

Grade 2/3 Focused ELD Curriculum Guide
Unit 1 – Lesson Cycle 4

Overarching Language Functions: Describe, Compare & Contrast /Express Action & Time Relationships

- B/EI** Describe physical characteristics using sensory details
- I** Describe routine, ongoing events & retell past actions and events
- EA/A** Clarify whether something has or hasn't happened

Topic: Daily Routines & Family

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
Beginning forms and examples 2 nd edition Tab 5.8 <i>*Sample sentences in italics with focus grammatical forms bolded.</i>	Forms	Nouns: mom, dad, sister, brother, grandma, grandpa, uncle, aunt. Pronouns <i>he, she</i>	Nouns from Lesson 1 Adjectives: tall, short, old, young, etc.	Nouns from Lesson 1 + <i>hair, eyes</i> Pronouns from Lesson 1 Adjective placement with hair & eye color: <i>hair</i> blonde, black, brown, gray, white, <i>eyes</i> blue, green, brown, etc.	Nouns from Lessons 1 & 3 Pronouns from Lesson 1 Adjectives from Lessons 2 & 3 Conjunction <i>and</i>	Application Using taught forms, describe a member of your family or a member of a friends family. Sketch and tell/write.
	Prompts	Who is he/she?	Tell me about your _. <i>Tell me about your brother.</i>	What does your _look like? <i>What does your brother look like?</i>	Describe your _. <i>Describe your brother.</i>	
	Responses	He/She is _. <i>He is my brother</i>	My _ is _. <i>My brother is tall.</i>	My _ has _ _ He/She has _ _. <i>My brother has black hair.</i> <i>He has blue eyes.</i>	My _ has _ _ and _ _ . <i>OR</i> He/She has _ _ and _ _ . <i>My brother is tall. He has black hair and blue eyes.</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)

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<p>Early Intermediate forms and examples</p> <p>2nd edition Tab 5.8</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p>	Forms	<p>Nouns: mom, dad, sister, brother, grandma, grandpa, uncle, aunt, cousin, etc.</p> <p>Pronouns <i>he, she</i></p>	<p>Verbs present tense <i>be, have</i></p> <p>Nouns from Lesson 1 + <i>_hair</i></p> <p>Adjectives: tall, short, old, young, <i>hair color</i> blonde, gray, black, brown</p>	<p>Verbs present tense <i>be, have</i> from Lesson 2</p> <p>Nouns: Lessons 1 & 2 + <i>_ eyes</i></p> <p>Adjectives from Lesson 2 + <i>eye color</i> green, blue, brown, etc.</p> <p>Conjunction <i>and</i></p>	<p>Verbs present tense <i>is, have</i> from Lesson 2</p> <p>Nouns from Lessons 1, 2, & 3</p> <p>Adjectives from Lessons 2 & 3</p> <p>Comparatives & superlatives: shorter/shortest, taller/tallest, younger/youngest, older/oldest</p>	<p>Application</p> <p>Using taught forms tell or write about different members of your family from a photograph or a sketched picture.</p>
	Prompts	Who is he/she?	Tell me about your _. <i>Tell me about your cousin.</i>	What does your _ look like?	Tell me about your _. <i>Tell me about your cousin.</i>	
	Responses	He/She is _. He is my cousin.	My _is/has _. He/She has _ _. <i>My cousin is short. She has gray hair.</i>	He/She has _ _ and _ _. <i>This is my cousin. My cousin is short. She has gray hair and brown eyes.</i>	He/She is _ than _. My _ is the _. <i>This is my cousin. She has gray hair and brown eyes. She is younger than my brother. My sister is the youngest.</i>	

