

Grade 4/5 Focused ELD Curriculum Guide

Unit 3 – Week 1

Overarching Language Functions: Express Action & Time Relationships

- B/EI/I** Give and follow multi-step directions
EA/A Give and follow multi-step directions & Explain Sequence & Duration

Topics:

B/EI Physical Body I/EA/A Science

Teacher’s Note:

- There are a variety of examples for vocabulary, prompts and responses. Choose or add what works best for your students.
- Incorporate the previous days’ taught forms and vocabulary throughout the week as you build student language toward the application. No one-day exists in isolation.
- Refer to your Systematic ELD handbook for additional information.
- Be sure to guide students in bridging the use of this newly taught language throughout their day as many students may not initially see how the language links to other content areas.

		Day 1	Day 2	Day 3	Day 4	Day 5	
Beginning forms and examples 2 nd edition Tab 5.19	Forms	Verbs imperative from Unit 2 Week 3: point to, show me + touch Nouns for body parts: head, eyes, nose, mouth, ears, neck, shoulders, arms, hands, fingers, hips, legs, knees, feet, toes, etc. Pronouns <i>my, your</i>	Verbs imperative: from Day 1+put, clap your hands, Stomp your feet, Sit down, Open/Close your _ , Nouns from Day 1 Pronouns from Day 1	Verbs imperative from Days 1 & 2 + Lift your _ . Take your _ , Nouns from Day 1 Pronouns from Day 1 Prepositions from Unit 2 Week 4 in, on, off, + up, down, out	Verbs imperative from Days 1, 2, and 3 Nouns from Day 1 Pronouns from Day 1 Prepositions from Day 3	Application Using taught forms students play a card game drawing three picture/word cards from a pile of taught commands. He or she gives the commands for the rest of the group to follow.	
	Prompts	Point to/Show me/Touch your _ . <i>Point to your toes.</i>	Students give commands. Point to/Show me/Touch your _ . <i>Point to your ears.</i> <i>Clap your hands.</i> <i>Open your mouth.</i>	Put your _ _ . Lift your _ _ . Put your _ in/on your _ . Take your _ _of your _ . <i>Put your hands up.</i> <i>Put your hands down.</i> <i>Lift your leg up.</i> <i>Put your leg down.</i> <i>Put your finger in your ear.</i> <i>Put your hands on your hips.</i> <i>Take your hands off of your hips.</i>	Put your _ _ . Lift your _ _ . Put your _ in/on your _ . Take your _ _ of your _ . <i>Put your hands in your pocket.</i> <i>Take your hands out of your pockets.</i> <i>Put your arm up.</i> <i>Put your arm down</i> .		
	Responses	This is my _ . These are my _ . <i>These are my toes.</i>	Students take turns giving and following directions.	Students take turns giving and following directions.	Students take turns giving and following directions.		

Assessment: Keep samples of written and oral work to analyze using ELDPI. Use *Ongoing Assessment of Language Practice* (2nd edition p. 3.32) or the *Observational ELD Assessment* (1st edition p. 6.7) to keep track of students’ use of target forms taught in this sequence.

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<p>Early Intermediate forms and examples</p> <p>2nd edition Tab 5.19</p>	Forms	<p>Nouns for body parts from Beginning as needed: head, eyes, nose, mouth, ears, neck, shoulders, arms, hands, fingers, hips, legs, knees, feet, toes, + chin, elbow, wrist, armpit, torso, stomach, ankle, etc.</p> <p>Pronouns: my, your, his, her</p>	<p>Verbs imperatives point to your, show me your, touch your, put your, clap your hands, Stomp your feet. Sit down, Open/Close your _ , etc.</p> <p>Adjectives ordinal: first, second, third</p>	<p>Verbs imperatives from Day 2</p> <p>Adjectives ordinal from Day 2+ from Unit 2 Week 1 Week 5</p> <p><i>then, last</i></p> <p>Prepositions from Unit 2</p> <p>Week 1: behind, above, below, under, + inside, outside</p>	<p>Verbs imperatives from Day 2</p> <p>Adjectives from Days 2 & 3</p> <p>Adverbs from Day 3</p> <p>Prepositions from Day 3</p>	<p>Application</p> <p>Using taught forms students write a series of 5 directions and a partner follows the directions.</p>
	Prompts	<p>Where is your _.</p> <p>Where is his/her _.</p> <p><i>Where is your stomach?</i></p> <p><i>Where is his wrist?</i></p>	<p>First, _.</p> <p>Second _.</p> <p>Third _.</p> <p><i>First, stand up.</i></p> <p><i>Second, stomp your feet.</i></p> <p><i>Third, touch your head.</i></p>	<p>First, ...</p> <p>Second ...</p> <p>Third ...</p> <p>Then ...</p> <p>Last ...</p> <p><i>First touch your chin.</i></p> <p><i>Second, put your hands above your knees.</i></p> <p><i>Third, put your hands behind your back.</i></p> <p><i>Fourth, show me your wrist.</i></p> <p><i>Then, put your hands inside your pockets.</i></p> <p><i>Last, walk outside.</i></p>	<p>Students take turns playing a version of “Simon Says” in small groups.</p> <p>Simon says, “First,...</p> <p>Second , ...</p> <p>Third , ...</p> <p>Then, ...</p> <p>Last, ...</p> <p><i>Simon says, “First stomp your feet.”</i></p> <p><i>Second, clap your hands behind your back.</i></p> <p><i>Third, point to your armpit.</i></p> <p><i>Then, touch your stomach.</i></p> <p><i>Last, put your hand under your foot.</i></p>	
	Responses	<p>This is my _.</p> <p>This is his/her _.</p> <p><i>This is my stomach.</i></p> <p><i>This is his wrist.</i></p>	<p>Students take turns giving and following directions.</p>	<p>Students take turns giving and following directions.</p>	<p>Students take turns giving and following directions.</p>	

