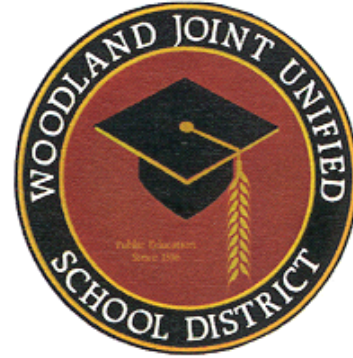


# WOODLAND JOINT UNIFIED SCHOOL DISTRICT



## FIRST GRADE AVENUES ENGLISH LANGUAGE DEVELOPMENT PACING GUIDE 2011-2012

Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	Function Practice
15 days	<b>SELECTION 1 - DANIEL'S</b>						<b>S12-13- Oral language strategies described on these pages of Teacher's Edition.</b>
T6-T9 T9e (all) T9a T9f (all) T9g-T9h T9i-T9l T9s-T9t T9u-T9v T10e T10f T10g T10-11 T11a(all) T12a-T12b T12c-d T12g T12h T12i-T27 T29 T18-19 T27(all) T27a T24- 25 T30a T31a-T31b T33a-T33b	<p><b>ELD Standards:</b></p> <p>*ELD I.RI5 Use content vocabulary (3).</p> <p>*ELD I.LS4 Speak to be understood (1, 2, 3, 4, 5).</p> <p>*ELD I.LS2 Listen to identify key details (3, 4, 5).</p> <p>*ELD I.RI6 Retell stories (1).</p> <p>*ELDI.R7 Communicate basic needs and ideas (3).</p> <p><b>Objectives: Students will be able to (SWBAT):</b></p> <p>*Identify colors</p> <p>*Identify numbers</p> <p>*Use nouns correctly</p> <p>*Identify details in a story</p> <p>*Identify seasons and weather</p>	<p>*Seasons</p> <p>*Weather</p> <p>*Realistic</p> <p>*Fiction</p> <p>*Characters</p> <p>*Setting</p> <p>*Details</p> <p>*Naming</p> <p>*Word Noun</p> <p>*One/Singular</p> <p>*More Than</p> <p>*One/Plural</p> <p>*Directions</p>	<p>*Launch Unit 1 pgs. T6-T9b</p> <p>*Family Newsletter 1</p> <p>*Language Songs Big Book, p. 5</p> <p>*Song CD I, Tracks 1-2</p> <p>*Picture Cards, BI-12</p> <p>*Big Book: Fall Is Not Easy</p> <p>*Selection Reading CD I, Track I</p> <p>*Big Book: English at Your Command!, pg. 16</p>	<p>Demonstrate Verbal and Nonverbal Communication</p> <p>T10f, T10e, T11a, T12g, T27</p>	<p>Nouns</p> <p>T12c T12d T27</p>	<p><b>Beginning:</b> Hello, my name is ___. Goodbye. Good morning, my name is ___. Hi, I am ___.</p> <p><b>Early Intermediate:</b> Hi, I'm ___. She is ___. I live on _____ street. I am in _____ grade. How are you? I'm ___. Thanks. Hello. My name is ___. My friend___.</p> <p><b>Intermediate:</b> This is ___, she is my _____. Good evening Ms. ____, I would like you to meet my ____, Mr./s.____. What's your name? I'm ___. It's nice to meet you. How are you? I'm ___. Thank you. Will you please pass the ___. Thanks. You're welcome. Please pass the ___. Have students point to student they are introducing.</p> <p><b>Early Advanced/Advanced:</b> Would you like to _____ with me? Yes, thanks I'd _____ that. Would you like to come to _____(event) at____(location) on____ (date)?</p>	<p><b>Note:</b> Suggestions for Beginning Level include producing language while working with concrete objects, acting out scenarios and sorting objects. At the beginning, their responses might include no words, just pointing etc. Then they will progress to one word responses.</p> <p><b>Everyday Application:</b></p> <ol style="list-style-type: none"> <li>1. Practice how to greet a special visitor.</li> <li>2. Practice a dialogue to introduce your parents to your teacher during Back to School Night.</li> <li>3. Mini-performance introducing self to new student.</li> <li>4. Introduce a special person to the class, in the introduction share what special qualities makes this an exciting guest speaker.</li> <li>5. Students practice and write a skit extending and responding to an invitation to go to the movies.</li> <li>6. Write a note inviting someone to your birthday.</li> </ol>

Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	Function Practice
<b>10 days</b>	<b>SELECTION 2 - AROUND THE SEASONS</b>						<b>S12-13- Oral language strategies described on these pages of Teacher's Edition.</b>
T34e T34f T34g T34-35 T35a(all) T36a-b T36c-d T36g T36h T36i-T53 T42-43 T46-47 T55 T53 T56a T53a T55a-b(all) T56b T58-T59 T60-61	<p><b>ELD Standards:</b></p> <p>*ELDI.RI5 Use content vocabulary (3).</p> <p>*ELD 1.LS4 Speak to be understood (1, 2, 3, 4, 5).</p> <p>*ELDI.WC3 Use standard word order (3, 4, 5).</p> <p>*ELDI.W9 Write with standard grammar (3, 4, 5).</p> <p>*ELDI.WC4 Use correct parts of speech (5).</p> <p><b>Objectives: SWBAT</b></p> <p>*Identify shapes</p> <p>*Use adjectives correctly</p> <p>*Use nouns correctly</p> <p>*Identify seasons and weather</p>	<p>*Nature</p> <p>*Poem</p> <p>*Rhyme</p> <p>*Describing Word/Adjective</p> <p>*Describe</p>	<p>*Language Songs Big Book, pgs. 5, 8</p> <p>*Song CD I Tracks 1-2, 5-6</p> <p>*Picture Cards, BI-12</p> <p>*Selection Reading CD I, Track 2</p>	<p>Describe</p> <p>T34e                      T34f                      T35a                      T36g                      T50-51</p>	<p>Adjectives</p> <p>T36c                      T36d                      T53</p>	<p><b>Beginning:</b>                      What is __ (season) like? It is __. (adjective) The _ ball. The _ boy. They have __. It is __ (adjective). Jessica is _ and Lorena is __. They _(V) _ and __.</p> <p><b>Early Intermediate:</b>                      What is it like? It is __ and it is not __. The girl is __. The ball is _ and __. __ is taller than __. I have a __ sweater it is __. I have a _ sweater they both have __. My dog is __. Your dog is __ and __. My dog is __ and __.</p> <p><b>Intermediate:</b>                      Tell about how __ looks, sounds, smells, feels. __ is/has __ and __. The _ boy was V down the __. The __ had/ doesn't/ didn't have __. The __ difference between _ and __ is __. He likes to _ but my dad likes to __. We think both girls and boys can __.</p> <p><b>Early Advanced:</b>                      When we went to the __ last __, I observed many __. While both __ are __ and __, my _ is much more __ that my __. The _ has __, while _ are __. However, both __.</p> <p><b>Advanced:</b> When we were at the __, the __. Describe setting using figurative language including it is __ and it is not __. Add adjectives and adverbs to add complexity. Although _ is as good as __, they like different things. _ while __. Each is __. The __ resemble each other because they both have _ and __. A notable difference is that the _ has __, whereas the __ has __.</p>	<p><b>Note:</b> Suggestions for Beginning Level include producing language while working with concrete objects, acting out scenarios and sorting objects. At the beginning, their responses might include no words, just pointing etc. Then they will progress to one word responses.