

Grade 2/3 Focused ELD Curriculum Guide

Unit 5 – Week 2

Overarching Language Functions: Express action and time relationships / Interpersonal communication

B/EI Make and report observations
I/EA/A Contribute ideas and opinions to discussion

Topic: Sports / Leisure Activities**Teacher's Note:**

- There are a variety of examples for vocabulary, prompts and responses. Choose or add what works best for your students.
- Incorporate the previous days' taught forms and vocabulary throughout the week as you build student language toward the application. No one-day exists in isolation.
- Refer to your Systematic ELD handbook for additional information.
- Be sure to guide students in bridging the use of this newly taught language throughout their day as many students may not initially see how the language links to other content areas.

		Day 1	Day 2	Day 3	Day 4	Day 5
Beginning forms and examples 2 nd edition Tab 5.18 <i>*Sample sentences in italics with focus grammatical forms bolded.</i>	Forms	Nouns: tennis match, baseball game, basketball game, hockey game, soccer game, football game, volleyball game, etc, Pronoun <i>I</i>	Verbs: hit, kick, throw, score, win, loose, skate, cheer, practice, yell, etc. Nouns: fans, players, teams, coaches, referees, etc.	Verbs from Day 2 Nouns from Day 2 Pronoun <i>they</i>	Verbs from Day 2 Nouns from Day 2 Pronoun from Day 3 Conjunction <i>and (matrix)</i>	Application Using taught forms students will report what they saw at a sporting event or in a sports related photo.
	Prompts	What do you see?	What do you see? What do they do?	What do the _ do? <i>What do the fans do?</i>	What do they play?	
	Responses	I see a _. <i>I see a soccer game.</i>	I see _. The _ _. <i>I see players.</i> <i>The players kick.</i>	They _. <i>They cheer.</i>	They _ and _. <i>I see a football game.</i> <i>I see players.</i> <i>They kick and throw.</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.

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<p>Early Intermediate forms and examples</p> <p>2nd edition Tab 5.18</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p>	Forms	<p>Verbs present progressive: hitting the ball, kicking the ball, throwing the ball, scoring points, winning the game, losing the game, skating on the ice, cheering for the team, practicing drills, yelling at the players, diving in the air, standing on the field, etc.</p> <p>Nouns: player(s) referee(s), catcher(s), pitcher(s), fan(s), goalie, crowd, etc.</p>	<p>Verbs from Day 1</p> <p>Nouns from Day 1</p> <p>Present statements with There is/are</p>	<p>Verbs from Day 1</p> <p>Nouns from Day 1</p> <p>Routine question with <i>do, what</i></p>	<p>Verbs from Day 1</p> <p>Nouns from Day 1</p> <p>Present questions with Is there, Are there</p> <p>Present statements from Day 2</p>	<p>Application</p> <p>Using taught forms students will ask and answer questions about what they see in a sports related photo.</p>
	Prompts	What is happening in the picture?	What do you see in the picture?	<p>Do you see a _?</p> <p>What is the _ doing?</p> <p><i>Do you see a player?</i></p> <p><i>What is the player doing?</i></p>	<p>Is there a _ _?</p> <p>Are there _ _?</p> <p><i>Is there a referee standing on the field?</i></p> <p><i>Are there players kicking the ball?</i></p>	
	Responses	<p>The _ is _.</p> <p>The _ are _.</p> <p><i>The fans are cheering for the team.</i></p>	<p>There is a _ _.</p> <p>There are _ _.</p> <p><i>There is a player throwing the ball.</i></p> <p><i>There are referees standing on the field.</i></p>	<p>Yes, I see a _.</p> <p>No, I see a _.</p> <p>The _ is/are _.</p> <p><i>Yes, I see a player.</i></p> <p><i>The player is diving in the air?</i></p>	<p>Yes, there is a/are _ _.</p> <p>No. There is a/are _ _.</p> <p><i>Yes, there is a referee standing on the field.</i></p> <p><i>No. There are players throwing the ball.</i></p>	

