

Grade K/1 Focused ELD Curriculum Guide

Unit 6 – Week 2

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

B/EI Ask for, give & follow multi-step directions

I Duration: Tell How Long an Event Lasts

EA/A Explain Sequence and Duration

Topic: Body/Sports & Activities

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>Verb imperative <i>point to</i></p> <p>Nouns: body, mouth, eye, nose, arm, leg, hand, foot, hair, etc.</p> | <p>Verbs imperative from Day 1 + <i>show me</i></p> <p>Nouns: from Day 1</p> <p>Pronouns <i>my, your</i></p> | <p>Verbs from Days 1 & 2+ present tense <i>have</i></p> <p>Nouns from Day 1 + plural form: legs, arms, etc.</p> <p>Adjectives (placement) for <i>color:</i> blue, green, brown, black, blonde, etc. <i>size:</i> long, short, big, small, etc (matrix)</p> | <p>Verbs from Day 3</p> <p>Adjectives for <i>number:</i> one, two (matrix)</p> | <p>Application</p> <p>Using taught forms students will look in the mirror to point to and name their body parts.</p> |
| | Prompts | <p>Point to your _.</p> <p><i>Point to your mouth.</i></p> | <p>Show me your _.</p> <p><i>Show me your nose.</i></p> | <p>Describe your _.</p> <p><i>Describe your hair.</i></p> | <p>Describe your _.</p> <p><i>Describe your body.</i></p> | |
| | Responses | <p>Child points to body part.</p> <p>–</p> <p><i>Mouth</i></p> | <p>Child points to his/her body part.</p> <p>–</p> <p>My_.</p> <p><i>Nose.</i></p> <p><i>My nose.</i></p> | <p>I have _ _.</p> <p><i>I have blue eyes.</i></p> <p><i>I have small hands.</i></p> | <p>I have _ _.</p> <p><i>I have one head.</i></p> <p><i>I have two legs.</i></p> <p><i>I have long arms.</i></p> | |

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 5.19</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p> | Forms | <p>Verb imperative <i>Put your</i></p> <p>Nouns: body, head, hair, face, mouth, nose, eye, arm, hand, finger, leg, foot, toe, shoulder, knee, etc.</p> <p>Adjective demonstrative <i>this</i> (Matrix Intermediate)</p> | <p>Verbs imperative from Day 1 + <i>Point to, Touch your</i></p> <p>Nouns from Day 1 + plural forms: eyes, arms, hands, etc.</p> <p>Adjective demonstrative from Day 1 + <i>these</i> (Matrix Intermediate)</p> | <p>Verbs from Days 1 & 2 + present tense <i>have</i></p> <p>Nouns from Days 1 & 2</p> <p>Adjectives (placement) for <i>size & color:</i> big, little, large, small, tiny, long, short, green, brown, black, yellow, blonde, white, blue, etc. (Matrix)</p> | <p>Verbs from Days 1, 2 & 3</p> <p>Nouns from Day 1 & 2</p> <p>Pronouns <i>he, she</i></p> <p>Adjectives from Day 3</p> | <p>Application</p> <p>Using taught forms students will describe themselves and their classmates.</p> |
| | Prompts | <p>Students will play the Simon Says game.</p> <p>Put your hand on your _.</p> <p>Put your hand on your head.</p> | <p>Point to your _.</p> <p>Touch your _.</p> <p>Point to your eyes.</p> <p>Touch your toes.</p> | <p>Describe your _.</p> <p><i>Describe your hair.</i></p> | <p>Describe your friend's _.</p> <p><i>Describe your friend's eyes.</i></p> | |
| | Responses | <p>This is my _.</p> <p>This is my head.</p> | <p>These are my _.</p> <p>These are my eyes.</p> <p>These are my toes.</p> | <p>I have _ _.</p> <p>I have short hair.</p> | <p>He/She has _ _.</p> <p>He has green eyes.</p> | |

