

**Grade K/1 Focused ELD Curriculum Guide**

**Unit 1 – Lesson Cycle 2**

*Overarching Language Functions: Interpersonal Communication*

**Language Function: B/EI/I/EA/A** Express needs and make requests

**Topic: Back to School**

**Teacher’s Note:**

- These units are designed as one week cycles. However, pacing may vary slightly according to student needs.
- Choose or add what works best for your students. There are a variety of examples for vocabulary, grammatical forms, prompts, and responses.
- Incorporate previous days’ taught forms and vocabulary throughout the week as you build toward an application. No one-day exists in isolation.
- Provide students with ample opportunities for structured language practice.
- Guide students in bridging the use of the newly taught language throughout their day. Many students may not initially see how the language links to other content areas.
- Use the function tool in your Systematic ELD handbook for additional information and to modify the content. The tab numbers are referenced under each proficiency level below.

|  |                  | Lesson 1  | Lesson 2  | Lesson 3   | Lesson 4  | Lesson 5  |
|--|------------------|---|---|--|---|---|
| <p><b>Beginning forms and examples</b></p> <p>2<sup>nd</sup> edition<br/>Tab 5.4</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p> | <b>Forms</b>     | <b>Nouns:</b> common classroom items paper, a pencil, an eraser, a chair, a book, glue, a notebook, a folder, a backpack etc.         | <b>Nouns</b> from Lesson 1 <i>(without article)</i><br><b>Courtesy questions and responses:</b><br>May I...<br><br>Thank you!   | <b>Nouns</b> from Lesson 1 + <i>help</i><br><b>Sentences</b> with present tense <i>want, need</i><br><b>Courtesy phrases</b> from Lesson 2 +<br>_, please.<br>I need _, please   | <b>Nouns:</b> food, a jacket, water, bathroom, etc.<br><b>Adjectives:</b> cold, hot, thirsty, hungry, etc.<br><b>Sentences</b> with present tense <i>want, need, am</i><br><b>Courtesy phrases</b> from Lesson 2 & 3 +<br>I need to _ <i>(go to the bathroom, get a drink of water, etc.)</i> , please. | <b>Application</b><br><br>Using taught forms students role play asking for help or borrowing something from a classmate or teacher. |
|  | <b>Prompts</b>   | What do you have?   | May I use your _?<br><i>May I use your glue?</i>  | What do you need/want?   | What do you want/need?  |   |
|  | <b>Responses</b> | I have _.<br><i>A: What do you have?</i><br><i>B: I have <b>a pencil</b>. What do you have?</i><br><i>A: I have <b>an eraser</b>.</i> | Yes/No<br>Okay.<br>Thank you!<br><i>A: <b>May I</b> use your glue?</i><br><i>B: <b>Okay</b>.</i><br><i>A: <b>Thank you!</b></i> | _, please.<br>I need ..., please<br><i>A: <b>What do you need?</b></i><br><i>B: <b>A chair, please. OR I need a chair, please. OR I need help, please</b></i><br><i>A: <b>(Gives object or helps)</b></i><br><i>B: <b>Thank you!</b></i> | _<br>I want/need _, please. I am _.<br>I need to _, please.<br><i>A: <b>What do you want?</b></i><br><i>B: <b>I need a jacket, please. I am cold. OR I need to go to the bathroom</b></i><br><i>A: <b>(Gives object or says, "Okay!")</b></i><br><i>B: <b>Thank you!</b></i>                            |   |

**Assessment:** Use the *Ongoing Assessment of Language Practice* and anecdotal notes to keep track of students’ use of the target grammatical forms taught in this lesson cycle. (2<sup>nd</sup> Edition Tab 3.32 & 3.33)

