

Hillcrest

Elementary School



Hillcrest Extra Packet for English Language Learners Grade 4
Paquete extra para practicar el Inglés en casa para estudiantes de
4to grado la escuela Hillcrest



Dear Students,

You can use this packet to practice at home for your NYSESLAT test. The packet contains Speaking, Listening, Reading and Writing Activities.

We understand that your teachers have given you other work to do. You should spend only 10-15 minutes each day working on these NYSESLAT activities.

Work on the Reading and Writing activities a little each day. For the Listening and Speaking activities, you will need to listen to recordings online. If you have access to the Internet, you should be able to find recordings posted on our Hillcrest teacher pages.

Be well, and we will see you soon!

Sincerely,

Ms. D'Alfonso

Mr. Sicherman

Queridos Estudiantes,

Pueden usar este paquete para practicar en casa para su examen de NYSESLAT. El paquete contiene actividades de expresión oral, comprensión auditiva, lectura y escritura.

Entendemos que sus maestros les han dado otro trabajo para hacer. Deben dedicar solo 10-15 minutos cada día para trabajar en estas actividades de NYSESLAT.

Trabajen un poco en las actividades de lectura y escritura cada día. Para las actividades de comprensión auditiva y expresión oral, deben escuchar grabaciones en línea. Si tiene acceso al Internet, pueden encontrar las grabaciones publicadas en nuestras páginas de maestros de Hillcrest.

¡Cuidense y nos vemos pronto!

Sinceramente,

Señora D'Alfonso

Señor Sicherman

**New York State English As A
Second Language Achievement Test**

NYSESLAT

Name: _____

Grades
3–4

SPEAKING
LISTENING
READING
WRITING

Test Booklet

TEST SAMPLER

Directions

I am going to ask you some questions. Listen and then answer. Be sure to answer in English using your own words.

A long time ago, people wrote letters on paper to communicate. These letters took a long time to arrive by mail. Today many people use computers and cell phones to write messages to friends and family. We can send e-mails on the computer. We can also send text messages on our cell phones. These types of messages get to people much faster than writing and mailing letters.

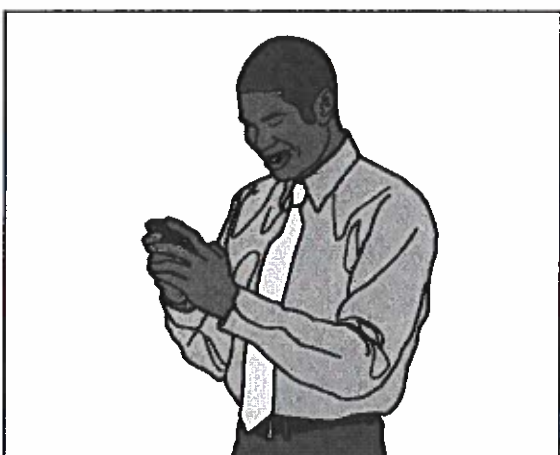
1.



2.



3.



1

Tell me what other people do to communicate.

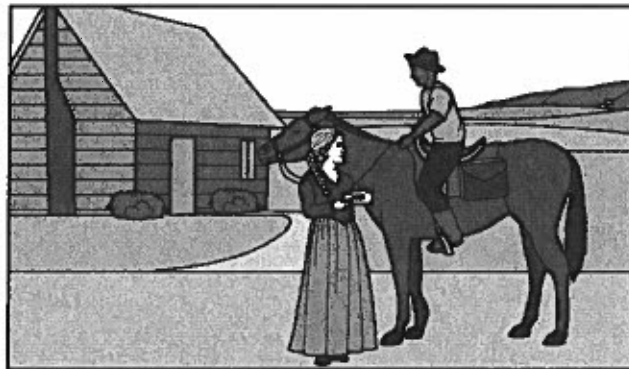
Go On



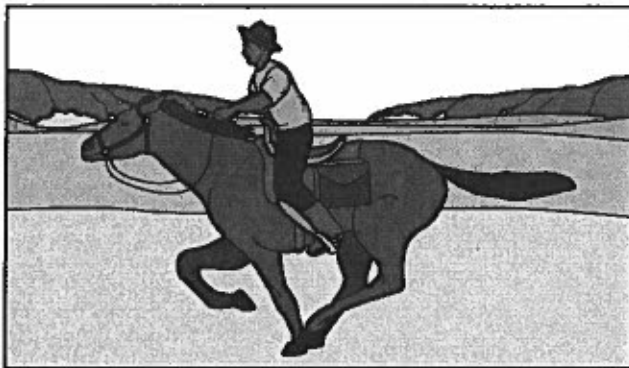
SPEAKING

In the 1860s, there were no phones or computers to communicate with people who were far away. People wrote letters to their friends and families, and men rode horses across the United States to deliver the letters. This service was called the Pony Express.

