



English Learner Enrichment Activities: All Grades

Developed in Partnership with ELPA21 Educators

DECEMBER 2020

Envisioned and co-created by EL educators, the K–12 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 K–2	Building Words	Writing																								
Task	Word Builder																									
Look 																										
Teach 	Model activity using other pictures emphasizing sound spelling correspondence.																									
Write 	Match (write) the letter to form a word. <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> b f p c d n h ___og ___at ___uck ___ird ___ish ___ig ___en ___og </div>																									
Try It If You Can 	Use the same pictures above. Match (write) the letter to form a word. <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> n g t ck sh d do___ ca___ du___ bir___ fi___ pi___ he___ fro___ </div> <table border="1" style="border-collapse: collapse; text-align: center; width: 100%;"> <tr> <td>duck</td> <td>bird</td> <td>pig</td> <td>hen</td> </tr> <tr> <td>dog</td> <td>cat</td> <td>frog</td> <td>fish</td> </tr> <tr> <td>sing</td> <td>with</td> <td>in</td> <td>lives</td> </tr> <tr> <td>farm</td> <td>fly</td> <td>jump</td> <td>barks</td> </tr> <tr> <td>swims</td> <td>see</td> <td>the</td> <td>pond</td> </tr> <tr> <td>I</td> <td>can</td> <td>ball</td> <td>like</td> </tr> </table> Build sentences. Use word cards.		duck	bird	pig	hen	dog	cat	frog	fish	sing	with	in	lives	farm	fly	jump	barks	swims	see	the	pond	I	can	ball	like
duck	bird	pig	hen																							
dog	cat	frog	fish																							
sing	with	in	lives																							
farm	fly	jump	barks																							
swims	see	the	pond																							
I	can	ball	like																							

	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px; width: fit-content;">Who</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px; width: fit-content;">What</div> <div style="border: 1px solid black; padding: 2px; width: fit-content;">Where</div>
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Build a Sentence

Cut out word cards and arrange to make a sentence. Write the sentence on the worksheet if you can.

Who	What	Where
-----	------	-------

dog	fish	pig	bird
hen	cat	frog	duck
sing	with	in	lives
farm	fly	jump	barks
swims	see	the	pond
I	can	ball	like

1.





2.

3.

4.

5.

6.

Grades K–2	Describing a Picture	Speaking
Task	Describing	
Look 	Look at the picture. 	
Teach 	Have the student look at the picture and label all the items he/she sees. <i>Modeling: Point to the boy and say “boy”. Point to the train and say “train”. Begin to use sentences and model that language. “I see a boy.” “I see the train.” Prompt the student to point and speak. If the student needs vocabulary support, direct them to the word bank.</i>	
Speak 	Point to items in the picture and tell what they are. Use the word bank if needed. Next tell what you see in the picture using two words. <div data-bbox="441 1392 899 1514" style="border: 1px solid black; padding: 5px;"> <p>Word Bank</p> <p>boy train track shoes</p> <p>shirt pants shoes blocks</p> </div> <u>Sentence Frames</u> The train is _____. The boys is _____. The _____ is/are _____.	

Try It If You Can








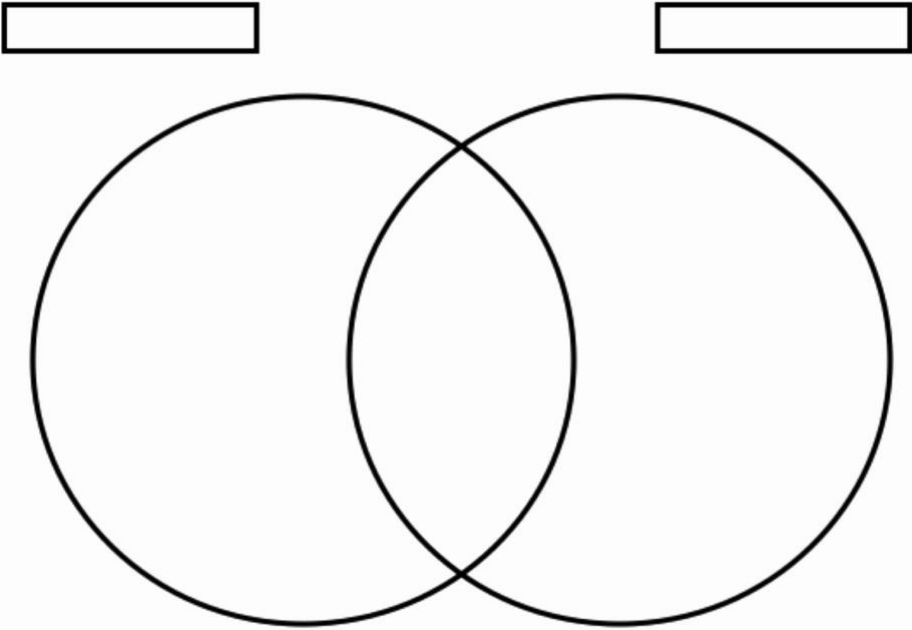
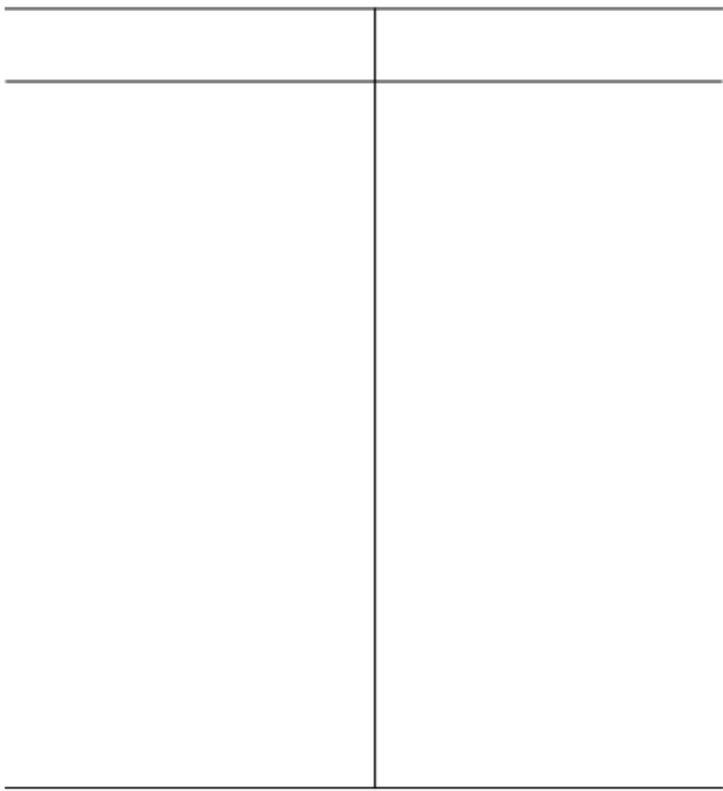
Tell what you see in the picture using sentences. Use the sentence starters if needed.






