

Grade 2/3 Focused ELD Curriculum Guide

Unit 5 – Week 5

Overarching Language Functions: B/EI Describe, compare & contrast / I/EA/A Describe, classify, compare & contrast
B/EI/I/EA/A Compare and contrast actions using adverbs and conjunctions

Topic: Sports/Leisure Activities

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 5.14 <i>*Sample sentences in italics with focus grammatical forms bolded.</i>	Forms	Verbs from Wk.3 present progressive: kicking, throwing, cheering, running, catching, pushing, blocking, + shooting, swimming, diving, sitting, eating, holding, shouting, etc. Pronouns <i>I, you</i>	Verbs from Day 1 Pronouns from Day 1	Verbs from Day 2 Pronouns from Days 1 + We, <i>They</i>	Verbs from Day 2 Pronoun from Day 1 Conjunction <i>both</i> (matrix EI)	Application Using taught forms students will compare the actions of two people.
	Prompts	What are you doing?	What am I doing?	What are <u> </u> doing? <i>What are you doing?</i> <i>What are they doing?</i>	What are they both doing?	
	Responses	I am <u> </u> . <i>I am throwing.</i> <i>I am kicking.</i>	You are <u> </u> . <i>You are running.</i> <i>You are shooting.</i>	We are <u> </u> . They are <u> </u> . <i>We are catching.</i> <i>They are throwing.</i>	They are both <u> </u> . <i>They are both 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.

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<p>Early Intermediate forms and examples</p> <p>2nd edition Tab 5.14</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p>	Forms	<p>Verbs: play __, (football, soccer, softball, baseball, hockey, basketball, wall ball, tether ball, 4 square, etc) run, swim, ski, dance, etc.</p> <p>Nouns <i>proper nouns</i></p> <p>Pronouns: I, he, she</p>	<p>Verbs from Day 1</p> <p>Nouns from Day 1</p> <p>Conjunction <i>both</i></p>	<p>Verbs from Day 1</p> <p>Nouns from Day 1</p> <p>Adverbs: quickly, slowly, aggressively, patiently, etc.</p>	<p>Verbs from Day 1</p> <p>Adverbs from Day 3</p> <p>Conjunction from Day 2</p>	<p>Application</p> <p>Using taught forms students will compare the actions of two people.</p>
	Prompts	<p>What do you like to do?</p> <p>What does _ like to do?</p>	<p>What do your friends like to do?</p>	<p>How do _ and _ _?</p> <p><i>How do Ellie and Valerie play hockey?</i></p>	<p>What is the same about _ and _?</p> <p>What is different about _ and _?</p> <p><i>What is the same about Marcia and Sally?</i></p> <p><i>What is different about Tico and Tina?</i></p>	
	Responses	<p>I like to _.</p> <p>_ likes to _.</p> <p>He/She likes to _.</p> <p><i>I like to swim.</i></p> <p><i>Tina likes to play wall ball.</i></p> <p><i>He likes to run.</i></p>	<p>Both _ and _ like to _.</p> <p><i>Both Marcia and Sally like to swim.</i></p>	<p>Both _ and _ _.</p> <p><i>Both Ellie and Valerie play hockey aggressively.</i></p>	<p><i>Both Marcia and Sally swim aggressively.</i></p> <p><i>Tico likes to play basketball.</i></p> <p><i>Tina likes to play wall ball.</i></p>	

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Intermediate forms and examples 2 nd edition Tab 6.17 <i>*Sample sentences in italics with focus grammatical forms bolded.</i>	Forms	Verbs: practicing _/working on _ (passing the ball, hitting the ball, , throwing the ball, running, catching the ball, sliding into base, shooting the ball) playing _, yelling, running, cheering, watching, shooting, training, etc. Nouns from Wk.4: volleyball, tennis, hockey, softball, soccer, baseball, basketball, golf, tether ball, etc. Preposition of Time for <i>time period</i>	Verbs from Day 1 Nouns from Day 1 Preposition of time from Day 1 Conjunction <i>but</i>	Verbs from Day 1 Nouns from Day 1 Preposition of time from Day 1 Conjunction <i>however</i>	Verbs from Day 1 in present tense: practice _, work on _, play _ Nouns from Day 1 Conjunction from Day 2 & 3 Past Tense Positive and Negative <i>wanted / didn't want</i>	Application Using taught forms students will compare things they like to do with activities a friend likes to do.
	Prompts	How long have you been _...? <i>How long have you been playing basketball?</i> <i>How long have you been practicing shooting the ball?</i>	How long have you both been _? <i>How long have you both been playing football?</i>	How long have you both been _...? <i>How long have you both been running up and down the field?</i>	What did you want to do?	
	Responses	I have been _ for _ <i>I have been playing basketball for two years.</i> <i>I have been practicing for a few minutes.</i>	I have been _ ..., but he/she has been _ ... <i>I have been playing basketball for six years, but he has been playing for only one year.</i> <i>I have been dancing for 2 years, but she has been dancing for 5 years.</i>	I have been _ ..., however; he/she has been _ ... <i>I have been running up and down the field for fifteen minutes, however; he has been running up and down the field for thirty minutes.</i>	I wanted to _ ... but/however I didn't want to _ ... <i>I wanted to play soccer but I didn't want to practice shooting the ball.</i> <i>I wanted to practice hitting; however, I didn't want to play football.</i>	

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<p>Early Advanced/ Advanced forms and examples</p> <p>2nd edition Tab 7.15</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p>	Forms	<p>Verbs: practicing _/working on _ (passing the ball, hitting the ball/players, throwing the ball/passes, running, catching the ball, sliding into bases, shooting hoops) playing _, yelling, running, cheering, dancing, etc.</p> <p>Nouns: volleyball, tennis, hockey, softball, soccer, baseball, basketball, golf, tether ball, etc.</p> <p>Conjunction: whereas</p>	<p>Verbs from Day 1+ present perfect <i>have + been</i></p> <p>Verbs from Day 1</p> <p>Prepositions of time from Unit 1, Wk.4: <i>all, for, since</i></p>	<p>Verb from Day 1+ present perfect <i>has+ been</i></p> <p>Prepositions from Day 2</p>	<p>Verbs from Days 1, 2, & 3</p> <p>Prepositions from Day 2</p> <p>Conjunction from Day 1</p>	<p>Application</p> <p>Using taught forms students will compare the amount of time they have been participating in different sports or activities.</p>
	Prompts	What do you and your friends enjoy doing?	How long have you been _? <i>How long have you been playing soccer?</i>	How long has he/she been _? <i>How long has she been dancing?</i>	Compare how long you and your friends have been participating in different activities.	
	Responses	<p>I enjoy _ ;where as, _ enjoys _.</p> <p><i>I enjoy playing softball; whereas, Peter enjoys playing soccer.</i></p> <p><i>I enjoy practicing shooting hoops; whereas, Annette enjoys practicing dribbling.</i></p>	<p>I have been _ for /since/all _.</p> <p><i>I have been playing soccer for 2 years.</i></p> <p><i>I have been running all recess.</i></p>	<p>He/She has been _ for/ since/ all _.</p> <p><i>She has been dancing for a year.</i></p>	<p>He/She has been _ for/ since/ all...whereas I have been _for/since/all... OR</p> <p>He/She has been _ for/ since/ all_ whereas _has been _ for/since/all _.</p> <p><i>He has been dancing since he was 6 whereas I have been dancing since I was 3. OR</i></p> <p><i>He has been playing football for 2 months whereas Albert has been playing football all year.</i></p>	

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