

Grade 4/5 Focused ELD Curriculum Guide

Unit 3 – Week 2

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

B/EI Make and report observations

I/EA/A Explain cause & effect relationships for natural or mechanical processes

Topics:

B/EI Physical World I/EA/A Conservation

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 |
|---|------------------|--|---|--|--|---|
| <p>Beginning forms and examples</p> <p>2nd edition Tab 5.18</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p> | Forms | <p>Verbs present progressive: working, painting, swimming, playing, washing, drawing, flying, driving, eating, reading, running, swinging, etc. Nouns: a house, flowers, trees, cars, airplanes, a dog, people, a swimming pool, a boy/girl, a family, etc.</p> | <p>Verbs from Day 1+present tense <i>be</i> Nouns from Day 1 Pronouns: he, she, it</p> | <p>Verbs from Day 1 Nouns from Day 1 Pronouns from Day 2 Questions with <i>do</i> and <i>what</i> (Matrix B/EI)</p> | <p>Verbs from Day 1+present tense <i>be</i> Nouns from Day 1 Pronoun <i>they</i> Questions with <i>what</i></p> | <p>Application</p> <p>Using taught forms students will be able to describe (orally or in writing) what is happening in a picture to a partner.</p> |
| | Prompts | <p>I am __. What are you doing? OR I see __. What do you see? <i>I am flying. What are you doing</i> <i>I see flowers. What do you see?</i></p> | <p>What is he/she/it doing? <i>What is he doing?</i></p> | <p>Do you see __? What is he/she/it doing? <i>Do you see a dog?</i> <i>What is it doing?</i></p> | <p>What are they doing?</p> | |
| | Responses | <p>I am __. What are you doing? OR I see __. What do you see? <i>I am driving. What are you doing?</i> <i>I see a house. What do you see?</i></p> | <p>He/She/It is __. He/She/It is _ ... <i>He is eating.</i> <i>He is eating a banana.</i></p> | <p>Yes, I see __. __is __. <i>Yes, I see a dog.</i> <i>It is digging.</i></p> | <p>They are __. <i>They are running.</i></p> | |

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 5.18</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p> | Forms | <p>Verbs present progressive: working, painting, swimming, playing, washing, drawing, flying, driving, eating, reading, running, swinging, etc. Nouns: a house, flowers, trees, cars, airplanes, a dog, people, a swimming pool, a boy/girl, a family, etc.</p> | <p>Verbs present tense with <i>There is/are</i> Verbs from Day 1 Nouns from Day 1 Pronouns: he, she, it, they</p> | <p>Verbs from Day 1 & 2 Nouns from Day 1 Pronouns from Day 2</p> | <p>Verbs past tense <i>be</i> Verbs from Day 1 Nouns from Day 1 Pronouns from Day 2 Questions with <i>did</i> and <i>what</i> (Matrix B/EI)</p> | <p>Application</p> <p>Using taught forms students will be able to describe (orally or in writing) what happened in a picture to a partner.</p> |
| | Prompts | <p>I see _. He/She/It is _. What do you see? <i>I see a flower. It is growing. What do you see?</i></p> | <p>What is happening in the picture?</p> | <p>What is happening in the picture?</p> | <p>Did you see _(in the picture)? What was he/she/it doing? What were they doing? What else did you see? <i>Did you see a girl? What was she doing?</i></p> | |
| | Responses | <p>I see _. He/She/It is _. What do you see? <i>I see a man. He is driving. What do you see?</i></p> | <p>There is a _. He/She/It is _. There are _. They are _. <i>There is a cat. It is climbing the tree. There are ducks. They are swimming in the pond.</i></p> | <p>The _ is _. He/She/It is _. The _ are _. They are _. <i>The boy is planting flowers. He is carrying boxes. The men are painting. They are fixing the windows</i></p> | <p>Yes, I saw _. _ was _. They were _. I also saw a _ _. <i>Yes, I saw a girl. She was swinging. Yes, I saw a family. They were eating. I also saw a dog digging.</i></p> | |

