

Grade 4/5 Focused ELD Curriculum Guide
Unit 1 – Lesson Cycle 4

Overarching Language Functions: Describe, Compare & Contrast/ Express Action & Time Relationships

- B/EI** Describe physical characteristics using sensory details
I Describe routine, ongoing events & retell past actions
EA/A Clarify whether something has or hasn't happened

Topic: Daily Routines & Family

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
Beginning forms and examples 2 nd edition Tab 5.8 <i>*Sample sentences in italics with focus grammatical forms bolded.</i>	Forms	Nouns: mom, dad, sister, brother, grandma, grandpa, uncle, aunt. Pronouns <i>he, she</i>	Nouns from Lesson 1 Adjectives: tall, short, old, young, etc.	Nouns from Lesson 1 + <i>hair, eyes</i> Pronouns from Lesson 1 Adjective placement with hair & eye color: <i>hair</i> blonde, black, brown, gray, white, <i>eyes</i> blue, green, brown, etc.	Nouns from Lessons 1 & 3 Adjectives from Lessons 2 & 3 Conjunction <i>and</i>	Application Using taught forms, students describe a member of their family or a member of a friend's family. Sketch and write.
	Prompts	Who is he/she?	Tell me about your _. <i>Tell me about your grandpa.</i>	What color is your _'s _? What color are your _'s _? <i>What color is your aunt's hair?</i> <i>What color are your aunt's eyes?</i>	Describe your _. <i>Describe your sister.</i>	
	Responses	He/She is a/my _. He is my grandpa .	My _ is _. <i>My grandpa is old.</i>	My _ has _ _. He/She has _ _. <i>My aunt has gray hair.</i> <i>She has brown eyes.</i>	He/She has _ _ and _ _. <i>My sister is young. She has black hair and brown eyes.</i>	

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. (2nd Edition Tab 3.32 & 3.33)

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<p>Early Intermediate forms and examples</p> <p>2nd edition Tab 5.8</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p>	Forms	<p>Nouns: mom, dad, sister/brother, grandma, grandpa, uncle, aunt, cousin, etc. Pronouns <i>he, she</i></p>	<p>Nouns from Lesson 1 Pronouns from Lesson 1 + <i>your</i> Adjectives: tall/short, old/young, older/younger, little/big</p>	<p>Nouns from Lesson 1+ hair, eyes Pronouns from Lessons 1 & 2 Adjectives from Lesson 2 + Adjective placement with <i>hair color</i> brown, black, blonde, gray Conjunction <i>and</i></p>	<p>Nouns from Lessons 1 & 3 Pronouns from Lessons 1 & 2 Adjectives from Lessons 2 & 3 + Comparatives & Superlatives: shorter/shortest, taller/tallest, younger/youngest, older/oldest</p>	<p>Application</p> <p>Using taught forms, students describe a member of their family or a member of a friend's family. Sketch and write.</p>
	Prompts	Who is he/she?	Tell me about your _. <i>Tell me about your uncle. Tell me about your sister.</i>	What does your _ look like? <i>What does your aunt look like?</i>	Tell me about a member of your family in relation to another member.	
	Responses	He/She is my _. <i>She is my sister.</i>	This is my _. This is my _ _. He/She is _. <i>This is my uncle. He is old. This is my older sister. She is tall.</i>	My _ has _ _ and _ _. <i>My aunt has brown eyes and brown hair.</i>	This is my _. He/She is _ than _ me. My _ is the _. <i>My aunt has brown eyes and brown hair. She is older than me. My dad is the oldest.</i>	

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<p>Intermediate forms and examples</p> <p>2nd edition Tab 6.20 & 6.21</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p>	Forms	<p>Verbs present: <i>Morning:</i> go __, wake up, get ready, brush my __(teeth, hair), put on my clothes, make my bed, watch TV, etc. <i>Afternoon:</i> eat __, do my __(homework, chores, ...), play __, finish __, walk the dog, take a nap, clean up __(my room, my mess...) etc <i>Evening:</i> eat __, do the dishes, take a (bath/shower), watch TV, read a book, go to (sleep/bed), etc. Preposition of time in the __ (morning, afternoon, evening)</p>	<p>Verbs past tense: <i>Morning:</i> went __, woke up, got ready, brushed my __(teeth, hair), put on my clothes, made my (bed, breakfast...), etc <i>Afternoon:</i> ate __, went __, drove with __, played __, did my (homework, chores), finished __, walked the dog, cleaned up (my room, my mess...), etc <i>Evening:</i> ate __, did the dishes, took a (bath/shower), watched TV, read a book, went to (sleep/bed), etc. Preposition in the __ from Lesson 1</p>	<p>Verbs from Lesson 2 Prepositions in the __ from Lesson 1 + <i>before, after, On</i>__(<i>certain day of the week</i>),</p>	<p>Verbs from Lessons 1 & 2 + past tense negative with <i>didn't</i> Prepositions from Lessons 1, 2, & 3 Adverb <i>enough</i></p>	<p>Application</p> <p>Using taught forms students write about their daily routines.</p>
	Prompts	<p>What do you usually do in the __? <i>What do you usually do in the morning?</i></p>	<p>What did you do in the __? <i>What did you do in the afternoon?</i></p>	<p>What did you do in the __ on __? <i>What did you do in the morning on Saturday?</i></p>	<p>Describe what you did on __. Tell something you didn't get to do. <i>Describe what you did on Tuesday.</i></p>	
	Responses	<p>In the __ I usually __...and __... I also __... <i>In the morning, I usually go to the bathroom and brush my teeth. I also eat breakfast.</i></p>	<p>In the __, I __...and __... <i>In the afternoon I ate a snack and did my homework. I also did my chores.</i></p>	<p>On __, I... Before __, I... After that I... <i>On Saturday morning I woke up and brushed my teeth. Before I went inside, I ate my breakfast. After that I walked the dog.</i></p>	<p>I didn't have enough time to... I didn't get to...because... <i>On Tuesday morning I woke up and got ready for school. In the afternoon I... I didn't have enough time to finish my homework because we played a lot of fun games outside. After that I... Before I went to bed, I...</i></p>	

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<p>Early Advanced/ Advanced forms and examples</p> <p>2nd edition Tab 7.19</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p>	Forms	<p>Verbs present perfect: have+ been, eaten, made, walked, done/finished, turned in, played, etc. Adverb <i>already</i></p>	<p>Verbs from Lesson 1+ negative <i>haven't</i> Adverb <i>already</i> from Lesson 1 + <i>yet</i></p>	<p>Verbs from Lessons 1 & 2 Adverbs from Lessons 1 & 2+ <i>still</i></p>	<p>Verbs from Lessons 1 + has/hasn't Adverbs from Lessons 1, 2 & 3 Pronoun <i>he/she</i></p>	<p>Application</p> <p>Using taught forms, students play a card game choosing a pictured event and then using a response frames to tell whether the event has or hasn't happened.</p>
	Prompts	Tell some things you have already done today.	Have you ...yet? <i>Have you done your book summary yet?</i>	What are some things you have already done today? What haven't you done yet?	Share what a friend has done today. What else does he/she still need to do?	
	Responses	I have already _...and _... <i>I have already eaten breakfast and walked to school.</i>	No, I haven't _...yet. No, not yet. Yes, I already did. <i>No, I haven't done my book summary yet.</i>	I still haven't _...yet. <i>I have already finished my math, and read silently after recess. I still haven't gone to lunch yet.</i>	_ has already _... He/She still hasn't _...yet. <i>Ellie has already been to science and music. She still hasn't gone to math yet.</i>	

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