

Grade 2/3 Focused ELD Curriculum Guide

Unit 6 – Week 4

Overarching Language Functions: Describe, Compare & Contrast/Express Action & Time Relationships

B/EI/I Describe location of objects in space using prepositions

EA/A Relate a past action occurring with some other event

Topic: Class Trip

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 5.12 <i>*Sample sentences in italics with focus grammatical forms bolded.</i>	Forms	Verb present tense <i>be</i> Nouns zoo animals: elephants, polar bears, monkeys, giraffes, ostriches, lions, tigers, parrots, etc.	Verb <i>be</i> from Day 1 Nouns from Day 1 + cage, pen, hole, water, tree, cave, house, mud, etc. Preposition <i>in</i>	Verb <i>be</i> from Day 1 Nouns from Days 1 & 2 + rock, branch, fence, hill, grass, dirt, swing, slide, etc. Preposition <i>on</i>	Verb <i>be</i> from Day 1 Nouns from Days 1, 2, & 3 Pronoun <i>they</i> Preposition from Days 1 & 2	Application Using taught forms students will play the barrier game as they take turns describing the location of animals while the other person draws the described scene on a zoo map.
	Prompts	What is at the _? <i>What is at the zoo?</i>	Where are the _? <i>Where are the polar bears?</i>	Where are the _? <i>Where are the monkeys?</i>	Where are the _? <i>Where are the lions?</i>	
	Responses	_. There are _. <i>Polar bears.</i> <i>There are polar bears.</i>	The _ are in the _. <i>The polar bears are in the water.</i>	The _ are on the _. <i>The monkeys are on the branch.</i>	They are in the _. <i>They are in the pen.</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 5.12</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p>	Forms	<p>Nouns zoo animals and places /singular and plural: polar bear(s), rhino(s), camel(s), flamingo(s), monkey(s), llama(s), reindeer(s), kangaroo(s), hummingbird(s), exit(s), entrance(s), restroom(s), gift shop(s), etc.</p> <p>Articles a/an (<i>Matrix</i>)</p>	<p>Verb present tense <i>be</i></p> <p>Verbs from Wk.2 in past progressive: playing, swimming, flying, eating, sleeping, laying, running, walking, jumping, drinking, climbing, etc.</p> <p>Nouns from Day 1</p>	<p>Verb from Day 2</p> <p>Nouns from Day 1</p> <p>Prepositions: next to, beside, behind, across, around</p> <p>Questions with <i>Where</i></p>	<p>Verbs from Day 2</p> <p>Nouns from Day 1 + tree, rocks, branch, waterfall, etc.</p> <p>Prepositions: above, below, under</p>	<p>Application</p> <p>Students will play the barrier game as they take turns describing the location of animals while the other person draws the described scene on a zoo map.</p>
	Prompts	<p>What do you see at the _?</p> <p><i>What do you see at the zoo?</i></p>	<p>What is the _doing?</p> <p>What are the _doing?</p> <p><i>What is the elephant doing?</i></p> <p><i>What are the monkeys doing?</i></p>	<p>Where is the _?</p> <p>Where are the _?</p> <p>Where is the elephant?</p> <p>Where are the monkeys?</p>	<p>Where is the _?</p> <p>Where are the _?</p> <p><i>Where is the rhino?</i></p> <p><i>Where are the polar bears?</i></p> <p><i>Where is the parrot?</i></p>	
	Responses	<p>I saee (a/an)_ at the zoo.</p> <p>I see (a/an) _ and (a/an)_at the zoo.</p> <p><i>I see an elephant at the zoo.</i></p> <p><i>I see monkeys at the zoo. OR</i></p> <p><i>I see an elephant and monkeys at the zoo.</i></p>	<p>The_ is drinking.</p> <p>The _ are playing.</p> <p><i>The elephant is drinking.</i></p> <p><i>The monkeys are playing.</i></p>	<p>The _ is/are _the _.</p> <p><i>The elephant is next to the giraffes</i></p> <p><i>The monkeys are beside the kangaroos.</i></p>	<p>The _ is/are _the _.</p> <p><i>The rhino is under the tree.</i></p> <p><i>The polar bears are above the waterfall.</i></p> <p><i>The parrot is below the top branch.</i></p>	

