

Point to the hole on **Picture Card 6**. *The woodpecker pecks to make a hole. It lives in the hole. Its home is in the tree. Where does the woodpecker live? In the tree.* LB – The woodpecker **lives in** the **tree**. Echo.

### Practice the New Language in Context (We Do)

Split the class in half for **My Turn, Your Turn: Half and Half**. Display **Ecology Poster 2**. Invite two volunteers to stand in front of each half of the class holding **Picture Card 5** or **6**. Point to the picture cards and pantomime. The volunteers mimic your movements to prompt their group to chorally respond. Example:

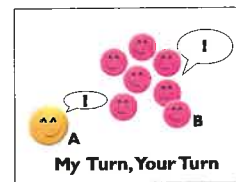
Use your thumb and two fingers to quickly “peck” at the tree on the poster. Volunteer One puts **Picture Card 6** on the tree on the poster and points to the woodpecker’s beak. Group One mimics and says: **On the tree!** LB – The woodpecker **pecks on the tree**.

Cup both hands. Pretend to hold something and nibble at it. Volunteer Two places **Picture Card 5** on the tree and pretends to take a nut on the poster. Group Two mimics and chorally says: *The squirrel **eats nuts**.*

Continue the routine until students have practiced all of the language. Choose a second round of volunteers to lead the class. Switch groups so everyone practices using all of the language.

If students have difficulty, adapt the practice routine by whispering the language pattern to the volunteer. Group members echo their leader.

### Cue Card



### Ecology Poster 2

### Picture Cards 5–6

### Ongoing Assessment Log

### Take Language to Application (You Do Together/You Do On Your Own)

Divide the class into **A/B Partners**. Each pair gets **Ecology Poster Card 2**, **As** get **2x2 Card: Squirrel**, and **Bs** get **2x2 Card: Woodpecker**. Pairs take turns answering questions about how their animal uses the tree. Model placing the picture cards on the poster using **Handi-Tak**. Students use their **2x2 Cards** and poster cards.

Depending on language level, they respond in complete sentences or use only topic-specific vocabulary. If needed, prompt **Late Beginning** students to add location by asking them, “Where?”

Signal **As**: *What does the squirrel do?* Pause for responses. Then signal **Bs**: *What does the woodpecker do?*

**A:** *The squirrel **digs**.*  
LB – The squirrel **digs in the ground**.

**B:** *The woodpecker **pecks**.*  
LB – The woodpecker **pecks on the tree**.

Signal **As**: *Where does the squirrel get food?* Pause for responses. Then signal **Bs**: *Where does the woodpecker get food?*

**A:** ***From the tree***  
LB – The squirrel **gets food from the tree**.

**B:** ***From the tree***  
LB – The woodpecker **gets food from the tree**.

Students switch cards and play another round so they practice language to describe how both animals interact with the tree. Walk around and listen in as students talk. Record their language production on your **Ongoing Assessment Log**.

### Ecology Poster Card 2

### 2x2 Cards: Squirrel, Woodpecker

### Handi-Tak

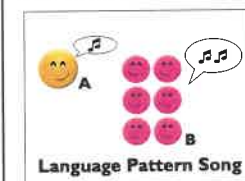
### Ongoing Assessment Log

### Close the Lesson

*Today you learned how each animal uses the tree! Let’s practice with an elbow partner one more time.* To review prepositions, lead students through a quick review of the pantomimes from the lesson. Elbow partners pantomime and chorally respond to your prompts.

*To say goodbye, let’s sing our song! Sing verses one–five of “The Tree Song.”*

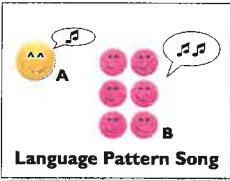


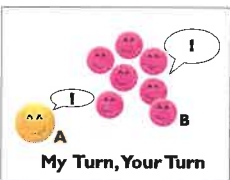
### Cue Card



### Song chart, p. 17

# Lesson Two

**Objective:** Students will use prepositions and verb phrases to describe the tree and how the two animals interact with their environment.

