

Grade 2/3 Focused ELD Curriculum Guide

Unit 4 – Week 2

Overarching Language Functions: Express Action & Time Relationships

- B/EI** Describe actions: when, how, where
I Describe habits, routines, and ongoing events/Duration: tell how long an event lasts
EA/A Relate a past action occurring with some other event

Topic: Habitats/Environments

Teacher’s Note:

- Pacing may vary 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.
- Be sure to guide students in bridging the use of this 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.

		Day 1	Day 2	Day 3	Day 4	Day 5
<p>Beginning forms and examples</p> <p>2nd edition Tab 5.21</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p>	Forms	<p>Nouns from Week 1: the desert, a cactus, an insect, a lizard, a snake, the mountains, a flower, a tree, a lake, a bird, a bear, the ocean, the water, the sand, a fish, + a spider, a rabbit, a mouse, a crab, a shark, a turtle, squirrel, etc.</p>	<p>Verbs: running, crawling, swimming, hopping, climbing, walking, hiding, flying, etc.</p> <p>Nouns from Day 1</p>	<p>Nouns from Day 1 + rock, bush, leaf, hole, tree</p> <p>Prepositions <i>on, in</i></p>	<p>Verbs from Day 2</p> <p>Nouns from Days 1 & 3</p> <p>Prepositions from Day 3 + <i>up, down (matrix)</i></p>	<p>Application</p> <p>Using taught forms students will describe how and where an animal moves.</p>
	Prompts	What is this?	What is the _ doing? <i>What is the rabbit doing?</i>	Where is the _? <i>Where is the rabbit?</i>	What is the _ doing? <i>What is the squirrel doing?</i>	
	Responses	<p>_.</p> <p>It is _.</p> <p>A squirrel.</p> <p><i>It is a squirrel.</i></p>	<p>It is _.</p> <p>The _ is _.</p> <p><i>It is climbing.</i></p> <p><i>The rabbit is climbing.</i></p>	<p>It is _ the _.</p> <p>The rabbit is _ the _.</p> <p><i>It is in the tree.</i></p> <p><i>The squirrel is in the tree.</i></p>	<p>It is _ _ the _.</p> <p>The _ is _ _ the _.</p> <p><i>It is climbing up the tree.</i></p> <p><i>The squirrel is climbing up the tree.</i></p>	

Assessment: Keep samples of written and oral work to analyze using ELDPI. Use *Ongoing Assessment of Language Practice* (2nd edition p. 3.32) or the *Observational ELD Assessment* (1st edition p. 6.7) to keep track of students’ use of target forms taught in this sequence.

Grade 2/3 Focused ELD Curriculum Guide

Unit 4 – Week 2

Overarching Language Functions: Express Action & Time Relationships

- B/EI** Describe actions: when, how, where
- I** Describe habits, routines, and ongoing events/Duration: tell how long an event lasts
- EA/A** Relate a past action occurring with some other event

Topic: Habitats/Environments

		Day 1	Day 2	Day 3	Day 4	Day 5
<p style="text-align: center;">Early Intermediate forms and examples</p> <p style="text-align: center;">2nd edition Tab 5.21</p> <p style="font-size: small;"><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p>	Forms	<p>Nouns from Week 1: desert, rabbit, scorpion, rattlesnake, mountain, hawk, squirrel, deer, wild flower, forest, shrub, ocean, seaweed, sand, starfish, whale, shore, fish, + gerbil, frog, iguana, spider, butterfly, dolphin, shark, turtle, duck, crayfish, octopus, etc.</p> <p>Adjectives from Week 1: big/little, soft/rough, fast/slow, tall/short, long/short, + colors</p>	<p>Verbs: flying, swimming, walking, climbing, running, hopping, crawling, eating, drinking, etc.</p> <p>Nouns from Day 1 + water, floor, rock, pond, hole, bush</p> <p>Adjectives from Day 1</p> <p>Prepositions from Unit 2, Week 3: <i>location</i> inside, outside, at, next to, beside, above, below, under, <i>direction</i> over, under, around, into</p>	<p>Verbs from Day 2 <i>present and past tense</i></p> <p>Adverbs: quickly, slowly, quietly, etc.</p> <p>Nouns from Day 1</p> <p>Routine question with <i>how</i></p>	<p>Verbs from Day 2 & 3</p> <p>Verb past form of be <i>was</i></p> <p>Adverbs from Day 3</p> <p>Nouns from Day 1 & 2</p> <p>Prepositions from Day 2</p>	Application
	Prompts	What do you see?	What is the __ doing? <i>What is the little turtle doing?</i>	How did the __? How did the turtle swim?	Tell me about the __. Where was it __? <i>Tell me about the turtle. Where was it swimming?</i>	Using taught forms students will create a book describing where, how or when an animal moves.
	Responses	I see a __. <i>I see a little turtle.</i>	It is __ the __. The __ is __ the __. <i>It is swimming next to the fish. The little turtle is swimming next to the fish.</i>	It __. The __ __ __. <i>It swam quickly. The little turtle swam quickly.</i>	The __ was __ the __. It was __. <i>The little turtle was swimming next to the fish. It was quickly swimming.</i>	

