

WOODLAND JOINT UNIFIED SCHOOL DISTRICT



KINDERGARTEN 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	SHARED READING 1 - COME WITH ME TO SCHOOL SHARED READING 2 - TO BE A KI						S12-13 Oral language strategies described on these pages of the Teacher's Edition.
T1(all) T2-T3(all) T4(all) T5 T6-T9 T15 T16 T10 (all) T11 T12-13 T14(all) T16-T17(all) T18 (all) T19-T20 T21 T22(all) T23 T24 T25(all) T26-T27 T28 T29 T30-T31 T32(all) T33 T34 T35(all) T36-37(all) T42 (all) T43	<p>ELD Standards:</p> <p>*ELDK.R7 Understand basic words (1).</p> <p>*ELDK. LS8 Ask and answer questions (1, 2, 3, 4).</p> <p>*ELDK.W8 Write in the content areas (3, 4).</p> <p>*ELDK.R9 Respond appropriately (1).</p> <p>*ELDK.LS2 Listen to identify key details (3, 4, 5).</p> <p>Objectives: Students will be able to (SWBAT):</p> <p>*Identify colors</p> <p>*Be able to sort objects by size</p> <p>*Identify school tools</p> <p>*Identify places and people at school</p> <p>*Identify the sequence of a story</p> <p>*Be able to make comparisons</p>	<p>*After</p> <p>*Cover</p> <p>*Right</p> <p>*Left</p> <p>*Command</p> <p>*Guess/ Predict</p> <p>*Label</p> <p>*Bin</p> <p>*Title</p> <p>*Alike</p> <p>*Different</p> <p>*Real</p> <p>*Make-Believe</p>	<p>*Family Newsletter I</p> <p>*Circle Time</p> <p>*Little Language Book: A School</p> <p>*Language Songs Big Book, p. IB</p> <p>*Vocabulary Builder I and School Tool Manipulatives</p> <p>*Song CD I,Tracks 1-6</p> <p>*Teacher's Resource Book, Master 3, 4, 5.</p>	<p>Carry out commands T15, T23, T19, T26, T27</p> <p>Describe Objects T33</p>	<p>a ___ word as a high frequency word</p> <p>T12,T13, T20, T21</p>	<p>Commands</p> <p>Beginning- Please stand up.Touch __. Point to . Pick up __. Stand __. Sit__. It is __(color). My __. Your __(noun). Turn __(on/off). Put __ (in/out).</p> <p>Early Intermediate -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>Intermediate- First, __(turn on the computer). Next, __(login). Last step, __(click on Internet Explorer), Afterwards,_(type nick.com), When you _(finish playing log off), When you have done that___.When it is ready___.T7</p> <p>Early Advanced/Advanced- Usually I_. Sometimes I __.Frequently, I_. Daily I_. By the time I_.</p> <p>Describe</p> <p>Beginning- They have __. It is __(adjective). Jessica is __and Lorena is __. They _(V) _ and __.</p> <p>Early Intermediate- 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 __. What do you wear on a __ day? I wear a __ on a _ day.</p> <p>Intermediate- 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 __. The difference between the ___ and __ is that they both have __. The __ has __ and the other has __.</p> <p>Early Advanced/Advanced- While both __ are __ and __, my _ is much more __that my __. The _ has __, while _ are __. However, both __.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>Note: 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>Give Commands</p> <p>Everyday Application: 1. Make a greeting card following a set of directions. 2. Give partner directions to build/draw a ____. 3. Explain the steps for booting up the computer. 4. Follow the steps to complete a science demonstration. 5. Ask your partner what to do when building a model of a volcano. 6. Explain how/ask how to execute a particular dance move, sports play or musical performance.</p> <p>Academic Applications: 1. Ask a partner for help with a project. Then follow your partner's directions. 2. Explain how /ask how to play a game, sports play, musical/theatrical performance. 3. Explain the steps you take when the lunch bell rings. 4. As a partner to explain how you play his/her favorite playground game. 5. Design a simple board game and write directions for it.</p> <p>Describe</p> <p>Everyday Applications: 1. Write a journal or learning log entry to explain habits, ongoing events, and traditions for a special occasion or event. 2. Tell a friend about your favorite park, mention how often you go there and what you like to do. 3. Explain in detail what your routine includes after you eat dinner and before you go to sleep. 4. Describe what kids your age typically do at a birthday party.</p> <p>Academic Applications: 1. Explain your classroom routines say what you always, usually, sometimes or never do in each subject. 2. Explain what a character from a book does everyday. What do his or her daily habits tell us about this character? 3. Talk about the activities people in another time period did regularly, occasionally and infrequently.</p>

Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	Function Practice
15 Days	SHARED READING 1 - A FEAST FOR 10 SHARED READING 2 - TO BE A KID						S12-13- Oral language strategies described on these pages of Teacher’s Edition.
