



Grades K-5
Grades 6-12
Newcomers

Frames for Fluency

Supplemental Oral Language
Development Tool

Grammar Forms & Language Function

Grammar Forms & Language Function Preview

Frames for Fluency

Supplemental Oral Language
Development Tool

Frames for Fluency is designed to increase oral fluency of English learners. The more than 550 ready-made sentence frames provide English learners with targeted scaffolds to achieve grammatical accuracy and oral fluency. *Frames for Fluency* supports oral and written language practice in a meaningful and authentic context through the use of thematic vocabulary.

Take a look at the preview of *Frames for Fluency* grammar forms and language functions tasks to see how you can supplement your ELD curriculum with ready-to-use sentence frames, lessons and theme pictures that drive language production and reception.

As you preview this packet, you may notice gray sections that hide other language forms that are shared in other preview packets. The included theme picture and vocabulary cards are only a small sampling of the chapter. To access the full chapter with all the lessons and activities, visit www.ballard-tighe.com/ell/pilotseries.

Enjoy the preview, and [please reach out](#) with any questions or if you'd like a closer look at [Frames for Fluency](#) or our comprehensive English language development programs.

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Set 1

Unit 3: Living and Working Together

Chapter 1: Going to Work

Chapter 2: Dress for Success

Chapter 3: Numbers Everywhere

Chapter 4: Farm Animals—Great and Small

Chapter 5: Food—Our Bodies' Fuel

Chapter 6: Meals—Times to Meet and Eat

Chapter 7: Writing Our Ideas

Unit 3 Living and Working Together

Chapter 1: Going to Work

Target Vocabulary

Nouns: barber/hair stylist, astronaut, firefighter, clown, farmer, doctor, mail carrier, cowboy/cowgirl, dancer, dentist, police officer

Commands: Turn around., Knock on the door., Walk slowly., Walk fast., Say your name quietly/loudly.

Adjectives: happy, sad, angry, hungry, sick, surprised, thirsty, tired

Other: left, right

INTRODUCE TARGET VOCABULARY

(see pages 14-15)

FF #1

Materials: TP #10 & 11

Carousel/ TG pp. 340, 344

Function

Naming people

Form

Nouns, regular plurals with -s

Target Frames

I see ____.

U3F1

I see two ____.

U3F2

Examples

Show students TP #10 and #11 and ask: **Who do you see?**

I see a doctor.

Imagine there are two. Now, who do you see?

I see two doctors.

FF #2

Materials: P&W Cards

Carousel/ TG p. 342

Function

Describing actions

Form

Present progressive tense verbs

Target Frames

The ____ is _____. U3F3

Examples

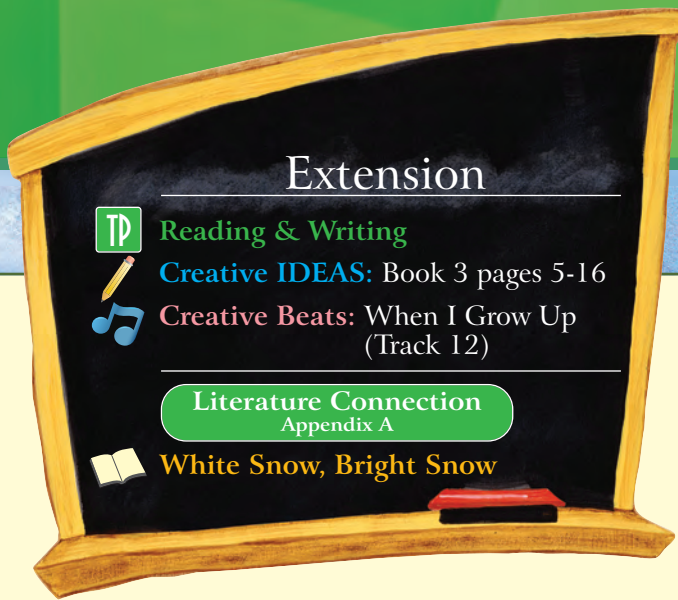
Give each student a picture card and ask: **What is the (farmer) doing?**

The farmer is growing food.

The barber is cutting hair.



Early Intermediate Proficiency Unit 3



10



FF #3

Materials: TP #10 & 11

Carousel/TG p. 347

Function

Describing location

Form

Prepositional phrases

Target Frames

The _____ is _____ of the _____. U3F4

Prepositions

PP22-23

Examples

Using TP #10 and #11, have students describe the location of different occupations using *on the left/right*. Ask: **Where is the (doctor)?**

The doctor is on the left of the mailman.

The dancer is on the right side of the picture.

Continued ➤
on next page

Unit 3 Living and Working Together

Chapter 1: Going to Work

Chapter 1 continued

Target Vocabulary

Nouns: barber/hair stylist, astronaut, firefighter, clown, farmer, doctor, mail carrier, cowboy/cowgirl, dancer, dentist, police officer

Commands: Turn around., Knock on the door., Walk slowly., Walk fast., Say your name quietly/loudly.

