

Grade 4/5 Focused ELD Curriculum Guide

Unit 5 – Week 4

Overarching Language Functions: Express Action & Time Relationships/ Interpersonal Communication

B/EI Retell actions and events in chronological order

I/EA/A Explain cause and effect relationships for feelings, or physical conditions

Topic: B/EI Occupations

I/EA/A Topic of Interest

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>Beginning forms and examples</p> <p>2nd edition Tab 5.17</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p>	Forms	<p>Nouns: common jobs—a teacher, a doctor, a nurse, a bus driver, a firefighter, a police officer, a cook, etc.</p> <p>Pronouns <i>he/she</i></p>	<p>Verbs present progressive for job actions: working, talking, writing, reading, listening, helping, smiling, looking, driving, stopping, walking, running, helping, cooking, stirring, etc.</p> <p>Nouns from Day 1</p>	<p>Verbs from Day 2</p> <p>Nouns from Day 1</p> <p>Sequence word <i>then</i></p>	<p>Verbs Nouns from Day 2</p> <p>Nouns from Day 1</p> <p>Sequence word from Day 3</p> <p>Conjunction <i>and</i></p>	<p>Application</p> <p>Using taught forms students will describe orally and in writing the things people do at their jobs.</p>
	Prompts	Who is he/she?	<p>What is the _doing?</p> <p><i>What is the teacher doing?</i></p>	<p>What is the _ doing?</p> <p><i>What is the bus driver doing?</i></p>	<p>Describe what the_ is doing?</p> <p><i>Describe what the police officer is doing.</i></p>	
	Responses	<p>He/She is _.</p> <p><i>He is a nurse.</i></p> <p><i>She is a police officer.</i></p>	<p>The _ is_.</p> <p>He/She is _.</p> <p><i>The teacher is listening.</i></p> <p><i>She is writing.</i></p>	<p>Then he/she is _.</p> <p><i>The bus driver is driving.</i></p> <p>Then he is stopping.</p>	<p>The _ is _ and _.</p> <p><i>The police officer is standing and listening.</i></p> <p><i>Then he is writing.</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.

Grade 4/5 Focused ELD Curriculum Guide

Unit 5 – Week 4

Overarching Language Functions: Express Action & Time Relationships/ Interpersonal Communication

B/EI Retell actions and events in chronological order

I/EA/A Explain cause and effect relationships for feelings, or physical conditions

Topic: B/EI Occupations

I/EA/A Topic of Interest

		Day 1	Day 2	Day 3	Day 4	Day 5
<p>Early Intermediate forms and examples</p> <p>2nd edition Tab 5.17</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p>	Forms	Nouns (see Beginner vocabulary list) plus: a mail carrier, a farmer, a gardener, a baker, an actor, an actress, a singer, a dancer, an artist, a waiter, a principal, a secretary, a librarian, a custodian, a nurse, a bus driver etc.	Verbs past progressive for job actions such as: fixing, acting, singing, dancing, cleaning, working, talking, writing, reading, listening, helping, smiling, looking, driving, taking money, standing, walking, running, stopping, cooking, measuring, stirring, baking, etc. Nouns from Day 1	Verbs from Day 2 + past tense <i>be</i> Nouns from Day 1 Sequence words from Week 1: <i>first, next, then,</i>	Verbs from Days 2 & 3 Nouns from Day 1 Questions past progressive	Application Using taught forms students will describe orally and in writing the things people do at their jobs.
	Prompts	Who is this?	What was the _ doing? <i>What was the teacher doing?</i>	What did you see the _ doing? <i>What did you see the farmer doing?</i>	Was the _ _? Was the actor dancing? Was the secretary calling?	
	Responses	He/she is _. <i>She is a janitor.</i>	The _ was _. He/She was _. <i>The teacher was listening. He was helping.</i>	First the _ was _. Next he/she was _. Then the _ was _. <i>First the farmer was eating. Next he was driving. Then the farmer was planting.</i>	Yes, the _ was _ . He/She was also _. No, the _ was not _ . He/She was _. <i>Yes, the actor was singing. He was also singing. No the secretary was not calling. She was reading.</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.

