

**Grade K/1 Focused ELD Curriculum Guide**

**Unit 3 – Week 4**

*Overarching Language Functions: Describe, Compare, and Contrast / Express Cause and Effect, Predict and Infer*

- B/EI** Compare and contrast characteristics
- I** Explain cause and effect relationships
- EA/A** Make and explain predictions about actions or events

**Topics:**

**B/EI Food I/EA/A Plants**

**Teacher’s Note:**

- There are a variety of examples for vocabulary, prompts and responses. Choose or add what works best for your students.
- Incorporate the previous days’ taught forms and vocabulary throughout the week as you build student language toward the application. No one-day exists in isolation.
- Refer to your Systematic ELD handbook for additional information.
- Be sure to guide students in bridging the use of this newly taught language throughout their day as many students may not initially see how the language links to other content areas.

		Day 1	Day 2	Day 3	Day 4	Day 5
<b>Beginning forms and examples</b>  2 <sup>nd</sup> edition Tab 5.13	<b>Forms</b>	<b>Verbs</b> Present tense <i>be</i> , <b>Nouns</b> from Week 3: celery, corn, + an apple, an orange, a banana, a plum, a carrot, a watermelon, fruit, vegetable	<b>Verbs</b> from day 1 <b>Nouns</b> from day 1 + beans, grapes, peas, potatoes, pears, kiwi, vegetables, etc.	<b>Verbs</b> Present tense <i>be</i> <b>Nouns</b> from Day 2 singular <b>Adjectives:</b> for color, and size: red, yellow, green, white, brown, purple, big, small, long, round, etc	<b>Verbs</b> from Days 1 & 3 <b>Nouns</b> from Day 2 <b>Adjectives</b> from Day 3	<b>Application</b>  Using taught forms students will compare two different kinds of food and explain their similarities.
	<b>Prompts</b>	What is _? <i>What is an <b>apple</b>?</i>	What are _? <i>What are <b>pears</b>?</i> <i>What are <b>beans</b>?</i>	Tell me about the _. How does it look? <i>Tell me about the <b>plum</b>.</i> <i>How does it look?</i> <i>Tell me about the <b>celery</b>.</i> <i>How does it look?</i>	Tell me about your _ and your _. How are they the same? <i>Tell me about your <b>apple</b> and your <b>orange</b>.</i> <i>How are they the same?</i>	
	<b>Responses</b>	_ is a _. <i>An <b>apple</b> is a <b>fruit</b>.</i>	_ are _. <i><b>Pears</b> are <b>fruit</b>.</i> <i><b>Beans</b> are <b>vegetables</b>.</i>	The _ is _. The _ is _ and _. <i>The <b>plum</b> is <b>purple</b>.</i> <i>The <b>plum</b> is <b>purple</b> and <b>round</b>.</i> <i>Tell me about the <b>celery</b>.</i> <i>How does it look?</i> <i>The <b>celery</b> is <b>green</b>.</i> <i>The <b>celery</b> is <b>green</b> and <b>long</b>.</i>	The _ is a _. The _ is a _. The _ is _. The _ is _. <i>The <b>apple</b> is a <b>fruit</b>.</i> <i>The <b>orange</b> is a <b>fruit</b>.</i> <i>The <b>apple</b> is <b>round</b>.</i> <i>The <b>orange</b> is <b>round</b>.</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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<p><b>Early Intermediate forms and examples</b></p> <p>2<sup>nd</sup> edition Tab 5.13</p>	<b>Forms</b>	<p><b>Verbs</b> present tense <i>be, is/are</i></p> <p><b>Nouns</b> from Beg. &amp; Week 3: apples, oranges, bananas, plums, pears, grapes, watermelon, kiwi, fruit, corn, beans, peas, carrots, celery, vegetable, + pineapple, mangoes, spinach, broccoli, etc.</p>	<p><b>Verbs</b> from Day 1</p> <p><b>Nouns</b> from Day 1 + the articles <i>a, an</i></p> <p><b>Adjectives</b> concrete sensory for color, size, and texture: green, red, purple, white, brown, tan, orange, black, big, small, long, round, smooth, rough, etc.</p> <p><b>Conjunction</b> <i>both</i></p>	<p><b>Verbs</b> from day 1</p> <p><b>Nouns</b> from day 2</p> <p><b>Adjectives</b> comparatives: longer, shorter, smaller, rounder, redder, bigger, sweeter, sourer, greener, etc.</p>	<p><b>Verbs</b> from Day 1</p> <p><b>Nouns</b> from Day 2</p> <p><b>Adjectives</b> from Days 2 &amp; 3</p> <p><b>Conjunction</b> from Day 2</p>	<p><b>Application</b></p> <p>Using taught forms students will compare two kinds of food and explain their similarities and differences orally and in writing.</p>
	<b>Prompts</b>	<p>What is a _?</p> <p>What are _?</p> <p><i>What is a pineapple?</i></p> <p><i>What are peas?</i></p>	<p>What kind of food do you have?</p> <p>How are they the same?</p>	<p>How is your _ different from my _?</p> <p>How is your apple different from my orange?</p>	<p>Tell me the name of your food.</p> <p>How are your _ and your _ alike?</p> <p>How are your _ and your _ different?</p> <p><i>How are your broccoli</i></p>	
	<b>Responses</b>	<p><i>A _ is a _.</i></p> <p><i>_ are _.</i></p> <p><i>A pineapple is a fruit.</i></p> <p><i>Peas are vegetables.</i></p>	<p>I have _ and _.</p> <p>They are <b>both</b> _, and they are <b>both</b> _.</p> <p><i>I have a plum and a grape.</i></p> <p><i>They are both fruit and they are both purple.</i></p>	<p>My _ is _ than your _.</p> <p><i>My apple is bigger than your orange.</i></p> <p><i>How is your banana different from my plum?</i></p> <p><i>My banana is longer than your plum.</i></p>	<p>I have _ and _.</p> <p>My _ and my _ are both _, and they are both _.</p> <p><i>My _ is _ than my _.</i></p> <p><i>I have broccoli and spinach.</i></p> <p><i>My broccoli and my spinach are both green, and they are both vegetables.</i></p> <p><i>My broccoli is rounder than my spinach.</i></p>	

