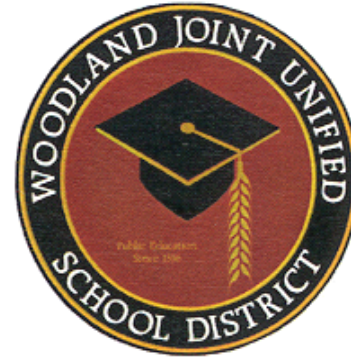


WOODLAND JOINT UNIFIED SCHOOL DISTRICT



SECOND 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	SELECTION 1 - A MOVIE IN MY PILLOW						S12-13- Oral language strategies described on these pages of Teacher’s Edition.
T10-T13 T13e (all) T13a T13f T13g-T13h T13i-T13l T13s-T13t T13f T13u-v T14e T14f T14g T14-15 T15a (all) T16a-T16b T16c-T16d T16g T16h T16i-T32 T35 T24 T28-29 T33 T33a T26 T37a-b (in different sessions) T22-23	<p>ELD Standards:</p> <p>*ELD2.R6 Understand basic words (1).</p> <p>*ELD2.R10 Read independently(2, 3, 4, 5).</p> <p>*ELD2.WC4 Use correct parts of speech (5).</p> <p>*ELD2.LS4 Speak to be understood (1, 2, 3).</p> <p>*ELD2.LS2 Listen to identify key details (3, 4, 5).</p> <p>Objectives: SWBAT</p> <p>*Use context clues/related words</p> <p>*Use nouns correctly</p> <p>*Make comparisons</p> <p>*Draw conclusions</p>	<p>*Defining</p> <p>*Sentence</p> <p>*Noun</p> <p>*Categorize</p> <p>*Possessive</p> <p>*Noun</p> <p>*Autobiographical</p> <p>*Poem</p> <p>*Title</p> <p>*Compare</p> <p>*Venn Diagram</p> <p>*Draw Conclusions</p> <p>*Display/Model</p>	<p>*Launch Unit 1 pgs. T10-J3b</p> <p>*Family Newsletter 1</p> <p>*Big Book: The Adventures of Taxi Dog</p> <p>*Picture Cards, CI-12</p> <p>*Language Songs Big Book,p.5</p> <p>*Song CD I,Tracks 1-2</p> <p>*Selection Reading CD I, Tracks 1-3</p> <p>*Teacher's Resource Book, Master 4</p>	<p>Express Ideas and Feelings</p> <p>T14e</p> <p>T14f</p> <p>T15a</p> <p>T16g</p> <p>T24</p> <p>T30-31</p>	<p>Nouns</p> <p>T16c</p> <p>T16d</p> <p>T24</p> <p>T27</p> <p>T33</p>	<p>Beginning: I want a __. I need a __. I am __. You are __. He is __. I think __. 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>Early Intermediate: I want __. I need __. He/she feels __. They are __. I think __ because __. I like __ so __. 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 __.</p> <p>Intermediate: I want __, because __. I need __ because __. He feels __. I feel __, because __. I feel __ when __. She/he/they felt __ when __. I think she/he is __ because __. What do you do when you get/are/feel __? When I __, I get __. Why do/don't __? Do you agree? Yes, I agree __. Not really, I think __? Do you think that is a good/bad idea? I think students need to __. Give reasons. Students should __ because __. May I add an idea? My idea is similar, but I think __. How about if we __? agree __, but I don't agree __. I disagree because __. In my opinion students should __. Give reasons to support your opinion.</p> <p>Early Advanced/Advanced: Do you think it would be all right if I borrowed your __ now? Could you lend me your __? Would you be willing to let me borrow __? Of course, you can borrow __ (now, when I finish). He's probably __ because __. I imagine he is __ that __. When I __, I often/occasionally try to __. When I __ I __. But I __ (could/might/should) __.</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>Everyday Application:</p> <p>Feelings:</p> <ol style="list-style-type: none"> 1. Interview students about their favorite things: music, food, sport, subject, and past time. 2. Write sentence and illustrate. 3. Students select pictures of people showing emotions and they share 1 sentence describing emotions. <p>Ideas:</p> <ol style="list-style-type: none"> 1. Students brainstorm topic of interest to discuss (sport event, class, school, or community issue etc. Teacher teaches vocabulary to discuss it. Using give one, get one students contribute ideas and opinions. Variation: Afterwards, students write three new ideas gleaned from conversations. 2. Tell/write how you will get ready for a meal, event, celebration, trip, and outing. 3. Tell/write at least three things you would do to find a lost pet, article of clothing, or toy. 4. Share with your partner three things you will do after school, at recess, on the weekend, during vacation. <p>Academic Application:</p> <p>Feelings:</p> <ol style="list-style-type: none"> 1. Partners take turns telling each other about their favorite character in the recent story, giving reasons to explain their preferences (support opinions) <p>Ideas:</p> <ol style="list-style-type: none"> 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. 4. Write a plan to solve a class problem. 5. Tell/write about at least three things you could do if your pet got away.

Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	Function Practice
10 days	SELECTION 2 - CHINATOWN						S12-13- Oral language strategies described on these pages of Teacher’s Edition.