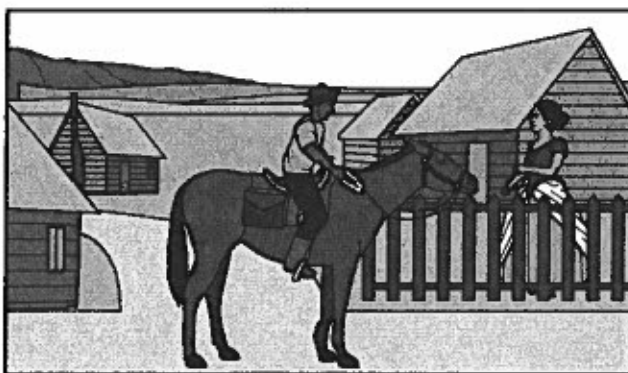
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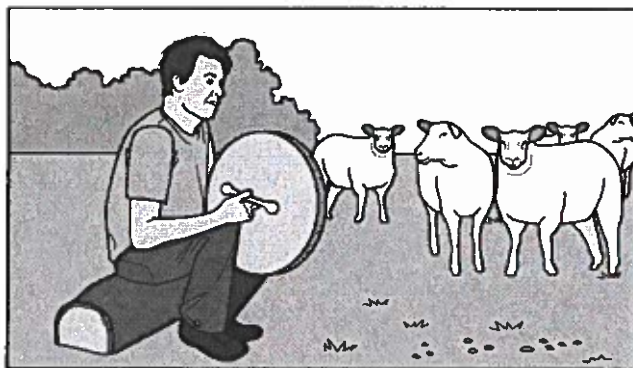


2

Tell me how this woman's letter got delivered to her friend.

Drum music is thousands of years old and is played all over the world. Almost every culture has its own kind of drum. For example, in Ireland, people play a bodhrán drum, which is made of wood and animal skin. In parts of West Africa, women play an udu drum, which is made of clay. In the Caribbean, people play steel drums, which are made of metal.

1.



2.



3.



3

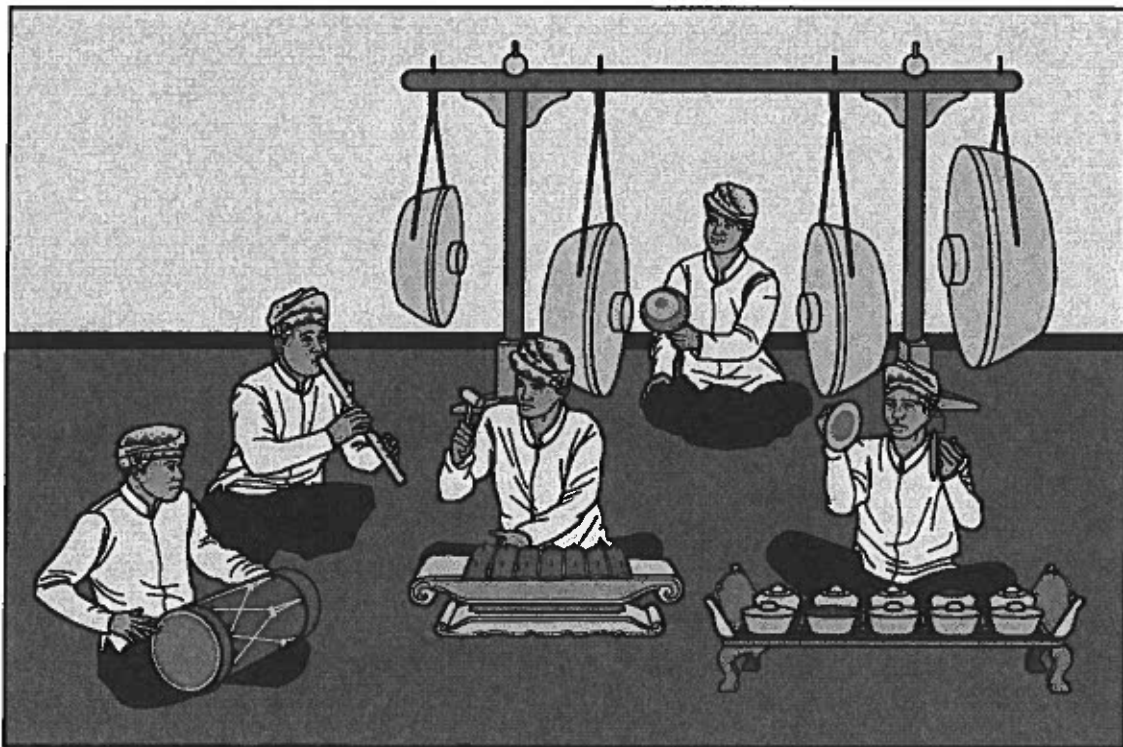
Tell me how drums around the world are made of different things.

