

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

**Unit 4 – Week 3**

*Overarching Language Functions: Interpersonal Communication*

**B/EI/I/EA/A Request Assistance & Clarification**

**Topic: B/EI/I At the Store EA/A In School**

**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 5.6</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p>	<b>Forms</b>	<p><b>Nouns</b> from Unit 3 Week 2, 3 &amp; 4: cake, ice cream, a hotdog, a hamburger, soda, milk, an apple, an orange, a banana, water, an egg, cereal, toast, yogurt, a sandwich, a pizza, meat, fish, a potato, a salad, corn, a carrot, a watermelon, fruit, a vegetable, etc.</p> <p><b>Routine sentences and phrases:</b> Help me, please. What is this called? How do you say this in English? Again please? Repeat please.</p>	<p><b>Nouns</b> from Day 1 + <b>Routine sentences and phrases:</b> I need help. I need _. Here! Thank you!</p>	<p><b>Nouns</b> from Day 1 <b>Routine sentences and phrases:</b> from Days 1 &amp; 2 Will you help me please? Sure!</p>	<p><b>Nouns</b> from Day 1 <b>Routine sentences and phrases:</b> from Day 1, 2 ,3+ Okay. Here you are! Here you go!</p>	<p><b>Application</b></p> <p>Using taught forms role play requesting assistance in school or at the store.</p>
	<b>Prompts</b>	<p>Help me, please. What is this called? Again please. Repeat please.</p>	<p>I need help. I need _. What is this called?</p>	<p>Will you help me please?</p>	<p>Will you help me please? I need _.</p>	
	<b>Responses</b>	<p>That is _. It is _. <b>Help me, please.</b> <b>What is this called?</b> <i>That is a watermelon</i> <b>Again please.</b> <i>That is a watermelon.</i></p>	<p>I need _. That is _. Here! Thank you! <b>I need help. What is this called?</b> <i>That is toast. OR</i> <i>Thank you!</i> <b>I need a carrot.</b> <b>Here!</b></p>	<p>Sure! <i>Reply:</i> I need _. Here! <i>Thank you!</i> <b>Will you help me please?</b> <b>Sure!</b> <i>I need an orange.</i> <i>Here!</i> <i>Thank you!</i></p>	<p>Sure! Okay. Here you are! Here you go! <i>Will you help me please?</i> <i>I need milk.</i> <b>Here you go!</b> <i>Thank you.</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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**Topic: B/EI/I At the Store EA/A In School**

		Day 1	Day 2	Day 3	Day 4	Day 5
<p><b>Early Intermediate forms and examples</b></p> <p>2<sup>nd</sup> edition Tab 5.6</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p>	<b>Forms</b>	<p><b>Nouns</b> from Unit 3 Week 2, 3 &amp; 4: cake, ice cream, hotdogs, hamburgers, chips, apples, oranges, bananas, soda, milk, juice, water, popcorn, chicken, potatoes, candy, tacos, rice, beans, nuts, cookies, cupcakes, fruit, chips, apples, cookies, rice, eggs, pineapples, mangoes, spinach, broccoli, etc.</p> <p><b>Routine sentences and phrases:</b> Excuse me. I need help. I need __. Here! Thank you!</p>	<p><b>Nouns:</b> from Day 1</p> <p><b>Questions</b> to request help with <i>can</i></p> <p>Can you help me, please? Can you help me find the __, please? Sure!</p>	<p><b>Nouns</b> from Day 1</p> <p><b>Routine sentences and phrases:</b> from Day 1 &amp; 2</p> <p>Will you help me please? Will you help me find the __, please?</p>	<p><b>Nouns</b> from Day 1</p> <p><b>Routine sentences and phrases:</b> from Day 1, 2 ,3+ Okay. Here you are! Here you go!</p>	<p><b>Application</b></p> <p>Using taught forms role play or create a story page with a dialogue between two people requesting and offering assistance.</p>
	<b>Prompts</b>	<p>Excuse me. I need help. What is this called? I need __. <i>Excuse me. I need help. I need milk. OR Excuse me, what is this called?</i></p>	<p>Can you help me, please? Can you help me find the __, please? <i>Can you help me find the cookies, please?</i></p>	<p>Will you help me please? Will you help me find the __, please? <i>Will you help me find the ice cream?</i></p>	Prompts from Days 1-3	
	<b>Responses</b>	<p>Here! That is __. Thank you! <i>Excuse me. I need help. I need milk. Here! OR Excuse me, what is this called? That is spinach. Thank you</i></p>	<p>Sure! Here it is! Here they are! Thank you! <i>Can you help me find the cookies, please? Sure! Here they are! Thank you.</i></p>	<p>Sure! <i>Reply:</i> I need __. Here they are! Here it is! Thank you! <i>Will you help me find the ice cream? Sure! Here it is! Thank you.</i></p>	<p>Here you are! Here you go! <i>Excuse me. Can you help me please? Sure! Will you help me find the chips? Here you go! Thank you!</i></p>	