</p> <p><b>Everyday Application:</b></p> <ol style="list-style-type: none"> <li>1. Play a guessing game about __ guessing the animal/season/ activity from attributes.</li> <li>2. Describe to someone a place they have not been.</li> <li>3. Describe a known location in detail and have a partner guess the grocery store, library, classroom etc.</li> <li>4. Tell a friend about your favorite park, mention how often you go there and what you like to do.</li> <li>5. Barrier game, get another student to draw the same setting you are drawing by giving verbal clues.</li> <li>6. Write a journal or learning log entry to explain habits, ongoing events, and traditions for a special occasion or event.</li> </ol> <p><b>Academic Application:</b></p> <ol style="list-style-type: none"> <li>1. Explain your classroom routines say what you always, usually, sometimes or never do in each subject.</li> <li>2. Explain what a character from a book does every day. What do his or her daily habits tell us about this character?</li> <li>3. Talk about the activities people in another time period did regularly, occasionally and infrequently.</li> </ol>

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15 days	<b>SELECTION 1 - ARE YOU AN ELEPHANT?</b>						<b>S12-13- Oral language strategies described on these pages of Teacher's Edition.</b>
T62-T65 T65e(all) T65b T65f(all) T65g-T65h T65i-T65l T65s-T65t T65u-T65v T66e T66f T66g T66-T67 T67a(all) T68a-T68b T68c-T68d T68g T68h T68i-T85 T87 T72-T73 T76-T77 T70-T71 T85a T87a- T87b(all) T88a T88b	<p><b>ELD Standards:</b></p> <p>*ELDI.RIS Use content vocabulary (3).</p> <p>*ELDI.R6 Understand basic words (1).</p> <p>*ELD I.LS4 Speak to be understood (1, 2, 3, 4, 5).</p> <p>*ELDI.WC4 Use correct parts of speech (5).</p> <p>*ELDI.LS8 Ask and answer questions (1, 2).</p> <p><b>Objectives: SWBAT</b></p> <p>*Use verbs correctly, including subject-verb agreement</p> <p>*Identify animals and their characteristics</p> <p>*Identify animals and their babies</p> <p>*Use negative sentences</p>	<p>*Animal Coverings</p> <p>*Describing Word (Adjective)</p> <p>*Action Word (Verb)</p> <p>*Characters</p> <p>*Animal</p> <p>*Fantasy</p> <p>*Graph</p>	<p>*Launch Unit 2 pgs. T62-T65b</p> <p>*Family Newsletter 2</p> <p>*Language Songs Big Book, p. 9</p> <p>*Song CD I Tracks 7-8</p> <p>*Picture Cards, B13-24</p> <p>*Big Book: Mama Cat Has Three Kittens</p> <p>*Picture Perfect Word Book, pgs. 19, 12-13</p> <p>*Selection Reading CD I, Track 3</p>	<p>Ask and Answer Questions</p> <p>T66e T66f T67a T68g T72-73</p>	<p>Verbs (am, is, are)</p> <p>T68c T68d</p> <p>Negative sentences T85</p>	<p><b>Beginning:</b> What is your __ like? It is __. Tell me about the __. It is __. Is this a __, yes/no this is/is not a __. Is __ big, yes/no a __ is/is not big. Can it ____ (verb)? Where is __? On the __. Where is __? Pointing answer.</p> <p><b>Early Intermediate:</b> What does the __ have? It has __ and __. Where is ____ (noun)? ____ (noun) is ____ (preposition) the _____. Where is the parking lot? It is ____ the _____.</p> <p><b>Intermediate:</b> What does a __ look like? It is ____ and has _____. Where is ____? It is to the left of _____. Could you tell me where the ____ is? It is next to the _____. How do I get to _____. You go _____ to _____. Where is ____? It is to the left of __ near _____. Can you tell me where _____ is/are. Sure its/they're _____.</p> <p><b>Early Advanced/ Advanced:</b> The fog's skin is smooth and greenish. The __ is __ and __. The smooth, greenish skin of the frog helps it blend into its surroundings. The ____ of the __ helps it __. _____ is located (prep. phrase) _____ and (prep phrase) _____. Can you tell me where the ____ is? Sure turn ____ at the _____. It's the first door to the _____. Where exactly is the _____ (bread, stapler, jacket)?</p>	<p><b>Note:</b> Suggestions for Beginning Level include producing language while working with concrete objects, acting out scenarios and sorting objects. At the beginning, their responses might include no words, just pointing etc. Then they will progress to one word responses.</p> <p><b>Everyday Application:</b></p> <ol style="list-style-type: none"> <li>1. Have children use the Picture Cards to ask and answer questions about other animals. T66f</li> <li>2. Have children use Picture Cards to ask and answer questions finding their matching animal among other children holding picture cards. T67a</li> <li>3. Have children use Picture Cards of animals and baby animals, have children with baby animal cards to ask the other "Animals" "Are You My Mother?" Responding, "Yes, I am your mother," or "No, I am not your mother." T68g</li> <li>4. Play a guessing game about an animal using its characteristics as clues.</li> <li>5. Play a guessing game about sounds and characteristics __ sounds like __ and is __ in color, and __ in size and lives in ____.</li> <li>6. Describe in detail an animal; give the specifics of the environment or habitat.</li> </ol> <p><b>Academic Application:</b> 1. Describe setting/ location in a story. 2. Explain how to find information in a graph, chart, textbook, table of contents or index. 3. Students lead a directed drawing activity. 4. Describe a location on a map. 5. Describe where to place materials in a science experiment. 6. Describe where objects of places in a story are, in relation to each other. 7. Describe where specific materials can be found in the classroom. 8. Write directions explaining where class supplies should be put away when not in use. 9. Using precise language describe how furniture or other objects are laid out in the room. 10. Describe an obstacle course and write specific directions for navigating it.</p>

Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	Function Practice
<b>10 days</b>	<b>SELECTION 2 – FEATHERS AND MORE</b>						<b>S12-13- Oral language strategies described on these pages of Teacher’s Edition.</b>