Go On



SPEAKING

A Gamelan music group is made up mostly of people who play drum instruments. These instruments are made out of wood, metal, or iron. Musicians play the instruments with their hands or with a stick called a mallet. Some instruments, like the gong, only make one sound. Larger instruments make lower sounds. Smaller instruments make higher sounds. Together, the group plays a melody using these different sounds.



- 4** Why does a Gamelan group use instruments that are different sizes?

Directions

Now let's talk about a group of people in South America.



The Yanomami are a group of people who live in South American rain forests. They settle in villages near rivers. Everyone in the village lives together in one big house shaped like a circle. In the middle is a shared open space used for activities like games and feasts. Each family has its own area with a fireplace to cook their meals. At night, they build a fire in the middle to keep everyone warm. For food, everyone shares what they bring back from hunting and gathering crops.

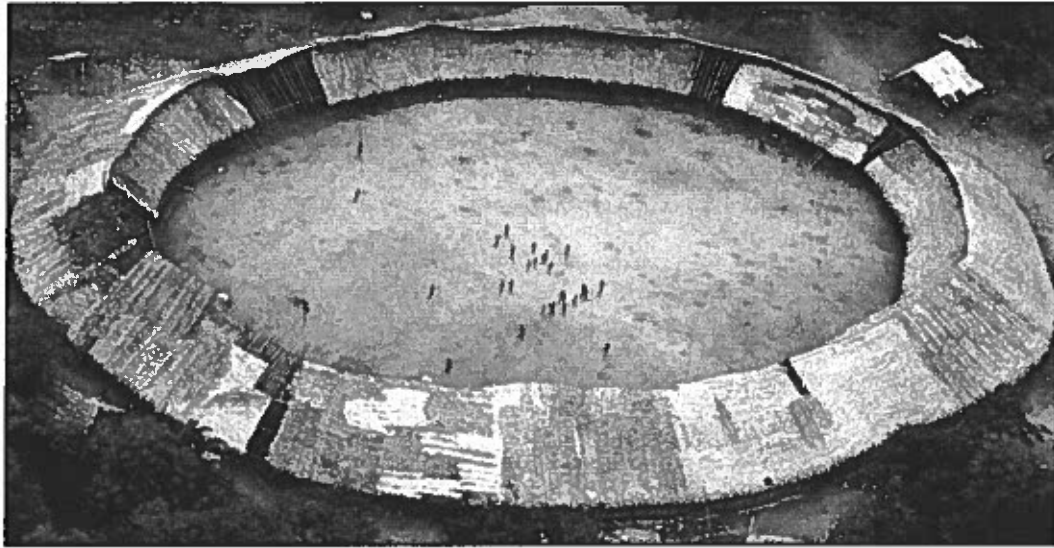
- 5** Tell me what a Yanomami village is like.

Go On



SPEAKING

You just learned about a group of people in South America.



The Yanomami are a group of people who live in South American rain forests. They settle in villages near rivers. Everyone in the village lives together in one big house shaped like a circle. In the middle is a shared open space used for activities like games and feasts. Each family has its own area with a fireplace to cook their meals. At night, they build a fire in the middle to keep everyone warm. For food, everyone shares what they bring back from hunting and gathering crops.

