

Grade K/1 Focused ELD Curriculum Guide

Unit 1 – Lesson Cycle 4

Overarching Language Functions: Describe, Compare & Contrast & Express Action & Time Relationships

- B/EI** Describe physical characteristics using sensory
- I** Describe routine, ongoing events & Retell past actions and events
- EA/A** Clarify whether something has or hasn't happened

Topic: Daily Routines & Family

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
Beginning forms and examples 2 nd edition Tab 5.8 <i>*Sample sentences in italics with focus grammatical forms bolded.</i>	Forms	Nouns: mom, dad, sister, brother, grandma, grandpa, uncle, aunt. Pronouns <i>he, she,</i>	Nouns from Lesson 1 Adjectives: tall, short, old, young, etc.	Nouns from Lesson 1 + <i>hair, eyes</i> Pronouns from Lesson 1 Adjective placement with hair & eye color: <i>hair</i> blonde, black, brown, gray, white, <i>eyes</i> blue, green, brown, etc.	Nouns from Lessons 1 & 3 Pronouns from Lesson 1 Adjectives from Lessons 2 & 3 Conjunction <i>and</i>	Application Using taught forms, students describe a member of their family or a member of a friend's family. Sketch and tell.
	Prompts	Who is that?	Tell me about your _. <i>Tell me about your grandpa.</i>	What does your _ look like? <i>What does your grandpa look like?</i>	Describe your _. <i>Describe your grandpa.</i>	
	Responses	He/She is a/my _. He is my grandpa .	My _ is _. <i>My grandpa is old.</i>	My _ has _ _. He/She has _ _. <i>My grandpa has gray hair.</i> <i>He has brown eyes.</i>	My _ has _ _ and _ _ . OR He/She has _ _ and _ _ . <i>My grandpa is old. He has gray hair and brown eyes.</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. (2nd Edition Tab 3.32 & 3.33)

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<p>Early Intermediate forms and examples</p> <p>2nd edition Tab 5.8</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p>	Forms	<p>Nouns: mom, dad, sister, brother, grandma, grandpa, uncle, aunt, cousin, etc.</p> <p>Pronouns he, she</p>	<p>Verb present tense <i>have</i></p> <p>Nouns from Lesson 1 + hair, eyes</p> <p>Adjective Placement with eye and hair color: brown, black, blonde, gray, green, blue,</p>	<p>Verb present tense <i>be</i></p> <p>Nouns from Lesson 1</p> <p>Adjectives: tall/short old/young little/big</p>	<p>Nouns from Lessons 1 & 2</p> <p>Adjectives from Lessons 1, 2 & 3</p> <p>Comparatives: older/younger, taller/ shorter bigger/smaller, etc.</p>	<p>Application</p> <p>Using taught forms students tell about different members of their family from a photograph or a sketched picture.</p>
	Prompts	Who is he/she?	<p>What does your _look like?</p> <p><i>What does your cousin look like?</i></p>	<p>Tell me about your _.</p> <p><i>Tell me about your cousin.</i></p>	<p>Tell me about your _.</p> <p><i>Tell me about your cousin.</i></p>	
	Responses	<p>He/She is a/my _.</p> <p><i>He is my cousin.</i></p>	<p>My _ has _ _ and _ _ . OR</p> <p>He/She has _ _ and _ _ .</p> <p><i>My cousin has blonde hair and blue eyes.</i></p>	<p>My _is _.</p> <p>He/She is _.</p> <p><i>My cousin is old. He is big.</i></p>	<p>This is my _.</p> <p>My _is _ than my _.</p> <p><i>This is my cousin. He is big. He has blonde hair and blue eyes. My cousin is bigger than my brother.</i></p>	