INSTRUCTIONAL SEQUENCE	MATERIALS
<p><b>Open the Lesson</b></p> <p>Sing verses one–five of “The Tree Song.” Students echo a few times until they can sing along.</p> <p><i>Yesterday you learned about two animals that live in the tree. What were they? That’s right – the squirrel and the woodpecker. Turn to your elbow partner. Take turns saying what the squirrel looks like. Now say what the woodpecker looks like.</i></p>	<p><b>Cue Card</b></p>  <p>Language Pattern Song</p> <p>Song chart, p. 17</p>
<p><b>Teach the Language for the Lesson (I Do/We Do)</b></p> <p>Gather students around a whiteboard or pocket chart so it is visible to all. Post <b>Ecology Poster 2</b>. <i>Today you’ll learn more about the tree where the animals live. You’ll learn how the squirrel and woodpecker use the tree.</i> Use the poster to teach vocabulary. Then pantomime and say the language pattern for students to echo and mimic with <b>My Turn, Your Turn</b>.</p> <p><b>Teach nouns</b></p> <p>Point to the tree. <i>This is a tree.</i> Stand with your legs together and hold your arms straight up, fingers wide. <b>Tree. Echo.</b> <i>The tree is tall and strong.</i> Point to your eye, then to the tree. <i>Look at the tree!</i> <b>Echo.</b></p> <p><i>Trees have different parts.</i> Point to the leaves. <i>The tree has leaves.</i> <i>The tree also has nuts! Nuts are food for animals and people. People and animals eat nuts. The tree has nuts.</i> <b>Echo.</b></p> <p><i>Insects live in the tree, too! The tree has insects. We don’t usually see insects in the tree because they are small. People don’t eat insects. Birds, like woodpeckers, eat insects! The tree has insects.</i> <b>Echo.</b></p> <p><b>Teach verbs and prepositions</b></p> <p>Use <b>Handi-Tak</b> to post <b>Picture Cards 5–6</b> in the tree on <b>Ecology Poster 2</b>. <i>Look at the squirrel! The squirrel is in the tree. In the tree. Echo.</i> <i>Look at the woodpecker! The woodpecker is in the tree. In the tree. Echo.</i></p> <div data-bbox="115 1224 196 1339">  </div> <p>Point to the nut in the squirrel’s paws. <i>The squirrel eats nuts. The nuts grow on the tree. The squirrel eats nuts.</i> <b>Echo.</b> Demonstrate picking a nut from a tree and nibbling it. <i>Where does the squirrel get food? From the tree. LB – The squirrel gets food from the tree. Echo</i> and mimic.</p> <div data-bbox="115 1360 196 1476">  </div> <p>Point to the worm in the woodpecker’s mouth. <i>The woodpecker eats insects. The insects live in the tree. LB – The woodpecker eats insects. Echo.</i> Pretend to pick and eat from the tree. <i>Where does the woodpecker get food? From the tree. LB – The woodpecker gets food from the tree. Echo</i> and mimic.</p> <p><b>LB – The squirrel digs in the ground! When it digs, it makes a hole.</b> Pretend to dig a hole with your hands. <i>The squirrel digs in the ground. Echo</i> and mimic. <i>The squirrel stores its food in the hole. It digs in the hole to find food to eat. The squirrel uses its paws to find food. Echo</i> and mimic.</p> <p>Point to the hole on <b>Picture Card 5</b>. <i>The squirrel lives in a hole in a tree. Sometimes it lives in a hole made by a woodpecker! The squirrel sleeps in the hole. Its babies are in the hole. The squirrel lives in the tree. Where does the squirrel live? In the tree. LB – The squirrel lives in the tree. Echo</i> and mimic.</p> <p><b>LB – The woodpecker pecks on the tree! When it pecks, it uses its beak to poke the tree. Remember, its beak is hard and sharp. The woodpecker uses its beak to peck.</b> Use your thumb and two fingers to quickly “peck” at the tree on the poster. <i>When the woodpecker pecks, it makes a hole in the tree. The woodpecker pecks on the tree. Echo</i> and mimic. <i>It pecks on the tree to find food. It uses its beak to find food. Echo.</i></p>	<p><b>Cue Card</b></p>  <p>My Turn, Your Turn</p> <p><b>Ecology Poster 2</b></p> <p><b>Handi-Tak</b></p> <p><b>Picture Cards 5–6</b></p>

Continue with a variety of examples and food groups. Examples:

*Cheese and yogurt are **both dairy foods**. Echo.*

*Milk and cheese are **both dairy foods**. Echo.*

Invite volunteers to say a sentence for the class to echo.

*There are also foods that are considered junk food. **Junk food** is not a **food group**. Echo. For example, potato chips and candy taste good, but they aren't healthy. You shouldn't eat them all the time, because they're junk food. Potato chips and candy are **both junk food**. Echo.*

*If you want to talk about a third food in that same group, you can use the word **another** again. It shows you're talking about one more food in the same group. Potato chips and candy are **both junk food**. Echo. Cookies are **another** kind of **junk food**. Echo.*

*When you want to talk about more than two foods in the same group in one sentence, use the word **all**. Point to three different foods in the fruit food group. Let's talk about apples, pears, and mangoes. They are all fruits. Apples, pears, and mangoes are **all fruits**. Echo.*

Add **all** to the chart and continue to practice until students are ready to move on.

### Practice the New Language in Context (We Do)

Students practice in groups of four using the *Aspect of Speech Spinners* with *Food Group Cling* attached. Distribute 3–5 *Talking Chips* to each student. Give a *Food Group Poster Card* and a set of *2x2 Food Cards* to each group. Groups sort the cards into food groups on the poster card before the activity begins.

