

**Grade 4/5 Focused ELD Curriculum Guide**

**Unit 1 – Lesson Cycle 3**

*Overarching Language Functions: Interpersonal Communication*

**B/EI/I/EA/A** Express feelings and preferences & Express appreciation and give compliments

**Topic: Getting to Know You**

**Teacher’s Note:**

- These units are designed as one week cycles. However, pacing may vary slightly according to student needs.
- Choose or add what works best for your students. There are a variety of examples for vocabulary, grammatical forms, prompts, and responses.
- Incorporate previous days’ taught forms and vocabulary throughout the week as you build toward an application. No one-day exists in isolation.
- Provide students with ample opportunities for structured language practice.
- Guide students in bridging the use of the newly taught language throughout their day. Many students may not initially see how the language links to other content areas.
- Use the function tool in your Systematic ELD handbook for additional information and to modify the content. The tab numbers are referenced under each proficiency level below.

		Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p><b>Beginning forms and examples</b></p> <p>2<sup>nd</sup> edition Tabs 5.3 &amp; 5.5</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p>	<b>Forms</b>	<p><b>Verb</b> present tense <i>like</i> + pronoun <i>I</i>.  <b>Nouns:</b> smile, eyes, hair, shirt, shoes, picture, etc.  <b>Polite phrases:</b>                      Thank you!                      Thanks!</p>	<p><b>Verb</b> from Lesson 1  <b>Nouns</b> from Lesson 1  <b>Pronouns</b> <i>it, they</i> (matrix)  <b>Adjectives</b> <i>pretty, nice, good</i>  <b>Polite phrases</b> from Lesson 1</p>	<p><b>Adjectives for emotions:</b>                      happy, good, sad, mad, scared etc.  <b>Polite phrase:</b>                      How do you feel?</p>	<p><b>Verb</b> from Lesson 1  <b>Nouns</b> from Lesson 1  <b>Pronouns</b> from Lesson 2  <b>Adjectives</b> from Lessons 2 &amp; 3  <b>Polite phrases</b> from Lesson 1+ (<i>teacher added</i>)                      I’m sorry.                      That’s great!</p>	<p><b>Application</b></p> <p>Using taught forms, students create a dialogue between two friends.</p>
	<b>Prompts</b>	I like your _.	It is/ They are _.	How do you feel?	How are you feeling, today?	
	<b>Responses</b>	Thank you! Thanks! A: <b><i>I like your shirt!</i></b> B: <b><i>Thanks! I like your hair.</i></b> A: <b><i>Thank you!</i></b>	A: <b><i>I like your shirt! It is pretty.</i></b> B: <b><i>Thank you! I like your picture. It is good!</i></b> A: <b><i>Thank you!</i></b>	I feel/am _. A: <b><i>How do you feel?</i></b> B: <b><i>I feel happy. How do you feel?</i></b> A: <b><i>I feel sad.</i></b>	I am feeling _. A: <b><i>I like your shirt! It is pretty.</i></b> B: <b><i>Thanks!</i></b> A: <b><i>How are you feeling, today?</i></b> B: <b><i>I am feeling good.</i></b> A: <b><i>That’s great!</i></b> B: <b><i>How are you feeling?</i></b> A: <b><i>I am feeling sad.</i></b> B: <b><i>I’m sorry.</i></b>	

**Assessment:** Use the *Ongoing Assessment of Language Practice* and anecdotal notes to keep track of students’ use of the target grammatical forms taught in this lesson cycle. (2<sup>nd</sup> Edition Tab 3.32 & 3.33)

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		Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p><b>Early Intermediate forms and examples</b></p> <p>2<sup>nd</sup> edition Tabs 5.3 &amp; 5.5</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p>	<b>Forms</b>	<b>Verb</b> present tense <i>like</i> <b>Nouns:</b> smile, eyes, hair, shirt, shoes, backpack, book, picture, drawing, painting, etc. <b>Polite phrases:</b> Thank you! Thanks!	<b>Verbs</b> from Lesson 1 <b>Nouns</b> from Lesson 1 <b>Pronouns</b> <i>it, they</i> (matrix) <b>Adjectives:</b> beautiful, cute, nice, pretty, good, etc. <b>Polite phrases</b> from Lesson 1	<b>Adjectives for emotions:</b> happy, sad, mad, scared, calm, angry, glad, tired etc.	<b>Verb</b> from Lesson 1 <b>Nouns</b> from Lesson 1 <b>Pronouns</b> from Lesson 2 <b>Adjectives</b> from Lessons 2 & 3 <b>Polite phrases</b> from Lessons 1 & 2 + ( <i>teacher added</i> ) I'm sorry. That's great! Good for you!	<b>Application</b> Using taught forms, students create a dialogue between two friends.
	<b>Prompts</b>	I like your _.	It is/They are _.	How do you feel? Why?	How are you feeling, today?	
	<b>Responses</b>	Thank you! Thanks! <i>A: I like your drawing.</i> <i>B: Thanks! I like your painting.</i> <i>A: Thank you!</i>	<i>A: I like your eyes. <b>They are</b> pretty.</i> <i>B: Thanks! I like your hair! <b>It is</b> cute.</i> <i>A: Thanks</i>	I feel _. <i>A: How do you feel?</i> <i>B: I feel <b>angry</b>.</i> <i>A: Why?</i> <i>B: My sister hit me.</i>	I am feeling _. <i>A: I like your hat. It is <b>cute</b>!</i> <i>B: Thanks!</i> <i>A: <b>How are you feeling, today?</b></i> <i>B: <b>I am feeling angry.</b> I didn't get to go to recess.</i> <i>A: <b>I'm sorry!</b></i> <i>B: <b>How are you feeling?</b></i> <i>A: I am feeling happy. We had a class party.</i> <i>B: <b>Good for you!</b></i>	

