

Unit 3 FELD
Topics
4/5

	Topic	Language Function	Picture Cards
Week 1	B/EI Physical Body I/EA/A Science	B/EI/I Give and Follow Multiple Step Directions EA/A Give and Follow Multiple Step Directions, Explain Sequence and Duration	B/EI/I Nouns: Body Parts Verbs: Actions Ordinal Numbers Prepositions
Week 2	B/EI Physical World I/EA/A Conservation	B/EI Make and Report Observations I/EA/A Explain Cause and Effect Relationships for Natural or Mechanical Processes	B/EI Nouns: Common Objects in our World Verbs: Actions I/EA/A Conservation Nouns Verbs: Conservation
Week 3	B/EI Physical World I/EA/A	Same as Week 2	Same as Week 2 (changing tenses)
Week 4	Habitats	Describe physical attributes of a place using adjectives and prepositions	Nouns: Habitats/Animals + Local Habitats/Animals

Physical Body/Resource
Bringing Language To Life
4/5, Unit 3, Week 1, All levels

Songs/Chants	Posters	Books/Poems	Realia
Head, Shoulders, Knees and Toes	Finger Talk (Dominie)	Five Senses Song (Into English) - Debbie	
Simon Says	Human Body	How-To-Book (any type) to show sequencing	
If You're Happy and You Know It		I Like Me, by Nancy Carlson	
Hokey Pokey		About Feet *	
		My Nose *	

From SELD: The Amazing Human Body Lesson Plan (Beginning)

About Feet

The centipede is not complete
Unless he has one hundred feet.
Spiders must have eight for speed,
And six is what all insects need.
Other creatures by the score
Cannot do with less than four.
But two are quite enough, you know,
To take me where I want to go.

Margaret Hillert

My Nose

It doesn't breathe;
It doesn't smell;
It doesn't feel
So very well.

I am discouraged
With my nose:
The only thing it
Does is blows.

Dorothy Aldis



The Amazing Human Body

ONGOING ASSESSMENT OF LANGUAGE PRACTICE

Directions: List target grammatical form(s) below. As you monitor target language practice, note whether student is:

Unable to produce language = 0 Able to produce language using scaffolds = -- Able to produce language independently = 1

Teacher: _____

Language Function: _____

ELD Level(s): _____

Date: _____

	body vocabulary	I have the _____	We have _____	They have _____	action verbs	The _____	can + concrete verb											Notes:
1.																		
2.																		
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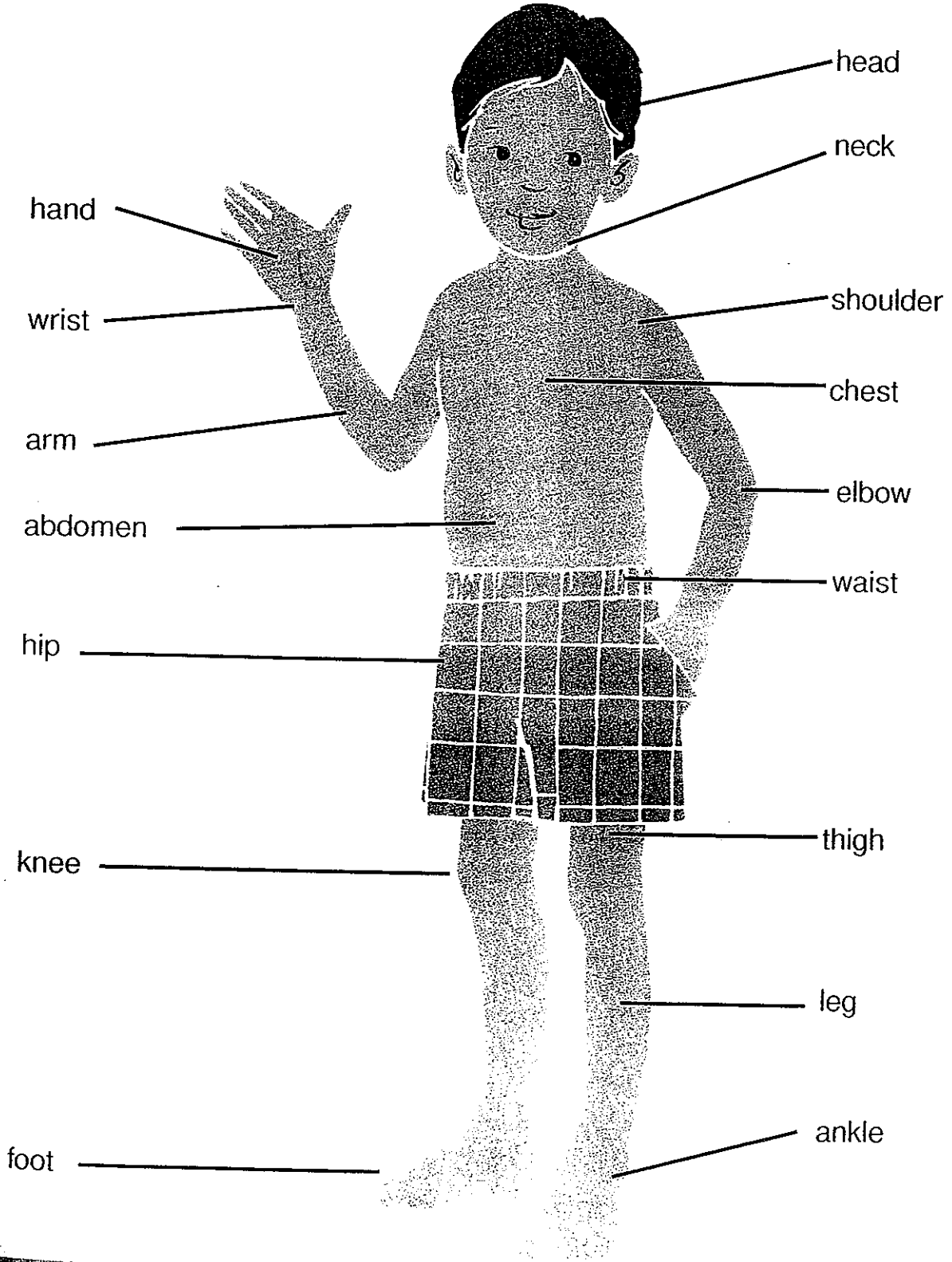
The Amazing Human Body
Board Game

