

## Grade 4/5 Focused ELD Curriculum Guide

### Unit 4 – Week 3

*Overarching Language Functions: Describe, Compare & Contrast*

**B/EI/I** Describe and explain personality attributes using adjectives

**EA/A** Classify and make generalizations based on evidence

#### 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
<b>Beginning forms and examples</b>  2 <sup>nd</sup> edition Tab 5.9  <i>*Sample sentences in italics with focus grammatical forms bolded.</i>	<b>Forms</b>	<b>Nouns</b> from Weeks 1 & 2 dog, cat, snake, lizard, bat, bird, rat, mouse, dolphin, whale, fish, guinea pig, rabbit+ any new animals (monkey, turtle, frog, etc.) <b>Adjectives:</b> nice, mean, funny, quiet, loud, kind, shy, smart	<b>Verb</b> <i>are</i> <b>Nouns</b> from Day 1 <b>Adjectives</b> from Day 1	<b>Verbs</b> present tense <i>can</i> + lick, bark, bite, walk, hide, run, swim, swing, chirp, eat, sleep, etc. <b>Nouns</b> from Day 1	<b>Verbs</b> from Day 3 <b>Nouns</b> from Day 1 <b>Pronoun</b> <i>it</i> ( <i>matrix</i> )	<b>Application</b>  Using taught forms students will describe their favorite animals and tell what they can do.
	<b>Prompts</b>	Tell me about the _. <i>Tell me about the dog.</i> <i>Tell me about the rat.</i> <i>Tell me about the dolphin.</i>	Which animals are _? <i>Which animals <b>are</b> nice?</i> <i>Which animals <b>are</b> quiet?</i> <i>Which animals <b>are</b> smart?</i>	What can the _ do? <i>What can the dog do?</i> <i>What can the mouse do?</i>	Tell me about the _. What can it do?	
	<b>Responses</b>	The _ is _ <i>The dog is <b>nice</b>.</i> <i>The mouse is <b>quiet</b>.</i> <i>The dolphin is <b>smart</b>.</i>	The _ and the _ are _. <i>The dog and the cat <b>are</b> nice.</i> <i>The mouse and the rat <b>are</b> quiet.</i> <i>The dolphin and the monkey <b>are</b> smart.</i>	The _ can _. <i>The dog <b>can</b> lick.</i> <i>The mouse <b>can</b> hide.</i>	The _ is _. It can _. <i>The dog is nice. <b>It</b> can lick.</i> <i>The mouse is quiet. <b>It</b> can hide.</i> <i>The dolphin is smart. <b>It</b> can swim.</i>	

**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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*Overarching Language Functions: Describe, Compare & Contrast***B/EI/I** Describe and explain personality attributes using adjectives**EA/A** Classify and make generalizations based on evidence**Topic: Animals**

		Day 1	Day 2	Day 3	Day 4	Day 5
<b>Early Intermediate forms and examples</b>  2 <sup>nd</sup> edition Tab 5.9  <i>*Sample sentences in italics with focus grammatical forms bolded.</i>	<b>Forms</b>	<b>Nouns</b> from Week 1 & 2 dog, hamsters, guinea pigs, rabbits, turtles, frogs, ducks, geese, dogs, cats snakes, lizards, bats, birds, rats, mice, dolphins, whales, fish + (monkey lion, pig, etc.) <b>Adjectives:</b> friendly, kind, good, bad, lazy, neat, messy, greedy, mean, funny, quiet, loud, shy, smart etc.	<b>Nouns</b> from Day 1 <b>Adjectives</b> from Day 1 <b>Adverb</b> <i>very</i>	<b>Verbs</b> present tense <i>can</i> + fetch, purr, lick, bark, bite, walk, hide, run, swim, swing, squawk, eat, sleep, etc. <b>Nouns</b> from Day 1 <b>Adjectives</b> from Day 1 <b>Adverb</b> from Day 2	<b>Nouns</b> from Day 1 <b>Verbs</b> from Day 3 + present tense <i>likes to</i> <b>Adjectives</b> from Day 1 <b>Adverb</b> from day 2 Questions with <i>be</i>	<b>Application</b>  Using taught forms students will write about their real or imaginary pets.
	<b>Prompts</b>	What are _ like? <i>What are pigs like?</i> <i>What are monkeys like?</i> <i>What are lions like?</i>	Which _ are very _? <i>Which animals are very messy?</i> <i>Which animals are very greedy?</i> <i>Which animals are very shy?</i>	What can your _ do? <i>What can your dog do?</i> <i>What can your bird do?</i>	Is your _ _? Is he/she/it _? <i>Is your mouse greedy?</i> <i>Is it mean?</i>	
	<b>Responses</b>	_ are _. <i>Pigs are <b>messy</b>.</i> <i>Monkeys are <b>funny</b>.</i> <i>Lions are <b>loud</b>.</i>	_ and _ are very _. <i>Pigs and dogs are <b>very messy</b>.</i> <i>Rats and mice are <b>very greedy</b>.</i> <i>Turtles and guinea pigs are <b>very shy</b>.</i>	My _ can _. He/She/It is a _ _ _ . <i>My dog can <b>fetch</b>. He is a very good dog.</i> <i>My bird can <b>squawk</b>. It is a very loud bird.</i>	Yes, my _ is _ . It likes to _ . No, my _ is not _ . He/She/It is a _ _ . <i>Yes, my mouse is greedy. It likes to eat.</i> <i>No, my dog is not mean. He is a friendly dog.</i>	

