

**Grade 4/5 Focused ELD Curriculum Guide**

**Unit 4 – Week 1**

*Overarching Language Functions: Express Action & Time Relationship*

- B/EI** Describe actions: when, where, how
- I** Describe habits routines, and ongoing events & Make and report observations
- EA/A** Relate a past action occurring with some other event

**Topic: Animals**

**Teacher’s Note:**

- Pacing may vary 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.
- Be sure to guide students in bridging the use of this 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.

		Day 1	Day 2	Day 3	Day 4	Day 5
<p><b>Beginning forms and examples</b></p> <p>2<sup>nd</sup> edition Tab 5.21</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p>	<b>Forms</b>	<p><b>Nouns:</b> dog, cat, bird, mouse, fish, rabbit, snake, lizard, etc.</p> <p><b>Adjectives</b> (known) from previous weeks: color: red, orange, yellow, etc; size/shape: big, small, tall, long, fat, etc.</p>	<p><b>Verbs:</b> running, sitting, laying, sleeping, crawling, climbing, swimming, hopping, barking, eating, drinking, etc.</p> <p><b>Nouns</b> from Day 1</p> <p><b>Adjectives</b> from Day 1</p>	<p><b>Verbs</b> from Day 2</p> <p><b>Nouns</b> from Day 1 + nouns for locations: yard, floor, bed, rock, water, pond, hole, etc.</p> <p><b>Adjectives</b> from Day 1</p> <p><b>Prepositions</b> <i>in, on</i></p>	<p><b>Verbs</b> from Day 2</p> <p><b>Nouns</b> from Day 1 &amp; 3</p> <p><b>Prepositions</b> from Day 3+ <i>down, up</i></p>	<p><b>Application</b></p> <p>Using taught forms students will create an informational book about an animal describing how and where it moves</p>
	<b>Prompts</b>	<p>What do you see?</p> <p>What do you have?</p>	<p>What is the _ doing?</p> <p><i>What is the fish doing?</i></p>	<p>What is the _ doing?</p> <p><i>What is the mouse doing?</i></p>	<p>What is the _ doing?</p> <p><i>What is the cat doing?</i></p> <p><i>What is the fish doing?</i></p> <p><i>What is the rabbit doing?</i></p>	
	<b>Responses</b>	<p>I see a _ _.</p> <p>I have a _ _.</p> <p><i>I see a <b>fat cat</b>.</i></p> <p><i>I have a <b>long snake</b>.</i></p>	<p>The _ is _.</p> <p>The _ _ is _.</p> <p><i>The fish is <b>swimming</b>. OR</i></p> <p><i>The orange fish is <b>swimming</b>.</i></p>	<p>The _ is _in/on the _.</p> <p>The _ _ is _ in/on the _.</p> <p><i>The mouse is eating <b>on the floor</b>.</i></p> <p><i>The little mouse is eating <b>in the hole</b>.</i></p>	<p>The _ is _ _ the _.</p> <p>The _ _ is _ _ the _.</p> <p><i>The cat is climbing <b>up</b> the tree.</i></p> <p><i>The fish is swimming in the pond</i></p> <p><i>The white rabbit is hopping <b>down</b> the hole.</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><b>Early Intermediate forms and examples</b></p> <p>2<sup>nd</sup> edition Tab 5.21</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p>	<b>Forms</b>	<p><b>Nouns</b> from Beginning list+ hamster, guinea pig, turtle, frog, duck, goose, whale, dolphin, etc.</p> <p><b>Adjectives</b> (<i>known</i>) from previous weeks: color, big, little, small, tall, long, fat, etc.</p> <p><b>Prepositions</b> (<i>known</i>) from previous weeks: above, below, next to, behind, beside, under, inside, outside, in, on, into, etc.</p>	<p><b>Verb</b> past tense <i>be</i></p> <p><b>Verbs</b> past progressive: running, sitting, laying, going, sleeping, crawling, climbing, swimming, hopping, barking, eating, drinking, moving, etc.</p> <p><b>Nouns</b> from Day 1</p> <p><b>Adverbs</b>: slowly, quickly, quietly, fast, loudly, etc.</p>	<p><b>Verbs</b> from Day 2</p> <p><b>Nouns</b> for locations: yard, house, bushes, floor, bed, rock, water, pond, hole, etc.</p> <p><b>Adverbs</b> from Day 2</p> <p><b>Prepositions</b> from Day 1+<i>through</i> (on matrix for Intermediate)</p>	<p><b>Verbs</b> from Day 2</p> <p><b>Nouns</b> from Day 1 &amp; 3</p> <p><b>Adjectives</b> from Day 1</p> <p><b>Adverbs</b> from Day 2</p> <p><b>Prepositions</b> from Day 1</p>	<b>Application</b>
	<b>Prompts</b>	<p>Where is the __? <i>Where is the little <b>turtle</b>?</i></p>	<p>How was the __? <i>How <b>was</b> the turtle <b>moving</b>?</i> <i>How <b>was</b> the dolphin <b>swimming</b>?</i></p>	<p>Where was the __? <i>Where was the turtle <b>crawling</b>?</i> <i>Where was the dog <b>barking</b>?</i></p>	<p>How was the ___? <i>How was the little turtle <b>eating</b>?</i> <i>How was the dolphin <b>swimming</b>?</i></p>	
	<b>Responses</b>	<p>The __ is _ the _. <i>The little <b>turtle</b> is under the bush.</i></p>	<p>The _ was __. <i>The turtle <b>was moving slowly</b>.</i> <i>The dolphin <b>was swimming fast</b>.</i></p>	<p>The _ was ___ the _. <i>The turtle was <b>crawling slowly through the bushes</b>.</i> <i>The dog was <b>barking loudly outside the house</b>.</i></p>	<p>The __ was ___ the _. <i>The little turtle was <b>eating loudly inside the box</b>.</i> <i>The dolphin was <b>swimming quickly through the water</b>.</i></p>	

