

Grade 2/3 Focused ELD Curriculum Guide

Unit 6 – Week 2

Overarching Language Functions: Describe, Classify, Compare & Contrast

Language Function: B/EI/I/EA/A Describe actions using verbs and adverbs

Topic: Farm Animals

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 5.10 <i>*Sample sentences in italics with focus grammatical forms bolded.</i>	Forms	Nouns: a cow, a pig, a horse, a sheep, a chicken, a rooster, a rabbit, a duck, a goat, a donkey, a goose, a bee, a turkey, etc.	Verbs present tense: plays, swims, flies, eats, sleeps, runs, jumps, walks drinks climbs, moos, heehaws, etc Nouns from Day 1	Verbs from Day 2 Conjunction <i>and</i> Pronoun <i>it</i>	Verbs from Day 2 Nouns from Day 1 Pronoun <i>it</i> from Day 3 Conjunction <i>and</i> from Day 3 Questions with <i>What</i>	Application Using taught forms, students make a riddle book describing animal actions.
	Prompts	What animal do you see?	What does _ do? <i>What does a cow do?</i> <i>What does a horse do?</i>	What does _do? <i>What does a duck do?</i>	What animal _? What animal _ and _? <i>What animal swims? OR</i> <i>What animal swims and flies?</i>	
	Responses	_. I see a _. <i>A cow. OR</i> <i>I see a cow.</i>	A _ _. <i>A cow moos.</i> <i>A horse runs.</i>	A _ _ and _. It _ and _. <i>A duck swims and flies. OR</i> <i>It swims and flies.</i>	A _. A _ _ and _. <i>A duck.</i> <i>A duck swims. OR</i> <i>A duck swims and flies.</i>	

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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		Day 1	Day 2	Day 3	Day 4	Day 5
<p>Early Intermediate forms and examples</p> <p>2nd edition Tab 5.10</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p>	Forms	<p>Nouns: cow, pig, horse, sheep, chicken, rooster, rabbit, duck, goat, goat, donkey, goose, bee, turkey, bull, pony, colt, calf, piglet, duckling, gosling, kitten, lamb, chick, bunny, kid, etc.</p>	<p>Verbs present tense: plays, flies, swims, eats, sleeps, lays, runs, walks, jumps, drinks, climbs, moos, heehaws, squeals, etc.</p> <p>Verb <i>does</i></p>	<p>Verbs from Day 2</p> <p>Nouns from Day 1</p> <p>Adverbs: quietly, noisily, loudly, carefully, slowly, sloppily, fast, quickly, etc.</p> <p>Questions using <i>How</i></p>	<p>Verbs from Day 2</p> <p>Nouns from Day 1</p> <p>Pronoun <i>it</i></p> <p>Conjunction <i>and</i> from Day 3</p> <p>Questions with <i>What</i></p>	<p>Application</p> <p>Using taught forms, students make a riddle book describing animals actions.</p>
	Prompts	<p>What is a baby _ called?</p> <p><i>What is a baby pig called?</i></p>	<p>What does a _ do on the farm?</p> <p><i>What does the piglet do on the farm?</i></p> <p><i>What does the colt do on the farm?</i></p>	<p>How does a __?</p> <p><i>How does a pig sleep?</i></p> <p><i>How does a cow eat?</i></p>	<p>What animal __ and _?</p> <p><i>What animal swims quietly and flies?</i></p>	
	Responses	<p>A baby _ is called a _.</p> <p><i>A baby pig is called a piglet.</i></p>	<p>The __ on the farm.</p> <p><i>The piglet sleeps on the farm.</i></p> <p><i>The colt runs on the farm.</i></p>	<p>A _ _ _.</p> <p><i>A pig sleeps noisily.</i></p> <p><i>A cow eats slowly.</i></p>	<p>A _ _ _ and _.</p> <p><i>The duck swims quietly and flies.</i></p>	