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| <p>Intermediate forms and examples</p> <p>2nd edition Tab 6.29</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p> | Forms | <p>Verbs: reuse, save, recycle, plant, destroy, increase, decrease/reduce, etc</p> <p>Nouns: pollution, oxygen, trash, energy, smog, dump, water bottles, boxes, paper, plastic, cans, trees/plants, forests, bodies of water, natural resources, waste, etc.</p> <p>Questions with <i>why+do</i></p> | <p>Verbs & Nouns from Day 1</p> <p>Conjunctions from Unit 1</p> <p>Week 5 <i>since, when</i></p> | <p>Verbs & Nouns from Day 1</p> <p>Verbs auxiliary <i>could</i></p> <p>Conjunctions <i>by (not on matrix but needed here)</i></p> | <p>Verbs and Nouns from Day 1</p> <p>Verbs auxiliary <i>must</i></p> <p>Conjunction <i>in order to (not on matrix but needed here)</i></p> | <p>Application</p> <p>Using taught forms in order to describe orally or in writing the effects humans are having on the environment.</p> |
| | Prompts | <p>What are some of the things you ...?</p> <p>Why do we need to ...?</p> <p><i>What are some of the things you reuse (reuse, save, waste, etc.)?</i></p> <p><i>Why do we need to reuse water bottles (save/plant/etc)?</i></p> | <p>What happens when you __ _?</p> <p>Why do you ...</p> <p><i>What happens when you recycle your plastic bottles?</i></p> <p><i>Why do you plant trees?</i></p> | <p>What could we do to __ _?</p> <p><i>What could we do to increase oxygen?</i></p> <p><i>What could we do to reduce pollution?</i></p> | <p>What must be done in order to ...?</p> <p><i>What must be done in order to save our natural resources?</i></p> <p><i>What must be done in order to have clean air to breathe?</i></p> | |
| | Responses | <p>Some of the things I _ are __, __, and _.</p> <p>We need to _ because it __.</p> <p><i>Some of the things I reuse are glass jars, water bottles, and grocery bags.</i></p> <p><i>We need to reuse water bottles because it reduces pollution.</i></p> | <p>Since I __, I __.</p> <p>When I __, I __.</p> <p>I __ so I __.</p> <p><i>Since I recycle plastic bottles, I reduce pollution.</i></p> <p><i>When I plant trees, I increase oxygen in the air.</i></p> | <p>We could __ by _ing...</p> <p><i>We could increase oxygen by planting more trees.</i></p> <p><i>We could reduce pollution by recycling plastic bottles.</i></p> | <p>We must __ in order to...</p> <p><i>We must reduce pollution in order to save our natural resources.</i></p> <p><i>We must plant more trees in order to increase oxygen.</i></p> | |

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| <p>Early Advanced/Advanced forms and examples</p> <p>2nd edition Tab 7.29</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p> | Forms | <p>Verbs: contaminates, conserve, + words from Intermediate: reuse, plant, save, recycle, waste, increase, decrease, reduce, produce, etc</p> <p>Nouns: landfills, smog, deforestation, ground water, pollutions, oxygen, trash, energy, smog, dump, water bottles, boxes, paper, plastic, cans, trees/plants, forests, bodies of water, natural resources, waste, etc.</p> | <p>Verbs & Nouns from Day 1</p> <p>Conditional Statements unless, due to</p> | <p>Verbs & Nouns from Day 1</p> <p>Verbs passive voice (<i>ie was polluted by...</i>)</p> | <p>Verbs & Nouns from Day 1</p> <p>Conjunctions <i>As a result, Consequently</i></p> <p>Focus phrases added by teacher: There are several major reasons why ___has _ is ... One of the main reasons is ...</p> | <p>Application</p> <p>Using taught forms in order to describe orally or in writing the effects humans are having on the environment.</p> |
| | Prompts | <p>What are some of the things you _?</p> <p>Why do we need to _ _ because _?</p> <p><i>What are some of the things you recycle (reuse, save, waste, etc.)?</i></p> <p><i>Why do we need to (reuse/save/plant/etc)_?</i></p> | <p>What are some of the effects of _?</p> <p>What can we expect to happen if we don't _ _?</p> <p><i>What are the effects of smog? What can we expect to happen if we don't reduce waste?</i></p> | <p>What do you think happened to the _?</p> <p><i>What do you think happened to the river?</i></p> | <p>Why are ...?</p> <p><i>Why are our natural resources being used up?</i></p> <p><i>Why are landfills full?</i></p> <p><i>Why are rivers and lakes contaminated?</i></p> | |
| | Responses | <p>Some of the things I _ are _ , _ , and _.</p> <p>We need to _ since it _ _.</p> <p><i>Some of the things I reuse are glass jars, water bottles, and grocery bags.</i></p> <p><i>We need to reuse things like water bottles, glass, and plastic containers since it reduces trash in our landfills.</i></p> | <p>Due to _ _ , ...</p> <p>Unless we _ _ , we will continue ...</p> <p><i>Due to increased smog, more people are getting asthma. Unless we reduce waste, we will continue to have problems with overflowing landfills.</i></p> | <p>The _ was _ by _.</p> <p><i>The river was polluted by chemicals from the factory. The forest was destroyed by deforestation. The drinking water was contaminated by landfill waste seeping into the groundwater.</i></p> | <p>There are several major reasons why...</p> <p>One of the main reasons is...</p> <p><i>There are several major reasons why our landfills are filling up. One of the main reasons is that people don't recycle. As a result, the landfills are overflowing with materials that could have been reused or recycled. Unless we begin reducing the amount of waste we produce, we will see more problems created by our laziness!</i></p> | |

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