

Grade 2/3 Focused ELD Curriculum Guide

Unit 6 – Week 1

Overarching Language Functions: Describe, Classify, Compare & Contrast

Language Function: B/EI/I/EA/A Describe physical characteristics using sensory details

Topic: Pets

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 5.8</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p>	Forms	<p>Verb present tense <i>have</i></p> <p>Nouns: a cat, a dog, a bird, a fish, a rabbit, a turtle, a frog, a lizard, etc.</p> <p>Pronouns <i>he/she</i></p>	<p>Verb present tense <i>be</i></p> <p>Nouns from Day 1</p> <p>Adjectives: <i>color words, size big, small</i></p>	<p>Verb from Day 1 + <i>has</i></p> <p>Nouns animal body parts: a <i>_tail</i>, legs, feet, ears, a <i>_body</i>, a <i>_head</i>, paws, fins, etc.</p> <p>Adjectives (placement) from Day 2 + <i>numbers, short, long</i></p> <p>Pronoun <i>it</i></p>	<p>Verbs from Days 1 & 2</p> <p>Nouns from Day 1 & 3</p> <p>Adjectives from Days 2 & 3</p> <p>Pronoun <i>it</i> from Day 3</p> <p>Conjunction <i>and</i></p>	<p>Application</p> <p>Draw a picture of an animal. Using taught forms, describe it orally and/or in writing.</p>
	Prompts	<p>What do you have?</p> <p>What does he/she have?</p>	<p>What is the <i>_</i> like?</p> <p><i>What is the frog like?</i></p>	<p>What does it have?</p>	<p>Tell about your animal. Tell about your friend’s animal.</p>	
	Responses	<p><i>_.</i></p> <p>I have <i>_.</i></p> <p>He/She has <i>_.</i></p> <p><i>A frog.</i></p> <p><i>I have a frog.</i></p> <p><i>She has a rabbit.</i></p>	<p>The <i>_</i> is <i>_.</i></p> <p><i>The frog is green.</i></p>	<p><i>__</i></p> <p>It has <i>__.</i></p> <p>Four legs.</p> <p><i>It has four legs.</i></p>	<p>It is <i>_</i> and <i>_.</i></p> <p>It has <i>__</i> and <i>__.</i></p> <p><i>I have a frog.</i></p> <p><i>It is small and green.</i></p> <p><i>It has four legs and big eyes.</i></p> <p><i>She has a rabbit.</i></p> <p><i>It is big and white.</i></p> <p><i>It has two ears and a small tail.</i></p>	

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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Language Function: B/EI/I/EA/A Describe physical characteristics using sensory details

Topic: Pets

		Day 1	Day 2	Day 3	Day 4	Day 5
<p>Early Intermediate forms and examples</p> <p>2nd edition Tab 5.8</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p>	Forms	<p>Verb present tense <i>have</i></p> <p>Nouns: hamster, guinea pig, snake, mouse, hermit crab, gecko, cat, dog, bird, fish, rabbit, turtle, frog, lizard, etc.</p> <p>Pronoun <i>he/she</i></p>	<p>Verbs present tense <i>be</i></p> <p>Nouns from Day 1</p> <p>Adjectives: soft, furry, scaly, big, little, small, large, smooth, rough, tiny, huge, round, long, short, fat, thin, color words, etc.</p>	<p>Verbs present and negative <i>be</i></p> <p>Nouns from Day 1</p> <p>Adjectives from Day 2</p> <p>Pronoun <i>it</i></p>	<p>Verbs present tense <i>have</i> from Day 1</p> <p>Nouns from Day 1 + animal body parts: body, head, eyes, tongue, tail, legs, feet, ears, paws, fins, numbers, etc.</p> <p>Adjectives from Day 2</p> <p>Pronoun <i>it</i> from Day 3</p>	<p>Application</p> <p>Using taught forms, describe orally and in writing an animal you see in a picture, realia (stuffed toy) or pet you have at home.</p>
	Prompts	<p>What type of _ do you have?</p> <p>What type of _ does he/she have?</p> <p><i>What type of pet do you have?</i></p> <p><i>What type of pet does she have?</i></p>	<p>What is the _ like?</p> <p><i>What is the hamster like?</i></p>		<p>What does the _ have?</p> <p><i>What does the hamster have?</i></p>	
	Responses	<p>I have a _.</p> <p>He/She has a _.</p> <p><i>I have a hamster.</i></p> <p><i>She has a lizard.</i></p>	<p>The _ is _ and _.</p> <p><i>The hamster is small and furry.</i></p>	<p>It is not _.</p> <p><i>The hamster is small and furry.</i></p> <p><i>It is not scaly.</i></p>	<p>_ has _.</p> <p><i>It has little eyes.</i></p>	