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<b>Intermediate forms and examples</b>  2 <sup>nd</sup> edition Tab 6.3 & 6.5  <i>*Sample sentences in italics with focus grammatical forms <b>bolded</b>.</i>	<b>Forms</b>	<b>Verbs</b> present/past progressive: playing <u>  </u> , watching, riding <u>  </u> , skateboarding, reading, writing, listening, helping, washing, fixing, painting, etc. <b>Conjunction</b> <i>because</i> <b>Comparatives</b> <i>better than, more than</i>	<b>Verbs</b> from Lesson 1 <b>Conjunction</b> <i>but</i> <b>Comparatives</b> from Lesson 1 + <i>as much as</i>	<b>Verbs</b> from Lesson 1 <b>Conjunctions</b> from Lessons 1 & 2 <b>Comparatives</b> from Lessons 1 & 2 <b>Pronouns</b> <i>he/she</i> <b>Pronouns</b> possessive <i>his/her</i> (teacher added)	<b>Verbs</b> from Lesson 1 <b>Adjectives:</b> thoughtful, kind, considerate, etc. <b>Polite phrases</b> (teacher added) Thank you for ... That was...of you to...	<b>Application</b>  Using taught forms students write about things they enjoy doing. Then, students can write a thank-you note to a friend that participated in one of these activities this week.
	<b>Prompts</b>	What do you like doing in your free time?	What do you enjoy doing during your free time?	What does your friend like doing in his/her free time?	Thank a friend for doing a favorite activity with you.	
	<b>Responses</b>	I enjoy... I enjoy...better than/more than...because...  <i>I enjoy playing tag <b>better than</b> hide and go seek because I get frustrated when I can't find my friends.</i>	I enjoy...as much as I enjoy... I enjoy..., but not as much as I enjoy...  <i>I enjoy writing <b>as much as</b> I enjoy reading.</i>  <i>I enjoy skateboarding <b>but not as much as</b> playing soccer.</i>	_ enjoys ... better than/ more than...because...  He/She also enjoys...as much as he/she enjoys...  He/She enjoys..., but not as much as he/she enjoys...  <i>Brian enjoys reading <b>more than</b> playing video games. <b>He</b> also enjoys eating as much as cooking with <b>his</b> mom. <b>He</b> enjoys playing with <b>his</b> brothers but not as much as <b>he</b> enjoys playing with his friends.</i>	Thank you for ... That was...of you to... I enjoyed ...better than... I hope you enjoyed...as much as I did!  <i>Dear Anthony,  <b>Thank you for</b> reading with me. <b>That was thoughtful of you to</b> let me choose the book and read first. I enjoy reading with you better than reading alone because we get to laugh together. I hope you enjoyed the book as much as I did!</i>	

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<p><b>Early Advanced/Advanced forms and examples</b></p> <p>2<sup>nd</sup> edition Tab 7.2 &amp; 7.4</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p>	<b>Forms</b>	<p><b>Adjectives:</b> thoughtful, kind, considerate, sweet, generous, caring, good, etc.</p> <p><b>Polite phrases</b> You have always been _ to me. I appreciate when you... I like the way you...</p>	<p><b>Adjectives</b> from Lesson 1 + <b>Adjectives</b> with prepositions: nice/friendly/polite/generous to <i>crazy about</i> <i>impressed by</i> <i>happy/pleased with</i> <i>good/excellent/brilliant at</i> <i>considerate of</i></p> <p><b>Polite phrase</b> from Lesson 1+ _ has always been _ to _.</p>	<p><b>Adjectives</b> from Lesson 1+ antonyms <b>Complex sentences</b> with <i>would rather, would prefer</i></p>	<p><b>Adjectives</b> from Lessons 1 &amp; 2 <b>Polite phrases:</b> <i>(teacher added)</i> Thank you for ... That was _ of you to ... I appreciated...</p>	<p><b>Application</b></p> <p>Using taught forms students write about things they enjoy doing. Then, students can write a thank-you note to a friend that participated in one of these activities this week.</p>
	<b>Prompts</b>	Give a friend a compliment	Share something about a friend	What do you enjoy doing in your free time? Tell something you would like to do and what you would rather (prefer to) do if you have a choice.	Thank a friend for doing a favorite activity with you. Tell him/her how it made you feel.	
	<b>Responses</b>	<p>You have always been _ to me. I appreciate when you... OR I like the way you... <i>You have always been kind to me.</i> <i>I appreciate when you share your paper with me.</i> <i>I like the way you hold the door for your friends.</i></p>	<p>_ has always been _ to _. I'm _... <i>Stanley has always been considerate of others. I'm impressed by how he makes sure everyone is included in a game.</i></p>	<p>I enjoy...but prefer to/would rather... <i>I enjoy reading alone but prefer to read with a friend.</i> <i>I enjoy feeding the class pet but would rather have a friend help me</i></p>	<p>Thank you for _. That was _ of you to _. You have always been... I appreciated... <i>Dear Margaret, Thank you for helping me feed the turtles. That was kind of you to offer to help me take care of them. I enjoy feeding them but prefer to have a friend help me. You have always been very considerate and I appreciated your help.</i></p>	

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(2<sup>nd</sup> Edition Tab 3.32 & 3.33)