

Grade K/1 Focused ELD Curriculum Guide

Unit 5 – Week 2

Overarching Language Functions: Express Action & Time Relationships/Express Cause and Effect, Predict and Infer

- B/EI** Retell Actions and Events in Chronological Order
- I** Explain Cause and Effect Relationships for Actions
- EA/A** Explain Cause and Effect Relationships for Feelings, Actions, or Physical Conditions

Topic: Trip to the Zoo

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>Beginning forms and examples</p> <p>2nd edition Tab 5.17</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p>	Forms	Nouns: zoo, restrooms, animals, monkeys, giraffes, hippos, lions, elephants, bears, the bus, etc.	Verbs: see, go, eat, ride, drink, walk, run, etc. Nouns from Day 1 + popcorn, ice cream, soda, peanuts, restroom, hotdogs, the tram, the train, the merry go round, etc. Pronouns <i>I, we</i>	Verbs from Day 2 present progressive: eating, drinking, riding, walking+ sleeping, laying, resting, sitting, swimming, playing, running, looking, scratching, etc. Nouns from Day 1 Pronoun <i>They</i>	Verbs from Days 2 & 3 Nouns from Days 1 & 3 Pronouns from Days 2 & 3	Application Using taught forms students will tell or write about a trip to the zoo.
	Prompts	What do you see at the _? <i>What do you see at the zoo?</i>	Tell me about the zoo trip.	What are the _ doing? <i>What are the lions doing?</i>	What do you see at the _? What do you do at the _? <i>What do you see at the zoo? What do you do at the zoo?</i>	
	Responses	_. I see _. Monkeys. <i>I see monkeys.</i>	I/We _ _. I/We _ to the _. I see elephants. I eat popcorn. I drink soda. We ride the bus. We walk to the hippos.	_. The _ are _. They are _. Sleeping. <i>The lions are sleeping.</i> They are resting.	At the zoo, I see _. <i>At the zoo, I see monkeys.</i> <i>The monkeys are scratching.</i> <i>We ride the bus.</i> <i>We walk to the hippos.</i> <i>They are swimming.</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.

Grade K/1 Focused ELD Curriculum Guide

Unit 5 – Week 2

Overarching Language Functions: Express Action & Time Relationships/Express Cause and Effect, Predict and Infer

B/EI Retell Actions and Events in Chronological Order

I Explain Cause and Effect Relationships for Actions

EA/A Explain Cause and Effect Relationships for Feelings, Actions, or Physical Conditions

Topic: Trip to the Zoo

		Day 1	Day 2	Day 3	Day 4	Day 5
<p>Early Intermediate forms and examples</p> <p>2nd edition Tab 5.17</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p>	Forms	<p>Verbs <i>was+ past progressive</i> watching the __, eating __, drinking __, looking at the __, walking to the __, listening to the __, feeding the __,</p> <p>Nouns: zoo, entrance, exit, restrooms, restaurant, hot dogs, ice cream, popcorn, soda, animals, monkeys, giraffes, bears, tigers, hippos, lions, elephants, zebras, etc.</p>	<p>Verbs <i>were + past progressive</i> from Day 1</p> <p>Nouns from Day 1</p> <p>Pronouns <i>we</i></p>	<p>Verbs <i>were + past progressive</i> sleeping, playing, fighting, kicking, spraying, splashing, running, walking, etc</p> <p>Nouns from Day 1</p> <p>Sequence words from Unit 1 Week 5: <i>first, then</i></p>	<p>Verbs from 3</p> <p>Nouns from Day 1</p> <p>Sequence words from Unit 1 Week 5: <i>next</i></p>	<p>Application</p> <p>Using taught forms students will tell or write about a trip to the zoo.</p>
	Prompts	<p>What were you doing at the __?</p> <p><i>What were you doing at the zoo?</i></p>	<p>What was your __ doing at the __?</p> <p><i>What was your class doing at the zoo?</i></p>	<p>What were the __ doing?</p> <p><i>What were the monkeys doing?</i></p>	<p>What did you see happening at the __?</p> <p><i>What did you see happening at the zoo?</i></p>	
	Responses	<p>I was __.</p> <p>I was __ and __.</p> <p><i>I was walking to the entrance.</i></p> <p><i>I was looking at the monkeys and eating popcorn.</i></p>	<p>We were __.</p> <p>We were __ and __.</p> <p><i>We were feeding the giraffes.</i></p> <p><i>We were eating ice cream and watching the elephants.</i></p>	<p>First the __ were __.</p> <p>Then they were __.</p> <p><i>First the monkeys were sleeping.</i></p> <p><i>Then they were playing.</i></p>	<p>Next, the __ were __.</p> <p><i>First the elephants were eating.</i></p> <p><i>Then they were spraying</i></p> <p><i>Next, the elephants were kicking.</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.