Fishbowl the activity with a volunteer group. *Player One is the student wearing the most green.*  
Example:

*First, spin to see which food group you'll talk about. Say a sentence about the food group: One **food group** is the **grain group**. Then, be more specific and say what types of food are grains: Rice and tortillas are **both grains**.*

1. Player One spins the spinner and says a sentence to describe the food group, then references the 2x2 cards to add another sentence. Example:

***One food group** is the **protein group**. Chicken, fish, and beans are **all protein foods**.*

The player places a chip in the middle.

2. Player Two spins next. The spinner lands on fruit and the player says two sentences. Example:  
***Another food group** is the **fruit group**. Peaches, watermelon, and grapes are **all fruits**.*

The player places a chip in the middle.

Player Three spins next. The game continues in a circle until all talking chips are used. Walk around the room and take notes on your *Ongoing Assessment Log*. Encourage students to vary their use of nouns and adjectives.

### Take Language to Application (You Do Together/You Do On Your Own)

Students remain in groups of four with the same materials. Distribute a *Ticket Out the Door* to each student. They take turns spinning the spinner to determine which food group to write about on their ticket.

*Write two sentences like the ones you've been saying out loud. When you're finished writing, read what you wrote to your group to be sure it's your best work. Model a proficiency-level example sentence, as shown, so students understand the expectation.*

As students write, circulate and coach as needed. Hold students accountable for correct spelling of words on the poster and 2x2 cards.

**Ticket Out the Door** Name: \_\_\_\_\_ Date: \_\_\_\_\_

*One food group is the vegetable group. Carrots, cucumbers, and lettuce are all vegetables.*

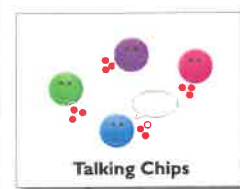
EL Achieve

### Close the Lesson

*Today you talked about which foods belong in each food group. During lunch or dinner, pay attention to what you're eating! Which food group does each type of food belong to? For homework, write down two or three of the foods you ate and which food groups they belong to.*

*Let's say goodbye with some quick stretches and exercises we practiced last week! With students on the rug, lead the class through a few minutes of various activities they most enjoyed from Week One.*

### Cue Card



*Aspect of Speech Spinners*  
*Food Group Cling*  
*Food Group Poster Cards*  
*2x2 Food Cards*  
*Talking Chips*

*Ongoing Assessment Log*

*Ticket Out the Door*

*Ongoing Assessment Log*



# Lesson One

**Objective:** Students will use topic-specific vocabulary and adjectives of quantity to sort foods into food groups.

## INSTRUCTIONAL SEQUENCE

## MATERIALS

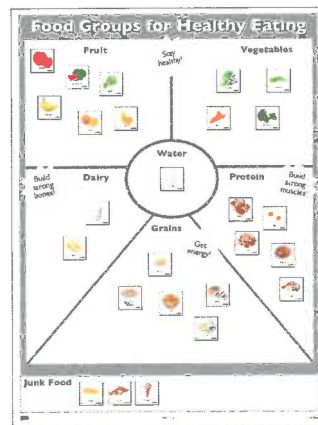
### Open the Lesson

Last week you talked about how exercise keeps your body healthy. Good nutrition keeps your body healthy, too! When you have good nutrition, you eat healthy food. Healthy snacks and meals keep your bones and muscles strong and help you feel good all day.

Food is organized into different groups called food groups. It's healthy to eat food from all of the food groups. Here are some examples of healthy foods in all the different food groups. Post the **Food Group Poster**. Students echo the food names as you categorize the **2x2 Food Cards** on the **Food Group Poster** with **Handi-Tak**. Explain your rationale as you divide the cards into groups. There is also food that is not so healthy, called junk food. It's okay to eat junk food once in a while.

Allow time for students to add other foods to the poster. Point to each food group and ask for other examples. Use a dry erase marker to sketch and label student ideas on the chart.

We need food from all of the food groups to have good nutrition and stay healthy. Today you'll talk about the food groups and the names of foods in each group.



**Food Group Poster**  
**2x2 Food Cards**  
**Handi-Tak**

### Teach the Language for the Lesson (I Do/We Do)

#### Explain food groups using adjectives of quantity

Organizing foods into food groups helps us make good choices and think about the type of food we should eat every day. If you know which foods belong in each food group, it's easier to be healthy!

Create a chart, as shown. Reference the **Food Group Poster** throughout the **Teach the Language** section to reinforce and explain food groups. Use **My Turn, Your Turn: Echo** to ensure students get a variety of practice with the language patterns.

There are five different food groups. Point to the word **vegetables**. Vegetables have vitamins and minerals that help you stay healthy and keep from getting sick. The vegetable group is one food group. Point to the poster and direct students to echo the name of each vegetable a couple of times.