T40e T40f T40g T40-41 T41a(all) T42a-T42b T42c-T42d T42g T42h T42i-T64 T67 T68a T48-49 T50 T57 T65a T57 T63 T70-71 T72-73	<p>ELD Standards:</p> <p>*ELD2.R6 Understand basic words (1).</p> <p>*ELD2.RIO Read independently (2, 3, 4, 5).</p> <p>*ELD2.WC4 Use correct parts of speech (5).</p> <p>*ELD2.LS4 Speak to be understood (1, 2, 3).</p> <p>*ELD2.LS2 Listen to identify key details (3, 4, 5).</p> <p>*ELD2.R28 Identify literary elements (2, 4).</p> <p>*ELD2.R24 Draw inferences (2, 3).</p> <p>Objectives: SWBAT</p> <p>*Use context clues/ related words</p> <p>*Use nouns correctly</p> <p>*Identify setting</p> <p>*Draw conclusions</p>	<p>*Defining</p> <p>*Sentence</p> <p>*Plural Noun</p> <p>*Possessive Noun</p> <p>*Proper Noun</p> <p>*Realistic Fiction</p> <p>*Character</p> <p>*Setting</p> <p>*Draw Conclusion</p> <p>*Describe</p>	<p>*Picture Cards, CI-12</p> <p>*Language Songs Big Book, p.5</p> <p>*Song CD I, Tracks 1-2</p> <p>*Selection Reading CD I, Tracks 4-6</p>	<p>Describe Personal Experiences</p> <p>T40e T40f T41a T42g T57</p>	<p>Plural Nouns</p> <p>T42c T42d T57 T63</p> <p>Possessive Nouns</p> <p>T50</p> <p>Proper Nouns</p> <p>T50 T63</p>	<p>Beginning: He/she __. The N V. They __. It __. It is __. (adjective) The _ ball. The _ boy. They have __. It is __ (adjective).</p> <p>Early Intermediate: We __ a __ and V N. The N V. She/he is __. I am __. We are __. They are __. The girl is __. The ball is __ and __. I have a __ sweater it is __.</p> <p>Intermediate: The __ were __. She/he __ yesterday. I went __ with my __. After that, we got some __, __ and __. We __ to the __, then we __ to the __. They __ the __. It started to __ and there were ADJ+N. After a few minutes, the __ was __. The __ were moving __. First, we __ our __. Then we __ our __. After that, __ we put our __ and __ on the __. Finally, we __ the __ on the __. The _ boy was V down the __. The __ had/ doesn't/ didn't have __.</p> <p>Early Advanced/Advanced: The runners are __ at the __. They are __ for the __ to go off. They hear the __ and they __. They are __ around the __. __ is in the lead, followed by __, __ is not far behind. It looks like __ will win! Yes, __ finished __. __ is second and __ is a close third. The __ causes the __ to shake __. It __ collapsed in the __. People come __ out __ __. The __ causes the __ to shake ADV from all sides. It __ collapsed __ __ __ in the street. When we went to the __ last __, I observed many __. When we were at the __, the __. Add adjectives and adverbs to add complexity.</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>Everyday Application:</p> <ol style="list-style-type: none"> 1. Describe what you did today/yesterday/last night etc. 2. Tell your partner what you did at a family celebration, sporting event, or holiday? 3. Tell or write about a trip, excursion, shopping trip. 4. Tell or write about cooking a meal, planting a garden, fixing something. 5. Tell your partner several things you were doing the last time you had a family celebration. 6. Write a few sentences telling what you did first, next, etc. on your last trip. 7. Narrate a short TV show, movie, clip, or video clip. 8. Explain the actions in a game to a friend. 9. Explain how to create a hairstyle. 10. Explain to a friend the steps for cooking something. <p>Academic Application:</p> <ol style="list-style-type: none"> 1. Describe what happened in the last story we read. 2. Tell or write what happened during a demonstration, science experiment, or activity. 3. Explain what you did to solve a math problem, complete an activity, and create an art project. 4. Describe how you are making a diorama. 5. Explain a dance or music performance. 6. Describe how to paint a landscape. 7. Explain your thinking during a read aloud, think aloud.

Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	Function Practice
15 days	SELECTION 1- CLEVER ANA AND THE GREEDY GIANT						S12-13- Oral language strategies described on these pages of Teacher’s Edition.
<p>T74-77 T77e(all) T77a T77f (all) T77h T77i-T77l T77s-T77t T77u-T77v T78e T78f T78g T78-T79 T79a(all) T80a-T80b T80c-T80d T80g T80h T80i-T96 T99 T78b T88 T90-T91 T97a T94 T95 T101a- T101b(all)</p>	<p>ELD Standards:</p> <p>*ELD2.R6 Understand basic words (1).</p> <p>*ELD2.RIO Read independently (2, 3, 4, 5).</p> <p>*ELD2.WC4 Use correct parts of speech (5).</p> <p>*ELD2.LS4 Speak to be understood (1, 2, 3).</p> <p>*ELD2.R29 Identify parts of a story (4).</p> <p>*ELD2.LS2 Listen to identify key details (3, 4, 5).</p> <p>Objectives: SWBAT</p> <p>*Use context clues/related words</p> <p>*Use verbs correctly</p> <p>*Identify the problem and solution of a story</p> <p>*Identify the main idea and details of a story</p>	<p>*Defining</p> <p>*Sentence</p> <p>*Action Verb</p> <p>*Verb</p> <p>*Subject –Verb Agreement</p> <p>*Stage Play</p> <p>*Character</p> <p>*Setting</p> <p>*Event</p> <p>*Problem</p> <p>*Solution</p> <p>*Question</p> <p>*Answer</p> <p>*Main Idea</p> <p>*Detail</p> <p>*Bar Graph</p>	<p>*Launch Unit 2 pgs. T74-T77b</p> <p>*Family Newsletter 2</p> <p>*Big Book: Mrs. McNosh and the Great Big Squash</p> <p>*Picture Cards, C13-24</p> <p>*Language Songs Big Book,p.9</p> <p>*Song CD I Tracks 7-10</p> <p>*Selection Reading CD I, Tracks 7-9</p>	<p>Ask/ Answer Questions</p> <p>T78e T78f T79a T80g T95</p>	<p>Verbs: am, is, are</p> <p>T80c T80d T88</p> <p>Verbs: has, have</p> <p>T94</p> <p>Questions</p> <p>T88 T94</p>	<p>Beginning: I need help. I need __. Can you help me? 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>Early Intermediate: Can you __ again? Who is it? What is it? Where is it? Is it __? What is the word? What does the __ have? It has ____ and __. Where is ____ (noun)? ____ (noun) is ____ (preposition) the _____. Where is the parking lot? It is _____ the _____.