> 3(J) Respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment</p>			
<p><b>Description:</b> Student will compare and contrast two images. Student will include a minimum of two similarities and two differences between the images; Conversational Language</p>			


 Look at the two pictures and read the directions below. When you are ready to speak, tell as much as you can.

- First, describe at least two ways these pictures are similar.
- Next, describe at least two ways these pictures are different.

**TIP:** Nod and smile encouragingly as the student speaks. If the student seems to be struggling, you may wish to ask additional leading questions to direct his or her thinking. However, remind the student that in a test situation, he or she will be recording responses alone, and you will not be able to help him or her.

Pause while the student answers the question. Evaluate the student's answer using the 4-point speaking rubric on page 164 and the speaking PLDs on page 172.


Instruct the student to turn the page.

**4 Compare and Contrast** SPEAKING 


Look at the two pictures and read the directions below. When you are ready to speak, tell as much as you can.

- First, describe at least two ways these pictures are similar.
- Next, describe at least two ways these pictures are different.

3.



1



2

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Item	Language Domain	Targeted Proficiency Level	Reporting Category
3	Speaking	All	<b>2—Demonstrate an ability to use spoken English to share opinions and analyze information in a variety of academic and social situations</b>
<p><b>ELPS Student Expectation:</b> 3(J) Respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment</p>			
<p><b>Description:</b> Student will compare and contrast two images. Student will include a minimum of two similarities and two differences between the images; Conversational Language</p>			

Look at the two pictures and read the directions below. When you are ready to speak, tell as much as you can.


- First, describe at least two ways these pictures are similar.
- Next, describe at least two ways these pictures are different.

Pause while the student answers the question. Evaluate the student's answer using the 4-point speaking rubric on page 164 and the speaking PLDs on page 172.

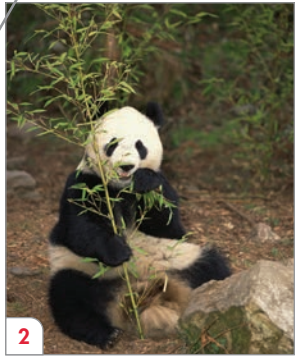
**4 Compare and Contrast** SPEAKING

Look at the two pictures and read the directions below. When you are ready to speak, tell as much as you can.

- First, describe at least two ways these pictures are similar.
- Next, describe at least two ways these pictures are different.



1



2

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### EXTENSION ACTIVITY

1. Engage students in a discussion related to different kinds of toys. Write the following categories on separate pieces of chart paper: Toys Without Batteries and Toys With Batteries.
2. Have students work in small groups to identify different toys for each category. Tell them to draw pictures to illustrate their favorite toys. Ask them to write several sentences explaining who they play with and how they play when they use their favorite toys.
3. Attach pictures and explanations to their corresponding categories. Discuss similarities and differences between the kinds of toys.

Item	Language Domain	Targeted Proficiency Level	Reporting Category
4	Speaking	All	2—Demonstrate an ability to use spoken English to share opinions and analyze information in a variety of academic and social situations

**ELPS Student Expectation:** 3(J) Respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment

**Description:** Student will compare and contrast two images. Student will include a minimum of two similarities and two differences between the images; Conversational Language



**Say:** Turn to page 44. We are going to do a Listening lesson. It is important for you to listen carefully as I read the questions. Some questions may be easier for you than others. Don't worry if you don't know the answer to a question. Just do the best you can. Do you have any questions before we begin?

Answer any questions. Make sure that each student has a pencil and that each student is on page 44.

**Say:** Listen to the sentence. Draw a line from Box 1 to the picture that best matches what you hear.

The girl likes to read her book outside under a tree.

Pause for students to mark an answer.

**Say:** Listen to the sentence. Draw a line from Box 2 to the picture that best matches what you hear.

The girl enjoys drawing pictures outside with chalk.

Pause for students to mark an answer.

Instruct students to turn the page.

Lesson  
**8**

## What Are They Doing?

LISTENING

Listen to the audio. Draw a line from the box to the picture that best matches what you hear.

1.