T92e T92f T92g T92-T93 T93a(all) T94a-T94b T94c-T94d T94g T94h T94i-T105b T96-T97 T107 T105a T105b(all) T105c T108a T110-T111 T111a- T111b T112-T113	<p><b>ELD Standards:</b></p> <p>*ELD I.RI5 Use content vocabulary (3).</p> <p>*ELD I.LS4 Speak to be understood (1, 2, 3, 4, 5).</p> <p>*ELD I.LS2 Listen to identify key details (3, 4, 5).</p> <p>*ELD I.R8 Respond appropriately (1).</p> <p>*ELDI.R6 Understand basic words (1).</p> <p>*ELD I.LS I Respond to directions and questions (1).</p> <p>*ELD I. WC4 Use correct parts of speech (5).</p> <p><b>Objectives: SWBAT</b></p> <p>*Use verbs correctly, including subject-verb agreement</p> <p>*Identify animals and their movements</p> <p>*Be able to classify animals</p>	<p>*Animal</p> <p>*Coverings</p> <p>*Fact</p> <p>*Label</p> <p>*Verb</p> <p>*Classify</p> <p>*Clue</p>	<p>*Language Songs Big Book, pgs. 9, 12</p> <p>*Song CD I Tracks 7-8,11-12</p> <p>*Picture Cards, BI-12</p> <p>*Selection Reading CD I, Track 4</p> <p>*Big Book: English at Your Command!, p.19</p>	<p>Give Information</p> <p>T92e T92f T93a T94g T98-99</p>	<p>Verbs (has, have)</p> <p>T94c T94d T105b</p> <p>Ask Questions with Do and Does</p> <p>T105b</p>	<p><b>Beginning:</b>                      What is your __ like? It is __. Tell me about the __. It is __. Is __ big, yes/no a __ is/is not big. It is ____ (color /adjective) It has ____ (noun).</p> <p><b>Early Intermediate/ Intermediate:</b>                      What does the __ have? It has __ and __.                      T92e, "This is a __. Do you know what it feels like? Yes, it feels like __. Is this a __, yes/no this is/is not a __.                      What does a __ look like? It is ____ and has ____.                      It is __ and __. It has ____ and _____. It has _____. (article +noun) It has _____. (article +adjective/noun) Is it ____ (color?) No it is ____ (color).                      What shape is it? It is a _____. Something ____ (object) (looks, sounds, feels, smells, tastes) _____. It looks, sounds, feels, etc. _____. I have a _____. He/she is _____. He/she has _____ adjective/noun. _____ is/has _____.                      It/He/She is _____. He/She was _____. My _____ noun was _____ adjective adjective. It (noun) _____ looks/sounds/feels/smells/tastes like _____.</p> <p><b>Early Advanced/ Advanced:</b>                      The fog's skin is smooth and greenish. The __ is __ and __. The smooth, greenish skin of the frog helps it blend into its surroundings. The __ of the __ helps it __. The __ is ____ and _____. I liked the ____ (noun) because it was _____ (adjective). The _____, _____ of the _____ helps it _____. The _____ was the _____, _____ and _____.</p>	<p><b>Note:</b> Suggestions for Beginning Level include producing language while working with concrete objects, acting out scenarios and sorting objects. At the beginning, their responses might include no words, just pointing etc. Then they will progress to one word responses.</p> <p><b>Everyday Application:</b></p> <ol style="list-style-type: none"> <li>1. Play "I Spy" T98-99.</li> <li>2. Use Language Patterns T105c</li> <li>3. Play a guessing game to ask questions about sounds and looks : (animal, vehicle, music, instruments etc.) T 96, T98, T100 encourage children to make new sentences in the same pattern. What is your __ like? It is __. Tell me about the __. It is __. What does the __ have? It has __ and __. What does a __ look like? It is ____ and has _____. The fog's skin is smooth and greenish. The __ is __ and __. The smooth, greenish skin of the frog helps it blend into its surroundings. The __ of the __ helps it __.</li> <li>4. Give information about a lost object.</li> <li>5. Make a poster to help find someone's lost (jacket, pet, etc.)</li> <li>6. Make a drawing with adjective and noun labels.</li> </ol> <p><b>Academic Application:</b></p> <ol style="list-style-type: none"> <li>1. Describe an animal, person, character or object orally in writing.</li> <li>2. Write a description in a science report.</li> <li>3. Describe the characteristics of an environment or habitat.</li> <li>4. Describe a character or historical figure.</li> </ol>

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<b>15 days</b>	<b>SELECTION 1 - DIM SUM FOR EVERYONE!</b>						<b>S12-13- Oral language strategies described on these pages of Teacher’s Edition.</b>
T114-T117 T117e (all) T117a T117f (all) T117g- T117h T117i-T117l T117s-T117t T117u- T117v T118e T118f T118g T118-T119 T119a(all) T120a- T120b T120c- T120d T120g T120h T120i-T141 T143 T128-T129 T136-T137 T141 T141a T124-T125 T144a T134-T135 T144b T147a- T147b	<p><b>ELD Standards:</b></p> <p>*ELDI.RI5 Use content vocabulary (3).</p> <p>*ELDI.R6 Understand basic words (1).</p> <p>*ELD I.LS4 Speak to be understood (1, 2, 3, 4, 5).</p> <p>*ELDI.WC4 Use correct parts of speech (5).</p> <p>*ELD 1.R2 Listen to identify key details (3, 4, 5).</p> <p>*ELD 1.R23 Identify sequence of events (1, 2).</p> <p><b>Objectives:SWBAT</b></p> <p>*Use pronouns correctly</p> <p>*Identify sequence of events in a story</p> <p>*Express likes and dislikes</p> <p>*Identify family members</p> <p>*Identify family activities</p>	<p>*Realistic Fiction</p> <p>*Character</p> <p>*Setting</p> <p>*Pronoun</p> <p>*Sequence Chain</p>	<p>* Launch Unit 3 pgs. T114-T117b</p> <p>* Family Newsletter 3</p> <p>* Language Songs Big Book, pg. 13</p> <p>* Song CD 1, Tracks 13-14</p> <p>* Picture Cards, B25-36</p> <p>* Big Book:Tortillas and Lullabies</p> <p>* Selection Reading, CD 1, Track 5</p> <p>*Big Book:English at your Command!, p.20</p>	<p>Expresses Likes and Dislikes</p> <p>T118e T118f T119a T120g T136-137 T138-T139</p>	<p>Pronouns ( I, you, we)</p> <p>T120c T120d (he, she) T141, (-s, -es) T141</p>	<p><b>Beginning:</b> I like to __. I like your __. I like the way you __. I am __. Do you like __?(yes/no) __ is my favorite subject.</p> <p><b>Early Intermediate:</b> Do you like __? I don't like __. This is my friend __. I like to eat __, but I do not like to eat __. I like the __. Do you like __? I like/don't like __. My favorite __ is __. My favorite is __. It is __ I like to __.</p> <p><b>Intermediate:</b> I would like a __, but no __ please. I would like to order a __, but please do not put a __ on my __. I like __ because __. I like __ when __. She/He/They like __ when __. I think he/she is likes __ because __. I like __. I like __ing with __, but I don't like __. I enjoy/don't enjoy __ing because __. I like __ better than __.