

| ELD Day       | Avenues Teacher's Guide |      |   | Systematic ELD              |                          |   | ELD Level |
|---------------|-------------------------|------|---|-----------------------------|--------------------------|---|-----------|
|               | Day                     | Page | Vocabulary  | Function                    | Form                     | Frame   |           |
| Week 1, Day 1 | Launching               | T65a | Lion<br>Cow<br>Cat<br>Owl<br>Duck<br>Bear<br>Turtle<br>Snake<br>Calf<br>Duckling<br>Kitten<br>Bear Family<br>Legs<br>Ears<br>Tail<br>Whiskers<br>Paws<br>Orange<br>Black<br>White<br>Brown<br>Yellow<br>Green<br>Eyes<br>Thin/Skinny<br>Fluffy/Soft | Describe<br>Sensory Details | Formulating<br>Questions | Can You Roar? song<br>Introduce picture cards.<br><br>A: What does a ____ do? (cat, bird, dog,<br><div style="text-align: right;">lion, bear)</div> B: A ____ s. (roar, chirp, bark, growl)<br><div style="text-align: right;">(lion) (roars)</div> | I         |

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| ELD Day                 | Day                       | Page | Vocabulary            | Function                              | Form  | Frame  |  |
| 2                       | Background and Vocabulary | T65a | Same                  | Seeking Information and Clarification | Adjectives<br><br><br><br><br><br><br><br><br><br>Present Progressive Questions | What Am I? game (using picture cards)<br><br><br><br><br><br>Alternative to the game in manual:<br>Person A: "I am thinking of an animal. It has _____. It is _____. What is it?"<br>Person B: "Is it a _____?"<br>Person A: "Yes, it is! Your turn!"  | EI<br><br><br><br><br><br><br><br><br><br>I/EA |
| 3                       | 2                         | T65i | Same                  | Describe Physical Attributes          | Past Tense Verbs<br><br><br><br><br><br><br><br><br><br>Present Progressive     | <u>Mama Cat Has Three Kittens</u> story<br><br>What did the three kittens look like?<br>Colors first:<br>Fluffy was _____ and _____.<br>Skinny was _____ and _____.<br>Boris was _____ and _____.<br><br>What did they do?<br>Fluffy and Skinny were _____ing. (pounce)<br>Boris was _____ing. (sleep) | I<br><br><br><br><br><br><br><br><br><br>A     |
| 4                       | 4                         | T65t | Dog<br>Puppies<br>Pig | Classify                              | Present Tense (Irregular)   | A _____ has _____.<br>(adult animal) (baby animal)<br>A dog has puppies.   | EI   |

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|                         |     |      | Piglets<br>Duck<br>Ducklings<br>Bear<br>Cubs<br>Hen<br>Chicks<br>Sheep<br>Lamb<br>Goat<br>Kid<br>Cow<br>Calf |                          | Verb,<br>Singular<br>and Plural                     | _____ have _____.<br>Dogs have puppies.<br>Optional, refer to Practice Book page 20.   | I         |
| 5                       | 5   |      | Swim<br>Fly<br>Jump<br>Walk<br>Wash<br>Chase<br>Dig<br>Hop   | Describe<br>Actions      | Verbs   | Background knowledge:<br>She _____.<br>He _____.<br><br>Practice and act out using same animals.<br>A _____s.<br>A bear walks.<br>A chick hops.                                | I         |
| Week 2,<br>Day 1        | 1   | T66e | Vocabulary that was produced in the chart  | Ask and Answer Questions | Present Progressive Questions (singular and plural) | Make the Chart of Animals We Like. Use the same vocabulary for the following:<br>A: I like _____.<br>What animals do you like? Why?<br>B: I like _____ because they are _____. | B/EI      |

### Systematic ELD aligned with Avenues

|       |   |      |   |       |                        |
|-------|---|------|---|-------|------------------------|
| Grade | 1 | Unit | 2 | Title | Here Come the Animals! |
|-------|---|------|---|-------|------------------------|