6 Do you think building their village in a circle helps the Yanomami people?



Directions

Listen to the passage. Then answer Questions 1 through 6. Fill in the correct circle on your answer sheet.

Broadway



Go On



LISTENING

1 Which word or words tell when the first theater in New York City was built?

- A** Later
- B** In 1732
- C** Early 1900s
- D** Often

2 Which words from the passage tell something else about the street?

- A** Many theaters
- B** On film
- C** Tell stories
- D** Much money

3 Which words help tell the meaning of movies?

- A** 150 years
- B** First theater
- C** People began
- D** Tell stories

4 Which words from the passage tell what an actor does in a musical?

- A Speak the words
- B Sing to tell the story
- C Not make much money
- D Go to movies

5 Which words help tell the meaning of perform?

- A Street, city
- B Theaters, center
- C Speak, sing
- D Lights, signs

6 Which words from the passage tell how going to a theater is different from going to a movie?

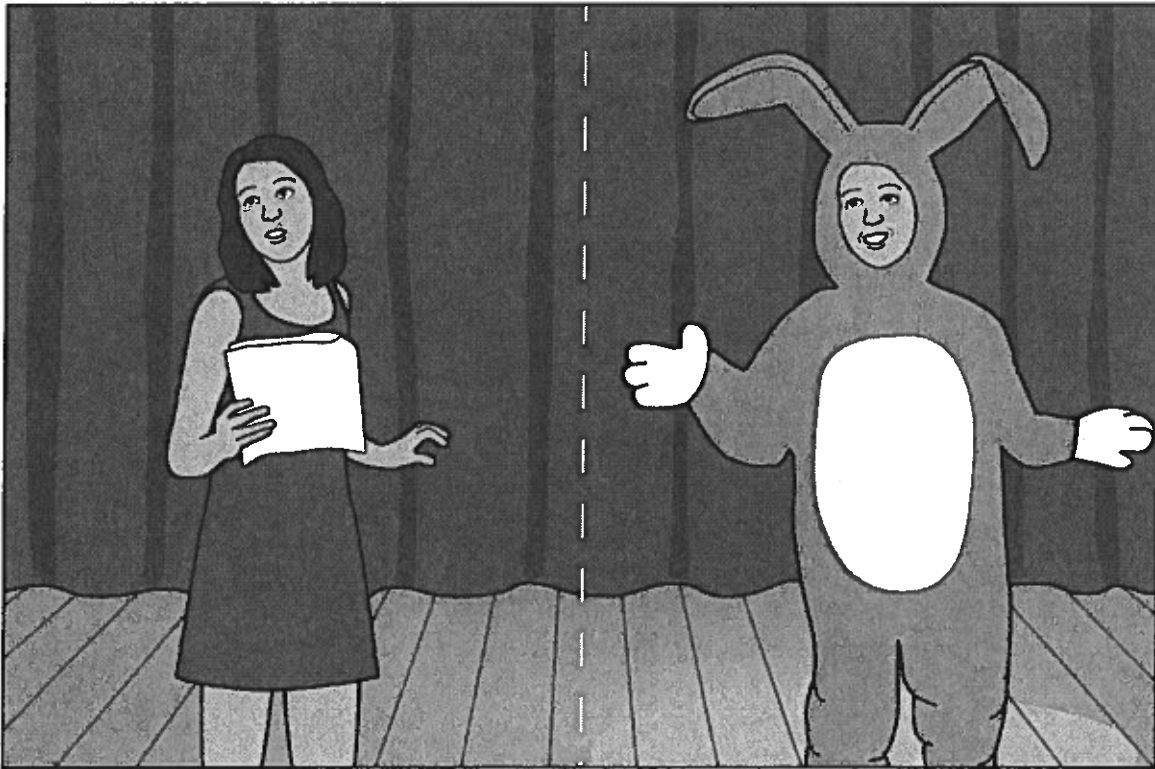
- A Near the center of the city
- B Speak the words
- C Sing to tell the story
- D Live actors are on the stage



Directions

Read the passage. Then answer Questions 7 through 12. Fill in the correct circle on your answer sheet.

