

Grade K/1 Focused ELD Curriculum Guide

Unit 3 – Week 5

Overarching Language Function: Interpersonal Communication

B/EI Negotiate Solutions

I/EA/A Express Feelings and Preferences

Topics:

B/EI Solving Problems I/EA/A Food

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
Beginning forms and examples 2 nd edition Tab: 5.7	Forms	Verbs: hit, pushed, hurt, bit Pronouns <i>he, she,</i>	Verbs present tense <i>be</i> Nouns: sad, mad, hurt, sore Pronoun <i>you, I</i>	Routine statements and phrases: I don’t like it. I want you to stop. I’ll stop. Questions to clarify and seek agreement: What happened? Is that OK? What do you want?	Verbs from Day 1 Routine statements and phrases: It was an accident. I’m sorry.	Application Using taught forms students will create orally and/or in writing playground dialogues to apologize or to make a complaint to adults.
	Prompts	What happened?	How do you feel?	What happened? Is that OK? What do you want?	What happened?	
	Responses	_ _ _ me. <i>He hit me.</i> <i>She bit me.</i>	I am _. <i>I am sad.</i>	_ _ me. No. I don’t like it. I want you to stop. OK, I’ll stop. <i>What happened?</i> <i>She pushed me.</i> Is that OK? No. I don’t like it. What do you want? I want you to stop. OK, I’ll stop.	He/She _ me. It was an accident. I’m sorry. <i>What happened?</i> <i>She hit me.</i> It was an accident. I’m sorry.	

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>Early Intermediate forms and examples</p> <p>2nd edition Tab 5.7</p>	Forms	<p>Verbs: took, stole, has, grabbed, etc. Nouns: ball, jump rope, pencil, paper, Frisbee, bat, racket, etc. Pronouns <i>he, she</i> Routine questions: What happened? What did he/she do?</p>	<p>Verbs from Day 1 + hit, hurt, pushed, said, pinched, bit Nouns from Day 1 Pronouns from Day 1 Routine questions and statements from Day 1 + Is that OK? It is not OK. Please stop! I'm sorry.</p>	<p>Verbs <i>felt, did</i> Pronouns: you, I, Adjectives: sad, mad, angry, happy, etc. Routine questions and statements from Day 1 & 2 + How did you feel?</p>	<p>Verbs from Day 1 & 2 Routine questions and statements: Can you do that? It was an accident.</p>	<p>Application</p> <p>Using taught forms students will create orally and/or in writing playground dialogue to apologize or to make a complaint to an adult.</p>
	Prompts	<p>What happened? What did he/she do?</p>	<p>What happened? Is that OK?</p>	<p>How did you feel?</p>	<p>Can you do that?</p>	
	Responses	<p><i>He took my bat.</i> <i>She has my frisbee.</i></p>	<p>He/She _ me. He/She _my _. He/She said ... It is not OK. Please stop! What happened? She <i>pushed</i> me. She took my Frisbee. She said I was fat! Is that OK? It is not OK. Please stop! I'm sorry.</p>	<p>I felt _. What happened? What <i>did</i> he do? He said I am slow. How did you feel? I felt sad.</p>	<p>It is not OK. I'm sorry. It was an accident. I'll stop. What did he do? He pinched me. Is that OK? Can you do that? It is not OK. I'm sorry. It was an accident. I'll stop.</p>	

