

LANGUAGETM ESSENTIALS

for the 21st Century

Lessons and Activities

Grade 3

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Teacher's Guide (7 pages)

Student Book (5 pages)

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





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LANGUAGE ESSENTIALS

for the 21st Century

Teacher's Guide



LISTENING



SPEAKING



READING



WRITING



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Tell a Narrative

Teacher Directions: Have students look at page 21 in the student book. For this activity, read aloud the directions and then the beginning of the story.

Tell students that for this task type, they will tell a story that matches a set of pictures.

Directions: Look at the pictures. Listen carefully to the beginning of a story. Then, you will use the pictures to tell the story.

- **SAY:** This is a speaking activity. Look at all four pictures. They tell a story. I will begin to tell the story. Then, you will tell the rest of it.
 ➡ Point to the first picture.
- **SAY:** Eva likes to bake. One day, she gathered her ingredients and made a tasty apple pie.
- **SAY:** I used details from the first picture to begin the story. I noticed the baking ingredients and the apple pie, so I knew I could tell about Eva baking a pie. Now, look closely at the second picture. What details can help you decide what happens next?
- **SAY:** Next to each picture, write some words or phrases you plan to use as you tell the story. Do not worry about spelling. These words are to help you plan what you will say.
- Have students take turns telling the story to partners. Remind students to point to each of the pictures as they tell their stories. Encourage students to always use complete sentences as they tell the story and to use sequencing words such as *one day*, *but then*, etc.
 ➡ Support newcomers by encouraging them to tell the story first in their home languages and then in English. Monitor students to see if they understand the task.
- Encourage a student or two to retell for the group. Point out the strengths in their responses.
- **Note:** This task type is scored with a rubric. See page 44 for an example rubric that can be discussed with students.

Name: _____
Date: _____

Tell a Narrative

Directions: Look at the pictures. Listen carefully to the beginning of a story. Then, you will use the pictures to tell the story.

Eva likes to bake. One day, she gathered her ingredients and made a tasty apple pie.






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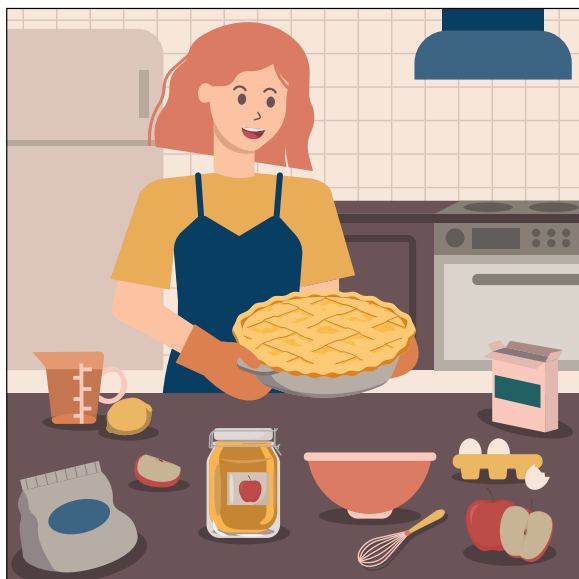
Name: _____ Date: _____

Tell a Narrative

Directions: Look at the pictures. Listen carefully to the beginning of a story. Then, you will use the pictures to tell the story.

Eva likes to bake. One day, she gathered her ingredients and made a tasty apple pie.

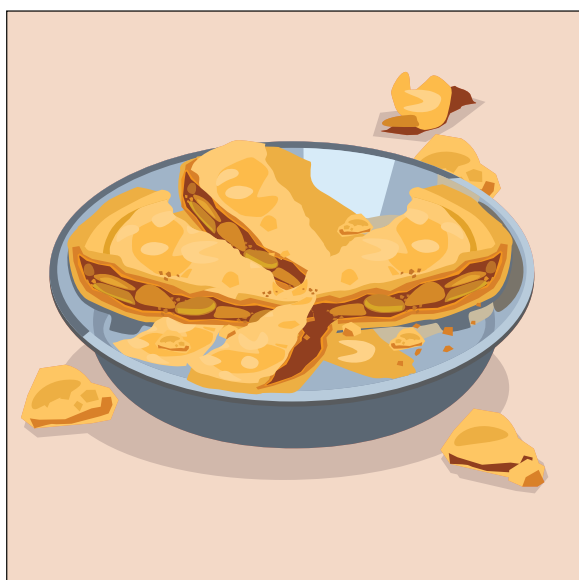
1



2



3



4



Speaking



Read an Informational Passage

Teacher Directions: Have students look at page 22 in the student book as you read aloud the following directions.

