

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

*Overarching Language Functions: Express Action & Time Relationships/Express Cause & Effect, Predict and Infer*

**B/EI** Describe routine (ongoing) events  
**I/EA/A** Explain cause & effect relationships for feelings or physical conditions

**Topic: B/EI Daily Routines I/EA/A Feelings & Emotions**

**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
<b>Beginning forms and examples</b>  2 <sup>nd</sup> edition Tab 5.16  <i>*Sample sentences in italics with focus grammatical forms bolded.</i>	<b>Forms</b>	<b>Verbs</b> present tense: eat, sleep, read, wake-up, etc.	<b>Verbs</b> present tense from Lesson 1 + do, go to, brush, wash <b>Nouns:</b> my cereal, my teeth, my book, my face, my hair, my homework, etc.	<b>Verbs</b> from Lessons 1 & 2 + work, write, count, play, etc. <b>Pronoun</b> <i>we</i>	<b>Verbs</b> from Lessons 1, 2 & 3 <b>Pronoun</b> <i>they</i>	<b>Application</b>  Using taught forms, students tell or write about what they do every day.
	<b>Prompts</b>	How do you get ready for _? <i>How do you get ready for school?</i>	How do you get ready for _? <i>How do you get ready for school?</i>	What do we do in _? <i>What do we do in school?</i>	What do your friends do?	
	<b>Responses</b>	I _. <i>I wake-up.</i> <i>I eat.</i>	I _ _. <i>I go to sleep.</i> <i>I do my homework.</i> <i>I eat my cereal.</i>	We _. <i>We work.</i> <i>We eat.</i>	They _. <i>They wake-up.</i> <i>They work.</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. (2<sup>nd</sup> Edition Tab 3.32 & 3.33)

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<p><b>Early Intermediate forms and examples</b></p> <p>2<sup>nd</sup> edition Tab 5.16</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p>	<b>Forms</b>	<p><b>Verbs</b> present tense: wake-up, comb, get dressed, brush, wash, put on, do, go to_, eat, etc.</p> <p><b>Nouns:</b> breakfast, teeth, book, face, hair, homework, backpack, shoes/shirt/pants/clothes, etc.</p>	<p><b>Verbs</b> from Lesson 1 + auxiliary <i>do</i> in routine questions</p> <p><b>Nouns</b> from Lesson 1</p> <p><b>Pronoun</b> possessive: <i>my, your</i> (from matrix)</p>	<p><b>Verbs</b> from Lessons 1 &amp; 2</p> <p><b>Nouns</b> from Lesson 1</p> <p><b>Sequence words</b> <i>first, next</i></p>	<p><b>Verbs</b> from Lessons 1 &amp; 2</p> <p><b>Nouns</b> from Lesson 1</p> <p><b>Sequence words</b> <i>then, finally</i></p>	<p><b>Application</b></p> <p>Using taught forms students make and describe a “morning routines” timeline.</p>
	<b>Prompts</b>	<p>What do you do to get ready for _?</p> <p><i>What do you do to get ready for school?</i></p>	<p>Do you _your _ in the _?</p> <p><i><b>Do</b> you wash <b>your</b> face in the morning?</i></p> <p><i><b>Do</b> you eat <b>your</b> breakfast in the morning?</i></p>	<p>How do you get ready for school?</p>	<p>How does he/she get ready for school?</p>	
	<b>Responses</b>	<p>I _.</p> <p>I _my _.</p> <p><i><b>I wake-up.</b></i></p> <p><i><b>I brush my teeth.</b></i></p> <p><i><b>I comb my hair.</b></i></p>	<p>Yes, I _my _ in the morning.</p> <p>No, I do not _my _ in the morning.</p> <p><i><b>Yes, I wash my face in the morning.</b></i></p> <p><i><b>No, I do not eat my breakfast in the morning.</b></i></p>	<p>First I _...</p> <p>Next I _...</p> <p><i><b>First I wake-up. Next I brush my teeth.</b></i></p>	<p>Then I _...</p> <p>Finally I _...</p> <p><i><b>First I wake-up. Next I brush my teeth. Then I get dressed. Finally I eat my breakfast.</b></i></p>	