The First Practice



Jessica looked out the car window as her mother drove up to the large doors of the theater. It was the first day of practice for the play, and Jessica was going to be a rabbit. She had never acted before, and she was nervous.

"See you in two hours," her mother said. "Good luck!"

Jessica took a deep breath and entered the building. The director, a tall woman with a kind face, stood in the hall. Jessica felt more comfortable knowing that this woman would be in charge of the play.

Go On



"Jessica, I'm so glad you're joining our cast. Here's your script." She gave Jessica a small book with each actor's lines from the play. "Oh, and you can call me Ms. G."

Jessica was not sure what to say. "I'm nervous," she finally admitted.

"I understand," Ms. G. smiled. "But all you have to do today is read some lines from the play and meet the other actors. After that, I'll tell you exactly where to stand and walk."

"That's not too hard," Jessica thought.

"Soon you'll learn the lines and we'll give you a rabbit costume. By opening night, you'll be ready to perform."

"That sounds like a lot of fun," Jessica thought. As she entered the practice room to meet everyone, she relaxed.

7 Read these sentences again.

"Soon you'll learn the lines and we'll give you a rabbit costume. By opening night, you'll be ready to perform."

Which word tells about Jessica's costume?

- A** Lines
- B** Night
- C** Rabbit
- D** Ready

8 Read these sentences again.

“Jessica looked out the car window as her mother drove up to the large doors of the theater. It was the first day of practice for the play, and Jessica was going to be a rabbit.”

Which words tell who took Jessica to the theater?

- A For the play
- B The large doors
- C The first day
- D Her mother

9 Read these sentences again.

“‘Jessica, I’m so glad you’re joining our cast. Here’s your script.’ She gave Jessica a small book with each actor’s lines from the play. ‘Oh, and you can call me Ms. G.’

Jessica was not sure what to say. ‘I’m nervous,’ she finally admitted.”

Which words help tell the meaning of script?

- A “. . . glad you’re joining our cast.”
- B “. . . you can call me Ms. G.”
- C “. . . each actor’s lines from the play.”
- D “. . . she finally admitted.”

Go On



10 Read this paragraph again.

“Jessica took a deep breath and entered the building. The director, a tall woman with a kind face, stood in the hall. Jessica felt more comfortable knowing that this woman would be in charge of the play.”

Which words help tell the meaning of director?

- A In charge of the play
- B With a kind face
- C Took a deep breath
- D Felt more comfortable

11 Read these paragraphs again.

“Jessica looked out the car window as her mother drove up to the large doors of the theater. It was the first day of practice for the play, and Jessica was going to be a rabbit. She had never acted before, and she was nervous.

‘See you in two hours,’ her mother said. ‘Good luck!’

Jessica took a deep breath and entered the building. The director, a tall woman with a kind face, stood in the hall. Jessica felt more comfortable knowing that this woman would be in charge of the play.”

Which words show why Jessica is nervous?

- A “. . . looked out the car window”
- B “She had never acted before”
- C “Jessica took a deep breath”
- D “. . . felt more comfortable”