Label the picture by writing the words.


Write two words together that describe the picture.





Write the sentences you used to describe the picture.

Grades K–2	Pets	Speaking
Task	Express an Opinion	
Look 	Look at the pictures. 	
Teach 	Model activity (Matching and Writing) using other pictures.	
Write 	Match the word with the picture. <div style="border: 1px solid black; padding: 5px; width: fit-content;"> Word Bank: fish dog cat hamster bird </div> Which pet is the best? Why? Use sentence frames if needed. <u>Sentence Frames</u> _____ is the best pet. The best pet is _____ because _____.	
Try It If You Can 	Choose one animal and write 3 sentences describing it. Choose two animals and write about how they are alike and different. You can use a graphic organizer (T-chart or Venn Diagram).	

	Venn Diagram
	
	T-Chart
	

Grades K–2	Compare and Contrast	Speaking
Task	Describing	
Look 	<p>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 style="text-align: center;"> <p>Picture A</p>  </div> <div style="text-align: center;"> <p>Picture B</p>  </div> </div>	
Teach 	<p>Have the student look at both pictures and label items on each picture. 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><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>	
Speak 	<p>Point to items in these pictures and tell what they are. Use the word bank if needed.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Word Bank</p> <p>tree flower boy net bench apple fox cupcake</p> <p>girl man hat frog swing slide elephant</p> </div> <p>Next point to items in these pictures that are the same.</p> <p>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 K–2	Preparing for the Day	Listening
Task	Listening Comprehension	
Listen 	Script The boy puts on his socks and shoes. He ties his shoelaces. He walks to the front door. He opens the door. He steps outside. He walks to the corner. He sees his friend. He waves to his friend.	 K-2 Listening Comprehension
Teach 	Ensure student can access recording. Scaffold support. Suggestions: provide script so they can follow along. Model first answer.	
Write 	Draw pictures to retell the story in the correct order. <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="border: 1px solid black; width: 150px; height: 60px; margin: 5px;"></div> <div style="border: 1px solid black; width: 150px; height: 60px; margin: 5px;"></div> <div style="border: 1px solid black; width: 150px; height: 60px; margin: 5px;"></div> <div style="border: 1px solid black; width: 150px; height: 60px; margin: 5px;"></div> </div> <ol style="list-style-type: none"> 1. The boy puts on his socks and shoes. 2. He ties his shoelaces. 3. He walks to the front door. 4. He opens the door. 5. He steps outside. 6. He walks to the corner. 7. He sees his friend. 8. He waves to his friend. 	

Try It If You Can



Cut the sentences below and put them in order. Draw pictures to retell the story in the correct order.

It is time to go to school.

He stands at the bus stop.

He brushes his teeth.





He gets up from his bed.

He waits for the bus.

He walks outside.

He puts his backpack on his back.

He sees the bus.

Grades K–2	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 can you tell where the show took place and 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



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

Who were the characters in the story?

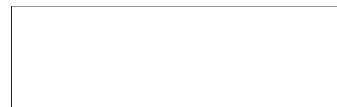
What were the names of the characters?

Where did the story take place?

