

## Grade 4/5 Focused ELD Curriculum Guide

### Unit 4 – Week 5

#### Overarching Language Functions: Interpersonal Communication

#### B/EI/I/EA/A Request assistance & clarification

#### Topic: Personal Routines

#### 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 5.6  <i>*Sample sentences in italics with focus grammatical forms bolded.</i>	<b>Forms</b>	<b>Nouns</b> from Week 4: a toothbrush, toothpaste, a pillow, a brush, a comb, dental floss, a washcloth, soap, a towel, a mirror, etc. <b>Routine questions and phrases:</b> Tell me, please, what is it? Again, please?	<b>Verbs</b> from Week 4 in present continuous: waking up, brushing my hair, getting ready/dressed, making my bed/breakfast/lunch, +finding my __, feeding my dog/cat/sister etc. <b>Nouns</b> from Day 1 <b>Routine sentences and phrases:</b> I need help Can I help you?	<b>Verb</b> phrases from Day 1 present tense: how to brush/braid/comb my hair, how to brush/floss my teeth, how to get dressed, how to make my breakfast/lunch, how to feed my __, + where to find my __. <b>Nouns</b> from Day 1 <b>Routine phrase</b> <i>Show me</i>	<b>Verbs</b> from Day 3 <b>Nouns</b> from Day 1 <b>Routine sentences and questions:</b> Can you show me __? How do I __?	<b>Application</b>  Using taught forms students role play requesting assistance with morning routines.
	<b>Prompts</b>	Tell me please, what is it? Again, please?	Do you need something? Can I help you? <i>Do you need something?</i>	Show me __. Tell me where the __ is. <b>Show me how to floss my teeth.</b> <b>Tell me where the mirror is.</b>	Can you show me __? How do I __? <b>Can you show me how to make my lunch?</b> <b>How do I braid my hair?</b>	
	<b>Responses</b>	It is __. <i>Tell me please, what is it?</i> <i>It is soap.</i> <i>Again, please?</i> <i>It is soap.</i> <i>Thank you!</i>	I need help __. Sure! <i>Do you need something?</i> <b>I need help</b> finding my toothbrush. <b>Can I help you?</b> <i>Sure!</i>	Student demonstrates action.	Student demonstrates action.	

**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: Interpersonal Communication***B/EI/I/EA/A** Request assistance & clarification**Topic: Personal Routines**

		Day 1	Day 2	Day 3	Day 4	Day 5
<p><b>Early Intermediate forms and examples</b></p> <p>2<sup>nd</sup> edition Tab 5.6</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p>	<b>Forms</b>	<p><b>Verbs phrases</b> from week 4: take a bath/shower, brush my hair, wash my face, get dressed, make my bed, eat breakfast, make, make my breakfast/ lunch, watch TV, find my __, etc.</p> <p><b>Nouns</b> from week 4: my toothbrush, toothpaste, a pillow, a brush, a comb, dental floss, a washcloth, soap, a towel, a mirror, a blow dryer, a curling iron, hair gel, a cue tip, etc.</p> <p><b>Question to request help with can:</b></p> <p>Can you help me __, please?</p>	<p><b>Verbs</b> from Day 1</p> <p><b>Nouns</b> from Day 1</p> <p><b>Question to request help with can:</b></p> <p>Can I/we__?</p>	<p><b>Verbs</b> from Day 1</p> <p><b>Nouns</b> from Day 1</p> <p><b>Question to request help with:</b></p> <p>Is it my turn to __?</p>	<p><b>Verbs</b> from Day 1</p> <p><b>Nouns</b> from Day 1</p> <p><b>Routine questions with how:</b></p> <p>How do I __?</p> <p>How can I __?</p> <p>Will you show me?</p>	<p><b>Application</b></p> <p>Using taught forms students role play requesting assistance with morning routines.</p>
	<b>Prompts</b>	<p>Can you help me __, please?</p> <p><b>Can you help me brush my hair, please?</b></p> <p><b>Can you help me find a cue tip, please?</b></p>	<p>Can I/we__?</p> <p><b>Can we eat breakfast?</b></p>	<p>Is it my turn to __?</p> <p><b>Is it my turn to take a bath?</b></p>	<p>How do I __?</p> <p>How can I __?</p> <p>Will you show me?</p> <p><b>How do I make my bed?</b></p> <p><b>How can I make my breakfast?</b></p> <p><b>Will you show me?</b></p>	
	<b>Responses</b>	<p>Sure, I can help you!</p>	<p>Yes, you can __.</p> <p>No, you can't __.</p> <p><i>Yes, you can eat breakfast.</i></p> <p><i>No, you can't eat breakfast.</i></p>	<p>Yes, it is your turn to __.</p> <p>No, it is not your turn to __.</p> <p><i>Yes, it is your turn to take a bath.</i></p> <p><i>No, it is not your turn to take a bath.</i></p>	<p>Students demonstrate action and approximate language to describe.</p>	

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## Unit 4 – Week 5

*Overarching Language Functions: Interpersonal Communication***B/EI/I/EA/A** Request assistance & clarification**Topic: Personal Routines**