Tell students that for this task type, they will read a nonfiction passage that gives facts or explains something. When they take their exam, they will answer questions about the passages they read.

Directions: Read the text. Then, answer the questions.

- **SAY:** This is a reading task, so you need to read the informational passage on your own. Give me a thumbs-up when you have finished reading.
 ➡ Allow time for students to read the text.
- Provide additional support by underlining key words in the text and sketching the meanings in the margins.

1. **SAY: What does pollen stick to?**

- **SAY:** Is it A *honey*, B *insects*, C *rain*, or D *wind*? Show me one finger for A, two fingers for B, three fingers for C, and four fingers if you think the answer is D.
 ➡ If students choose any answer other than B, have them skim the passage for the word *stick*, then reread the sentence. (Answer: B)

2. **SAY: What is the main idea of the passage?**

- **SAY:** Let's look at each of the answer choices and talk about them before we decide on the best answer.
 ➡ **SAY:** A *Bees like to drink nectar from flowers*. I remember reading this, but the title of the passage is "Pollen," so I don't think this is the main idea.
 ➡ **SAY:** B *Pollen can be many different colors*. I remember reading this, but the colors are only mentioned once, so it's not the most important detail.
 ➡ **SAY:** C *Insects and wind help pollen move from one plant to another*. This sounds correct, but let me check the last answer choice.
 ➡ **SAY:** D *Wind is the only way pollen travels*. This isn't true. The passage also talks about insects moving pollen. (Answer: C)

3. **SAY: How are wind and bees similar?**

- Explain to students that the word *similar* in the question is asking students to identify what is the same about bees and the wind.
- Read each answer choice aloud. Have students choose the best answer.
- If students choose A *Both change the color of pollen*, point out that this is not a true statement.
- If students choose C *Both land on flowers to drink nectar*, or D *Both make pollen stick to their wings*, point out that these statements are true of insects but not wind. (Answer: B)

Read an Informational Passage

Directions: Read the text. Then, answer the questions.

Pollen

- 1 Pollen is a fine dust that is found inside flowers. The powder can be yellow, orange, or even white. Pollen sticks to insects when they feed on flowers. These insects, like bees and butterflies, land on the flowers to drink sweet nectar. As they move around, pollen gets on their legs and bodies.
- 2 They carry the pollen on them as they fly. Some of that pollen falls off onto other flowers. This helps plants make seeds.
- 3 Also, the pollen can be caught by the wind or rain. The breeze can blow it far away. Either way, the pollen's journey begins!



- 1 What does pollen stick to?

☐ (A) honey	☐ (C) rain
☐ (B) insects	☐ (D) wind
- 2 What is the main idea of the passage?

☐ (A) Bees like to drink nectar from flowers.
☐ (B) Pollen can be many different colors.
☐ (C) Insects and wind help pollen move from one plant to another.
☐ (D) Wind is the only way pollen travels.
- 3 How are wind and bees similar?

☐ (A) Both change the color of pollen.
☐ (B) Both carry pollen to help flowers grow.
☐ (C) Both land on flowers to drink nectar.
☐ (D) Both make pollen stick to their wings.





Justify an Opinion

Teacher Directions: Have students look at page 32 in the student book as you read aloud the directions.

Tell students that for this task type, they will write an opinion about a school-related topic, like a rule or activity. They will write a short essay to share their opinion and explain why they feel that way. Their writing should include reasons and examples to support their ideas.

Directions: Write 3–4 sentences in English about an important issue.

- **SAY:** This is a writing task. There are directions for what to include in your writing. Let's talk about each one.
 - ➡ Read and discuss each reminder from the student page.
- **SAY:** The writing prompt is **The teachers at your school want a petting zoo to visit the school. Do you think it is a good idea for a petting zoo to visit your school? Write a paragraph that includes your opinion and two or more reasons.**
 - ➡ Guide students as they plan their writing. Encourage students to think about different animals that may be part of a petting zoo and ask students how they feel about them. Ask students to think about some good things that may come from a visiting petting zoo and some things that could go wrong. Model for students how to take notes in the student book by circling *yes* or *no* and writing reasons for their opinions.
- Model annotating the question from the prompt *Do you think it is a good idea for a petting zoo to visit your school?* and writing a topic sentence to answer the question and state an opinion. Have each student write a topic sentence to state their opinion.
- Allow time for students to write. Guide students to complete their paragraphs by stating reasons to support their opinions. Remind them to use key opinion words such as *think*, *reason*, and *because*.
- Provide time for students to use page 33 in the student book to review and revise their writing.
- **Note:** This task type is scored with a rubric. See page 43 for an example rubric that can be discussed with students.