T45(all) T46-47(all) T48 T49 T50-T53 T54(all) T55 T56-T57(all) T51-T53 T58(all) T59 T60-T61(all) T62(all) T63-T64(all) T65 T66(all) T67 T68 T69 T70-71 T72(all) T73 T74-75 T76 T77 T78 T79 T80-81 (all) T82 T86 T87	ELD Standards: *ELDK.R7 Understand basic words (1). *ELDK. LS8 Ask and answer questions (1, 2, 3, 4). *ELDK.W8 Write in the content areas (3, 4). *ELDK.R9 Respond appropriately (1). *ELDK.LS2 Listen to identify key details (3, 4, 5). *ELDK.R20 Respond to literature (3, 4, 5). Objectives: SWBAT *Identify family members *Identify foods by name *Identify kitchen objects *Identify number words	*Different *Feast *Order *Left *Right *After *Inside *Label *Reread *Before *Meal *Number Word *Recipe *Like *Do Not Like *Feel	*Family Newsletter 2 *Circle Time *Little Language Book: The Picnic *Language Songs Big Book, pgs.2A,2B *Vocabulary Builder 2 and Family Manipulatives *Song CD I,Tracks 7-12 *Picture Perfect Word Book, pgs.10, 16, 17, 23, 34, 35 *Teacher's Resource Book, Master 9, 11, 13, 14, 17	Express Likes and Dislikes T59,T67 T70,T71, T77,T78 T82 Demonstrate Verbal and Non-verbal Communication T77	and__ T56 the ____, T65	Likes and Dislikes Beginning- I am __. You are __. He is __.Do you like __?(yes/no) __ is my favorite subject. I like to __. I am __ (emotions) She is __. Early Intermediate- I like the __. They are __ (emotions) He feels __.Do you like __. I like/don't like __. T103 My favorite __ is __. My favorite is __. It is __I like to __. T46-47, T73,T74-T75 Intermediate- I like __ because __. I like __ when __. She/He/They like __ when __. I think he/she is likes __ because __. When I feel __ I like __. I like __ing with __, but I don't like __. I enjoy/don't enjoy __ing because __. I like __ better than __. Advanced/Early Advanced - 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 like __ (reading, swimming, etc but prefer to/would rather __ (read, swim, run etc.) Verbal and Non-Verbal Communication Beginning - Hello, Goodbye, I am __. I am in __ grade. Early Intermediate- How are you? I'm __. Thanks. Hello. My name is __. My friend __ Intermediate - . 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. T77. Please pass the __T77 Good evening, Ms. __. How are you? I would like you to meet my __. Early Advanced/Advanced - Good evening Ms. __, How are you? It is a pleasure to __ again. I would like you to meet __. Hello. I'm __. It's a pleasure to __ you. Have students point to student they are introducing.	Note: Suggestions for beginning level include producing language while working with concrete objects acting out scenarios and sorting objects, acting out scenarios. At the beginning, their responses might include no words, just pointing etc. Then they will progress to one word responses. Likes and Dislikes 1. Conduct interviews and surveys about favorite things, music, food, hobbies, sports, books. 2. Each student writes sentences telling about a favorite pastime. 3. Illustrate for homework and collect in a class album. 4. Students take turns selecting from a pile of pictures (faces showing emotion) and telling one or more sentences describing how the person feels.5. Conduct interviews and surveys about favorite things: music, food, hobbies, sports, or books. Verbal and Non Verbal Communication 1. Students practice how to greet a special visitor. 2. Practice a dialogue to introduce your parents to your teacher during back to school night. 3. Mini-performance introducing self to new student. 4. Students practice and write a skit extending and responding to an invitation to go to the movies. 5. Write a note inviting someone to your birthday.

Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	Function Practice
15 Days	SHARED READING 1 - THE BUS FOR US SHARED READING 2 - GET AROUND IN THE CITY						S12-13- Oral language strategies described on these pages of Teacher’s Edition.
T89(all) T90-T91 (all) T92 T93(all) T94-T97 T98(all) T99 T100- T101(all) T95-T97 T132 T102(all) T103 T104 T104-105(all) T106(all) T107-T108 T104 T108 T109 T110 T111 T112 T132 T113(all) T114- T115(all) T116 T117 T118-119(all) T120 T121 T122 T123(all) T124- T125(all) T130(all) T131 T132	<p>ELD Standards:</p> <p>*ELDK.R7 Understand basic words (1).</p> <p>*ELDK. LS8 Ask and answer questions (1, 2, 3, 4).</p> <p>*ELDK.R9 Respond appropriately (1).</p> <p>*ELDK.LS2 Listen to identify key details (3, 4, 5).</p> <p>*ELDK.W8 Write in the content areas (3,4).</p> <p>*ELDK.R28 Demonstrate comprehension (1, 2).</p> <p>Objectives: SWBAT</p> <p>*Identify vehicles and their parts</p> <p>*Identify shapes by name</p> <p>*Classify objects</p> <p>*Identify action words</p> <p>*Make comparisons</p> <p>*Ask questions using is and can</p>	<p>*Where</p> <p>*What</p> <p>*First</p> <p>*End</p> <p>*Letter</p> <p>*Word</p> <p>*Question</p> <p>*Keep Track</p> <p>*Chart</p> <p>*List</p> <p>*Title</p> <p>*Line</p> <p>*Next To</p> <p>*Cover</p> <p>*Column</p> <p>*Directions</p> <p>*Next</p> <p>*Last</p> <p>*Reread</p>	<p>*Family Newsletter 3</p> <p>*Circle Time</p> <p>*Little Language Book: The Ride</p> <p>*Language Songs Big Book, pgs.3A, 3B</p> <p>*Vocabulary Builder 3 and Vehicle Manipulatives</p> <p>*Song CD I, Tracks 15-18</p> <p>*Picture Perfect Word Book, pgs. 50, 51</p> <p>*Teacher’s Resources Book, Master 17</p>	<p>Ask and Answers Questions T103, T104-T105, T107-T108, T111</p> <p>Give and Follow Directions T94- T97, T10- T122,</p>	<p>This is a _____.</p> <p>T90- T91, T100 - T101</p>	<p>Ask for and Answer Questions</p> <p>Beginning - Is it ____ (adjectives)? Is it a ____ (vehicle)? Can it ____ (verb)? Where is ____? On the _____. Where is ____? Pointing answer.</p> <p>Early Intermediate - Where is ____ (noun)? ____ (noun) is ____ (preposition) the _____. Where is the parking lot? It is ____ the _____. T103, Put your ____ (shape) ____ (location) T121</p> <p>Intermediate - 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 _____. Early Advanced/Advanced - ____ 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>Give and Follow Directions</p> <p>Beginning - Please stand up, touch. Point to __ Pick up __. Stand __. Sit __. It is __ (color .) My __. Your __ (noun). Turn __ (on/off). Put __ (in/out).</p> <p>Early Intermediate - 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>Intermediate – 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>Early Advanced/Advanced - Usually I ____. Sometimes I __. Frequently I ____. Hourly I ____. Daily I ____. Monthly I ____. By the time I ____.</p>	<p>Note: Suggestions for Beginning Level include producing language while working with concrete objects acting out scenarios and sorting objects.</p> <p>Ask and Answer Questions</p> <p>Everyday Application- 1. Create and explain a map with a key- could be a treasure map. Describe how furniture or other objects in a room are arranged or laid out. 2. Describe a painting, poster web page. 3. Describe a route to a destination.</p> <p>Academic Application- 1. Describe setting/ location in a story. 2. Explain how to find information in a graph, chart, textbook, and 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> <p>Give Commands</p> <p>Everyday Application- 1. Explain what you do when __. 2. Ask a partner to explain how to play a favorite game. 3. Write a recipe for a favorite food. 4. Make a greeting card following a set of directions. 5. Give partner directions to build/draw a ____.</p> <p>Academic Applications- 1. Ask a partner for help in a project. Then follow your partner's directions. 2. Explain how /ask how to do a game, sports play, musical theatrical performance, a project, or science experiment. 3. Explain the steps you take when the lunch bell rings. 4. Explain these steps for booting up the computer. 5. Explain how/ask how to execute a particular dance move, sports play or musical performance. 6. Explain in detail what your routine includes after you eat dinner and before you go to sleep. 7. Describe what kids your age typically do at a birthday party. 8. Explain your classroom routines say what you always, usually sometimes or never do in each subject.</p>

Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	Function Practice
15 days	SHARED READING 1 - BEAR ABOUT TOWN SHARED READING 2 - GET AROUND IN THE CITY						S12-13- Oral language strategies described on these pages of Teacher’s Edition.