</p> <p>Intermediate: What does __ mean? When does ____ begin/end? What does it mean to ____? What does he/she do? How much is/are __? How many __? How much does __? I’m confused. Will you please explain it to me again? After I __, what do I do? What are we supposed to do after ____? I have a question about ____? Could we __? Why don’t whales have scales? Why don’t __? May I ask a question?</p> <p>Early Advanced/Advanced: Can you help me figure out how to ____? I need your help figuring out how to __. Do you know whether __? I understand __, but why ____? What is the difference between __ and __? Its ____, isn’t it? That __ isn’t __ is it? Those are ____, aren’t they? Those aren’t __, are they? Do you (think, know whether, have an idea, and have more information about __?</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>Everyday Application:</p> <ol style="list-style-type: none"> In pairs, ask and answer questions about the classroom. Role-play: person needing directions to play a game, use a computer program, etc. Play guessing games, such as 20 questions, Go Fish, Charades. Play a guessing game about an animal using its characteristics as clues. Play a guessing game about sounds and characteristics __ sounds like __ and is __ in color, and __ in size and lives in ____. Describe in detail an animal; give the specifics of the environment or habitat. <p>Academic Application:</p> <ol style="list-style-type: none"> Students write a list of questions to obtain information about a topic they are researching. Students ask questions to clarify what kind of experiments they can or can’t do for their science project. Students sit in inside/outside circle. Outside circle asks questions about ____, Inside circle answers questions. Have students dictate is/are and who, what, where, and why questions. Read aloud the selection and have students answer their questions. Explain how to find information in a graph, chart, textbook, table of contents or index. Students lead a directed drawing activity. Describe a location on a map. Describe where specific materials can be found in the classroom

Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	Function Practice
10 days	SELECTION 2 - FARMS						S12-13- Oral language strategies described on these pages of Teacher’s Edition.
T104e T104f T104g T104-T105 T105a T106a- T106b T106c- T106d T106g T106h T106i-T126 T115(all) T129 T120-T121 T127a T130b T132-T133 T134-T135	<p>ELD Standards:</p> <p>*ELD2.R6 Understand basic words (1).</p> <p>*ELD2.RIO Read independently (2, 3, 4, 5).</p> <p>*ELD2.WC4 Use correct parts of speech (5).</p> <p>*ELD2.LS4 Speak to be understood (1, 2, 3).</p> <p>*ELD2.LS2 Listen to identify key details (3, 4, 5).</p> <p>Objectives: SWBAT</p> <p>*Use context clues/related words</p> <p>*Use verbs correctly</p> <p>*Identify the main idea and details of a story</p>	<p>*Defining</p> <p>*Sentence</p> <p>*Action Verb</p> <p>*Verb Subject -Verb</p> <p>*Agreement</p> <p>*Social Studies</p> <p>*Article</p> <p>*Nonfiction</p> <p>*Heading</p> <p>*Caption</p> <p>*Main Idea</p> <p>*Detail</p> <p>*Crop</p>	<p>*Picture Cards, C13-24</p> <p>*Language Songs Big Book,p.9</p> <p>*Song CD I,Tracks 7-8</p> <p>*Selection Reading CD I, Tracks 10-11</p> <p>*Teacher's Resource Book, Master 24</p>	<p>Give Information</p> <p>T104e T104f T105a T106g T120-121</p>	<p>Action Verbs</p> <p>T106c T106d</p> <p>Here is/are, There is/are T115</p> <p>Subject-Verb Agreement T115</p> <p>Questions T125</p> <p>Commands T127</p>	<p>Beginning: A __. A __ is coming. It will be here __. There will be __. Usually 1 word responses at the beginning. This is a __. They are __. I am __.</p> <p>Early Intermediate: The __ are __. They are __ the __. The __ are V N. He is __ a __. They are __ and __. What does the __ have? It has __ and __. 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)</p> <p>Intermediate: In my picture, there is (isn't) __. In my picture there are (aren't) __. My picture has _ and __. The adj N has _ and __. My picture doesn't have __. The N V a adj, adj N. There was a adj N V for the N to V. One N was V the N and another N was V the N to the N.</p> <p>Early Advanced/Advanced: Its been V in N for the past three days. Is it still V? No, it is not V anymore. It looks like its going to be an Adj day. Have/has _ + past participle yet? Have/has _ already + past participle? No, not yet. Yes, I have not quite finished it yet. I'm going to finish it soon.</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>Everyday Application:</p> <ol style="list-style-type: none"> 1. Describe what is happening in a picture to a partner. 2. Ask and answer questions about what is happening on the playground, in the cafeteria/office. 3. Ask and answer questions about what you see people doing on your way to school, at the park, at the store. 4. After looking at a picture for 30 seconds, describe what the people did and didn't do to your partner. Take turns. You can look at the picture again to see more details. 5. Looking out the window, write 3 sentences describing what you see. 6. Describe weather events that have or have not occurred during the past week. 7. Ask question about your past experiences such as, " Have you ever..? How long have you being?" 8. Students give information about a hobby or sport they enjoy. Student listeners create questions to ask about the topic. Student presenter answers. 9. In pairs ask and answer questions about classroom procedures and rules. 10. Role play a person needing directions to play a game. Use a computer program, etc.

Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	Function Practice
15 days	SELECTION 1 - WHERE DO PUDDLES GO?						S12-13- Oral language strategies described on these pages of Teacher’s Edition
T136-T139 T139e(all) T139a T139f(all) T139g- T139h T139i-T139l T139s-T139t T139u- T139v T140e T140f T140g T140-T141 T141a(all) T142a- T142b T142c- T142d T142g T142h T142i-T154 T157 T147(all) T158a- T159b(all) T159a- T159b(all) T155a(all) T155	<p>ELD Standards:</p> <p>*ELD2.R6 Understand basic words (1).</p> <p>*ELD2.RIO Read independently (2, 3, 4, 5).</p> <p>*ELD2.WC4 Use correct parts of speech (5).</p> <p>*ELD2.LS4 Speak to be understood (1, 2, 3).</p> <p>*ELD2.R23 Identify Sequence of events (1, 2).</p> <p>*ELD2.WC3 Use standard word order (3, 4, 5).</p> <p>Objectives: SWBAT</p> <p>*Use context clues/ related words</p> <p>*Use adjectives correctly</p> <p>*Use complete sentences</p> <p>*Identify the sequence of a story</p>	<p>*Defining</p> <p>*Sentence</p> <p>*Science</p> <p>*Article</p> <p>*Diagram</p> <p>*Complete Sentence</p> <p>*Sequence Step</p> <p>*Cycle</p> <p>*Bar Graph</p>	<p>*Launch Unit 3 pgs. TJ36-139b</p> <p>*Family Newsletter 3</p> <p>*Big Book: Rain</p> <p>*Picture Cards, C2S-36</p> <p>*Language Songs Big Book,p.13</p> <p>*Song CD I,Tracks 13-16</p> <p>*Selection Reading CD I, Tracks 12-13</p>	<p>Give an explanation</p> <p>T140e T140f T141a T142g T155</p>	<p>Complete Sentences</p> <p>T142c T142d T147</p>	<p>Beginning: It is __. A __ ball. The __ is __. I have __ balls. It has __. My room has a __. The pond is __.</p> <p>Early Intermediate: It is _ and _ . It has _ . It is not _ . It has a Adj N. The _ is the Adj N. It is Adj than N. The N is Adv than the N.</p> <p>Intermediate: Its Adj and has a Adj N. It looks like __. It has the same Adj, adj, N. The _ uses a __. It Adv V. It was Adj than N. Its Adj, Adj N that connects N and N. There is a Adj, Adj N north of the N. The N is south of the N next to the N. The N doors are Adj and Adj. N feels Adj, and Adj. It's used for __.</p> <p>Early Advanced/Advanced: The _ is _ . Sometimes it appears __ and sometimes it looks __. The Adj N make it sound louder. It __ __. The N Adj like N. Some of the Adj N are Adj. The Adj, Adj, Adj, N protect their Adj Adj N. They leave a Adj N as they V Adv across the N. The N N Adj like N in the N. It can be found in Adj, N and Adj N, therefore, it __ and __. Add different comparative adverbs and regular adverbs to change frames.</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>Everyday Application:</p> <ol style="list-style-type: none"> 1. Give information about a lost object. 2. Play a guessing game to ask questions about sounds and looks: (animals, vehicles, music, instruments, etc) What color am I? How big am I? What do I have? 3. Mystery bag: students ask: It is __ or __? Is it __ or __? What shape is it? 4. Make a poster to help someone's lost jacket, pet etc. Make a drawing with adjectives and noun labels. 5. Explain what a person does at home, school, job etc. 6. Explain what people do at an event, during a specific time of day, at a particular location. 7. Describe to someone a place that they haven't been. 8. Create a visual of and describe a location (classroom, room at home) orally or in writing. <p>Academic Application:</p> <ol style="list-style-type: none"> 1. Describe an animal, person, object, location in writing/orally. 2. Describe a character in a story. 3. Explain the process of completing a science project. art project, doing a math problem. 4. Describe the way an animal adapts and survives in a habitat. 5. Visualize a setting from a story and describe it to a partner or small group. 6. Describe an environment or habitat. 7. Students lead a directed drawing activity.

Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	Function Practice
10 days	SELECTION 2 - EVA'S CLOUD						S12-13- Oral language strategies described on these pages of Teacher's Edition.
T162e T162f T162g T162-T163 T163a T164a- T164b T164c- T164d T164g T164i-T184 T169(all) T187 T177(all) T185 T185a(all) T190-T191 T192-T193	<p>ELD Standards:</p> <p>*ELD2.R6 Understand basic words (1).</p> <p>*ELD2.RIO Read independently (2, 3, 4, 5).</p> <p>*ELD2.R28 Identify literary elements (5)</p> <p>*ELD2.WC4 Use correct parts of speech (5).</p> <p>*ELD2.LS4 Speak to be understood (1, 2, 3, 4, 5).</p> <p>*ELD2.WC3 Use standard word order (3, 4, 5).</p> <p>Objectives: SWBAT</p> <p>*Use context clues/related words</p> <p>*Use adjectives correctly</p> <p>*Use complete sentences</p> <p>*Identify the sequence of a story</p>	<p>*Defining</p> <p>*Sentence</p> <p>*Fantasy</p> <p>*Character</p> <p>*Setting</p> <p>*Adjective</p> <p>*Event</p>	<p>*Picture Cards, C25-36</p> <p>*Language Songs Big Book, p.16</p> <p>*Song CD I,Tracks 17-18</p> <p>*Selection Reading CD I, Tracks 14-17</p> <p>*Teacher's Resource Book, Master 34</p>	<p>Describe People, Places and Things</p> <p>T162e T162f T163a T164g T174- T175</p>	<p>Adjectives</p> <p>T164c T164d T169 T185</p> <p>Questions T177</p>	<p>Beginning: It/She/He is __. It has __. He/she __. The N V. They __. It __. It is __. (adjective) The _ ball. The _ boy. They have _.</p> <p>Early Intermediate: She/He/It is _ and __. The setting is __. The time is __. We __ a _ and V N. The N V. She/he is __. I am __. We are __. They are __. The girl is __. The ball is _ and __. I have a __ sweater it is __.</p> <p>Intermediate: __ looks like __. __ sounds like __. It/He/She has adj. noun. ex. She has brown hair. The forest has a narrow path. __ is __ because __. __ is __ because he won't leave. A word that describes __ is __. A word that describes __ is determined because he never gives up.</p> <p>Early Advanced/ Advanced: __ is a __ who __. __ is a determined boy who works hard to get a park for the children. I would describe __ as __ because __. I would describe __ as __ because he __ from the __.</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>Everyday Application:</p> <ol style="list-style-type: none"> 1. Describe a person, detail, orally and in writing. 2. Describe the character traits of a friend or family members using specific details. 3. Play a guessing game to ask specific questions about a person's personality attributes. 4. Describe to someone a place they haven't been. 5. Create a visual of and describe in detail a place orally and in writing. 6. Provide clues about very similar pictures so that a partner can guess which one you're describing. <p>Academic Application:</p> <ol style="list-style-type: none"> 1. Visualize a setting from a story and describe it to a partner, group, class, etc. 2. Describe the best habitat for a particular animal. 3. Give a detailed description of a landscape. 4. Write a character sketch of the main character from a story.

Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	Function Practice
15 days	SELECTION 1 - THIS NEXT NEW YEAR						S12-13- Oral language strategies described on these pages of Teacher’s Edition.
T194-T197 T197e(all) T197a T197f(all) T197g- T197h T197i-T197l T197s-T197t T197u- T197v T198e T198f T198g T198-T199 T199a(all) T200a- T200b T200c- T200d T200g T200h T200i-T233 T235 T211 T219 T233c T229(all) T232-T233 T237a- T237b(all)	<p>ELD Standards:</p> <p>*ELD2.R6 Understand basic words (1).</p> <p>*ELD2.RIO Read independently (2, 3, 4, 5).</p> <p>*ELD2.WC4 Use correct parts of speech (5).</p> <p>*ELD2.LS4 Speak to be understood (1, 2, 3).</p> <p>*ELD2.LS2 Listen to identify key details (3,4,5).</p> <p>*ELD2.R24 Draw inferences (2, 3).</p> <p>*ELD2.R31 Compare and contrast literary elements (5).</p> <p>Objectives: SWBAT</p> <p>*Use context clues/related words</p> <p>*Use pronouns</p> <p>*Analyze story elements: characters and setting</p>	<p>*Defining</p> <p>*Sentence</p> <p>*Subject Pronoun</p> <p>*Realistic</p> <p>*Fiction</p> <p>*Character</p> <p>*Motive</p> <p>*Setting</p> <p>*Holiday</p> <p>*Compare</p>	<p>*Launch Unit 4 pgs. T194-197b</p> <p>*Family Newsletter 4</p> <p>*Big Book: Day of the Dead</p> <p>*Picture Cards, C37-48</p> <p>*Language Songs Big Book, p.17</p> <p>*Song CD 2, Tracks 1-2</p> <p>*Selection Reading CD 2, Tracks 1-3</p> <p>*Teacher's Resource Book, Master 38</p>	<p>Make Comparisons</p> <p>T198e T198f T199a T200g T211 T216-217 T229</p> <p>Negative Sentences with is and are</p> <p>T233b</p>	<p>Subject Pronouns: I, you, we</p> <p>T200d T211 T219 T229</p> <p>Negative Sentences with is and are</p> <p>T233b</p>	<p>Beginning: A _ is/has_. __ is __. Tell me about your __. It has __. Tell me about your __. It has __ and __. My __ is __, but it is not __. Apples are ____ (fruit). Birds have ____ (feathers). He is ____ (tall/short) She is ____ (loud/quiet) They are both _____. It is ____ (color).</p> <p>Early Intermediate: __ is not __. __ have __. __ are __. Tell me about your __. It has __, __ and __. In reading groups we may __ but we may not __. 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 __. 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>Intermediate: Both __ and __ can __. Both __ and __ are __. __ can __ but __ cant. __ is __, but __ is __. They both have __, but __ have __. They are both __. 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>Early Advanced/ Advanced: A __ is __ compared to a __. __ and __ are similar because they both __. They are different because __, __ and __, __. They way they alike is that they both are/have __. There are several major differences between __ and __. They resemble each other because they both have __ and __. A notable difference is that the __ has __, whereas the __ has __. Despite the fact that __ can __, they are __. You might think __. On the contrary, __.</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>Everyday Application:</p> <ol style="list-style-type: none"> 1.Explain preferences. I like pizza. It takes better than hamburgers. 2.Compare everyday events and objects such as weather, classroom objects, pets, sports 3. Play a guessing game about everyday 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. 4. Play "I Spy." in groups of two or three. 5. Rank items on a scale. 6. Compare everyday events and objects such as weather, classroom activities, pets, and clothing. 7. Explain preferences I like the blue car. It is smaller than the white car. 8. Play card or board games calling on use of descriptive phrases that can be turned into comparatives. <p>Academic Application:</p> <ol style="list-style-type: none"> 1.Compare two different objects, characters, stories and explain differences and similarities orally and in writing. 2. Differentiate one environment or habitat from another. 3. Compare two different objects, people or animals and explain differences and similarities orally and in writing. 4. Make generalizations about the similarities and differences between two or more items, people, scenes, plots. 5. Rank similar or related objects/animals according to degree or extent they exhibit a particular attribute.

Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	Function Practice
10 days	SELECTION 2 - INDEPENDENCE DAY						S12-13- Oral language strategies described on these pages of Teacher’s Edition.