12 Which words show how Jessica's feelings about acting change from the beginning to the end of the passage?

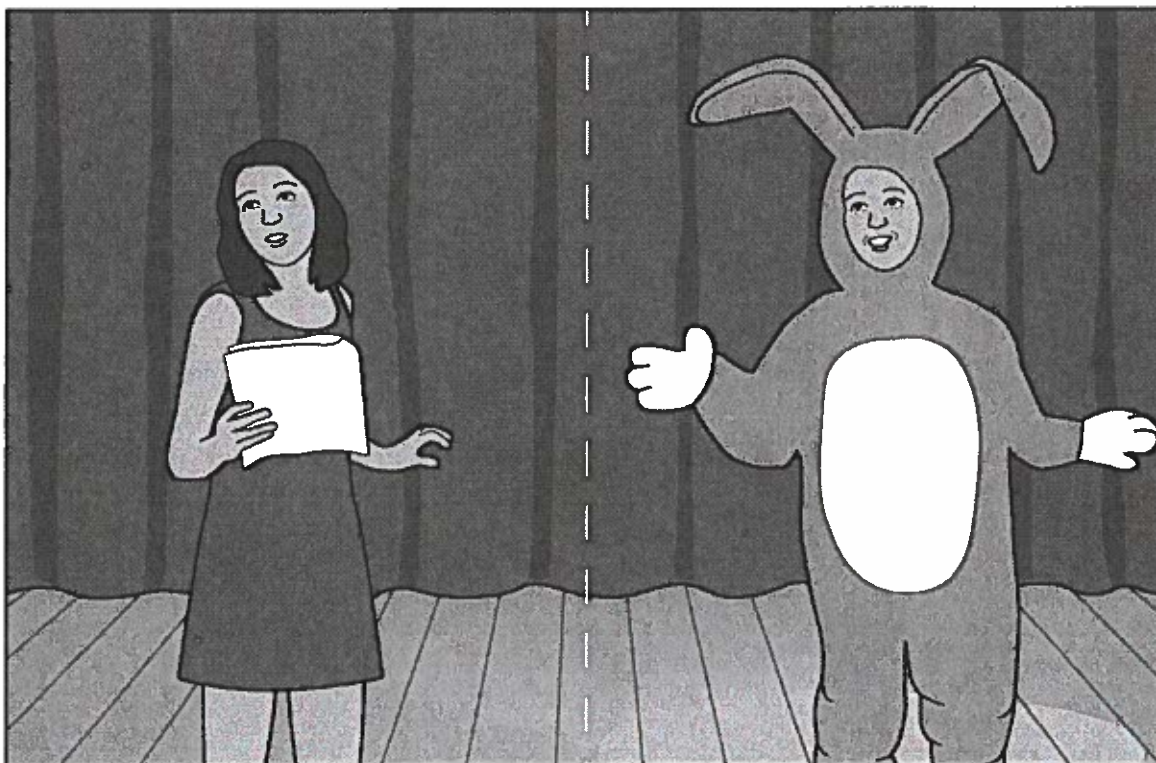
- A** "It was the first day of practice for the play . . ."
"As she entered the practice room to meet everyone . . ."
- B** "Jessica took a deep breath and entered the building."
"Jessica was not sure what to say."
- C** ". . . Jessica was going to be a rabbit."
"By opening night, you'll be ready to perform."
- D** "She had never acted before, and she was nervous."
"That sounds like a lot of fun," Jessica thought."



Directions

Read this passage. Then you will be asked to write one paragraph based on the passage.

The First Practice



Jessica looked out the car window as her mother drove up to the large doors of the theater. It was the first day of practice for the play, and Jessica was going to be a rabbit. She had never acted before, and she was nervous.

“See you in two hours,” her mother said. “Good luck!”

Jessica took a deep breath and entered the building. The director, a tall woman with a kind face, stood in the hall. Jessica felt more comfortable knowing that this woman would be in charge of the play.

Go On



“Jessica, I’m so glad you’re joining our cast. Here’s your script.” She gave Jessica a small book with each actor’s lines from the play. “Oh, and you can call me Ms. G.”

Jessica was not sure what to say. “I’m nervous,” she finally admitted.

“I understand,” Ms. G. smiled. “But all you have to do today is read some lines from the play and meet the other actors. After that, I’ll tell you exactly where to stand and walk.”

“That’s not too hard,” Jessica thought.

“Soon you’ll learn the lines and we’ll give you a rabbit costume. By opening night, you’ll be ready to perform.”

“That sounds like a lot of fun,” Jessica thought. As she entered the practice room to meet everyone, she relaxed.


13 Now read the directions below.

In the passage, both Jessica’s mother and the director of the play help Jessica. Think about a person who helps you. Write one paragraph to tell who helps you and how the person helps you. Use your own ideas and ideas from the passage to help you write.

Checklist ☒

- ☐ Write about the topic.
- ☐ Plan your writing from beginning to end.
- ☐ Use your own ideas and ideas from the passage.
- ☐ Support your answer with details.
- ☐ Use complete sentences.
- ☐ Check your writing for grammar, capitalization, punctuation, and spelling.