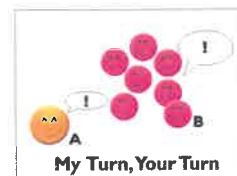
**\* FOOD GROUPS**

dairy  
vegetable(s)  
fruit  
protein  
grain(s)

One food group is the \* group.  
Another

Teacher-made chart, large version, p. 18

#### Cue Card



**One food group** is the **vegetable group**. Echo.

Another group is the protein group. Protein makes your muscles strong and helps your body heal itself. Since we already talked about one food group, we'll add the word **another** to our sentence.

**Another food group** is the **protein group**. Echo.

Point to the poster and have students echo the names of foods in this group.

Continue the process to explain the remaining food groups. As you introduce each food group, discuss its benefits. Examples:

**One food group** is the **dairy group**. Echo. **Another food group** is the **fruit group**. Echo.

#### Classify foods with adjectives of quantity

Add to the chart, as shown. Now you will use the word **both** to talk about two foods that belong in the same food group. Example:

Apples and pears are **both fruits**. Echo.

We use **both** to help explain that they're in the same group.

**\* FOOD GROUPS**

dairy  
vegetable(s)  
fruit  
protein  
grain(s)

One food group is the \* group.  
Another

all  
\* and \* are both \* (foods).  
junk food

Junk food is not a food group

Additional example:  
**Another food group**  
is the **grain group**.

Themes	The Art of Getting Along	Virtual Field Trip: Snowy Destination	How's the Weather?	Visual and Performing Arts	Ecology: Animals and the Environment	Healthy Living
<b>Goal</b>	Learn language to respectfully interact with others to get needs met, avoid conflicts, and help others at school and at home.	Virtually experience a typical setting found in grade-level literature and discuss activities that are associated with it.	Discuss climate and plan a variety of activities that make sense given changing weather conditions.	Discuss how a story ( <i>Peter and the Wolf</i> ) is told through words, actions, and music, and use that information to retell and perform it.	Report facts and observations about a place (desert, tundra, and coast) and tell how changes impact life there.	Explain the benefits of actions (exercise, good nutrition, time management, reacting to discouraging situations).
<b>Grades 3–4</b> CCSS and Other Content Standard Connections	<b>H</b> Practice conflict resolution techniques <b>W.3/4.2</b> Write informative/explanatory texts <b>SL.3/4.4</b> Recount an experience using descriptive details	<b>W.3/4.3</b> Write narratives to develop real or imagined events using descriptive details and clear event sequences	<b>SS</b> Use maps, identify geographical features; climate affects activities <b>W.3/4.2</b> Write informative texts to examine a topic and convey ideas and information clearly <b>SL.3/4.4</b> Report on a topic using appropriate facts	<b>VPA</b> Music sets mood, communicates ideas <b>RL.3/4.1</b> Recount story; determine central message/theme <b>RL.3/4.3</b> Describe characters in a story and how actions contribute to sequence of events	<b>SCI</b> Animals adapt to their environment; habitats are affected by human actions <b>W.3/4.7</b> Conduct short research projects that build knowledge of topic <b>SL.3/4.4</b> Report on a topic sequencing ideas and using facts	<b>H</b> Support others in making positive choices <b>H</b> Evaluate strategies to cope with stress/anger <b>RI.3/4.3</b> Explain ideas or concepts in text using language that pertains to time, sequence, and cause/effect
