

Grade 4/5 Focused ELD Curriculum Guide

Unit 3 – Week 3

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

- B/EI** Retell actions and events in chronological order
- I** Relate past actions and events
- EA/A** Make and explain inferences about people, actions, or events

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 5.17</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p>	Forms	<p>Verbs present progressive from Week 2 +any additional: working, painting, swimming, playing, washing, drawing, flying, driving, eating, reading, running, swinging, etc.</p> <p>Nouns from Week 2 + any additional: a house, flowers, trees, cars, airplanes, a dog, people, a swimming pool, etc.</p>	<p>Verbs present tense <i>be</i> (from matrix)</p> <p>Verbs present progressive from Day 1</p> <p>Nouns from Day 1</p> <p>Pronouns: we/they/you+ he/she/it (matrix)</p>	<p>Verbs from Day 1 & 2</p> <p>Nouns from Day 1</p> <p>Adjectives (matrix): color, size, (big, little, tall, short, etc.)</p> <p>Pronouns from Day 2</p> <p>Questions with <i>do</i> and <i>what</i> (Matrix)</p>	<p>Verbs from Day 1 & 2</p> <p>Nouns from Day 1</p> <p>Adjectives from Day 3</p> <p>Pronouns from Day 2</p> <p>Questions from Day 3</p>	<p>Application</p> <p>Using taught forms students will make an <i>I Spy</i> book .</p>
	Prompts	<p>I am __. What are you doing? or I see __. What do you see?</p> <p><i>I am jumping. What are you doing?</i></p> <p><i>I see trees. What do you see?</i></p>	<p>What do you see?</p> <p>What is he/she/it doing?</p> <p>What are they doing?</p> <p><i>What do you see?</i></p> <p><i>What is she doing?</i></p> <p><i>What are they doing?</i></p>	<p>Do you see the __?</p> <p>What is he/she/it doing?</p> <p><i>Do you see the little airplane?</i></p> <p><i>What is it doing?</i></p>	<p>Do you see the __?</p> <p>What is he/she/it doing?</p> <p><i>Do you see the long car?</i></p> <p><i>What is it doing?</i></p>	
	Responses	<p>I am __. What are you doing? or I see __. What do you see?</p> <p><i>I am eating. What are you doing?</i></p> <p><i>I see people. What do you see?</i></p>	<p>I/We see __.</p> <p>He/She/It is __.</p> <p>They are __.</p> <p><i>I see a girl.</i></p> <p><i>She is drawing (a picture).</i></p> <p><i>We see people.</i></p> <p><i>They are running.</i></p>	<p>Yes, I/we see the __.</p> <p>__is __.</p> <p><i>Yes, I see the little airplane.</i></p> <p><i>It is flying (in the air).</i></p>	<p>Yes, I/we see the __.</p> <p>__is __.</p> <p><i>Yes, I see the long car.</i></p> <p><i>It is driving.</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 5.17</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p>	Forms	<p>Verbs progressive from Week 2: working, painting, swimming, playing, washing, drawing, flying, driving, eating, reading, running, swinging, etc. +building, climbing, hiking , splashing, etc.</p> <p>Verb past progressive statements and questions with <i>be</i></p> <p>Adverb of time: Yesterday</p>	<p>Verbs from Day 1</p> <p>Nouns: the beach (sand, water,) the park (playground, grass), the yard (trees, hose, mud, grass), the mountains (lake, trails, cabin), the pool, etc.</p> <p>Sequence words: First, next, then, last</p>	<p>Verbs from Day 1</p> <p>Verbs past tense: walked, ate, saw, played, climbed, hiked, ran</p> <p>Nouns from Day 2</p> <p>Sequence words from Day 2 + In the beginning, In the middle, At the end.</p>	<p>Verbs from Day 1 & 3</p> <p>Nouns from Day 2</p> <p>Adjectives (from matrix): build on previous lists for number, color, size, etc.</p> <p>Sequence words from Day 3</p>	Application
	Prompts	What were you doing yesterday?	What were you doing at _? What were you doing in _? <i>What were you doing at the beach?</i>	Tell a story about a time you were in/at the _. <i>Tell a story about a time you were in the mountains.</i>	Tell a story about a time when you played in/at the _ with your friends. <i>Tell a story about a time when you played in the yard with your friends.</i>	
	Responses	Yesterday, I was ___. We/They were ___. <i>Yesterday I was swimming with my cousins at my aunt’s house. We were diving off the sides and splashing my uncle.</i>	First, I was ___... Next, I was ___... Then I was ___... Last, I was ___... <i>First, I was playing in the sand. Next, I was building a sandcastle. Then, I was playing in the water. Last, I was eating my lunch</i>	In the beginning , I was ___... In the middle I __, ... Next... Then... At the end, ... <i>In the beginning, I was swimming (in a lake). In the middle I hiked with my dad and my brother. Next we were climbing (on big rocks). Then we ran back to the cabin. In the end, we ate hot dogs with the family..</i>	In the beginning , we were ___... In the middle we __, ... Next we... Then we... In the end , ... <i>In the beginning, we were running and playing. In the middle we were sitting in the green grass. Next we climbed a big tree. Then we saw my dad. In the end, we climbed down and ran home.</i>	

