

Grade 2/3 Focused ELD Curriculum Guide

Unit 1 – Lesson Cycle 2

Overarching Language Functions: Interpersonal Communication

Language Function: B/EI/I/EA/A Express needs and make requests

Topic: Back to School

Teacher's Note:

- These units are designed as one week cycles. However, pacing may vary slightly 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.
- Provide students with ample opportunities for structured language practice.
- Guide students in bridging the use of the 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. The tab numbers are referenced under each proficiency level below.

		Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p style="text-align: center;">Beginning forms and examples</p> <p style="text-align: center;">2nd edition Tab 5.4</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p>	Forms	Nouns <i>classroom items</i> : paper, a pencil, an eraser, a chair, a book, glue, a notebook, a folder, a backpack etc.	Nouns from Lesson 1 (<i>without article</i>) Courtesy questions and responses: May I... Thank you!	Nouns from Lesson 1 + <i>help</i> Sentences with present tense <i>want, need</i> Courtesy phrases from Lesson 2 + _, please. I need _, please	Nouns : food, a jacket, water, bathroom, etc. Adjectives : cold, hot, thirsty, hungry, etc. Sentences with present tense <i>want, need, am</i> Courtesy phrases from Lesson 2 & 3 + I need to _ (<i>go to the bathroom, get a drink of water, etc.</i>), please.	Application Using taught forms students role play asking for help or borrowing something from a classmate or teacher.
	Prompts	What do you have?	May I use your _? <i>May I use your glue?</i>	What do you need/want?	What do you want/need?	
	Responses	I have _. A: <i>What do you have?</i> B: <i>I have a book. What do you have?</i> A: <i>I have a notebook.</i>	Yes/No Okay. Thank you! A: <i>May I use your chair?</i> B: <i>Okay.</i> A: <i>Thank you!</i>	_, please. I need ..., please A: <i>What do you need?</i> B: <i>A notebook, please. OR I need a notebook, please. OR I need help, please</i> A: (<i>Gives object or helps</i>) B: <i>Thank you!</i>	_ I want/need _, please. I am _. I need to _, please. A: <i>What do you want?</i> B: <i>I need a drink, please. I am thirsty. OR I need to go to the bathroom.</i> A: (<i>Gives object or says, "Okay!"</i>) B: <i>Thank you!</i>	

Assessment: Use the *Ongoing Assessment of Language Practice* and anecdotal notes to keep track of students' use of the target grammatical forms taught in this lesson cycle.
(2nd Edition Tab 3.32 & 3.33)

Grade 2/3 Focused ELD Curriculum Guide

Unit 1 – Lesson Cycle 2

Overarching Language Functions: Interpersonal Communication

Language Function: B/EI/I/EA/A Express needs and make requests

Topic: Back to School

		Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p>Early Intermediate forms and examples</p> <p>2nd edition Tab 5.4</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p>	Forms	Nouns <i>classroom items</i> : a rug, a pass, a whiteboard, a marker, a journal, a ruler, a computer, crayons, scissors, a pencil, an eraser, a chair, a book, glue, a folder, a notebook, a backpack etc.	Nouns from Lesson 1 Sentences with present tense <i>want, need</i> Courtesy phrases : Here you go! Thank you! You're welcome. Please.	Nouns from Lesson 1 Sentences from Lesson 2 Present negative with <i>don't</i>	Nouns from Lesson 1 (<i>without article</i>) Routine questions with <i>may</i> Courtesy phrases from Lesson 2 + Yes, you may! Sure. No. Okay!	Application Using taught forms students role play asking for something from a classmate or teacher.
	Prompts	What do you have? <i>OR</i> Who has _?	What do you need/want?	Do you need/want _?	May I use your _?	
	Responses	I have _. <i>A: What do you have?</i> <i>B: I have a whiteboard. What do you have?</i> <i>A: I have an eraser?</i> <i>OR</i> <i>A: Who has a ruler?</i> <i>B: I have a ruler. Who has a pencil?</i> <i>C: I have a pencil. Who has a backpack?</i> <i>D. I have a backpack. Who has ...</i>	I need/want _, please. Here you go! Thank you! You're welcome. <i>A: What do you need?</i> <i>B: I need scissors, please.</i> <i>A: Here you go!</i> <i>B: Thank you!</i> <i>A: You're welcome.</i>	No, I don't need/want _. <i>A: What do you need? Do you need scissors?</i> <i>B: No, I don't need scissors. I need glue, please.</i> <i>A: Here you go!</i> <i>B: Thank you!</i> <i>A: You're welcome.</i>	Yes, you may. No. Sure! Okay! <i>A: May I use your marker?</i> <i>B: Yes, you may. Here you go!</i> <i>A: Thank you.</i> <i>B: You're welcome.</i>	

Assessment: Use the *Ongoing Assessment of Language Practice* and anecdotal notes to keep track of students' use of the target grammatical forms taught in this lesson cycle.
(2nd Edition Tab 3.32 & 3.33)