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*Overarching Language Functions: Describe, Classify, Compare & Contrast***Language Function: B/EI/I/EA/A** Describe physical characteristics using sensory details**Topic: Pets**

		Day 1	Day 2	Day 3	Day 4	Day 5
Intermediate forms and examples 2 nd edition Tab 6.10 <i>*Sample sentences in italics with focus grammatical forms bolded.</i>	Forms	Nouns singular: dog, cat, reptile, bird, amphibian, fish, iguanas, parakeets, ferrets, parrots, goldfish, beta fish, calico cats, tabby cats, German shepards, boxers, Dalmatian, pugs, etc. Articles <i>a, an (matrix)</i>	Verbs <i>looks, feels</i> Adjectives: <i>looks:</i> miniature, stocky, large, small, tiny, large, heavy, light, tall, huge stocky, scaly, short, skinny, round, long, stubby, saggy, fat, thin, flat, etc. <i>feels:</i> soft, furry, smooth, fluffy, rough, <i>color words</i> , etc Articles <i>a/an</i> from Day 1	Nouns from Day 1+ animal body parts: body, head, ears, eyes, nose, tongue, tail, legs, feet, paws, fins, jowls, etc. Adjectives from Day 2 in multiple Articles <i>a/an</i> from Day 1 Conjunction <i>with</i>	Nouns from Days 1 & 3 Adjectives from Days 2 & 3 Articles <i>a/an</i> from Day 1 Conjunction <i>with</i> from Day 3 + <i>and</i>	Application Using taught forms describe orally and/or in writing, an animal you have or would like to have as a pet.
	Prompts	What type of _ do you have/want? <i>What type of dog do you have?</i> <i>What type of reptile do you want?</i>	How would you describe a/an _? How does it look/feel? <i>How would you describe an iguana?</i> <i>How does it look? Feel?</i>	Tell me about your _. <i>Tell me about your boxer.</i>	Tell me about your _. 	
	Responses	I have a/an _. I would like a/an _. <i>I have a boxer.</i> <i>I would like an iguana.</i>	A/An _ is _. It looks/feels _. <i>An iguana is long.</i> <i>It feels rough.</i>	I have a _ with a _, _ _. <i>I have a boxer with a short, stubby tail.</i>	I have a _ with _ _ and a _, _ _. <i>I have a cat with pointy ears and a long, fluffy tail.</i>	

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		Day 1	Day 2	Day 3	Day 4	Day 5
Early Advanced/ Advanced forms and examples 2 nd edition Tab 7.8 <i>*Sample sentences in italics with focus grammatical forms bolded.</i>	Forms	Nouns: specific animals: bull dog(s), Labrador retriever(s), tomcat(s), finch(es), canary(ies), Rosie boa(s), etc. Adjectives from I + precise synonyms: agile, flexible, smooth, strong, clumsy, fierce, amiable, gentle, aggressive, quiet, noisy, curious, colorful, etc.	Nouns from Day 1 + animal body parts: body, head, ears, eyes, nose, tongue, tail, legs, feet, paws, fins, jowls, feathers, wings, etc. Adjectives from Day 1 + with <i>-ish</i> : brownish, bluish-green, greenish-brown, reddish, etc.	Nouns from Day 2 Adjectives from Day 1 Simile <i>like</i>	Nouns from Day 2 Adjectives from Day 1 Simile <i>as</i>	Application Using taught forms, create a mini book describing an animal.
	Prompts	How would you describe a _? <i>How would you describe a parrot?</i>	What special attribute does a _ have? <i>What special attribute does a cat have?</i>	Describe an attribute of your animal.	Describe an attribute of your animal.	
	Responses	A _ is _, _, and _. <i>A parrot is colorful, noisy, and curious.</i>	The _, _ of the _... <i>The flexible, agile body of the tomcat helps it climb.</i>	The _'s _ was/were like ... <i>The cat's tongue was like sandpaper.</i>	The _'s _ was/were as _ as... <i>The boxer's ears were as smooth as silk. The Labrador retriever was as gentle as a mouse.</i>	

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