	<b>SL Anchor:</b> Engage effectively in a range of conversations (pairs, groups, teacher-led) on grade-level topics, building on others' ideas and expressing their own clearly. <b>L Anchors:</b> 1. Apply knowledge of how language functions to different contexts. 2. Demonstrate command of conventions. 3. Acquire a range of domain-specific words.					
<b>BEGINNING</b> Sample Target Structures	V. phrases in Q&A: <b>like to, don't like to</b> Pron.: <b>I, he, she, they</b> Conj.: <b>and, or, but</b> Questions to request clarification with: <b>What, Where, Can, Will</b>	Questions with: <b>Can you, Do you, When will, When are</b> Subject pron. and simple present tense v.: <b>I, we, they, she, he (She gets off the bus.)</b>	Questions: <b>Where? What will it be like?</b> Adv.: <b>north, south, east, west</b> Subj.-v. agreement Conj.: <b>and, so (It's cold, so let's make a campfire.)</b>	V. phrases: <b>is/are _____ ing</b> ( <i>The cat is watching the bird.</i> ) Statements with: <b>should</b> ( <i>You should move ...</i> ) Ordinal numbers ( <b>Second, put Duck next to ...</b> )	Infinitive v. phrases Prep.: <b>on, in</b> ( <i>Trees have strong roots to stay in the ground.</i> ) Questions with: <b>Where, What</b> Adv.: <b>too much (many)</b>	Prep. phrases of time: <b>for (half) an hour, for 30 (60) minutes</b> V. phrases: <b>gives you energy, helps you think, ask for help, kept trying</b> Conj.: <b>because, when, but</b>
<b>INTERMEDIATE</b> Sample Target Structures	V. and v. phrases: <b>relaxing, playing on a team</b> Present tense statements with: <b>when</b> Questions with: <b>Who, When, do + adv. of frequency: always, never, usually, sometimes</b>	Present perfect tense: <b>have/haven't + past participle (I haven't been ice-skating, but I have played on the sled.)</b> Conj.: <b>while, before, after</b>	Past tense v. phrases: <b>were going to + infinitive (We were going to ride our bikes, but ...)</b> Conditional statements with: <b>if</b> Modal v.: <b>could, should + go</b>	Negative past tense: <b>didn't + present tense v. (Grandfather didn't scold Peter when ...)</b> Adv. ( <i>You said that too quickly.</i> ) Statements/questions with: <b>should</b>	Adj.: <b>some, little, not much</b> ( <i>Since there is little rain in the desert, plants have to ...</i> ) Predictive phrases ( <b>I predict that polar bears will starve since they won't have enough food.</b> )	Comparative and descriptive adj. Conj.: <b>but, whenever, although</b> Future tense v. phrases with: <b>will, won't</b> Modal v.: <b>might, might not</b>
<b>ADVANCED</b> Sample Target Structures	Complex sentences with: <b>going to, will probably + conj.: when</b> Questions/statements with: <b>can, will, could, would, I'd rather</b> Idioms: <b>crazy about, really into, crack up</b>	Clauses with: <b>where (... the type of place where ...)</b> Adv. for quantity: <b>barely, a little, completely, extremely</b> Indefinite pron.: <b>anyone, everyone, someone, no one</b>	Modal phrases: <b>it could/ might + v. (It's clear in the valley right now, but it might rain ...)</b> Adv.: <b>north, south, east, west + of here</b> Past perfect statements: <b>had planned + infinitive</b>	Complex sentences with: <b>while, when (While his grandfather was sleeping ...)</b> Conditional question ( <b>If you were Bird, what would you say ...</b> )	Complex sentences ( <b>To protect themselves from strong winds ...</b> ) Adj. of quantity ( <b>All plants must have water to survive, but desert plants can survive with small amounts of water.</b> )	Modal v. <b>could + v. phrases</b> Conj.: <b>not only + but also, even though, or</b> Phrases to organize and summarize Adj. for states of being

