

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

**Unit 4 –Week 5**

*Overarching Language Functions: Interpersonal communication*

**B/EI** Express Feelings and Preferences

**I/ EA/A** Negotiate Solutions

**Topic: Solving problems**

**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 5.5</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p>	<b>Forms</b>	<p><b>Verb</b> present tense <i>like</i></p> <p><b>Nouns</b> from Week 2: walking, running, skipping, skating, riding,+ jumping, hopping</p> <p><b>Pronoun</b> <i>I</i></p>	<p><b>Verb</b> from Day 1</p> <p><b>Nouns</b> from Week 2: house, park, playground, school, store, building, apartment, garden, bank, library, restaurant, church + city, country, post office, shop</p>	<p><b>Nouns</b> from Week 3 Day 1: cake, ice cream, hotdogs, hamburgers, chips, soda, milk, apples, oranges, bananas, water, eggs, cereal, toast, yogurt, sandwiches, pizza, meat, fish, potatoes, salad, corn, oranges, apples, bananas, plums, carrots, watermelon, fruit, vegetables + food, drink, snack, etc.</p> <p><b>Possessive Pronouns:</b> my, your (matrix)</p>	<p><b>Verb</b> from Day 3</p> <p><b>Nouns</b> from Days 1, 2, &amp; 3 + activity, place,</p> <p><b>Possessive Pronouns</b> from Day 3</p>	<p><b>Application</b></p> <p>Using taught forms students will conduct interviews about activities they like to do and their favorite things: food, places, and activities</p>
	<b>Prompts</b>	<p>Do you like _?</p> <p><i>Do you like <b>skipping</b>?</i></p>	<p>Where do you like to go?</p>	<p>What do you like?</p> <p>What is your favorite _?</p> <p><i>What is <b>your</b> favorite <b>food</b>?</i></p>	<p>What is your favorite _?</p> <p><i>What is <b>your</b> favorite <b>place</b>?</i></p>	
	<b>Responses</b>	<p>Yes/No</p> <p>I like _.</p> <p><i>I like <b>jumping</b>.</i></p>	<p>I like to go to the _.</p> <p>I like to go to the _ and the _.</p> <p><i>I like to <b>go</b> to the <b>park</b>.</i></p> <p><i>I like to <b>go</b> to the <b>church</b> and the <b>school</b>.</i></p>	<p>I like _.</p> <p>My favorite _ is _.</p> <p><i>I like <b>pizza</b>.</i></p> <p><i>My favorite <b>food</b> is <b>pizza</b>.</i></p>	<p>My favorite _ is the _.</p> <p><i>My favorite <b>place</b> is the <b>school</b>.</i></p> <p><i>My favorite <b>activity</b> is <b>skipping</b>.</i></p>	