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| <p>Intermediate forms and examples</p> <p>2nd edition Tab 6.24</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p> | Forms | <p>Verb Phrases: _the ball (pass, hit, throw, catch, kick, etc.), ride on ramps, jump high, take lessons, play/watch games, skate fast, swing the club, etc. Nouns: for favorite sports/activities: softball, baseball, soccer, football, swimming, hockey, volleyball, dancing, wall ball, tennis, miniature golf, skateboarding, etc.</p> | <p>Nouns from Day 1 + <i>an hour</i>, _ hours Adjectives for <i>numbers</i>: two, three, four, etc. Duration for</p> | <p>Verbs: practice _, watch _, take _ lessons, play _, etc. Nouns from Day 1 + time: 1:00, 2:00, 3:00, etc. Duration from Day 2 + <i>from _ to _</i></p> | <p>Verbs from Day 3 in past tense form: practiced _, played _, took _ lessons, watched _, etc. Nouns from Day 1 Duration from Days 2 & 3 Formulating Questions with <i>How long did...?</i></p> | <p>Application</p> <p>Using taught forms students will explain how long they spend doing their favorite sport/activity.</p> |
| | Prompts | <p>What is your favorite _? <i>What is your favorite sport/activity?</i></p> | <p>How often do you practice _? <i>How often do you practice swimming?</i></p> | <p>When do you _ _? <i>When do you take tennis lessons?</i></p> | <p>How long did you _ _? <i>How long did you play soccer?</i></p> | |
| | Responses | <p>My favorite _ is _ because I like to _. <i>My favorite activity is tennis because I like to take lessons.</i></p> | <p>I practice _ for _ _. <i>I practice swimming for an hour.</i></p> | <p>I _ from _ to _. <i>I take tennis lessons from 2:00 to 4:00.</i></p> | <p>I _ for _ _. I _ from _ to _. <i>I played soccer for 3 hours. I practiced hockey from 4:00 to 6:00.</i></p> | |

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| <p>Early Advanced/Advanced forms and examples</p> <p>2nd edition Tab 7.25</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p> | Forms | <p>Verbs: <i>_the ball</i> (hit, kick, throw, etc.), warm up, run, stretch, swim, practice, etc.</p> <p>Nouns: _ game (baseball, football, softball, basketball game, soccer volleyball, tennis match, dance recital, swim meet, players, etc.</p> | <p>Verb phrases from Day 1 + find their seat, sit down, buy _ , cheer,</p> <p>Nouns from Day 1 + <i>fans</i></p> <p>Preposition of time <i>when</i></p> | <p>Verbs from Days 1 & 2 + blows his whistle, calls the plays, yell, run down the field, etc.</p> <p>Nouns from Days 1 & 2 + <i>coaches, referees</i></p> <p>Preposition of time <i>after that</i></p> | <p>Verbs from Days 1, 2 & 3</p> <p>Nouns from Days 1,2 & 3</p> <p>Preposition of time <i>finally</i></p> | <p>Application</p> <p>Using taught forms students will describe a sports event or activity and what happens during the various parts took.</p> |
| | Prompts | <p>What happens at a _ _ ?</p> <p><i>What happens at a soccer game?</i></p> | <p>What do/does the _ do while/when the _ ... ?</p> <p><i>What do the fans do when the players warm up?</i></p> | <p>Describe what happens after ...</p> <p><i>Describe what happens after the players warm up?</i></p> | <p>What happens at the end of a _ -</p> <p><i>What happens at the end of a soccer game?</i></p> | |
| | Responses | <p>The _ _ at a _ .</p> <p><i>The players warm up at a soccer game.</i></p> | <p>When the _ ... the _ ...</p> <p><i>When the players warm up, the fans buy refreshments.</i></p> | <p>After that, the _ ...</p> <p><i>When the players warm up, the fans buy refreshments. After that, the referee blows his whistles and the game begins.</i></p> | <p>Finally, ...</p> <p><i>When the players warm up, the fans buy refreshments. After that, the referee blows his whistle and the game begins. Finally, the time is up and the soccer game is over.</i></p> | |

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