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Intermediate forms and examples 2 nd edition Tab 6.23	Forms	Verbs & Verb phrases related to activities: stir in, take out, mix up, clean up, fill in, look through, turn over, lift, spread, dribble, dissolve, etc. Imperative Sentences with phrases of time: To begin, ... Following that,... For the next step,... The last step is ...	Verbs & Verb phrases from Day 1 Imperative Sentences from Day 1 + Before you start, ... When you have done that, ... While the _ is _ing, ...	Verbs & Verb phrases from Day 1 Imperative Sentences from Day 1 & Day 2+ After you ... When you... To finish ... When you're done...	Verbs & Verb phrases from Day 1 Imperative Sentences from Day 1, 2 & 3+ When it is ready...	Application Using taught forms students will create a <i>How To</i> book with the experiments you did together or one they learned on their own.
	Prompts	Can you tell me how to ...? <i>Can you tell me how to make rock candy?</i>	How can I...? Do you know how to... <i>How can I make rock candy?</i>	What are the steps to... How can I ...? <i>What are the steps to make Oobleck?</i>	Explain how to... <i>Explain how to make Oobleck.</i>	
	Responses	To begin, ... Following that,... For the next step, ... The last step is... <i>To begin, boil 2 cups of water. Following that, stir in 4 cups of sugar in the boiling water until it dissolves. For the next step, pour the solution into a tall jar. The last step is to dip a string into the solution and leave it there for at least a week.</i>	Before you start... When you have done that,... While the _ is _ing,.. <i>Before you start, you will need to get out a saucepan, a measuring cup, a glass jar and your ingredients. When you have done that, measure the ingredients and begin boiling the water. While the water is boiling, slowly add the sugar and stir until the sugar has dissolved. For the next step....</i>	After you ... When you... To finish ... When you're done... <i>Before you start, get all of your supplies and ingredients together. When you have done that, measure all of the ingredients and put them in a plastic bowl. After you have mixed the ingredients, let the oobleck sit for a couple of hours. To finish, put the Oobleck in a plastic bag for storage. When you're done, be sure to clean up the mess!</i>	When it is ready,... <i>Before you start, get all of your supplies and ingredients together. When you have done that, measure all of the ingredients and put them in a plastic bowl. After you have mixed the ingredients, let the Oobleck sit for a couple of hours. When it is ready, put the Oobleck in a plastic bag for storage.</i>	

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<p>Early Advanced/Advanced forms and examples</p> <p>2nd edition Tab 7.24 & 7.25</p>	Forms	<p>Imperative Sentences with phrases time: To begin,,... Following that, ... For the next step, ... The last step is ...</p>	<p>Imperative Sentences from Day 1 + Before you start, ... When you have done that,... While the _ is _ing,... Adverbs: carefully, gradually, quickly, constantly, gently, cautiously, thoroughly, etc</p>	<p>Imperative Sentences from Day 1 & 2+ After you ... When you... To finish... When you're done ... Questions to guide: Did you remember to _? How about _? Adverbs from Day 2</p>	<p>Verbs past perfect (ie <i>had formed, had done</i>) Imperative Sentences with phrases and simple clauses of time from Day 1 & Day 2 and Day 3+ When it was ready,...</p>	<p>Application</p> <p>Using taught forms write about something you learned how to make or use the taught forms to describe another science experiment you have observed.</p>
	Prompts	<p>Explain the steps to ... <i>Explain the steps to set up a rock candy science experiment.</i></p>	<p>Explain the steps to ... <i>Explain the steps to create rock candy.</i></p>	<p>Describe the procedure to ... <i>Describe the procedure to make Oobleck.</i></p>	<p>Describe what happened to .. <i>Describe what happened to the sugar solution.</i> <i>Describe what happened to the Oobleck mixture.</i></p>	
	Responses	<p>To begin, ... Following that,... For the next step,... The last step is ... To begin, read the directions to create the rock candy solution. Following that, prepare the jar where the experiment will take place. For the next step, assemble the experiment and place it carefully in a location where it can be observed.. The last step is to record your observations in your science journal.</p>	<p>Before you start, __. When you have done that, __. While the _ is _ing, __. Before you start, you will need to get out a saucepan, a measuring cup, a glass jar and your ingredients. When you have done that, carefully measure the ingredients and begin boiling the water. While the water is boiling, gradually add the sugar and stir constantly until the sugar has dissolved. For the next step....</p>	<p>After you ... When you... To finish... When you're done ... Did you remember to _? How about _? Before you start, get all of your supplies and ingredients together. When you have all of your materials, carefully measure the ingredients. After you have thoroughly mixed the ingredients, let the Oobleck sit for a couple of hours. When you're done, ... Did you remember to cover the mixture while it was setting? How about adding food coloring? Can you do that?</p>	<p>When it was ready, __ <i>Before we had put the string in the solution to form crystals, we presoaked it in the solution and let it dry. When we had done that, the string had established a tiny base of crystals on which the others could form. While the string was in the solution for several days, larger crystals had formed on the string. When it was ready, we had a nice, fat string of monoclinic crystals we thoroughly enjoyed eating!</i></p>	

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