

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

**Unit 7 – Week 3**

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

- B/EI** Retell actions and events in chronological order
- I** Make predictions about events
- EA/A** Make and explain inferences about people, actions, or events.

**Topic: Weather & Clothing**

**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 5.17</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p>	<b>Forms</b>	<b>Nouns</b> for images in a seasonal picture: leaves, the sun, flowers, a tree, snow, pumpkins, rain, a snowman, a scarecrow, a kite, etc.	<b>Verbs</b> for actions in a seasonal picture: go, see, eat, drink, play, swim, run, make_, build_, get_, draw_, write, etc. <b>Nouns</b> from Day 1 <b>Pronoun</b> <i>they</i>	<b>Verbs</b> present progressive (for actions in a seasonal picture): laughing, jumping, running, climbing, eating, rolling_, lifting_, making_, building_, flying_, baking, cutting_, picking_, mixing_, cooking, etc. <b>Nouns</b> from Day 1 + girl, boy, etc.	<b>Verbs</b> from Day 3 <b>Nouns</b> from Days 1 & 3 <b>Pronouns</b> <i>it, she, he</i>	<b>Application</b>  Using taught forms students will describe what they see happening in a series of pictures.
	<b>Prompts</b>	Look at the _ picture. What do you see?  <i>Look at the winter picture. What do you see?</i>	Describe what you see in the picture.	What is the _ doing in the pictures?  <i>What is the girl doing in the picture?</i>	Describe what is happening in the picture.	
	<b>Responses</b>	I see _. I see _ and _.  <i>I see snow. OR I see <b>snow</b> and a <b>tree</b>.</i>	They _. They _ and _.  <i>They <b>play</b>.</i> <i>They <b>play</b> and <b>build</b> a snowman.</i>	The girl/boy is _.  <i>The <b>girl</b> is <b>rolling</b> the snow. The <b>girl</b> is <b>making</b> a face. The <b>girl</b> is <b>making</b> a snowman.</i>	The _ is _. He/She is _. He/She is _ _.  <i>The <b>boy</b> is <b>running</b>. He is <b>laughing</b>. He is <b>flying</b> a kite.</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 5.17</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p>	<b>Forms</b>	<p><b>Verb</b> past tense: picked, raked, had, ate, made, built, flew, swam, jumped, ran, etc</p> <p><b>Nouns</b> for images in a seasonal picture: leaves, pumpkins, scarecrows, snow, snowmen, mittens, a hat, scarves, rain boots, flowers, ice, rain, nests, eggs, shells, baby animals, kites, sunglasses, a bathing suit, swimming pools, sandcastles, puddles, etc.</p>	<p><b>Verbs</b> from Day 1</p> <p><b>Nouns</b> from Day 1</p> <p><b>Sequence</b> words <i>then, last</i></p>	<p><b>Verbs</b> past progressive <i>was +</i> collecting, building, cooking, swimming, playing, running, cutting, drawing, coloring, putting, mixing, etc.</p> <p><b>Nouns</b> from Day 1</p> <p><b>Pronouns</b> <i>he, she</i></p> <p><b>Sequence</b> words from Day 2</p>	<p><b>Verb</b> from Day 3 + <i>were</i></p> <p><b>Nouns</b> from Day 1</p> <p><b>Pronouns</b> <i>you, we</i></p> <p><b>Sequence</b> word <i>first</i></p>	<p><b>Application</b></p> <p>Using taught forms students will sketch a series of three pictures and describe what was happening.</p>
	<b>Prompts</b>	<p>What happened in the _?</p> <p><i>What happened in the picture(s)?</i></p>	<p>What happened in the _?</p> <p><i>What happened in the picture(s)?</i></p>	<p>What was happening in the _?</p> <p><i>What was happening in the picture(s)?</i></p>	<p>Sketch a picture and describe what you are doing?</p>	
	<b>Responses</b>	<p>The _ _.</p> <p><i>The wind <b>blew</b>.</i></p> <p><i>The <b>boys ran</b>.</i></p> <p><i>The kites <b>flew</b>.</i></p>	<p>Then the _ _.</p> <p>Last, the _ _.</p> <p><i>The wind <b>blew</b>.</i></p> <p><i><b>Then</b> the boys <b>ran</b>.</i></p> <p><i><b>Last</b>, the kites <b>flew</b>.</i></p>	<p>He/She was _ _.</p> <p>Then he/she was _ _.</p> <p>Last he/she _ _.</p> <p><i><b>He was collecting shells.</b></i></p> <p><i><b>Then he was building</b> a sandcastle.</i></p> <p><i><b>Last he was swimming</b>.</i></p>	<p>First, I was/we were _ _.</p> <p>Then, I was/we were _ _.</p> <p>Last, I was/we were _ _.</p> <p><i><b>First, we were playing tag.</b></i></p> <p><i><b>Then, we were swinging</b></i></p> <p><i><b>Last, we were sliding</b></i></p>	

