

**Grade 4/5 Focused ELD Curriculum Guide**

**Unit 5 – Week 5**

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

**B/EI** Describe actions using verbs and adverbs

**I/EA/A** Contribute ideas and opinions to a discussion

**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><b>Beginning forms and examples</b></p> <p>2<sup>nd</sup> edition Tab 5.10</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p>	<b>Forms</b>	<p><b>Verbs</b> from Week 4: working, talking, writing, reading, listening, helping, smiling, looking, driving, walking, running, stopping, helping, cooking, stirring, etc.</p> <p><b>Nouns</b> from Week 4: common jobs—teacher, doctor, nurse, bus driver, firefighter, police officer, cook, etc.</p> <p><b>Pronouns</b> <i>he, she</i></p>	<p><b>Verbs</b> from Day 1 present tense: work, talk, write, read, listen, help, smile, hug, look, drive, take money, stand, walk, run, stop, help, cook, measure, stir, etc.</p> <p><b>Verb</b> auxiliary <i>can</i></p> <p><b>Nouns</b> from Day 1</p>	<p><b>Verbs</b> from Days 1 &amp; 2</p> <p><b>Nouns</b> from Day 1</p> <p><b>Pronouns</b> from Day 1</p>	<p><b>Verbs</b> from Day 2</p> <p><b>Nouns</b> from Day 1 <i>plural</i>: teachers, doctors, nurses, bus drivers, firefighters, police officers, cooks, etc.</p> <p><b>Pronoun</b> <i>they</i></p> <p><b>Conjunction</b> <i>and</i></p>	<p><b>Application</b></p> <p>Using taught forms students will describe what different people can do as part of their jobs.</p>
	<b>Prompts</b>	<p>What is the _ doing?</p> <p><i>What is the <b>nurse</b> doing?</i></p>	<p>What can a _ do?</p> <p><i>What <b>can</b> a firefighter do?</i></p>	<p>What is this person’s job?</p> <p>What can he/she do?</p>	<p>What can a _ do?</p> <p><i>What can <b>cooks</b> do?</i></p>	
	<b>Responses</b>	<p>The _ is _.</p> <p>He/She is _.</p> <p><i>The nurse is <b>listening</b>.</i></p> <p><i>He is <b>helping</b>.</i></p>	<p>A _ can _.</p> <p><i>A firefighter <b>can help</b>.</i></p>	<p>He/She is a _.</p> <p>He/She is _.</p> <p>He/She can _ and _.</p> <p><i><b>She</b> is a bus driver.</i></p> <p><i><b>She</b> is smiling.</i></p> <p><i><b>She</b> can look and drive.</i></p>	<p>_ can _.</p> <p>They can _ and _.</p> <p><i><b>Cooks</b> can read.</i></p> <p><i><b>They</b> can measure and stir..</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.

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<p><b>Early Intermediate forms and examples</b></p> <p>2<sup>nd</sup> edition Tab 5.10</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p>	<b>Forms</b>	<p><b>Verbs</b> present tense for job actions: fix, act, sing, dance, , make __, clean, work, talk, write, read, listen, help, hug, look, drive, take money, cut, dig, plant, walk, run, stop, cook, measure, stir, bake, etc.</p> <p><b>Nouns</b> from Week 4: a mail carrier, a farmer, a gardener, a baker, an actor, an actress, a singer, a pilot, a dancer, an artist, a waiter, a principal, a secretary, a librarian, a custodian, a nurse, a bus driver etc.</p>	<p><b>Verbs</b> from Day 1 + auxiliary <i>do</i></p> <p><b>Nouns</b> from Day 1 in <i>plural</i>: mail carriers, farmers, gardeners, etc.</p>	<p><b>Verbs</b> from Day 2</p> <p><b>Nouns</b> from Day 2</p> <p><b>Adverbs</b>: slowly, quietly, quickly, carefully, gently, softly, loudly,</p>	<p><b>Verbs</b> from Day 2 + auxiliary <i>can</i></p> <p><b>Nouns</b> from Day 1</p> <p><b>Adverbs</b> from Day 3</p>	<p><b>Application</b></p> <p>Using taught forms students will describe what different people can do as part of their jobs.</p> <p>OR play a guessing game describing what someone can do and partner guesses the profession.</p>
	<b>Prompts</b>	<p>What can a _ do?</p> <p><i>What can a <b>dancer</b> do?</i></p>	<p>What do _ do at _?</p> <p><i>What <b>do dancers do</b> at work?</i></p> <p><i>What <b>do gardeners do</b> at work?</i></p>	<p>How do __?</p> <p><i>How do <b>dancers dance</b>?</i></p> <p><i>How do <b>bakers measure</b>?</i></p>	<p>What can _ do?</p> <p><i>What <b>can principals do</b>?</i></p> <p><i>What can <b>bus drivers do</b>?</i></p>	
	<b>Responses</b>	<p>_ can _.</p> <p>_ can _ and _.</p> <p><i>A <b>dancer can dance</b>.</i></p> <p><i>A <b>dancer can listen and dance</b>.</i></p>	<p>_ ... and ...</p> <p><i>Dancers <b>listen to music and dance</b> at work.</i></p> <p><i>Gardeners <b>trim trees and cut the grass</b>.</i></p>	<p>__ __.</p> <p><i>Dancers <b>dance quickly</b>.</i></p> <p><i>Bakers <b>measure carefully</b>.</i></p>	<p>_ can __.</p> <p>_ can __ and __.</p> <p><i>Principals <b>can listen carefully and speak kindly</b>.</i></p> <p><i>Bus drivers <b>can drive quickly and drive carefully</b>.</i></p>	