T133 (all) T134-135(all) T136 T137 T138-T141 T142(all) T143 T144- T145(all) T139-T141 T176 T146(all) T147 T148(all) T148-T149 T150(all) T151-T152 T152 T153 T154(all) T155 T156 T176 T157 T158- T159(all) T160(all) T161 T162-T163 T164 T165 T166 T167 T168-T169 T174(all) T175 T176	<p>ELD Standards:</p> <p>*ELDK.R7 Understand basic words (1).</p> <p>*ELDK. LS8 Ask and answer questions (1, 2, 3, 4).</p> <p>*ELDK.W8 Write in the content areas (3, 4).</p> <p>*ELDK.RI6 Use content vocabulary (3).</p> <p>*ELDK.LS2 Listen to identify key details (3,4,5)</p> <p>*ELDK.R13 Synonyms and antonyms (4).</p> <p>Objectives: SWBAT</p> <p>*Identify places and people in a city</p> <p>*Identify opposites</p> <p>*Identify safety</p>	<p>*Author</p> <p>*Illustrator</p> <p>*Real</p> <p>*Make-Believe</p> <p>*Greet</p> <p>*Different</p> <p>*Alike</p> <p>*Compare</p> <p>*Same</p>	<p>*Family Newsletter 4</p> <p>*Circle Time</p> <p>*Little Language Book: See the Firefighter</p> <p>*Picture Perfect Word Book, pgs.20, 34, 35, 37, 54, 55</p> <p>*Language Songs Big Book,pgs. 4A,4B</p> <p>*Vocabulary Builder 4 and Shopping Manipulatives</p> <p>*Song CD I,Tracks 19-24</p> <p>*Teacher's Resource Book, Master 20,21, 22</p>	<p>Express Ideas T155, T147</p> <p>Make Comparisons T158-159, T165, T166</p>	<p>See the ___ T149 153, 163</p> <p>I go to the ___ T144-145</p> <p>I think going to a ___ is ___ T147, T148, T149</p> <p>The ___ (noun) is ___ (adjective) T158-159</p>	<p>Express Ideas</p> <p>Beginning - I __ (verb) We __ (verb). I am helping, I am putting __ and __. Making a list of items to get. 1. noun 2. noun etc. I think __ has the best job. T155</p> <p>Early Intermediate - 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>Intermediate - 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>Early Advanced/Advanced - It __ collapses __. People came running out __. Sirens and car alarms __. The earthquake causes his building to shake __. __ people came running out __.</p> <p>Make Comparisons</p> <p>Beginning - Apples are __ (fruit). Birds have __ (feathers). He is __ (tall/short) T165 She is __ (loud/quiet) They are both __. It is __ (color).</p> <p>Early Intermediate/Intermediate - My pencil is __ (long/short) The __ (noun) is __ (adjective) T158-159 .I am taller than the __. The __ is shorter than me. T165, T166 You can use a pen __ pencil. What is __ (longer/shorter)? They both have __. She is __. (adjectives) I think going to a __ is __. T147. I think __ T147.</p> <p>Early Advanced/ Advanced - 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>Note: 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>Express Ideas</p> <p>Everyday Application- 1. Tell/write how you will get ready for a meal, event, celebration, trip, and outing. 2. Tell/write at least three things you would do to find a lost pet, article of clothing, toy. 3. Share with your partner three things you will do after school, at recess, on the weekend, during vacation. 4. Tell/write about a vacation trip or outing you want to take and the activities you will do.</p> <p>Academic Application- 1. Discuss what you need to do finish an art, writing, and science project. 2. Create a plan to advertise a school event. 3. Share how you will get ready for a game, concert, project or test. 4. Write a plan to solve a class problem. 5. Ask and answer questions about what you will need to do to get ready for a class celebration. 6. Tell/write about at least three things you could do if your pet got away. 7. Share with your partner three things you did after school last week. 8. Tell/write about what you would like to do on vacation including 3-5 activities you will do. 9. Narrate a short TV show, movie or video clip. 10. Explain the actions in a game to a friend. Explain how to create a hair style. Explain to a friend the steps for cooking something.</p> <p>Make Comparisons</p> <p>Everyday Application- 1. Rank items on a scale. 2. Compare everyday events and objects such as weather, classroom activities, pets, clothing. 3. Explain preferences I like the blue car. It is smaller than the white car. 4. Play card or board games calling on use of descriptive phrases that can be turned into comparatives.</p> <p>Academic Application- 1. Differentiate one environment or habitat from another. 2. Compare two different objects, people, and animals and explain the differences and similarities orally and in writing. 3. Make generalizations about the similarities and differences between two or more items, people, scenes, plots. 4. Explain why you prefer pet/book/movie/ over another based on their characteristics. 5. Rank two similar or related objects/ animals according to the degree or extent they exhibit a particular attribute.</p>

Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	Function Practice
15 Days	Shared Reading 1-IN THE YARD Shared Reading 2 - CHANGES						S12-13- Oral language strategies described on these pages of Teacher’s Edition.