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<p>Intermediate forms and examples</p> <p>2nd edition Tab 6.12</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p>	Forms	<p>Verbs: plays, swims, flies, eats, sleeps, lays, runs, walks, jumps, drinks, climbs, moos, heehaws, squeals, waddles, gallops, trots, floats, glides, slurps, meanders, chews, clucks, grazes, sings, frolics, scratches, hops, collects, etc.</p> <p>Nouns collective: herd of cows/goats, flock of sheep, colony of ants, brood of chickens/ducks, litter of kittens, army of ants, swarm of bees/butterflies, pack of dogs, charm of hummingbirds, fold of sheep, etc</p>	<p>Verbs from Day 1 in past progressive <i>was + ing</i> (when action is interrupted): paying, swimming, flying, eating, etc.</p> <p>Questions with <i>what</i></p>	<p>Verbs from Day 2 & past tense positive and negative statements with <i>was/wasn't</i></p> <p>Nouns from Day 1</p>	<p>Adverbs with -ly: swiftly, carefully, regularly, awkwardly, gracefully, fearlessly, rapidly, powerfully, perfectly, effortlessly, helplessly, recklessly, etc.</p> <p>Nouns from Day 1</p>	<p>Application</p> <p>Using taught forms, write about what was happening in a farm scene from a sketch or picture.</p>
	Prompts	<p>What is a group of _ called?</p> <p>Tell something a(n) _ does.</p> <p><i>What is a group of ants called?</i></p> <p><i>Tell me something an army of ants does.</i></p>	<p>What was the _doing when the..?</p> <p><i>What was the brood of chickens doing when the farmer collected the eggs?</i></p>	<p>Was the _ _when...?</p> <p><i>Was the litter of kittens nursing when the dog came?</i></p>	<p>How did the _ ...when....</p> <p><i>How did the litter of bunnies eat the vegetables when the farmer was away?</i></p>	
	Responses	<p>A group of _ is called a/an _.</p> <p>A(n) _ _ ...</p> <p><i>A group of ants is called a/an army of ants.</i></p> <p><i>An army of ants collects food.</i></p>	<p>The _ was _ when ...</p> <p><i>The brood of chickens was clucking when the farmer collected the eggs.</i></p>	<p>Yes/No, the _ _ when....</p> <p><i>Yes, the litter of kittens was nursing when the dog came.</i></p> <p><i>No, the litter of kittens wasn't nursing when the dog came.</i></p>	<p>The _ ..._ when</p> <p><i>The litter of bunnies ate the farmer's vegetables fearlessly when the farmer was away.</i></p>	

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<p>Early Advanced/ Advanced forms and examples</p> <p>2nd edition Tab 7.10</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p>	Forms	<p>Verbs past tense: played, swam, flew, ate, slept, laid, ran, walked, jumped, drank, climbed, squealed, waddles, galloped, trotted, floated, hopped, raced, fluttered, scampered, mooed, heehawed, etc.</p> <p>Nouns: bulls, cows, ponies, pigs, horses, colts, sheep, calves, chickens, piglets, ducklings, roosters rabbits, ducks, goats, donkeys, goslings, kittens, lambs, geese., bees, ants, butterflies, dogs, puppies, lambs, chicks bunnies, meadow, barn, fields, pasture, pond, lake, sty, stall, coop, silo, grain, hay, etc.</p>	<p>Verbs from Day 1</p> <p>Nouns from Day 1</p> <p>Conjunction <i>when</i></p>	<p>Verbs from Day 1</p> <p>Nouns from Day 1</p> <p>Conjunction <i>when</i> from Day 2</p> <p>Adverbs: gracefully, aimlessly, greedily, anxiously, foolishly, etc.</p>	<p>Verbs past perfect <i>had</i> + past participle</p> <p>Verb phrasal <i>going on</i></p> <p>Nouns from Day 1</p> <p>Adverbs from Day 3</p>	<p>Application</p> <p>Using taught forms, students will describe what is happening in an illustration or picture depicting a farm scene.</p>
	Prompts	<p>What did the _ do?</p> <p><i>What did the ducks do?</i></p>	<p>What did you see...?</p> <p><i>What did you see in the pictures/video of the farm?</i></p>	<p>What had happened...?</p> <p><i>What happened on the farm?</i></p>	<p>What was going on...?</p> <p><i>What was going on, on the farm?</i></p>	
	Responses	<p>The _ _ in the _.</p> <p><i>The ducks swam in the lake.</i></p>	<p>The _ ...when ...</p> <p><i>The ducks swam in the lake when the sun came out.</i></p>	<p>The _ _ _when ...</p> <p><i>The sheep wandered aimlessly when the farmer left the gate open.</i></p>	<p>The _ had just _ when _.</p> <p><i>The horse had just galloped away when the bunnies anxiously scampered by.</i></p>	

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