</p> <p><b>Early Advanced/Advanced:</b> I __ your drawing because it is __. I'd (prefer, rather have) __ than __ because __. I like __ (reading, swimming, etc but prefer to/would rather __ (read, swim, run etc.)</p>	<p><b>Note:</b> Suggestions for Beginning Level include producing language while working with concrete objects, acting out scenarios and sorting objects. At the beginning, their responses might include no words, just pointing etc. Then they will progress to one word responses.</p> <p><b>Everyday Application:</b></p> <ol style="list-style-type: none"> <li>1. Have children express likes and dislikes using picture cards as prompts. T118f</li> <li>2. Have students say please and thank you. I want __, and I like __ as they pretend to order and eat their favorite restaurant foods. T120g</li> <li>3. Using activity cards, have students respond yes I would like to __ or I would not like to __.</li> <li>4. Using activity cards have students accept or decline the activity and state why if possible.</li> <li>5. Have students pretend they are at a restaurant and order specially cooked foods to their tastes, or order a drink to their specific tastes.</li> </ol> <p><b>Academic Application:</b></p> <ol style="list-style-type: none"> <li>1. Conduct interviews and surveys about favorite things, music, food, hobbies, sports, books.</li> <li>2. Each student writes sentences telling about a favorite pastime. Illustrate for homework and collect in a class album.</li> </ol>

Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	Function Practice
<b>10 days</b>	<b>SELECTION 2 - FAMILIES</b>						<b>S12-13- Oral language strategies described on these pages of Teacher’s Edition.</b>
T148e T148f T148g T148-T149 T149a(all) T150a- T150b T150c- T150d T150g T150h T150i-T169 T158-T159 T162-T163 T171 T167 T171a- T171b T169a T171a- T171b (all) T172b T172a T176-T177	<p><b>ELD Standards:</b></p> <p>*ELD I.RIS Use content vocabulary (3).</p> <p>*ELD I.R8 Respond appropriately (I).</p> <p>*ELD I.LS4 Speak to be understood (1, 2, 3, 4, 5).</p> <p>*ELD I.LS2 Listen to identify key details (3, 4, 5).</p> <p>*ELDI.R6 Understand basic words (1).</p> <p>*ELD I.LS3 Recite (2).</p> <p>*ELD I.LS8 Ask and answer questions (I, 2, 3, 4).</p> <p><b>Objectives: SWBAT</b></p> <p>*Use pronouns Correctly</p> <p>*Identify family members</p> <p>*Identify family chores</p>	<p>*Photo Book</p> <p>*Photo</p> <p>*Main Idea</p> <p>*Details</p> <p>*Noun</p> <p>*Pronoun</p> <p>*Compare</p>	<p>*Language Songs Big Book, pgs.13,14-IS</p> <p>*Song CD I Tracks 13-14, 15, 16</p> <p>*Picture Cards, B2S-36</p> <p>*Selection Reading CD I, Track 6</p> <p>*Big Book: English at Your Command!, p. 46</p>	<p>Express Ideas</p> <p>T148e                      T148f                      T149a                      T150g                      T158-159</p>	<p>Pronouns (he, she, they)</p> <p>T150c                      T150d                      (it) T167</p>	<p><b>Beginning:</b>                      I __ (verb) We __ (verb). I am helping, I am putting __ and ____. How old are you? I am __ years old. What grade are you in? I am in the __ grade.</p> <p><b>Early Intermediate:</b>                      Who is in your family? I have __ and ____. In my family we have __ people. We like to __. My mom likes to __. My dad likes to __, but when we are all together we really like to __. I will go __-ing. Then I am going to ____. First I am going to ____. Then I am going to ____. Last I will ____. Write a list. __ (verb) a __ noun. Make a __, buy __.</p> <p><b>Intermediate:</b>                      I will go __ with __. Then I might go to __ for __. I think this job is the best because __. T155, First we will __. We might __. We could put them __. What do you want me to __? When should I __? What does everyone want to __? I will go __ with my __ at the __. Then I might go to __ with my __ for a couple __. First we will __. We should __ to __ room for __. Then we should __ and __.</p> <p><b>Early Advanced/Advanced:</b>                      Would you consider __ing with me? Yes/no thanks I'd ____. That would be __. It __ collapses ____. People came running out ____. Sirens and car alarms ____. The earthquake causes his building to shake ____. __ people came running out __.</p>	<p><b>Note:</b> Suggestions for Beginning Level include producing language while working with concrete objects, acting out scenarios and sorting objects. At the beginning, their responses might include no words, just pointing etc. Then they will progress to one word responses.</p> <p><b>Everyday Application:</b></p> <ol style="list-style-type: none"> <li>1. Tell/write how you will get ready for a meal, event, celebration, trip, and outing.</li> <li>2. Tell/write at least three things you would do to find a lost pet, article of clothing, or toy.</li> <li>3. Share with your partner three things you will do after school, at recess, on the weekend, during vacation.</li> <li>4. Tell/write about a vacation trip or outing you want to take and the activities you will do.</li> </ol> <p><b>Academic Application:</b></p> <ol style="list-style-type: none"> <li>1. Discuss what you need to do finish an art, writing, and science project.</li> <li>2. Create a plan to advertise a school event.</li> <li>3. Share how you will get ready for a game, concert, project or test.</li> <li>4. Write a plan to solve a class problem.</li> <li>5. Tell/write about at least three things you could do if your pet got away.</li> <li>6. Share with your partner three things you did after school last week.</li> <li>7. Tell/write about what you would like to do on vacation including 3-5 activities you will do.</li> <li>8. Narrate a short TV show, movie or video clip.</li> <li>9. Explain the actions in a game to a friend.</li> <li>10. Explain how to create a hair style. Explain to a friend the steps for cooking something.</li> </ol>

Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	Function Practice