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<p><b>Intermediate forms and examples</b></p> <p>2<sup>nd</sup> edition Tab 6.30</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p>	<b>Forms</b>	<p><b>Nouns</b> from Wk.2: tank top, blouse, sun dress, coat, mittens, wind breaker, wool sweater, thick socks, rain boots, beanie, + sweatshirt, sweatpants, socks, sandals, tennis shoes, flip flops, etc.  <b>Adjectives:</b> hot, warm, pleasant, cold, chilly, damp, windy, cloudy, foggy, rainy, snowy, etc.  <b>Time words</b> seasons</p>	<p><b>Verbs</b> auxiliary <i>should, might</i>  <b>Nouns</b> from Day 1  <b>Adjectives</b> from Day 1  <b>Conjunction</b> <i>so</i>  <b>Time Words</b> seasons</p>	<p><b>Verbs</b> <i>will, going to</i>  <b>Nouns</b> from Day 1  <b>Adjectives</b> from Day 1  <b>Time Words</b> seasons</p>	<p><b>Verbs</b> from Day 3  <b>Nouns</b> from Day 1  <b>Adjectives</b> from Day 1  <b>Conjunction</b> <i>so</i> from Day 2  <b>Time Words</b> seasons  <b>Contractions</b> <i>it's, shouldn't</i></p>	<p><b>Application</b></p> <p>Using taught forms students will make predictions about what clothes they will need to wear in the upcoming weather.</p>
	<b>Prompts</b>	<p>What is the weather like in the _?            What do I need to wear?</p> <p><i>What is the weather like in the winter?            What do I need to wear?</i></p>	<p>What is the weather like in the _?            What should I wear?</p> <p><i>What is the weather like in the summer?            What <b>should</b> I wear?</i></p>	<p>What will the weather be like?            What will we need?</p>	<p>What is the weather like in the _?            What do I need to wear?</p> <p><i>What is the weather like in the summer?            What do I need to wear?</i></p>	
	<b>Responses</b>	<p>In the _, the weather is _.            You need to wear _.</p> <p><i>In the <b>winter</b> the weather is <b>cold</b>.            You need to wear <b>mittens</b>.</i></p>	<p>In the _, it might be _, so you should wear _?</p> <p><i>In the <b>summer</b> it <b>might</b> be hot, so you should wear flip flops.</i></p>	<p>It is going to be _, so I/we might have to wear _.</p> <p><i>It is <b>going to</b> be chilly, so I might have to wear socks.</i></p>	<p>In the _, it's going to be _, so you shouldn't need your _.</p> <p><i>In the <b>summer</b>, <b>it's</b> going to be hot, so you <b>shouldn't</b> need your mittens.</i></p>	

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<p><b>Early Advanced/ Advanced forms and examples</b></p> <p>2<sup>nd</sup> edition Tab 7.31</p> <p><i>*Sample sentences in italics with focus grammatical forms <b>bolded</b>.</i></p>	<b>Forms</b>	<p><b>Nouns</b> for clothing related to weather from Wk.2: sundress, long/short sleeved shirt, tank top, T-shirt, wool sweater, light weight sweater, jeans, pants, snow pants, shorts, capris, sweats, turtleneck, scarf, flip flops, sandals, boots, snow boots, bathing suit, etc.</p> <p><b>Adjectives:</b> hot, scorching hot, warm, pleasant, freezing, chilly, cold, nippy, cool, damp, windy, overcast, rainy, drizzly, snowy, foggy, breezy, etc.</p>	<p><b>Verbs:</b> wear, bring, put on, take off, etc.</p> <p><b>Nouns</b> from Day 1</p> <p><b>Adjectives</b> from Day 1</p> <p><b>Adverb</b> <i>whenever</i></p>	<p><b>Verbs</b> <i>if + past perfect + would</i></p> <p><b>Verbs</b> past tense: brought, taken, put on, taken off, worn, etc.</p> <p><b>Nouns</b> from Day 1</p> <p><b>Adjectives</b> from Day 1</p>	<p><b>Verbs</b> auxiliary <i>might, probably</i></p> <p><b>Nouns</b> from Day 1</p> <p><b>Adjectives</b> from Day 1</p>	<p><b>Application</b></p> <p>Using taught forms students will tell what might have happened if they weren't prepared for different types of weather.</p>
	<b>Prompts</b>	<p>If it was __, what would you wear?</p> <p><i>If it was <b>cloudy</b>, what would you wear?</i></p>	<p>What do you _ when it's _?</p> <p><i>What do you <b>put on</b> when it is chilly?</i></p>	<p>What would have happened if you hadn't ...?</p> <p><i>What would have happened if you hadn't brought your bathing suit to the beach?</i></p>	<p>What might have happened if you hadn't ...?</p> <p><i>What <b>might</b> have happened if you hadn't brought your snow boots to the mountains?</i></p>	
	<b>Responses</b>	<p>If it was __, I'd probably wear _.</p> <p><i>If it was <b>cloudy</b>, I'd probably wear a <b>jacket</b>.</i></p>	<p>Whenever it's __, I _...</p> <p><i><b>Whenever</b> it's chilly, I <b>put on</b> a coat and hat.</i></p>	<p>If I hadn't ... I would have/wouldn't have ...</p> <p><i><b>If I hadn't brought</b> my bathing suit, I <b>wouldn't have</b> gone swimming.</i></p>	<p>If I hadn't ... I probably would have/wouldn't have ... because...</p> <p><i>If I hadn't brought my snow boots, I <b>probably</b> would have frozen because it was <b>snowing!</b></i></p>	

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