

Grade K/1 Focused ELD Curriculum Guide

Unit 4 – Week 4

Overarching Language Functions: Express Action & Time Relationships

B/EI/I/EA/A Ask for, give and follow multi-step directions physical characteristics

Topic: At School and in the Community

Teacher’s Note:

- Pacing may vary 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.
- Be sure to guide students in bridging the use of this 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.

| | | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|---|------------------|---|---|--|--|--|
| <p>Beginning forms and examples</p> <p>2nd edition Tab 5.19</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p> | Forms | <p>Verbs draw, put, cut</p> <p>Nouns: a square, a triangle, a circle, a rectangle, a square,</p> <p>Prepositions: on, in</p> | <p>Verbs from Day 1+ take off</p> <p>Nouns from Day 1</p> <p>Prepositions from Day 1</p> | <p>Verbs from Days 1 & 2</p> <p>Nouns from Day 1+a roof, a door, a window, some grass, a street, a tree, the sky, a sun</p> <p>Prepositions from Day 1+ <i>up, down</i></p> | <p>Verbs from Days 1 & 2+ <i>color</i></p> <p>Nouns from Days 1 & 3</p> <p>Prepositions Days 1 & 3</p> <p>Sequence word <i>first</i></p> | <p>Application</p> <p>Using taught forms, students play a barrier game. One student gives a partner directions on how to draw a picture of a house with a barrier in between them. (It is helpful to have the picture pre-drawn by the student) The Barrier is removed to see how well students completed the picture. Then, students switch roles.</p> |
| | Prompts | <p>Cut the paper in half.</p> <p>Draw a _ on the _.</p> <p>Put a _ in the _.</p> <p><i>Draw a square on the paper.</i></p> <p><i>Put a circle in the square.</i></p> <p><i>Put a rectangle on the square.</i></p> | <p>Draw _ on the _.</p> <p>Put _ in the _.</p> <p>Put _ on the _.</p> <p>Directions to erase image</p> <p>Take the _ off the _.</p> <p><i>Draw a square on the whiteboard</i></p> <p><i>Put a circle in the square.</i></p> <p><i>Put a rectangle on the square.</i></p> <p><i>Take the square off the whiteboard. Take the circle off the whiteboard. etc.</i></p> | <p>Draw a _ up on _.</p> <p>Put a _ up in _.</p> <p>Put _ down at the bottom.</p> <p>That is _!</p> <p><i>Put a circle up in the sky.</i></p> <p><i>That is a sun!</i></p> <p><i>Put a triangle up on the square.</i></p> <p><i>That is a roof!</i></p> <p><i>Put a street down at the bottom.</i></p> <p><i>Put your name down at the bottom.</i></p> <p>Directions to erase image</p> <p>Take the _ off the _.</p> | <p>Teacher/Student give directions on how to draw a picture of a house on a whiteboard using various shapes.</p> <p>First draw _ on the _.</p> <p>Color the _.</p> <p>Color the _.</p> <p><i>First draw a square on the paper.</i></p> <p><i>Draw triangle on the square.</i></p> <p><i>Put a circle in the sky.</i></p> <p><i>Put a rectangle in the square.</i></p> <p><i>Color the rectangle red.</i></p> | |
| | Responses | <p>Students take turns giving and following directions.</p> | <p>Students take turns giving and following directions.</p> | <p>Students take turns giving and following directions.</p> | <p>Students take turns giving and following directions.</p> | |

Assessment: Keep samples of written and oral work to analyze using ELDPI. Use *Ongoing Assessment of Language Practice* (2nd edition p. 3.32) or the *Observational ELD Assessment* (1st edition p. 6.7) to keep track of students’ use of target forms taught in this sequence.

