

English Learner Enrichment Activities: Grades 3–5

Developed in Partnership with ELPA21 Educators

DECEMBER 2020

Envisioned and co-created by EL educators, the Grades 3–5 Enrichment Activities contain additional opportunities for ELs to practice and further develop their skills in the four domains of language: reading, writing, speaking, and listening. Educators and caregivers can use these activities to supplement direct language instruction for ELs and provide additional language practice outside of the classroom. Level 1 and 2 ELs may need some scaffolded support with the activities, whereas students at Level 3 and above will likely be able to work independently, with additional extension ideas provided for Level 4 and 5 students for each activity.



English Language Proficiency Assessment
for the 21st Century

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Grades 3–5	Volunteering	Writing
Task	Opinion	
<p data-bbox="191 352 263 382">Read</p> 	<p data-bbox="451 352 1425 424">The principal of your school wants to make a new rule that all students will be required to perform at least 10 hours of volunteer work per year.</p> 	
<p data-bbox="191 892 272 921">Teach</p> 	<p data-bbox="451 892 1393 1005">Explain the concept of volunteering. Use other prompts to help students understand expectations when stating an opinion. Example: In your opinion, do you think watching TV is better than playing a video game?</p> <div data-bbox="475 1066 1222 1703" style="border: 1px solid black; padding: 10px;"> <p data-bbox="557 1050 621 1068" style="text-align: center;">Opinion</p> <p data-bbox="488 1096 976 1140">State your opinion: In my opinion watching TV is better than playing a video game.</p> <p data-bbox="820 1163 873 1247" style="text-align: center;">↓</p> <p data-bbox="488 1236 1089 1281">State Reason #1: Watching TV is better because you have a variety of programs you can watch,</p> <p data-bbox="820 1339 873 1423" style="text-align: center;">↓</p> <p data-bbox="488 1398 708 1467">State Reason #2: And it does not cost money.</p> <p data-bbox="820 1518 873 1602" style="text-align: center;">↓</p> <p data-bbox="488 1564 1214 1654">Conclusion: Watching TV is better than playing a video game because you can watch a variety of shows of movies and it does not cost any money.</p> </div>	





<p>Write</p> 	<p>Do you agree or disagree with the principal's new rule? State your opinion and list at least two reasons why or why not. Use sentence frames and the opinion template below if needed.</p> <p><u>Sentence Frames</u></p> <p>In my opinion_____.</p> <p>I agree _____because_____.</p> <p>I disagree _____because_____.</p>
<p>Try It If You Can</p> 	<p>If you were going to volunteer in your community, can you think of one or two places where you might want to volunteer?</p> <p>Find someone you know, such as a teacher or a friend, who has done volunteer work. Ask them what they liked about volunteering. Was there anything they didn't like?</p>



Opinion Template






State your opinion:	
State Reason #1:	
State Reason #2:	
Conclusion:	


<p>Grades 3–5</p>	<p>Describing a Picture</p>	<p>Speaking</p>															
<p>Task</p>	<p>Describing</p>																
<p>Look</p> 	<p>Look at the picture.</p> 																
<p>Teach</p> 	<p>Have the student look at the picture and label all the items he/she sees.</p> <p><i>Modeling: Point to the boy and say “boy”. Point to the girl and say “girl”. Begin to use sentences and model that language. “I see a boy.” “I see a girl.”</i></p> <p>Prompt the student to point and speak. If the student needs vocabulary support direct them to the word bank.</p>																
<p>Speak</p> 	<p>Point to items in the picture and tell what they are. Use the word bank if needed.</p> <table border="1" data-bbox="456 1577 1081 1696"> <tr> <td colspan="5">Word Bank</td> </tr> <tr> <td>boy</td> <td>game</td> <td>chair</td> <td>shoes</td> <td>checkers</td> </tr> <tr> <td>girl</td> <td>pants</td> <td>shirt</td> <td>table</td> <td>children</td> </tr> </table> <p>Next tell what you see in the picture using two words.</p>		Word Bank					boy	game	chair	shoes	checkers	girl	pants	shirt	table	children
Word Bank																	
boy	game	chair	shoes	checkers													
girl	pants	shirt	table	children													