Grade 2/3 Focused ELD Curriculum Guide

Unit 1 – Lesson Cycle 2

Overarching Language Functions: Interpersonal Communication

Language Function: B/EI/I/EA/A Express needs and make requests

Topic: Back to School

		Day 1	Day 2	Day 3	Day 4	Day 5
Intermediate forms and examples 2 nd edition Tab 6.4 <i>*Sample sentences in italics with focus grammatical forms bolded.</i>	Forms	Verbs <i>borrow, use</i> Nouns common classroom items + <i>precise nouns</i> : construction paper, whiteboard marker, white board eraser, colored paper, colored pencil, lined paper, blank paper, science journal, chart paper, colored marker, supply box, etc. Questions with <i>may</i>	Nouns from Lesson 1 Questions with <i>may</i> from Lesson 1 Adjectives <i>an extra (piece of), some</i>	Verb phrase <i>would like</i> Nouns for common cafeteria food: pizza, corn dog, burrito, teriyaki chicken, hamburger, salad, croutons, peas, corn, peaches, kiwis, apple slices, chicken fingers, shrimp poppers, fish sticks, etc. Adjective from Lesson 2	Verb phrase <i>would like</i> from Lesson 3 Nouns from Lesson 3 Adjective from Lesson 2 + <i>another</i>	Application Using taught forms students role play borrowing something from a classmate or politely ask for food during lunch. Students can write their dialogues on a cartoon strip.
	Prompts	May I use/borrow your __, please? <i>OR</i> May I please use/borrow your __?	May I please have a/ some/ an extra (<i>piece of</i>)/ __?	What would you like...? <i>What would you like to eat?</i>	What would you like?	
	Responses	Sure! Yes, you can have it when I'm finished. Sorry, I don't have (a) __. Thanks for sharing! A: May I use your white board eraser, please? B: <i>Yes, you can have it when I'm finished.</i> A: <i>Thanks for sharing!</i>	Sure! I'm sorry, I don't have an extra (<i>piece of</i>)/ any __. A: <i>May I please have some construction paper?</i> B: <i>I'm sorry, I don't have any.</i> OR A: May I please have an extra piece of lined paper? B: <i>Sorry, I don't have an extra piece of lined paper.</i>	I would like a/some __. Here you go. Thank you! You're welcome. A: <i>What would you like to eat?</i> B: I would like some shrimp poppers. A: <i>Here you go.</i> B: <i>Thank you!</i> A: <i>You're welcome.</i>	I would like another __, please. Are there any left? A: <i>What would you like?</i> B: I would like another hamburger, please. Are there any left? A: <i>Sure, here you go!</i> B: <i>Thank you.</i> A: <i>You're welcome.</i>	

Assessment: Use the *Ongoing Assessment of Language Practice* and anecdotal notes to keep track of students' use of the target grammatical forms taught in this lesson cycle.
 (2nd Edition Tab 3.32 & 3.33)

Grade 2/3 Focused ELD Curriculum Guide

Unit 1 – Lesson Cycle 2

Overarching Language Functions: Interpersonal Communication

Language Function: B/EI/I/EA/A Express needs and make requests

Topic: Back to School

		Day 1	Day 2	Day 3	Day 4	Day 5
<p>Early Advanced/Advanced forms and examples</p> <p>2nd edition Tab 7.3</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p>	Forms	<p>Nouns common classroom items + <i>precise nouns</i>: construction paper, ball point pen, sharpie, highlighter, whiteboard marker, white board eraser, colored paper, colored pencils, lined paper, blank paper, science journal, chart paper, colored markers, supply box, etc</p> <p>Expanded sentences with courtesy phrases: Would be all right if I borrowed your_? Sure! You can borrow it/them _ (now, when I finish, when I'm done).</p>	<p>Expanded sentences with courtesy phrases: Could you loan me your _? Of course, you can borrow it/them _ (now, when I finish, when I'm done). Thank you, I appreciate it.</p> <p>Idiomatic expression: (It's) my pleasure.</p>	<p>Nouns common cafeteria food: cheese pizza, taco pocket, macaroni and cheese, spaghetti and meat sauce, grilled cheese sandwich, turkey hot dog, beef teriyaki nuggets, bean and cheese burrito, etc.</p> <p>Expanded sentences with courtesy phrases from Lesson 2 + Would you mind (handing me, grabbing, bringing me) a/the...? No problem. I'd be glad to.</p> <p>Idiomatic expression from Lesson 2 + I have my heart set on...</p>	<p>Nouns from Lesson 3</p> <p>Expanded sentences with courtesy phrases from Lessons 2 & 3 + <i>Not at all</i></p> <p>Adjectives: another, an extra, a couple of</p>	<p>Application</p> <p>Using taught forms students role play borrowing something from a classmate or politely ask for food during lunch. Students can write their dialogues on a cartoon strip.</p>
	Prompts	Would it be all right if I borrowed your _?	Could you loan me your _?	I have my heart set on ... Would you mind (handing me, bringing me) a/the_?	Would you mind (handing me, bringing me) (another, an extra, a couple of)...?	
	Responses	<p>Sure! You can borrow it/them _ (now, when I finish, when I'm done).</p> <p>A: Would be all right if I borrowed your colored pencils? B: Sure! You can borrow them when I finish. A: <i>Thank you!</i> B: <i>You're welcome.</i></p>	<p>Of course! You can borrow it/them _ (now, when I finish, when I'm done). Thank you, I appreciate it. (It's) my pleasure.</p> <p>A: Could you loan me your ball point pen? B: Of course! You can borrow it when I'm done. A: Thank you, I appreciate it. B: It's my pleasure.</p>	<p>No problem. I'd be glad to.</p> <p>A: I have my heart set on <i>cheese pizza. Would you mind handing me a slice?</i> B: I'd be glad to. A: <i>Thank you, I appreciate it.</i> B: No problem.</p>	<p>Not at all.</p> <p>A: <i>Would you mind bringing me another grilled cheese sandwich?</i> B: Not at all! A: <i>Thank you, I appreciate it.</i> B: <i>My pleasure.</i></p>	

Assessment: Use the *Ongoing Assessment of Language Practice* and anecdotal notes to keep track of students' use of the target grammatical forms taught in this lesson cycle.

(2nd Edition Tab 3.32 & 3.33)