T177(all) T178- T179(all) T180(all) T181 T182-T185 T186 T187 T188- T189(all) T183-T185 T220 T190(all) T191 T192(all) T192- T193(all) T194(all) T195- T196(all) T196 T197 T198 T199 T200 T201 T202-203(all) T204 T205 T206-207 T208 T209 T210 T211(all) T212- T213(all) T218 T219 T220	ELD Standards: *ELDK.R7 Understand basic words (1). *ELDK. LS8 Ask and answer questions (1, 2, 3, 4). *ELDK.R9 Respond appropriately (1). *ELDK.LS2 Listen to identify key details (3, 4, 5). *ELDK.R8 Communicate ideas(3). *ELDK.R28 Demonstrate comprehension (1, 2). *ELDK.R24 Identify sequence of events (1, 2). Objectives: SWBAT *Identify different kinds of weather *Identify the four seasons *Identify action words *Identify clothing appropriate for the weather *Identify the sequence of events in a story *Make comparisons	*Title *Cover *Author *Illustrator *Title Page *Who? *Where? *What? *When? *Log *Pretend *Real *First *Next *Compare *Captions *Warm *Cool *After *Fact *Same *Different	*Family Newsletter 5 *Circle Time *Little Language Book: What Can You Do? *Language Songs Big Book, pgs.5A, 5B *Vocabulary Builder 5 and Clothing Manipulatives *Song CD 1, Tracks 27-30 *Picture Perfect Word Book, pgs. 44,45, 52, 53, *Table of Contents *Teacher's Resource Book, Master 23, 26,27,28	Make Comparisons T178,T179, T182-T185, T209 -T210 Describe Experiences T191, T199	You can ____. T196, T197,	Make Comparisons Beginning - They have _____. It is ___(adjective). Jessica is _____ and Lorena is _____. They ___(verb) __ and _____. Early Intermediate - 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 _____. Intermediate -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 _____. Early Advanced - While both ___ are ___ and _____, my _____ is much more _____ that my _____. The ___ has _____, while ___ are _____. However, both _____. Advanced - 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 _____. Describe Experiences Beginning - I see a __. We eat __. They see a __. The __ are running. She is __. I am__. Early Intermediate - 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 __. Intermediate - 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 __. Early Advanced/Advanced - While I was _there was a___. One day we were__on the __ when my__ saw___. He shouted and ___we all_____.	Note: Suggestion for Beginning level includes producing language while working with concrete objects acting out scenarios and sorting objects. Make Comparisons Everyday Application – 1. Rank items on a scale. 2. Compare everyday events and objects such as weather, classroom activities, pets, and clothing. 3. Explain preferences I like the blue car. It is smaller than the white car. 4. Play card or board games calling on use of descriptive phrases that can be turned into comparatives. Academic Application – 1. Differentiate one environment or habitat from another. 2. Compare two different objects, people or animals and explain differences and similarities orally and in writing. 3. Make generalizations about the similarities and differences between two or more items, people, scenes, plots. 4. Rank similar or related objects/animals according to degree or extent they exhibit a particular attribute. Describe Experiences Everyday Application – 1. Describe what you did yesterday/last night/last weekend. 2. Tell your partner what you did at a family celebration, sporting event, and holiday. 3. Tell or write about a trip excursion shopping trip. 4. Tell or write about cooking a meal, planting a garden fixing something. Academic Application - 1. Describe what happened in the last story we read. 2. Tell or write what happened during a demonstration science experiment, cooperative activity. 3. Explain what you did to solve a math problem, complete an activity, and create an act project. 4. Write a few sentences telling what you did first, next, etc. on your last trip. 5. Describe what happened in the last story we read together during class. 6. Explain what happened during a science experiment. 7. Tell your partner how you solved a word problem in math.

Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	Function Practice
15 Days	SHARED READING 1 - HERE COME POPPY AND MAX						S12-13- Oral language strategies described on these pages of Teacher’s Edition.
T1(all) T2-T3(all) T4(all) T5 T6-T9 T10 T11 T12-T13 T7-T9 T44 T14 (all) T15 T16 T16-T17(all) T18(all) T19-T20 T20 T21 T22 T23 T24 T44 T25(all) T26-T27(all) T28 T29 T30-T31 T32 T33 T34 T35 T36-37(all) T42(all) T43 T44	ELD Standards: *ELDK.R7 Understand basic words (1). *ELDK. LS8 Ask and answer questions (1, 2, 3, 4). *ELDK.R9 Respond appropriately (1). *ELDK.LS2 Listen to identify key details (3, 4, 5). *ELDK.R20 Respond to literature (3, 4, 5). *ELDKR.25 Draw inferences (2, 3). Objectives: SWBAT *Be able to identify wild and domestic animals *Identify body parts of animals *Identify animal homes *Identify the sequence of a story	*Act *Cover *First *Most *Capital Letter *Lower Case Letter *Outside *Inside *Describe *Folk Tale *Alike *Information *Sentence *Reread *Tell	*Family Newsletter 6 *Circle Time *Little Language Book: Hide and Seek *Language Songs Big Book, pgs.ABC, 6A, 6B *Vocabulary Builder 6 and Wild Animal Manipulatives *Song CD 2,Tracks 1-6,31-32 *Teacher's Resource Book, Master 31, 33-46, 47,48 *Picture Perfect Word Book, pgs. 2, 3, 14, 40, 41	Ask for and Give Information T6 - T9,T15, T16, T20 - T21, T23, T33, T34, T38 Demonstrate Verbal and Non Verbal Communication T15, T23	Where are the ____? T20 - T21	Ask for and Give Information Beginning - They are ___(verb) The ___(animal) is ___(verb). ___(animal) can ____. I ___(verb). Early Intermediate - They ___(verb) and ___(verb) ___ noun. A ___(animal) has ____. It is _____. What questions. A ___(animal) can ___(verb) They have _____ (noun) +_____(adjective). I ___ (verb) my ___(noun) . I ___(verb). Intermediate - He was ___ when ____. We were ___ when ____. We did/didn't___ when ____. The girl ___ly ____s. The _____ were ___ from ___ to _____. They began to ____. They were ___ing. Early Advanced - When we went to the ___last ____. I observed many ____. They ___as they _____. When he first tried to ____, he ____. Then he ____. The ____ (noun) ___s ___ly/ish. Advanced - When we were at the ___ the _____. When used to go _____ (often, seldom, etc.) but we don't do it anymore. Verbal and Non-Verbal Communication Beginning/Early Intermediate – I am___. Hi, I’m ___. Hello, Goodbye, I am ___. I am in ___grade. Intermediate - Hello. My name is ___. What's your name? It's nice to meet you. How are you? I'm fine. Thank you. Will you please pass the ___. Thanks. You're welcome. T77. Please pass the __T77 Early Advanced/Advanced - Good evening Ms. ___, How are you? It is a pleasure to __again. I would like you to meet __. Hello. I'm _____. It's a pleasure to__you.	