## Proficiency Level at a Glance

**Grades 3–4  
Beginning**

Themes	The Art of Getting Along	Virtual Field Trip: Snowy Destination	How's the Weather?	Visual and Performing Arts	Ecology: Animals and the Environment	Healthy Living
<b>Unit Goal</b>	Learn language to respectfully interact with others to get needs met, avoid conflicts, and help others at school and at home.	Virtually experience a typical setting found in grade-level literature and the activities that are associated with it.	Discuss climate and plan a variety of activities that make sense given changing weather conditions.	Discuss how a story ( <i>Peter and the Wolf</i> ) is told through words, actions, and music, and use that information to retell and perform it.	Report facts and observations about a place (desert, tundra, and coast) and tell how changes impact life there.	Explain the effects and benefits of specific actions and choices (exercise, nutrition, time management, and reacting to discouraging situations).
<b>Language Functions</b>	<ul style="list-style-type: none"> <li>Greet, introduce, share personal info</li> <li>Express needs/requests</li> <li>Give/follow directions</li> <li>Request assistance</li> <li>Express feelings</li> </ul>	<ul style="list-style-type: none"> <li>Describe physical attributes of a place</li> <li>Describe actions</li> <li>Discuss or create a plan</li> <li>Compare and contrast actions</li> </ul>	<ul style="list-style-type: none"> <li>Describe characteristics</li> <li>Make suggestions</li> <li>Make predictions</li> <li>Make/share plans</li> <li>Ask for/give directions</li> <li>Retell actions</li> </ul>	<ul style="list-style-type: none"> <li>Describe actions</li> <li>Describe physical characteristics</li> <li>Discuss or create a plan</li> <li>Negotiate solutions</li> <li>Express preferences</li> </ul>	<ul style="list-style-type: none"> <li>Describe physical characteristics and attributes</li> <li>Compare and contrast</li> <li>Make and report observations</li> </ul>	<ul style="list-style-type: none"> <li>Describe routine events</li> <li>Discuss time</li> <li>Describe actions and physical attributes</li> <li>Retell events</li> </ul>
<b>Sample Target Language</b>	<ul style="list-style-type: none"> <li>School/home vocabulary</li> <li>Verb phrases in questions and answers: <b>like to, don't like to</b></li> <li>Pronouns: <b>I, he, she, they</b></li> <li>Conjunctions: <b>and, or, but</b></li> <li>Questions to request clarification with: <b>what, where, can, will</b></li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary to describe a snowy town</li> <li>Questions with: <b>can you, do you, when will, when are</b></li> <li>Subject pronouns and simple present tense verbs: <b>I, we, they, she, he</b> (<i>She gets off the bus.</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Weather vocabulary</li> <li>Questions: <b>Where? What will it be like?</b></li> <li>Adverbs: <b>north, south, east, west</b></li> <li>Subject-verb agreement</li> <li>Conjunctions: <b>and, so</b> (<i>It's cold, so let's make a campfire.</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Story vocabulary</li> <li>Verb phrases: <b>is/are + ing</b> (<i>The cat is watching the bird.</i>)</li> <li>Statements with: <b>should</b> (<i>You should move Bird up the tree.</i>)</li> <li>Ordinal numbers (<b>Second, put Duck next to the pond.</b>)</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary related to desert, tundra, and coast</li> <li>Infinitive verb phrases</li> <li>Prepositions: <b>on, in</b> (<i>Trees have strong roots to stay in the ground.</i>)</li> <li>Questions with: <b>where, what</b></li> <li>Adverbs: <b>too much, many</b></li> </ul>	<ul style="list-style-type: none"> <li>Physical activity and nutrition vocabulary</li> <li>Prepositional phrases of time: <b>for (half) an hour, for 30 (60) minutes</b></li> <li>Verb phrases: <b>gives you energy, helps you think, ask for help, kept trying</b></li> <li>Conjunctions: <b>because, when, but</b></li> </ul>
<b>Unit Assessments</b>	Interview a partner and report to the group; lead a directed drawing activity; act out invitations to play; negotiate solutions.	Write a paragraph describing the setting; create a four-panel poster; write a dialogue; play a board game to retell experiences.	Have a dialogue about weather; play a board game to report on the weather/give advice; make travel plans; write a postcard about a trip.	Create a storyboard; relate instruments to characters; plan and perform a puppet show.	Write informational paragraphs; write and conduct interviews to make predictions about environmental changes.	Deliver formal presentation; conduct interviews from perspective of story characters about persevering in the face of a challenge.
<b>Building Toward the Common Core</b>	<b>SL Anchor:</b> Engage effectively in a range of conversations (pairs, groups, teacher-led) on grade-level topics, building on others' ideas and expressing their own clearly. <b>L Anchors:</b> 1. Apply knowledge of how language functions to different contexts. 2. Demonstrate command of conventions. 3. Acquire a range of domain-specific words.					
	<b>W.3/4.2</b> Write informative/explanatory texts. <b>SL.3/4.4</b> Recount an experience using descriptive details.	<b>W.3/4.3</b> Write narratives to develop real or imagined events using descriptive details and clear event sequences.	<b>W.3/4.2</b> Write informative texts to examine a topic and convey ideas and information clearly. <b>SL.3/4.4</b> Report on a topic using appropriate facts.	<b>RL.3/4.1</b> Recount story; determine central message/theme. <b>RL.3/4.3</b> Describe characters in a story and how actions contribute to sequence of events.	<b>W.3/4.7</b> Conduct short research projects that build knowledge of a topic. <b>SL.3/4.4</b> Report on a topic sequencing ideas logically and using appropriate facts to support main ideas.	<b>RI.3/4.3</b> Explain ideas or concepts in text using language that pertains to time, sequence, and cause/effect.

