

Grade K/1 Focused ELD Curriculum Guide

Unit 6 – Week 1

Overarching Language Functions: Describe, Classify, Compare & Contrast/ Express Action & Time Relationship

- B/EI** Ask for, give and follow multi-step direction
- I** Describe the actions of people... using verbs and adverbs
- EA/A** Relate a past action occurring with some other event

Topic: Human Body

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
Beginning forms and examples 2 nd edition Tab 5.19 <i>*Sample sentences in italics with focus grammatical forms bolded.</i>	Forms	Verb imperative <i>touch</i> Nouns: hair, head, face, hand, finger, toe, ear, chin, neck, etc. Pronoun possessive <i>my</i>	Verb imperative <i>circle</i> Nouns from Day 1	Verbs imperative <i>draw</i> Nouns from Day 1 + plural forms: fingers, toes, ears, etc.	Verb imperative <i>add</i> Nouns from Day 3	Application Using taught forms students will give a partner directions to draw a body.
	Prompts	Touch your <u> </u> . <i>Touch your face.</i>	Circle the <u> </u> . <i>Circle the ear.</i>	Draw your <u> </u> . <i>Draw your head.</i>	Add your <u> </u> . <i>Add your eyes.</i>	
	Responses	Child touches his/her body part. <u> </u> . My <u> </u> . <i>Face.</i> <i>My face.</i>	Child circles the body part on a picture and repeats the body part name. <u> </u> . The <u> </u> . <i>Ear.</i> <i>The ear.</i>	Child draws body part and repeats body part name. <u> </u> . My <u> </u> . <i>Head.</i> <i>My head.</i>	Child adds the body part to the drawing and repeats the body part name. <u> </u> . My <u> </u> . <i>Eyes.</i> <i>My 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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		Day 1	Day 2	Day 3	Day 4	Day 5
<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 imperative <i>point to, touch</i></p> <p>Nouns: ear, chin, stomach, chest, thumb, shoulder, neck, elbow, tongue, teeth, heel, etc.</p>	<p>Verbs from Day 1+ <i>put</i></p> <p>Nouns from Day 1</p>	<p>Verbs from Days 2 & 3 + <i>draw</i></p> <p>Nouns from day 1</p> <p>Sequence words <i>first, next</i></p> <p>Routine questions with <i>What do I ...</i></p>	<p>Nouns from Day 1</p> <p>Sequence words <i>then, last</i></p> <p>Questions from 3ay 3</p>	<p>Application</p> <p>Using taught forms students will give a partner directions to draw a body.</p>
	Prompts	<p>Point to your _.</p> <p>Touch your _.</p> <p><i>Point to your stomach.</i></p> <p><i>Touch your neck.</i></p>	<p>Put your hand on your _.</p> <p><i>Put your hand on your stomach.</i></p>	<p>What do I draw first?</p> <p>What do I draw next?</p>	<p>How do I...</p> <p><i>How do I draw a picture of me/myself?</i></p>	
	Responses	<p>This is my _.</p> <p><i>This is my stomach.</i></p> <p><i>This is my neck.</i></p>	<p>Put your hand on your _.</p> <p><i>Put your hand on your chin.</i></p>	<p>First, draw your _.</p> <p>Next, draw your _.</p> <p><i>First, draw your head.</i></p> <p><i>Next, draw your eyes.</i></p>	<p>Then draw your _.</p> <p>Last, draw your _.</p> <p><i>First, draw your head.</i></p> <p><i>Next, draw your eyes.</i></p> <p><i>Then draw your nose.</i></p> <p><i>Last, draw your mouth.</i></p>	

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<p>Intermediate forms and examples</p> <p>2nd edition 6.12</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p>	Forms	<p>Nouns: head, neck, shoulder(s), elbow(s), arm(s), wrist(s), finger(s), thumb(s), leg(s), knee(s), ankle(s), foot/feet, toe(s).</p> <p>Adjectives demonstrative <i>this, these</i></p>	<p>Verbs past progressive was + ing: playing _ (soccer, football, tag, etc.), swinging, running, skateboarding, etc.</p> <p>Verbs past tense: hurt, twisted, broke</p> <p>Nouns from Day 1</p>	<p>Verbs from Day 2 + tripped, fell, ran into, hit, fell, etc.</p> <p>Nouns from Day 1</p>	<p>Verbs past progressive and past tense from Days 2 & 3</p> <p>Verbs present tense: hurt, twist, break</p> <p>Nouns from Day 1</p>	<p>Application:</p> <p>Using taught forms students will role play explaining an injury to a doctor.</p>
	Prompts	<p>Point to your _.</p> <p>Show me your _.</p> <p><i>Point to your neck.</i></p> <p><i>Show me your ankles.</i></p>	<p>What were you doing when you _ your _?</p> <p><i>What were you doing when you broke your wrist?</i></p>	<p>What happened?</p>	<p>How did you _ your _?</p> <p><i>How did you break your wrist?</i></p>	
	Responses	<p>This is my _.</p> <p>These are my _.</p> <p><i>This is my neck.</i></p> <p><i>These are my ankles.</i></p>	<p>I was _ ... when I _ my _</p> <p><i>I was swinging on the monkey bars when I broke my wrist.</i></p>	<p>I was _, and I _...</p> <p><i>I was skateboarding, and I ran into the curb.</i></p>	<p>I was _, and I _...</p> <p><i>I was swinging on the monkey bars, and I fell off.</i></p>	

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<p>Early Advanced/ Advanced forms and examples</p> <p>2nd edition Tab 7.21</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p>	Forms	<p>Nouns: head, neck, shoulders, elbow(s), arm(s), wrist(s), finger(s), thumb(s), leg(s), knee(s), ankle(s), foot/feet, toe(s), etc.</p> <p>Adjectives demonstrative <i>this, these</i> (Teacher added)</p>	<p>Verbs past continuous was + ing: playing _ (soccer, football, tag, etc.) swinging, running, skateboarding, etc.</p> <p>Verbs past tense: hurt, twisted, broke</p> <p>Nouns from Day 1</p>	<p>Verbs from Day 2 + tripped, fell, ran into, hit, etc.</p> <p>Nouns from Day 1</p> <p>Adverb <i>while</i></p>	<p>Verbs from Days 2 & 3</p> <p>Verbs present tense: hurt, twist, break</p> <p>Nouns from Day 1</p>	<p>Application</p> <p>Using taught forms students will role play explaining an injury to a doctor.</p>
	Prompts	<p>Point to your _.</p> <p>Show me your _.</p> <p><i>Point to your neck.</i></p> <p><i>Show me your ankles.</i></p>	<p>What were you doing when you _ your _?</p> <p><i>What were you doing when you broke your wrist?</i></p>	<p>What happened?</p>	<p>How did you _ your _?</p> <p><i>How did you twist your ankle?</i></p>	
	Responses	<p>This is my _.</p> <p>These are my _.</p> <p><i>This is my neck.</i></p> <p><i>These are my ankles.</i></p>	<p>I was _ ... when I _ my _</p> <p><i>I was running on the black top when I broke my wrist.</i></p>	<p>I _...while I was _.</p> <p><i>I ran into my friend while I was playing soccer</i></p>	<p>While I was _, I _...and _ my _.</p> <p><i>While I was playing soccer, I ran into my friend and twisted my ankle.</i></p>	

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