	<p><u>Sentence Frames</u></p> <p>The boy is _____.</p> <p>The girl is _____.</p> <p>The boy and girl are _____.</p> <p>The children are _____.</p>
<p>Try It If You Can</p> 	<p>Tell what you see in the picture using sentences. Use the sentence starters if needed.</p> <p>Label the picture by writing the words.</p> <p>Write two words together that describe the picture.</p> <p>Write the sentences you used to describe the picture.</p>

Grades 3–5	Describing a Picture	Speaking
Task	Describing	
<p>Look</p> 	<p>Look at the picture.</p> 	
<p>Teach</p> 	<p>Have student look at the picture and identify and label what he/she sees.</p> <p><i>Modeling: Point to girl running and say “girl” (one-word answer) or “girl running” (two-word answer).</i></p> <p>Prompt student to point and speak. If student needs vocabulary support direct them to the word bank. If student is able, prompt them to say a sentence.</p> <p><i>Modeling: “The girl is running.”</i></p>	
<p>Speak</p> 	<p>Point to items in the picture and tell what they are. Use the word bank if needed.</p> <p>Tell what you see in the picture using two words.</p>	

	<p>Tell what you see in the picture using a sentence. Use the sentence starters if needed.</p> <div data-bbox="448 310 781 621" style="border: 1px solid black; padding: 5px;"> <p>Word Bank</p> <table border="0"> <tr><td>boy(s)</td><td>girl(s)</td></tr> <tr><td>rainbow</td><td>flowers</td></tr> <tr><td>tree</td><td>pond</td></tr> <tr><td>cat (s)</td><td>ducks</td></tr> <tr><td>butterfly</td><td>grass</td></tr> <tr><td>cloud</td><td>sky</td></tr> <tr><td>sitting</td><td>running</td></tr> <tr><td>swimming</td><td></td></tr> </table> </div> <div data-bbox="818 310 1318 495" style="border: 1px solid black; padding: 5px;"> <p>Sentence Starters</p> <p>In the picture I see _____.</p> <p>The girl is _____.</p> <p>Children are _____.</p> <p>There are _____ swimming in the _____.</p> </div>	boy(s)	girl(s)	rainbow	flowers	tree	pond	cat (s)	ducks	butterfly	grass	cloud	sky	sitting	running	swimming	
boy(s)	girl(s)																
rainbow	flowers																
tree	pond																
cat (s)	ducks																
butterfly	grass																
cloud	sky																
sitting	running																
swimming																	
<p>Try It If You Can</p> <div data-bbox="232 741 375 892" style="text-align: center;">  </div>	<p>Draw a line on the picture's side to label. Use the word bank if needed.</p> <p>Example:</p> <div data-bbox="440 810 938 961" style="border: 1px solid black; padding: 5px;">  </div> <p>Write five sentences that describe things in the picture. Use sentence starters if needed.</p>																