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|--|------------------|---|--|---|---|--|
| <p>Early Intermediate forms and examples</p> <p>2nd edition Tab 5.19</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p> | Forms | <p>Verbs <i>draw, put</i></p> <p>Nouns square, triangle, circle, rectangle, square,</p> <p>Prepositions <i>on, in</i></p> <p>Sequence words from Unit 3 Week 3 <i>first, next, then, last</i></p> | <p>Verbs from Day 1+ <i>add</i></p> <p>Nouns from Day 1+ roof, window, door, sun, the sky, tree, flower, house</p> <p>Prepositions from Day 1+ inside, outside, above, below/under</p> <p>Sequence words from Day 1</p> | <p>Verbs from Day 1 & 2</p> <p>Nouns from Days 1 & 2 + a doorknob, a street, some grass, a cloud, a path, etc.</p> <p>Prepositions beside,/next to, behind</p> <p>Sequence words from Day 1</p> | <p>Nouns from Day 1, 2 & 3</p> <p>Prepositions Day 1,2 & 3</p> <p>Sequence words: Day 1,2, & 3</p> <p>Pronouns possessive <i>his her,my</i></p> <p>Pronouns object <i>me, her, him</i></p> | <p>Application</p> <p>Using taught forms describe in writing the picture from Day 4.</p> <p>Students share-out their descriptions</p> |
| | Prompts | <p>First draw/put a _.</p> <p>Next draw/put a _ on the _.</p> <p>Then draw/put a _ on the _.</p> <p>then</p> <p>Last, draw/Put a _in/on the _.</p> <p>First draw a square.</p> <p>Next put a rectangle in the square.</p> <p>Then draw a triangle on the square.</p> <p>Last, put a circle in the triangle.</p> | <p>First add/draw/put a _.</p> <p>Next/ Then add a _ (preposition) the _.</p> <p>First/Next/ Then add/draw/put a _ (preposition) the _.</p> <p>That is a _!</p> <p>First draw a square.</p> <p>Next put a rectangle inside the square. Then draw a triangle above the square. Last, add a circle above the house. That is a sun!</p> | <p>Same as Day 1&2 with new forms then: Draw yourself in your picture. Describe where you are in relation to other objects in the picture.</p> | <p>Draw yourself with your family and/or a friend on your picture. Describe where everyone is in relation to others or things.</p> | |
| | Responses | <p>Students take turns giving and following directions.</p> | <p>Students take turns giving and following directions.</p> | <p>This is me.</p> <p>I am _ the _.</p> <p>I am _ the _ and _ the _.</p> <p>I am outside the house and next to the tree.</p> | <p>This is me.</p> <p>This is my _.</p> <p>His/her name is _.</p> <p>He/She is (preposition) me.</p> <p>He/She is (preposition) the _.</p> <p>(preposition) him/her is _.</p> <p>(Preposition) the _ is _.</p> <p>The _ is (preposition) her/him.</p> <p>This is my sister.</p> <p>Her name is Lizzy..</p> <p>She is beside me.</p> <p>She is next to the tree.</p> <p>Above her is the sun.</p> <p>The sun is above her.</p> | |

