

Grade 2/3 Focused ELD Curriculum Guide
Unit 1 – Lesson Cycle 5

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

- B/EI** Describe routine ongoing events
I/EA/A Explain cause & effect relationship for feelings or physical conditions

Topic: Daily Routines & Feelings/Emotions

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 2nd edition Tab 5.16 <i>*Sample sentences in italics with focus grammatical forms bolded.</i>	Forms	Verbs present tense: sleep, wake-up, eat, read, etc.	Verbs from Lesson 1 + brush, wash, do , etc. Nouns: my cereal, breakfast, my teeth, my face, my hair, my book, my homework, etc. Pronoun possessive <i>my (matrix)</i>	Verbs from Lesson 1+ play, work, run, write, count, etc. Pronoun <i>we</i>	Verbs from Lessons 1, 2 & 3 + clean, sleep, etc Pronoun <i>they</i>	Application Using taught forms, students tell or write about what they do in the morning, afternoon and night.
	Prompts	How do you get ready for _? <i>How do you get ready for school?</i>	How do you get ready for _? <i>How do you get ready for school?</i>	What do we do in _? <i>What do we do in school?</i>	What do your friends do? <i>What do your friends do?</i>	
	Responses	I _. <i>I eat.</i>	I _ _. <i>I eat my breakfast.</i> <i>I do my homework.</i>	We _. <i>We eat.</i>	They _. <i>They sleep.</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 5.16</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p>	Forms	<p>Verbs present tense: brush, wash, eat, put on, comb, do, go to _, make, pack, get dressed, wake-up, etc.</p> <p>Nouns: teeth, hair, face, breakfast, bed, homework, backpack, lunch, shoes, shirt, pants, clothes, etc.</p>	<p>Verbs from Lesson +auxiliary <i>do</i> in routine questions</p> <p>Nouns from Lesson 1</p> <p>Pronouns <i>my, your</i></p>	<p>Verbs from Lesson 1</p> <p>Nouns from Lesson 1</p> <p>Sequence words <i>first, next</i></p>	<p>Verbs from Lesson 1</p> <p>Nouns from Lessons 1</p> <p>Sequence words from Lesson 3 + <i>then, finally</i></p>	<p>Application</p> <p>Using taught forms students make and describe a “morning routine” timeline.</p>
	Prompts	<p>What do you do to get ready for _?</p> <p><i>How do you get ready for school?</i></p>	<p>Do you _ your_ in the morning?</p> <p><i>Do you make your bed in the morning?</i></p> <p><i>Do you pack your lunch in the morning?</i></p>	<p>How do you get ready for _?</p> <p><i>How do you get ready for school?</i></p>	<p>How do you get ready for _?</p> <p><i>How do you get ready for school?</i></p>	
	Responses	<p>I _.</p> <p>I _ my _.</p> <p><i>I wake up.</i></p> <p><i>I make my bed.</i></p>	<p>Yes, I _ my _ in the morning.</p> <p>No, I do not _my _in the morning.</p> <p><i>Yes, I make my bed in the morning.</i></p> <p><i>No, I do not pack my lunch in the morning.</i></p>	<p>First, I _.</p> <p>Next, I _.</p> <p><i>First, I wake up. Next, I make my bed.</i></p>	<p>Then I _.</p> <p>Finally, I _.</p> <p><i>First, I wake up. Next, I make my bed. Then I brush my teeth. Finally, I get dressed.</i></p>	