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<p><b>Intermediate forms and examples</b></p> <p>2<sup>nd</sup> edition Tab 6.27</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p>	<b>Forms</b>	<p><b>Adjectives</b> frustrated, surprised, curious, confused, bored, angry, worried, hungry, starving, tired, thirsty, annoyed, etc.</p> <p><b>Conjunction</b> <i>because</i></p>	<p><b>Adjectives</b> from Lesson 1</p> <p><b>Conjunction</b> from Lesson 1 + <i>since, when</i></p> <p><b>Statements</b> with <i>was</i></p>	<p><b>Adjectives</b> from Lesson 1</p> <p><b>Conjunctions</b> from Lessons 1 &amp; 2 + <i>so</i></p> <p><b>Statements</b> with <i>was</i> from Lesson 2</p>	<p><b>Pronouns</b> <i>he/she</i> + possessive <i>his/her</i> (matrix)</p> <p><b>Adjectives</b> from Lesson 1</p> <p><b>Conjunctions</b> from Lessons 1, 2 &amp; 3</p> <p><b>Statements</b> with <i>was</i> from Lesson 2</p>	<p><b>Application</b></p> <p>Using taught forms students play a card game where a card is pulled with a person showing some type of emotion. Then the students create a cause/effect sentence to match the card.</p>
	<b>Prompts</b>	<p>Why were you _?</p> <p><i>Why were you <b>confused</b>?</i></p>	<p>How did you feel when...?</p> <p><i>How did you feel <b>when</b> your sister broke your helicopter?</i></p> <p><i>How did you feel <b>when</b> your dad wouldn't practice with you?</i></p>	<p>What did you do when you were _?</p> <p><i>What did you do when you were surprised?</i></p>	<p>What did _ do when he/she felt/was _?</p> <p><i>What did <b>Mario</b> do when <b>he</b> was worried?</i></p>	
	<b>Responses</b>	<p>I was _ because ...</p> <p><i>I was <b>confused because</b> I was the first person at school today.</i></p>	<p>I felt _ when ...</p> <p>I was _since ...</p> <p>Since ..., I was _.</p> <p>When ..., I felt _.</p> <p><i>I felt angry <b>when</b> my sister broke my helicopter.</i></p> <p><i><b>Since</b> my dad wouldn't practice with me, I was frustrated.</i></p>	<p>I was _so I ...</p> <p><i>I was surprised <b>so</b> I was shaking.</i></p>	<p>When _ was _, he/she...</p> <p>Since _ was _, he/she...</p> <p>_ was _so he/she ...</p> <p><i>When <b>Mario</b> was worried, <b>he</b> called <b>his</b> mom.</i></p> <p><i>Since <b>Mario</b> was worried, <b>he</b> called <b>his</b> mom.</i></p> <p><i><b>Mario</b> was worried so <b>he</b> called <b>his</b> aunt to see where his mom was.</i></p>	

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<p><b>Early Advanced/Advanced forms and examples</b></p> <p>2<sup>nd</sup> edition Tab 7.28</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p>	<b>Forms</b>	<p><b>Adjectives</b> motivated, unmotivated, discouraged, depressed, uplifted, left-out, under the weather, over-the-top (with excitement), distracted, frustrated, surprised, curious, confused, bored, angry, worried, annoyed, etc.</p> <p><b>Conjunction</b> <i>because</i></p>	<p><b>Verbs</b> past tense negative with <i>wasn't/weren't</i> + known past progressive e.g. playing, reading, sitting, doing, reading, etc.</p> <p><b>Adjectives</b> from Lesson 1</p> <p><b>Conjunction</b> <i>since</i></p>	<p><b>Verbs</b> from Lesson 2</p> <p><b>Adjectives</b> from Lesson 1</p> <p><b>Conjunctions</b> <i>subsequently, therefore</i></p> <p><b>Pronouns</b> reflexive <i>myself, yourself</i></p>	<p><b>Verbs</b> from Lesson 2</p> <p><b>Adjectives</b> from Lesson 1</p> <p><b>Conjunctions</b> from Lesson 2</p> <p><b>Pronouns</b> reflexive <i>herself, himself,</i></p>	<p><b>Application</b></p> <p>Using taught forms students write about a positive and negative experience.</p>
	<b>Prompts</b>	<p>How did you feel when ...? (you left home this morning , finished school yesterday, etc)</p> <p><i>How did you feel when you left home this morning?</i></p> <p><i>How did you feel when you finished school yesterday?</i></p>	<p>Why weren't you _...?</p> <p>Why wasn't he/she _?</p> <p><i>Why weren't you playing with your friends?</i></p> <p><i>Why wasn't she surprised?</i></p>	<p>Why were you _by yourself?</p> <p><i>Why were you playing by yourself?</i></p>	<p>Why was he _by himself?</p> <p>What did he/she do when he/she felt _?</p> <p><i>Why was he sitting by himself?</i></p> <p><i>What did she do when she felt frustrated?</i></p>	
	<b>Responses</b>	<p>I felt _ because ...</p> <p>I was _ because ...</p> <p><i>I felt worried because my mom was sick.</i></p> <p><i>I was over the top with excitement because I was going to play at my new friend's house!</i></p>	<p>I wasn't _...since I felt _.</p> <p>He/She wasn't _since...</p> <p><i>I wasn't playing with my friends since I felt under the weather.</i></p> <p><i>She wasn't surprised since she already knew about the surprise party.</i></p>	<p>I felt _subsequently/therefore I was _ by myself.</p> <p><i>I felt left-out subsequently I was playing by myself.</i></p>	<p>He/She felt_ subsequently/therefore he/she was _by himself/herself.</p> <p><i>He felt distracted therefore, he was sitting by himself.</i></p> <p><i>She felt frustrated therefore, she was working by herself.</i></p>	

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