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<p><b>Intermediate forms and examples</b></p> <p>2<sup>nd</sup> edition Tab 6.20 &amp; 6.22</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p>	<b>Forms</b>	<p><b>Verbs</b> past tense statements and questions with:  <i>Were there...?</i>  <i>There were...</i>  <i>There weren't</i></p> <p><b>Nouns</b> for zoo animals: lions, tigers, gorillas, chimpanzees, peacocks, toucans, flamingos, iguanas, geckos, kangaroos, koalas, pandas, polar bears, otters, seals, etc.</p>	<p><b>Verbs</b> from Day 1  <b>Nouns</b> from Day 1            Conjunction <i>but</i> (<i>matrix</i>)</p>	<p><b>Verbs</b> present continuous: rest, groom, eat work, sit, give, chase, squawk, meander, bury, warm, etc.  <b>Adverb</b> of frequency from Unit 1 Week 4 <i>usually</i>  <b>Question</b> with <i>what + do</i></p>	<p><b>Verbs</b> from Day 1 + past tense: grew, dug, found, slept, ate, pulled, swung, threw, gave, stalked, flew, swam, picked, rolled, chased, etc  <b>Verbs</b> past tense negative using <i>didn't</i></p>	<p><b>Application</b></p> <p>Using taught forms students will write about what they saw the last time they had observed animal behaviors.</p>
	<b>Prompts</b>	<p>Were there _ and _ at the zoo?  <i><b>Were there toucans and flamingos at the zoo?</b></i></p>	<p>Were there any _ at the zoo?  <i>Were there any kangaroos at the zoo?</i>  <i>Were there any toucans at the zoo?</i></p>	<p>What do _ usually do when you observe them?  <i><b>What do otters usually do when you observe them?</b></i></p>	<p>What did the _ do the last time you ...  <i>What did the chimpanzees do the last time you were at the zoo?</i>  <i>What did the kangaroos do the last time you saw them on T.V.?</i></p>	
	<b>Responses</b>	<p>Yes, there were _ and _ at the zoo.            No, there weren't any _ and _ at the zoo.  <i>Yes, <b>there were toucans and flamingos at the zoo.</b></i></p>	<p>Yes, there were _ but there weren't any _.            No, there weren't any _ but there were some _.  <i>Yes, there were kangaroos <b>but</b> there weren't any koalas.</i>  <i>No, there weren't any toucans <b>but</b> there were some flamingos.</i></p>	<p>_usually _...but this time/today they ....  <i>Otters <b>usually rest</b> on their backs and <b>groom</b> their fur but this time they ate lunch on the rocks.</i>  <i>Polar bears <b>usually play</b> in the water and <b>chase</b> their toys but today they slept in their cages.</i></p>	<p>The _ _...            They didn't ...but they did...  <i>The chimpanzees <b>swung</b> from branch to branch and played a game of tag. <b>They didn't</b> groom each other like they usually do but they did fall asleep together.</i>  <i>The kangaroos <b>pulled</b> down branches to eat the leaves. <b>They didn't</b> eat for very long but they did eat a lot!</i></p>	