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<p>Intermediate forms and examples</p> <p>2nd edition Tab 6.5</p>	Forms	<p>Nouns: noodles, rice, egg rolls, stir fry, beans, soup, wonton, cheese, enchiladas, fish, pizza, pork, fortune cookies, lasagna, pasta, chow mien, sour dough bread, tortillas, flan, etc.</p> <p>Adjectives for types of food: Chinese food, Mexican food, Pilipino food, Hawaiian food, Italian food, Japanese food, spicy, hot, cold, new, common, plain, etc</p>	<p>Nouns from Day 1 Adjectives from Day 1 Comparatives <i>better than, as much as</i> Conjunction <i>or (matrix)</i></p>	<p>Nouns: from Day 1 + lunch, dinner, breakfast, sausage, bacon, eggs, sandwiches etc. Adjectives from Day 1 Conjunction <i>but</i></p>	<p>Verbs: <i>enjoy, hate, love</i> Nouns from Days 1 & 3 Conjunctions from Day 2, & 3 Comparatives from Day 2</p>	<p>Application</p> <p>Using taught forms students will conduct interviews and surveys about favorite foods.</p>
	Prompts	What is your favorite food?	Do you like _ or _? <i>Do you like Mexican food or Chinese food?</i>	What do you like to eat for _? <i>What do you like to eat for breakfast?</i>	Do you enjoy eating _ for _? Do enjoy eating _ or _ for _? <i>Do you enjoy eating Mexican food for dinner?</i> <i>Do enjoy eating noodles or rice for dinner?</i>	
	Responses	My favorite food is _ because ... One of my favorite foods is _ because... <i>My favorite food is Italian food because I like pasta.</i> <i>One of my favorite foods is pizza because I like cheese.</i>	I like _ better than _ because... I like _ as much as _ because... <i>I like Mexican food better than Chinese food because I like beans and rice.</i> <i>I like Japanese food as much as Chinese food because I like rice and vegetables.</i>	I like eating _ with _, but I don't like _ for _. I like to eat _, but I don't like _ for _. <i>I like eating bacon with eggs, but I don't like sausage for breakfast.</i> <i>I like to eat sandwiches, but not as much as salad.</i>	I enjoy eating _ because/ but... I don't enjoy eating _ for _ because... I like _ better than _. <i>I enjoy eating Mexican food because I like tacos.</i> <i>I don't enjoy eating Chinese food for dinner because I hate pork.</i> <i>I like Mexican food better than Chinese food.</i> <i>I enjoy eating Japanese food for dinner but I love Italian food.</i>	

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<p>Early Advanced/ Advanced forms and examples</p> <p>2nd edition Tab 7.4</p>	Forms	<p>Nouns from Inter. + dessert, hor ‘dourves, brunch, liver, onions, cabbage, turnips, Adjectives from Inter. + strong, sweet, sour, tangy, bland, tasteless, tasty, savory, delicious, yummy, scrumptious, bitter, etc.</p>	<p>Nouns from Day 1 + breakfast, lunch, snack, dinner Adjectives from Day 1 Complex sentences with <i>would rather, prefer to</i></p>	<p>Nouns from Day 1 Adjectives from Day 1 Complex sentence with <i>when</i></p>	<p>Nouns from Day 1 Adjectives from Day 1 Adverbs <i>occasionally, usually</i></p>	<p>Application</p> <p>Using taught forms students will conduct interviews and surveys about favorite foods.</p>
	Prompts	<p>What is your favorite food? What is your least favorite food?</p>	<p>What do you prefer to eat for _? What would you rather eat for _, _ or _? <i>What do you prefer to eat for snack? Would you rather eat for lunch, pasta or pizza?</i></p>	<p>When do you prefer to eat _ for _ or _? When would you rather eat _, for _ or _? <i>When do you prefer to eat Mexican food? When would you rather eat soup, for lunch or dinner?</i></p>	<p>What do you _eat for _? <i>What do you occasionally eat for breakfast?</i></p>	
	Responses	<p>My favorite food is _ because ... My least favorite food is _ because... <i>My favorite food is pizza because it is spicy. My least favorite food is liver because it is bitter.</i></p>	<p>I like to eat _for _ but prefer to eat _. I would rather eat _ for _ because ... <i>I like to eat fruit for snack, but prefer to eat pretzels. I would rather eat cookies for snack because they are delicious!</i></p>	<p>I prefer to eat __when ... I would rather eat _for _. <i>I prefer to eat Mexican food when I am at a restaurant. I would rather eat soup for lunch.</i></p>	<p>I _ eat _ for _ but I prefer/would rather eat _. <i>I occasionally eat muffins for breakfast, but I prefer to eat eggs.</i></p>	

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