<b>15 days</b>	<b>SELECTION 1 - THIS IS THE WAY WE BUILD OUR HOUSE</b>						<b>S12-13- Oral language strategies described on these pages of Teacher’s Edition.</b>
T6-T9 T9e(all) T9a T9f(all) T9g-T9h T9i-T9l T9s-T9t T9u-T9v T10e T10f T10g T10-T11 T11a(all) T12a-T12b T12c-T12d T12g T12h T12i-T25 T27 T14-T15 T22-T23 T25(all) T25a T28a T28b	<p><b>ELD Standards:</b></p> <p>*ELD I.RI5 Use content vocabulary (3).</p> <p>*ELD 1.LS4 Speak to be understood (1, 2, 3, 4, 5).</p> <p>*ELDI.W4 Write sentences (2).</p> <p>*ELD 1.LS2 Listen to identify key details (3, 4, 5).</p> <p>*ELDI.WC3 Use standard word order (5).</p> <p>*ELDI.R27 Demonstrate comprehension (1, 2).</p> <p><b>Objectives: SWBAT</b></p> <p>*Identify types of homes</p> <p>*Identify parts of a house</p> <p>*Use different types of sentences</p> <p>*Relate main idea and details</p>	<p>*Song</p> <p>*Words</p> <p>*Music</p> <p>*Telling</p> <p>*Sentence/ Statement</p> <p>*Pronoun</p> <p>*Main Idea</p> <p>*Details</p> <p>*Compare</p> <p>*Venn Diagram</p>	<p>*Launch Unit 4 pgs. T6-T9b</p> <p>*Family Newsletter 4</p> <p>*Language Songs Big Book, p. 17</p> <p>*Song CD 2, Tracks 1-2</p> <p>*Picture Cards, 37-48</p> <p>*Big Book: All Kinds of Children</p> <p>*Selection Reading CD 2, Track 1-2</p> <p>*Big Book: English at Your Command!, p. 21</p>	<p>Make Comparisons</p> <p>T10e-T10f                      T11a                      T12g                      T14-T15</p>	<p>Statements                      T12c, T12d</p> <p>Telling Sentences                      T25</p> <p>Pronouns (I/my, we/out; you/your)</p> <p>T25</p>	<p><b>Beginning:</b>                      Tell me about your house. It has __. Tell me about your room. It has __ and __. My room is __, but it is not __. Apples are ____ (fruit). Birds have ____ (feathers). He is ____ (tall/short) T165 She is ____ (loud/quiet) They are both _____. It is ____ (color).</p> <p><b>Early Intermediate:</b>                      Tell me about your classroom. It has __, __ and __. In reading groups we may __ but we may not __. T10e I live in __, it has __. My pencil is ____ (long/short) The ____ (noun) is ____ (adjective) .I am taller than the __. The ____ is shorter than me. What is __ (longer/shorter)? They both have ____ .She is ____ . (adjectives) I think going to a __ is __. I think __. I have a __ sweater it is _____. I have a _____ sweater they both have _____. My dog is _____. Your dog is _____ and _____. My dog is ____ and _____. Dolphins have __. Fish have __. They both _____. They both have ____ and _____. The _____ had/doesn't/didn't have _____. The __ difference between ____ and __ is _____. He likes to __ but my dad likes to __. We think both girls and boys can ____.</p> <p><b>Intermediate:</b>                      Tell me about your neighborhood. How does it look, smell, sound? In my neighborhood all the apartments/house have __, but they do not have __. The difference between the ____ and __ is that they both have _____. The ____ has ____ and the other has _____. They are both _____. But they are different because they _____.</p> <p><b>Early Advanced/Advanced:</b>                      Tell me about the houses on your street. How is each house different? While both __ are __, my __ is much more __ than my __. The __ has __, while __ are __. However both __. Although ____ is as good as __ they like different things __ while __ each is __.</p>	<p><b>Note:</b> Suggestions for Beginning Level include producing language while working with concrete objects, acting out scenarios and sorting objects. At the beginning, their responses might include no words, just pointing etc. Then they will progress to one word responses.</p> <p><b>Everyday Application:</b></p> <ol style="list-style-type: none"> <li>1. Tell how a house and an apartment are alike and different. T10f</li> <li>2. Play "I Spy." in groups of two or three.</li> <li>3. Play a guessing game about every day objects--why do they sound like, what color are they, where are they usually found, who uses them, etc... in groups of two or three.</li> <li>4. Rank items on a scale.</li> <li>5. Compare everyday events and objects such as weather, classroom activities, pets, and clothing.</li> <li>6. Explain preferences I like the blue car. It is smaller than the white car.</li> <li>7. Play card or board games calling on use of descriptive phrases that can be turned into comparatives.</li> </ol> <p><b>Academic Application:</b></p> <ol style="list-style-type: none"> <li>1. Differentiate one environment or habitat from another.</li> <li>2. Compare two different objects, people or animals and explain differences and similarities orally and in writing.</li> <li>3. Make generalizations about the similarities and differences between two or more items, people, scenes, plots.</li> <li>4. Rank similar or related objects/animals according to degree or extent they exhibit a particular attribute.</li> </ol>



Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	Function Practice
<b>10 days</b>	<b>SELECTION 2 - HONZA'S LITTLE HOUSE</b>						<b>S12-13- Oral language strategies described on these pages of Teacher's Edition.</b>
T32e T32f T32g T32-T33 T33a(all) T34a-T34b T34c-T34d T34g T34h T34i-T53 T43 T55 T48-T49 T50-T51 T55a- T55b(all) T53a T56a T58-T59 T60-61	<p><b>ELD Standards:</b></p> <p>*ELDI.R7 Communicate ideas (3).</p> <p>*ELD 1.LS4 Speak to be understood (1, 2, 3, 4, 5).</p> <p>*ELD 1.LS8 Ask and answer questions (I, 2, 3).</p> <p>*ELD 1.LS I Respond to directions and questions (1).</p> <p>*ELDI.W4 Write Sentences (2).</p> <p>*ELDI.W9 Write with standard grammar (3, 4, 5).</p> <p>*ELDI.W2 Use punctuation (2).</p> <p><b>Objectives:</b></p> <p>*Identify parts of a house</p> <p>*Use different types of Sentences</p> <p>*Relate main idea and details</p>	<p>*Genre</p> <p>*Play</p> <p>*Characters</p> <p>*Setting</p> <p>*Questions</p> <p>*Exclamations</p> <p>*Problem</p> <p>*Solution</p> <p>*Compare</p> <p>*Alike</p> <p>*Different</p>	<p>*Language Songs Big Book, pgs. 17,20</p> <p>*Song CD 2, Tracks 1-2, 5-6</p> <p>*Picture Cards, 37-48</p> <p>*Selection Reading CD 2, Track 3</p>	<p>Give and Carry Out Commands</p> <p>T32e T32f T33a T34g T48-49 T50-51</p>	<p>Sentences: Questions and Exclamations.