Let your STUDENTS do the TALKING during Designated ELD Time

ELD Links™

LessonS For Listening And Speaking Designed To Build Oral ProFiciency

- Portable Language
- Built for CA ELD & CCSS
- Emerging, Expanding, Bridging

Lingual Learning
Developing Language Confidence
www.linguallearning.com
Listening and Speaking practice is essential for improving reading, writing, and fluency.

“Instruction for ELs in oral language knowledge, skills, and abilities must be explicit, intensive, and extensive. In order to be successful in reading English, ELs must develop proficiency in listening and speaking skills in English—depth and breadth of vocabulary, as well as grammatical structures...”

— CA English Language Development Standards, Ch. 6
Program Overview

Level 1: Emerging
- Basic Knowledge
- Common Objects
- Planet Earth
- Locations
- Parts of the Body

Level 2: Expanding & Bridging
- Careers
- Grammar Dialogues
- Human Impact on Earth
- California Studies
- Debates

Themes
- Level 1: Emerging
  - Basic Knowledge
  - Common Objects
  - Planet Earth
  - Locations
  - Parts of the Body
- Level 2: Expanding & Bridging
  - Careers
  - Grammar Dialogues
  - Human Impact on Earth
  - California Studies
  - Debates

Teacher Lesson Guides
- 96 Printed Lessons
- 230 Photo Cards
- 96 Lessons searchable by Theme
- Printable Photo Card PowerPoint™ for each Lesson
- Student Writing Journals

Online
- 80 Printed Lessons
- 175 Photo Cards
- 80 Lessons searchable by Theme
- Printable Photo Card PowerPoint™ for each Lesson
- Student Writing Journals

Lesson Sequence

Prepare
- Objective
- Language Purpose
- Grammar Focus
- Materials

Teach
- Language Frames
- Step-by-step teacher script designed to promote student talk time

Practice
- Language Practice with Pair-Share
- Collaborate with engaging activities

Reflect
- Writing Journal Activity
- Suggested Vocabulary with Photo Cards for Language Frames

Themes
- Level 1: Emerging
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COMMON OBJECTS  Teacher For The Day

EMERGING (ELD)/Beginning (ESL)/Starting (TESOL)

**OBJECTIVE**
Students will use adjectives to describe objects in a complete sentence.

**LANGUAGE PURPOSE**
Students will use a complete sentence to communicate information.

**GRAMMAR FOCUS**
Definite Article *the*
Indefinite Articles *a, an*
Demonstrative Pronouns *this, these*

Articles are difficult for second language learners to hear. Make sure you enunciate, and require the students to do the same. This will aid in the acquisition of other articles in the future.

**MATERIALS**
- Common Object Photo Cards
- Common Objects Chart
- Items of realia the students will be familiar with; enough for each student OR
- Printed copies of Common Object Photo Cards; enough for each student
- Language Frames on board
- Writing Journal

Built-in CA ELD and CCSS Language Purpose
Built-in tips for differentiation
Lesson planning made easy!
Teach

LANGUANGE FRAMES

What is this?
This is a/an ____ (COMMON OBJECT).
What are these?
These are ____ (COMMON OBJECTs).

1. Teach

- **Start by modeling “I do”**
  - We are going to learn how to name objects and put them in categories.
  - We can name an object by saying, ‘A’ then the object name. Say, A. Ask the students to repeat.
  - Display the Common Objects Chart.
  - Have the Photo Cards for the category you are going to introduce ready.
  - Show a Photo Card, e.g., ball.
  - I can name this object. A ball. Ask the students to repeat.
  - Place the Photo Card next to the corresponding label on the chart.
  - Introduce more Photo Cards in this way until students are comfortable.
  - Show the language frames: What is this? This is a/an ____ (COMMON OBJECT).
  - Introduce the appropriate vocabulary words with: What is this? This is a/an ____ (COMMON OBJECT). Ask the students to repeat.
  - Place the Photo Card next to the corresponding label on the chart.
  - We have been talking about just one object. Let’s name more than one.
  - Show the language frames: What are these? These are ____ (COMMON OBJECTs).
  - We say, ‘these are’ when we want to talk about more than one object. Show common objects, e.g., pencils. What are these? These are pencils. Ask the students to repeat.
  - Continue introducing the Photo Cards you have chosen. Each time, ask the students to repeat.

