

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

**Unit 1 – Lesson Cycle 5**

*Overarching Language Functions: Express Action & Time Relationships/Express Cause & Effect, Predict and Infer*

**B/EI** Describe routine ongoing events

**I/EA/A** Explain cause & effect relationship for feelings or physical conditions.

**Topic: Daily Routines & Feelings/Emotions**

**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
<b>Beginning forms and examples</b>  2 <sup>nd</sup> edition Tab 5.16  <i>*Sample sentences in italics with focus grammatical forms bolded.</i>	<b>Forms</b>	<b>Verbs</b> present tense: eat, sleep, read, wake-up, etc.	<b>Verbs</b> from Lesson 1 + brush, wash, do, etc. <b>Nouns:</b> my cereal, my breakfast, my teeth, my face, my hair, my book, my homework, etc. <b>Pronoun</b> possessive <i>my</i> (matrix)	<b>Verbs</b> from Lesson 1 + play, work, run, write, count, color, etc. <b>Pronoun</b> <i>we</i>	<b>Verbs</b> from Lessons 1, 2 & 3 + clean, watch, etc. <b>Pronoun</b> <i>they</i> (matrix)	<b>Application</b>  Using taught forms, students draw and tell about what they do (or what their friends and families do) throughout the day.
	<b>Prompts</b>	How do you get ready for school?	How do you get ready for school?	What we do in school?	What do your friends do?	
	<b>Responses</b>	I _. <i>I eat.</i>	I _ _. <i>I wash my face.</i> <i>I eat my breakfast.</i>	We _. <i>We color.</i>	They _. <i>They watch.</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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<p><b>Early Intermediate forms and examples</b></p> <p>2<sup>nd</sup> edition Tab 5.16</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p>	<b>Forms</b>	<p><b>Verbs</b> present tense brush , wash , eat, wake-up, comb, get dressed, put on , do , go to _ , make , pack, get dressed, wake up, etc.</p> <p><b>Nouns:</b> cereal, teeth, book, face, hair, bed, homework, backpack, lunch, shoes, shirt, pants, clothes, etc.</p>	<p><b>Verbs</b> from Lesson 1 + auxiliary <i>do</i> in routine questions</p> <p><b>Nouns</b> from Lesson 1</p> <p><b>Pronouns</b> <i>my, your</i></p>	<p><b>Verbs</b> from Lesson 1</p> <p><b>Nouns</b> from Lesson 1</p> <p><b>Sequence words</b> first, next,</p>	<p><b>Verbs</b> from Lesson 1</p> <p><b>Nouns</b> from Lessons 1 &amp; 2</p> <p><b>Sequence words</b> Lesson 3 + <i>then, finally</i></p>	<p><b>Application</b></p> <p>Using taught forms students make and describe a “morning routine” timeline.</p>
	<b>Prompts</b>	What do you do to get ready for school?	<p>Do you _ _ in the morning?</p> <p><i>Do you put on <b>your</b> backpack in the morning?</i></p> <p><i>Do you wash <b>your face</b> in the morning?</i></p>	How do you get ready for school?	How does he/she get ready for school?	
	<b>Responses</b>	<p>I _.</p> <p>I _ my _.</p> <p><i>I wake-up.</i></p> <p><i>I put on <b>my</b> clothes.</i></p>	<p>Yes, I _my_ in the morning.</p> <p>No, I do not _ my _ in the morning.</p> <p><i>Yes. I put on <b>my</b> backpack in the morning.</i></p> <p><i>No, I do not wash <b>my</b> face in the morning.</i></p>	<p>First, I _.</p> <p>Next, I _.</p> <p><i><b>First</b>, I wake up. <b>Next</b>, I get dressed.</i></p>	<p>Then I _.</p> <p>Finally, I _.</p> <p><i>First I wake up. Next I get dressed. <b>Then I</b> eat my breakfast. <b>Finally I</b> get dressed.</i></p>	