Grade 4/5 Focused ELD Curriculum Guide

Unit 5 – Week 4

Overarching Language Functions: Express Action & Time Relationships/ Interpersonal Communication

B/EI Retell actions and events in chronological order

I/EA/A Explain cause and effect relationships for feelings, or physical conditions

Topic: B/EI Occupations

I/EA/A Topic of Interest

		Day 1	Day 2	Day 3	Day 4	Day 5
<p>Intermediate forms and examples</p> <p>2nd edition Tab 6.27</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p>	Forms	<p>Vocabulary: Group decides on one topic of interest to discuss from their literacy unit or other content areas. ie. endangered species, conservation, global warming, equal rights, healthy living/junk food, cheating, current events</p> <p>Adjectives: worried, frustrated, angry, annoyed, concerned etc.</p> <p>Conjunction from Unit 3 Week 2: <i>when</i></p>	<p>Adjectives from Day 1</p> <p>Conjunction from Day 1+ <i>since</i></p>	<p>Adjectives: interested <i>in</i> concerned/worried/angry <i>about</i> frustrated/annoyed <i>by</i> frustrated/angry/annoyed <i>with</i></p> <p>Conjunctions from Days 1 & 2 + <i>because</i></p>	<p>Adjectives from Day 3</p> <p>Conjunctions from Days 1 & 2 + <i>so</i></p>	<p>Application</p> <p>Using taught forms students will write about their feeling on the topic and share with family members.</p>
	Prompts	<p>What was your initial feeling when you learned ...?</p> <p><i>What was your initial feeling when you learned pandas are endangered?</i></p>	<p>How do you feel about _? Why?</p> <p><i>How do you feel about pandas being endangered? Why?</i></p>	<p>Why are you __? Why are you interested in conservation? Why are you concerned about the future of pandas?</p>	<p>What will you do as a result of your feelings regarding...? What did you do as a result of your feelings regarding the future of pandas?</p>	
	Responses	<p>I was _ when I learned...</p> <p><i>I was concerned when I learned that pandas are endangered.</i></p>	<p>Since... ...since...</p> <p><i>Since pandas are one of my favorite animals, I'm concerned about them becoming extinct.</i></p> <p><i>I'm concerned about pandas becoming extinct since they are one of my favorite animals.</i></p>	<p>I'm __ because/since... When I learned..., I became...because...</p> <p><i>I'm interested in conservation because I learned that pandas' habitats are being destroyed.</i></p>	<p>I'm ...so I will ...</p> <p><i>I'm concerned about the future of pandas so I will talk to my friends and family about conserving resources.</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.

Grade 4/5 Focused ELD Curriculum Guide

Unit 5 – Week 4

Overarching Language Functions: Express Action & Time Relationships/ Interpersonal Communication

B/EI Retell actions and events in chronological order

I/EA/A Explain cause and effect relationships for feelings, or physical conditions

Topic: B/EI Occupations

I/EA/A Topic of Interest

		Day 1	Day 2	Day 3	Day 4	Day 5
<p>Early Advanced/ Advanced forms and examples</p> <p>2nd edition Tab 7.28</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p>	Forms	<p>Vocabulary: Group decides on one topic of interest to discuss from their literacy unit or other content areas. ie. endangered species, conservation, global warming, equal rights, healthy living/junk food, cheating, current events</p> <p>Adjectives: worried, frustrated, angry, annoyed, concerned etc.</p> <p>Conjunction from Unit 2 Week 2: <i>therefore, for that reason</i></p>	<p>Adjectives from Day 1</p> <p>Conjunctions from Day 1</p> <p><i>subsequently</i></p>	<p>Adjectives: interested <i>in</i> concerned/worried/angry <i>about</i> frustrated/annoyed <i>by</i> frustrated/angry/annoyed <i>with</i></p> <p>Conjunctions from Days 1 & 2</p> <p>+ <i>so</i></p>	<p>Adjectives from Day 3</p> <p>Conjunctions from Days 1 & 2 + <i>due to</i></p>	<p>Application</p> <p>Using taught forms students will write about their feeling on the topic and share with family members.</p>
	Prompts	<p>What was your initial reaction when you learned ...?</p> <p><i>What was your initial reaction when you learned pandas are endangered?</i></p>	<p>What can you do to help solve the problem of...</p> <p><i>What can you do to help solve the problem of endangered species?</i></p>	<p>What will you do as a result of your feelings regarding...?</p> <p><i>What will you do as a result of your feelings regarding animals becoming endangered or extinct?</i></p>	<p>What will you do as a result of your feelings regarding...?</p> <p><i>What will you do as a result of your feelings regarding endangered species?</i></p>	
	Responses	<p>When I first learned...I was ...</p> <p><i>When I first learned that pandas are endangered I was concerned. Therefore, I began writing letters to people I thought could help.</i></p>	<p>Subsequently...</p> <p><i>When I first learned about endangered species, I was very concerned. Subsequently, I talk to as many people as I can and research the issues. I conserve resources and tell my friends and family to recycle.</i></p>	<p>I'm ...so I will...</p> <p><i>I'm angry that many animals are endangered so I will write letters to elected officials to pass laws that will protect these animals.</i></p>	<p>Due to the fact that I'm...I will...</p> <p><i>Due to the fact that I'm concerned about the number of endangered animals, I will share my research with my classmates to educate them.</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 *Observational ELD Assessment* (1st edition p. 6.7) to keep track of students' use of target forms taught in this sequence.