Grades 3–5	Compare and Contrast	Speaking
Task	Describing	
<p data-bbox="191 352 261 384">Look</p> 	<p data-bbox="451 352 1398 426">Look at the two pictures. What things are the same and different in each picture?</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="451 472 881 930"> <p data-bbox="451 472 574 499">Picture A</p>  </div> <div data-bbox="906 472 1312 930"> <p data-bbox="906 472 1029 499">Picture B</p>  </div> </div>	
<p data-bbox="191 963 272 995">Teach</p> 	<p data-bbox="451 963 1377 995">Have the student look at both pictures and label items on each picture.</p> <p data-bbox="451 1041 1419 1188">Then, have the student indicate in some way how the two pictures are the same or different. They could use a black marker to circle all the things that are different and a red marker to circle all the things that are the same.</p> <p data-bbox="451 1234 1390 1381"><i>Modeling the language: “In both pictures there is a boy.” “In Picture A there is a box.” “In Picture B there is a ball.” Prompt the student to point and speak. If the student needs vocabulary help direct them to the word bank.</i></p>	
<p data-bbox="191 1423 272 1455">Speak</p> 	<p data-bbox="451 1423 1414 1497">Point to items in these pictures and tell what they are. Use the word bank if needed.</p> <div data-bbox="451 1535 1161 1656" style="border: 1px solid black; padding: 5px;"> <p data-bbox="472 1549 602 1577">Word Bank</p> <p data-bbox="472 1581 1036 1644">man scale boy cart hat milk cow lemon lime apple basket woman</p> </div> <p data-bbox="451 1696 1174 1728">Next point to items in these pictures that are the same.</p> <p data-bbox="451 1774 1166 1806">Now point to items in these pictures that are different.</p>	

	<p><u>Sentence Frames</u></p> <p>There is a _____.</p> <p>There are _____ in both pictures.</p> <p>There is a _____ in picture A and a _____ in picture B.</p>
<p>Try It If You Can</p> 	<p>Make a large “T” on a piece of paper. On one side of the “T” write all the items that are the same. On the other side of the “T” write all the things that are different.</p> <p>Use the sentence frames to say the things that are the same and different.</p> <p>Use the sentence frames to write these sentences.</p>

Grades 3–5	Watch TV/Internet	Listening
Task	Read Aloud Story	
Listen 	<p>Listen and watch a show on television or the internet. Choose one that is no longer than 20 minutes.</p> <p>Use the graphic organizer to retell the story by drawing a picture that shows what was happening at the beginning, middle, and end of the story.</p>	
Teach 	<p>Have the student watch and listen to a show on television, a story on the internet, or using an app that you have in your class. Try to find something no longer than 20 minutes.</p> <p>After listening and watching, have the student draw pictures that show what happened at the beginning, middle, and end of the show.</p>	
Write or Draw 	<p>Use the graphic organizer to retell the story by drawing a picture that shows what was happening at the beginning, middle, and end of the story.</p>	
Try It If You Can 	<p>Using the pictures you drew, try to tell someone what happened at the beginning, middle, and end of the show. You can use these sentence starters:</p> <p>At the beginning _____.</p> <p>In the middle _____.</p> <p>At the end _____.</p> <p>Thinking more about the show, who were the characters or actors in the show? You can draw pictures of each of them. Label the pictures with the character’s name.</p> <p>After watching, can you tell where the show took place? You can draw a picture of where the characters were.</p>	

Using words or pictures, draw or write what is happening at the beginning, middle, and end of the story that you watched.

Beginning

Middle

End





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If you can tell more about the story, draw or write your answers.

Who were the characters in the story?

What were the names of the characters?

Where did the story take place?

Grades 3–5	Show and Tell	Listening
Task	Listen to Retell	
Listen 	<p>Listen and watch a show on television or the internet. Choose one that is no longer than 20 minutes.</p> <p>Use the graphic organizer to retell the story by drawing a picture that shows what was happening at the beginning, middle, and end of the story.</p>	
Teach 	<p>Have the student watch and listen to a show on television, a story on the internet, or using an app that you have in your class. Try to find something no longer than 20 minutes.</p> <p>After listening and watching, have the student draw pictures that show what happened at the beginning, middle, and end of the show.</p>	
Write or Draw 	<p>Use the graphic organizer to retell the story by drawing a picture that shows what was happening at the beginning, middle, and end of the story.</p>	
Try It If You Can 	<p>Using the pictures you drew, try to tell someone what happened at the beginning, middle, and end of the show. You can use these sentence starters:</p> <p>At the beginning _____.</p> <p>In the middle _____.</p> <p>At the end _____.</p> <p>Thinking more about the show, who were the characters or actors in the show? You can draw pictures of each of them. Label the pictures with the character’s name.</p> <p>After watching the show, can you tell where the show took place? You can draw a picture of where the characters were.</p>	

Using words or pictures, draw or write what is happening at the beginning, middle, and end of the story that you watched.