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<p><b>Intermediate forms and examples</b></p> <p>2<sup>nd</sup> edition Tab 6.27</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p>	<b>Forms</b>	<p><b>Adjectives:</b> frustrated, surprised, curious, confused, bored, angry, worried, hungry, starved, tired, thirsty, annoyed, etc.</p> <p><b>Conjunction</b> <i>because</i></p>	<p><b>Adjectives</b> from Lesson 1</p> <p><b>Conjunction</b> from Lesson 1 + <i>since, when</i></p> <p><b>Statements and questions</b> with <i>how</i></p>	<p><b>Adjectives</b> from Lesson 1</p> <p><b>Conjunctions</b> <i>so</i></p> <p><b>Statements and questions</b> with <i>what</i> (matrix)</p>	<p><b>Pronouns</b> <i>he/she</i></p> <p><b>Adjectives</b> from Lesson 1</p> <p><b>Conjunctions</b> from Lessons 1, 2, &amp; 3</p> <p><b>Statements and questions</b> with <i>what</i> (matrix)</p>	<p><b>Application</b></p> <p>Using taught forms students play a card game where a card is pulled with a person showing some type of emotion. Student creates a cause/effect sentence to match the card.</p>
	<b>Prompts</b>	<p>Why were you _?</p> <p><i>Why were you angry?</i></p>	<p>How did you feel when ...?</p> <p><i>How did you feel <b>when</b> the fire alarm went off?</i></p> <p><i>How did you feel <b>when</b> your friend kept bothering you?</i></p>	<p>What did you do when you felt _?</p> <p><i>What did you do when you felt surprised?</i></p>	<p>What did he/she do when he/she was_?</p> <p><i>What did <b>he</b> do when <b>he</b> was annoyed?</i></p>	
	<b>Responses</b>	<p>I was _ because ...</p> <p><i>I was <b>angry because</b> my brother took my lunch.</i></p>	<p>I felt _ when ...</p> <p>I was _ since ...</p> <p><i>I felt worried <b>when</b> the fire alarm went off.</i></p> <p><i>I was annoyed <b>since</b> my friend kept bothering me.</i></p>	<p>I was _so I ...</p> <p><i>I was surprised <b>so</b> I screamed.</i></p>	<p>He/She was _ so he/she ...</p> <p>He/She felt _ when...</p> <p>He/She was _ since...</p> <p><i><b>He</b> was annoyed <b>so he</b> walked away.</i></p>	

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		Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p><b>Early Advanced/Advanced forms and examples</b></p> <p>2<sup>nd</sup> edition Tab 7.28</p> <p><i>*Sample sentences in italics with focus grammatical forms <b>bolded</b>.</i></p>	<b>Forms</b>	<p><b>Adjectives</b> surprised, tired, angry, confused, frustrated, curious, bored, worried, hungry, starved, thirsty, annoyed, excited, left out, lonely, loved, etc.</p> <p><b>Conjunction</b> <i>because</i></p>	<p><b>Verbs</b> past tense negative with <i>wasn't/weren't + known</i> past progressive: playing, reading, sitting, doing _, reading, eating, etc.</p> <p><b>Adjectives</b> from Lesson 1</p> <p><b>Conjunctions</b> <i>since</i></p>	<p><b>Verbs</b> from Lesson 2</p> <p><b>Adjectives</b> from Lesson 1</p> <p><b>Conjunction</b> <i>so</i></p> <p><b>Pronouns</b> reflexive: <i>myself, yourself</i></p>	<p><b>Verbs</b> from Lesson 2</p> <p><b>Adjectives</b> from Lesson 1</p> <p><b>Conjunction</b> <i>so</i></p> <p><b>Pronouns</b> reflexive <i>herself, himself</i></p>	<p><b>Application</b></p> <p>Using taught forms tell or write about something a friend did by herself/himself and explain why.</p>
	<b>Prompts</b>	<p>How did you feel when ... ?</p> <p>How did you feel when you left for school this morning?</p>	<p>Why weren't you ...?</p> <p><b>Why weren't you</b> <i>doing your homework?</i></p>	<p>Why were you _by yourself?</p> <p><i>Why were you playing by yourself?</i></p>	<p>Why was he/she _by himself/herself?</p> <p><i>Why was she eating by herself?</i></p>	
	<b>Responses</b>	<p>I felt _ because ...</p> <p>I was _ because ...</p> <p><i>I felt <b>excited</b> because we were having an assembly today.</i></p> <p><i>I was <b>confused</b> because the bus was late.</i></p>	<p>I wasn't ... since I felt ...</p> <p><i>I <b>wasn't doing</b> my homework since I felt angry.</i></p>	<p>I felt _ so I just _ by myself.</p> <p><i>I felt left-out so I just played by myself.</i></p>	<p>He/She was_ so he/she just _ by himself/herself.</p> <p><i>She was hungry so she just ate by herself.</i></p>	

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