Grades K–2	Making Dinner	Listening
Task	Listen and Match	
Listen 	<p>Script</p> <p>Mom is making chicken soup for dinner. Dad walks into the kitchen from his vegetable garden and smells something cooking on the stove top, “carrots in this chicken soup would be very tasty,” so dad adds carrots to the chicken soup. A little while later Jamie passes by the stove and smells the soup cooking, “Oh no! he exclaims, mom forgot to add onions to the soup,” so Jamie adds onions to the chicken soup. Susan was reading a book in her room, but the smells coming from the kitchen distracted her and she went to see what mom was cooking, “this chicken soup needs pasta,” so Susan adds pasta to the chicken soup. Mom returns to the kitchen to check on the soup and she was surprised, everyone helped make the chicken soup more delicious.</p> <div data-bbox="1117 394 1386 659" style="text-align: right;">  </div> <p style="text-align: right;">K-2_Dinner-Audio</p> <p>https://ucla.box.com/v/elpa21-enrich-audio-listen-K-2</p>	
Teach 	<p>Ask the student to listen to the story. Teach them how to pause and rewind as needed. Students will cut out the pictures below and place them in order according to the story.</p>	
Look 		

	<p>Match the sequence words to some of the pictures.</p> <table border="1" data-bbox="444 285 1122 354"> <tr> <td>First</td> <td>Next</td> <td>Then</td> <td>Last</td> </tr> </table>	First	Next	Then	Last
First	Next	Then	Last		
<p>Try It If You Can</p> 	 <p>Retell the story in your own words. Use the word bank for help.</p> <table border="1" data-bbox="444 495 1149 581"> <tr> <td>Word Bank carrots pasta onion mom dad brother sister</td> </tr> </table>	Word Bank carrots pasta onion mom dad brother sister			
Word Bank carrots pasta onion mom dad brother sister					

Story Board Template














Grades K–2	Consonant Digraph Sort	Reading
Task	Word Wall	
Look 		
Teach 	Teach digraph concept and vocabulary first. Say the word pointing to the picture and making emphasis on initial sound/spelling (digraph) of the words. Have students repeat words several times. <div style="border: 1px solid black; padding: 5px; width: fit-content;"> <p>Word Bank</p> <p>photo phone whale white whiskers chick check chili cherry chocolate shower three sheep thread think cheese shirt shoes shark thunder</p> </div>	
Write 	Cut out and paste or write the word of the pictures on the correct column to build a digraph word chart.	
Try It If You Can 	Match word with picture. Add other words you know to the digraph chart.	


photo	shoes	thunder	whiskers	think
whale	cheese	chick	sheep	phone
shower	three	thread	shirt	white
cherry	chocolate	shark	check	chili








Consonant Digraph Word Chart

ch	ph	sh	th	wh

Grades K–2	Recycling	Reading
Task	Short Informational Set	
Read 	<p>Read the following story and answer the questions.</p> <p><u>Myron Recycles</u></p>  <p>Myron was helping his dad. He put old cans and bottles in a box. Dad put the box outside. A green truck picked up the cans and bottles. The truck took everything to the recycling center.</p> <p>“Dad,” asked Myron, “what happens to the cans and bottles?”</p> <p>“They are broken down into pieces,” his dad said.</p> <p>“People use those parts to make new things. Then less trash is left on Earth.”</p>	
Teach 	<p>Students will read the nonfiction story about a boy recycling and answer questions related to the text. Have students look at the questions before reading to set a purpose for reading – “what information do I need to know?”</p>	
Write 	<ol style="list-style-type: none"> 1. What did Myron and his dad collect for the recycling center? <ol style="list-style-type: none"> A) old cans and bottles B) paper C) old toys 2. What happened before Myron’s dad took the box outside? <ol style="list-style-type: none"> A) A green truck picked up the cans and bottles. B) Myron put old cans and bottles in a box. C) People used the pieces to make a new thing. 3. What happens to the bottles and cans before a person can make new things out of them? <ol style="list-style-type: none"> A) They are buried in the ground. B) They are broken down into pieces. C) They are put in piles. 	

	<p>4. What is the big lesson in “Myron Recycles”?</p> <ul style="list-style-type: none">A) Recycling trucks are green.B) Trash hurts the earth.C) When we recycle, there is less trash left on Earth.
<p>Try It If You Can</p> 	<p>Draw a picture of Myron and his dad recycling.</p>

Grades 1–3	Comprehension	Reading
Task	Read and Match Sentences	
<p data-bbox="191 344 261 373">Look</p>  <p data-bbox="191 564 261 594">Read</p>  <p data-bbox="191 816 272 846">Select</p> 	<p data-bbox="443 344 1045 373">Select the sentence that goes with the picture.</p>  <ul data-bbox="493 963 1019 1073" style="list-style-type: none"> <input type="radio"/> I like swimming. <input type="radio"/> The ducks are swimming in the pond. <input type="radio"/> The grass is green.  <ul data-bbox="493 1659 883 1768" style="list-style-type: none"> <input type="radio"/> The frog is jumping. <input type="radio"/> The water is cold. <input type="radio"/> Green is my favorite color. 	



