



Grades K-5

Grades 6-12
Newcomers

Frames for Fluency

Supplemental Oral Language
Development Tool

Vocabulary and Oral Language Tasks

Vocabulary & Oral Language Tasks 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 language practice in a meaningful and authentic context through the use of thematic vocabulary.

Take a look at the preview of the *Frames for Fluency* vocabulary and oral language 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.

info@ballard-tighe.com | www.ballard-tighe.com | (800) 321-4332



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

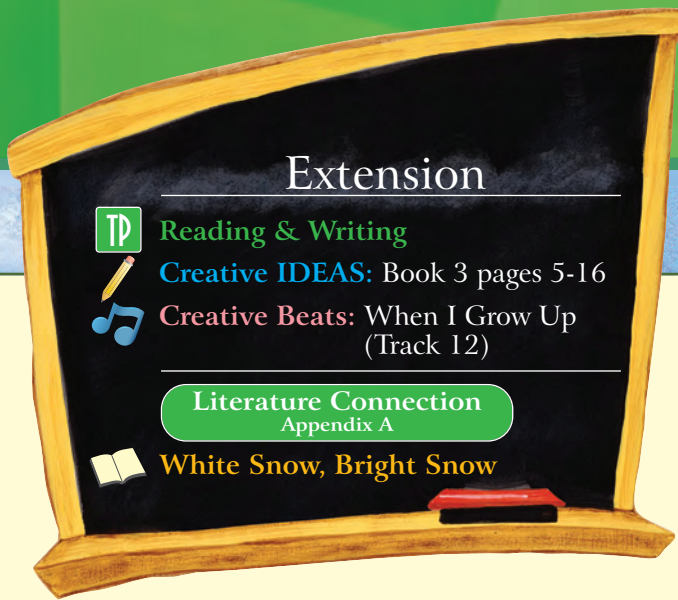
Examples

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 #11: A Costume Party

Target Vocabulary: astronaut, clown, cowboy/cowgirl, dancer, farmer, police officer

TEACHING TIP

Make use of students' affinity for costumes. Bring in hats and other items emblematic of the various professions in the theme picture and have students try on the hats as they discuss the occupations.

EARLY INTERMEDIATE LANGUAGE DEVELOPMENT ACTIVITIES

Show students the theme picture and say: **This is a picture of a costume party. The children in the picture are dressed up as people with different occupations.**

Listening and Speaking

- Ask students: **What do you see in the picture? Have you ever been to a costume party? What did you dress up as? What are the children in the picture dressed up as?** Point to the astronaut and say: **She is dressed up as an _____.** **That's right! She is dressed up as an astronaut.** Continue pointing to the children and asking questions about their costumes.
- Point to the dancer and say: **This girl is dressed up as a dancer. What does a dancer do?** [*dances; entertains people*] **This boy is dressed up as a farmer. What does a farmer do?** [*grows fruits and vegetables; takes care of animals*] Continue with other occupations.
- Have student volunteers act out a brief conversation between two of the people in the theme picture.

Reading and Writing

- Put the theme picture on the chalk rail. Point to the farmer and say: **He is a farmer. What do farmers do?** Write 1-2 student responses on the board (e.g., Farmers grow food.). Instruct students to write a similar sentence about one of the occupations in the picture. Then point to each child in the picture, one at a time, and have students read their corresponding sentences.
- Write a "clue" about each person in the picture on the board or on chart paper (e.g., He is wearing a black hat.). Have students read each clue and guess who the clue is about. Have students write their own clue about one of the people in the picture and read it aloud. Classmates should guess who the clue is about.

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 clown? Is this a dancer or a cowgirl? Is the police officer a girl?** 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: **Are the children enjoying the party? How do you know? Would you like to go to this party? Why or why not? What would you dress up as if you went to this party?** Have students write a paragraph describing a costume they would wear to a costume party. 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 does the tiger have a stick? What is she doing? What will happen next?** Have students write a paragraph describing what will happen next at the costume party. 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: **Which costume do you think is the best? Why?** Have students pretend they are judging a costume contest at this party. They must decide to whom they will give first, second, and third prize. Students should write a paragraph explaining why they chose each of the three costumes. Have them present their contest winners to the class.



barber/ hair stylist



astronaut



firefighter



clown



farmer



doctor