



Lessons and Activities

Kindergarten

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Teacher's Guide (9 pages)

Student Book (5 pages)

Note: Teacher's Guide and Student Book sample pages are paired by task type.



Practicing for Success

LANGUAGE



ESSENTIALS



K

Teacher's Guide



LISTENING



SPEAKING



READING



WRITING



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Materials

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Listen to a Conversation

Teacher Directions: Have students look at page 14 in the student book. For this activity, read aloud the directions and play the recording of “Building Together,” which is provided in the digital resources.

Tell students that for this task type on the AZELLA, they will hear a short conversation between two people at school. They will answer one question about what they heard, which may have word or picture answer options.

Directions: Listen carefully to a conversation between two students. Then, you will answer some questions.

- **SAY:** Look at the pictures. Now, I will play the conversation.
- ☞ Point to the images of the girl and the boy at the appropriate time during the recording.

Building Together

The girl, Nia, says, “Do you want to build something together with these blocks?”

The boy, Conner, says, “Yes! Let’s build a playground like the one outside. I’ll make a slide. Can you make a swing, Nia?”

- **SAY:** Now, listen to the conversation again. Then, you will answer some questions.

1. **SAY:** What does Conner plan to build?

- **SAY:** There are three picture answers. Let’s look at each of them before we decide on the best answer. The first picture shows blocks. The second picture shows a slide. The third picture shows a swing. Point to the picture of the best answer.
 - ☞ Ask students to provide reasons for their choices. If students choose A, tell students that Nia and Conner will use blocks to build *something*. Repeat the question. If students cannot remember the conversation and would benefit from hearing it again, play it once more. However, emphasize to students that in the actual test they will only hear it twice.
 - ☞ If students choose B, tell students that the picture of a slide seems like the right answer, because Conner says he plans to build a slide out of blocks, but students should look at all answers before deciding on the best one. If students choose C, remind students that Conner suggests that Nia make a swing out of blocks.
- **SAY:** The best answer according to the conversation is the slide. (Answer: B)





Listen to a Conversation *(cont.)*

2. SAY: What does Nia want to do?

- ➡ Point to and read each of the answer options: *build with Conner, go to the playground, or go on the swing.*
- **SAY:** Which answer matches the conversation? Please tell a partner.
 - ➡ Monitor students as they discuss their answers with partners and then share out with the whole group. Discuss the answer options.
- **SAY:** Is it *build with Conner*? Why or why not? (*Yes, Nia invites Conner to build something together.*) Let's check all of the answer options to be sure this is the best answer. Is it *go to the playground*? Why or why not? (*No, Conner has the idea of building a playground. Nia never says she wants to go there.*) Is it *go on the swing*? Why or why not? (*No, Nia may build a swing, but she never says she will go on one.*) (Answer: A)

Task Type Practice
Name: _____ Date: _____

Listen to a Conversation

Directions: Listen carefully to a conversation between two students. Then, you will answer some questions.

Listening

1 What does Conner plan to build?

A

B

C

2 What does Nia want to do?

A build with Conner
B go to the playground
C go on the swing

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Name: _____ Date: _____

Listen to a Conversation

Directions: Listen carefully to a conversation between two students. Then, you will answer some questions.



1 What does Conner plan to build?

(A)



(B)



(C)



2 What does Nia want to do?

(A)

build with Conner

(B)

go to the playground

(C)

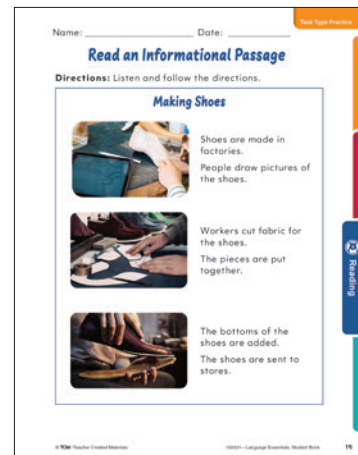
go on the swing



Read an Informational Passage

Teacher Directions: Have students look at pages 19–20 in the student book. Read aloud the directions and play the recording of “Making Shoes,” which is provided in the digital resources.