- The sky is cloudy.
- Cows are farm animals.
- The children are playing.



- The blue birds are flying in the sky.
- Ducks can swim and fly.
- Birds have feathers.

Teach

Model activity using other pictures and explicitly explain why the correct sentence is the best choice. If student needs additional scaffolding, they can listen to the sentences being read.

Try It If You Can



Read the passage below and answer the questions.



Marlin's class visited a farm last week. He was excited to see the farm animals and learn about life on a farm. The first thing they did was go to the hen house to feed the chickens and get eggs. Marlin was nervous and did not pick up any eggs. Then, they went to see the farmer milk a cow, which he thought was cool! At the end, they had a picnic lunch and played in the fields. This was his favorite part of the trip.

Where did Marlin's class go?

What did they do at the hen house?

How did Marlin feel at the hen house?

What did Marlin think was cool?

What did Marlin like best?





Put the following sentences from the story in the correct order.


_____ He liked playing in the field the most.




_____ He did not pick up eggs at the hen house.



_____ Marlin's class went to the farm.

_____ Watching the farmer milk a cow was cool!




Grades 2–3	Description	Writing
Task	Sentence Builder	
Look 	 <div data-bbox="444 821 956 909" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> Word Bank throw ball boy girl playing </div>	
Teach 	Ask the student to look at the picture and write a sentence to describe what they see. Students may use words from the word bank to help them.	
Write 	<hr style="border: 1px solid black;"/> <hr style="border-top: 1px dashed black;"/> <hr style="border: 1px solid black;"/> <hr style="border: 1px solid black;"/> <hr style="border-top: 1px dashed black;"/> <hr style="border: 1px solid black;"/>	
Try It If You Can	Write another sentence describing what you think will happen next. <hr style="border: 1px solid black;"/>	





 A simple line drawing of a lit lightbulb with rays emanating from it, symbolizing an idea or inspiration.	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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Grades 3–5	Volunteering	Writing
Task	Opinion	
Read 	<p>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> 	
Teach 	<p>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 style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">Opinion</p> <p>State your opinion: In my opinion watching TV is better than playing a video game.</p> <p style="text-align: center;">↓</p> <p>State Reason #1: Watching TV is better because you have a variety of programs you can watch,</p> <p style="text-align: center;">↓</p> <p>State Reason #2: And it does not cost money.</p> <p style="text-align: center;">↓</p> <p>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>


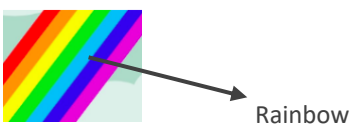
Opinion Template






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


Grades 3–5	Describing a Picture	Speaking
Task	Describing	
Look 	Look at the picture. 	
Teach 	Have the student look at the picture and label all the items he/she sees. <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> Prompt the student to point and speak. If the student needs vocabulary support direct them to the word bank.	
Speak 	Point to items in the picture and tell what they are. Use the word bank if needed. <div style="border: 1px solid black; padding: 5px; width: fit-content;"> <p>Word Bank</p> <p>boy game chair shoes checkers</p> <p>girl pants shirt table children</p> </div> Next tell what you see in the picture using two words.	





	<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	
Look 	Look at the picture. 	
Teach 	Have student look at the picture and identify and label what he/she sees. <i>Modeling: Point to girl running and say “girl” (one-word answer) or “girl running” (two-word answer).</i> 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. <i>Modeling: “The girl is running.”</i>	
Speak 	Point to items in the picture and tell what they are. Use the word bank if needed. Tell what you see in the picture using two words.	

	<p>Tell what you see in the picture using a sentence. Use the sentence starters if needed.</p> <div style="display: flex; justify-content: space-between;"> <div data-bbox="446 310 779 621" 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="820 310 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> </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> 	<p>Draw a line on the picture's side to label. Use the word bank if needed.</p> <p>Example:</p> <div data-bbox="441 810 937 961" 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	
Look 	<p>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>Picture A</p>  </div> <div data-bbox="906 472 1312 930"> <p>Picture B</p>  </div> </div>	
Teach 	<p>Have the student look at both pictures and label items on each picture.</p> <p>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><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>	
Speak 	<p>Point to items in these pictures and tell what they are. Use the word bank if needed.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Word Bank</p> <p>man scale boy cart hat milk</p> <p>cow lemon lime apple basket woman</p> </div> <p>Next point to items in these pictures that are the same.</p> <p>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/>	
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.” 	


