

Grade 4/5 Focused ELD Curriculum Guide

Unit 5 – Week 2

Overarching Language Functions: Describe, Compare & Contrast/Express Action & Time Relationships

B/EI Describe physical characteristics using sensory details

I Make & report observations

EA/A Describe physical characteristics using sensory details

Topic: B/EI/I/EA/A Recess

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
Beginning forms and examples 2 nd edition Tab 5.8 <i>*Sample sentences in italics with focus grammatical forms bolded.</i>	Forms	Nouns: jump rope, soccer ball, basketball, football, frisbee, hat, shoe, hula hoop, etc. Adjectives for color: red, orange, yellow, green, blue, purple, white, brown, black	Nouns from Day 1 Adjectives: little, big, long, short, round, Pronoun <i>it</i>	Nouns from Day 1 Adjectives from Day 2 + <i>feel</i> : smooth, bumpy Adjective placement	Verb <i>have</i> Nouns from Day 1 Adjectives from Days 1, 2 & 3 Pronouns <i>he/she</i>	Application Using taught forms students will describe various items used during recess or recreation.
	Prompts	What is this? What color is the _? <i>What color is the football?</i>	Tell me about the _. <i>Tell me about the football.</i>	What is this?	What does he/she have? .	
	Responses	That is a _. The _ is _. <i>That is a football.</i> <i>The football is brown.</i>	It is _. <i>It is long.</i>	A _ _ . That is a _ _ . <i>A smooth frisbee.</i> <i>That is a smooth frisbee.</i>	He/She has a _ _ . <i>She has a long jump rope.</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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		Day 1	Day 2	Day 3	Day 4	Day 5
<p>Early Intermediate forms and examples</p> <p>2nd edition Tab 5.8</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p>	Forms	<p>Nouns: jump rope, soccer ball, ball, basketball, football, frisbee, hat, hula hoop, cones, tennis ball, baseball mitt, etc.</p> <p>Adjectives for color: red, orange, yellow, green, blue, purple, white, brown, black, silver, gold</p>	<p>Nouns from Day 1</p> <p>Adjectives: little, big, long, short, round, oval, old, new, etc.</p>	<p>Nouns from Day 1</p> <p>Adjectives from Day 2 +: <i>feel:</i> smooth, bumpy, fuzzy, hard, soft, etc.</p> <p>Adjective placement</p> <p>Pronoun <i>it</i></p>	<p>Verb present tense <i>have</i></p> <p>Nouns from Day 1</p> <p>Adjectives from Days 1, 2 & 3</p> <p>Pronouns <i>he/she/I</i></p>	<p>Application</p> <p>Using taught forms students will describe various items used during recess or recreation.</p>
	Prompts	<p>What is this?</p> <p>What color is the _?</p> <p><i>What color is the ball?</i></p>	<p>Describe a _.</p> <p><i>Describe a football.</i></p>	<p>What is this?</p>	<p>What does he/she have?</p> <p>What do you have?</p>	
	Responses	<p>That is a _.</p> <p>It is _.</p> <p><i>That is a ball.</i></p> <p><i>It is red.</i></p>	<p>It is _ and _.</p> <p>It is not _.</p> <p><i>It is long and brown.</i></p> <p><i>It is not round.</i></p>	<p>That is a/an _ _.</p> <p>It is a/an _ _.</p> <p><i>That is a smooth football.</i></p> <p><i>It is an orange cone.</i></p>	<p>He/She has a _ _.</p> <p>I have a _ _.</p> <p><i>She has a long jump rope.</i></p> <p><i>I have a yellow ball</i></p>	