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<p><b>Intermediate forms and examples</b></p> <p>2<sup>nd</sup> edition Tab 6.7</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p>	<b>Forms</b>	<p><b>Vocabulary:</b> students decide on a 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><b>Opinion statements and questions:</b> What do you think about...? In my opinion...Do you agree?</p>	<p><b>Statements &amp; questions</b> from Day 1 +</p> <p>What is your opinion regarding..? In my opinion...Would you agree? I agree with...but I don't agree with ...</p>	<p><b>Statements and questions</b> from Day 1+</p> <p>May I ask you a question about...</p>	<p><b>Statements and questions</b> from Days 1, 2, &amp; 3+</p> <p>Based on what I've seen/read/heard/experienced... I believe... I have another idea/thought... Let me ask you a question...</p>	<p><b>Application</b></p> <p>Using taught forms students will write about discuss a topic of interest with their peers.</p>
	<b>Prompts</b>	<p>What do you think about...? <i>What do you think about keeping animals in captivity?</i></p>	<p>What is your opinion regarding...? <i>What is your opinion regarding animals in captivity?</i></p>	<p>State your opinion regarding... <i>State your opinion regarding places like zoos and aquariums.</i></p>	<p>What are your beliefs about... <i>What are your beliefs about the welfare of animals in captivity?</i></p>	
	<b>Responses</b>	<p>In my opinion...Do you agree? Yes, I agree. I disagree because... <i>In my opinion, places like zoos and aquariums are beneficial in educating people about animals. Do you agree?</i> <i>I disagree because animals have a right to be free and people can learn more about animal behaviors in the wild</i></p>	<p>In my opinion...Would you agree? I agree with...but I don't agree with ... <i>In my opinion .... Would you agree?</i> <i>I agree with you that zoos and aquariums have helped many animals by educating people about their needs but I don't agree they are good places for animals to live.</i></p>	<p>In my opinion... May I ask you a question? <i>In my opinion places like zoos and aquariums are beneficial in educating people about animals since...</i> <i>May I ask you a question? What are some of the things zoos do to change the way people think about animals?</i></p>	<p>Based on what I've ...I believe... I have another idea/ thought... <i>Based on what I've read, I believe many animals in captivity become sick or die as a result of stress. I think they do more harm than good.</i> <i>I have another thought...</i></p>	

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<p><b>Early Advanced/Advanced forms and examples</b></p> <p>2<sup>nd</sup> edition Tab 7.6</p> <p><i>*Sample sentences in italics with focus grammatical forms <b>bolded</b>.</i></p>	<b>Forms</b>	<p><b>Vocabulary:</b> students decide 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><b>Opinion statements and questions:</b> What do you think about...? I think... Do you agree? Yes, I agree. Not really, I think ...</p>	<p><b>Statements and questions</b> from Day 1 + What is your opinion regarding...? In my opinion... I agree with...but I don't agree... I disagree because...</p>	<p><b>Statements and questions</b> from Days 1 &amp; 2 + I have a different view/opinion/perspective based on....</p>	<p><b>Statements and questions</b> from Days 1, 2 &amp; 3 + Based on what I've seen/read/heard/experienced ...I believe... I'd like to add another idea. May I interrupt? I'd like to piggyback on _'s comment.</p>	<p><b>Application</b></p> <p>Using taught forms students will write about discuss a topic of interest with their peers.</p>
	<b>Prompts</b>	<p>What do you think about...? <i>What do you think about keeping animals in captivity?</i></p>	<p>What is your opinion regarding...? <i>What is your opinion regarding animals in captivity?</i></p>	<p>State your opinion regarding... <i>State your opinion regarding places like zoos and aquariums.</i></p>	<p>What are your beliefs about... <i>What are your beliefs about the welfare of animals in captivity?</i></p>	
	<b>Responses</b>	<p>I think ...because/since...Do you agree? Yes, I agree. Not really, think... <i>I think places like zoos and aquariums are beneficial in educating people about animals. <b>Do you agree?</b></i> <i>Not really, I think zoos and aquariums are harmful since ...</i></p>	<p>In my opinion... What do you think? I agree. I agree with...but I don't agree... I disagree because... <i>In my opinion places like zoos and aquariums are beneficial in educating people.... <b>What do you think?</b></i> <i>I agree with you that zoos and aquariums have helped... <b>but I don't agree</b> this benefit outweighs...</i></p>	<p>In my opinion... I have a different view/opinion/perspective based on... <i>In my opinion places like zoos and aquariums are beneficial in educating people about animals since...</i> <i>I have a different perspective based on my compassion for animals in captivity and things I have read. I don't think any living creature...</i></p>	<p>Based on what I've ...I believe... I'd like to add another idea. May I interrupt? I'd like to piggyback on _'s comment. <i>Based on what I've read many of the animals in captivity become sick or die as a result of stress .I think... <b>I'd like to add another idea. I think they are inhumane places. May I interrupt?</b> I have not seen animals looking hurt ... <b>I'd like to piggyback on Sebastian's comment. I think the animals seem perfectly happy in their enclosures.</b></i></p>	

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