## Proficiency Level at a Glance

**Grades 3–4  
Intermediate**

Themes	The Art of Getting Along	Virtual Field Trip: Snowy Destination	How's the Weather?	Visual and Performing Arts	Ecology: Animals and the Environment	Healthy Living
Unit Goal	Learn language to respectfully interact with others to get needs met, avoid conflicts, and help at school and at home.	Virtually experience a typical setting found in grade-level literature and discuss the activities that are associated with it.	Discuss climate and plan a variety of activities that make sense given changing weather conditions.	Discuss how a story ( <i>Peter and the Wolf</i> ) is told through words, actions, and music, and use that information to retell and perform it.	Report facts and observations about a place (desert, tundra, and coast) and predict the impact of environmental changes.	Explain the effects and benefits of different actions and choices (exercise, nutrition, and responding to discouraging situations).
Language Functions	<ul style="list-style-type: none"> <li>Make introductions</li> <li>Express needs/requests</li> <li>Describe routines</li> <li>Express feelings and preferences</li> <li>Negotiate solutions</li> </ul>	<ul style="list-style-type: none"> <li>Describe attributes of a place</li> <li>Describe/retell actions</li> <li>Tell how long an event happened</li> <li>Compare and contrast</li> </ul>	<ul style="list-style-type: none"> <li>Describe characteristics</li> <li>Make predictions</li> <li>Make/share plans</li> <li>Ask/give directions</li> <li>Retell actions</li> <li>Express cause/effect</li> </ul>	<ul style="list-style-type: none"> <li>Describe attributes</li> <li>Retell actions/events</li> <li>Compare and contrast</li> <li>Explain classifications</li> <li>Contribute ideas and opinions</li> </ul>	<ul style="list-style-type: none"> <li>Make/report observations</li> <li>Compare and contrast physical attributes and actions</li> <li>Make predictions about events</li> </ul>	<ul style="list-style-type: none"> <li>Express cause/effect for feelings, physical conditions, and processes</li> <li>Discuss time</li> <li>Express feelings and preferences</li> </ul>
Sample Target Language	<ul style="list-style-type: none"> <li>School/home vocabulary</li> <li>Verb phrases: <b>relaxing, competing, playing on a team</b></li> <li>Present tense statements with: <b>when</b></li> <li>Questions with <b>who, when, do</b> + adverb of frequency: <b>always, usually, sometimes, never</b></li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary to describe a snowy town</li> <li>Present perfect tense: <b>have/haven't</b> + past participle (<i>I <b>haven't been</b> ice-skating, but I <b>have played</b> on the sled.)</i></li> <li>Conjunctions: <b>while, before, after</b></li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary for weather, geographical regions</li> <li>Past tense verb phrases: <b>were going to</b> + infinitive (<i>We <b>were going to ride</b> our bikes, but it was <b>too</b> hot.)</i></li> <li>Conditional statements with: <b>if</b></li> <li>Modal verbs: <b>could, should + go</b></li> </ul>	<ul style="list-style-type: none"> <li>Story vocabulary</li> <li>Negative past tense: <b>didn't</b> + present tense verb (<i>Grandfather <b>didn't scold</b> Peter when he <b>caught</b> the wolf.)</i></li> <li>Adverbs (<i>You said that <b>too quickly</b>.)</i></li> <li>Statements/questions with: <b>should</b></li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary related to desert, tundra, and coast</li> <li>Adjectives: <b>some, little, not much</b> (<i>Since there is <b>little</b> rain in the desert, plants <b>have to store</b> water.)</i></li> <li>Predictive phrases (<i>I <b>predict</b> that polar bears <b>will starve</b> since they <b>won't have</b> enough food.)</i></li> </ul>	<ul style="list-style-type: none"> <li>Physical activity and nutrition vocabulary</li> <li>Comparative and descriptive adjectives</li> <li>Conjunctions: <b>whenever, but, although</b></li> <li>Future tense verb phrases with: <b>will, won't</b></li> <li>Modal verbs: <b>might, might not</b></li> </ul>
Unit Assessments	Write and perform a role-play; write a story box; write a mini-book that tells how to get along at school.	Write a paragraph describing setting; create a four-panel poster; conduct interviews; retell experiences.	Give mock TV weather newscasts for different geographical areas; make and share travel plans via <b>Structured Role Play</b> ; write a postcard.	Describe the actions of characters; write about characters related to instrument sounds; plan, finalize, and perform a puppet show.	Write informational reports; write and conduct interviews to make predictions about environmental changes.	Deliver formal presentations; conduct interviews from perspective of story characters about persevering in the face of a challenge.
Building Toward the Common Core	<b>SL Anchor:</b> Engage effectively in a range of conversations (pairs, groups, teacher-led) on grade-level topics, building on others' ideas and expressing their own clearly. <b>L Anchors:</b> 1. Apply knowledge of how language functions to different contexts. 2. Demonstrate command of conventions. 3. Acquire a range of domain-specific words.					
	<b>W.3/4.2</b> Write informative/explanatory texts. <b>SL.3/4.4</b> Recount an experience using descriptive details.	<b>W.3/4.3</b> Write narratives to develop real or imagined events using descriptive details and clear event sequences.	<b>W.3/4.2</b> Write informative texts to examine a topic and convey ideas and information clearly. <b>SL.3/4.4</b> Report on a topic using appropriate facts.	<b>RL.3/4.1</b> Recount story; determine central message/theme. <b>RL.3/4.3</b> Describe characters in a story and how actions contribute to sequence of events.	<b>W.3/4.7</b> Conduct short research projects that build knowledge of a topic. <b>SL.3/4.4</b> Report on a topic sequencing ideas logically and using appropriate facts to support main ideas.	<b>RI.3/4.3</b> Explain ideas or concepts in text using language that pertains to time, sequence, and cause/effect.