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<b>Intermediate forms and examples</b>  2 <sup>nd</sup> edition Tab 6.16  <i>*Sample sentences in italics with focus grammatical forms bolded.</i>	<b>Forms</b>	<b>Nouns</b> for familiar animal characters in literature: the wolf, the tortoise, the rabbit, 3 little pigs, Curious George, Mudge, Papa Bear, Wilbur, Charlotte, etc. <b>Adjectives synonyms:</b> Shy/timid, nice/decent/good/kind/loveable friendly/outgoing mean/manipulative, mischievous/curious/annoying etc. <i>antonyms:</i> kind/mean, focused/distracted, patient/hurried, timid/brave, friendly/unfriendly, etc.	<b>Nouns</b> from Day 1 <b>Adjectives</b> from Day 1 <b>Positive &amp; Negative statements</b> with <i>was/was not</i>	<b>Nouns</b> from Day 1 <b>Adjectives</b> from Day 1 <b>Conjunction</b> <i>because</i> <b>Positive &amp; Negative statements</b> from Day 2 <b>Questions</b> with <i>who</i> and <i>why</i>	<b>Verb</b> auxiliary <i>would</i> (matrix) <b>Nouns</b> from Day 1 <b>Adjectives</b> from Day 1 <b>Conjunction</b> from Day 3 + <i>since</i> <b>Positive &amp; Negative statements</b> from Day 2	<b>Application</b>  Using taught forms students will describe personality attributes of familiar characters in stories.
	<b>Prompts</b>	What can you tell me about _? <i>What can you tell me about the wolf?</i> <i>What can you tell me about the tortoise?</i>	What was _ like? What was the wolf like? What was the tortoise like?	Who was _? Why? <i>Who was friendly? Why?</i> <i>Who was annoying? Why?</i>	How would you describe _? <i>How would you describe George?</i> <i>How would you describe Papa Bear?</i>	
	<b>Responses</b>	_ was _. _ was _ and _. <i>Charlotte was kind.</i> <i>The wolf was mean and manipulative.</i> <i>The tortoise was patient and focused.</i>	_ was _ and _. He/She was not _. <i>The wolf was mean and manipulative. He was not kind.</i> <i>The tortoise was patient and focused. He was not hurried.</i>	_ was _ because ... <i>George was friendly because he really likes people. He was not mean.</i> <i>Papa Bear was annoying because he was always complaining. He was not patient.</i>	I would describe _ as _ because/since... <i>I would describe George as friendly since he was always greeting people on the streets.</i> <i>I would describe Papa Bear as annoying since he was complaining about how hot his food was.</i>	

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<p><b>Early Advanced/Advanced forms and examples</b></p> <p>2<sup>nd</sup> edition Tab 7.16</p> <p><i>*Sample sentences in italics with focus grammatical forms <b>bolded</b>.</i></p>	<b>Forms</b>	<p><b>Nouns</b> from Interm. List and Week 1 &amp; 2 + rhino, hippo, toucan, flamingo, peacock, gazelle, lion, cheetah, leopard, orangutan, gorilla, chimpanzee, komodo dragon, iguana, sloth, meerkat, etc. + categories for animals Mammals, reptiles, birds, primates, felines, canines, fish, rodents, etc. <b>Adjectives:</b> all, some</p>	<p><b>Nouns</b> from Day 1 <b>Adjectives</b> <i>almost all, nearly all</i> ,</p>	<p><b>Nouns</b> from Day 1 <b>Adjectives</b> from Day 2+ <i>most</i> <b>Adverbs</b> <i>more often than not...</i></p>	<p><b>Nouns from Day 1</b> <b>Idiomatic phrase</b> <i>Once in a blue moon</i></p>	<p><b>Application</b></p> <p>Using taught forms students write about some generalizations they have discovered about the animal kingdom.</p>
	<b>Prompts</b>	<p>Do all _ ...? <i>Do all <b>felines</b> have whiskers?</i> <i>Do all <b>birds</b> fly?</i></p>	<p>What do almost all/nearly all _ have in common? <i>What do <b>almost all felines</b> have in common?</i> <i>What do <b>nearly all fish</b> have in common?</i></p>	<p>Can you make a generalization about _? <i>Can you make a generalization about cats?</i> <i>Can you make a generalization about rodents?</i></p>	<p>What is something that occurs only rarely in the animal kingdom?</p>	
	<b>Responses</b>	<p>Yes, all _... No, some _ don't ...For example, ... <i>Yes, all <b>felines</b> have whiskers.</i> <i>No, <b>some birds</b> don't fly. For example, penguins don't fly, they swim.</i></p>	<p>Almost all _ ... Nearly all _ ... <i><b>Almost all fish</b> have bones.</i> <i><b>Nearly all felines</b> don't like water.</i></p>	<p>More often than not... Most _... <i><b>More often than not</b>, cats and dogs don't get along because dogs like to chase things that run.</i> <i><b>Most rodents</b> are not well liked by people since they can carry diseases and chew on things.</i></p>	<p>Once in a blue moon... <i><b>Once in a blue moon</b>, a komodo dragon has been known to attack a human.</i> <i><b>Once in a blue moon</b>, a cat will swim in water.</i> <i><b>Once in a blue moon</b>, a bird will get lost.</i></p>	

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