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Intermediate forms and examples 2 nd edition Tab 6.7 <i>*Sample sentences in italics with focus grammatical forms bolded.</i>	Forms	Nouns for favorite sports/activities: softball, baseball, soccer, football, swimming, hockey, volleyball, dancing, wall ball, tennis, miniature golf, etc. Conjunction <i>because</i>	Nouns from Day 1 Adjectives: most/least + fun, entertaining, difficult, boring, interesting, exciting, challenging, etc. (<i>matrix</i>) Conjunction from Day 1 Statements with <i>I think</i> <i>I agree/disagree</i>	Nouns from Day 1 Adjectives from Day 2 Conjunction from Day 1 Statements with <i>In your/my opinion</i>	Nouns from Day 1 Adjectives from Day 2 Conjunction from Day 1 Statements with <i>Not really. I think...</i>	Application Using taught forms students will discuss their opinions on sports related activities
	Prompts	Which _ do you enjoy most? <i>Which sport/activity do you enjoy the most?</i>	Which _ is the _? <i>Which sport/activity is the most challenging?</i>	In your opinion, ... <i>In your opinion, which sport is the most exciting to watch?</i>	I think _ is the _ _? Do you agree? <i>I think baseball is the least interesting to play.</i> <i>Do you agree?</i>	
	Responses	I enjoy _ the most because ... <i>I enjoy volleyball the most because I can spike the ball.</i>	I think _ is the _ because ... I agree because ... I disagree because ... <i>I think miniature golf is the most challenging because it's hard to get the ball in the hole.</i> <i>I agree because the ground is always bumpy.</i> <i>I disagree because I'm really good at it.</i>	In my opinion, _is_ because ... <i>In my opinion, soccer is the most exciting sport to watch because the fans cheer and yell a lot.</i> <i>I disagree because it takes the players a long time to score points. In my opinion, basketball is the most exciting!</i>	Yes, I agree because ... Not really. I think ... because ... <i>Not really. I think tennis is the least interesting to play because you have to pick up all the balls.</i>	

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<p>Early Advanced/ Advanced forms and examples</p> <p>2nd edition Tab 7.6</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p>	Forms	<p>Nouns for favorite sports/activities: softball, baseball, soccer, football, swimming, hockey, volleyball, dancing, wall ball, tennis, miniature golf, etc.</p> <p>Conjunction because</p> <p>Statements with I think I agree/ disagree</p>	<p>Nouns from Day 1</p> <p>Adjectives most/least + enjoyable, entertaining, difficult, complicated, boring, interesting, appealing, exciting, challenging, etc. (<i>matrix</i>)</p> <p>Conjunction from Day 1</p> <p>Statements to state opinion: In my/your opinion</p>	<p>Nouns from Day 1</p> <p>Adjectives from Day 2</p> <p>Conjunction from Day 1</p> <p>Statements to state opinion or disagree: I think we should... I have a different opinion</p>	<p>Nouns from Day 1</p> <p>Adjectives from Day 2</p> <p>Conjunction from Day 1</p> <p>Statements to state opinion and contribute: That's a great idea! I'd like to piggyback on _'s idea.</p>	<p>Application</p> <p>Using taught forms students will discuss their opinions on sport related activities.</p>
	Prompts	<p>Which _ is the best? Why?</p> <p><i>Which sport/activity is the best? Why?</i></p>	<p>In your opinion, which _ is the _?</p> <p><i>In your opinion, which activity is the most complicated to learn?</i></p>	<p>How about if we...? How should we...?</p> <p><i>How about if we categorize the sports? How should we group them?</i></p>	<p>How about if we...? How should we...?</p> <p><i>How about if group the sports by how many players they need in order to play?</i></p>	
	Responses	<p>I think _ because I agree. I disagree because... I prefer ...</p> <p><i>I think dancing is the best because you get to listen to music and learn fun moves.</i></p> <p><i>I agree because I've been dancing for a long time and it's good exercise.</i></p> <p><i>I disagree because I'm really shy and don't like dancing in front of other people. I prefer swimming.</i></p>	<p>In my opinion...because...</p> <p><i>In my opinion, dancing is the most complicated activity to learn because you have to remember a lot of different steps.</i></p> <p><i>I agree because I never remember which steps come first.</i></p> <p><i>I disagree. In my opinion, football is the most complicated activity to learn because you have to memorize many plays.</i></p>	<p>I think we should... I have a different opinion.</p> <p><i>I think we should group them by team sport and individual sports.</i></p> <p><i>I have a different opinion. I think we should group them by those that use balls and those that don't.</i></p>	<p>That's a great idea! I'd like to piggyback on _'s idea.</p> <p><i>That's a great idea! OR I have a different opinion. I think we should group them by sports that require nets and those that don't.</i></p> <p><i>I'd like to piggyback on Chato's idea. I think we should group them by sports that use nets on the ground and those that use nets above the ground.</i></p>	

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