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<p><b>Intermediate forms and examples</b></p> <p>2<sup>nd</sup> edition Tab 6.6</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p>	<b>Forms</b>	<p><b>Nouns</b> from Unit 3 Week 2 &amp; 3: fruit, mangoes, kiwis, pineapples, watermelons, vegetables, carrots, celery, potatoes, broccoli, meat, roast, ham, pork, meal, punch, lemonade, iced tea, milk, soda, hot chocolate, turkey, pumpkin pies, hot chocolate, soups, popcorn, candy, peaches, cucumbers, strawberries, grapes, squash, fruit salad, pumpkins, raisins, dressing, etc.</p> <p><b>Routine questions &amp; sentences</b> Will you please show me/help me ...</p>	<p><b>Nouns</b> from Day 1 singular and plural <b>Questions</b> to request help from Day 1+ How much do/does...cost?</p>	<p><b>Nouns</b> from Day 2 <b>Questions</b> to request help from Day 1+ I'm sorry, I couldn't hear you. Will you please tell me again?</p>	<p><b>Nouns</b> from Day 2 <b>Questions</b> from Days 1-3 <b>Routine sentences:</b> Thank you for your help. Thank you. I appreciate your help</p>	<p><b>Application</b></p> <p>Using taught forms role play or create a story page with a dialogue between two people requesting and offering assistance at school or in the store.</p>
	<b>Prompts</b>	<p>Will you please show me where to find the _? Will you please help me find the _? <i>Will you please help me find the cucumbers?</i></p>	<p>Excuse me, how much do/does the _ cost? <i>Excuse me, how much do the pumpkins cost?</i></p>	<p>Excuse me, how much do/does the _ cost? I'm sorry, I couldn't hear you. Will you please tell me again? <i>Excuse me, how much do the pumpkins cost?</i></p>	Prompts from Days 1-3	
	<b>Responses</b>	<p>Sure! <i>Reply:</i> Here it is! Here they are! Thank you. <i>Will you please help me find the cucumbers?</i> <i>Sure! Here they are!</i> <i>Thank you.</i></p>	<p>The _ is/are _. <i>Excuse me, how much do the pumpkins cost?</i> <i>The pumpkins are \$5.00.</i> <i>Thank you.</i></p>	<p>The _ is/are _. It is _. They are _. <i>The pumpkins are \$5.00.</i> <b><i>I'm sorry, I couldn't hear you.</i></b> <b><i>Will you please tell me again?</i></b> <i>Sure! They are \$5.00.</i> <i>Thank you.</i></p>	<p>Responses from Days 1-3 Thank you for your help. Thank you, I appreciate your help! <i>The pumpkins are \$5.00.</i> <b><i>I'm sorry, I couldn't hear you.</i></b> <b><i>Will you please tell me again?</i></b> <i>Sure! They are \$5.00.</i> <b><i>Thank you for your help!</i></b></p>	

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<p><b>Early Advanced/Advanced forms and examples</b></p> <p>2<sup>nd</sup> edition Tab 7.5</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p>	<b>Forms</b>	<p><b>Vocabulary</b></p> <p><b>Verbs:</b> for common school activities (these are known and brainstormed-new learning in the phrases below) finish my/your work, eat lunch, help my friend, read a book, go to the computer/library/office/ etc., put it in my backpack, turn it in to the teacher, line-up, clean-up, etc.</p> <p><b>Questions to request help:</b> What am I supposed to do after _?</p>	<p><b>Verbs:</b> for common school activities (these are known and brainstormed-new learning in the phrases below)</p> <p><i>How to:</i> solve this math problem, write this word, feed the fish, sharpen my pencil, use the computer, turn off/on the lights</p> <p><i>Allowed to:</i> use the markers, sit in the teacher’s chair, sharpen my pencil, use the computer, choose my seat, use the whiteboards, bring a toy, etc.</p> <p><b>Questions to request help:</b> Can you help me figure out how to_? Do you know if I am allowed to_?</p>	<p><b>Nouns</b> for known classroom objects: pencil, pen, marker, paper clip, folder, book, eraser, chair, backpack, nametag, picture, story, etc.</p> <p><b>Possessive Pronouns:</b> his, hers, mine</p> <p><b>Ask and answer tag questions:</b> It’s _, isn’t it? That _ isn’t _, is it?</p>	<p><b>Nouns</b> for classroom objects singular and plural: from day 3</p> <p><b>Possessive Pronouns:</b> his, hers, mine, theirs, ours</p> <p><b>Ask and answer tag questions:</b> Those are _, aren’t they? Those aren’t _ are they?</p>	<p><b>Application</b></p> <p>Using taught forms role play or create a story page with a dialogue between two people requesting and offering assistance at school or in the store.</p>
	<b>Prompts</b>	<p>What am I supposed to do after _? <i>What am I supposed to do after I finish my work?</i></p>	<p>Can you help me figure out how to_? Do you know if I am allowed to _? <b>Can you help me figure out how to feed the fish?</b> <b>Do you know if I am allowed to bring toys to school?</b></p>	<p>Can you help me figure out whose _ this is? It’s _, isn’t it? That _ isn’t _, is it? <i>Can you help me figure out whose folder this is?</i> <i>It’s hers, isn’t it?</i> <i>That folder isn’t his, is it?</i></p>	<p>Those _are _, aren’t they? Those _aren’t _ are they? <i>Those nametags are ours, aren’t they?</i> <i>Those books aren’t theirs, are they?</i></p>	
	<b>Responses</b>	<p>After you _, you’re supposed to _. You’re supposed to _ after you _. <i>After you finish your work, you’re supposed to read a book.</i> <i>You’re supposed to play after you eat lunch.</i></p>	<p>Sure, you need to... Yes, you’re allowed to _. No, you’re not allowed to _ because... <i>Sure! You need to get the fish food from under the counter and put just a pinch in the tank.</i> <i>No, you’re not allowed to bring toys to school because they might get damaged.</i></p>	<p>Yes, it’s _. No, it’s not _. <i>Can you help me figure out whose folder this is?</i> <i>It’s hers, isn’t it?</i> <i>Yes, it’s hers. OR</i> <i>That folder isn’t his, is it?</i> <i>No, it’s not his.</i></p>	<p>Yes, it’s _. No, it’s not _. <i>Yes, it’s hers.</i> <i>No, it’s not his.</i></p>	

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