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<p>Intermediate forms and examples</p> <p>2nd edition Tabs 6.20 & 6.21</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p>	Forms	<p>Verbs present tense: <i>Morning:</i> go __, wake up, make my bed, eat breakfast, watch TV, get ready, brush my __(teeth, hair), put on my clothes, etc. <i>Evening:</i> eat __, play __, watch TV, help wash the dishes, take a (bath/shower), go to (sleep/bed), read a book, clean up (my room, my mess), do my (homework, chores, ...), etc.</p> <p>Preposition of time <i>in the _ (morning, evening)</i></p>	<p>Verbs from Lesson 1 in past tense: <i>Morning:</i> went __, woke up, made my bed, ate breakfast, watched TV, got ready, brushed my __(teeth, hair), put on my clothes, etc. <i>Evening:</i> played __, ate __, watched TV, cleaned up (my room, my mess...), helped wash the dishes, took a (bath/shower), did my (homework, chores, ...), went to (sleep/bed), read a book, etc.</p> <p>Preposition <i>in</i> the _ from Lesson 1</p>	<p>Verbs from Lesson 2 Preposition <i>in</i> from Lesson 1 + <i>after, before,</i> <i>On _ (certain day of the week)</i></p>	<p>Verbs from Lessons 1 & 2 + past tense negative with <i>didn't</i> Prepositions from Lessons 1, 2 & 3</p>	<p>Application</p> <p>Using taught forms tell or write about something they did during the week.</p>
	Prompts	<p>What do you do in the _? <i>What do you do in the evening?</i></p>	<p>What did you do in the _? <i>What did you do in the morning?</i></p>	<p>What did you do in __, on _? <i>What did you do in the evening, on Tuesday?</i></p>	<p>Describe what you did on __. Tell something you didn't get to do. <i>Describe what you did on Sunday. Tell something you didn't get to do.</i></p>	
	Responses	<p>In the __, I _ ...and _ ... I also _ ... <i>In the evening, I watch TV and read a book. I also take a bath.</i></p>	<p>In the __, I ... <i>In the morning, I woke up early and brushed my teeth. I also went into the kitchen and made my breakfast.</i></p>	<p>On __, I ... After that I ... Before I ..., I ... <i>On Tuesday evening, I finished my homework, and played a game with my brother. After that I went to the store with my mom. Before I went to bed, I cleaned up my mess and brushed my teeth.</i></p>	<p>I didn't get to ... because ... <i>On Sunday morning, I woke up and walked the dog. After that I didn't get to go to breakfast like we usually do because my baby sister woke up sick. In the evening I ... Before I went to bed, I ...</i></p>	

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Early Advanced/ Advanced forms and examples 2 nd edition Tab 7.19 <i>*Sample sentences in italics with focus grammatical forms bolded.</i>	Forms	Verbs present perfect <i>have</i> + read, written, watched, walked, played, ran, cleaned, eaten, finished/done, studied, turned in, etc. Adverb <i>already</i>	Verbs from Lesson 1 + negative <i>haven't</i> Adverb <i>already</i> from Lesson 1 + <i>yet</i>	Verbs from Lesson 1 Adverbs from Lessons 1 & 2 + <i>still</i>	Verbs from Lessons 1 + <i>has, hasn't</i> Pronoun <i>he/she</i> Adverbs from Lessons 1, 2 & 3	Application Using taught forms, students play a card game choosing a pictured event and then using a response frames to tell whether the event has or hasn't happened.
	Prompts	What are some things you have already done today?	Have you ... yet? <i>Have you studied for the math test yet?</i>	What are some things you have already done today? What haven't you done yet?	Share what a friend has done today. What hasn't he/she done yet?	
	Responses	I have already _ ... <i>I have already read my book and written my story.</i>	No, I haven't _ ... yet. Yes, I already did. <i>No, I haven't studied for the math test yet.</i>	I still haven't _ ... yet. <i>I have already written my story and studied for the spelling test. I still haven't finished my math homework yet.</i>	_ has already _ ... He/She still hasn't _ ... yet. <i>Sally has already read the book. She still hasn't written her report yet.</i>	

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