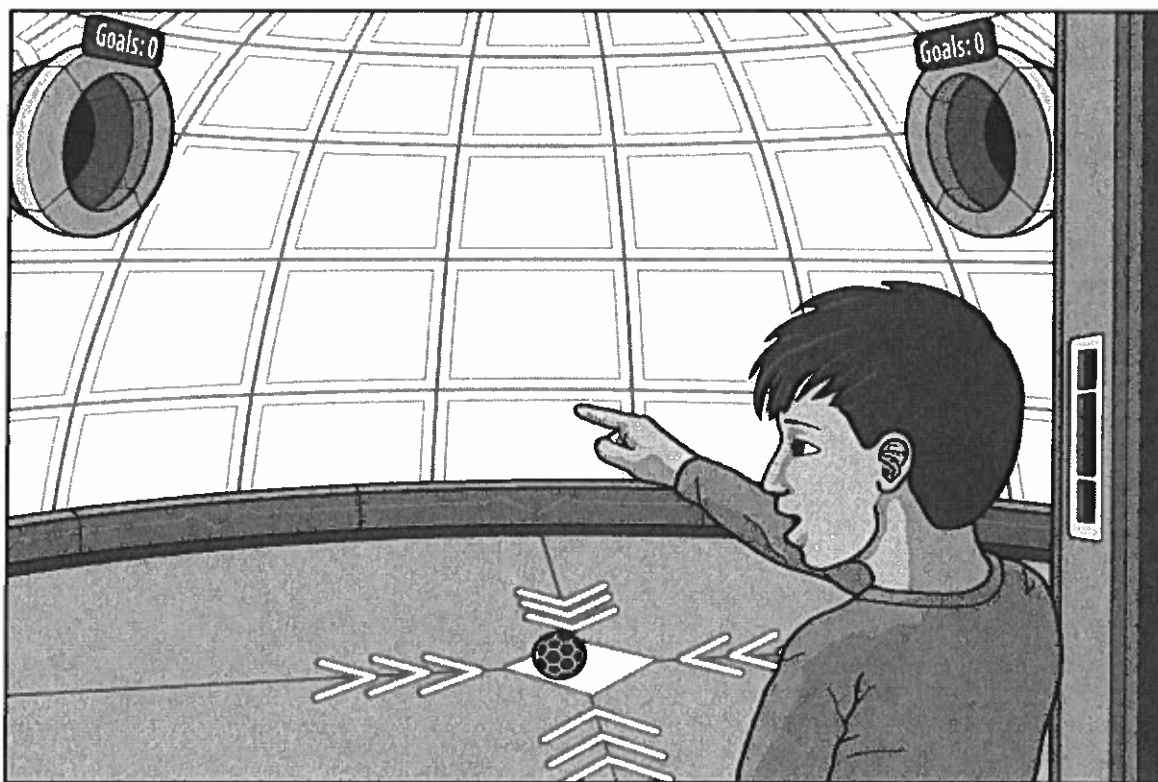
On the lines below, tell who helps you and how the person helps you. Remember to use your own ideas and ideas from the passage to help you write.

Go On 

Directions

Read this passage. Then you will be asked to write at least two paragraphs based on the passage.

Moon Ball



Ms. Hernandez is reading a story to her fourth-grade class. The story is about a boy, Sam, who lives in the future. The story begins on his first day of school.

“Sam loves school because he learns new things. And now, in fourth grade, he can play Moon Ball in gym class.

After breakfast, Sam grabbed his computer. It was thin, square, and lightweight, like a small book. The computer could show any of Sam’s schoolbooks on the computer screen. His mother said that long ago his grandparents carried all their books in a backpack. He couldn’t imagine that! Sam rushed outside to ride the bus to school.

Go On



At school, Sam enjoyed his classes and listened closely. After lunch, he hurried to the gym to play Moon Ball. The students were divided into two teams. The Moon Ball room was round and white with a high ceiling. A ball and two goals were inside the room. Each team tries to throw the ball into the other team's goal.

When the students were ready, the teacher turned off the gravity. Gravity is the force that keeps people on the ground. When it was turned off, everyone started to move slowly around the room. Sam laughed because he liked the feeling of floating. He thought, "This must be what it is like to be on the Moon!" The students enjoyed floating around the room, but no one was able to score.

Then Sam's friend Ana threw the ball. Sam tried to get to the ball quickly, but he had trouble since the gravity was turned off. He kicked his feet and moved his arms like he was swimming. Finally, he got close and grabbed the ball. Although he was floating upside down, he threw it into the goal. Sam's team won! Sam thought Moon Ball was great fun. He looked forward to playing again."

