

**Grade 2/3 Focused ELD Curriculum Guide**

**Unit 6 – Week 5**

*Overarching Language Functions: Express Action & Time Relationships / Express Cause and Effect, Predict and Infer*

- B/EI** Retell actions and events in chronological order
- I** Make predictions about events
- EA/A** Make and explain inferences about people, actions or events

**Topic: Zoo 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
<p><b>Beginning forms and examples</b></p> <p>2<sup>nd</sup> edition Tab 5.17</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p>	<b>Forms</b>	<p><b>Nouns:</b> elephants, giraffes, zebras, monkeys, hippos, bears, lions, birds, tigers, gorillas, flamingos, turtles, koala bears, snakes, etc.</p> <p><b>Pronoun I</b></p>	<p><b>Verbs</b> present progressive: eating, sleeping, drinking, walking, running, climbing, flying, + playing, swimming, stretching, etc.</p> <p><b>Nouns</b> from Day 1</p>	<p><b>Verbs</b> from Day 2</p> <p><b>Nouns</b> from Day 1</p> <p><b>Pronoun</b> <i>they</i></p>	<p><b>Verbs</b> from Day 2</p> <p><b>Nouns</b> from Day 1</p> <p><b>Pronouns</b> from Days 1 &amp; 3</p> <p><b>Conjunction</b> <i>and</i></p>	<p><b>Application</b></p> <p>Using taught forms students will tell or write about the actions of animals they have seen.</p>
	<b>Prompts</b>	What do you see?	<p>What are the _ doing?</p> <p><i>What are the snakes doing?</i></p>	<p>What are the _ doing?</p> <p><i>What are the snakes doing?</i></p>	<p>What do you see the _ doing at the _?</p> <p><i>What do you see the snakes doing at the zoo?</i></p> <p><i>What do you see the monkeys doing at the zoo?</i></p>	
	<b>Responses</b>	<p>I see _.</p> <p><i>I see snakes.</i></p>	<p>The _ are _.</p> <p><i>The snakes are sleeping.</i></p>	<p>They are _.</p> <p><i>They are sleeping.</i></p>	<p>I see the _ _ and _.</p> <p>They are _ and _.</p> <p><i>I see the snakes eating <b>and</b> sleeping.</i></p> <p><i>They are playing <b>and</b> running.</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. (2<sup>nd</sup> Edition Tab 3.32 & 3.33)

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		Day 1	Day 2	Day 3	Day 4	Day 5
<p><b>Early Intermediate forms and examples</b></p> <p>2<sup>nd</sup> edition Tab 5.17</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p>	<b>Forms</b>	<b>Nouns:</b> polar bears, koala bears, hippos, elephants, lions, flamingos, giraffes, monkey, anacondas, butterflies, toucans, orangutans, etc.	<b>Verbs</b> past progressive: eating, chewing, drinking, swimming, climbing, sitting, flying, hiding, laying, fighting, etc. <b>Nouns</b> from Day 1	<b>Verbs</b> from Day 2 <b>Nouns</b> from Day 1 <b>Sequence words</b> <i>first, next</i> <b>Pronoun</b> <i>they</i>	<b>Verbs</b> from Day 2 <b>Nouns</b> from Day 1 <b>Sequence words</b> from Day 3 + <i>then, last</i>	<p><b>Application</b></p> <p>Using taught forms students will tell or write about the actions of animals they have seen.</p>
	<b>Prompts</b>	What _did you see at the _? <i>What animals did you see at the zoo?</i>	What were the _ doing? <i>What were the <b>elephants</b> doing?</i>	What were the _ doing? <i>What were the <b>elephants</b> doing?</i>	What did you see the _ doing at the _? <i>What did you see the <b>elephants</b> doing at the zoo?</i>	
	<b>Responses</b>	We saw _. <i>We saw <b>elephants</b>.</i>	The _ were _. <i>The <b>elephants</b> were <b>sitting</b>.</i>	First, the _ were _. Next, they were _. <i><b>First</b>, the <b>elephants</b> were <b>sleeping</b>. <b>Next</b>, <b>they</b> were <b>eating</b>.</i>	Then the _ were _. Last, they were _. <i><b>First</b>, the <b>elephants</b> were <b>sleeping</b>. <b>Next</b>, they were <b>eating</b>. <b>Then</b>, the <b>elephants</b> were <b>playing</b>. <b>Last</b>, they were <b>sitting</b>.</i>	