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|   |                  | Lesson 1  | Lesson 2  | Lesson 3  | Lesson 4   | Lesson 5  |
|---|------------------|---|---|---|--|---|
| <p><b>Early Intermediate forms and examples</b></p> <p>2<sup>nd</sup> edition<br/>Tab 5.4</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p> | <b>Forms</b>     | <b>Nouns</b> from beginning list + a whiteboard, a marker, a journal, a ruler, a bathroom pass, a computer, a rug, etc.               | <b>Nouns</b> from Lesson 1<br><b>Sentences</b> with present tense<br><i>want, need</i><br><b>Courtesy phrases:</b><br>Here you go!<br>Thank you!<br>You're welcome.<br>Please.  | <b>Nouns</b> from Lesson 1<br><i>(without article)</i><br><b>Courtesy questions and responses</b> from Lesson 2 +<br>May I use...<br>Sure/Okay! | <b>Nouns:</b> some food, my jacket, my sweater, some water, a snack<br><b>Adjectives:</b> cold, hot, hungry, thirsty, etc.<br><b>Courtesy questions and responses</b> from Lessons 2 & 3+<br>May I have... | <b>Application</b><br><br>Using taught forms students role play asking for something from a classmate or teacher. |
|   | <b>Prompts</b>   | What do you have?   | What do you want/need?  | May I use your _?<br><i>May I use your glue?</i>  | May I have _?<br>May I have _? I am _.<br><i>May I have a snack? I am hungry!</i>  |   |
|   | <b>Responses</b> | I have _.<br><i>A: What do you have?</i><br><i>B: I have <b>a journal</b>. What do you have?</i><br><i>A: I have <b>a marker</b>.</i> | I want/need_, please.<br>Here you go!<br>Thank you!<br>You're welcome.<br><i>A: <b>What do you need?</b></i><br><i>B: <b>I need a whiteboard, please?</b></i><br><i>A: <b>Here you go!</b></i><br><i>B: <b>Thank you!</b></i><br><i>A: <b>You're welcome.</b></i> | Yes, you may.<br>Sure/Okay!<br>No.<br><i>A: <b>May I use your scissors?</b></i><br><i>B: <b>Yes, you may.</b></i>                               | <i>A: <b>May I have a snack, please?</b></i><br><i>I am <b>hungry</b>.</i><br><i>B: <b>Yes, you may.</b></i><br><i>A: <b>Thank you!</b></i><br><i>B: <b>You're welcome!</b></i>                            |   |

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(2<sup>nd</sup> Edition Tab 3.32 & 3.33)

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|---|------------------|--|--|---|--|---|
| <p><b>Intermediate forms and examples</b></p> <p>2<sup>nd</sup> edition<br/>Tab 6.4</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p> | <b>Forms</b>     | <p><b>Verbs</b> <i>borrow, use</i></p> <p><b>Nouns</b> common classroom items + <i>precise nouns</i>: construction paper, whiteboard marker, white board eraser, colored paper, colored pencil, lined paper, blank paper, science journal, chart paper, colored marker, supply box, etc.</p> | <p><b>Nouns</b> from Lesson 1</p> <p><b>Questions</b> with <i>could, may</i></p> <p><b>Adjectives</b> <i>an extra (piece of), some</i></p>   | <p><b>Questions</b> with <i>would</i></p> <p><b>Nouns</b>: pizza, burrito, peas, salad, croutons, kiwi, teriyaki chicken, hamburger, hot dog, shrimp poppers, etc.</p> <p><b>Adjective</b> from Lesson 2</p>  | <p><b>Questions</b> from Lesson 3</p> <p><b>Nouns</b> from Lesson 3</p> <p><b>Adjective</b> from Lesson 3 + <i>another</i></p>   | <p><b>Application</b></p> <p>Using taught forms students role play borrowing something from a classmate or teacher and politely asking for food during lunch.</p> |
|   | <b>Prompts</b>   | May I use/borrow your __, please?  | May I have an extra (piece of)/ some __, please?<br>Could you give me an extra (piece of)/ some __, please?  | What would you like to eat?   | What would you like?   |   |
|   | <b>Responses</b> | <p>Sure!</p> <p>I'm sorry, I don't have a __.</p> <p>Okay.</p> <p>Thank you!</p> <p>A: <i>May I <b>borrow</b> your <b>white board eraser</b>, please?</i></p> <p>B: <i>Sure!</i></p> <p>A: <i>Thank you!</i></p>   | <p>Sure!</p> <p>I'm sorry, I don't have an extra one.</p> <p>A: <i>May I please have <b>some</b> crayons?</i></p> <p>B: <i>I'm sorry, I don't have any.</i></p> <p>OR</p> <p>A: <i>Could you give me <b>an extra piece of</b> lined paper?</i></p> <p>B: <i>I'm sorry, I don't have <b>an extra piece</b> one. .</i></p> | <p>May I have a/some __, please?</p> <p>I would like a/some __, but I don't want any __, please.</p> <p>A: <i>What <b>would</b> you like to eat?</i></p> <p>B: <i>I <b>would</b> like some <b>teriyaki chicken fingers</b>, but I don't want any <b>peas</b>, please.</i></p> | <p>I would like another __, please.</p> <p>A: <i>What would you like?</i></p> <p>B: <i>I would like <b>another</b> hot dog, please.</i></p> <p>A: <i>I'm sorry, I don't have an extra one.</i></p> |   |