Ms. Hernandez smiled when she finished reading the story. "I think all of you would love Moon Ball," she said.

14 Now read the directions below.

In the story, Sam likes to play Moon Ball. Think about a game, sport, or activity you like. Write at least two paragraphs to describe a game, sport, or activity that you like. Use your own ideas and ideas from the passage to help you write.

You may plan your writing for Question 14 here, if you wish. Use the space below to organize your ideas about what to write.

Write your final answer on Pages 27 and 28.


Planning Page

Checklist ☒

- ☐ Write about the topic.
- ☐ Plan your writing from beginning to end.
- ☐ Use your own ideas and ideas from the passage.
- ☐ Support your answer with details.
- ☐ Use complete sentences.
- ☐ Check your writing for grammar, capitalization, punctuation, and spelling.

- Checklist** ☒
- ☐ Write about the topic.
 - ☐ Plan your writing from beginning to end.
 - ☐ Use your own ideas and ideas from the passage.
 - ☐ Support your answer with details.
 - ☐ Use complete sentences.
 - ☐ Check your writing for grammar, capitalization, punctuation, and spelling.

On the lines below, describe the game, sport, or activity that you like. Remember to use your own ideas and ideas from the passage to help you write.

Go On 

WRITING

Writing, continued

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.

Language Acquisition Resources for Dual Language & English as a New Language Students/ Recursos para practicar el Inglés y Español en casa

Elementary Dual Language: Spanish websites & apps	<p>Grades Pre K-3</p> <p>Students may use Clever Portal to log in and access Raz-Kids for Spanish leveled readers.</p> <ul style="list-style-type: none">• Story Place (Free:English & Spanish games)• PBS Kids Spanish Games (Free:Spanish games that develop listening and direction following skills in Spanish)• Digital Dialects (Free:Spelling quizzes and games by category: Grammar concepts and vocabulary, animals, colors, spelling and other foundational Spanish skills)• ABCya Spanish (Spanish Bingo and Spanish vocabulary games. Type Spanish in search bar and scroll down if it does not come up immediately)• Online Free Spanish (Free: Levels range from Beginner to Advanced, Holidays and printable worksheets for home practice)• Duolingo (Start from foundational skills and move up to advanced level fluency. May have cost associated after certain level) <p>Grades 4-5</p> <p>Students may use Clever Portal to log in and access Raz-Kids for Spanish leveled readers</p> <ul style="list-style-type: none">• BBC Spanish (Free: type Spanish in the search bar if it does not come up
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immediately. Select learning category)

- [Conjuguemos](#) (Free: grammar based activities, games, quizzes: Scroll to bottom of page and select "Get Started as Student", register child using parent/guardian email.
- [Online Free Spanish](#) (Free: Levels range from Beginner to Advanced, Holidays and printable worksheets for home practice)
- [Education.com Printable worksheets](#) (Free: Printable worksheets for home practice)
- [Duolingo](#) (Start from foundational skills and move up to advanced level fluency. May have costs associated after certain level)

For Adults in the home/Para Adultos en la casa

- [SpanishPod 101](#) (Free: Listen to over 1800 videos and lessons in addition to podcasts in Spanish)
- [Study Spanish Online](#) (Free options as well as monthly membership fees)
- [Duolingo](#) (Start from foundational skills and move up to advanced level fluency)

**Phone & Tablet/Ipad Apps/
(may or may not have associated)**

- [Duolingo](#)
- [Gus on the Go: Spanish for kids](#) (Gus on the Go: cost \$3.99)

Toddlers & Pre-K Apps:

- [Learn Spanish for Toddlers](#) (Learn Spanish for toddlers with a little boy named Carlos

English as a New Language: Pre k- 5

Students may use Clever Portal to log in and access:

- Raz- Kids leveled readers
 - BrainpopENL
 - Brainpop
 - BrainpopJr
 - Achieve3000 (Grades 4-12)
-
- Starfall (Free: Learn the English alphabet, play games and practice foundational reading skills in English)
 - Epic Books (Access hundreds of books and videos in English)
 - PBS Kids (Free: Practice English through fun games and activities)
 - ABCya (Free, practice English through fun games and videos)
 - Duolingo (Free app and website. Select English)