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**B/EI Food I/EA/A Plants**

		Day 1	Day 2	Day 3	Day 4	Day 5
<b>Intermediate forms and examples</b>  2 <sup>nd</sup> edition Tab 6.29	<b>Forms</b>	<b>Nouns:</b> seeds, roots, shoots, stems, leaves, buds, flowers, plants, fruit, minerals, etc.	<b>Verbs</b> past tense positive with <i>were</i> <b>Verbs:</b> planted, watered, absorbed, pollinated, grew, bloomed, ripened, etc <b>Nouns:</b> from Day 1 <b>Conjunction</b> <i>when</i>	<b>Verbs</b> past tense negative with <i>weren't</i> <b>Verbs</b> from Day 2+ died, wilted, dried-out, etc. <b>Nouns:</b> from Day 1 <b>Conjunction</b> from Day 2	<b>Verbs</b> from Days 1, 2 & 3 <b>Nouns:</b> from Day 1 <b>Conjunction</b> from Day 2+ <i>so</i>	<b>Application</b>  Using taught forms students will explain orally or in writing HELP
	<b>Prompts</b>	What do plants have? What do _ do? <i>What do roots do?</i>	What happened when the _ were _? <i>What happened when the plants were watered?</i> <i>What happened when the roots absorbed minerals?</i>	What happened when the _ weren't _? <i>What happened when the plants weren't watered?</i> <i>What happened when the seeds weren't planted?</i>	What happened when the _ were/weren't _? <i>What happened when the flowers were pollinated?</i> <i>What happened when the plants weren't watered?</i>	
	<b>Responses</b>	Plants must _, _, and _ . _ ... <i>Plants have roots, leaves, and stems.</i> <i>Roots bring water and minerals to the plant.</i>	When the _ were _ the _ . <b>When the plants were watered, the fruit ripened.</b> <b>When the roots absorbed minerals, the plants grew quickly.</b>	When the _ weren't _ the _ . <i>When the plants weren't watered, the flowers wilted.</i> <i>When the seeds weren't planted, the roots didn't grow.</i>	The _ were _ so the _ . The _ weren't _ so the _ . <i>The flowers were pollinated so the seeds grew.</i> <i>The plants weren't watered so the leaves dried out</i>	

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<b>Early Advanced/ Advanced forms and examples</b>  2 <sup>nd</sup> edition Tab7.30	<b>Forms</b>	<b>Nouns:</b> plants, seeds, roots, stems, leaves, flowers, buds, pollen, soil, minerals, water, light, air, etc.	<b>Nouns</b> from Day 1 <b>Verbs:</b> water, prune, sprout/germinate, grow, die, wilt, etc <b>Conditional statements</b> using <i>if</i> <b>Statements</b> for making predictions <i>I think that...</i>	<b>Verbs</b> from Day 2 + germinate, pollinate, die Verb auxiliary <i>might</i> <b>Nouns</b> from day 1 <b>Conjunctions</b> <i>since</i>	<b>Verbs</b> from day 3 <b>Verbs</b> Auxiliary <i>may, could</i> <b>Nouns</b> from day 1 <b>Conjunction</b> <i>due to</i> Statements for making predictions <i>I predict that...</i>	<b>Application</b>  Using taught forms students will tell/write a prediction about what will happen to a plant under different conditions.
	<b>Prompts</b>	What do many plants have? What do many plants need?	I wonder what will happen if... <i>I wonder what will happen if we don't water the plant.</i> <i>I wonder what will happen if we prune the plant.</i> <i>I wonder what will happen if we play music for the seeds.</i>	What do you think might happen if ...? <i>What do you think might happen if the seed is placed in water?</i> <i>What do you think might happen if we cut the flower and try to plant it in the soil?</i>	What do you predict will happen if... <i>What do you predict will happen if the plant doesn't get any minerals?</i> <i>What do you predict will happen if the sprout is planted in the soil?</i>	
	<b>Responses</b>	Most plants have __, __, and __. May plants need __, __, and __. <i>Most plants have seeds, roots, and stems.</i> <i>Many plants need water, soil and minerals.</i>	I think that the __ will __ because... <i>I think that the plant will die because plants need water.</i> <i>I think that the plant will grow because plants like it when you prune them.</i> <i>I think that the seeds will sprout because they enjoy the music.</i>	I think that the __ might __ since... <i>I think that the seed might germinate since the seeds need water to grow.</i> <i>I think that the flower might die since there aren't any roots.</i>	Due to the fact that...I predict that __ will/might/may/could ... <i>Due to the fact many plants need minerals I predict that the plant could die.</i> <i>Due to the fact that many plants need soil to grow I predict that the sprout will grow.</i>	

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