Assessment: Keep samples of written and oral work to analyze using ELDPI. Use *Ongoing Assessment of Language Practice* (2nd edition p. 3.32) or the *Observational ELD Assessment* (1st edition p. 6.7) to keep track of students' use of target forms taught in this sequence.

Grade 2/3 Focused ELD Curriculum Guide

Unit 4 – Week 2

Overarching Language Functions: Express Action & Time Relationships

- B/EI** Describe actions: when, how, where
I Describe habits, routines, and ongoing events/Duration: tell how long an event lasts
EA/A Relate a past action occurring with some other event

Topic: Habitats/Environments

		Day 1	Day 2	Day 3	Day 4	Day 5
<p style="text-align: center;">Intermediate forms and examples</p> <p style="text-align: center;">2nd edition Tab 6.20 & 6.24</p> <p style="font-size: small;">*Sample sentences in italics with focus grammatical forms bolded.</p>	Forms	<p>Verbs present from Week 1: ride, see, jog, run, eat, hide, carry, camp, walk, explore, sit, climb, slide, hike, swim, snorkel, collect, etc.</p> <p>Nouns from Week 1: <i>desert</i> cactus flowers, prickly pears, sand dunes, kangaroo mice, sidewinders (rattlesnake), <i>mountains</i>, grizzly bears, pine trees, pine nuts, falcons, bald eagle, coyotes, trout, lakes, cabins, raccoons, trails, <i>beach</i>, dolphins, stingrays, jellyfish, sand dollars, shore line, seashells, seaweed, crabs, sea turtles, etc.</p> <p>Nouns from Unit 3, Week 1: spring, summer, fall, winter</p> <p>Preposition of time <i>in</i></p>	<p>Verbs from Day 1</p> <p>Nouns from Day 1</p> <p>Adverbs of frequency: always, never, sometimes, usually</p>	<p>Nouns from Day 1</p> <p>Verbs from Day 1 + <i>past tense</i></p> <p>Formulating questions with <i>how long did</i></p> <p>Duration: all day (night, afternoon, evening, morning, week, month, year)</p> <p>Preposition of time from Day 1</p>	<p>Verbs from Day 3</p> <p>Adverbs from Day 2</p> <p>Nouns from Day 1</p> <p>Preposition of time from Day 1</p> <p>Duration from Day 2</p> <p>Conjunction <i>and</i></p>	<p>Application</p> <p>Using taught forms students will describe to a friend when and for how long they visited a place.</p>
	Prompts	<p>What do you do with your family in the _?</p> <p><i>What do you do with your family in the summer?</i></p>	<p>How often do you ___?</p> <p><i>How often do you go to the beach?</i></p> <p><i>How often do you collect seashells?</i></p>	<p>How long did you ___?</p> <p><i>How long did you stay at the beach?</i></p> <p><i>How long did you collect seashells for?</i></p>	<p>How long were you at/in the _ last _ and what did you do?</p> <p><i>How long were you at the beach last summer and what did you do?</i></p>	
	Responses	<p>In the _ we go to the_.</p> <p>We _ ... and _ ...</p> <p><i>In the summer we go to the beach.</i></p> <p><i>We swim in the ocean and collect seashells.</i></p>	<p>I _ _ ...</p> <p>_ I _ _ at/in the _.</p> <p>I _ _ ... and _ I _ _ ...</p> <p><i>I always go to the beach in the summer.</i></p> <p><i>Sometimes I collect seashells at the beach.</i></p> <p><i>I always go to the beach in the summer and sometimes I collect seashells.</i></p>	<p>We _ at the _ _.</p> <p><i>We stayed at the beach all day.</i></p> <p><i>We collected seashells in the morning.</i></p>	<p>We _ ... _ and _ ..._</p> <p><i>We stayed at the beach all day and collected seashells in the morning.</i></p>	