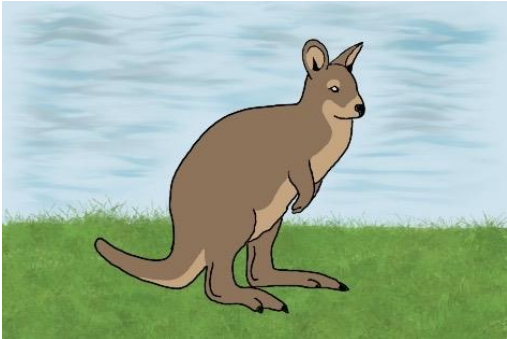




	<ol style="list-style-type: none"> 3. Maya and Joel take a seat and patiently wait for father to snap the picture. 4. Suddenly, father loses his balance and falls on the tulips. 5. Maya snaps the photo of father inside the tulip patch.
<p>Try It If You Can</p>	<p>Write the story above in a paragraph 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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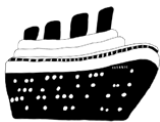
Paragraph Frame

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> <div style="text-align: center;">  <p>Titanic</p> </div> <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> <p>© Primary Junction</p>
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Grades 6–12	History	Writing
Task	Construct a Claim	
Look 		
Teach 	<p>Instruct students on writing styles for purpose and audience.</p> <p>Be sure to check your work. Make sure you</p> <ul style="list-style-type: none"> • Give a suggestion • Organize ideas in a logical way • Use the right style for the task and audience 	
Write 	<p>In the past, civilizations built new settlements close to water. What are the advantages and disadvantages of living near water?</p> <p>Write a paragraph that includes at least one advantage, one disadvantage, and one reason that shows both.</p>	
Try It If You Can 	<p>Record yourself reading your response to practice your oral language skills.</p> <p>Would you rather live at the beach, the mountains, or a city? Explain why.</p> <p>Do you like going to school in person or doing virtual learning better? Give advantages and disadvantages of both.</p>	





Grades 6–12	Email	Writing
Task	Respond to Peer E-mail	
Look 	Email: To: Maya@studentmail.com Re: Gifts from Puerto Rico Hey! I'm leaving for Puerto Rico tomorrow and need to know what you want me to bring you back. Remember, we are a small island, but I know I can find you whatever you want. Just let me know! Friends, Luna	
Teach 	Instruct students on writing styles for purpose and audience. Be sure to check your work. Make sure you <ul style="list-style-type: none"> • Give a suggestion • Organize ideas in a logical way • Use the right style for the task and audience 	
Write 	Read the email above. How should Maya respond to her friend Luna? To: <u>Luna@studentmail.com</u> Re: Gifts from Puerto Rico <hr/> <hr/> <hr/>	
Try It If You Can 	Write another email to Maya from Luna describing what you are doing in Puerto Rico. You might have to research a little to get some ideas. Record yourself reading Luna's and Maya's emails to practice your oral language skills. Write a letter to someone you would like to meet in the world (alive or dead).	




Grades 6–12	Plant Store	Writing
Task	Writing Questions	
Look 		
Teach 	<p>Instruct students on writing styles for purpose and audience.</p> <p>Be sure to check your work. Make sure you</p> <ul style="list-style-type: none"> • Give a suggestion • Organize ideas in a logical way • Use the right style for the task and audience 	
Write 	<p>Robert is buying a plant to grow at home.</p> <p>This will be his first time taking care of a plant.</p> <p>What questions should Robert ask the person at the plant store before he buys his plant? Write at least 3 questions.</p>	
Try It If You Can 	<p>Make a list of the different words that we start questions with in English. Write 2 examples of questions that use these words.</p> <p>Think of someone you would like to meet. Write 5 questions that you would like to ask that person.</p> <p>Write 5–7 questions that you can answer that tell about you.</p>	



Grades 6–12		Speaking
Task	Language Arts Presentation	
<p data-bbox="191 363 269 394">Think</p>  <p data-bbox="191 636 259 667">Look</p> 	<p data-bbox="444 363 1425 443">Think about a book, tv show, or movie that you have read or watched. Tell a friend (real or imaginary) about it.</p> <p data-bbox="444 499 821 531">What happened in the story?</p> <p data-bbox="444 543 878 575">Where does the story take place?</p> <p data-bbox="444 588 834 619">Who are the main characters?</p> <p data-bbox="444 632 997 663">Is there a problem or conflict to be solved?</p> <p data-bbox="444 676 883 707">If yes, how is the problem solved?</p>	
<p data-bbox="191 936 272 968">Teach</p> 	<p data-bbox="444 936 1419 1058">If needed, help the student think of an example of a book, tv show, or movie that they may have seen recently. Explain the prompt to the student and provide any help needed to answer the questions.</p>	
<p data-bbox="191 1199 272 1230">Speak</p> 	<p data-bbox="444 1199 1382 1278">Share as many details as you can about the story you are describing. Use the word bank or sentence frames if you need.</p>	
<p data-bbox="191 1465 402 1497">Try It If You Can</p> 	<p data-bbox="444 1465 1430 1587">Think about the characters in the story you just described. If you were going to write another book, tv show, or movie with these characters, what would you write?</p> <p data-bbox="444 1644 1398 1724">If you described a book, would you like to read another book by the same author? Why or why not?</p> <div data-bbox="444 1759 902 1854" style="border: 1px solid black; padding: 5px;"> <p data-bbox="461 1780 591 1812">Word Bank</p> <p data-bbox="461 1812 846 1843">Book boy girl man woman</p> </div>	




