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# 3 Follow the Instructions



Now help me put things where they belong.

Draw a line from the blue light to the right side of the desk next to the package of markers.

*Pause for students to mark an answer.*

Draw a line from something that helps me count to the space between the two plants.

*Pause for students to mark an answer.*

*Instruct students to turn the page.*

**3 Follow the Instructions**  LISTENING

Listen to the audio. Follow the directions you hear.



  
  


3.

4.

Unit 1 LISTENING **17**

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| Items   | Language Domain | Modality  |
|---|-----------------|-----------|
| 3-4   | Listening       | Receptive |
| <p><b>Description:</b> Students will identify and gather information from an oral presentation and follow multistep directions.</p>   |                 |           |
| <p><b>ELP Standards:</b></p> <p>1 Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing</p> <p>8 Determine the meaning of words and phrases in oral presentations and literary and informational text</p> |                 |           |



**Say:** Read the information and answer the question.



**4. Read about Anton. Move the things Anton needs to the picture. Follow the directions.**

**Anton is going to clean up his bedroom. He must put away his toys. He needs his checkers, his truck, and his blocks.**

**Draw a line from the things Anton needs to his toy box.**

*Pause while students read and answer the question. Continue when all students have finished.*

**11 Read for Details** READING

Read the information and answer the question.

**4. Read about Anton. Move the things Anton needs to the picture. Follow the directions.**

Anton is going to clean up his bedroom. He must put away his toys. He needs his checkers, his truck, and his blocks.

**Draw a line from the things Anton needs to his toy box.**

Unit 2 READING 67

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## EXTENSION ACTIVITY

Choose an area of your classroom or school, and create several versions of word lists that go with that area. Word lists only need 3–4 words. For example, if you chose the school library, word lists could include words like *book, pencil, paper, chair, or computer*. If you chose the playground, word lists could include words like *ball, jump rope, swing, or slide*. Go to this area and distribute the word lists to groups of students. Have them either collect items or find the items and show them to you.

| Item   | Language Domain | Modality  |
|--|-----------------|-----------|
| 4  | Reading         | Receptive |
| <p><b>Description:</b> Students will determine the main idea and some key details of an informational text and answer questions.</p> <p><b>ELP Standards:</b></p> <p>1 Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing</p> <p>8 Determine the meaning of words and phrases in oral presentations and literary and informational text</p> |                 |           |

# 18 Write a Picture Caption



**Say:** Look at this picture. Write a sentence to describe what you see. You may use words from the Word Bank to help you.

*Pause to allow students to answer the question.*

*Instruct students to turn the page.*

*Evaluate the students' answers using the 3-point Picture Caption writing rubric on page 175 and the writing ALDs on page 189.*

WRITING

## 18 Write a Picture Caption

Look at this picture. Write a sentence to describe what you see. You may use words from the Word Bank to help you.

4. 

**Word Bank**

sunrise  
over  
field

**Answers will vary. Sample response: The sunrise over the field is beautiful.**

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Unit 3 WRITING **111**

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### EXTENSION ACTIVITY

Gather pictures from old magazines of people doing different jobs or activities. Hang the pictures on the board in the classroom or attach each picture to a piece of paper. Ask volunteers to write a caption under each picture. Then have students read their captions to the class.

| Item  | Language Domain | Modality   |
|---|-----------------|------------|
| 4   | Writing         | Productive |
| <p><b>Description:</b> Students will compose a simple sentence with a clear meaning that relates to a prompt.</p>   |                 |            |
| <p><b>ELP Standards:</b></p> <ul style="list-style-type: none"> <li>7 Adapt language choices to purpose, task, and audience when speaking and writing</li> <li>9 Create clear and coherent grade-appropriate speech and text</li> </ul> |                 |            |

**Note:** Questions in the Speaking unit should be administered one-on-one in order to evaluate students' responses. Nod and smile encouragingly as the student responds. If the student seems to be struggling, you may wish to ask additional leading questions or point to the pictures. However, remind the student that in a test situation, he or she will be recording responses alone, and you will not be able to provide help.

**Say:** Turn to page 126. 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. Do you have any questions before we begin?

Answer any questions.

**Look at the picture. Answer the questions.**

**1. Where are the people in this picture?**

Pause while the student answers the question.

**2. What are the students doing?**

Pause while the student answers the question.

**3. Who is with the students?**

Pause while the student answers the question.

**4. What are the students wearing?**

Pause while the student answers the question.

**5. Tell about what is in front of the building.**

Pause while the student answers the question.

Evaluate the student's answer using the 2-point Classroom Tableau speaking rubric on page 179 and the speaking ALDs on page 190.

Instruct the student to turn the page.

**LESSON 21 Describe the Scene**

**Look at the picture. Answer the questions.**



*Answers will vary but should say something like the following:*

1. **The people are outside of a school.**
2. **The students are leaving school.**
3. **The students are with their mom. (Note: It could also be their aunt, babysitter, or other adult.)**
4. **They are wearing jackets and backpacks.**
5. **There is a flag on a pole in the grass in front of the building.**

**126 Unit 4 SPEAKING**

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| Items   | Language Domain | Modality                |
|---|-----------------|-------------------------|
| 1-5   | Speaking        | Interactive, Productive |
| <p><b>Description:</b> Students will respond to basic questions about items in an illustrated tableau depicting a school setting.</p> <p><b>ELP Standards:</b></p> <ul style="list-style-type: none"> <li>2 Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions</li> <li>7 Adapt language choices to purpose, task, and audience when speaking and writing</li> </ul> |                 |                         |