</p> <p>T34c T134d</p> <p>Complete Sentences T43</p> <p>Pronouns (his, her, their) T53</p>	<p><b>Beginning:</b>                      I need a __, do you need a __ too? Please stand up, touch. Point to __ Pick up __. Stand __. Sit __. It is __ (color .) My __. Your __ (noun). Turn __ (on/off). Put __ (in/out).</p> <p><b>Early Intermediate:</b>                      I want the bigger __. May I have two __? T32e When I have a problem, __ helps me. Who helps you with a problem? T34g I always wanted a __. When I got it, I felt __. T34g May I have __ please? Please __ quiet. __ soccer with me. __ me a book. It is __ (inside, outside, next to, beside, behind, above, below and under)(use with school tools to describe location T15) (he, she T15) I am looking for something, it is __. (adjective to describe school tool (T33) First, __. Then __. Last</p> <p><b>Intermediate:</b>                      Do you want to play __ with us? I need a partner to __. First, __ (turn on the computer). Next, __ (login). Last step is __ (click on Internet Explorer). Afterwards, __ (type nick.com), When you __ (finish playing log off). When you have done that __. When it is ready __. T7 (in relation to the school day and retelling story or school day)</p> <p><b>Early Advanced/Advanced:</b>                      Stanley has always been __ to me. I will need to use a few __ for a couple of __. Is that ok? Usually I __. Sometimes I __. Frequently I __. Hourly I __. Daily I __. Monthly I __. By the time I __.</p>	<p><b>Note:</b> Suggestions for Beginning Level include producing language while working with concrete objects, acting out scenarios and sorting objects. At the beginning, their responses might include no words, just pointing etc. Then they will progress to one word responses.</p> <p><b>Everyday Application:</b></p> <ol style="list-style-type: none"> <li>1. Ask pairs of children to take turns giving commands and then showing or telling you how to carry them out. T32f</li> <li>2. Direct A Drawing Draw a picture of a house, tell a friend how to draw the same house, talk about your drawings.</li> <li>3. Tell a friend the steps needed to pack your favorite lunch, take turns being the lunch request student and the lunch maker student.</li> <li>4. Tell a partner all the steps needed to put air in a bicycle tire.</li> <li>5. Explain to a partner how two single digit numbers are added together.</li> <li>6. Make a greeting card following a set of directions.</li> <li>7. Give partner directions to build/draw a __.</li> <li>8. Explain how/ask how to execute a particular dance move, sports play or musical performance.</li> </ol> <p><b>Academic Application:</b></p> <ol style="list-style-type: none"> <li>1. Ask a partner for help with a project. Then follow your partner's directions.</li> <li>2. Explain how /ask how to play a game, sports play, musical/ theatrical performance.</li> <li>3. Explain the steps you take when the lunch bell rings.</li> <li>4. As a partner to explain how you play his/her favorite playground game.</li> <li>5. Design a simple board game and write directions for it.</li> </ol>

Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	Function Practice
<b>15 days</b>	<b>SELECTION 1 - EGGS</b>						<b>S12-13- Oral language strategies described on these pages of Teacher's Edition.</b>
T62-T65 T65e(all) T65a T65f(all) T65g-T65h T65i-T65l T65s-T65t T65u-T65v T66e T66f T66g T66-T67 T67a (all) T68a-T68b T68c-T68d T68g T68h T68i-T81 T83 T66b T72-T73 T74-75 T81a T76-T77 T81(all) T84a	<p><b>ELD Standards:</b></p> <p>*ELD I.RI5 Use content vocabulary (3).</p> <p>*ELD I.LS4 Speak to be understood (1, 2, 3, 4, 5).</p> <p>*ELD 1. WC4 Use correct parts of speech (5).</p> <p>*ELD I.RI9 Respond to literature (I).</p> <p><b>Objectives: SWBAT</b></p> <p>*Identify the life cycle of different animals</p> <p>*Use verbs correctly</p>	<p>*Life Cycle</p> <p>*Science</p> <p>*Article</p> <p>*Headings</p> <p>*Captions</p> <p>*Present Tense Verbs</p> <p>*Role-play</p> <p>*Hatch</p> <p>*Sequence Words (first, next, last)</p>	<p>*Launch Unit 5 pgs. T62-T65b</p> <p>*Family Newsletter 5</p> <p>*Language Songs Big Book, p. 21</p> <p>*Song CD 2, Tracks 7-8</p> <p>*Picture Cards, B49-60</p> <p>*Big Book: Waiting for Wings</p> <p>*Selection Reading CD 2, Track 4</p> <p>*Picture Perfect Word Book, pgs. 26-27</p>	<p>Describe Steps in a Process</p> <p>T66e T66f T67a T68g T74-75</p>	<p>Present Tense Verbs</p> <p>T68c T68d</p> <p>Modal can T81</p> <p>Subject verb agreement T81</p>	<p><b>Beginning:</b> In a first, next, last format describe what you do at home to get ready for school in the morning. First, I __. Then I __. Next I __. Lastly, I __.</p> <p><b>Early Intermediate:</b> In a first, next, last format describe what you do at school in the morning before recess. First, I __ and __. Then I __. Finally, I __.</p> <p><b>Intermediate:</b> In a sequence format, tell your partner what you will do this weekend. First, __ because __. Secondly, __ so __. Lastly, __.</p> <p><b>Early Advanced/Advanced:</b> Describe what happens in a video clip to your partner using a sequence format. Before __ although __. Afterwards, __ therefore __. In conclusion, __.</p>	<p><b>Note:</b> Suggestions for Beginning Level include producing language while working with concrete objects, acting out scenarios and sorting objects. At the beginning, their responses might include no words, just pointing etc. Then they will progress to one word responses.</p> <p><b>Everyday Application:</b></p> <ol style="list-style-type: none"> <li>Using picture cards B53- B56 have children in pairs put them in order and tell if each step comes first, next or last. T66f</li> <li>Using picture cards describe steps in the life of a plant--seed, seedling, plant. T66e</li> <li>Describe steps in the life of a chicken--egg, chick, hen.</li> <li>Describe steps in the life of people--baby, child, adult.</li> <li>Use this example to move towards first, next, last analysis in multi-step analysis. .</li> </ol>

Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	Function Practice
<b>10 days</b>	<b>SELECTION 2 – COMEALONG, DAISY!</b>						<b>S12-13- Oral language strategies described on these pages of Teacher’s Edition</b>