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Intermediate forms and examples 2 nd edition Tab 6.27 <i>*Sample sentences in italics with focus grammatical forms bolded.</i>	Forms	Adjectives: frustrated, surprised, curious, confused, bored, angry, worried, hungry, starving, tired, thirsty, annoyed, etc. Conjunction <i>because</i>	Adjectives from Lesson 1 Conjunctions <i>since, when</i> Statements with <i>was</i>	Adjectives from Lesson 1 Conjunctions from Lessons 1 & 2 + <i>so</i> Statements with <i>was</i> from Lesson 2	Pronouns <i>he, she</i> + possessive <i>his, her</i> (matrix) Adjectives from Lesson 1 Conjunctions from Lessons 1, 2, & 3 Statements with <i>was</i> from Lesson 2	Application Using taught forms students play a card game where a card is pulled with a person showing some type of emotion. The n the students create a cause/effect sentence to match the card.
	Prompts	Why were you _? <i>Why were you worried?</i>	How did you feel when...? <i>How did you feel when you couldn't find your little brother?</i>	What did you do when you were _? <i>What did you do when you were worried?</i>	What did _ do when he/she was _? <i>What did Tina do when she was worried?</i>	
	Responses	I was _because ... <i>I was worried because I couldn't find my little brother.</i>	I felt _ when ... I was _ since ... Since ..., I was _. When ..., I felt _. <i>I felt worried when I couldn't find my little brother.</i> <i>Since I lost my little brother, I was worried.</i>	I was _so I ... <i>I was worried so I asked for help.</i>	When _was _, he/she ... Since _ was _, he/she ... _ was _, so he/she ... <i>When Tina was worried, she asked her neighbor for help.</i> <i>Since, Tina was confused, she asked her neighbor for help</i> <i>Tina was confused so she asked her neighbor for help.</i>	

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<p>Early Advanced/ Advanced forms and examples</p> <p>2nd edition Tab 7.28</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p>	Forms	<p>Adjectives: motivated, unmotivated, discouraged, depressed, uplifted, left-out, under the weather, over-the-top with excitement, distracted, frustrated, surprised, curious, confused, bored, angry, worried, hungry, starving, tired, thirsty, annoyed, etc.</p> <p>Conjunction <i>because</i></p>	<p>Verbs past tense negative with <i>weren't, wasn't</i> + known past progressive: playing, reading, sitting, doing _, reading, etc.</p> <p>Adjectives from Lesson 1</p> <p>Conjunction <i>since</i></p>	<p>Verbs from Lesson 2</p> <p>Adjectives from Lesson 1</p> <p>Conjunctions <i>therefore, subsequently</i></p> <p>Pronouns reflexive <i>myself, yourself</i></p>	<p>Verbs from Lesson 2</p> <p>Adjectives Lesson 1</p> <p>Conjunctions from Lesson 3</p> <p>Pronouns reflexive <i>herself, himself</i></p>	<p>Application</p> <p>Using taught forms students write about the cause and effect of different emotions.</p> <p>OR</p> <p>Play a card game where a card is pulled with a person showing some type of emotion. Then the students create a cause/effect sentence to match the card.</p>
	Prompts	<p>How did you feel when...? (you left home this morning, finished school yesterday)</p> <p><i>How did you feel when you left home this morning?</i></p> <p><i>How did you feel when you finished school yesterday?</i></p>	<p>Why weren't you _ ...?</p> <p><i>Why weren't you playing soccer today?</i></p>	<p>Why were you _by yourself?</p> <p>What did you do when you felt _?</p> <p><i>Why were you sitting by yourself?</i></p>	<p>Why was he/she _by himself/herself?</p> <p><i>Why was he eating by himself?</i></p>	
	Responses	<p>I felt _ because ...</p> <p>I was _ because ...</p> <p><i>I felt under the weather because I didn't get enough rest.</i></p> <p><i>I was over-the-top with excitement because I got 100% on my spelling test.</i></p>	<p>I wasn't _ ... since I felt ...</p> <p><i>I wasn't playing soccer today since I felt under the weather.</i></p>	<p>I felt _ therefore/subsequently, I was _ by myself.</p> <p><i>I felt under the weather; subsequently, I was sitting by myself.</i></p>	<p>He/She felt _ therefore/subsequently, he/she was _ by himself/herself.</p> <p><i>He felt hungry therefore he was eating by himself.</i></p>	

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