

Grade K/1 Focused ELD Curriculum Guide

Unit 5 – Week 3

Overarching Language Functions: Describe, Compare, and Contrast

B/EI/I/EA/A Compare and Contrast Actions using adverbs and conjunctions

Topic: Zoo Animals

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 5.14</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p>	Forms	<p>Verbs present tense: walk, run, eat, drink, ride, sleep, lay, rest, sit, kiss, look, scratch, swim, fly, move, etc.</p> <p>Nouns from Week 2: monkeys, giraffes, hippos, lions, elephants, bears, + tigers, gorillas, camels, zebras, flamingos, parrots, bats, owls, etc.</p>	<p>Verbs from Day 1</p> <p>Nouns from Day 1</p> <p>Questions with <i>do</i> and <i>can</i> (<i>matrix</i>)</p>	<p>Verbs from Day 1</p> <p>Nouns from Day 1</p> <p>Conjunction <i>and</i></p>	<p>Verbs from Day 1</p> <p>Nouns from Day 1</p> <p>Conjunction from Day 3</p> <p>Pronoun <i>they</i></p>	<p>Application</p> <p>Using taught forms students will compare the actions of two or more animals.</p>
	Prompts	<p>What do _ do?</p> <p><i>What do parrots do?</i></p>	<p>Do _ _?</p> <p>Can _ _?</p> <p><i>Do zebras swim?</i></p> <p><i>Can birds fly?</i></p>	<p>What can _?</p> <p><i>What can fly?</i></p>	<p>How are _ and _ the same?</p> <p><i>How are parrots and flamingos the same?</i></p>	
	Responses	<p>_.</p> <p>_ _.</p> <p><i>Fly.</i></p> <p><i>Parrots fly.</i></p>	<p>Yes, _ _.</p> <p>Yes, _ can _.</p> <p>No.</p> <p><i>Yes, birds fly.</i></p> <p><i>Yes, birds can fly.</i></p> <p>No.</p>	<p>_ can _.</p> <p>_ and _ can _.</p> <p><i>Parrots can fly.</i></p> <p><i>Flamingos can fly.</i></p> <p><i>Parrots and flamingos can fly.</i></p>	<p>They _.</p> <p>_ and _ _.</p> <p><i>They fly.</i></p> <p><i>Parrots and flamingos fly.</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 3

Overarching Language Functions: Describe, Compare, and Contrast

B/EI/I/EA/A Compare and Contrast Actions using adverbs and conjunctions

Topic: Zoo Animals

		Day 1	Day 2	Day 3	Day 4	Day 5
<p>Early Intermediate forms and examples</p> <p>2nd edition Tab 5.14</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p>	Forms	<p>Verbs present tense from B walk, run, swim, fly, move, + jump, eat, drink, hop, hunt, climb, roar, howl, growl</p> <p>Nouns from Wk.2: tigers, bats, gorillas, flamingos, deer, camels, zebras, peacocks, tortoises, owls, monkeys, giraffes, hippos, lions, elephants, bears, + skunks, squirrels, foxes, raccoons, etc.</p>	<p>Verbs from Day 1</p> <p>Nouns from Day 1</p> <p>Adverbs: slowly, quickly, fast, smoothly, high, quietly, loudly, fast</p>	<p>Verbs from Day 1</p> <p>Nouns from Day 1</p> <p>Adverbs from Day 2</p> <p>Conjunction <i>both</i></p>	<p>Verbs from Day 1</p> <p>Nouns from Day 1</p> <p>Adverbs from Day 2</p> <p>Conjunction from Day 1</p> <p>Questions with <i>what</i></p>	<p>Application</p> <p>Using taught forms students will compare the actions of two or more animals.</p>
	Prompts	<p>Tell me about _ and _.</p> <p>What do they like to do?</p> <p><i>Tell me about raccoons and skunks.</i></p>	<p>How do _ _?</p> <p><i>How do turtles move?</i></p> <p><i>How do bats hunt?</i></p>	<p>How are _ and _ the same?</p> <p><i>How are cheetahs and tigers the same?</i></p>	<p>What do _ and _ do differently?</p> <p><i>What do elephants and tigers do differently?</i></p> <p><i>What do owls and flamingos do differently?</i></p>	
	Responses	<p>_ and _.</p> <p>Raccoons and skunks climb.</p>	<p>— — —.</p> <p>Turtles move slowly.</p> <p>Bats hunt quietly.</p>	<p>Both _ and _.</p> <p>_ and _ both _.</p> <p>Both cheetahs and tigers run fast.</p> <p>Cheetahs and tigers both run fast.</p>	<p>— — — and _ _ _.</p> <p>Elephants run loudly and tigers run quietly.</p> <p>Owls fly high and flamingos fly low.</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 3