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Intermediate forms and examples 2 nd edition Tab 6.22 <i>*Sample sentences in italics with focus grammatical forms bolded.</i>	Forms	Verbs past tense/irregular: ran, threw, caught, chased, went, practiced __, played __, brought, jumped, kicked, walked, talked, did __, lined up, got __, ate, made __, etc.	Verbs from Day 1 Pronouns <i>he/she</i> Pronouns possessive <i>her/his</i>	Verbs from Day 1 Nouns <i>proper</i> Pronouns from Day 2 Questions with <i>who</i> (matrix)	Verbs past tense negative using <i>didn't</i> + <i>verb</i> : catch, run, throw, chase, go, play __, bring, jump, kick, walk, talk, do __, make __, line up, eat, get __, etc. Pronouns from Day 2	Application Using taught forms students will describe what their friends did during their recess break.
	Prompts	What did you do at__? <i>What did you do at recess?</i>	What did __ do at __? <i>What did Lily do at recess?</i>	Who ___ during __? <i>Who caught the football at recess?</i> <i>Who ate a snack at recess?</i>	What did __do during recess? <i>What did Tina do during recess?</i>	
	Responses	I ___and ___ Then I ___ <i>I went to the bathroom and got a drink. Then I threw a ball with a friend.</i>	__ ___and ___ Then she ___ <i>Lily ate her snack and went to the bathroom. Then she walked around the playground with her friends.</i>	__ at __. <i>Tina caught the football during recess. Lily ate a snack during recess.</i>	__ didn't ___ <i>Tina got a drink of water and ran to the playground. Then she practiced football. She didn't go to the bathroom before the bell rang.</i>	

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<p>Early Advanced/ Advanced forms and examples</p> <p>2nd edition Tab 7.8</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p>	Forms	<p>Nouns for things kids lose at recess: <i>clothes</i>: jacket, sweater, hat, glove, <i>jewelry</i>: necklace, ring, watch, <i>other</i>: journal, backpack, keys, ball, pencil case</p> <p>Adjectives precise <i>color words</i>: aqua, magenta, light/dark, beige, khaki, navy blue, silver, gold, gray, metallic, redish orange, etc.</p> <p>Adverb typically</p>	<p>Adjectives precise: <i>material</i>: wool, cotton, fleece, silk, pearl, corduroy, denim, leather, etc.</p> <p><i>Size and number</i>: tiny, miniature, huge, large, medium-sized</p> <p>Adjectives multiple for example: <i>tiny, pearl buttons</i> (Inter. Matrix)</p>	<p>Adjectives precise: <i>appearance</i>:: polka dot, striped, embroidered, checkered, etc.</p> <p>Conjunction with (added by teacher)</p>	<p>Adjectives shiny, sparkly, silky, glittery, dull, fancy, weathered, frayed, fuzzy, filthy, dirty, scummy, brand new, sweaty, etc.</p>	<p>Application</p> <p>Using taught forms students will create a poster describing a real or imaginary item he/she has lost.</p>
	Prompts	<p>What is something that a _ will typically lose?</p> <p>Describe something you have lost. What color was it?</p> <p><i>What is something that a kid will typically lose?</i></p>	<p>What did you/he/she misplace?</p> <p>Describe the _ in detail.</p> <p><i>What did she misplace?</i></p> <p><i>Describe the item in detail.</i></p>	<p>Describe in detail the _ _lost/misplaced?</p> <p><i>Describe in detail the watch Monica lost.</i></p>	<p>Describe what you found.</p>	
	Responses	<p>A _ will typically lose a _, a _, or a _.</p> <p>I lost my _ _.</p> <p><i>A kid will typically lose a jacket, a hat, or a necklace.</i></p> <p><i>I lost my magenta jacket</i></p>	<p>I lost/misplaced my _ , _ _.</p> <p>He/She misplaced his/her _ , _ _.</p> <p>It has/had _ , _ _.</p> <p><i>She misplaced her navy blue, wool sweater. It had tiny, gold buttons.</i></p> <p><i>I misplaced my greenish brown, corduroy jacket. It has 3, medium sized buttons.</i></p>	<p>It has/had...with...</p> <p><i>She lost her silver Hello Kitty watch. It has a striped band with light pink hearts.</i></p> <p><i>She lost her black and white, polka dot pencil case. It had a hot pink zipper with pencils inside.</i></p>	<p>I found a...</p> <p><i>I found a brand new, gold watch. It has a sparkly band with a gold clasp. The face is pearly white with diamonds.</i></p> <p><i>I found a filthy, beige, corduroy hat with frayed edges. It has an eagle embroidered on it.</i></p>	

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