

# Weekly Summary

Instruction is mapped backwards from the weekly language assessment task. Each week consists of four lessons and a session devoted to the assessment task. The one-page *Weekly Summary* has four sections:

## 1. Narrative summary of the week's work

What you will teach

### SUMMARY

This week students learn to use nouns, adjectives, and past tense statements to describe the places they see during their virtual field trip to the city (**Describe physical attributes of a place – 6.13**) and compare them to where they live (**Compare and contrast actions – 6.17**).

The assessment task

The four lessons culminate in an assessment task during which **students work in A/B Partners to talk and write about the things they see in the city and how the city is different from where they live.**

It is important for students to use a wide range of vocabulary to describe with flexibility and precision what they see. Learning to accurately describe a place helps equip students to express how a setting impacts people's actions. Descriptive skills are also useful in language arts and social studies learning.

Why it matters

## 2. Daily Objective to guide instruction

What students will do and the language they will use

Lesson 1	Lesson 2	Lesson 3	Lesson 4
<b>Daily Objective</b>			
Students will use topic-specific nouns and adjectives to describe the city in present tense statements.	Students will use topic-specific nouns and adjectives to describe the city in past tense statements.	Students will ask and answer questions to describe things in the city using topic-specific vocabulary and adjectives of quantity.	Students will ask and answer questions to compare the city to where they live using topic-specific vocabulary and comparative adjectives.

## 3. Vocabulary and Grammatical Forms (Brick and Mortar) – the target “language tools” needed to meet the objective

The focus is on teaching high-leverage language that can be applied to grade-level work and real-life situations.

<b>Vocabulary and Grammatical Forms</b>			
<p>Topic-specific nouns: <b>city, bridge, streets, sidewalk, neighborhood, people, apartments, buildings, bicycles, bikes, cars, taxis, buses, skyscrapers, traffic, playground</b></p> <p>Topic-specific adjectives: <b>big, tall, busy, crowded, noisy, red, yellow, gray</b></p> <p>Present tense statements with: <b>I see, There is/are, The ___ is/are</b></p>	<p>Nouns from Lesson One, plus: <b>fire station, fire truck, police station, police car, farmer's market, park, garage</b></p> <p>Topic-specific adjectives from Lesson One</p> <p>Past tense statements with: <b>I/We saw, There was/were, The ___ was/were</b></p>	<p>Topic-specific nouns and adjectives from Lessons One and Two</p> <p>Past tense questions and answers with: <b>What did you see, I saw</b></p> <p>Adjective and descriptive phrases of quantity: <b>a lot of, some, /lots of</b></p>	<p>Topic-specific vocabulary from previous lessons</p> <p>Comparative adjectives: <b>(not) bigger, taller, busier, noisier</b></p> <p>Responses to questions: <b>How is the big city different from where we live? What is different about ...?</b></p>

Key phrases you will teach are bolded.

## 4. Functional Language Patterns – what students will learn to say and write

Examples in context show how students will use taught language to meet the lesson objective.

<b>Functional Language Patterns</b>			
<p><i>I see cars, buses, and bikes in the city. The city is noisy!</i></p> <p><i>I see a gray bridge with cars on it.</i></p> <p><i>I see bicycles on the streets. I see yellow taxis.</i></p> <p><i>The streets are crowded.</i></p> <p><i>There are tall gray buildings in the city.</i></p> <p><i>There are big apartments.</i></p> <p><i>There are people walking on the sidewalks in the city.</i></p> <p><i>Look at all the traffic!</i></p> <p><i>Look at all those tall skyscrapers!</i></p>	<p><i>We saw a crowded farmer's market. There was fruit for sale. There were people buying food.</i></p> <p><i>I saw a big park.</i></p> <p><i>I saw a fire station.</i></p> <p><i>There were big red fire trucks in the garage.</i></p> <p><i>The streets were crowded in the city. There were tall buildings in the city. There were big apartments.</i></p> <p><i>The police station was busy. There were people and cars in front of the station.</i></p> <p><i>The streets were busy.</i></p>	<p><i>What did you see in the big city?</i></p> <p><i>I saw a lot of tall skyscrapers in the city.</i></p> <p><i>I saw some big apartments.</i></p> <p><i>I saw a lot of people riding bicycles in the city.</i></p> <p><i>I saw a lot of traffic. There were some bicycles and yellow taxis.</i></p> <p><i>We saw some people buying food at the farmer's market.</i></p> <p><i>I saw some apartment</i></p>	<p><b>A</b> <i>How is the big city different from where we live?</i></p> <p><b>B</b> <i>The streets are busier in the big city.</i></p> <p><b>B</b> <i>The buildings are taller in the big city.</i></p> <p><b>A</b> <i>What is different about the apartments in the city?</i></p> <p><b>B</b> <i>The apartments are taller in the city.</i></p> <p><b>A</b> <i>What is different about the police station in the city?</i></p>

To give you a good sense of the possibilities, we included as many examples as we could fit for each lesson.