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<p>Intermediate forms and examples</p> <p>2nd edition Tabs 6.20 & 6.21</p> <p><i>* Sample sentences in italics with focus grammatical forms bolded.</i></p>	Forms	<p>Verbs present tense: <i>Morning</i> go __, wake up, make my bed, eat breakfast, get ready, put on my clothes, watch TV, brush my __ (teeth, hair), etc. <i>Evening</i> eat __, play __, do my __ (homework, chores), watch TV, walk the dog, help wash the dishes, read a book, take a __ (bath, shower), go to (bed, sleep), brush my (teeth/hair), etc.</p> <p>Prepositions of time <i>in</i> (the morning, evening)</p>	<p>Verbs from Lesson 1 in past tense: <i>Morning</i> went __, woke up, made my bed, ate breakfast, watched TV, got ready, brushed my __ (teeth, hair), put on my clothes, etc. <i>Evening</i>: ate __, played __, did my (homework, chores), walked the dog, watched TV, took a __ (bath, shower), read a book, helped wash the dishes, brushed my __ (teeth, hair) went to __ (bed, sleep), etc.</p> <p>Preposition <i>in</i> from Lesson 1</p>	<p>Verbs from Lesson 2 Preposition <i>in</i> from Lesson 1 + <i>after, before,</i> <i>On</i> __ (certain day of the week)</p>	<p>Verbs from Lesson 2 + past tense negative statements with <i>didn't</i> Prepositions from Lessons 1, 2 & 3</p>	<p>Application</p> <p>Using taught forms students tell or write about something they in the morning or afternoon or on a specific day of the week.</p>
	Prompts	<p>What do you do in the __? <i>What do you do in the evening?</i></p>	<p>What did you do in the __? <i>What did you do in the morning?</i></p>	<p>What did you do in __, on __? <i>What did you do in the evening, on Tuesday?</i></p>	<p>Describe what you did on __. Tell something you didn't get to do. <i>Describe what you did on Saturday. Tell something you didn't get to do.</i></p>	
	Responses	<p>In the __ I __ and __. <i>In the evening, I eat dinner and brush my teeth.</i></p>	<p>In the __ I __ and __. I also __ and __. <i>In the morning, I ate breakfast and brushed my teeth. I also brushed my hair and put on my clothes.</i></p>	<p>On __, I __... After that I __... Before I __, I __... <i>On Tuesday evening, I ate dinner with my family. After that I played outside Before I went to bed, I read a book.</i></p>	<p><i>I didn't get to __ because ... On the Sunday I ate breakfast. After that I went outside to play. Before I went to bed I took a bath. I didn't get to read because it was too late.</i></p>	

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<p>Early Advanced/ Advanced forms and examples</p> <p>2nd edition Tab 7.19</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p>	Forms	<p>Verbs present perfect <i>have</i> + eaten, played, read, sat, watched, gone, ridden, turned in, etc.</p> <p>Adverb <i>already</i></p>	<p>Verbs from Lesson 1 + negative <i>haven't</i></p> <p>Adverb <i>already</i> from Lesson 1 + <i>yet</i></p>	<p>Verbs from Lesson 1 + Adverbs from Lessons 1 & 2 + <i>still</i></p>	<p>Verbs from Lessons 1, 2 & 3 + <i>has, hasn't</i></p> <p>Pronoun <i>he/she</i></p> <p>Adverbs from Lessons 1, 2, & 3</p>	<p>Application</p> <p>Using taught forms, students play a card game choosing a pictured event and then using a response frames to tell whether the event has or hasn't happened.</p>
	Prompts	Tell some things you have already done today.	Have you ...yet? <i>Have you read your book yet?</i>	What are some things you have already done today? What haven't you done yet?	Share what a friend has already accomplished today. What else does he/she still have to do?	
	Responses	<p>I have already _ ... and _...</p> <p><i>I have already ridden to school and gone to breakfast in the cafeteria.</i></p>	<p>No, I haven't _... yet.</p> <p>Yes, I already did.</p> <p><i>No, I haven't read my book yet.</i></p>	<p>I still haven't _ ...yet.</p> <p><i>I have already ridden to school and gone to breakfast in the cafeteria. I still haven't turned in my homework yet.</i></p>	<p>_ has already _...</p> <p>He/She still hasn't _...yet.</p> <p><i>Janna has already eaten breakfast. She still has to turn in her homework yet.</i></p>	

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