**Assessment:** Keep samples of written and oral work to analyze using ELDPI *to go*. 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 5.5</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p>	<b>Forms</b>	<p><b>Verbs</b> Present tense <i>like</i></p> <p><b>Nouns</b> from Week 2 Day 3: walking, running, skipping, skating, riding, + jumping, hopping, etc.</p>	<p><b>Verbs</b> from Day 1+ play, go, shop</p> <p><b>Nouns</b> from Week 2 Day 1 B: house, park, playground, school, store, building, apartment, garden, bank, library, restaurant, church, + Week 2 Day1 EI : bus stop, gas station, police station, hospital, fire station,</p>	<p><b>Verbs</b> Present tense <i>be</i> singular and plural</p> <p><b>Nouns</b> from Week 3 Day 1: cake, ice cream, hotdogs, hamburgers, chips, oranges, bananas, soda, milk, apples, juice, water, popcorn, chicken, potatoes, candy, tacos, rice, beans, nuts, cookies, cupcakes, fruit, rice, eggs, pineapples, mangoes, spinach, broccoli, etc. + food(s), drink, etc</p>	<p><b>Verbs from Day 3</b> + present tense plural likes</p> <p><b>Nouns</b> from Days 1, 2, &amp; 3 + activity, activities, place, places</p> <p><b>Pronouns</b> he, she, his, her,</p>	<p><b>Application</b></p> <p>Using taught forms students will conduct interviews and surveys about what they like and their favorite things: places, food, and activities</p>
	<b>Prompts</b>	<p>What do you like to do?</p> <p>Do you like _?</p> <p><i>Do you like skipping?</i></p>	<p>Where do you like to _?</p> <p><i>Where do you like to shop?</i></p>	<p>What is your favorite _?</p> <p>What are your favorite _?</p> <p><i>What is your favorite food?</i></p> <p><i>What are your favorite foods?</i></p>	<p>What does <b>he/she</b> like?</p> <p>What is <b>his/her</b> favorite _?</p> <p>What are <b>his/her</b> favorite _?</p> <p><i>What does he like?</i></p> <p><i>What is his favorite place?</i></p> <p><i>What are his favorite activities?</i></p>	
	<b>Responses</b>	<p>I like _ and _.</p> <p>Yes/No.</p> <p>I like/don't like _.</p> <p><i>I like walking and running.</i></p> <p>No.</p> <p><i>I don't like jumping.</i></p>	<p>I like to _ at the _.</p> <p>I like to _ to the _.</p> <p>I don't like to _ to the _.</p> <p><i>I like to shop at the store.</i></p> <p><i>I like to go to the gas station.</i></p> <p><i>I don't like to go to the bank.</i></p>	<p>My favorite _ is _.</p> <p>My favorite _ are _, _, and _.</p> <p>I don't like _.</p> <p><i>My favorite food is pizza.</i></p> <p><i>My favorite foods are pizza, beans, and cheese.</i></p> <p><i>I don't like broccoli.</i></p>	<p><i>He/She likes _ and _.</i></p> <p><i>His favorite _ is _.</i></p> <p><i>Her/His favorite _ are _, _ and _.</i></p> <p><i>He likes soda and chips.</i></p> <p><i>His favorite place is the library.</i></p> <p><i>His favorite activities are skating, riding, and jumping.</i></p>	

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<p><b>Intermediate forms and examples</b></p> <p>2<sup>nd</sup> edition Tab 6.8</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p>	<b>Forms</b>	<p><b>Adjectives</b> describing negative emotions from Unit 1 Week 3: frustrated, excited, worried, bored, confused, curious, relaxed, frightened, + <b>anxious</b></p> <p><b>Conjunctions</b> from Unit 1 Week 3: because, when</p>	<p><b>Verbs &amp; Verb Phrases:</b> hit, pushed, laughed at, talked to, pulled, spit at, made fun of, etc.</p> <p><b>Proper Nouns:</b> children’s names, etc.</p> <p><b>Statements</b> to explain</p>	<p><b>Verbs:</b> kidding, joking, teasing, etc.</p> <p><b>Verb Phrases:</b> laugh at me, make fun of me, push me, yell at me, write on my paper, cheat at games, don’t follow the rules, take cuts in line, etc.</p> <p><b>Adjectives:</b> mean, rude, unfair, etc.</p>	<p><b>Verb Phrases:</b> start over, play it again, move to a new area, get another ball, make new teams, ask more kids to play, etc.</p> <p><b>Questions to clarify and seek agreement</b></p>	<p><b>Application</b></p> <p>Using taught forms students will illustrate or use conversation bubbles to write possible solutions for common problems encountered at school.</p>
	<b>Prompts</b>	<p>Why do you feel _? What don’t you like? <i>Why do you feel <b>frustrated</b>?</i></p>	<p>Can I tell you what happened? OR I want to explain what happened.</p>	<p>I don’t like it when people ... Please stop doing that.</p>	<p>What can we do to solve this problem? How can we fix this? Is that OK with everyone?</p>	
	<b>Responses</b>	<p>I feel _ because... I don’t like it when ... because it makes me feel _. <i>I feel <b>frustrated</b> because Bob took my ball.</i> <i>I don’t like it <b>when</b> Betty takes my pencil because it makes me feel <b>anxious</b>.</i></p>	<p>He/She _ me and I did not like it. I did not like the way _ _ me at recess. <i>She <b>pushed</b> me and I did not like it.</i> <i>I did not like the way <b>Issac</b> laughed at me at recess.</i></p>	<p>I’m sorry. I was _. It was _. I won’t do that again. I didn’t want to hurt your feelings. <i>I don’t like it when people <b>laugh at me</b>.</i> <i>Please stop doing that.</i> <i>I’m sorry.</i> <i>I was <b>teasing</b>.</i> <i>It was <b>mean</b>.</i> <i>I won’t do that again.</i> <i>I didn’t want to hurt your feelings.</i></p>	<p>We can ... It’s OK with me. It’s not OK with me. I think we should ... <i><b>What can we do to solve this problem?</b></i> <i><b>We can ask more kids to play.</b></i> <i><b>Is that OK with everyone?</b></i> <i><b>It’s not OK with me.</b></i> <i><b>I think we should make new teams.</b></i></p>	

