

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

**Unit 6 – Week 3**

*Overarching Language Functions: Express Action & Time Relationships*

**B/EI** Describe actions: when, how, where

**I** Retell past actions and events

**EA/A** Discuss prior experiences

**Topic: Sports**

**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><b>Beginning forms and examples</b></p> <p>2<sup>nd</sup> edition Tab 5.21</p> <p><i>(The function tool does not address the B level so EI was modified.)</i></p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p>	<b>Forms</b>	<p><b>Verbs</b> present tense <i>be</i></p> <p><b>Nouns</b> <i>days of the week</i></p> <p><b>Time Word</b> <i>Today</i></p>	<p><b>Verb</b> <i>be</i> from Day 1</p> <p><b>Nouns</b> from Day 1</p> <p><b>Time Word</b> <i>Tomorrow, Yesterday</i></p>	<p><b>Verb</b> <i>be</i> from Day 1</p> <p><b>Nouns</b> from Day 1</p> <p><b>Time Words</b> from Days 1 &amp; 2</p> <p><b>Pronoun</b> <i>it</i></p>	<p><b>Verb</b> <i>be</i> from Day 1</p> <p><b>Nouns</b> from Day 1+ sports, soccer, baseball, softball, wall ball, basketball, football, etc.</p> <p><b>Time Words</b> from Days 1 &amp; 2</p> <p><b>Pronoun</b> <i>it</i> from Day 3</p>	<b>Application</b>
	<b>Prompts</b>	Tell me the days of the week. What day <b>is</b> today?	What day was yesterday? What day will tomorrow be?	What day <b>is</b> today? What day was yesterday? What day will tomorrow be?	What day is it? What do you do?	Using taught forms students will use a mock calendar to talk about the days of the week and discuss activities they do on certain days.
	<b>Responses</b>	Using a calendar the students will say the days of the week. The days of the week are __, __, __, __, __, and __. It is __. <i>The days of the week <b>are</b> Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, and Saturday. Today is Wednesday.</i>	_. Yesterday was __. Tomorrow will be __. <i>Yesterday was Tuesday. Tomorrow will be Thursday.</i>	It is __. It was __. It will be __. <i>It is Wednesday. It was Tuesday. It will be Thursday.</i>	I played __ on __. <i>It is Friday. I play <b>football</b>.</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><b>Early Intermediate forms and examples</b></p> <p>2<sup>nd</sup> edition Tab 5.21</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p>	<b>Forms</b>	<p><b>Verbs</b> past tense <i>be</i></p> <p><b>Nouns:</b> <i>_ game</i> (soccer, football, basketball, baseball, hockey, tetherball, wall ball, etc.)</p> <p>dance recital, swim meet, etc. + <i>days of the week</i></p> <p><b>Questions</b> with <i>when</i></p>	<p><b>Verb</b> <i>be</i> from Day 1 + progressive: <i>playing _</i> (soccer, football, etc), <i>_ the ball</i> (shooting, kicking, throwing, hitting, etc.), swinging the bat, dancing, running, swimming, twirling, spinning, etc.</p> <p><b>Nouns</b> from Day 1</p>	<p><b>Verbs</b> from Days 1 &amp; 2</p> <p><b>Nouns</b> from Day 1</p> <p><b>Adverbs:</b> fast, quickly, far, slowly, quietly, loudly, hard, softly, carefully, gracefully, softly, gently, correctly, etc.</p> <p><b>Questions</b> with <i>how</i></p>	<p><b>Verbs</b> from Days 1 &amp; 2</p> <p><b>Nouns</b> from Day 1</p> <p><b>Adverbs</b> from Day 3</p> <p><b>Conjunction</b> <i>and</i> (Matrix)</p>	<p><b>Application</b></p> <p>Using taught forms students will talk about a sporting event or dance performance.</p>
	<b>Prompts</b>	<p>When was the <i>_</i>?</p> <p><i>When was the baseball game?</i></p>	<p>What was <i>_</i> doing on <i>_</i>?</p> <p><i>What was Mariah doing on Tuesday?</i></p>	<p>How was he/she <i>_</i> in the <i>_</i>?</p> <p><i>How was she shooting the ball in the football game?</i></p>	<p>What was the boy/girl doing in the <i>_</i> on <i>_</i>?</p> <p><i>What was the girl doing in the basketball game on Tuesday?</i></p>	
	<b>Responses</b>	<p>The <i>_</i> was on <i>_</i>.</p> <p><i>The baseball game was on Monday.</i></p>	<p>On <i>_</i>, he/she was <i>_</i> in the <i>_</i>.</p> <p>He/She was <i>_</i>.</p> <p><i>On Tuesday, Mariah was playing basketball.</i></p> <p><i>She was shooting the ball.</i></p>	<p>He/She was <i>_ _</i>.</p> <p><i>She was shooting the ball carefully.</i></p>	<p>He/She was <i>_ _</i> and <i>_</i>.</p> <p><i>She was shooting quickly and carefully.</i></p>	