Note: Suggestions for Beginning level include producing language while: working with concrete objects acting out scenarios and sorting objects. Give Information Everyday Application- 1.Explain what a person does at home, at a job, after school orally and in writing. 2. Explain the process of (making a sandwich, getting ready for school, playing a soccer game.) 3. Explain what people do at an event during specific time of day, at a particular location (store, mall, library, dentist office.) Academic Application- 1. Explain when a character in a story did, orally and in writing. 2. Explain the process of (completing a science project, making an art project, doing a math problem etc.) 3. Describe the way an animal adapts and survives in a habitat. 4. Explain how a physical or mechanical process occurs. 5. Keep a diary or log of daily activities. 6. Write about what you did over the weekend/ on vacation/ this summer using vividly wild details. 7. Relate actions in a story. 8. Explain what is happening in a picture illustration. 9. Give multistep directions for (playing a game, making an art project.) 10. Explain what had been happening in a historical era when a key even occurred and changed things. Verbal and Non Verbal Communication Everyday Application- 1. Students practice how to greet a special visitor. 2. Practice a dialogue to introduce your parents to your teacher during back to school night. 3. Mini- performance introducing self to new student. 4. Write a skit extending and responding to an invitation to go to the movies. 5. Write a note inviting someone to your birthday.

Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	Function Practice
15 Days	SHARED READING 1 - THE BODY BOOK SHARED READING 2 - TO BE A KID						S12-13- Oral language strategies described on these pages of Teacher’s Edition.
T45(all) T46-T47(all) T48(all) T49 T50-53 T54(all) T55 T56-T57(all) T51-53 T88 T58(all) T59 T60(all) T60-T61(all) T62(all) T63-T64 T85 T64 T65 T66(all) T67 T68 T88 T69(all) T70-71(all) T72(all) T73 T74-T75 T76(all) T77 T78 T79 T80-T81(all) T86(all) T87 T88	<p>ELD Standards:</p> <p>*ELDK.R7 Understand basic words (1).</p> <p>*ELDK. LS8 Ask and answer questions (1, 2, 3, 4).</p> <p>*ELDK. W8 Write in the content areas (3, 4).</p> <p>*ELDK.R9 Respond appropriately (1).</p> <p>*ELDK.LS2 Listen to identify key details (3, 4, 5).</p> <p>*ELDK.R20 Respond to literature (3, 4, 5).</p> <p>Objectives: SWBAT</p> <p>*Be able to identify and classify a variety of actions</p> <p>*Identify the parts of the body</p> <p>*Identify the five senses</p> <p>*Identify different feelings</p>	<p>*Different</p> <p>*Sport</p> <p>*Title</p> <p>*Cover</p> <p>*Photo</p> <p>*Most</p> <p>*Sentence</p> <p>*Capital Letter</p> <p>*Period</p> <p>*Asking Sentence</p> <p>*Telling Sentence</p> <p>*Information</p> <p>*Get Well Card</p> <p>*Sign</p> <p>*Reread</p> <p>*Main Idea</p> <p>*Friendly Letter</p> <p>*Date</p> <p>*Comma</p> <p>*Feeling</p>	<p>*Family Newsletter 7</p> <p>*Circle Time</p> <p>*Little Language Book: What is it?</p> <p>*Language Songs Big Book, pgs. 7A, 7B</p> <p>*Vocabulary Builder 7 and Action Cards</p> <p>*Song CD 2, Tracks 12</p> <p>*Picture Perfect Word Book, pgs.28,46</p> <p>*Teacher's Resource Book, Master 51, 52, 53</p>	<p>Ask for and give information T59, T67, T77, T80</p> <p>Express feelings T79,T80, T81, T82</p> <p>Express likes and dislikes T46, T77, T51,T52, T53,T56, T57, T60, T61, T70, T71</p>	<p>What is it ? It is a ____.</p> <p>T63, T64, T65, T67</p>	<p>Give Information Beginning- It is ____ (color /adjective) It has ____ (noun). Early Intermediate/Intermediate - 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 _____. Early Advanced/ Advanced - The ____ is ____ and _____. I liked the ____ (noun) because it was _____. (adjective). The _____, _____ of the _____ helps it _____. The _____ was the _____, _____ and _____.</p> <p>Express Feelings Beginning - I am _____. You are _____. He is _____. She is _____. Early Intermediate- They are _____. (emotions) He feels _____. Intermediate- When I feel ____ I _____. Early Advanced/Advanced- 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>Express Likes and Dislikes Beginning- Do you like ____ (yes/no) ____ is my favorite subject. I like to ____. Early Intermediate - I like the _____. Do you like ____? I like/don't like _____. T103 My favorite ____ is _____. My favorite is _____. It is _____ I like to _____ The girl _____ is the sister, the boy is the brother .T46-47, T73,T74T75 Intermediate- 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 _____. Advanced/Early Advanced - I like _____ (reading, swimming, etc but prefer to/would rather ____ (read, swim, run etc.)</p>	<p>Note: Suggestions for Beginning level include producing language while: working with concrete objects, acting out scenarios and sorting objects.</p> <p>Give Information Everyday Application- 1.Give information about a lost object. 2. 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? 4. Make a poster to help find someone's lost (jacket, pet, etc.) 5. Make a drawing with adjective and noun labels. Academic Application- 1. Describe an animal, person, character or object orally in writing. 2. Write a description in a science report. 3. Describe the characteristics of an environment or habitat. 4. Describe a character or historical figure.</p> <p>Feelings Everyday Application-1. 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.</p> <p>Express Likes and Dislikes Everyday Application- 1. Conduct interviews and surveys about favorite things, music, food, hobbies, sports, books. 2. Each student writes sentences telling about a favorite pastime. Illustrate for homework and collect in a class album.</p>

Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	Function Practice
15 Days	SHARED READING 1 - SILLY LITTLE GOOSE! SHARED READING 2 - CHANGES						S12-13- Oral language strategies described on these pages of Teacher’s Edition.