Modeling

You may choose to provide an example of a complete response for students. Then, have students use page 32 in the student book to write a paragraph with you. Have students complete the activity by writing their own paragraphs on page 33 in the student book.

Sentence Frames

Provide these sentence frames to support students as they write their opinions.

- *I think having a petting zoo is a _____ idea.*
- *One reason I think this is a _____ idea is because _____.*

Justify an Opinion

Directions: Write 3–4 sentences in English about an important issue.

The teachers at your school want a petting zoo to visit the school. Do you think it is a good idea for a petting zoo to visit your school? Write a paragraph that includes your opinion and two or more reasons.



Be sure to:

- Think about what you will write before you begin writing.
- State your opinion clearly and give two or more reasons to support your opinion.
- Include at least three complete sentences.
- Check your writing for correct grammar, capital letters, punctuation, and spelling.
- Write neatly.

- Good idea? Yes / No
- Reason #1
- Reason #2



Finalizing Your Writing

- ☐ Does it include at least three complete sentences?
- ☐ Did you state your opinion clearly?
- ☐ Did you give two or more reasons to support your opinion?
- ☐ Check your writing for correct grammar, capital letters, punctuation, and spelling.
- ☐ After you revise your writing, rewrite your paragraph here.

[illegible]



Summarize an Academic Presentation

Directions: Have students complete page 41 in the student book.

Process

- 1 Provide page 41 in the student book, scratch paper, and pencils.
- 2 Prompt students to look closely at the pictures before beginning the task.
- 3 **SAY: Listen carefully to the information about matter. You will hear the information two times. As you listen, look at the pictures. You may take notes as you listen. Then, you will retell the information.**
 - Play the recording of “Matter,” which is provided in the digital resources.
 - ➡ Replay the passage as you point to the corresponding images.
 - **SAY:** Now, it is time to retell the passage in your own words. Use complete sentences as you retell.
- 4 Share these reminders as relevant:
 - Students can write notes to help them with everything they want to say.
 - Students should use the pictures and retell the presentation using complete sentences.
- 5 Have students share their responses with partners and the whole group.

Summarize an Academic Presentation *(cont.)*



Matter

- Image 1** Everything is made of matter. Anything that has weight and takes up space is matter. One form of matter is solids. Solid matter can be hard or soft and big or small. Solids have their own shape. Wooden blocks are solid matter. They do not change their shape.
- Image 2** Another form of matter is liquids. Liquid matter can be poured. Liquids do not have their own shape. They take the shape of the container they are in. Milk is a liquid that takes the shape of its container.
- Image 3** A third form of matter is gases. Gaseous matter spreads out. It does not have a set shape. Most gases cannot be seen in the air, like oxygen and nitrogen. You can see the effects of gases when you inflate a pool toy. The air inside the plastic spreads out, forming a shape that you can see even though you cannot see the air inside. You can feel the air move when the wind blows. You can see flags blowing in the breeze. Other gases, such as smoke, fog, and steam, can be seen.



Rubric

Score	Descriptor(s)
5	- Clearly summarizes the main information from the presentation in the student's own words. - Includes important details from the presentation. Ideas are organized and easy to follow. - Language is clear, with few errors that do not affect meaning.
4	- Summarizes the main information from the presentation with some relevant details. - Ideas are mostly organized. - Language is generally clear, though minor errors may be present.
3	- Retells some information from the presentation, but the response may be brief or missing some important details. - Ideas are somewhat connected. - Some language errors may make parts unclear.
2	- Gives limited information from the presentation or pictures. - Response may name details without clearly summarizing the topic. - Frequent language errors may make meaning difficult to follow.
1	- Names or describes one picture, idea, or detail, but does not summarize the presentation. - Response may include only words or phrases loosely related to the prompt. - Meaning is difficult to understand.
0	The student gives no response, gives a response that is unrelated to the prompt, or responds entirely in a language other than English.

Name: _____ Date: _____

Summarize an Academic Presentation

Directions: Listen carefully to the information about matter. You will hear the information two times. As you listen, look at the pictures. You may take notes as you listen. Then, you will retell the information.



Speaking



Listening

1



2



3