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| <p>Intermediate forms and examples</p> <p>2nd edition Tab 6.23</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p> | Forms | <p>Nouns: things you see in the neighborhood: house, car, animals vocabulary can be familiar, structures below are new.</p> <p>Imperative sentences with phrases of time: To begin, The first/next/last step is...</p> <p>Questions with can: How do you draw a _?</p> | <p>Imperative sentences with phrases of time: from Day 1+When you have done that_, After/When_,</p> <p>Questions with can: Can you tell me how to draw/make a _?</p> | <p>Imperative sentences with phrases of time: from Day 1& Day 2 + Finally,</p> <p>Questions with can: from Day 1 & 2</p> | <p>Imperative sentences with phrases of time: from Day 1& Day 2 & Day 3+When you have finished_.</p> <p>Questions with can: from Day 1 & 2</p> | <p>Application</p> <p>Using taught forms students create a “How To” drawing book to share with their classmates. Each student will contribute one page describing how to draw a simple picture. OR provide students with a different medium (clay or play dough) to use taught forms in telling a friend how to make something (a person, a tree, a dog, a car, etc)</p> |
| | Prompts | <p>How do you draw a _?</p> <p><i>How do you draw a limousine?</i></p> | <p>Can you tell me how to draw/make a _?</p> <p><i>Can you tell me how to draw a snowman?</i></p> | <p>Can you tell me how to draw/make a _?</p> <p>How do you draw a _?</p> | <p>Can you tell me how to draw/make a _?</p> <p>How do you draw a _?</p> | |
| | Responses | <p>To begin, ...</p> <p>The first step is ...</p> <p>The next step is ...</p> <p>Then ...</p> <p>The last step is ...</p> <p><i>To begin, write your name on your paper. The first step is to draw a long rectangle. The next step is to put the wheels and windows on the limo. Then, you need to draw the driver. The last step is to color it black.</i></p> | <p>Sure!</p> <p>Reply:</p> <p>When you have done that..., After/When...,</p> <p><i>To begin, you’ll need a white board and a marker.</i></p> <p><i>The first step is to draw a small circle at the top. The next step is to draw a medium sized circle under the small circle. When you’ve done that, draw one more large circle under that. After that, you can add a face, stick arms, and a hat. The last step is to draw the background.</i></p> | <p>From Days 1 & 2</p> <p>Finally,..</p> <p><i>To begin, you’ll need a white board and a marker.</i></p> <p><i>The first step is Finally, draw the background so the snowman doesn’t look like he is floating in space!</i></p> | <p>From Days 1, 2 & 3.</p> <p>When you have finished_..</p> <p><i>To begin, you’ll need a white board and a marker.</i></p> <p><i>The first step isFinally, draw the background so the snowman doesn’t look like he is floating in space! When you have finished, write your name on it!</i></p> | |

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| <p>Early Advanced/Advanced forms and examples</p> <p>2nd edition Tab 7.24</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p> | Forms | <p>Imperative sentences with phrases of time: Before you begin, After that, _. Then, ... Finally, ...</p> | <p>Imperative sentences with phrases of time from Day 1 + Now, _. Be sure _. Adverbs <i>carefully, quickly</i></p> | <p>Imperative sentences with phrases of time from Days 1 & 2 + It's a good idea... Adverbs from Day 2+ <i>slowly, gently</i></p> | <p>Imperative sentences with phrases of time from Days 1, 2 & 3 Adverbs from Days 2 & 3 Ask questions that guide someone through the directions Did you remember to _? How about _?</p> | <p>Application</p> <p>Using taught forms, explain , orally or in writing , how you do certain things around your house or in the neighborhood (wash the dishes, give the dog a bath, take the bus, plant a flower, feed your baby sister, etc.</p> |
| | Prompts | <p>How do you ...? <i>How do you draw a house?</i></p> | <p>Can you tell me how to ...? <i>Can you tell me how to draw a house?</i></p> | <p>Can you tell me how to ...? <i>Can you tell me how to wash the dog?</i></p> | <p>Describe to a partner how to do an activity of your choice.</p> | |
| | Responses | <p>Before you begin, After that, ... Then, ... Finally, ... Before you begin, get your paper and crayons and something hard to write on. After that, draw a square with a triangle on top. Then you can add details like windows, chimneys, and people. Finally, write your name on your paper!</p> | <p>Now, ... Be sure ... <i>Before you begin, get your paper and crayons and something hard to write on. After that, quickly draw a square with a triangle on top. Then you can add details like windows, chimneys, and people. Now, carefully draw a circle above the house. Finally, color in your picture. Be sure to write your name on your paper!</i></p> | <p>It's a good idea... <i>Before you begin, you need to collect the bucket, hose, shampoo, leash and towels. It's a good idea to get some dog treats to keep the dog happy. After that you need to quickly get the dog wet. Now, put some soap on the dog's back and gently rub the soap into the dog's fur. Be sure to take a bath afterwards or else you'll smell like a wet dog.</i></p> | <p>Did you remember to ...? How about ...? Did you remember to put the leash on the dog? Did you remember to put your name on your paper? How about adding detail to the sky in your picture?</p> | |

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