T89(all) T90-T91(all) T90 T92 T93 T94-T97 T98(all) T99 T100- T101(all) T95-T97 T129 T132 T102 (all) T103(all) T104(all) T104- T105(all) T106 T107-T108 T104 T108 T109 T110 T111 T112 T132 T113 T114- T115(all) T116(all) T117 T118-T119 T120 T121 T122 T123(all) T124- T125(all) T130 T131 T132	<p>ELD Standards:</p> <p>*ELDK.R7 Understand basic words (1).</p> <p>*ELDK. W8 Write in the content areas (3, 4).</p> <p>*ELDK.R9 Respond appropriately (1).</p> <p>*ELDK.LS2 Listen to identify key details (3, 4, 5).</p> <p>*ELDK.R28 Demonstrate comprehension (1, 2).</p> <p>*ELDK.R9 Respond appropriately (1).</p> <p>*ELDK.R8 Communicate ideas (3).</p> <p>Objectives: SWBAT</p> <p>*Identify farm animals and their sounds</p> <p>*Identify baby animals and their sounds</p> <p>*Be able to use prepositions correctly</p> <p>*Recognize the life cycle of different animals</p> <p>*Identify the sequence of events in a story</p> <p>*Make comparisons</p>	<p>*Sound</p> <p>*First</p> <p>*Next</p> <p>*End</p> <p>*Whose</p> <p>*Where</p> <p>*What</p> <p>*Sentence</p> <p>*Question Mark</p> <p>*Period</p> <p>*Exclamation</p> <p>*Mark</p> <p>*Capital Letter</p> <p>*Like</p> <p>*Do Not Like</p> <p>*Quotation Marks</p> <p>*Change</p> <p>*Photographs</p> <p>*Drawings</p> <p>*Beginning</p> <p>*Middle</p> <p>*End</p> <p>*Steps</p>	<p>*Family Newsletter 8</p> <p>*Circle Time</p> <p>*Little Language Animals</p> <p>*Language Songs Big Book, pgs.8A,8B</p> <p>*Vocabulary Builder Manipulatives Song CD 2, Tracks 15-18</p> <p>*Picture Perfect Word Book, pgs.20,26, 27</p> <p>*Teacher's Resource Book, Master 58, 59,61,63</p>	<p>Express Likes and Dislikes T103, T104 -T105, T11, T112, T114 - T115, T121 - T122</p> <p>Tell an original story T121</p>	<p>I like your ____.</p> <p>T107 - 109, T111,</p>	<p>Express Likes and Dislikes</p> <p>Beginning - I am __. You are __. He is __. Do you like __?(yes/no) __ is my favorite subject. I like to __. I am __(emotions) She is __.</p> <p>Early Intermediate- I like the __. They are __.(emotions) He feels __Do you like __. I like/don't like __.T103 My favorite ____ is __. My favorite is __. It is ____ I like to __The girl is the sister, the boy is the brother. T46-47, T73,T74-T75</p> <p>Intermediate- I like __ because__. I like ____when____. She/He/They like ____when____. I think he/she is likes ____because__. When I feel __ I like __. I like ____ing with ____, but I don't like____. I like to __, but not as much as _____. I like to ____, but not as much as _____. I enjoy/don't enjoy ____ing because __. I like ____ better than __.</p> <p>Advanced/Early Advanced - 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 like ____ (reading, swimming, etc but prefer to/would rather __ (read, swim, run etc.) This is a ____ (farm animal) T90-T91</p> <p>Tell An Original Story</p> <p>Beginning - I see a __. We eat __. They see a __. The __ are running. She is __. I am__.</p> <p>Early Intermediate- 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>Intermediate - 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 __.</p> <p>Early Advanced/ Advanced- While I was _there was a__. One day we were __on the __ when my__ saw__. He shouted and __we all__.</p>	<p>Note: Suggestions for Beginning level include producing language while working with concrete objects acting out scenarios and sorting objects.</p> <p>Express Likes and Dislikes</p> <p>Everyday Application -1. Conduct interviews and surveys about favorite things, music, food, hobbies, sports, books. 2. Each student writes sentences telling about a favorite pastime. Illustrate for homework and collect in a class album. 3. Students take turns selecting from a pile of pictures (faces showing emotion) and telling one or more sentences describing how the person feels.</p> <p>Tell An Original Story</p> <p>Everyday Application – 1. Describe what you did yesterday/last night/last weekend. 2. Tell your partner what you did at a family celebration, sporting event, and holiday. 3. Tell or write about a trip excursion shopping trip.</p> <p>Academic Application- 1. Describe what happened in the last story we read. 2. Tell or write what happened during a demonstration science experiment, co-operative activity. 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) 4. Write an original narrative.</p>

Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	Function Practice
15 Days	SHARED READING 1 - MARKET DAY						S12-13- Oral language strategies described on these pages of Teacher’s Edition.