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<p>Intermediate forms and examples</p> <p>2nd edition Tab 6.14</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p>	Forms	<p>Nouns zoo animals and places from Wk.3: hawks, grizzly bears, raccoons, porcupines, deer, bob cats, gazelles, anacondas, leopards, cheetahs, peacocks, otters, chimpanzees, bats, orangutans, meerkats, alligators, giraffes, tortoises, + kangaroos, ostriches, toucans, owls, toucans, pandas, eagles, porcupines, hedgehogs, polar bears, flamingos, llamas, etc.</p>	<p>Prepositions: in front of, in back of, near</p> <p>Nouns from Day 1 + gift shop, botanical garden, exit, entrance, restrooms, guided tour bus, sky buckets, aviary, etc.</p>	<p>Nouns from Days 1 & 2</p> <p>Prepositions: to the left of, to the right of</p> <p>Questions with <i>where</i></p>	<p>Nouns from Days 1 & 2</p> <p>Prepositions: between, across from</p>	<p>Application</p> <p>Write three ways to tell where an animal is located on a zoo map.</p>
	Prompts	<p>What can you see at the _?</p> <p><i>What can you see at the zoo?</i></p>	<p>Can you tell me where the _ is/are?</p> <p><i>Can you tell me where the panda is?</i></p> <p><i>Can you tell me where the toucans are?</i></p>	<p>Where are the _?</p> <p>Are the _ _ the _?</p> <p>Where are the owls?</p> <p><i>Are the bears to the left of the tigers?</i></p>	<p>Can you tell me where the _ is/are?</p> <p><i>Can you tell me where the eagles are?</i></p> <p><i>Can you tell me where the hedgehog is?</i></p>	
	Responses	<p>You can see _ , _ , and _ at the zoo.</p> <p><i>You can see pandas, toucans, and ostriches at the zoo.</i></p>	<p>The _ is/are _ the _.</p> <p><i>The panda is near the rock.</i></p> <p><i>The toucans are in front of the gift shop.</i></p>	<p>The _ is/are _ the _.</p> <p>Yes/No the _ are/aren't the _.</p> <p><i>The owls are to the left of the hawks.</i></p> <p><i>No, the grizzly bears are to the right of the bathrooms.</i></p>	<p>The _ is/are _ the _ and the _.</p> <p>The _ is/are _ the _.</p> <p><i>The owls are between the eagles and the ostriches.</i></p> <p><i>The hedgehog is across from the reptiles.</i></p>	

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<p>Early Advanced/Advanced forms and examples</p> <p>2nd edition Tab 7.21</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p>	Forms	Adverbs of time: <i>night/day/month/week</i> before last	Nouns : associated with a class trip or performing arts, etc.	Adverbs of time and sequence: initially, after, during, while, finally	Adverbs to communicate surprise: suddenly, just as, unexpectedly, all of a sudden, out of the blue	<p>Application</p> <p>Describe a trip you took and something unexpected that happened.</p>
	Prompts	When did you go to _? <i>When did you go to the zoo?</i>	Tell me all the things you saw and did on your trip.	What did you do on your trip to ...? <i>What did you do on your trip to the tide pools?</i>	Tell about a time when something unexpected happened.	
	Responses	We went to ... _. <i>We went to the zoo the week before last.</i> <i>We went to See World the year before last.</i>	When our class went to..., we saw ... We were able to ... <i>When our class went to the tide pools, we saw crabs, anemones, and barnacles.</i> <i>We were able to, play in the water, climb the cliffs, and listen to the ocean.</i>	Initially, I/we ... After that, I/we ... Finally, I/we ... <i>Initially, we hiked our way down the trail. After that, we walked down the cliffs to the tide pools. Finally, we went to the light house.</i>	We were/I was...when _ Just as we were/Iwas..., ... <i>We were looking at the different sea creatures when out of the blue a huge wave came crashing in!</i> <i>Just as we were about to leave, a huge wave came crashing in!</i>	

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