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<p><b>Early Advanced/Advanced forms and examples</b></p> <p>2<sup>nd</sup> edition Tab 7.21</p> <p><i>*Sample sentences in italics with focus grammatical forms <b>bolded</b>.</i></p>	<b>Forms</b>	<p><b>Nouns</b> from Intermediate list + leopards, cheetahs, orangutans, komodo dragons, gazelles, sloths, meerkats, rhinoceros, etc.</p> <p>Complex sentences from Unit 1 Week 3 with <i>would rather</i>, <i>would prefer</i></p>	<p><b>Verbs</b> past continuous <i>was/ were _-ing...</i> wrestling, scampering, stampeding, galloping, lounging, watching, frolicking, playing, sitting, looking, parading, etc.</p> <p><b>Adverbs:</b> during, while, after that, before...</p>	<p><b>Nouns</b> from Day 1  <b>Verbs</b> from Day 2  <b>Adverbs</b> from Day 2 + <i>all of a sudden, suddenly</i></p>	<p><b>Nouns</b> from Day 1  <b>Verbs</b> from Day 2  <b>Adverbs</b> from Days 2 &amp; 3 + <i>out of the blue, unexpectedly</i></p>	<p><b>Application</b></p> <p>Using taught forms students will create a book of surprises that includes tales of animal behaviors with unexpected events.</p>
	<b>Prompts</b>	<p>Would you prefer to see the _ or the _ at the zoo?            Would you rather observe _ or _ in the wild?  <i>Would you prefer to see the <b>sloths</b> or the <b>meerkats</b> at the zoo?</i>  <i>Would you rather observe the <b>gazelles</b> or the <b>rhinoceros</b> in the wild?</i></p>	<p>What happened when you were ... (at the zoo, watching the Discovery Channel, etc)  <i>What happened when you were at the zoo?</i></p>	<p>Describe a time when you were observing some _ and something unexpected happened.  <i>Describe a time when you were observing some polar bears and something unexpected happened.</i></p>	<p>Think of a time when you were scared or surprised by something. What happened?</p>	
	<b>Responses</b>	<p>I would prefer to see the _ at the zoo because...            I would rather observe the _ than the _ in the wild because...  <i>I would prefer to see the <b>meerkats</b> at the zoo because they're funny to watch when they are guarding their dens.</i>  <i>I would rather observe the <b>gazelles</b> in the wild because they are beautiful when they run.</i></p>	<p>During...            While...            The _ was/were _ before _...            They were _...and then ...after that.  <i><b>During</b> my last visit to the zoo, I <b>was watching</b> the polar bears for a long time. <b>While</b> I was there, they <b>were wrestling</b> with huge blocks of ice. The polar bears <b>were lounging</b> around looking bored <b>before</b> the keepers put the ice in the water. They <b>were frolicking</b> in the water for a long time and then sunned themselves <b>after</b> that.</i></p>	<p>Suddenly,            All of a sudden, ...  <i>During my last visit to the zoo, I was watching the polar bears for a long time. While I was there, they were wrestling with huge blocks of ice. The polar bears were lounging around looking bored before the keepers put the ice in the water. They were frolicking in the water for a long time when <b>all of a sudden</b>, a child dropped his toy in the water! The zookeepers had to lure the bears out so they wouldn't get sick trying to eat the stuffed animal.</i></p>	<p>Out of the blue...            Unexpectedly...  <i>During my last visit to the zoo, I was watching the polar bears. They were frolicking in the water for a long time when <b>out of the blue</b>, two baby polar bears appeared on one of the rock slides! Everyone gasped because they were so cute and no one was expecting to see them.</i></p>	

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