

## Grade 4/5 Focused ELD Curriculum Guide

### Unit 5 – Week 1

#### Overarching Language Functions: Interpersonal Communication

**B/EI/I** Extend, accept and decline invitations

**EA/A** Use social courtesies for greetings, introductions and invitations

#### **Topic: B/EI/I/EA/A Social Courtesies**

#### 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 5.2  <i>*Sample sentences in italics with focus grammatical forms bolded.</i>	<b>Forms</b>	<b>Verbs:</b> play, jump rope, play_, run, climb, eat, read, write, draw, help, etc. <b>Polite phrases</b> _? Do you want to _? Yes. No.	<b>Verbs from Day 1</b> <b>Polite phrases</b> Yes, thank you. No, thank you.	<b>Verbs from Day 1 Polite phrases</b> Let's _! OK! No, thank you.	<b>Verbs from Day 1 Polite phrases</b> Can I _? May I _? Thanks!	<b>Application</b>  Using taught forms students will write a dialogue using speech bubbles.
	<b>Prompts</b>	_? Do you want to _?  <b>Play? OR</b> <i>Do you want to play?</i>	Do you want to _?  <i>Do you want to jump rope?</i>	Do you want to go _? Let's _! <i>Do you want to go run? OR</i> <i>Let's jump rope!</i>	Can I _? May I _?  <i>Can I play</i> <i>May I play?</i>	
	<b>Responses</b>	Yes. No.	Yes, thank you. No, thank you.	OK! No, thank you.	OK! No. Thanks!  <i>May I play?</i> OK! Thanks!	

**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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		Day 1	Day 2	Day 3	Day 4	Day 5
<b>Early Intermediate forms and examples</b>  2 <sup>nd</sup> edition Tab 5.2  <i>*Sample sentences in italics with focus grammatical forms bolded.</i>	<b>Forms</b>	<b>Verbs:</b> play, jump rope, play_, make _, run, climb, eat, read, write, draw, help, swing, come, etc. <b>Polite phrases</b> Do you want to _?  Yes, thank you. No, thank you.	<b>Verbs from Day 1</b> <b>Polite phrases</b> Do you want to _ with me?  OK, Let's _! No, thanks. I want to _.	<b>Verbs from Day 1</b> <b>Polite phrases</b> Let's go _.  OK! No, thank you. I am going to _. No. I cannot today. Maybe tomorrow.	<b>Verbs from Day 1 +</b> <b>Polite phrases</b> Can I _ with you? May I _ with you?  Sure! No. Thanks!	<b>Application</b>  Using taught forms students will write a dialogue using speech bubbles.
	<b>Prompts</b>	Do you want to _? <i>Do you want to <b>play ball</b>?</i>	Do you want to _ with me? <i>Do you want to <b>jump rope</b> with me?</i>	Let's go _. <i>Let's go <b>make books</b>.</i>	Can I _ with you? May I _ with you?  <i>Can I <b>play soccer</b> with you?</i>	
	<b>Responses</b>	Yes, thank you. No, thank you.  <i>Do you want to <b>play ball</b>?</i> <i>Yes, thank you.</i>	OK, Let's _! No, thanks. I want to _.  <i>Do you want to <b>jump rope</b> with me?</i> <i>OK, Let's <b>jump rope</b>!</i>	OK! No, thank you. I am going to _. No. I cannot today. Maybe tomorrow.  <i>Let's go <b>write stories</b>!</i> <i>No, thank you. I am going to <b>read a book</b>.</i>	Sure! No. Thanks!  <i>Can I <b>play soccer</b> with you?</i> <i>Sure!</i> <i>Thanks!</i>	