	<p><u>Sentence Frames</u></p> <p>The story is about a _____.</p> <p>It takes place in a _____.</p> <p>The main characters are _____ and _____.</p>
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Grades 6–12	Volunteering	Speaking
Task	Opinion	
Listen 	<p>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>	
Teach 	<p>Explain the prompt to the student and ask the student to state an opinion whether they agree or disagree with the proposal. Ask the student to include at least two reasons why or why not.</p>	
Speak 	<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.</p>	
Try It If You Can 	<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>	





Grades 6–12	Coin Toss	Speaking																																	
Task	Observe and Report																																		
Look 	<p>In math class, students worked with a partner to count the number of times a tossed coin came up heads or tails. The students then created a table to show their results.</p> <table border="1" data-bbox="443 506 1013 961"> <thead> <tr> <th>Number of Coin Toss</th> <th>Heads</th> <th>Tails</th> </tr> </thead> <tbody> <tr><td>1</td><td>x</td><td></td></tr> <tr><td>2</td><td></td><td>x</td></tr> <tr><td>3</td><td></td><td>x</td></tr> <tr><td>4</td><td></td><td>x</td></tr> <tr><td>5</td><td>x</td><td></td></tr> <tr><td>6</td><td></td><td>x</td></tr> <tr><td>7</td><td></td><td>x</td></tr> <tr><td>8</td><td>x</td><td></td></tr> <tr><td>9</td><td>x</td><td></td></tr> <tr><td>10</td><td></td><td>x</td></tr> </tbody> </table>		Number of Coin Toss	Heads	Tails	1	x		2		x	3		x	4		x	5	x		6		x	7		x	8	x		9	x		10		x
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Teach 	<p>Demonstrate what a coin toss is and explain the activity. The table above shows the results of the coin tosses from one group. Briefly summarize the information in the table to tell how many times heads came up and how many times tails came up. How would you describe a comparison of the heads and tails?</p>																																		
Speak 	<p>The table above shows the results of the coin tosses from one group. Use the sentence frames below to answer in complete sentences:</p> <p>The coin was tossed a total of _____ times.</p> <p>The coin came up Heads _____ times and Tails _____ times.</p> <p>What other conclusions can you make from the information in the table?</p>																																		
Try It If You Can 	<p>The “head” side of a United States coin has a picture of a former President or famous American and the “tail” side might have a famous landmark or other design.</p> <p>Is this similar to coins from other countries you may have seen? Describe how they are alike or different.</p>																																		


Grades 6–12	How to Make Lemonade	Listening
Task	Follow Instructions	
<p>Listen</p> 	<ol style="list-style-type: none"> 1. Squeeze lemon juice from fresh lemons into a glass with ice. 2. Add sugar or simple syrup (sugar that has been dissolved in hot water). 3. Stir and add water to taste. 4. Add more sugar or lemon juice if needed. 	
<p>Teach</p> 	<p>Read the text to the student without letting them see the text. You may read it to them more than once. Ask the student each of the questions that follow.</p> <p>Questions</p> <p>What is simple syrup?</p> <p>In what step did you add the water?</p> <p>How much water should you add?</p> <p>What is the first step?</p> <p>What might happen if you add too much lemon juice and not enough sugar?</p> <p>What other drink could you make if you use a different fruit other than lemon?</p>	


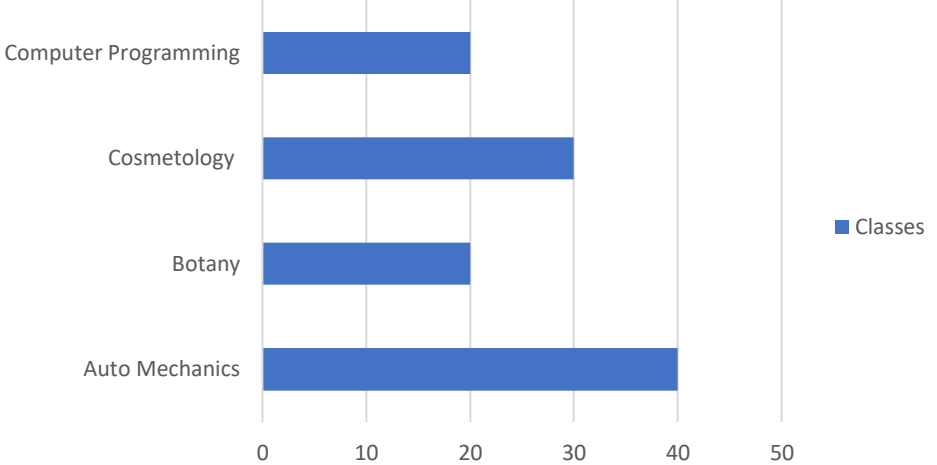

<p>Speak</p> 	<p>Listen to a recording or to someone read you the text. Do not look at the text when you answer the questions. Try to answer as many as you can.</p>
<p>Try It If You Can</p> 	<ol style="list-style-type: none">1. Watch a short cooking video (2–3 minutes) and write down the steps.2. Watch a short video on how to do something you would like to learn and write down the steps.3. Write out the directions for other simple activities that people might do.4. Read your directions aloud to see if they make sense.