BEGINNING

MIDDLE

END









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If you can tell more about the story, draw or write these answers.

Who were the characters in the story?

What were the names of the characters?

Where did the story take place?

Grades 3–5	Snapping a Photo	Reading
Task	Match Picture to Sentence	
Look 	<div style="display: flex; justify-content: space-around;">    </div> <hr/> <hr/> <hr/> <div style="display: flex; justify-content: space-around;">   </div> <hr/> <hr/> <hr/>	
Teach 	Teach students about story sequencing and signal words; first, next, then, and last. Model activity using other pictures.	
Read 	Read the sentences and write each sentence below its corresponding picture to tell the story. Read the story to a friend. <p>One sunny day father took Maya and Joel to the park.</p> <ol style="list-style-type: none"> 1. Maya exclaims, “Be careful, you are going to fall!” 2. Father tells Maya and Joel, “Sit on the bench, I want to take a photograph of you.” 	







	<ol style="list-style-type: none"> 3. Maya and Joel take a seat and patiently wait for father to snap the picture. 4. Suddenly, father loses his balance and falls on the tulips. 5. Maya snaps the photo of father inside the tulip patch.
Try It If You Can	<p>Write the story above in a paragraph using sequencing signal words: first, next, then and last. Use the paragraph frame below if you need help.</p> <p>Write a short story of your own. Make a storyboard by drawing pictures that represent scenes (events) in your story. You may use the templates below.</p>




Storyboard Template


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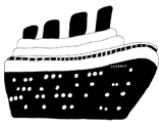
Paragraph Frame

Beginning of the Story	One sunny day _____ _____ _____ First, _____ _____ _____
Middle of the Story	Then, _____ _____ _____ Next, _____ _____ _____
End of the Story	Last, _____ _____ _____ _____

Grades 4–5	The Wallaby	Listening
Task	Listen for Information	
Listen 	<div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p style="text-align: center;">4-5 Listen Wallaby</p> <p>https://ucla.box.com/v/elpa21-enrich-audio-listen-4-5</p>	
Teach 	<p>Students will listen to a description of the wallaby and answer questions related to the details. Help the student open the audio clip via the QR code.</p> <p>This is a picture of a Wallaby. Listen to the information about this animal then answer the questions below.</p>	
Speak 	<p>The wallaby is a member of which family?</p> <p>The wallaby can only be found in which country?</p> <p>What type of animal is the wallaby?</p> <p>What does the wallaby enjoy eating?</p> <p>How does the large tail help the wallaby?</p>	
Try It If You Can 	<p>Write the answers to the questions in complete sentences.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Word Bank</p> <p>Mammal Reptile Plants Animals Jump Far Kangaroo</p> <p>Australia Diet Africa Defend Jump High Fish</p> </div> <p>Scaffolds for emerging level students: Does the Wallaby eat plants? (yes or no)</p>	

Grades 4–5	Sally Ride the Astronaut	Reading
Task	Short Informational	
Read 	 <p>Read the following story and answer the questions.</p> <p>Many people gaze at the night sky and dream of visiting the stars. Sally Ride did more than just dream. She became the first American woman to travel to space.</p> <p>When Sally Ride was growing up, she loved science and sports. She thought about becoming a tennis player but instead went to college to study Science and English. Sally worked hard at school and she excelled in both Science and English. After seeing an ad in the newspaper, Sally applied for a job as an astronaut. Thousands of people applied, but only a few were chosen. Sally was one of six women selected for the position.</p> <p>Sally trained for years at NASA, an agency which runs our country’s space program. She learned how to fly a jet, work with special machines, and live in a weightless environment. In 1983, she was chosen to go up in the space shuttle Challenger. It was an honor and a dream come true. After her trip, Sally said, “I’m sure it was the most fun that I’ll ever have in my life.”</p> <p>Sally Ride went on two space missions before she decided to leave NASA. After her successful career as an astronaut, Sally worked as a teacher and a writer. She always tried to help girls succeed in math and science. Her life showed that women could soar to new heights.</p>	
Teach 	<p>Students will read the nonfiction story about Sally Ride and answer questions related to the text. Teach students to interact with text by circling, underlining or highlighting clue words or phrases that will help them remember or clarify details. Have students look at the questions before reading to set a purpose for reading — “what information do I need to know?”</p>	