- **Portable language structures compliment any content**

- **Lesson is set up for you, with step-by-step teaching suggestions**

Repeat with students “We do”
**Practice**

**3 LANGUAGE PRACTICE**

- Divide students in pairs: Student A and Student B.
- Tell the students that they are going to name things using a sentence.
- Have the Photo Cards ready, face down.
- Show a Photo Card to the class, e.g., a banana.
- **Student A** will ask: What is this?
- **Student B** will say: This is a banana.
- Teacher should monitor and provide feedback as necessary.
- Show multiples of a common object, e.g., books.
- **Student A** will ask: What are these?
- **Student B** will say: These are books.
- Switch so Student B names the objects and Student A uses the language frame.
- Continue showing singular and plural objects until students are comfortable naming them.

- Encourage partners to help each other and correct each other when necessary.
- Monitor your own teacher talk during this section, so students have maximal opportunity to practice commands themselves.

**Student Talk Time** is structured and purposeful. Teach students how to have conversations.

**Strategies for increasing engagement and effectiveness**

**3 COLLABORATE**

**Routine: Telephone Line**

Pass out Photo Cards or realia of common objects that are familiar to the students. Have students stand in two lines facing each other, Line A and Line B. Line A will ask their partner the name of their common object using the language frame. What is this? Or What are these? Line B will name their common object using the language frames. Then, Line B will ask and Line A will answer. After each student has had a chance to name their common object, they will exchange them. Instruct Line B to take a step to the right. Repeat as many times as possible.

**Group activities involve all students listening and speaking**
REFLECT

Have the students keep the common object Photo Card or realia from the Collaborate part of the lesson. Invite the students to draw and label their common object using a language frame.

Model the journal writing with the students using the language frames.

Common Objects Chart

<table>
<thead>
<tr>
<th>School/Classroom</th>
<th>Toys</th>
<th>At Home</th>
<th>Nature</th>
<th>Tools</th>
<th>Buildings</th>
<th>Containers</th>
<th>Food</th>
</tr>
</thead>
<tbody>
<tr>
<td>bench</td>
<td>ball</td>
<td>bed</td>
<td>flower</td>
<td>axe</td>
<td>apartment</td>
<td>bag</td>
<td>apple</td>
</tr>
<tr>
<td>book</td>
<td>balloon</td>
<td>bookcase</td>
<td>grass</td>
<td>drill</td>
<td>barn</td>
<td>basket</td>
<td>banana</td>
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<tr>
<td>clock</td>
<td>kite</td>
<td>broom</td>
<td>tree</td>
<td>hammer</td>
<td>church</td>
<td>bowl</td>
<td>bread</td>
</tr>
<tr>
<td>crayon</td>
<td>swing</td>
<td>cabinet</td>
<td>rock</td>
<td>paintbrush</td>
<td>gas station</td>
<td>bucket</td>
<td>cabbage</td>
</tr>
<tr>
<td>door</td>
<td>chair</td>
<td>pliers</td>
<td>grocery store</td>
<td>glass</td>
<td>cake</td>
<td></td>
<td></td>
</tr>
<tr>
<td>desk</td>
<td>couch</td>
<td>saw</td>
<td>house</td>
<td>package</td>
<td>carrot</td>
<td></td>
<td></td>
</tr>
<tr>
<td>flag</td>
<td>desk</td>
<td>screwdriver</td>
<td>school</td>
<td>pot</td>
<td>cheese</td>
<td></td>
<td></td>
</tr>
<tr>
<td>pencil</td>
<td>door</td>
<td>shovel</td>
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</tr>
<tr>
<td>pin</td>
<td>dresser</td>
<td>toothbrush</td>
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</tr>
<tr>
<td>whiteboard</td>
<td>stove</td>
<td>umbrella</td>
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</tr>
<tr>
<td>window</td>
<td>table</td>
<td>wrench</td>
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</tr>
</tbody>
</table>

Please add in the chart with other items for the students to complete.

Sample vocabulary items with Language Frames

No more image searches! Save time with ELD Links Photo Cards

Personalized reflection journal also available online
“I am very impressed with your program. It really is one of the best curriculums I have ever seen. I will continue to ask for it wherever I go.”

Keep up the good work! “

— Alex, San Diego Unified School District