<p>T133 (all) T134-T135(all) T136(all) T137 T138-T141 T142 T143 T144-T145(all) T139-T141 T172 T176 T146(all) T147 T148 T148-T149(all) T150 T151-T152 T173(all) T148 T152 T153 T154(all) T155 T156 T176 T157 T158-159(all) T160(all) T161 T162-T163 T164 T165 T166 T167(all) T168-T169(all) T174 T175 T176</p>	<p>ELD Standards:</p> <p>*ELDK.R7 Understand basic words (1).</p> <p>*ELDK.R9 Respond appropriately (1).</p> <p>*ELDK.LS2 Listen to identify key details (3, 4, 5).</p> <p>*ELDK.R28 Demonstrate comprehension (1, 2).</p> <p>*ELDK.R8 Communicate ideas (3).</p> <p>*ELDK. W8 Write in the content areas (3, 4).</p> <p>*ELDK.R32 Compare and contrast literary elements (5).</p> <p>Objectives: SWBAT</p> <p>*Identify fruits and vegetables</p> <p>*Identify the parts of a plant and its life cycle</p> <p>*Understand how crops get from the farm to the table</p> <p>*Make comparisons</p> <p>*Understand that people exchange money to buy and sell items.</p>	<p>*First</p> <p>*Last</p> <p>*Beginning</p> <p>*End</p> <p>*Title Page</p> <p>*Part</p> <p>*Describe</p> <p>*Rhythm/ Beat</p> <p>*Like</p> <p>*Characters</p> <p>*Both</p> <p>*Fiction</p> <p>*Non Fiction</p> <p>*Caption</p> <p>*Sentence</p> <p>*Ad</p>	<p>*Family Newsletter 9</p> <p>*Circle Time</p> <p>*Little Language Book:Seeds</p> <p>*Language Songs Big Book, pgs.9A,9B</p> <p>*Vocabulary Builder 9 and Fruit and Vegetable Manipulatives</p> <p>*Song CD 2, Tracks 21- 24</p> <p>*Teacher's Resource Book, Master 65, 68, 33, 69-77</p> <p>*Picture Perfect Word Book, pgs.21, 22</p>	<p>Describe Ideas T146-T147, T148-T149, T151-T152, T155</p> <p>Give Information T133, T134-T135,T158 - T159, T166</p> <p>Express Likes and Dislikes T160</p>	<p>Look at the _____.</p> <p>T152 - T153,</p>	<p>Describe Ideas</p> <p>Beginning - I __ (verb) We __ (verb). I am helping, I am putting __ and __. Making a list of items to get. 1. noun 2. noun etc. I think __ has the best job.</p> <p>Early Intermediate - I will go __-ing. Then I am going to __. First I am going to __. Last I will __. Write a list. __ (verb) a __ noun. Make a __, buy __.</p> <p>Intermediate - I will go __ with __. Then I might go to __ for __. I think this job is the best because __. 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>Early Advanced/Advanced - It __ collapses __. People came running out __. Sirens and car alarms __. The earthquake causes his building to shake __. __ people came running out __.</p> <p>Give Information</p> <p>Beginning - They are __ (verb) The __ (animal) is __ (verb). __ (animal) can __. I __ (verb).</p> <p>Early Intermediate - They __ (verb) and __ (verb) __ noun. A __ (animal) has __. It is __. What questions, A __ (animal) can __ (verb) They have __ (noun) + __ (adjective). I __ (verb) my __ (noun) . I __ (verb).</p> <p>Intermediate- He was __ when __. We were _ when __. We did/didn't __ when __. The girl __ly __s. The ____ were ____ from ____ to _____. They began to __. They were ____ing.</p> <p>Early Advanced- When we went to the ____ last __, I observed many __. They __ as they _____. When he first tried to ____, he __. Then he __. The ____ (noun) ____s ____ly/ish.</p> <p>Advanced - When we were at the __ the _____. When used to go ____ __ ____ (often, seldom, etc.) but we don't do it anymore.</p> <p>See Unit 8 for Likes and Dislikes sentence frames.</p>	<p>Note: Suggestion for Beginning level include producing language while working with concrete objects acting out scenarios and sorting objects.</p> <p>Describe Ideas</p> <p>Everyday Application – 1. Tell/write how you will get ready for a meal, event, celebration, trip, and outing. 2. Tell/write at least three things you would do to find a lost pet, article of clothing, toy. 3. Share with your partner three things you will do after school, at recess, on the weekend, during vacation. 4. Tell/write about a vacation trip or outing you want to take and the activities you will do.</p> <p>Academic Application- 1. Discuss what you need to do finish an art, writing, and science project. 2. Create a plan to advertise a school event. 3. Share how you will get ready for a game, concert, project or test. 4. Write a plan to solve a class problem. 5. Ask and answer questions about what you will need to do to get ready for a class celebration. 6. Tell/write about at least three things you could do if your pet got away. 7. Share with your partner three things you did after school last week. 8. Tell/write about what you would like to do on vacation including 3-5 activities you will do. 9. Narrate a short TV show, movie or video clip. 10. Explain the actions in a game to a friend. Explain how to create a hair style. Explain to a friend the steps for cooking something.</p> <p>Give Information</p> <p>Everyday Application- 1. Give information about a lost object. 2. 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? Ask questions about sound, texture, color, size, weight, and general appearance. 3. Mystery bag: students ask: Is it __ or __? It is __ or __? What shape is it? 4. Make a poster to help find someone's lost (jacket, pet, etc.) 5. Make a drawing with adjective and noun labels.</p> <p>Academic Application- 1. Describe an animal, person character or object orally in detailed writing. 2. Write a description in a science report. 3. Describe the characteristics of an environment or habitat. 4. Describe a character or historical figure. Using specific rich details describe the physical character or historical figure.</p> <p>See Unit 8 for Like and Dislikes function practices.</p>

Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	Function Practice
15 Days	SHARED READING 1 - BUZZ						S12-13- Oral language strategies described on these pages of Teacher’s Education.
<p>T177 (all) T178- T179(all) T178 T180 T181 T182-T185 T186 T187 T188-T189 T183-T185 T188-T189 T220 T190(all) T191 T192(all) T192- T193(all) T194 T195-T196 T192 T196 T197 T198 T199 T200 T220 T201(all) T202-203(all) T204 T205 T206-T207 T208 T209 T210 T211(all) T212-T213 T218(all) T219 T220</p>	<p>ELD Standards:</p> <p>*ELDK.R7 Understand basic words (1).</p> <p>*ELDK.W8 Write in the content areas (3, 4).</p> <p>*ELDK.R9 Respond appropriately (1).</p> <p>*ELDK.LS2 Listen to identify key details (3, 4, 5).</p> <p>*ELDK.R28 Demonstrate comprehension (1, 2).</p> <p>*ELDK.R8 Communicate ideas (3).</p> <p>*ELDK.R32 Compare and contrast literary elements (5).</p> <p>Objectives: SWBAT</p> <p>*Identify rooms in a home</p> <p>*Describe common household objects</p> <p>*Identify different kinds of homes</p> <p>*Identify common daily routines</p> <p>*Identify the sequence of events in a story</p> <p>*Make comparisons</p>	<p>*Focus</p> <p>*Where</p> <p>*Who</p> <p>*Word Order</p> <p>*Information</p> <p>*Chart</p> <p>*Caption</p> <p>*Folk Tale</p> <p>*Both</p> <p>*True/Real</p> <p>*Make-Believe</p> <p>*Directions</p> <p>*Left</p> <p>*Right</p> <p>*Point</p> <p>*Message</p> <p>*Next</p> <p>*Sound Words</p> <p>*Daily</p> <p>*Schedule</p> <p>*After</p>	<p>*Family Newsletter 10</p> <p>*Circle Time</p> <p>*Little Language Book: The Big Bear</p> <p>*Language Songs Big Book, pgs. 10A, 10B</p> <p>*Vocabulary Builder 10 and Girl and Furniture Manipulatives</p> <p>*Song CD 2,Tracks 2S-30</p> <p>*Teacher's Resource Book, Master 19, 24,78, 81-89</p> <p>*Picture Perfect Word Book, pgs.10, 11, 30-33</p>	<p>Give Information T178, T179, T182-T185, T191, T192, T199</p> <p>Give and Follow Directions T209, T212 - T213</p> <p>Make Comparisons T195-T196, T197, T201-T203,</p>	<p>This is a bug _____</p> <p>This is not a bug _____</p> <p>T182 - T185,</p>	<p>Give Information</p> <p>Beginning - This is a __ room. It has a __. It is __.</p> <p>Early Intermediate - I have a __. My __ is beside my __. There are __ on the wall. There is a __on above __. It had a __ table. __.(person) is in __ room. T178 - T179. Our house has a __. T191.</p> <p>Intermediate- The house had __ it was __. They look over __. The house is south of __. The door is __ and __. There is a __, __on the wall.</p> <p>Early Advanced - There is a __ house it sits just _ of the lake. There are __windows that overlook the __lake. The room was painted__ colors. I felt _ and __.</p> <p>Advanced - There is __windows on the __of the house. The windows gave __ views of the lake. The house's door was __ and __. The light was__ and the walls were painted in colors as __and __. It was _ and _ place and I __.</p> <p>Give and Follow Directions</p> <p>Beginning - Please stand up, touch. Point to __.Pick up __. Stand __. Sit __. It is __.(color) My __. Your __ (noun). Turn __ (on/off). Put __ (in/out).</p> <p>Early Intermediate -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>Intermediate-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>Early Advanced/Advanced- Usually I __. Sometimes I __. Frequently I __. Hourly I __. Daily I __. Monthly I __. By the time I __.</p> <p>Make Comparisons</p> <p>Beginning- They have __. It is __ (adjective). Jessica is __ and Lorena is __. They __ (verb) __ and __.</p> <p>Early Intermediate- 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 __. What do you wear on a __ day? I wear a __ on a __ day. I pick __. We plant __.</p> <p>Intermediate- 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 __. 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>Early Advanced- While both __ are __ and __, my __ is much more __ that my __. The __ has __, while __ are __. However, both __.</p> <p>Advanced - 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>Note: Suggestions for Beginning level include producing language while working with concrete objects, acting out scenarios and sorting objects.</p> <p>Give Information</p> <p>Everyday Application – 1.Describe to someone a place that they haven't been. 2. Create a visual of and describe a location (classroom, room at home, neighborhood, etc.) orally and in writing. 3. Provide clues about a place so that others can guess what you are describing. 4. Play a barrier game to get another student to draw the same setting you are by giving verbal cues.</p> <p>Academic Application- 1. Visualize a setting from a story and describe it to a partner or small group. 2. Describe an environment or habitat. 3. Students lead a directed drawing activity.3. Write a detailed description of a picture of a landscape. 4. Create a new setting for a story you have read using lots of detail. 5. Using at least one example of figurative language, write a detailed description of a landscape.</p> <p>Give Commands</p> <p>Everyday Application- 1.Explain what you do when __. 2. Ask a partner to explain how to play a favorite game. 3. Write a recipe for a favorite food. 4. Make a greeting card following a set of directions. 5. Give partner directions to build/draw a __. 6. Explain the steps you take when the lunch bell rings.</p> <p>Academic Application- 1. Ask a partner for help in a project. Then follow your partner's directions. 2. Explain how /ask how to do a game, sports play, musical theatrical performance. 3. Explain or follow the steps to do a project, science experiment or math game. 4. Write the recipe for one of your favorite foods. 5. Design a simple board game and write directions for it. 6. Explain these steps for booting up the computer. 7. Follow the steps to complete a science demonstration. 8. Explain how/ask how to execute a particular dance move, sports play or musical performance.</p> <p>Make Comparisons</p> <p>Everyday Application – 1. Rank items on a scale. 2. Compare everyday events and objects such as weather, classroom activities, pets, and clothing. 3. Explain preferences I like the blue car. It is smaller than the white car. 4. Play card or board games calling on use of descriptive phrases that can be turned into comparatives.</p> <p>Academic Application– 1. Differentiate one environment or habitat from another. 2. Compare two different objects, people or animals and explain differences and similarities orally and in writing. 3. Make generalizations about the similarities and differences between two or more items, people, scenes, plots. 4. Rank similar or related objects/animals according to degree or extent they exhibit a particular attribute.</p>

