

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

**Unit 5 – Week 5**

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

- B/EI** Describe physical attributes of a place & Make and report observations
- I** Make and report observations
- EA/A** Explain cause and effect relationship for natural processes

**Topic: Ocean 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><b>Beginning forms and examples</b></p> <p>2<sup>nd</sup> edition Tab 5.11 &amp; 5.18</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p>	<b>Forms</b>	<p><b>Verbs</b> present tense <i>has</i></p> <p><b>Nouns:</b> ocean, beaches, seaweed, sand, shells, waves, water, animals (fish, birds, dolphins, whales, crabs, etc.), people, etc.</p>	<p><b>Verbs</b> from Day 1 + <i>be</i></p> <p><b>Nouns</b> from Day 1</p> <p><b>Adjectives:</b> <i>color</i>-green, blue, brown, white, etc., <i>size</i>-big, small, little, tall, short, long, etc.</p>	<p><b>Verbs</b> from Day 2</p> <p><b>Nouns</b> from Day 1</p> <p><b>Adjectives</b> from Day 2</p> <p><b>Pronouns</b> <i>they, it</i></p>	<p><b>Verbs</b> present progressive: swimming, running, looking, playing, eating, sleeping, walking, etc</p> <p><b>Verbs</b> from Day 2</p> <p><b>Nouns</b> from Day 1</p>	<p><b>Application</b></p> <p>Using taught forms students will be able to describe an animal in its habitat.</p>
	<b>Prompts</b>	<p>Look at the picture.</p> <p>What does the _have?</p> <p><i>What does the <b>ocean</b> have?</i></p>	<p>What is in the _?</p> <p><i>What is in the <b>ocean</b>?</i></p>	<p>What do you see in the picture?</p>	<p>What is happening in the picture?</p>	
	<b>Responses</b>	<p>–</p> <p>The _ has _.</p> <p><b>Sand.</b> OR</p> <p><i>The ocean <b>has sand.</b></i></p>	<p>– –</p> <p>There is (a) _ _.</p> <p>There are _ _.</p> <p><b>Brown</b> seaweed. OR</p> <p><i>There is <b>brown</b> seaweed.</i></p> <p><i>There <b>are orange</b> fish.</i></p>	<p>It is _.</p> <p>They are _.</p> <p><i>There is <b>brown</b> seaweed. <b>It</b> is tall.</i></p> <p><i>There are <b>orange</b> fish. <b>They</b> are little.</i></p>	<p>The _ is/are _.</p> <p>It is _.</p> <p>They are _.</p> <p><b>Sleeping.</b></p> <p><i>The people are <b>sleeping.</b></i></p> <p><i>There is a big whale. It is <b>swimming.</b></i></p> <p><i>There are red crabs. They are <b>running.</b></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 5**

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

**B/EI** Describe physical attributes of a place & Make and report observations

**I** Make and report observations

**EA/A** Explain cause and effect relationship for natural processes

**Topic: Ocean Animals**

		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 5.11 &amp; 5.18</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p>	<b>Forms</b>	<p><b>Verbs</b> present tense <i>has</i></p> <p><b>Nouns</b> from <b>B</b>: ocean, beaches, seaweed, sand, shells, waves, water, sea animals, fish, birds, dolphins, whales, crabs, etc. people, + rocks, sharks, jellyfish, lobster, seals, lifeguards, etc.</p>	<p><b>Verbs</b> from Day 1</p> <p><b>Nouns</b> from Day 1</p> <p><b>Adjectives</b> from <b>B</b>: <i>color-</i> green, brown, blue, etc. <i>size-</i> big, small, tall, short, long, + large, tiny, little, hot, cold, pretty, etc.</p> <p><b>Conjunction</b> <i>and</i></p>	<p><b>Verbs</b> present tense <i>be</i></p> <p><b>Verbs</b> present progressive from <b>B</b>: swimming, running, eating, sleeping, walking, playing + floating, gliding, resting, jumping, splashing, digging, making, hiding, etc.</p> <p><b>Nouns</b> from Day 1</p> <p><b>Adjectives</b> from Day 2</p>	<p><b>Verbs</b> from Days 1 &amp; 3</p> <p><b>Nouns</b> from Day 1</p> <p><b>Conjunction</b> from Day 2</p> <p><b>Prepositions</b> from Wk 4: near, beside, next to, below, above.</p>	<p><b>Application</b></p> <p>Using taught forms students will be able to describe an animal in its habitat.</p>
	<b>Prompts</b>	<p>Tell me about the picture.</p> <p>What does the _ have?</p> <p><i>What does the ocean have?</i></p>	<p>Use the picture to tell your partner about the _.</p> <p><i>Use the picture to tell your partner about the ocean.</i></p>	<p>What are the _ doing?</p> <p><i>What are the jellyfish doing?</i></p>	<p>What do you see in your picture?</p>	
	<b>Responses</b>	<p>The ocean has _ and _.</p> <p><i>The ocean <b>has water and sand.</b></i></p>	<p>The ocean has __ and __.</p> <p>It has __ and __.</p> <p><i>The ocean <b>has brown</b> seaweed and <b>tiny</b> fish. It has <b>pretty</b> jellyfish and <b>large</b> rocks.</i></p>	<p>The __ is _.</p> <p>The __ are _.</p> <p>It is _.</p> <p>They are _.</p> <p><i>The pretty jellyfish is <b>floating.</b></i></p> <p><i>The orange fish are <b>swimming.</b></i></p> <p><i>They are <b>eating.</b></i></p>	<p>The __ are __ the _.</p> <p><i>The white birds are flying <b>above</b> the water.</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 5**