Grades 6–12	Lecture	Listening
Task	Academic Lecture or Discussion	
<p data-bbox="203 344 284 373">Listen</p> 	<p data-bbox="462 344 669 373">Boston Terriers</p>  <p data-bbox="462 972 1414 1276">Boston Terriers are known as “The American Gentleman” because they look like they are wearing tuxedos since most of them are black and white. They are also credited with being the first breed of dog created on U.S. soil. Boston Terriers are a cross between the English Bulldog and a white English Terrier. They are small with a square head and a short muzzle. Most of them are between 12-25 lbs. and can live to be 11-13 years old. They usually have big eyes and love to go for walks and play. Boston Terriers are great for urban living.</p>	
<p data-bbox="203 1310 284 1339">Teach</p> 	<p data-bbox="462 1310 1393 1423">Read the text to the student without letting them see the text. You may read it to them more than once. Ask the student each of the questions that follow.</p> <p data-bbox="462 1465 609 1495">Questions:</p> <p data-bbox="462 1545 993 1575">What is a nickname for a Boston Terrier?</p> <p data-bbox="462 1625 1170 1654">How are Boston Terriers described in what you heard?</p> <p data-bbox="462 1705 1133 1734">What other animal looks like it is wearing a tuxedo?</p> <p data-bbox="462 1785 1357 1852">What does it mean when it says, “Boston Terriers are great for urban living?”</p>	





	<p>Do you think Boston Terriers can be used to work on a farm?</p> <p>What do you think a muzzle is on a dog?</p> <p>What is Boston?</p>
<p>Speak</p> 	<p>Listen to a recording or to someone read you the text. Do not look at the text when you answer the questions. Answer as many questions as you can.</p>
<p>Try It If You Can</p> 	<ol style="list-style-type: none"> 1. Write short passages about animals, places, food, or anything else. Then read these to students without showing them the words. Have them ask questions or you ask them question to check their oral comprehension. 2. Have students listen to digital recordings of other texts and pause them to ask questions. 3. Watch a short video about another dog breed and write down 3-5 facts about them.


Grades 6–12	Debate	Listening
Task	Academic Debate	
<p>Listen</p> 	 <p>Teacher: Today, two students will present arguments for and against allowing calculators on math tests. The first to speak is Liz.</p> <p>Liz: I think all student should be allowed to use calculators on their math tests because it shows that you know how to do the math and lets you concentrate on the hard part and not worry about easy things like adding and subtracting. Plus, these days everyone has a calculator in their pocket, on their phone, so it is important to know how to use it.</p> <p>Teacher: Thank you. Now, we will hear from Eric.</p> <p>Eric: I think no students should be allowed to use calculators on their math tests because they need to show that they can do the math, even the simple stuff, in their head. This way, if they get a job with money or something they can do it in their head quickly and not give back the wrong change.</p>	
<p>Teach</p> 	<p>Read the text to the student without letting them see the text. You may read it to them more than once. Ask the student each of the questions that follow.</p>	
<p>Speak</p> 	<p>Listen to a recording or to someone read you the text. Do not look at the text when you answer the questions. Answer as many questions as you can.</p> <p>Questions</p> <p>Who speaks first?</p> <p>What are they debating?</p> <p>Who presents the argument against calculators?</p>	



	<p>What evidence does Eric present about calculators?</p> <p>What evidence does Liz present about calculators?</p> <p>Which argument do you think is better? Why?</p>
<p>Try It If You Can</p> 	<ol style="list-style-type: none"> 1. Have students write another debate where Liz and Eric argue for and against a topic. These topics could be: <ul style="list-style-type: none"> ○ Being allowed to use cell phones in class ○ Wearing school uniforms ○ Being allowed to leave campus at lunch ○ Have the students brainstorm their own topic <p>Write the debate using the same format above.</p> <p>Practice saying it to them and ask questions similar to the ones in the activity.</p> 2. Listen to a newscast where two people debate a topic. <p>What is the topic?</p> <p>What evidence do they present?</p> <p>Who seems most convincing?</p> 3. Research the elements of a good debate. Does the debate listed in this activity have those elements? Explain.




Grades 6–12	Popular Classes in School	Reading										
Task	Extended Informational Set											
Read 	<p>Popular Classes in School</p> <p>Ravenwood High School has many classes that students can choose to take. These classes are called “electives” because students elect to take them.</p> <p>Some of Ravenwood’s most popular electives include auto mechanics, botany, cosmetology, cooking and computer programming. They also have classes like beekeeping, dance, guitar and creative writing.</p> <p>Mrs. Green, the botany teacher, owns a greenhouse and has studied plants for a long time. Mr. Mac used to run an auto/body shop with his brother so he has fixed many types of cars. Mr. Paul used to do make-up for the theater and has even worked for a few local movie productions.</p> <p>Graph of Ravenwood High School’s Most Popular Classes</p> <div data-bbox="435 1062 1398 1646" style="border: 1px solid gray; padding: 10px;"> <p style="text-align: center;">Classes</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Classes</caption> <thead> <tr> <th>Class</th> <th>Number of Students</th> </tr> </thead> <tbody> <tr> <td>Computer Programming</td> <td>20</td> </tr> <tr> <td>Cosmetology</td> <td>30</td> </tr> <tr> <td>Botany</td> <td>20</td> </tr> <tr> <td>Auto Mechanics</td> <td>40</td> </tr> </tbody> </table> </div>		Class	Number of Students	Computer Programming	20	Cosmetology	30	Botany	20	Auto Mechanics	40
Class	Number of Students											
Computer Programming	20											
Cosmetology	30											
Botany	20											
Auto Mechanics	40											
Teach 	<p>Read the passage and study the graph about popular classes in school. Then answer the questions that follow.</p>											