Overarching Language Functions: Describe, Compare, and Contrast

B/EI/I/EA/A Compare and Contrast Actions using adverbs and conjunctions

Topic: Zoo Animals

		Day 1	Day 2	Day 3	Day 4	Day 5
<p>Intermediate forms and examples</p> <p>2nd edition Tab 6.17</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p>	Forms	<p>Verbs from EI: walk, run, swim, fly, move, + jump, eat, lay eggs, drink, hop, hunt, climb, roar, howl, growl , crawl, slither, splash, spray, roll, squawk, talk, etc.</p> <p>Nouns for animals whose actions can be authentically compared: lizards/snakes, birds/bats, eagles/penguins, sea turtles/whales, jellyfish/octopus, elephants/hippos, etc.</p>	<p>Verbs from Day 1</p> <p>Nouns from Day 1+reptiles, birds, etc.</p> <p>Conjunction <i>both</i> (from matrix)</p>	<p>Verbs from Day 1</p> <p>Nouns from Days 1 & 2</p> <p>Conjunction <i>but</i></p>	<p>Verbs from Day 1</p> <p>Nouns from Day 1 & 2</p> <p>Adverbs from Day 1</p> <p>Conjunction <i>however</i></p>	<p>Application</p> <p>Using taught forms students will be able to compare the behaviors of two different animals.</p>
	Prompts	<p>What do _ do?</p> <p><i>What do lizards do?</i></p> <p><i>What do snakes do?</i></p>	<p>What is the same about _ and _?</p> <p><i>What is the same about snakes and lizards?</i></p> <p><i>What is the same about birds and bats?</i></p> <p><i>What is the same about whales and turtles?</i></p>	<p>What is different about _ and _?</p> <p><i>What is different about snake and lizards?</i></p> <p><i>What is different about birds and bats?</i></p> <p><i>What is different about whales and turtles?</i></p>	<p>Compare two animals.</p>	
	Responses	<p>__.</p> <p><i>Lizards crawl.</i></p> <p><i>Snakes slither.</i></p>	<p>Both _ and __.</p> <p><i>Both snakes and lizards are reptiles.</i></p> <p><i>Both birds and bats fly.</i></p> <p><i>Both whales and sea turtles swim.</i></p>	<p>__...but _ don't.</p> <p><i>Snakes slither but lizards don't.</i></p> <p><i>Birds lay eggs but bats don't.</i></p> <p><i>Whales swim fast but sea turtles don't.</i></p>	<p>Both _ and _ ...</p> <p>However, ...</p> <p><i>Both snakes and lizards are reptiles. However, snakes slither and lizards crawl.</i></p> <p><i>Both whales and sea turtles swim. However, whales swim faster than sea turtles</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 3

Overarching Language Functions: Describe, Compare, and Contrast

B/EI/I/EA/A Compare and Contrast Actions using adverbs and conjunctions

Topic: Zoo Animals

		Day 1	Day 2	Day 3	Day 4	Day 5
<p>Early Advanced/Advanced forms and examples</p> <p>2nd edition Tab 7.15</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p>	Forms	<p>Verbs: fly, run, slither, swim, glide, hop, jump, gallop, trot, lope, float, leap, dive, sting, strike, bite, spray, but, claw, move</p> <p>Nouns for animals whose actions can be authentically compared: lizards/snakes, birds/bats, eagles/penguins, sea turtles/whales, jellyfish/octopus, elephants/hippos, etc.</p> <p>Conjunction <i>both</i></p>	<p>Verbs from Day 1</p> <p>Nouns from Day 1</p> <p>Conjunction from Day 1</p> <p>Adverbs: quietly, quickly, gracefully, slowly, swiftly</p>	<p>Verbs from Day 1</p> <p>Nouns from Day 1</p> <p>Adverbs from Day 2</p> <p>Conjunction from Day 1+ <i>however</i></p>	<p>Verbs from Day 1</p> <p>Nouns from Day 1</p> <p>Adverbs from Day 2</p> <p>Conjunction from Days 1 & 3</p>	<p>Application</p> <p>Using taught forms students will compare, two different animals using details.</p>
	Prompts	<p>What is the same about _ and _?</p> <p><i>What is the same about snakes and lizards?</i></p>	<p>What is the same about _ and _?</p>	<p>Compare two animals.</p>	<p>Compare two animals.</p>	
	Responses	<p>Both _ and _...</p> <p>Both snakes and lizards are reptiles.</p> <p>Both birds and bats fly.</p> <p>Both whales and sea turtles swim.</p>	<p>Both _ and _ _ _</p> <p><i>Both whales and dolphins swim swiftly.</i></p> <p><i>Both eagles and hawks glide gracefully.</i></p>	<p>Both _ and _ _ _ However, _...</p> <p><i>Both snakes and lizards move quickly. However, snakes slither and lizards crawl.</i></p> <p><i>Both whales and sea turtles swim gracefully. However, whales swim faster than sea turtles</i></p>	<p>_ and _ both _ _ _...However, _...</p> <p><i>Snakes and lizards both move quickly. However, snakes slither and lizards crawl.</i></p> <p><i>Whales and sea turtles both swim gracefully. However, whales swim faster than sea turtles</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.