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

**B/EI** Describe physical attributes of a place & Make and report observations

**I** Make and report observations

**EA/A** Explain cause and effect relationship for natural processes

**Topic: Ocean Animals**

		Day 1	Day 2	Day 3	Day 4	Day 5
<p><b>Intermediate forms and examples</b></p> <p>2<sup>nd</sup> edition Tab 6.22</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p>	<b>Forms</b>	<p><b>Nouns</b> from EI: ocean, beaches, sand, shells, waves, water, sea animals/creatures (fish, dolphins, whales, crabs, sharks, jellyfish, lobsters, seals, etc.), people, rocks, lifeguards, etc. sea, seaweed/kelp, seagulls,</p> <p><b>Questions</b> and statements with <i>does/doesn't have</i></p>	<p><b>Verbs</b> past statements with <i>There was/were</i> + swimming, looking, searching, playing, fighting, crashing, moving, swaying, etc.</p> <p><b>Nouns</b> from Day 1 <i>singular/plural</i></p>	<p><b>Verbs</b> from Day 2+ past tense questions and statements with <i>Was/Were there...?</i></p> <p><i>There wasn't/weren't</i></p> <p><b>Nouns</b> from Day 1</p>	<p><b>Verbs</b> from Day 2 &amp; 3</p> <p><b>Nouns</b> from Day 1</p> <p><b>Conjunction</b> from Wk. 3 <i>but</i></p>	<p><b>Application</b></p> <p>Using taught forms students will with a partner ask and answer questions about a picture of a habitat.</p>
	<b>Prompts</b>	<p>What does your picture have? Does it have _?</p> <p><i>Does it have seagulls?</i></p>	<p>What did you see happening in the picture?</p>	<p>What did you see happening in your picture?</p> <p>Was/Were there ...?</p> <p><b>Was there</b> a shark swimming near the people?</p> <p><b>Were there</b> any other sea creatures?</p>	<p>What did you see happening in your picture?</p> <p>Was/Were there ...?</p> <p><i>Was there a shark swimming near the people?</i></p> <p><i>Were there any other sea creatures?</i></p>	
	<b>Responses</b>	<p>My picture has _, _ and _.</p> <p>No, it doesn't have _.</p> <p>Yes, it has _.</p> <p><i>My picture has water, waves and sea creatures.</i></p> <p><i>Does it have seagulls?</i></p> <p><i>No, it doesn't have seagulls.</i></p>	<p>There was a/were _ _...</p> <p><b>There was</b> a sea turtle swimming near the people.</p> <p><b>There were</b> crabs fighting on the rocks.</p>	<p>No. There wasn't a _</p> <p>No. There weren't any...</p> <p><i>There was a sea turtle swimming near the people.</i></p> <p><b>Was there</b> a shark swimming near the people?</p> <p>No. <b>There wasn't</b> a shark. There was a jellyfish.</p>	<p>There wasn't a _ but there was a/were _</p> <p>There weren't any _ but there was/were_...</p> <p><i>Was there a shark swimming near the people?</i></p> <p><i>No. There wasn't a shark near the people but there was a jellyfish!</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 5**

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

**B/EI** Describe physical attributes of a place & Make and report observations

**I** Make and report observations

**EA/A** Explain cause and effect relationship for natural processes

**Topic: Ocean Animals**

		Day 1	Day 2	Day 3	Day 4	Day 5
<p><b>Early Advanced/Advanced forms and examples</b></p> <p>2<sup>nd</sup> edition Tab 7.29</p> <p><i>*Sample sentences in italics with focus grammatical forms <b>bolded</b>.</i></p>	<b>Forms</b>	<p><b>Verbs</b> past tense: swam, eaten, flew, crawled, stung, lept, etc.  <b>Nouns:</b> animals/creatures, fish (specific), seagull, dolphin, whale, crab, shark, clam, jellyfish, lobster, seal, stingray, hermit crab, ocean, sea, beach, seaweed/kelp, sand, shell, waves, water, people, rock, lifeguards, etc.  <b>Conjunction</b> <i>when</i> (on matrix)</p>	<p><b>Nouns</b> from Day 1  <b>Conjunction</b> from Day 1 + <i>since</i></p>	<p><b>Nouns</b> from Day 1  <b>Conjunctions</b> from Days 1 &amp; 2 + <i>therefore, as a result</i></p>	<p><b>Nouns</b> from Day 1  <b>Conjunctions</b> from Days 1, 2 &amp; 3 + <i>consequently</i></p>	<p><b>Application</b></p> <p>Using taught forms students explain the causes and effects of imagined events in the ocean.</p>
	<b>Prompts</b>	<p>What happened when...</p> <p><i>What happened when the <b>tuna fish</b> swam by the huge <b>shark</b>?</i></p>	<p>Why did the ___</p> <p><i>Why did the tuna fish get eaten?</i></p>	<p>What happened when ...</p> <p><i>What happened when the tuna fish swam by the huge shark?</i></p>	<p>Explain why the __.</p> <p><i>Explain why the tuna fish got eaten.</i></p>	
	<b>Responses</b>	<p>When the ____, ....</p> <p><i><b>When</b> the <b>tuna fish</b> swam by the huge <b>shark</b>, it got eaten.</i></p>	<p>Since the __, ....</p> <p>The ___since it/they....</p> <p><i><b>Since</b> the tuna fish swam by the huge shark, it got eaten.</i></p> <p><i>The tuna fish got eaten <b>since</b> it swam by the huge shark.</i></p>	<p>The _ ...; therefore, ...</p> <p>The _ ...; as a result, ...</p> <p><i>The tuna fish swam by the huge shark; <b>therefore</b>, it was easy prey.</i></p> <p><i>The tuna fish swam by the huge shark; <b>as a result</b>, it got eaten.</i></p>	<p>The __, consequently, ...</p> <p><i>The tuna fish swam by the shark, <b>consequently</b>, it got eaten.</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.