## Proficiency Level at a Glance

Grades 3–4  
Advanced

Themes	The Art of Getting Along	Virtual Field Trip: Snowy Destination	How's the Weather?	Visual and Performing Arts	Ecology: Animals and the Environment	Healthy Living
Unit Goal	Learn language to respectfully interact with others to get needs met, avoid conflicts, and help at school and at home.	Virtually experience a typical setting found in grade-level literature and discuss the activities that are associated with it.	Discuss climate and plan a variety of activities that make sense given changing weather conditions.	Discuss how a story ( <i>Peter and the Wolf</i> ) is told through words, actions, and music, and use that information to retell and perform it.	Report facts and observations about a place (desert, tundra, and coast) and predict the impact of environmental changes.	Explain the effects and benefits of different actions and choices (exercise, nutrition, and reacting to discouraging situations).
Language Functions	<ul style="list-style-type: none"> <li>Make introductions</li> <li>Express needs/requests</li> <li>Explain routines</li> <li>Express feelings and preferences</li> <li>Negotiate solutions</li> </ul>	<ul style="list-style-type: none"> <li>Describe attributes of a place or setting</li> <li>Explain actions</li> <li>Clarify whether something has or hasn't happened</li> <li>Compare and contrast</li> </ul>	<ul style="list-style-type: none"> <li>Describe characteristics</li> <li>Make predictions</li> <li>Make/share plans</li> <li>Ask for/give directions</li> <li>Express cause/effect</li> <li>Retell actions</li> </ul>	<ul style="list-style-type: none"> <li>Relate/explain actions</li> <li>Explain inferences</li> <li>Classify and make generalizations</li> <li>Compare and contrast</li> <li>Contribute ideas and opinions to discussion</li> </ul>	<ul style="list-style-type: none"> <li>Describe actions and attributes of a place</li> <li>Compare and contrast characteristics</li> <li>Make predictions about events</li> </ul>	<ul style="list-style-type: none"> <li>Express cause/effect for feelings, physical conditions, and processes</li> <li>Explain frequency</li> <li>Relate a past action with another event</li> <li>Discuss feelings and preferences</li> </ul>
Sample Target Language	<ul style="list-style-type: none"> <li>Complex sentences with: <b>going to, will probably</b> + conjunction: <b>when</b></li> <li>Questions/statements with: <b>would, I'd rather</b></li> <li>Idioms: <b>crazy about, really into, crack up</b></li> <li>Requests with: <b>can, will, could, would</b></li> </ul>	<ul style="list-style-type: none"> <li>Snowy town vocabulary</li> <li>Clauses with: <b>where</b> (<i>It's the type of place where ...</i>)</li> <li>Adverbs for quantity: <b>barely, a little, completely, extremely</b></li> <li>Indefinite pronouns: <b>anyone, everyone, someone, no one</b></li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary for weather, geographical regions</li> <li>Modal phrases: <b>it could/might + verb</b> (<i>It's <b>clear</b> in the <b>valley</b> right now, but <b>it might rain</b> ...</i>)</li> <li>Adverbs: <b>north, south, east, west + of here</b></li> <li>Past perfect statements: <b>had planned</b> + infinitive</li> </ul>	<ul style="list-style-type: none"> <li>Story vocabulary</li> <li>Complex sentences with: <b>while, when</b> (<i>While his grandfather <b>was sleeping</b> ...</i>)</li> <li>Conditional question (<i>If you were <b>Bird</b>, what would you say ...</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary related to desert, tundra, and coast</li> <li>Complex sentences (<i>To protect themselves from strong <b>winds</b> ...</i>)</li> <li>Adjectives of quantity (<i>All plants <b>must have</b> water <b>to survive</b>, but desert plants <b>can survive</b> with <b>small amounts of</b> water.)</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Physical activity and nutrition vocabulary</li> <li>Modal verb <b>could</b> + verb phrases (<i>You <b>could either</b></i>)</li> <li>Conjunctions: <b>not only + but also, even though, or</b></li> <li>Phrases to organize and summarize</li> <li>Adjectives for states of being</li> </ul>
Unit Assessments	Write and perform a role-play; write a story box; write a mini-book that tells how to get along at school.	Write a paragraph describing the setting; create a four-panel poster; conduct interviews; retell events.	Report and give advice about the weather; work with a partner to make travel plans; write a postcard about a trip.	Describe actions of characters; write about characters related to instrument sounds; plan, finalize, and perform a puppet show.	Write informational paragraphs; write and conduct interviews to make predictions about the impact of environmental changes.	Deliver formal presentation; conduct interviews from perspective of story characters about persevering in the face of a challenge.
Building Toward the Common Core	<p><b>SL Anchor:</b> Engage effectively in a range of conversations (pairs, groups, teacher-led) on grade-level topics, building on others' ideas and expressing their own clearly.</p> <p><b>L Anchors:</b> 1. Apply knowledge of how language functions to different contexts. 2. Demonstrate command of conventions. 3. Acquire a range of domain-specific words.</p>					
	<p><b>W.3/4.2</b> Write informative/explanatory texts.</p> <p><b>SL.3/4.4</b> Recount an experience using descriptive details.</p>	<p><b>W.3/4.3</b> Write narratives to develop real or imagined events using descriptive details and clear event sequences.</p>	<p><b>W.3/4.2</b> Write informative texts to examine a topic and convey ideas and information clearly.</p> <p><b>SL.3/4.4</b> Report on a topic using appropriate facts.</p>	<p><b>RL.3/4.1</b> Recount story; determine central message/theme.</p> <p><b>RL.3/4.3</b> Describe characters in a story and how actions contribute to sequence of events.</p>	<p><b>W.3/4.7</b> Conduct short research projects that build knowledge of a topic.</p> <p><b>SL.3/4.4</b> Report on a topic sequencing ideas logically and using appropriate facts to support main ideas.</p>	<p><b>RI.3/4.3</b> Explain ideas or concepts in text using language that pertains to time, sequence, and cause/effect.</p>