Assessment: Keep samples of written and oral work to analyze using ELDPI. Use *Ongoing Assessment of Language Practice* (2nd edition p. 3.32) or the *Observational ELD Assessment* (1st edition p. 6.7) to keep track of students’ use of target forms taught in this sequence.

Grade 2/3 Focused ELD Curriculum Guide

Unit 4 – Week 2

Overarching Language Functions: Express Action & Time Relationships

- B/EI** Describe actions: when, how, where
I Describe habits, routines, and ongoing events/Duration: tell how long an event lasts
EA/A Relate a past action occurring with some other event

Topic: Habitats/Environments

		Day 1	Day 2	Day 3	Day 4	Day 5
<p>Early Advanced/Advanced forms and examples</p> <p>2nd edition Tab 7.21</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p>	Forms	<p>Verbs past continuous <i>was/were</i></p> <p>Verbs from Week 1: stargazing, riding, backpacking, biking, camping, fishing, horseback riding, collecting, rock hounding, wildlife watching, boating, hunting, rock climbing, snorkeling, surfing, exploring, sailing, splashing, etc.</p> <p>Adverbs <i>during</i></p> <p>Nouns from Week 1: Death Valley, Joshua Tree, Death Valley, Cleveland National Forest, the Laguna Mountains, the Cuyamaca Mountains, the Pacific Ocean, La Jolla Beach, Solana Beach + types of wildlife and plants in these areas.</p>	<p>Verbs from Day 1 <i>past tense</i></p> <p>Adverbs <i>while</i></p> <p>Nouns from Day 1</p>	<p>Verbs from Days 1 & 2</p> <p>Adverbs <i>suddenly, all of a sudden</i></p> <p>Nouns from Day 1</p>	<p>Verbs from Days 1 & 2</p> <p>Adverbs <i>when, after that</i></p> <p>Nouns from Day 1</p>	Application
	Prompts	<p>What did you do during your last visit to _? <i>What did you do during your last visit to the Laguna Mountains?</i></p>	<p>What happened while you were _? <i>What happened while you were horseback riding?</i></p>	<p>Tell me something unexpected that happened while you were _. <i>Tell me something unexpected that happened while you were horseback riding.</i></p>	<p>What happened when you were _? <i>What happened when you were horseback riding?</i></p>	
	Responses	<p>During my last visit to _, I was _ ... During our last visit to _, we were ...</p> <p><i>During my last visit to the Laguna Mountains, I was horseback riding along the trails.</i></p> <p><i>During our last visit to the Laguna Mountains, we were horseback riding along the trails.</i></p>	<p>While we were _, while we were _</p> <p><i>While we were horseback riding we saw a mountain lion.</i></p> <p><i>We saw a mountain lion while we were horseback riding.</i></p>	<p>Suddenly ... All of a sudden ...</p> <p><i>During my last visit to the Laguna Mountains, I was horseback riding along the trails. While we were horseback riding, we saw a mountain lion. Suddenly the mountain lion stopped and looked right at us. –OR– All of a sudden the mountain lion stopped and looked right at us.</i></p>	<p>I was _ ... when... All of a sudden ... After that ...</p> <p><i>I was horseback riding along the trail when I saw a mountain lion climbing up a boulder. I was trying not to scare it when all of a sudden it just scattered away. After that, I went back to the campsite.</i></p>	

Assessment: Keep samples of written and oral work to analyze using ELDPI. Use *Ongoing Assessment of Language Practice* (2nd edition p. 3.32) or *Observational ELD Assessment* (1st edition p. 6.7) to keep track of students' use of target forms taught in this sequence.