What do the hands do?	What can the hands do?
What do the legs do?	What can the hands do?
What do the feet do?	What can the feet do?
What does the mouth do?	What can the feet do?
What does the nose do?	What can the mouth do?
What do the ears do?	What can the mouth do?
What do the eyes do?	What can the nose do?
What do the arms do?	What can the nose do?
What do the hands do?	What can the ears do?
What do the arms do?	What can the ears do?
What do the feet do?	What can the eyes do?
What do the ears do?	What can the arms do?
What do the legs do?	What can the arms do?
What do the eyes do?	What can the legs do?
What does the nose do?	What can the legs do?
What does the mouth do?	What can the eyes do?

Outer Body

Human Body

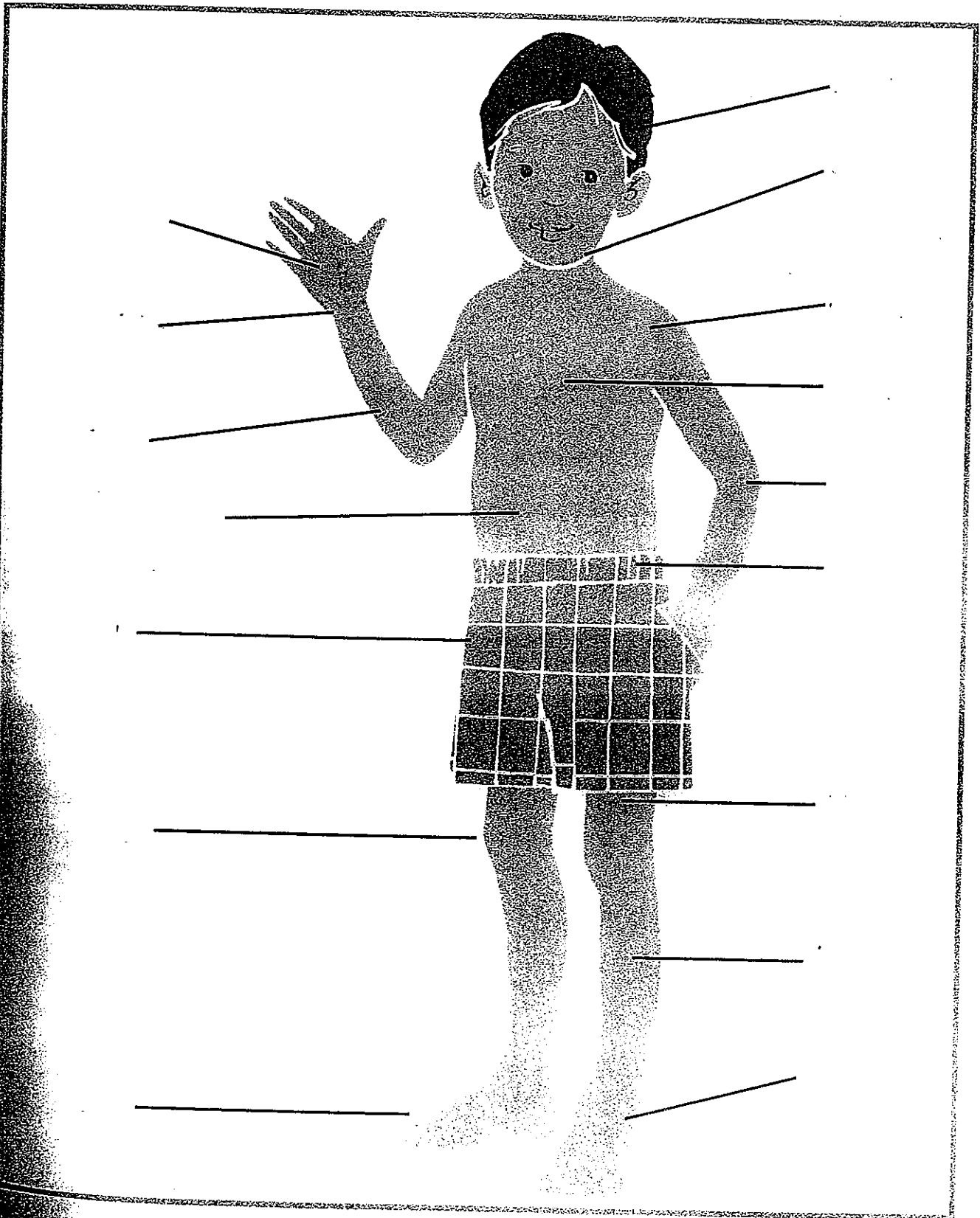
Each outside (**external**) part of your body has a job.
These parts help you to move, work, and play.