Tell students that for this task type on the AZELLA, they will follow along as the Test Administrator reads aloud a passage. They may see a picture to help them understand the passage. They will answer two questions about what they heard, which may have word or picture answer options. They may also see a chart.



Directions: Listen and follow the directions.

- Have students look at the pictures on page 19 in the student book.
- **SAY:** This is a reading passage about how shoes are made. Let's read together. Put your finger on the first word of the first sentence. Follow along with your finger and listen carefully.
- Play the story or read it aloud at a natural pace.

Making Shoes

Image 1 Shoes are made in factories. People draw pictures of the shoes.

Image 2 Workers cut fabric for the shoes. The pieces are put together.

Image 3 The bottoms of the shoes are added. The shoes are sent to stores.

- **SAY:** Now, listen to the passage again. Then, I will ask you some questions about it.
- Play the recording again. Then, point to page 19 in the student book. Describe what is happening in each picture (e.g., *I see a factory worker drawing pictures of a piece of a shoe. Then, I see that a worker has cut pieces of fabric. Shoes are made from pieces of fabric. The worker is putting the pieces together like a puzzle to make a shoe. Finally, I see the worker adding the bottoms of the shoes.*)
- **SAY:** Listen carefully while I read the questions and answers. Then, point to the best answer.



Read an Informational Passage *(cont.)*

1. SAY: What happens first when shoes are made?

- **SAY:** Is it *People draw pictures of the shoes?* Is that a strong answer?
 - ➡ Have students find the sentence next to the first picture on page 19. Affirm that pictures help the workers cut the fabric and create the right kind of shoe. But remind students to look at all of the answers in case there is a better one.
- **SAY:** Is it *Workers cut fabric for the shoes?* Is that a strong answer?
 - ➡ Guide students to understand that according to the passage, workers cannot cut the fabric until they have pictures.
- **SAY:** Is it *The bottoms of the shoes are added?* Is that a strong answer?
 - ➡ Have students find the sentence in the passage. Tell them that adding the bottoms is one of the last things workers do, not the first thing. (*Answer: A*)

2. SAY: What do workers cut for the shoes?

- **SAY:** Do they cut *shoe boxes*, *fabric*, or *pictures of the shoes*?
 - ➡ Explain that fabric is cloth. Show students some fabric. Then have students look at page 19 for the word *cut*. Have them circle it and read the word that follows.
- **SAY:** The story says *Workers cut fabric for the shoes*. (*Answer: B*)

3. SAY: Where are the shoes sent?

- **SAY:** The third question has pictures as answers. Tell a partner what you see and talk about the best answer.
- **SAY:** Is the best answer to a house, to a factory, or to a store?
 - ➡ If students select the house, acknowledge that shoes end up in houses but that the text did not mention houses. If students select the factory, acknowledge that shoes are made in factories but that they are sent somewhere else. If students select the shoe store, affirm that the last sentence of the text says *The shoes are sent to stores*. (*Answer: C*)
- **Note:** See page 56 for example prompting guidelines.

Name: _____ Date: _____

Read an Informational Passage

Directions: Listen and follow the directions.

Making Shoes



Shoes are made in factories.

People draw pictures of the shoes.



Workers cut fabric for the shoes.

The pieces are put together.



The bottoms of the shoes are added.

The shoes are sent to stores.



Reading

Name: _____ Date: _____

Read an Informational Passage *(cont.)*

1 What happens first when shoes are made?

- (A)** People draw pictures of the shoes.
- (B)** Workers cut fabric for the shoes.
- (C)** The bottoms of the shoes are added.

2 What do workers cut for the shoes?

- (A)** They cut shoe boxes.
- (B)** They cut fabric.
- (C)** They cut pictures of the shoes.

