

Five-Day Bell Ringer Sampler

Secondary ESL/ELD | Grades 6-12

Inside the case file

- Five 8-minute routines with student response space
- WIDA 2-3 supports and optional extensions
- Teacher answer guidance and quick formative checks
- Low-risk prompts: no sensitive disclosure required

A routine students can learn quickly

Use one page at the start of each class. The structure stays predictable while the language target changes. Students may respond in English with the support level they need; home-language planning is welcome.

1. Notice | 1 minute Read the prompt. Circle or underline the part that matters.

2. Try | 3 minutes Write independently. Use the optional frame only if needed.

3. Compare | 2 minutes Share with a partner. Partners may have different correct answers.

4. Debrief | 2 minutes Reveal one strong answer and one common misconception.

Support without lowering the thinking

- Emerging: read the prompt aloud, point to the target words, and offer the sentence frame.
- Developing: require a complete sentence plus one reason or example.
- Expanding: ask for an alternative answer, revision, or explanation of the grammar choice.
- Privacy: students may invent a response whenever a prompt could feel personal.

Two Observations About This Room

LANGUAGE TARGET COMPLETE SENTENCES + PRECISE NOUNS

Write two things you can observe in this room. Each observation must be a complete sentence.

OPTIONAL FRAME notice _____. / There is/are _____.

My response

QUICK CHECK

Can each sentence stand alone? Does it name who or what the sentence is about?

Repair the Agreement

LANGUAGE TARGET SUBJECT-VERB AGREEMENT

Repair the sentence: The list of classroom expectations are posted near the door.

OPTIONAL FRAME The subject is _____. It is singular/plural, so the verb should be _____.

My response

QUICK CHECK

Underline the complete subject. Circle the word that controls the verb.

Fragment or Sentence?

LANGUAGE TARGET COMPLETE SENTENCES

Decide: fragment or complete sentence? Because the directions were clear. Then repair it if needed.

OPTIONAL FRAME It is a ____ because _____. / Because the directions were clear, _____.

My response

QUICK CHECK

Does the word because make the idea depend on another idea?

Comma of Direct Address

LANGUAGE TARGET PUNCTUATION FOR DIRECT ADDRESS

Add punctuation: Jordan please pass the folders to our group.

OPTIONAL FRAME Jordan, please pass the folders to our group.

My response

QUICK CHECK

Is Jordan being spoken to, or is Jordan doing the action?

Make the Pronoun Clear

LANGUAGE TARGET CLEAR PRONOUN REFERENCE

Clarify the sentence: Maya texted Elena after she finished the assignment.

OPTIONAL FRAME After _____ finished the assignment, Maya texted Elena.

My response

QUICK CHECK

Who does she mean? Write one clear version, then try the other possible meaning.

Answers and fast reteach notes

DAY 1 | Two Observations About This Room

Answer guidance: Answers vary. Example: Several colorful posters hang beside the whiteboard. Accept accurate observations written as complete sentences.

Listen for: A phrase such as 'Posters on the wall' is not yet a complete sentence; add a verb: 'Posters cover the wall.'

DAY 2 | Repair the Agreement

Answer guidance: The list of classroom expectations is posted near the door. The head noun list is singular; the phrase 'of classroom expectations' does not control the verb.

Listen for: Students may choose 'are' because expectations is nearby. Ask: What one thing is posted? The list.

DAY 3 | Fragment or Sentence?

Answer guidance: Fragment. Possible repair: Because the directions were clear, everyone began the task quickly.

Listen for: The words include a subject and verb, but 'because' creates a dependent clause that cannot stand alone here.

DAY 4 | Comma of Direct Address

Answer guidance: Jordan, please pass the folders to our group. Use a comma after the name of the person being addressed.

Listen for: No period belongs after Jordan because the sentence continues as one request.

DAY 5 | Make the Pronoun Clear

Answer guidance: Two meanings are possible: After Maya finished the assignment, Maya texted Elena. OR After Elena finished the assignment, Maya texted Elena.

Listen for: The original sentence is grammatically possible but ambiguous. The goal is clarity, not choosing one hidden correct person.