

Grade 2/3 Focused ELD Curriculum Guide

Unit 4 – Week 4

Overarching Language Functions: Interpersonal Communication

B/EI/I/EA/A Express feelings and preferences/ Negotiate solutions

Topic: Conflicts between peers

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
Beginning forms and examples 2 nd edition Tab 5.7 & 5.5 <i>*Sample sentences in italics with focus grammatical forms bolded.</i>	Forms	Verbs: jump rope, skip, play four square, play soccer/basket ball, play hop scotch, swing, slide, etc.	Verbs from Day 1 Routine statement: I want to __. Question to clarify and seek agreement: Is that OK?	Verbs: hit, pushed, tripped, hurt Pronouns <i>he, she</i> Adjectives for emotions: sad, mad, angry, etc. Routine statements: I'm sorry I'll stop	Verbs from Day 2 Routine statements from Day 3 +: I don't like it. Please, stop. It was an accident.	Application Using taught forms students will role-play/write playground dialogues to apologize or to make a complaint to adults.
	Prompts	What do you like to do at __? <i>What do you like to do at recess?</i>	What do you want to play? Is that OK?	What happened?	Role-play initiating a negative action.	
	Responses	__. I like to __. <i>Play four square.</i> <i>I like to play four square.</i>	I want to __. <i>I want to jump rope</i> <i>Is that OK?</i> <i>Yes/sure.</i>	I am __. He/she __ me. Yes/No. <i>I am mad.</i> <i>He pushed me.</i> <i>I'm sorry.</i> <i>I'll stop.</i>	<i>Response:</i> I don't like it. Please, stop. <i>Reply:</i> I'm sorry. I'll stop	

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.

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		Day 1	Day 2	Day 3	Day 4	Day 5
<p>Early Intermediate forms and examples</p> <p>2nd edition Tab 5.7 & 5.5</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p>	Forms	Verbs: jump rope, skip, play four square, play soccer/wall ball/basket ball, play hop scotch, swing, slide, etc.	Verbs from Day 1 Question to clarify and seek agreement: Is it OK	Verbs: hit, pinched, kicked, tripped, hurt, pushed Pronouns <i>he, she</i> Adjectives for emotions: hurt, miserable, sad, mad, angry, etc. Question to clarify and seek agreement: Are you OK? Routine statements: I'm sorry, I'll stop.	Verbs from Day 3 Routine statements from Day 3 +: I don't like it, I want you please, stop, It was an accident	Application Using taught forms students will role play/write playground dialogues to apologize or to make a complaint to adults.
	Prompts	What do you like to do during _? <i>What do you like to do during recess?</i>	Is it OK if I _ with you? <i>Is it OK if I play four square with you.</i>	What did he/she do? Are you OK?	Role-play initiating a negative action.	
	Responses	I like to _ during recess. I like to _ and _ during recess. <i>I like to jump rope during recess.</i> <i>I like to jump rope and skip during recess.</i>	Sure, it is OK. It is not OK. I want to _.	I feel _. He/She _ me during recess. I'm OK. <i>I feel miserable.</i> <i>He pushed me during recess.</i> <i>I'm sorry, I'll stop.</i> <i>Thank you.</i>	<i>Response:</i> I don't like it. I want you to please, stop. <i>Reply:</i> It was an accident I'm sorry, I'll stop.	

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Intermediate forms and examples 2 nd edition Tab 6.5 & 6.8 <i>*Sample sentences in italics with focus grammatical forms bolded.</i>	Forms	Verbs phrases, past progressive: playing tether ball, swinging on the swings, sliding on the slide, swinging on the monkey bars, playing wall ball, running/walking around the field, playing Chinese jump rope, skipping on the black top, playing board games, etc.	Verbs from Day 1 Comparatives: <i>better than, as much as</i>	Verb phrases from Day 1 Verbs past progressive: pulling, teasing, kicking, pushing, chasing, following, poking, etc. Routine statements: I'm sorry. It was mean. I won't do that again.	Verb from Days 1 & 3 Adjective for emotions: mad, angry, upset, frustrated, etc, Statement to explain: I'm feeling _ because Routine statements from Day 3	Application Using taught forms students will role play/write playground dialogues to apologize or to make a complaint to adults.
	Prompts	What is your favorite activity during _? <i>What is your favorite activity during recess?</i>	What do you enjoy doing during _? <i>What do you enjoy doing during recess?</i>	Can I tell you what happened? I want to explain what happened.	Do you feel OK/alright?	
	Responses	My favorite activity is _ because ... One of my favorite activities is _ because ... <i>My favorite activity is swinging on the monkey bars because I like to hang upside down. One of my favorite activities is swinging on the swings because I feel like I'm flying.</i>	I enjoy _ better than _. I enjoy _, but not as much as _. <i>I enjoy swinging on the monkey bars better than swinging on the swings. I enjoy playing tether ball, but not as much as playing wall ball.</i>	<i>Reply:</i> He/she was _ me while I was _. <i>He was kicking me while I was playing Chinese jump rope.</i> <i>Response:</i> I'm sorry. It was mean. I won't do that again.	I'm feeling _ because you were _ me while I was _. <i>I'm feeling upset because you were teasing me while I was playing tether ball. I'm sorry. It was mean. I won't do that again.</i>	

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<p>Early Advanced/Advanced forms and examples</p> <p>2nd edition Tab 7.4 & 7.7</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p>	Forms	<p>Verbs: read/reading, playing/play soccer, relay games, freeze tag, Volleyball, kickball, dodge ball, Horse, red light-green light, tether ball, tennis, hackball (hacky sack), freeze tag, octopus tag, marbles, softball, badminton, etc.</p> <p>Complex sentence with <i>prefer to</i></p>	<p>Verbs from Day 1</p> <p>Complex sentence with <i>would rather</i></p>	<p>Verbs from Day 1</p> <p>Verbs: kicked/kicking, punched/punching, teased/teasing, slapped/slapping, pulled/pulling, grabbed/grabbing, called/calling, etc.</p> <p>Adjectives from Unit 1, Week 3: frustrated, upset, surprised, shocked, angry, etc.</p>	<p>Verbs from Day 1</p> <p>Questions to clarify and seek agreement: How about if...? Maybe we can ..., OK? Would it work if we...?</p>	<p>Application</p> <p>Using taught forms students will role play/ write playground dialogues to apologize or to make a complaint to adults.</p>
	Prompts	<p>Tell something you like to do and what you prefer to do, if you had a choice.</p> <p>What do you enjoy to do during _? <i>What do you enjoy to do during recess?</i></p>	<p>Tell something you like to do and what you would rather do, if you had a choice.</p> <p>What do you enjoy to do during recess?</p>	<p>What's wrong? What happened?</p>	<p>How can we solve this problem?</p>	
	Responses	<p>I enjoy _, but prefer to _. <i>I enjoy playing freeze tag, but prefer to play octopus tag.</i></p>	<p>I enjoy _, but would rather _. <i>I enjoy playing volleyball, but would rather play tether ball.</i></p>	<p>I would like to explain why I'm _. You _... while we were. I didn't like it. <i>I would like to explain why I'm angry. You pulled my hair while we were playing dodge ball. I didn't like it.</i></p> <p>After explanation: I'm sorry for _.... <i>I'm sorry for pulling your hair.</i></p> <p><i>Reply:</i> I accept your apology.</p>	<p>How about if...? Maybe we can ..., OK? <i>How about if we take turns hitting the ball? Maybe we can share the ball? Would it work if we played in a different area?</i></p> <p><i>Reply:</i> OK, that sounds great! Sure, why not!</p>	

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