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<p><b>Early Advanced/ Advanced forms and examples</b></p> <p>2<sup>nd</sup> edition Tab 7.7</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p>	<b>Forms</b>	<p><b>Nouns</b> from Unit 1 Week 3: synonyms to describe emotions: frustrated/upset, surprised/shocked, worried/preoccupied, nervous/anxious, etc, + uncomfortable/ uneasy, troubled/bothered, disturbed/ annoyed etc. etc.</p>	<p><b>Verb phrases:</b> explain what happened, explain my thinking, tell my side of the story <b>Statements</b> to explain I would like to ...</p>	<p><b>Questions</b> to clarify and seek agreement</p>	<p><b>Statements</b> to explain one’s position and respond to solutions <b>Questions</b> to clarify and seek agreement</p>	<p><b>Application</b></p> <p>Using taught forms students will write and illustrate or role play possible solutions for solving conflicts at school.</p>
	<b>Prompts</b>	<p>Why do you feel -? What makes you feel _. <i>Why do you feel <b>uncomfortable</b>?</i> <i>What makes you feel <b>nervous</b>?</i></p>	<p>I would like to _. <i>I would like to explain what happened.</i> <i>I would like to tell my side of the story.</i> <i>I would like to explain my thinking.</i></p>	<p>How about if we/I...? What if we/I...? Would it work if we/I...? Let’s try _, OK? Maybe we can _, OK? How does that sound to you? <i>What if I turn the rope first?</i> <i>Would it work if we go to the other court?</i> <i>Let’s try taking turns, OK?</i> <i>Maybe we can play later?</i></p>	<p>Are you OK with ...? Do you agree? Do you agree with _? <i>Are you <b>OK</b> with being captain?</i> <i>Do you agree with Matt?</i></p>	
	<b>Responses</b>	<p>I feel _ because ... It makes me feel _ when... <i>Why do you feel <b>uncomfortable</b>?</i> <i>I feel <b>uncomfortable</b> because I was not asked to be on your team.</i> <i>What makes you feel <b>nervous</b>?</i> <i>It makes me feel <b>nervous</b> when kids laugh at me.</i></p>	<p>He/She _ and I did not like it. I was _ about _. <i>I would like to explain my side of the story.</i> <i>She would not take turns and I did not like it. I was nervous about not being able to get a drink before the bell rang.</i></p>	<p>I am willing to... I can live with that. <i>How about if we play your game first?</i> <i>How does that sound to you?</i> <i>I am willing to try that.</i></p>	<p>Yes, it is fine with me. No, it is not OK with me. We should... Yes, I agree. Let’s... No, I don’t agree. Let’s... <i>We should ask the other players.</i> <i>Yes, I agree. Let’s be captains.</i> <i>No, I don’t agree. Let’s vote.</i> <i>Why do you feel frustrated?</i> <i>I feel frustrated when you play it over and don’t take turns at wall ball.</i> <i>I would like to explain my side of the story. The ball hit the line every time so we had to play it over.</i> <i>How about if we make a rule that balls on the line are out.</i> <i>OK, I can live with that.</i></p>	

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