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		Day 1	Day 2	Day 3	Day 4	Day 5
<b>Intermediate forms and examples</b>  2 <sup>nd</sup> edition Tab 6.2  <i>*Sample sentences in italics with focus grammatical forms bolded.</i>	<b>Forms</b>	<b>Verbs:</b> play __, watch __, read __, skateboard, make __, eat __, listen __, work, help, share, etc. <b>Polite phrases</b> Can I __ with you? May I __ with you?  Sure! Maybe. Let me see if we need another person.	<b>Verbs</b> from Day 1 <b>Verbs</b> auxiliary <i>would, might</i> <b>Polite phrases</b> Would you like to __ with me/with us/together?  Sure! Thanks for asking. I might be able to. Let me ask my __. No, but thanks for asking.	<b>Verbs</b> from Day 1 & 2 <b>Contractions</b> <i>I'm, we're, I'd</i> <b>Polite phrases</b> I'm/We're going to __. Would you like to join me/us?  No Thanks. I'd rather __. I'm going to __ instead. Thanks anyway!	<b>Verbs</b> from Day 1 & 2 <b>Adverbs</b> of time: today, this afternoon, right now, after __, etc. <b>Contractions</b> from Day 3+ <i>can't</i> <b>Polite phrases</b> I'm/We're going to __ __. Would you like to join me/us?  Okay! That sounds like fun! I'd like to but I can't __.	<b>Application</b>  Using taught forms students will write a dialogue using speech bubbles. OR Create a puppet show to share with younger students.
	<b>Prompts</b>	Can I __ with you? May I __ with you?  <i>Can I <b>play basketball</b> with you?</i> <i>May I <b>play basketball</b> with you?</i>	Would you like to __ with me/with us/together?  <i><b>Would</b> you like to watch a movie together?</i>	I'm/We're going to __. Would you like to join me/us?  <i><b>I'm</b> going to skateboard. Would you like to join me?</i>	I'm/We're going to __ __. Would you like to join me/us?  <i>We're going to make pizza <b>after</b> school. Would you like to join us?</i>	
	<b>Responses</b>	Sure! Maybe. Let me see if we need another person.  <i>Can I <b>play basketball</b> with you?</i> <i>Maybe. Let me see if we need another person.</i>	Sure! Thanks for asking. I might be able to. Let me ask my __. No, but thanks for asking.  <i><b>Would</b> you like to watch a movie together?</i> <i><b>I might</b> be able to. Let me ask my mom.</i>	No Thanks. I'd rather __. I'm going to __ instead. Thanks anyway!  <i>No Thanks. <b>I'd</b> rather play basketball.</i> <i><b>I'm</b> going to play basketball instead.</i>	Okay! That sounds like fun! I'd like to but I can't __.  <i>We're going to make pizza <b>after</b> school. Would you like to join us?</i> <i>I'd like to but I <b>can't</b> today.</i>	

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		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 7.1</p> <p><i>*Sample sentences in italics with focus grammatical forms <b>bolded</b>.</i></p>	<b>Forms</b>	<p><b>Verbs</b> idiomatic meaning of phrasal verbs: finish up __, take on __, check on __, round up __, turn in, clean up __, etc</p> <p><b>Polite phrases</b> I'm/We're going to... Would you like to join me/us? Would you like to __ with me? Yes, thanks. I'd like that. I'd be happy to! No thanks.</p>	<p><b>Verbs</b> from Day + in progressive tense: finishing up __, taking on __, rounding up __, etc</p> <p><b>Verbs</b> auxiliary <i>would</i></p> <p><b>Polite phrases</b> Would you be interested in ...with me/us? Sure! I'd love to. That would be (fun, great, interesting, etc) No, thanks. I'm...I appreciate the offer, though.</p>	<p><b>Verbs</b> from Days 1 &amp; 2</p> <p><b>Adverbs</b> of time (<i>not on function tool but added by teacher</i>): today, this afternoon, right now, after school, on (day), this (day), weekend, etc.</p> <p><b>Polite phrases</b> Would you like to come to (event) (when)? Sure! What time? What would you like me to bring? I'd love to but...I appreciate the offer, though.</p>	<p><b>Verbs</b> from Days 1, 2 &amp; 3</p> <p><b>Adverbs</b> of time from Day 3</p> <p><b>Contractions</b> <i>It'd</i></p> <p><b>Polite phrases</b> It'd be great if you could come to (event) on (when)... Sure! What time? What would you like me to bring? I'd love to but... Maybe next time.</p>	<p><b>Application</b></p> <p>Using taught forms students will write a dialogue using speech bubbles. OR Create a puppet show to share with younger students.</p>
	<b>Prompts</b>	<p>I'm/We're going to... Would you like to join me/us? Would you like to __ with me? <i>We're going to check on the snake. Would you like to join us?</i></p>	<p>Would you be interested in ...with me/us? <b>Would</b> you be interested in rounding up the balls with me?</p>	<p>Would you like to come to (event) (when)? <i>Would you like to come to my house for a bar-b-q <b>this weekend?</b></i></p>	<p>It'd be great if you could come to (event) on (when)... <i>It'd be great if you could come to my birthday party <b>on Sunday.</b></i></p>	
	<b>Responses</b>	<p>Yes, thanks. I'd like that. I'd be happy to! No thanks. <i>We're going to <b>check on</b> the snake. Would you like to join us? Yes, thanks. I'd like that.</i></p>	<p>Sure! I'd love to. That would be (fun, great, interesting, etc) No, thanks. I'm...I appreciate the offer, though. <b>Would</b> you be interested in rounding up the balls with me? <i>No, thanks. I'm <b>finishing up</b> my homework. I appreciate the offer, though.</i></p>	<p>Sure! What time? What would you like me to bring? I'd love to but...I appreciate the offer, though. <i>Would you like to come to my house for a bar-b-q <b>this weekend?</b> I'd love to but I already have plans. I appreciate the offer, though.</i></p>	<p>Sure! What time? What would you like me to bring? I'd love to but... Maybe next time. <i>It'd be great if you could come to my birthday party <b>on Sunday.</b> Sure! What time? What would you like me to bring?</i></p>	

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