Adjectives: happy, sad, angry, hungry, sick, surprised, thirsty, tired

Other: left, right

FF #4

Materials: P&W Cards

Carousel/ TG p. 348

Function

Responding to/issuing commands

Form

Imperative, prepositions, adverbs

Target Frames

_____, _____.
(occupation)

U3F5

Examples

Give each student a picture card. Have students take turns responding to and issuing commands, such as:

Police officer, turn around.

Astronaut, knock on the door.

Dentist, walk slowly/quietly to the door.

Clown, say your name loudly.

Then have students give commands related to the occupation on the picture card.

Police officer, help me!

Dentist, please clean my teeth.



barber/
hair stylist



astronaut

Early Intermediate Proficiency Unit 3



FF #5

Materials: P&W Cards

Carousel TG p. 348

Function

Describing how

Form

Adverbs

Target Frames

The _____ (person) _____ (action) _____ (how). U3F6

Examples

Give each student a picture card and have them make a sentence using *quietly*, *loudly*, *slowly*, and other adverbs students have learned. Have students pantomime actions to go with their statements.

The doctor walks quietly.

The dancer dances slowly.



U3 Ch1

firefighter

U3 Ch1



U3 Ch1

clown

FF #6

Materials: P&W Cards

Carousel TG pp. 355-356

Function

Describing feelings

Form

Adjectives

Target Frames

The _____ is/are _____. U3F7
He/She/They _____.

Examples

Give each student a picture card and have them describe feelings using target adjectives *happy*, *sad*, *angry*, *hungry*, *sick*, *surprised*, *thirsty*, and *tired*. Ask: **How does the (firefighter) feel?**

The firefighter is hungry. He did not eat breakfast.

The farmers are tired. They worked all day.



Theme Picture #10: An Accident on the Street

Target Vocabulary: barber/hair stylist, dentist, doctor, mail carrier, firefighter

TEACHING TIP

As you introduce the occupations, relate them to students' personal experiences. For example, ask students if they've ever been to the dentist, if they've ever seen a mail carrier, or if they want to be a firefighter when they grow up.

EARLY INTERMEDIATE LANGUAGE DEVELOPMENT ACTIVITIES

Show students the theme picture and say: **This is a picture of an accident on the street. You can see people doing many different jobs.**

Listening and Speaking

- Ask students: **What do you see in the picture? What jobs are people doing?** Point to the mail carrier and say: **Who is he? What is he doing? What is he carrying?** Point to the barber and say: **Who is he? What is he doing?** Continue with other occupations.
- Have each student choose a person in the theme picture and tell the class what that person is feeling in this situation. Encourage students to be creative. Model this for students first: **I am the barber. I am surprised about the accident. I am the man in the accident. I am sad.**
- Have student volunteers act out a brief conversation between two of the people in the theme picture.

Reading and Writing

- Display the target vocabulary word cards on the chalk rail. Ask students: **Which words end with the /r/ sound?** [*barber, mail carrier, firefighter, doctor*] **Good!** Write these words on the board along with the words *right* and *left*. Ask: **Where is the barber in the picture? Is he on the right side or left side of the firefighter?** [*left side*] **Where is the doctor? Is she on the right side or left side of the firefighter?** [*right side*] Continue with other questions using *left* and *right*.
- Put the theme picture on the chalk rail. Point to the barber and say: **He is a barber. What do barbers do?** Write 1-2 student responses on the board (e.g., Barbers cut hair.). Instruct students to write a similar sentence about one of the people in the theme picture. Then point to each person in the picture, one at a time, and have students read their corresponding sentences.

- Give each student a small slip of paper. Tell students that they must write a sentence describing one person in the picture. However, students cannot tell the person's occupation in their sentence. Write an example on the board: *She is looking at the girl's mouth.* Circulate around the room and help students with their sentences. Put all the sentences in a box. Have each student pick out one sentence, read it aloud, and guess who the sentence is about. The student who wrote the sentence should confirm whether the guess is right or wrong.

LANGUAGE DEVELOPMENT ACTIVITIES FOR OTHER LEVELS

Beginning: Students are able to speak in one- to two-word responses. Ask questions such as: **Is this a dentist? Is this a doctor or a barber? Is the firefighter a woman?** Continue with other yes/no and either/or questions.

Intermediate: Students are starting to speak in complex sentences and they are able to form opinions when prompted. Ask questions such as: **Why is the boy pointing at the street? Why did the barber stop cutting the boy's hair? How are they feeling? What would you do if you saw an accident in the street?** Have students write a paragraph telling what they would do if they saw an accident in the street. Have students read their paragraphs to a partner.

Early Advanced: Students are speaking in complex and compound sentences, and should be able to analyze and debate a position. Ask questions such as: **Why is the doctor helping the man? How did the man hurt himself? What do you think will happen next?** Have students write a paragraph telling what they think will happen next. Have students read their paragraphs to a partner.

Advanced: Students are able to listen, speak, read, and write proficiently in English. Focus on their ability to predict, persuade, and debate. Ask questions such as: **Which of the occupations in the picture would you like to have? Why?** Have students write an essay explaining which occupation they would like to have and why. Have students conduct research to find out more about the occupations, including required training, working conditions, salary, and so forth. Have students present their essays to the class.



barber/ hair stylist



astronaut



firefighter



clown



farmer



doctor