Grade K/1 Focused ELD Curriculum Guide

Unit 5 – Week 2

Overarching Language Functions: Express Action & Time Relationships/Express Cause and Effect, Predict and Infer

B/EI Retell Actions and Events in Chronological Order

I Explain Cause and Effect Relationships for Actions

EA/A Explain Cause and Effect Relationships for Feelings, Actions, or Physical Conditions

Topic: Trip to the Zoo

		Day 1	Day 2	Day 3	Day 4	Day 5
<p>Intermediate forms and examples</p> <p>2nd edition Tab 6.28</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p>	Forms	<p>Verbs from EI present progressive: drinking, sleeping, eating, spraying, running, kicking, + scratching, looking, jumping, screeching, roaring, shivering, etc. Nouns from B/EI: zebra, elephant, bear, monkey, lion, tiger, flamingo, giraffe, hippo, gorilla, deer, camel, peacock + tortoise, skunk, fox, badger, rhinoceros, cheetah, etc.</p>	<p>Verbs from Day 1 Nouns from Day 1 Conjunction <i>since</i> Adjectives for physical conditions: hungry, thirsty, hot, tired, cold, wet, itchy, hurt, sleepy, etc.</p>	<p>Verbs from Day 1 Nouns from Day 1 Conjunction <i>when</i> Adjectives from Day 2</p>	<p>Verbs from Day 1 Nouns from Day 1 Adjectives from Day 2 Conjunction <i>so</i></p>	<p>Application</p> <p>Using taught forms students will tell or write the behavior an animal performed and why they did it.</p>
	Prompts	<p>What was the _ doing? <i>What was the zebra doing?</i></p>	<p>Why was the _ _? <i>Why was the bear shivering?</i></p>	<p>What was the _ doing when it was _? <i>What was the lion doing when it was hurt?</i></p>	<p>Why was the _ _? <i>Why was the bear shivering?</i></p>	
	Responses	<p>The _ was _. <i>The zebra was drinking.</i></p>	<p>The _ was _ since it was _. <i>The bear was shivering since it was cold.</i></p>	<p>The _ was _ when it was _. <i>The lion was roaring when it was hurt.</i></p>	<p>The _ was _ so it was _. <i>The bear was cold so it was shivering. The lion was hurt so it was roaring.</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.

Grade K/1 Focused ELD Curriculum Guide

Unit 5 – Week 2

Overarching Language Functions: Express Action & Time Relationships/Express Cause and Effect, Predict and Infer

B/EI Retell Actions and Events in Chronological Order

I Explain Cause and Effect Relationships for Actions

EA/A Explain Cause and Effect Relationships for Feelings, Actions, or Physical Conditions

Topic: Trip to the Zoo

		Day 1	Day 2	Day 3	Day 4	Day 5
<p>Early Advanced/Advanced forms and examples</p> <p>2nd edition Tab 7.28</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p>	Forms	<p>Verbs past tense: ate, slept, drank, ran, galloped, scratched, sprayed, kicked, looked, screeched, shivered, hollered, chewed, devoured, etc.</p> <p>Nouns from B/EI/I + sloth, orangutan, meerkat, koala, jaguar, toucan, panda, bobcat, warthog, otter, etc.</p> <p>Adjectives for physical conditions from I: hungry, restless, sleepy, thirsty, hot, full, tired, cold, wet, itchy, hurt, + frisky, injured, famished, starving, exhausted, etc.</p>	<p>Verb from Day 1</p> <p>Nouns from Day 1</p> <p>Adjectives from Day 1</p> <p>Conjunctions <i>since</i></p>	<p>Verbs from Day 1+ hid, hugged, looked, screamed, jumped, etc.</p> <p>Nouns from Day 1</p> <p>Adjectives from Day 1</p> <p>Conjunctions <i>so</i></p>	<p>Verbs from Day 3</p> <p>Nouns from Day 1</p> <p>Adjectives from Day 1</p> <p>Conjunctions <i>therefore</i></p>	<p>Application</p> <p>Using taught forms students will write or tell about how an animal reacted to different physical conditions..</p>
	Prompts	<p>Why was the _ _.</p> <p><i>Why was the giraffe starving?</i></p>	<p>Why do you think the _ was _?</p> <p><i>Why do you think the koala was sleepy?</i></p>	<p>What did the _ do when it felt _?</p> <p><i>What did the otter do when it felt frightened?</i></p>	<p>Why do you think the _ _?</p> <p><i>Why do you think the horse galloped around the barn?</i></p>	
	Responses	<p>The _ was_ because it...</p> <p><i>The giraffe was starving because it didn't have any food.</i></p> <p><i>The koala was sleepy because it ate too many leaves.</i></p>	<p>The _ was _ since it...</p> <p>Since it ..., the _ was _.</p> <p><i>The koala was sleepy since it ate too many leaves.</i></p> <p><i>Since it ate too many leaves, the koala was sleepy.</i></p>	<p>The _ felt _so it _ _.</p> <p><i>The otter felt frightened so it hid behind a rock.</i></p>	<p>The _ felt _; _ , it _ _.</p> <p><i>The horse felt frisky; therefore, it galloped around the barn.</i></p> <p><i>The deer felt famished; therefore, it chewed the bark.</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** *Observational ELD Assessment* (1st edition p. 6.7) to keep track of students' use of target forms taught in this sequence.