T88e T88f T88g T88-T89 T89a(all) T90a-T90b T90c-T90d T90g T90h T90i-T119 T96-97 T105 T121 T121a- T121b(all) T122a T119a T108-T109 T124-T125 T126-T127	<p><b>ELD Standards:</b></p> <p>*ELD I.LS4 Speak to be understood (1, 2, 3, 4, 5).</p> <p>*ELD I.LS2 Listen to identify key details (3, 4, 5).</p> <p>*ELD I.R23 Identify sequence of events (1, 2).</p> <p>*ELDI.R29 Identify parts of a story (4).</p> <p>*ELD 1. WC4 Use correct parts of speech (5).</p> <p>*ELDI.R28 Identify literary elements (4).</p> <p>*ELDI.R7 Communicate ideas (3).</p> <p><b>Objectives: SWBAT</b></p> <p>*Use verbs correctly</p> <p>*Analyze story elements: characters and plot</p>	<p>*Animal</p> <p>*Fantasy</p> <p>*Make-believe</p> <p>*Characters</p> <p>*Setting</p> <p>*Past Tense Verbs</p> <p>*Role-play</p> <p>*Insect Body</p> <p>*Parts</p> <p>*Traits</p>	<p>*Language Songs Big Book, pgs.21,24</p> <p>*Song CD 2 Tracks 7-8,11-12</p> <p>*Picture Cards, B49-60</p> <p>*Selection Reading CD 2, Track 5</p> <p>*Big Book: English at Your Command!, p. 24</p>	<p>*Tell a Story</p> <p>T88e                      T88f                      T89a                      T90g                      T104</p>	<p>Past Tense Verbs</p> <p>T90c                      T90d</p> <p>Past Tense Verbs: was, were                      T105</p>	<p><b>Beginning:</b>                      What happened in the story? Use the picture/word story map to retell the story. I see a __. We eat __. They see a __. The__ are running. She is __. I am__. She__.</p> <p><b>Early Intermediate-</b> We saw a __ and ate __. The zebras __ and the lions __. We mixed__ and __ . We put __. Then the man __the rice in a __. First the __ was __. Then the __ was __. Last the __ was __.</p> <p><b>Intermediate:</b> The __ were eating __ly. I went __ with my __. We stopped by the __then we __to the park. At first, __. Then the __did__ and__ happened. She stomped her __and __. Then she saw_. She __calmed __. Why did Daisy get lost? ____ .</p> <p><b>Early Advanced /Advanced:</b>                      Because Daisy is ____ she became___. While I was __there was a__. One day we were __on the __ when my__ saw__. He shouted and __we all__.</p>	<p><b>Note:</b> Suggestions for Beginning Level include producing language while working with concrete objects, acting out scenarios and sorting objects. At the beginning, their responses might include no words, just pointing etc. Then they will progress to one word responses.</p> <p><b>Everyday Application:</b></p> <ol style="list-style-type: none"> <li>1. Dramatize "Come Along, Daisy!" . T121a</li> <li>2. Make a Dragonfly puppet, tell how you help Daisy. T122a.</li> <li>3. Describe what you did yesterday afternoon/last night/last weekend.</li> <li>4. Describe how a person, animal or vehicle moves.</li> <li>5. Compare and contrast the behavior or two animals or people that are known to the students.</li> <li>6. Have students recall a favorite holiday, retell the holiday story in great detail to a partner. Be certain to include all the preparations that went before the holiday to make the celebration special to your family.</li> <li>7. Tell or write about a trip excursion shopping trip.</li> </ol> <p><b>Academic Application:</b></p> <ol style="list-style-type: none"> <li>1. Describe what happened in the last story we read.</li> <li>2. Tell or write what happened during a demonstration science experiment, cooperative activity.</li> <li>3. Pass the pen (in groups, first person starts a story and passes the pen to next person who adds to story and so on)</li> <li>4. Write an original narrative.</li> </ol>

Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	Function Practice
<b>15 days</b>	<b>SELECTION 1- MAMA TALKS TOO MUCH</b>						<b>S12-13- Oral language strategies described on these pages of Teacher’s Edition.</b>
T128-T131 T131e(all) T131a T131f T131g- T131h T131i-T131l T131f(all) T131s-T131t T131u- T131v T132e T132f T132g T132-T133 T133a T134a- T134b T134c- T134d T134g T134h T134i-T165 T167 T136-T137 T146-T147 T167a- T167b T155 (all) T165a- T165b (all) T165 T168	<p><b>ELD Standards:</b></p> <p>*ELD I.RI5 Use content vocabulary (3).</p> <p>*ELDI.R6 Understand basic words (1).</p> <p>*ELD I.LS I Respond to directions and questions (1).</p> <p>*ELD I.LS4 Speak to be understood (1, 2, 3, 4, 5).</p> <p>*ELD 1. WC4 Use correct parts of speech (5).</p> <p>*ELD I.LS2 Listen to identify key details (3, 4, 5).</p> <p>*ELD I.R28 Identify literary elements (2, 4).</p> <p><b>Objectives: SWBAT</b></p> <p>*Identify community/neighborhood places</p> <p>*Identify goods and services</p> <p>*Use prepositions</p> <p>*Analyze story elements: characters and setting</p> <p>*Identify</p>	<p>*Community</p> <p>*Neighborhood</p> <p>*Goods/ Services</p> <p>*Realistic Fiction</p> <p>*Characters</p> <p>*Character Traits</p> <p>*Setting</p> <p>*Prepositions</p> <p>*Role-play</p> <p>*Greetings</p> <p>*Courteous</p>	<p>*Launch Unit 6 pgs. T128-T131b</p> <p>*Family Newsletter 6</p> <p>*Language Songs Big Book, p. 25</p> <p>*Song CD 2, Tracks 13-14</p> <p>*Picture Cards, B61-72</p> <p>*Big Book: From Here to There</p> <p>*Selection Reading CD 2, Track 6</p> <p>*Picture Perfect Word Book, pgs. 34-35</p> <p>*Big Book: English at Your Command!, p. 25</p>	<p>Express Feelings</p> <p>T132e T132f T133a T134g T146-147 T155 T165</p>	<p>Prepositions T134c T134d</p> <p>Proper Names T145</p> <p>Contractions with not T155</p> <p>Proper Names, Titles, Abbreviations T163</p>	<p><b>Beginning:</b> Tell how he is feeling. He is __. Tell how you are feeling. I am __. You are __. He is __. She is __.</p> <p><b>Early Intermediate:</b> How do you think s/he feels? He feels __. How are you feeling? Why? I feel __ because __. They are __.(emotions)</p> <p><b>Intermediate:</b> I feel __ because__. I feel __ when __. They felt __ when __. I like __ing with__ because__. When I feel __ I __.</p> <p><b>Early Advanced/ Advanced:</b> Sometimes when I am __ I __ to __. When I __, I often try to__. I imagine he is__ because__. He's probably ____ because _____. I imagine he is ____that____. When I feel _____, I often/occasionally try to _____. When I _____ I _____. But I _____(could/might/should/will try to think it would be a good idea to ____ instead. I enjoyed _____(verb) more than the other ____s.