3 Where are the shoes sent?

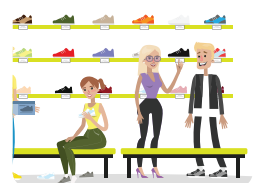
(A)



(B)



(C)





Describe a Picture

Directions: Have students complete page 36 in the student book as you read aloud the directions. Assess students individually, monitor partners, or help students record themselves using equipment at recording stations

Process

- 1 Provide page 36 in the student book and pencils.
- 2 **SAY: Look closely at the picture. Then, follow the directions.** Circle the main action in the picture.
 - Give students time to annotate the picture.
- 3 **SAY:** What is happening in the picture?
- 4 Give students time to plan their responses.
- 5 Share these reminders as relevant:
 - Students should say who is doing what.
 - Students should add extra details.
- 6 Have students share their responses with partners while you evaluate one student. Then, call on students to share with whole group. Take note of their speaking abilities, using the Test Practice Data Chart on page 58. Point out or model a complete and appropriate response. You may wish to provide the sentence frame *I see _____. (e.g., I see a boy balancing on a log.)*

Describe a Picture Rubric (0–2 points)

Score	Descriptors
2	<ul style="list-style-type: none"> The response gives a mostly accurate description with a main idea and in a complete sentence. The complete-sentence response gives a mostly accurate description with a main idea. The response includes clear pronunciation, sentence structure, and grammar.
1	<ul style="list-style-type: none"> The response was attempted, but is incomplete, hard to understand, or has errors that affect clarity.
0	<ul style="list-style-type: none"> The response is unclear, lacking meaning, mostly unintelligible, or mostly in a language other than English.



Name: _____ Date: _____

Describe a Picture

Directions: Look closely at the picture. Then, follow the directions.





Use a Sentence Frame

Directions: Have students complete page 40 in the student book.

Process

- 1 Provide page 40 in the student book and pencils.
 - Have partners share what they see in the picture.
- 2 **SAY:** This is a writing task. **Listen and follow the directions.**
 - ☞ Point to the sentence frame and line in Number 1.
- 3 **SAY:** Look at the first sentence. It is missing a word. I will read the complete sentence aloud. Then, you will write the missing word on the line. *Your snack is on the mat.* Listen again. *Your snack is on the mat.* Write the missing word *mat* on the line. (*Answer: mat*)
 - ☞ Point to the sentence in Number 2.
- 4 **SAY:** Listen to the second sentence: *Do you see my cup?* The sentence needs end punctuation. Does it need a period or a question mark? Write the correct punctuation at the end of the sentence. (*Answer: ?*)
 - ☞ Point to the sentence in Number 3.
- 5 **SAY:** Listen to the third sentence: *Ants are in the pot.* A capital letter is missing. Which word should begin with a capital letter? Circle the word that should begin with a capital letter. (*Answer: ants*)
 - Capture students' writing scores using the Test Practice Data Chart on page 59.



Use a Sentence Frame *(cont.)*

Holistic Writing Rubric (0–2 points)

Score	Descriptors
2	<ul style="list-style-type: none"> The student writes clearly with mostly correct capitalization, letter formation, punctuation, spacing of letters in words, and spelling. Mistakes, if any, do not make it hard to read or understand the writing.
1	<ul style="list-style-type: none"> The response shows an inconsistent attempt to write words with proper capitalization, letter formation, spacing of letters, and spelling. Mistakes make the writing somewhat hard to read.
0	<ul style="list-style-type: none"> There is no response or an off-topic response; the response is mostly illegible or in a language other than English.

Capitalization and Punctuation Rubric (0–1 points)

Score	Descriptors
1	<ul style="list-style-type: none"> The student uses capital letters and punctuation correctly, showing where to place capital letters (e.g., at the beginning of sentences or proper nouns) or end punctuation marks (e.g., periods, exclamation points, or question marks). Reverse question marks are acceptable but not upside-down question marks. An exclamation point may be used for a period in statements.
0	<ul style="list-style-type: none"> There is no response, the response is mostly illegible or in a language other than English, or there is more than one punctuation mark even if one of them is correct.

Test Practice

Name: _____ Date: _____

Use a Sentence Frame

Directions: Listen and follow the directions.



1 Your snack is on the ____.

2 Do you see my cup ____

3 ants are in the pot.

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Name: _____ Date: _____

Use a Sentence Frame

Directions: Listen and follow the directions.



1 Your snack is on the _____.

2

Do you see my cup _____

3

ants are in the pot.