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<p><b>Intermediate forms and examples</b></p> <p>2<sup>nd</sup> edition Tab 6.30</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p>	<b>Forms</b>	<p><b>Noun:</b> a threatened or endangered animal of interest i.e. polar bears</p> <p><b>Causes:</b> changing climate, ice caps are melting, starvation, pollution, oil/mineral mining, building of roads, factories, homes, etc.</p>	<p><b>Noun</b> from Day 1</p> <p><b>Statements</b> for making inferences: <i>I think ...</i></p>	<p><b>Noun</b> from Day 1</p> <p><b>Statements</b> for making inferences: <i>I predict ...</i></p>	<p><b>Verb</b> auxiliary <i>might</i></p> <p><b>Noun</b> from Day 1</p>	<p><b>Application</b></p> <p>Using taught forms students will predict what will happen to an animal if there is a change in their habitat (temperature, water, etc.)</p>
	<b>Prompts</b>	<p>What are some of the problems facing...?</p> <p><i>What are some of the problems facing polar bears?</i></p>	<p>Why do you think _ is a problem for _?</p> <p><i>Why do you think oil mining is a problem for polar bears?</i></p>	<p>What do you predict will happen if _?</p> <p><i>What do you predict will happen if the ice caps keep melting?</i></p>	<p>What might happen to _if...?</p> <p><i>What <b>might</b> happen to polar bears if there is an oil spill?</i></p> <p><i>What <b>might</b> happen if people kill too many of the polar bears?</i></p>	
	<b>Responses</b>	<p>One of the problems facing _ is...</p> <p>Another problem is...</p> <p><i>One of the problems facing <b>polar bears</b> is that people are <b>hunting</b> them for their fur.</i></p> <p><i>Another problem is that the <b>ice caps are melting</b> and it makes it hard for them to find food.</i></p>	<p>I think _ ... because ...</p> <p><i><b>I think</b> oil mining is a problem for polar bears because when the oil spills it makes the polar bears very sick and they often die.</i></p>	<p>I predict the _ will ...because</p> <p><i><b>I predict</b> the polar bears will starve if the ice caps keep melting because they will have a hard time finding food.</i></p>	<p>If..., the _ might...</p> <p><i>If there is an oil spill, the polar bears <b>might</b> become very sick from the pollution.</i></p> <p><i>If people kill too many polar bears, the polar bears <b>might</b> become endangered or extinct.</i></p>	

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<p><b>Early Advanced/ Advanced forms and examples</b></p> <p>2<sup>nd</sup> edition Tab 7.31</p> <p><i>*Sample sentences in italics with focus grammatical forms <b>bolded</b>.</i></p>	<b>Forms</b>	<p><b>Nouns</b> plus characteristics of each:</p> <p><i>mammals</i> – live young, warm-blooded, babies drink mother’s milk, fur, 4 legs (if living on land arms count),</p> <p><i>reptiles</i> – dry skin with scales, cold blooded, four legs or no legs, lays eggs,</p> <p><i>birds</i> – lays eggs, 2 legs, feathers &amp; wings, warm-blooded, flies,</p> <p><i>fish</i> – gills &amp; fins, cold-blooded, lives in water, lays eggs, cold blooded, swims, etc.</p>	<p><b>Nouns</b> from Day 1</p> <p><b>Auxiliary</b> <i>must</i></p>	<p><b>Nouns</b> from Day 1 + grizzly bear, porcupine, bob cat, leopard, chimpanzee, hawk, flamingo, kookaburra, swan, peacock, komodo dragon, anaconda, tortoise, alligator, rainbow fish, clown fish, beta fish, goldfish, etc.</p> <p><b>Auxiliary</b> from Day 2 + <i>since</i></p>	<p><b>Nouns</b> from Days 1 &amp; 3</p> <p><b>Auxiliary</b> <i>might, could</i></p> <p><b>Conjunction</b> <i>also</i> (Matrix)</p>	<p><b>Application</b></p> <p>Using taught forms students will classify a list of animals and explain why a certain animal belongs under its category.</p>
	<b>Prompts</b>	<p>What is a common characteristic of a _?</p> <p><i>What is a common characteristic of a <b>reptile</b>?</i></p>	<p>What type of animal is/has _ and _?</p> <p><i>What type of animal has gills and swims?</i></p> <p><i>What type of animal is cold blooded and has four legs or no legs?</i></p>	<p>How do you know a _ is a _?</p> <p><i>How do you know a <b>grizzly bear</b> is a mammal?</i></p>	<p>What type of animal is /has _ and _? <b>OR</b></p> <p>What animal is/has _ and _?</p> <p><i>What type of animal is cold blooded and lays eggs?</i></p>	
	<b>Responses</b>	<p>A common characteristic of a _ is that...</p> <p><i>A common characteristic of a <b>reptile</b> is that it <b>lays eggs</b>.</i></p>	<p>If an animal is/has _ and _ it must be a _.</p> <p><i>If an animal has gills and swims it <b>must</b> be a fish.</i></p> <p><i>If an animal is cold blooded and has four legs or no legs it <b>must</b> be a reptile.</i></p>	<p>Since a _ is/has ..., it must be a _.</p> <p><i><b>Since</b> a <b>grizzly bear</b> has four legs and fur, it must be a mammal.</i></p>	<p>If an animal is/has...and ..., it might be a _.</p> <p>It could also be a _.</p> <p><i>If an animal is cold blooded and lays eggs, it <b>might</b> be a fish.</i></p> <p><i>It <b>could also</b> be a reptile.</i></p>	

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