Outer Body

Human Body

Each outside (**external**) part of your body has a job.
These parts help you to move, work, and play.



Our Physical World Resources
Bringing Language To Life
4/5, Unit 3, Week 2 and 3, B/EI Only





Songs/Chants	Posters	Books/Poems	Realia
Doing Things (ELAchieve Songbook, p. 1) *		Community books	Outside observation Objects/activities

* Included in this resource


Conservation Resources
Bringing Language To Life
4/5, Unit 3, Week 2 and 3, I/EA/A

Songs/Chants	Posters	Books/Poems	Realia
		The Great Kapok Tree	Recycling symbols and items/trash
		Gail Gibbons Books	
		A River Runs Through It	
		Science Textbook/Social Studies text	
		NF Guided Reading	

1. DOING THINGS (Tune: Michael Row the Boat Ashore)

 *Focus: Present Progressive; Subject Pronouns*
Exposure: Possessive Pronouns; Prepositions
 *Parts of the Body; Classroom Verbs*
 *Zipper Song*  *Track 1: Sing-along; Track 2: Accompaniment only*

VERSION 1

 *Focus on vocabulary and present progressive with **We are** ____.*

We are **sitting** on the **floor**.

Michael row the boat ashore

We are **si-tting**.

Hal - le - lu - ia

We are **sitting** on the **floor**.

Michael row the boat ashore

We are **si-i-tting**.

Hal - le - lu - u - ia



We are stamping our feet.

We are stamping...

We are touching our elbows.

We are touching...

We are pointing to our ears.

We are pointing...

We are tapping our knees.


We are tapping...

We are standing up.

We are standing...

We are turning around.

We are turning...

 **Singing Together:** *The whole class acts out the movements together while singing. You can start making up new verses right away by substituting the names of different parts of the body after **pointing to, touching, tapping**, etc. Continue “zipping in” other actions the class can do together. See pages 5 and 7 for more information about the use of Zipper Songs.*

→ *Some parts of the body have special verbs, such as **clapping our hands**.*

→ *Sing this song to initiate or direct classroom transitions throughout the day: clean-up, return to seat, come together, line up, etc.*





! Use Caution in Selecting Verbs: *The verbs you use in this song have to make sense with or without the object. “We are putting away the books. We are putting,” doesn’t work. Initially, avoid these solely transitive verbs. For a more challenging solution, see **Further Variations**.*

Habitats Resources
Bringing Language To Life
4/5, Unit 3, Week 4 All levels

Songs/Chants	Posters	Books/Poems	Realia
The Little Gray Mouse, ELAchieve Songbook, #10 *		Science textbook	Stuffed Animals Any living specimen
I Have Animals, ELAchieve songbook, #13 *		Diane Siebert books (Mojave, Mountains, etc.)	California Map San Diego Map
This Land Is Your Land			seashells
On Top of Old Smoky			Plant types (cactus, seaweed....)
			National Parks Photos or Brochures

* Included in this resource

10. THE LITTLE GRAY MOUSE (Tune: The Old Gray Mare)

 *Focus: Prepositions of Location*
Exposure: Present Tense, Contraction, Adjectives
 *Parts of the body*
 *Zipper Song*  *Track 13: Sample verses*

The little gray mouse is **in** my hand,

The old gray mare, she ain't what she used (to be)

in my ha-a-and, **in** my hand.

ain't what she used to be, ain't what she used (to be).