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<p>Intermediate forms and examples</p> <p>2nd edition Tab 6.21</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p>	Forms	<p>Verbs from Week 2: reuse, plant, save, recycle, waste, destroy, .increase, decrease, reduce, etc</p> <p>Nouns from Week 2: pollution, oxygen, trash, energy, smog, dump, water bottles, boxes, paper, plastic, cans, trees/plants, forests, bodies of water, natural resources, waste, etc.</p>	<p>Verbs past tense: reused, recycled, saved, increased, decreased, reduced, put, remembered, etc</p>	<p>Verbs past tense negative with <i>didn't</i></p> <p>Adverbs: <i>well, very, too, enough</i></p>	<p>Verbs past progressive</p> <p>Positive and negative statements with <i>was/were+ not</i></p>	<p>Application</p> <p>Using taught forms students talk about and perform skits around the topic of conservation.</p>
	Prompts	What are some of the reasons why we need to conserve our natural resources?	Tell about some of the things you did last week to conserve?	Tell about some of the things you didn't do to conserve?	What were some of the things you noticed other people doing to help or hurt our environment?	
	Responses	<p>We need to conserve our resources because_.</p> <p><i>We need to conserve our resources because we need to decrease pollution, smog and waste.</i></p> <p><i>We need to conserve our natural resources because we need to increase oxygen and clean air, stop destroying our forests and bodies of water, and save the homes of other living things.</i></p>	<p>Last week I remembered ...</p> <p><i>Last week I remembered to put things that could be recycled into the recycling bin. I put my lunch bag in the blue recycling bin instead of the trash and I reused my water bottle instead of getting a new one every day. I also saved water by turning the faucet off while I brushed my teeth.</i></p>	<p>I didn't...</p> <p>I also didn't....</p> <p>Finally, I didn't...</p> <p><i>I didn't recycle everything at home. I was too lazy to put things in the recycling bin so I put it in the trash instead. I also didn't reduce the amount of energy I used. I was very scared so I kept all the lights on in the house. Finally, I didn't have enough time to plant some plants.</i></p>	<p>I noticed some people were/weren't. ...</p> <p>I also noticed/saw ...</p> <p>They weren't...</p> <p>Some people I saw were</p> <p><i>I noticed some people weren't recycling. I also saw a lot of cars that were polluting the air. Some people I saw were very responsible and were picking up trash from the ground. I would say they were doing pretty well when it came to helping our environment!</i></p>	

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<p>Early Advanced/Advanced forms and examples</p> <p>2nd edition Tab 7.31</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p>	Forms	<p>Verbs for conservation from week 2</p> <p>Nouns for conservation from week 2 + conservationist, recyclables, etc.</p> <p>Adverbs: whenever, every time, once in awhile, etc.</p>	<p>Verbs auxiliary: probably, might, may, doubt,</p> <p>Statements for making inferences: <i>in my opinion, I believe</i></p>	<p>Verbs from Day 1 & 2</p> <p>Verbs past perfect <i>have+past (matrix)</i></p> <p>Statements for inference from Day 2</p>	<p>Verbs: If+ past perfect+ would (could, might)</p> <p>Verbs auxiliary from Unit 2Week 2: would, could, should, might</p> <p>Verbs from Days 1,2 & 3</p> <p>Conjunctions like: Finally, Also, Furthermore (<i>not on matrix or function tools</i>)</p>	<p>Application</p> <p>Using taught forms explain orally and/or in writing some of the things you do to help the environment.</p>
	Prompts	How have you become more of a conservationist?	Why do you think people haven't been very active in conserving our natural resources?	Tell about how you have seen other people helping the environment by reducing, recycling, or reusing natural resources. What do you think about their actions?	What do you think could have happened if we hadn't started protecting our environment?	Describe what you think might have happened if people did become more active in making an effort to protect our natural resources.
	Responses	<p>Whenever ... ,</p> <p>Once in awhile, ...</p> <p>Every time ... ,</p> <p>Whenever I throw something away, I first decide if it's a recyclable. If it's recyclable, I make sure I put it in the recycling bin.</p> <p>Once in awhile, I pick up trash when I see it on the ground even though I know it isn't mine.</p> <p>Every time I go to the store with my mom, I bring our old grocery bags so we can reuse them.</p>	<p>I think...</p> <p>I believe...</p> <p>In my opinion...</p> <p>I think people may not understand how important it is to conserve our natural resources. They might not know that when we recycle, we reduce the amount of waste we produce and save the habitats of thousands of living things. People probably don't think about these things because they are so busy with their lives. In my opinion, people have good intentions and I believe they would conserve more if they knew the facts.</p>	<p>My _ has_...</p> <p>I have seen people/ someone ...</p> <p>My grandma has reused things since I can remember. She saves and reuses plastic bags, jars, plastic containers and even tinfoil. In my opinion, she is a fine conservationist!</p> <p>I have seen people driving fuel efficient cars that use less gas than regular cars. I believe these people are trying to help reduce the amount of air pollution. They have chosen to purchase a car that will help protect the environment.</p>	<p>If we hadn't ..._ could/would have happened .</p> <p>Furthermore, ...</p> <p>Finally...</p> <p>If we hadn't started thinking of ways to protect our environment a lot of things could have happened. We might not have had enough clean water to drink or clean air to breathe. This would have made people very ill. Furthermore, if we hadn't begun finding ways to conserve, many animals' lives would have been lost or endangered as a result of destroyed habitats. Finally, I believe we would have seen a lot more trash in our communities if we hadn't started looking for ways to protect our environment and reduce the amount of trash we produce.</p>	

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