	<p><u>Reading Scaffolds</u></p> <p>Have students underline all the words they already know.</p> <p>Have students circle the cognates from their native language (ex: American/americano, helicopter/helicóptero).</p> <p>Have students use their bilingual word-to-word dictionary to identify unknown words.</p> <p>Reduce the multiple-choice questions from 4 to 2.</p> <p>Have students read the questions before reading the story.</p> <p>Have students underline important pieces of the story.</p> <p>Have students read one paragraph at time, re-reading the paragraph at least twice.</p>
<p>Write</p> 	<p>When Sally Ride was growing up what did she love?</p> <ul style="list-style-type: none"> A) to play with dolls B) hamburgers and hot dogs C) sports and science <p>In college Sally studied _____.</p> <ul style="list-style-type: none"> A) math B) computer science C) science D) English <p>Sally felt it was an honor and a dream to _____.</p> <ul style="list-style-type: none"> A) become a tennis player B) train at NASA C) be chosen to go up in the space shuttle Challenger <p>What did Sally learn during her training at NASA? Select <u>two</u> correct answers.</p> <ul style="list-style-type: none"> A) how to fly a jet B) how to write papers C) how to work with special machines D) how to build space shuttles

	<p>What is special about Sally Ride?</p> <p>A) She helped to build the first space shuttle.</p> <p>B) She was the only woman chosen to work for NASA.</p> <p>C) She was the first American woman to go to space.</p> <p>D) She was both a professional tennis player and a scientist.</p>
<p>Try It If You Can</p> 	<p>Create a “Want Ad” for an astronaut. Think about the type of person who would be a good astronaut.</p> <p>Pretend you’re a teacher and you are making a test for your class. Write 6 questions from the article below:</p>  <p>Titanic</p> <p>The RMS Titanic was a cruise ship that sank in the North Atlantic Ocean on April 15, 1912. It is one of the deadliest ship disasters in history.</p> <p>The Titanic was built between 1909–1911 in Belfast, Ireland. At the time, it was the largest ship ever built. The ship also had watertight compartments for safety. Many people believed the Titanic was unsinkable.</p> <p>For its first trip, the Titanic was to sail from Southampton, England to New York City, USA. At the time of its sail, there were 2,435 people onboard, including some of the world’s wealthiest people. The ship left Southampton on April 10, 1912.</p> <p>On April 14, 375 miles south of Newfoundland, the Titanic hit an iceberg at 11:40 PM. Calls for help were sent, but none of the ships that responded were close enough. Over the next two-and- a-half hours, the ship filled with water and sank. There were not enough lifeboats for everyone onboard. Some passengers and crew were able to get into lifeboats, but many were not. There was also a policy for women and children to board first, so many men were left behind. Those who were in the water died within minutes due to hypothermia as the water temperature that night was 28 degrees. There were 710 survivors, and over 1,500 who lost their lives. The loss of the Titanic and so many lives led to worldwide shock. It also led to major improvements in ship safety.</p> <p>Titanic wasn’t seen again until September 1985 when a team discovered its whereabouts. It remains over 2 ½ miles deep on the ocean floor.</p>

	<p>Perhaps the most famous ship in history, the Titanic’s legacy lives on through books, movies, memorials, and museums.</p>
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