T240e T240f T240g T240-T241 T241a(all) T242a- T242b T242c- T242d T242g T242h T242i-T255 T250 T257 T255b T259a- T259b(all) T255c T252-T253 T230-T231 T260-T261 T262-T263	<p>ELD Standards:</p> <p>*ELD2.R6 Understand basic words (1).</p> <p>*ELD2.RIO Read independently(2, 3, 4, 5).</p> <p>*ELD2.WC4 Use correct parts of speech (5).</p> <p>*ELD2.LS4 Speak to be understood (1, 2, 3).</p> <p>*ELD2.LS2 Listen to identify key details (3, 4, 5).</p> <p>*ELD2.R22 Respond to comprehension questions (4).</p> <p>*ELD2.LS5 Vary ways of speaking and writing (4, 5).</p> <p>*ELD2.R31 Compare and contrast literary elements (5).</p> <p>Objectives: SWBAT *Use context clues/related words *Use pronouns</p> <p>*Relate cause and effect</p> <p>*Distinguish literary forms and purposes</p>	<p>*Defining</p> <p>*Sentence</p> <p>*Possessive Pronoun</p> <p>*Genre</p> <p>*Social Studies</p> <p>*Article</p> <p>*Cause and Effect</p> <p>*Author's Purpose</p> <p>*Compare/ Contrast</p> <p>*Hero</p> <p>*Timeline</p> <p>*Describe</p>	<p>*Picture Cards, C37-48</p> <p>*Language Songs Big Book, p.17</p> <p>*Song CD 2,Tracks 1-2</p> <p>*Selection Reading CD 2, Tracks 4-5</p>	<p>Describe Events</p> <p>T240e T240f T241a T242g T255b</p>	<p>Possessive Pronouns</p> <p>T242c T242d T250 T255b</p>	<p>Beginning: He/she __. The N V. They __. It __. It is __. (adjective) They have __. It is __ (adjective). Jessica is __ and Lorena is __. They __(V) __ and __.</p> <p>Early Intermediate: We__ a __ and V N. The N V. She/he is__. I am __. We are__. They are__. 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>Intermediate: They __ were __. She/he __ yesterday. I went __ with my __. After that, we got some __, __ and __. We __ to the __, then we __ to the __. They __ the __. It started to __ and there were ADJ+N. After a few minutes, the __ was __. The __ were moving __. First, we __ our __. Then we __ our __. After that, __ we put our __ and __ on the __. Finally, we __ the __ on the __.</p> <p>Early Advanced/Advanced: The runners are __ at the __. They are __ for the __ to go off. They hear the __ and they __. They are __ around the __. __ is in the lead, followed by __, __ is not far behind. It looks like __ will win! Yes, __ finished __. __ is second and __ is a close third. The __ causes the __ to shake __. It __ collapsed in the __. People come __ out __ __ __. The __ causes the __ to shake ADV from all sides. It __ collapsed __ __ __ __ in the street. Use adverbs to describe in this level.</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>Everyday Application:</p> <ol style="list-style-type: none"> 1. Describe what you did today/yesterday/last night etc. 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. 5. Tell your partner several things you were doing the last time you had a family celebration. 6. Write a few sentences telling what you did first, next, etc. on your last trip. 7. Narrate a short TV show, movie, clip, or video clip. 8. Explain the actions in a game to a friend. 9. Explain how to create a hairstyle. 10. Explain to a friend the steps for cooking something. <p>Academic Application:</p> <ol style="list-style-type: none"> 1. Describe what happened in the last story we read. 2. Tell or write what happened during a demonstration, science experiment, and activity. 3. Explain what you did to solve a math problem, complete an activity, and create an art project. 4. Describe how you are making a diorama. 5. Explain a dance or music performance. 6. Describe how to paint a landscape. 7. Explain your thinking during a read aloud, think aloud.

Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	Function Practice
15 days	SELECTION 1- WHAT DO YOU DO WHEN SOMETHING WANTS EAT YOU?						S12-13- Oral language strategies described on these pages of Teacher’s Edition.
T264-T267 T267e(all) T267a T267f(all) T267g- T267h T267i-T267l T267s-T267t T267u- T267v T268e T268f T268g T268-T269 T268a(all) T270a- T270b T270c- T270d T270g T270h T270i-T286 T289 T279 T291a- T291b T287 T287a T291a- T291b(all) T267-T277 T290a	<p>ELD Standards:</p> <p>*ELD2.R6 Understand basic words (1).</p> <p>*ELD2.RIO Read independently(2, 3, 4, 5).</p> <p>*ELD2.WC4 Use correct parts of speech (5).</p> <p>*ELD2.LS4 Speak to be understood (1, 2, 3).</p> <p>*ELD2.LS2 Listen to identify key details (3, 4, 5).</p> <p>*ELD2.RI9 Respond to literature (I, 3, 4, 5).</p> <p>Objectives: SWBAT</p> <p>*Use context clues/related words</p> <p>*Use verbs correctly</p>	<p>*Defining</p> <p>*Sentence</p> <p>*Present Tense Verb</p> <p>*Science</p> <p>*Article</p> <p>*Label</p> <p>*Classify</p> <p>*Mammal</p> <p>*Reptile</p> <p>*Amphibian</p>	<p>*Launch Unit 5 pgs. T10-J3b</p> <p>*Family Newsletter 5</p> <p>*Big Book: Red-Eyed Tree Frog</p> <p>*Picture Cards, C49-60</p> <p>*Language Songs Big Book, p.21</p> <p>*Song CD 2,Tracks 7-8</p> <p>*Selection Reading CD 2, Tracks 6-7</p>	<p>Ask for and Give Information</p> <p>T268e T268f T269a T270g T287</p>	<p>Present Tense Verbs</p> <p>T270c T270d T287</p> <p>Negative Sentences: is/are T279</p> <p>Contractions T279</p>	<p>Beginning: I need help. What is it? It is_. 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>Early Intermediate: Help me, please. Can you help me? Can you__ (do/find/make, etc) it? Can you repeat it again, please? Who is it? When is it? Where is it? Is it? What does the __ have? It has ____ and __. 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 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>Intermediate: I have a question about __? Why do/don’t__? May I ask a question? Why do/does/doesn’t __? Can __? Could __? Where do/does __? What do/does/doesn’t __? How do/does/doesn’t ____? When do/does ____? Why did ____? When did __? It is ____ and has _____. It is ____ and _____. It has ____ and _____. It has _____. (article +noun)</p> <p>Early Advanced/ Advanced: Do you (think, know whether, have an idea, and have more information about? I understand why ____, but why ____? What is the difference between __ and a ____?</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>Everyday Application:</p> <ol style="list-style-type: none"> 1. Students give information about a hobby or sport they enjoy. Student listeners create questions to ask about the topic. Student presenter answers. 2. In pairs ask and answer questions about classroom procedures and rules. 3. Role play a person needing directions to play a game. Use a computer program, etc. 4. Play a guessing game to ask questions about sounds and looks: (animal, vehicle, music, instruments etc.) 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 __. 5. Give information about a lost object. 6. Make a poster to help find someone's lost (jacket, pet, etc.) 7. Make a drawing with adjective and noun labels. <p>Academic Application:</p> <ol style="list-style-type: none"> 1. Students write a list of questions to answer about a topic they are researching. 2. Students write questions and interview someone. Share with their peers the information they learned. 3. Describe an animal, person, character or object orally in writing. 4. Describe a character or historical figure.

Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	Function Practice
10 days	SELECTION 2 - GRANDPA TOAD'S SECRETS						S12-13- Oral language strategies described on these pages of Teacher's Edition.
T294e T294f T294g T294-T295 T295a T296a- T296b T296c- T296d T296g T296h T296i-T326 T305(all) T329 T311(all) T327a T330a T332-T333 T334-T335	<p>ELD Standards:</p> <p>*ELD2.R6 Understand basic words (1).</p> <p>*ELD2.RIO Read independently(2, 3, 4, 5).</p> <p>*ELD2.LS4 Speak to be understood (1, 2, 3).</p> <p>*ELD2.LS2 Listen to identify key details (3, 4, 5).</p> <p>*ELD2.RI4 Prefixes and suffixes (3, 4).</p> <p>*ELD2.R28 Identify literary elements (4).</p> <p>Objectives: SWBAT</p> <p>*Use context clues/related words</p> <p>*Use prefixes and suffixes</p> <p>*Use verbs correctly</p> <p>*Relate goal and outcome</p>	<p>*Defining</p> <p>*Sentence</p> <p>*Present Tense Verb</p> <p>*Past Tense Verb</p> <p>*Prefix</p> <p>*Suffix</p> <p>*Fantasy</p> <p>*Character</p> <p>*Story</p> <p>*Problem</p> <p>*Goal</p> <p>*Outcome</p> <p>*Advice</p>	<p>*Picture Cards, C49-60</p> <p>*Language Songs Big Book, p.21</p> <p>*Song CD 2,Tracks 7-8</p> <p>*Selection Reading CD 2, Tracks 8-11</p> <p>*Teacher's Resource Book, Master 52</p>	<p>Express Opinions</p> <p>T294e T284f T295a T296g T324-325</p>	<p>Verb Tense</p> <p>T296c T296d T305 T311</p>	<p>Beginning: I think_. I like__. Yes, No. I don't think __. I do not like__.</p> <p>Early Intermediate: Can we _? I think__ because_. I like__ so__. I do not like _ because__. I choose __ because__.</p> <p>Intermediate: May I say something? I have an idea about____. I have another idea. Could we ____? Lets _____. I have a question about____. Why do/don't____? Do you agree? Yes, I agree __. Not really, I think____? Do you think that is a good/bad idea? I think students need to____. Give reasons. Students should__ because____. May I add an idea? My idea is similar, but I think __. How about if we__? Let me ask a question. May I ask a question? Why does/doesn't____? Do you agree? What do you think? Yes, I think____. I agree __, but I don't agree _____. I disagree because____. In my opinion students should____ Give reasons to support your opinion.</p> <p>Early Advanced/Advanced: To interject/contribute: May I add an idea? Maybe we should consider __. My idea is similar, but I think _____. I'd like to add an idea. May I interrupt? I'd like to piggyback on ___'s comment/idea. To move a process: Have you considered__? If we ____, we would/could/might__. How about if we__? To seek agreement (agree/disagree): How does that sound to you? I agree, but I don't agree _____. I have a different view, opinion, perspective____. To state an opinion: In my opinion,__(it would be, it is, it can be)____, I think __ will __ because __ usually____. In my opinion, __ because _____. __is evidence that __is a (an)__. Based on the evidence, I think_____.</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>Everyday Application: 1.Students brainstorm topic of interest to discuss (sport event, class, school, or community issue etc. Teacher teaches vocabulary to discuss it. Using give one, get one students contribute ideas and opinions. Variation: Afterwards, students write three new ideas gleaned from conversations.</p> <p>Academic Application: 1.Partners take turns telling each other about their favorite character in the recent story, giving reasons to explain their preferences (support opinions). 2. Choose a relevant controversial current event and have students express their opinion and supporting reasons.</p>

Instructional Period	Content Standards and Learning Objectives	Academic Vocabulary Focus	Curriculum and Resources	Language Function	Grammar Focus	Sentence Frames	Function Practice
15 days	SELECTION 1 - MOSES GOES TO A CONCERT						S12-13- Oral language strategies described on these pages of Teacher’s Edition.