		Day 1	Day 2	Day 3	Day 4	Day 5
<b>Intermediate forms and examples</b>  2 <sup>nd</sup> edition Tab 6.6  <i>*Sample sentences in italics with focus grammatical forms bolded.</i>	<b>Forms</b>	<b>Nouns</b> from EI: a toothbrush, toothpaste, pillow, brush, comb, dental floss, washcloth, soap, towel, mirror, blow dryer, curling iron, hair gel, Q-tip, + razor, lipstick, bathmat, shower curtain, frying pan, spatula, placemat, napkin, other household items of interest, etc.  <b>Question to request help with <i>can or will</i>:</b> See below	<b>Nouns</b> from Day 1 <b>Question to request help with <i>can or will</i></b> Will you please tell me how to ...? Can you please... After I ..., what do I do?	<b>Nouns</b> from Day 1 <b>Questions with <i>how much and how many (countable nouns)</i></b>	<b>Nouns</b> from Day 1 <b>Questions with <i>how much and how many (countable nouns)</i></b>	<b>Application</b>  Using taught forms students role play requesting assistance with daily routines.
	<b>Prompts</b>	Will you please tell me what this is? I'm sorry. I couldn't/didn't hear you. Can you please tell me again? OR Will you please help me (find, figure out) the _?	Can you please...? Will you please tell me how to ...? Or What is this used for? After I ..., what do I do? <i>Can you please give me the curling iron?</i> <i>Will you please tell me how to use this?</i> <i>After I plug it in, what do I do?</i>	How much _ do I need? How many _ do I need? <i>How much laundry soap do I need?</i> <i>How many eggs do I need?</i>	How much do/does the _ cost? Or How many _ are there? <i>How much does the laundry soap cost?</i> <i>How many towels are there?</i>	
	<b>Responses</b>	That is a _. Sure I'll help you find it! <i>Will you please tell me what this is?</i> <i>That is a shower curtain.</i> <i>I'm sorry, I didn't hear you. Can you please tell me again?</i> <i>That is a shower curtain.</i> OR <i>Will you please help me find the hair gel?</i> <i>Sure! I'll help you find it!</i>	Sure! Here you go! Student makes best approximation to explain how to use item.	You need _. <i>Can you please give me the laundry soap?</i> <i>How much soap do I use?</i> <i>You need 1 cup of laundry soap.</i> OR Will you please tell me how to make eggs? Sure! <i>How many eggs do I need?</i> <i>You need 3 eggs.</i>	The _ cost(s) _. There are _ _. There is _ _. <i>The laundry soap costs five dollars.</i> <i>There are 3 towels.</i>	

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*Overarching Language Functions: Interpersonal Communication*

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## Topic: Personal Routines

		Day 1	Day 2	Day 3	Day 4	Day 5
<p><b>Early Advanced/Advanced forms and examples</b></p> <p>2<sup>nd</sup> edition Tab 7.5</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p>	<b>Forms</b>	<p>Verb phrases (known) for household activities: run the dishwasher, use the washing machine, use the blender, clean the pan, make _ (scrambled eggs, rice, popcorn, etc.), clean the bathtub, etc.</p> <p><b>Statements/Questions to request help:</b> I need your help figuring out how to ... We're supposed to..., aren't we?</p>	<p>Verbs from Day 1</p> <p><b>Questions to request help:</b> What are we /am I supposed to do after _? Could you please explain that again?</p>	<p><b>Ask and answer tag questions:</b> After I _, I should(n't) _, is that right? We're not supposed to _, are we?</p>	<p><b>Idiomatc expression:</b> I know (have) a trick, clean as a whistle, do someone's dirty work, easy as pie, come in handy, quit while you're ahead, etc.</p>	<p><b>Application</b></p> <p>Using taught forms, students role play requesting assistance and clarification in performing household routines.</p>
	<b>Prompts</b>	<p>I need your help figuring out how to ... <i><b>I need your help figuring out how to run the dishwasher. We're supposed to pour the soap in, aren't we?</b></i></p>	<p>What are we/ am I supposed to do after ..? Could you please explain that again? <i><b>What am I supposed to do after I put the laundry soap in?</b></i></p>	<p>After I ..., I should(n't) ..., is that right? OR We're not supposed to ., are we? <i><b>After I turn the washing machine on, I shouldn't open it again, is that right?</b></i></p>	<p>Prompts from Days 1, 2, and 3.</p>	
	<b>Responses</b>	<p>Students respond appropriately. Yes, you are! No, you aren't! You're supposed to... <i>Yes you are! Then you close the door and lock the dishwasher. Turn the dial to ...</i></p>	<p>Students respond appropriately. <i><b>What am I supposed to do after I put the laundry soap in?</b></i> <i>You need to turn the dial to set the temperature for the wash and then you need to turn the dial for the size of the load.</i> <i><b>Could you please explain that again?</b></i> <i>Sure. You will see two dials on the washing machine...</i></p>	<p>Students respond appropriately. <i>I need your help figuring out how to use the blender. What am I supposed to do after I add the ingredients?</i> <i>You need to put the lid on and turn the blender on. You can choose how you want the ingredients blended by reading the description above each button.</i> <i><b>We're not supposed to stir it while the blender is running, are we?</b></i> <i>No! Everything in the blender will come splattering out!</i></p>	<p>Students respond appropriately. <i>I need your help figuring out how to use the blender. What am I supposed to do after ...</i> <i>You need to ...<b>It's easy as pie!</b></i> <i>We're not supposed to stir it while the blender is running, are we?</i> <i>No! Everything in the blender will come splattering out! <b>Maybe you should quit while you're ahead.</b></i></p>	

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