The little gray mouse is **in** my hand,


The old gray mare, she ain't what she used (to be)

That's where it **wants** to be.

Many long years ago.


in my hand*
 out of my hand
 on my head
 off my head
 under my chin
 over my knee
 near my elbow
 between my fingers

 **Singing Together:** Use a hand with clustered fingers to represent the mouse. Students place it in the locations described. You could use a toy mouse for demonstration and have volunteers perform a verse using the mouse. Pet stores sell toy mice in bulk!

 **Beginning:** Emphasize prepositions **in**, **on**, **off**, **inside**, **outside** with a variety of parts of the body.
 For example:


in my hand*
 out of my hand
 on my head
 off my head
 inside my hand *
 outside my hand



 **Early Intermediate:** Emphasize a greater variety of prepositions. Distinguish between **in** and **on**. Ex:

in my hand / on my hand *
 under my chin
 next to / beside my ear
 near my elbow
 behind my head
 between my fingers
 in the middle of my stomach
 above my knee
 on my right/left foot/knee **
 to the right/left of my nose **

FURTHER VARIATIONS


 Vary the prepositions within one verse, and the song becomes a fast-paced TPR drill:

The little gray mouse is in my hand,
 under my arm, on my hand.
 The little gray mouse is above my head.
 That's where it wants to be.

* For **in** and **inside**, close the hand around the mouse. For **on**, close the hand with knuckles upwards and place the mouse atop the knuckles. This will make a clear distinction between **in** and **on**.

** For **left** and **right**, don't use hands, arms or shoulders, since one arm is already occupied moving the mouse.

13. I HAVE ANIMALS! (TRICKY PLURALS) (Chant)

 Plurals with *-s, -es*; Irregular plurals

 Animal Names

 Zipper Chant  Track 4: Sample verses using regular plurals only

I have a **cat**. Meow! *(one hand, fingers clustered, open thumb and fingers to meow)*

I have a **cat**. Meow!

I **like** my cat. Now I want another **cat**. *(add the other hand, fingers clustered)*

I have **two cats**. Meow! *(both hands, fingers clustered, open hand to meow)*

I have **two cats**. Meow!

I **like** my cats. Now I want a **dog**.


 *-es plural*

I have a horse/two horses. Ye haw! *(clustered fingers rear back)*

I have a fox/two foxes. Yip, yip! *(clustered fingers bark)*

I have an octopus/two octopuses*. Wiggle! *(palm down, wiggle fingers) *-es and -i are both correct*

Also: ostriches, rhinoceroses, hippopotamuses, mantises, platypuses, stegosauruses...

 *Irregular plurals*

I have a mouse/two mice. Nibble, nibble! *(clustered fingers nibble)*

I have a goose/two geese. Honk, honk! *(clustered fingers, with forearm as neck)*

I have a fish/two fish. Swim, swim! *(flat hand on edge, swimming motion)*


I have a deer/two deer. Leap, leap! *(clustered fingers leap)*

I have a sheep/two sheep. Baa, Baa! *(clustered fingers bleat)*


I have an ox/two oxen. Puuull! *(move fist forward)*


Also: wolf/wolves, and calf/calves - not irregular, but a more difficult pattern than *-es*



 This is a more challenging version of Beginning/Early Intermediate Song 3, which uses regular and *-es* plurals. If students are unfamiliar with the chant, begin with regular plurals.

→ When first practicing *-es* or irregular plurals, do several of them in a row. Once students become comfortable with the new form, mix in the forms already mastered, to gain fluency in switching from one type of plural to another.

 Expand students' vocabulary of animal names, supported by pictures, literature or science studies. Include distinctions between similar animals, adult/baby, male/female, and synonyms: parrot/eagle/sparrow, lion/tiger/leopard, wolf/fox, cat/kitten, buck/doe, pig/hog, rabbit/bunny

 If appropriate to your grade level, teach spelling change *y/ies*: pony, bunny.

FURTHER VARIATIONS: For a cumulative version of this chant that provides fast-paced plurals practice, see *Further Variations* on page 13.

Habitats

Ocean	Farm	Woods Forest	Freshwater Pond River lake	Desert	Savannah African Plain	Arctic
dolphin	pig	eagle	dragonfly	desert fox	elephant	Arctic wolf
seal	cow	bear	Koi fish	lizard	cheetah	Arctic fox
shark	sheep	deer	Frog	tarantula	giraffe	penguin
whale	horse	chipmunk	Snake	tortoise	lion	walrus
octopus	goat	moose	Beaver	coyote	zebra	Polar bear
jellyfish	chicken	fox	turtle	jackrabbit		
stingray		skunk	River otter	bighorn sheep		
sea otter		raccoon	Fish(trout)	ants		
				scorpion		
				snake		