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| <p><b>Early Advanced/ Advanced forms and examples</b></p> <p>2<sup>nd</sup> edition<br/>Tab 7.3</p> <p><i>*Sample sentences in italics with focus grammatical forms <b>bolded</b>.</i></p> | <b>Forms</b>     | <p><b>Nouns:</b> construction paper, colored paper, lined paper, markers, paint, crayons, colored pencils, etc.<br/> <b>Adjectives</b> <i>a piece of, some</i><br/> <b>Expanded sentences with courtesy phrases:</b><br/>           Would it be all right if ...</p> | <p><b>Nouns</b> from Lesson 1<br/> <b>Expanded sentences with courtesy phrases:</b><br/>           Could you loan me your _?<br/>           Of course, you can borrow it/them.<br/>           Thank you, I appreciate it.<br/> <b>Idiomatic expression:</b><br/>           My pleasure.</p>  | <p><b>Nouns:</b> a slice of cheese pizza, napkin, spoon, fork, grapes, hotdogs, chocolate milk, etc.<br/> <b>Expanded sentences with courtesy phrases</b> from Lesson 2 +<br/>           Would you mind handing me<br/> <b>Idiomatic expression:</b><br/>           I have my heart set on...</p>                        | <p><b>Nouns</b> from Lesson 3<br/> <b>Adjectives</b> <i>another, an extra</i><br/> <b>Expanded sentences with courtesy phrases</b> from Days 2 &amp; 3 +<br/>           Would you mind bringing me...<br/>           Not at all!</p>                        | <p><b>Application</b></p> <p>Using taught forms students role play borrowing something from a classmate or teacher and politely asking for food during lunch. Students can write their dialogues on a cartoon strip</p> |
|  | <b>Prompts</b>   | <p>Would it be all right if I borrowed your _?<br/> <i><b>Would it be all right if I borrowed your paint?</b></i></p>  | <p>Could you loan me your _, please?<br/> <i><b>Could you loan me your colored pencils, please?</b></i></p>  | <p>Would you mind handing me a/some _?<br/>           I have my heart set on a/some _.</p>   | <p>Would you mind bringing me __ ?<br/> <i><b>Would you mind bringing me another apple?</b></i></p>   |   |
|  | <b>Responses</b> | <p>Sure! You can borrow it.<br/>           No, not now.<br/>           A: <i><b>Would you be willing to let me borrow some chart paper.</b></i><br/>           B: <i><b>Sure! You can borrow it!</b></i></p>   | <p>Of course, you can borrow it!<br/>           Sure, you can borrow it when I'm finished.<br/>           Thank you, I appreciate it.<br/>           My pleasure.<br/>           A: <i><b>Could you loan me your paint?</b></i><br/>           B: <i><b>Sure, you can borrow it when I'm finished.</b></i><br/>           A: <i><b>Thank you. I appreciate it.</b></i><br/>           B: <i><b>It's my pleasure.</b></i></p> | <p>No problem.<br/>           I'd be glad to.<br/>           A: <i><b>I have my heart set on some kiwi. Would you mind handing me some?</b></i><br/>           B: <i><b>No problem. I'd be glad to.</b></i><br/>           A: <i><b>Thank you. I appreciate it.</b></i><br/>           B: <i><b>My pleasure!</b></i></p> | <p>Not at all.<br/>           A: <i><b>Would you mind bringing me an extra chocolate milk?</b></i><br/>           B: <i><b>Not at all.</b></i><br/>           A: <i><b>Thank you, I appreciate it.</b></i><br/>           B: <i><b>My pleasure!</b></i></p> |   |

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