1

2

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Item	Language Domain	Targeted Proficiency Level	Reporting Category
1	Listening	Beginning Intermediate	2—Demonstrate basic understanding of spoken English used in a variety of contexts
<p><b>ELPS Student Expectation:</b> 2(l) Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs</p>			
<p><b>Description:</b> Students will listen to prompts and match prompts to corresponding images. Students may drag images into place next to each image's corresponding prompt; Conversational Language</p>			

# 8 What Are They Doing?



**Say:** Listen to the sentence. Draw a line from Box 1 to the picture that best matches what you hear.

The children like to walk in the rain.

*Pause for students to mark an answer.*

**Say:** Listen to the sentence. Draw a line from Box 2 to the picture that best matches what you hear.


The children play in the sprinkler when it is hot outside.

*Pause for students to mark an answer.*


*Instruct students to turn the page.*

**8 What Are They Doing?** LISTENING


Listen to the audio. Draw a line from the box to the picture that best matches what you hear.

2. 

1



2



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Item	Language Domain	Targeted Proficiency Level	Reporting Category
2	Listening	Beginning Intermediate	2—Demonstrate basic understanding of spoken English used in a variety of contexts
<p><b>ELPS Student Expectation:</b> 2(I) Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs</p>			
<p><b>Description:</b> Students will listen to prompts and match prompts to corresponding images. Students may drag images into place next to each image's corresponding prompt; Conversational Language</p>			



# 8 What Are They Doing?



**Say:** Listen to the sentence. Draw a line from Box 1 to the picture that best matches what you hear.

The woman is watering the flowers in her garden.

*Pause for students to mark an answer.*

**Say:** Listen to the sentence. Draw a line from Box 2 to the picture that best matches what you hear.


The woman is digging a hole in her garden.

*Pause for students to mark an answer.*


*Instruct students to turn the page.*

**8 What Are They Doing?** LISTENING


Listen to the audio. Draw a line from the box to the picture that best matches what you hear.

3. 

1



2



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Item	Language Domain	Targeted Proficiency Level	Reporting Category
3	Listening	Beginning Intermediate	2—Demonstrate basic understanding of spoken English used in a variety of contexts
<p><b>ELPS Student Expectation:</b> 2(I) Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs</p>			
<p><b>Description:</b> Students will listen to prompts and match prompts to corresponding images. Students may drag images into place next to each image's corresponding prompt; Conversational Language</p>			



**Say:** Listen to the sentence. Draw a line from Box 1 to the picture that best matches what you hear.

The frog is in the air.

*Pause for students to mark an answer.*

**Say:** Listen to the sentence. Draw a line from Box 2 to the picture that best matches what you hear.

The frog is on the log.

*Pause for students to mark an answer.*

## EXTENSION ACTIVITY

### Reinforcing Home Vocabulary


**Note:** Many English learners live in homes where little or no English is spoken. They may need periodic practice with vocabulary related to places, things, and activities of the home environment. Discussion in English of the home also helps students connect life at home to life at school.

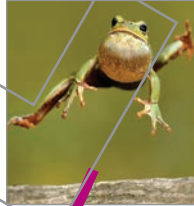
1. Guide a discussion of rooms in a house. As students identify them, write each name on a separate sheet of paper: Living Room, Dining Room (students may or may not be familiar with a separate dining room), Kitchen, Bedroom, and Bathroom.
2. Assign one room to small groups of students. Have each group write the names of objects and activities for that room. Have them categorize their lists into two groups: objects and activities.
3. Have each group present their room with its objects and activities to the class.


**8 What Are They Doing?**
LISTENING

Listen to the audio. Draw a line from the box to the picture that best matches what you hear.

4.







1

2

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★ UNIT 1 Listening and Speaking **47**

Item	Language Domain	Targeted Proficiency Level	Reporting Category
4	Listening	Beginning Intermediate	2—Demonstrate basic understanding of spoken English used in a variety of contexts

**ELPS Student Expectation:** 2(I) Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs

**Description:** Students will listen to prompts and match prompts to corresponding images. Students may drag images into place next to each image's corresponding prompt; Conversational Language