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<p><b>Intermediate forms and examples</b></p> <p>2<sup>nd</sup> edition Tab 6.21</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p>	<b>Forms</b>	<p><b>Verbs:</b> past tense hit, threw, ran, kicked, danced, twirled, skateboarded, spun, shot, dribbled, swung, jumped, jogged, fell, played, won, swam, dove, stretched, warmed up, etc.</p> <p><b>Nouns:</b> _ game (softball, football, soccer, hockey, baseball, wall ball, etc.), dance recital, swim meet, skateboarding contest, tennis/volleyball match, etc.</p>	<p><b>Verbs</b> from Day 1</p> <p><b>Nouns</b> from Day 1</p> <p><b>Adverbs:</b> fast, quickly, high, far, slowly, quietly, loudly, hard, softly, gently, carefully, gracefully, correctly, etc.</p> <p><b>Prepositions of time:</b> <i>Last week/weekend</i></p>	<p><b>Verbs</b> from Day 1</p> <p><b>Nouns</b> from Day 1</p> <p><b>Adverbs</b> from Day 2</p> <p><b>Prepositions of time</b> from Day 2</p> <p><b>Sequence words</b> <i>first, then</i> (Matrix EI)</p>	<p><b>Verbs</b> from Day 1</p> <p><b>Nouns</b> from Day 1</p> <p><b>Adverbs</b> from Day 2</p> <p><b>Preposition of time</b> from Day 2 + <i>after</i></p>	<p><b>Application</b></p> <p>Using taught forms students will tell or write several things they were doing the last time they participated in a sporting event or performance.</p>
	<b>Prompts</b>	<p>What did you do at the _?</p> <p><i>What did you do at the <b>swim meet</b>?</i></p>	<p>What did you do last _?</p> <p><i>What did you do <b>last week</b>?</i></p>	<p>Talk about your last _ _.</p> <p><i>Talk about your last basketball game.</i></p>	<p>What happened at your _ last _.</p> <p><i>What happened at your dance recital last weekend?</i></p>	
	<b>Responses</b>	<p>At the _, I_ and I _.</p> <p><i>At the <b>swim meet</b>, I <b>swam</b> and I <b>kicked</b>.</i></p>	<p>Last _, I _ at a/in a_.</p> <p>I _ _ and _ _.</p> <p><i><b>Last week</b>, I played in a basketball game. I dribbled <b>fast</b> and jumped <b>high</b>.</i></p>	<p>First, I/we... Then, I/we...</p> <p><i>Last week, I played in a basketball game. <b>First</b>, I ran around the court to warm up. <b>Then</b>, I dribbled fast and jumped high!</i></p>	<p>After that, ...</p> <p><i>First, I stretched. Then I danced gracefully and twirled quickly. <b>After</b> that, I took a bow.</i></p>	

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<p><b>Early Advanced/Advanced forms and examples</b></p> <p>2<sup>nd</sup> edition Tab 7.20</p> <p><i>*Sample sentences in italics with focus grammatical forms <b>bolded</b>.</i></p>	<b>Forms</b>	<p><b>Verbs</b> present perfect continuous: <i>have been</i> + <i>Playing</i> _ (soccer, hockey, Softball, football, basketball, wall ball, miniature golf, tennis, etc), swimming, dancing, running, etc. <b>Adverb</b> of specific time: <i>since I was</i></p>	<p><b>Verbs</b> present perfect verb phrases: Have you ever...? Yes, I have, No I haven't +</p> <p><b>Verbs</b> from Day 1 in past tense: <i>played</i> _ (soccer, hockey, softball, football, basketball, wall ball, miniature golf, tennis, etc.), swum, danced, ran, etc.</p>	<p><b>Verbs</b> from Day 1+ <i>has</i> <b>Pronouns</b> indefinite: <i>anyone, someone, no one</i></p>	<p><b>Verbs</b> from Days 1 &amp; 3 <b>Nouns</b> proper <b>Pronouns</b> indefinite from Day 2+ <i>everyone</i></p>	<p><b>Application</b></p> <p>Using taught forms, students will make general statements about a graph of different activities they have done.</p>
	<b>Prompts</b>	<p>How long have you been_? <i>How long <b>have</b> you <b>been dancing</b>?</i></p>	<p>Have you ever _? <i><b>Have you ever played kickball</b>?</i></p>	<p>Has anyone ever _... <i>Has <b>anyone</b> ever swum in the ocean?</i></p>	<p>Has anyone ever _...? <i>Has anyone ever played soccer?</i> <i>Has anyone ever played miniature golf?</i> <i>Has anyone ever danced in a recital?</i></p>	
	<b>Responses</b>	<p>I have been _ since I was ... <i>I <b>have been dancing</b> since I was 3 years old.</i></p>	<p>Yes, I have _. No, I haven't _ . <i><b>Yes, I have played</b> kickball.</i> <i><b>No, I haven't played</b> kickball.</i></p>	<p>Yes, _ has... No, _ has... <i>Yes, <b>someone</b> has swum in the ocean. OR</i> <i>No, <b>no one</b> has swum in the ocean.</i></p>	<p>Yes, _ has... No, _ has... <i>Yes, <b>everyone</b> has played soccer.</i> <i>No, no one has played miniature golf.</i> <i>Yes, <b>Minerva</b> has danced in a recital.</i></p>	

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