T336-T339 T339e(all) T339a T339f(all) T339g- T339h T339i-T339l T339s-T339t T339u- T339v T340e T340f T340g T340-T341 T341a(all) T342a- T342b T342c- T342d T342g T342h T342i-T372 T375 T351(all) T354-T355 T361(all) T373a T376a T376b	ELD Standards: *ELD2.R6 Understand basic words (1). *ELD2.R10 Read independently(2, 3, 4, 5). *ELD2.WC4 Use correct parts of speech (5). *ELD2.LS4 Speak to be understood (1, 2, 3). *ELD2.LS2 Listen to identify key details (3, 4, 5). *ELD2.R28 Identify literary Objectives: SWBAT *Use context clues/related words *Use pronouns *Analyze story elements: characters and plot	*Defining *Sentence *Subject Pronoun *Object Pronoun *Realistic Fiction *Character *Setting *Percussion *Instrument *Musician	*Launch Unit 6 pgs. T336-339b *Family Newsletter 6 *Big Book: Too Much Talk *Picture Cards, C61-72 *Language Songs Big Book, p.25 *Song CD 2,Tracks 13-14 *Selection Reading CD 2, Tracks 12-15 *Teacher's Resource Book, Master 58	Use Appropriate Language T340e T340f T341a T342g T354-355 T367	Subject Pronouns T342c T342d Object Pronouns T351 T361 Helping Verbs: can T367 will T373	In Modeling appropriate language students must learn to adjust their rate of speech and the formality language to match the audience and the occasion. Use both informal and informal frames. Beginning: Hello, Hello, my name is __. Goodbye. Good morning, my name is_. Hi, I am __. I'm __. Hey, Tom. I'm __. Hi! Hey! Goodbye, __. Bye__. Early Intermediate: My name is_. What is your name? Hi, I am_. He/she is_. I live on ____ street. I am in __ grade. How are you? I'm __. Thanks. Hello. My name is __. My friend__. Intermediate: Good evening, Ms.__. How are you? I would like you to meet my_. Hello, I'm_. It’s a pleasure to meet you. I'm doing well. Thanks for asking. How are you? It’s been a pleasure meeting you. Ladies and gentlemen, _ and _ will now V the __. This is __, she is my __. Early Advanced/Advanced: Good evening, Mr.__. How are you? It is a pleasure to see you again. I would like you to meet my (friend, father etc). It was (great, wonderful) to meet you. _ has told me about you. Would you like to ____ with me? Yes, thanks I'd ____ that. Would you like to come to ____ (event) at____ (location) on____ (date)?	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. Everyday Application: 1. Have students role play making introductions, announcements and invitations to a variety of audiences (peers, parents, teachers, principal, a younger student, etc.) Academic Application: 1. Students practice how to greet a special visitor. 2. Practice a dialogue to introduce your parents to your teacher during the Back to School Night. 3. Mini- performance (skit, role play, dialogue) introducing self to new student. 4. Introduce a special person to the class, in the introduction share what special qualities makes this an exciting guest speaker. 5. Students practice and write a skit extending and responding to an invitation to go to the movies. 6. 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
10 days	SELECTION 2 - SOUNDS ALL AROUND						S12-13- Oral language strategies described on these pages of Teacher’s Edition.
T380e T380f T380g T380-T381 T381a(all) T382a- T382b T382c- T382d T382g T382h T382i-T398 T384-385 T390 T401 T391 T393 T399 T399a T403a- T403b(all) T404-T405 T406-T407	<p>ELD Standards:</p> <p>*ELD2.R6 Understand basic words (1).</p> <p>*ELD2.RIO Read independently(2, 3, 4, 5).</p> <p>*ELD2.WC4 Use correct parts of speech (5).</p> <p>*ELD2.LS4 Speak to be understood (1, 2, 3).</p> <p>*ELD2.WC3 Use standard word order (3, 4, 5).</p> <p>*ELD2.LS2 Listen to identify key details (3,4,5).</p> <p>Objectives: SWBAT</p> <p>*Use context clues/related words</p> <p>*Use prepositions</p> <p>*Relate main idea and details</p>	<p>*Defining</p> <p>*Sentence</p> <p>*Context Clue</p> <p>*Preposition</p> <p>*Science</p> <p>*Article</p> <p>*Graph</p> <p>*Diagram</p> <p>*Main Idea</p> <p>*Sound Wave</p> <p>*Vibrate</p> <p>*Predict</p>	<p>*Picture Cards, C61-72</p> <p>*Language Songs Big Book, p.25</p> <p>*Song CD 2,Tracks 13-14</p> <p>*Selection Reading CD 2, Tracks 16-18</p> <p>*Teacher's Resource Book, Master 62, 63</p>	<p>Ask and Give Information</p> <p>T380e T380f T381a T382g T391 T393</p>	<p>Prepositions</p> <p>T382c T382d T390 T399</p> <p>Future Tense</p> <p>T393</p>	<p>Beginning: I need help. What is it? It is_. It is_. What is your ___ like? It is ___. Tell me about the ___. Is ___ big, yes/no a ___ is/is not big. It is ___(color /adjective) It has ___(noun).</p> <p>Early Intermediate: Help me, please. Can you help me? Can you___ (do/find/make, etc) it? Can you repeat it again, please? Who is it? When is it? Where is it? Is it? Help me, please. What does the ___ have? It has ___ and ___. 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 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>Intermediate: I have a question about ___? Why do/don’t___? May I ask a question? Why do/does/doesn’t ___? Can ___? Could ___? Where do/does ___? What do/does/doesn’t ___? How do/does/doesn’t ___? When do/does ___? Why did ___? When did ___?</p> <p>Early Advanced/ Advanced: Do you (think, know whether, have an idea, and have more information about? I understand why ___, but why ___? What is the difference between ___ and a___?</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>Everyday Application:</p> <ol style="list-style-type: none"> 1. Students give information about a hobby or sport they enjoy. Student listeners create questions to ask about the topic. Student presenter answers. 2. In pairs ask and answer questions about classroom procedures and rules. 3. Role play a person needing directions to play a game. Use a computer program, etc. 4. Give information about a lost object. 5. Make a poster to help find someone's lost (jacket, pet, etc.) 6. Make a drawing with adjective and noun labels. <p>Academic Application:</p> <ol style="list-style-type: none"> 1. Students write a list of questions to answer about a topic they are researching. 2. Students write questions and interview someone. Share with their peers the information they learned. 3. Describe an animal, person, character or object orally in writing. 4. Write a description in a science report. 5. Describe the characteristics of an environment or habitat. 6. Describe a character or historical figure.