Correlates to Houghton Mifflin Reading Theme 3 Let's Look Around Theme 6 Animal Adventures

| Avenues Teacher's Guide |     |      |   |                          |  |  | Systematic ELD   |  |  | ELD Level |
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| ELD Day                 | Day | Page | Vocabulary  | Function                 | Form                                     | Frame  |                  |  |  |           |
|                         |     |      |   |                          |  | <p>Is this a _____?</p> <p>Yes, this is a _____.</p> <p>No, this is not a _____.</p><br><p>Are _____ (plural animal) big?</p> <p>(attribute)</p> <p>Yes, they are big.</p>   | B/EI<br><br>I/EA |  |  |           |
| 2                       | 1   | T66  | <p>New words added are:</p> <p>Monkey</p> <p>Bat</p><br><p>(use previous vocabulary words, too)</p> | Ask and Answer Questions | Present Progressive Questions (singular) | <p>Student Book: What Animal Are You? Read it.</p> <p>Place picture cards on the Pocket Chart.</p> <p>Partner up.</p> <p>A: (acts out an animal)</p> <p>B: Are you a _____?</p> <p>A: Yes, I am. (No, I'm not. Try again.)</p><br><p>B: (acts out an animal)</p> <p>A: Are you a _____?</p> <p>B: Yes, I am. (No, I'm not. Try again.)</p> |                  |  |  |           |
| 3                       | 2   | T68b | <p>Owl</p> <p>Bat</p> <p>Elephant</p> <p>Monkey</p> <p>Parrot</p>                                   | Ask and Answer Questions | Present Progressive Questions (singular) | <p>(Additional reading: Is your mama a llama?)</p> <p>Practice with He, She, You, They, I.</p><br><p>Whole Class: Call up a girl (she), call up a boy (he), call up two students (they)</p>  | EI/I             |  |  |           |

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| ELD Day          | Day                     | Page   | Vocabulary  | Function                 | Form                         | Frame  |                                 |
|                  |                         |  |   |                          | Subject Pronouns             | Echo Talk (Guided Practice)<br>Are they parrots? (class repeats)<br>No, they are not parrots. (class repeats)<br><br>Practice with all ways of he, she, they...then, monitor them practicing in pairs. |                                 |
| 4                |                         |  |   |                          |                              |  |                                 |
| 5                | 2                       | T68j<br><br><br><br><br><br><br><br><br><br>T87b | Owl<br>Bat<br>Elephant<br>Monkey<br>Parrot                        | Retelling the story      | Past Tense Verbs (irregular) | Read <u>Are You An Elephant?</u><br><br>A: What did he see?<br>B: He saw a _____.<br><br><br>A: What did he see?<br>B: He saw a _____ing.<br>(action)<br><br>Act out the story (Reader's Theater)      | EI<br><br><br><br><br><br><br>A |
| Week 3,<br>Day 1 | 1                       | T92e   | Feathers<br>Fur<br>Shell<br>Scales<br>Soft<br>Hard<br>Bird<br>Cat | Describe Sensory Details | Adjectives                   | Bring realia.<br><br>This is a _____. (feather)<br>It feels _____. (soft)<br><br>Read <u>Feathers and More</u>   | B/EI                            |

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|                         |     |                      | Turtle<br>Fish<br>Snake   |                |   |  |           |
| 2                       | 2   | T94d<br><br><br>T94f | Same  | Classify       | Present Tense (Irregular) Verb, Singular and Plural | Singular: A _____ has _____.<br>(snake, _____ scales)<br>Plural: _____ have _____.<br>(snakes, _____ scales)<br><br>Complete Classification Chart.                           | EI        |
| 3                       | 3-4 | T105a                | Swim<br>Fly<br>Walk<br>Run<br>Crawl<br>Swim<br>Fish<br>Birds<br>Dogs<br>Turtles | Describe       | Auxiliary Verb                                      | Plural:<br><br>How do _____ move?<br>They _____.<br><br>Act out the chart together.<br>Follow-the-leader game, etc.  | EI/I      |
| 4                       | 5   | T107                 | same  | Describe       | Auxiliary Verb<br><br>(do, does)                    | Role play actions with finger puppets.<br><br>A: I am a <u>bird</u> . I have <u>feathers</u> .<br>B: What do <u>feathers</u> do?<br>A: <u>They keep me warm.</u> (from book) | EI/I      |

Hueneme School District

Systematic ELD aligned with Avenues

Grade 1 Unit 2 Title Here Come the Animals!

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|                         |      |       |                     |                 |      | Practice Book pages 33-34.   |  |
| 5                       | 6-10 | T108b | Legs<br>Two<br>Four | Categorize/Sort |      | Sort animals by attributes using picture cards on the pocket chart or carpet.<br><br>Coverings: fur, feather, etc.<br>Number of Legs: 2, 4<br>Movements: crawl, fly<br><br>If time, touch on Habitat Homes | EI/I<br><br><br><br><br><br><br><br><br>EA |