<p>Write</p> 	<p>Read the passage and study the graph about popular classes in school. Then answer at least 5 of the questions below.</p> <ol style="list-style-type: none"> 1. According to the graph, what class is the most popular? 2. Who teaches that class? 3. What class is mentioned as being popular, but is not shown on the graph? 4. From the passage, what would a student learn about in botany? 5. Why is Mr. Paul qualified to teach cosmetology? 6. If I wanted to work for the company, Apple, what class described here should I take?
<p>Try It If You Can</p> 	<ol style="list-style-type: none"> 1. Research what classes are the most popular at your school. 2. Write a description of a class you think your school should offer. 3. Choose a class from the chart and research which careers one could have after taking that subject.

Grades 6–12	The United States	Reading
Task	General Reading	
<p data-bbox="191 390 261 422">Read</p> 	<p data-bbox="431 390 857 422">Learning about the United States</p> 	
<p data-bbox="191 919 272 951">Teach</p> 	<p data-bbox="431 919 1328 989">Use the internet to find answers to the following questions about the United States.</p>	
<p data-bbox="191 1102 272 1134">Write</p> 	<p data-bbox="431 1102 1369 1171">Use the internet to find answers to at least 10 of the following questions about the United States.</p> <ol data-bbox="480 1213 1317 1793" style="list-style-type: none"> <li data-bbox="480 1213 1045 1245">1. How many states are the United States? <li data-bbox="480 1293 802 1325">2. Which is the biggest? <li data-bbox="480 1373 813 1404">3. Which is the smallest? <li data-bbox="480 1453 927 1484">4. Which state was founded first? <li data-bbox="480 1533 1138 1564">5. When did the United States become a country? <li data-bbox="480 1612 1312 1644">6. What did the United States have to do to become a country? <li data-bbox="480 1692 1192 1724">7. How many territories are part of the United States? <li data-bbox="480 1772 1243 1803">8. What kind of government does the United States have? 	

	<p>9. What’s the difference between a commonwealth and a state? How many commonwealths are part of the United States?</p> <p>10. What’s the largest river in the United States? How many states does it touch?</p> <p>11. What wars have been fought on US soil?</p>
<p>Try It If You Can</p> 	<ol style="list-style-type: none"> 1. If you weren’t born in the United States, write about how you imagined it before you came here compared to how it is. 2. Research the Revolutionary War. Explain why it happened and who was involved. Create a timeline of 10 important events. 3. Choose a state that you want to learn about and create a travel brochure for that state. Include: <ul style="list-style-type: none"> • State’s name • Capital • State bird • State nickname • State flower • Most famous place to visit • Name of at least 3 of its biggest towns/cities

Grades 6–12	Madame C. J. Walker	Reading
Task	Short Paragraph	
Read 	<p>Read the short paragraph that follows about Madame C.J. Walker and complete the activities.</p> <p>Madame C. J. Walker</p>  <p>Madame C.J. Walker was born as Sarah Breedlove in Louisiana in 1867. She was one of six children and was orphaned when she turned seven. Sarah moved often as a child and worked as a maid in a house and later doing laundry.</p> <p>When she was older, she wanted to make enough money to take care of her daughter, so she began selling hair care products for African American women. Sarah learned all she could about the business and how to make the products and began to make her own. She used her husband’s name C.J. Walker with the very French sounding, “Madame” as her brand name. Her products became very popular and today Madame C. J. Walker is known as the first female self-made millionaire in the United States.</p>	

<p>Teach</p> 	<p>Have the student read the passage to themselves and answer at least 5 of the questions.</p>
<p>Write</p> 	<p>Read the passage and answer as many questions as you can.</p> <ol style="list-style-type: none"> 1. Give three facts about Madame C.J. Walker. 2. How did she become a millionaire? 3. What was her motivation for making money? 4. What jobs did Madame C.J. Walker have before working for herself? 5. What kind of products did she make? 6. Why did she use the name “Madame”? 7. Why is Madame C.J. Walker a significant woman?
<p>Try It If You Can</p> 	<ol style="list-style-type: none"> 1. Write 3 questions that you would like to ask Madame Walker. 2. Research and read about 2 other self-made female millionaires. 3. Pick a hair care or a self-care product and make an advertisement for it. Include: <ul style="list-style-type: none"> • An image of the product • The product name • A slogan • A description of what the product does