</p>	<p><b>Note:</b> Suggestions for Beginning Level include producing language while working with concrete objects, acting out scenarios and sorting objects. At the beginning, their responses might include no words, just pointing etc. Then they will progress to one word responses.</p> <p><b>Everyday Application:</b></p> <ol style="list-style-type: none"> <li>1. Have children work in pairs to act out walking with a family member or friend and expressing their feelings as they go on their imaginary walk.</li> <li>2. Use gestures and facial expressions to show how Celeste feels while Mama is talking.</li> <li>3. Role play Mama telling Celeste it is time to leave. The class pet's name is __. My friend is __. pT145</li> <li>4. Role play borrowing a school object with a partner, explain how you feel about needing to borrow an object you forgot at home.</li> <li>5. Create a skit showing how to be "helpful" to a student with a broken leg at school.</li> <li>6. In small groups brainstorm compliments to write on paper for a Praise Wall.</li> <li>7. Students take turns selecting from a pile of pictures (faces showing emotion) telling one or more sentences describing a situation that could produce that feeling and how that person might respond.</li> </ol>

Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	Function Practice
<b>10 days</b>	<b>SELECTION 2 - WHAT IS A MAP?</b>						<b>S12-13- Oral language strategies described on these pages of Teacher’s Edition.</b>
<p>T172e T172f T172g T172-T173 T173a T174a- T174b T174c- T174d T174g T174h T174i-T187 T172b T189 T180-T181 T182-T183 T184-T185 T187a T190a T192-T193 T194-T195</p>	<p><b>ELD Standards:</b></p> <p>*ELD I.RI5 Use content vocabulary (3).</p> <p>*ELDI.R6 Understand basic words (1).</p> <p>*ELDI.LS4 Speak to be understood (1, 2, 3, 4, 5).</p> <p>*ELDI.R7 Communicate Ideas (3).</p> <p>*ELD I.LS I Respond to directions and questions (1).</p> <p>*ELDI.RI8 Follow directions (2).</p> <p>*ELDI.WC4 Use standard word order (5).</p> <p><b>*Objectives: SWBAT</b></p> <p>*Identify community /neighborhood places</p> <p>*Read a map</p> <p>*Use prepositions</p>	<p>*Social Studies Article</p> <p>*Diagram</p> <p>*Map</p> <p>*Prepositions</p> <p>*Directions</p>	<p>*Language Songs Big Book, pgs.25,28</p> <p>*Song CD 2,Tracks 13-14, 17-18</p> <p>*Picture Cards, B61-72</p> <p>*Selection Reading CD 2, Track 7</p>	<p>Ask For and Give Information</p> <p>T172e T172f T173a T174g T184-185</p>	<p>Prepositions 174c T174d</p> <p>Proper names of places T187</p>	<p><b>Beginning:</b> What is in your room? A __ is in my room. Tell me about her house. Her house is __ to my house. It is ____ (color /adjective) It has ____ (noun).</p> <p><b>Early Intermediate:</b> Where did you eat lunch? I ate lunch __. Describe where you live? I live on __, it is __ the high school. My family likes to go to __ Where does your family like to go? Play a Directions Game T190a, response frames for game are: Where is __. The __ is __ to the __. How do I get there? Go straight, turn __ by the __. It is __ and __. It has ____ and _____. It has _____. (article +noun) It has _____. (article +adjective/noun) Is it ____ (color?) No it is ____ (color). What shape is it? It is a _____.</p> <p><b>Intermediate:</b> Where is the library? It is ____ near the __. Can you tell me where __ is? Sure it is __.Something ____ (object) (looks, sounds, feels, smells, tastes) _____. It looks, sounds, feels, etc. _____. I have a _____. He/she is _____. He/she has _____ adjective/noun. _____ is/has _____. It/He/She is _____. He/She was _____. My _____ noun was _____ adjective adjective. It (noun) _____ looks/sounds/feels/smells/tastes like _____.</p> <p><b>Early Advanced /Advanced :</b> California is located __ of Oregon and __ of Nevada. Can you tell me where the library is? Sue turn __ at the __. It's the first __ door. Where exactly is the _____. You will probably find it sitting on the __ just to the __ of the __, next to the _____. The ____ is ____ and _____. I liked the ____ (noun) because it was _____ (adjective). The _____, _____ of the ____ helps it _____. The _____ was the _____, _____ and _____.</p>	<p><b>Note:</b> Suggestions for Beginning Level include producing language while working with concrete objects, acting out scenarios and sorting objects. At the beginning, their responses might include no words, just pointing etc. Then they will progress to one word responses.</p> <p><b>Everyday Application:</b></p> <ol style="list-style-type: none"> <li>Who asks about a person, Where asks about a place. What asks about a thing? T172f. Pass out picture cards, in pairs have children formulate a Who, What or Where question, pass cards repeat.</li> <li>Pass around a real backpack, have children brainstorm what they would put in their backpack for a walk in the neighborhood. Read the group generated list chorally. T172f</li> <li>In two teams or in pairs, play find and search giving directions to send the search team looking for the object. T173a</li> <li>Model Directions T174d. and Give Directions games on page T184-185.</li> <li>Play a Directions Game, T190a, children take turns drawing cards from a pile and ask questions about the location of community places, response frames are provided.</li> <li>Give information about a lost object.</li> <li>Play a guessing game to ask questions about sounds and looks: (animal, vehicle, music, instruments etc.) What color(s) am I? How big am I? What do I have? 3. Mystery bag: students ask: Is it ____ or ____? It is ____ or ____? What shape is it?</li> <li>Make a poster to help find someone's lost (jacket, pet, etc.)</li> <li>Make a drawing with adjective and noun labels.</li> </ol> <p><b>Academic Application:</b></p> <ol style="list-style-type: none"> <li>Describe an animal, person, character or object orally in writing.</li> <li>Write a description in a science report.</li> <li>Describe the characteristics of an environment or habitat.</li> <li>Describe a character or historical figure.</li> </ol>

