

Grade 2/3 Focused ELD Curriculum Guide

Unit 7 – Week 1

Overarching Language Functions: Describe, Classify, Compare & Contrast

B/EI Describe physical characteristics using sensory details

I/EA/A Explain classification of objects, animals or ideas using verbs and conjunctions

Topic: Food

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 5.8 <i>*Sample sentences in italics with focus grammatical forms bolded.</i>	Forms	Verb present tense <i>be</i> Nouns: an apple, an orange, a plum, a banana, a watermelon, a melon, a grape, a strawberry, a kiwi, celery, corn, a carrot, a potato, etc.	Verb <i>be</i> from Day 1 Nouns from Day 1 Adjectives for <i>color</i> red, orange, yellow, green, white, brown, purple, <i>size/shape</i> big, small, long, round, etc	Verb <i>be</i> from Day 1 Nouns from Day 1 Adjectives from Day 2 Conjunction <i>and</i>	Verb <i>be</i> from Day 1 + <i>have</i> Nouns from Day 1 + fruit, vegetable Adjectives from Day 2 Conjunction <i>and</i>	Application Using taught forms students will describe the characteristics of various fruits and vegetables.
	Prompts	What is this?	Tell me about the _. <i>Tell me about the apple.</i>	Tell me about the _. How does it look? <i>Tell me about the apple.</i> <i>How does it look?</i>	What kind of _ do you have? <i>What kind of vegetable do you have?</i>	
	Responses	It is _. <i>It is an apple.</i>	It is _. <i>It is round.</i>	The _ is _. The _ is _ and _. <i>The apple is red.</i> <i>The apple is red and round.</i>	I have _. It is _ and _. <i>I have a potato.</i> <i>It is brown and round.</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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*Overarching Language Functions: Describe, Classify, Compare & Contrast***B/EI** Describe physical characteristics using sensory details**I /EA/A** Explain classification of objects, animals or ideas using verbs and conjunctions**Topic: Food**

		Day 1	Day 2	Day 3	Day 4	Day 5
Early Intermediate forms and examples 2 nd edition Tab 5.8 <i>*Sample sentences in italics with focus grammatical forms bolded.</i>	Forms	Nouns + articles: an apple, an orange, a plum, a banana, a watermelon, a melon, grapes, a strawberry, a kiwi, celery, corn, a carrot, a potato etc. Conjunction <i>and</i>	Nouns from Day 1 Adjectives for <i>color</i> , green, red, purple, white, brown, tan, orange <i>size/shape</i> , and <i>texture</i> big, small, long, round, smooth, rough, etc. Conjunction <i>and</i> from Day 1	Nouns from Day 1 Pronoun <i>it</i> Adjectives from Day 2 + Routine questions with <i>what</i>	Nouns from Day 1 Adjectives from Day 2 Conjunction <i>and</i> from Day 1 Question forms with <i>be</i>	Application Using taught forms students play a guessing game to identify a fruit or vegetable. They may start by saying, "I'm thinking of a food item that is ..."
	Prompts	What kind of food do you have?	What is the _ like? <i>What is the banana like?</i> <i>What is the plum like?</i>	What _ is the _? What color is the banana? What shape is the plum?	Is the __? Is the banana long? Is the plum rough?	
	Responses	I have _ and _. <i>I have a banana and a plum.</i>	The _ is _ and _. The _ is _ and _. <i>The banana is long and yellow.</i> <i>The plum is small and round.</i>	It is _. It is yellow.	Yes, it is _. No, it is _. No, it is not _. It is _. <i>Yes, it is long.</i> <i>No, it is not rough. It is smooth.</i>	

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		Day 1	Day 2	Day 3	Day 4	Day 5
Intermediate forms and examples 2 nd edition Tab 6.15 <i>*Sample sentences in italics with focus grammatical forms bolded.</i>	Forms	Verb group Nouns: <i>fruits</i> apples, oranges, bananas, blueberries, raspberries, strawberries, nectarines, plums, peaches, grapes, cherries, bananas, apples, mangos, papayas, <i>vegetables</i> broccoli, spinach, iceberg lettuce, white potatoes, green peas, cucumbers, zucchinis, etc.	Verb classify Nouns from Day 1 Questions with <i>how</i>	Verb cluster Nouns from Day 1 + color, size, shape, texture Questions with <i>how</i> from Day 2 Adjectives from EI for <i>color</i> green, red, purple, white, brown, tan, orange, yellow, <i>size/shape, and texture:</i> big, small, long, round, smooth, rough, etc.	Nouns from Day 1 Adjectives from Day 3 Positive/Negative Questions & Statements with <i>aren't</i>	Application Using taught forms students will classify fruits and vegetables.
	Prompts	What group do/does _ belong in? <i>What group do the mangos belong in?</i>	How would you classify _? <i>How would you classify zucchinis?</i> <i>How would you classify papayas?</i>	How did you cluster your _? <i>How did you cluster your vegetables?</i>	Aren't _...? <i>Aren't nectarines smooth?</i> <i>Aren't avocados a vegetable?</i>	
	Responses	The _ belong in the _ group. <i>The mangos belong in the fruit group.</i>	I would classify _ as a _. <i>I would classify zucchinis as a vegetable.</i> <i>I would classify papayas as a fruit.</i>	I/We clustered them by _. The ... are _. <i>I/We clustered them by shape.</i> <i>The broccoli and iceberg lettuce are round. The cucumbers and the zucchinis are long.</i>	Yes, _ are _. No, they aren't. They are _. <i>Yes, nectarines are smooth.</i> <i>No, they aren't. They are a type of fruit.</i>	

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<p>Early Advanced/ Advanced forms and examples</p> <p>2nd edition Tab 7.13</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p>	Forms	<p>Verb <i>classified</i></p> <p>Nouns: <i>fruits</i> pomegranates, grapefruits, passion fruits, kumquats, cranberries, blueberries, raspberries, strawberries, apricots, nectarines, plums, peaches, pears, grapes, cherries, bananas, apples, mangos, papayas, <i>vegetables</i> mushrooms, squash, eggplant, carrots, onions, radishes, turnips, beets, jicamas, sweet potatoes, broccoli, spinach, romaine lettuce, white potatoes, green peas, cucumbers, zucchinis, etc.</p>	<p>Verb <i>classified + sorted</i></p> <p>Nouns from Day 1 + color, size, shape, texture, exotic fruits, berries, roots, etc.</p> <p>Adjectives demonstrative <i>these, those</i></p> <p>Adjectives from EI for <i>color</i>: dark/light green, red, purple, white, brown, tan, orange, <i>size/shape, and texture</i>: big, small, long, round, oval, smooth, rough, + hairy, leafy, exotic, common, sweet, sour, tart, etc.</p>	<p>Verb <i>classified, sorted + clustered</i></p> <p>Nouns from Days 1 & 2</p> <p>Adjectives from Day 2</p> <p>Conjunction <i>while</i></p>	<p>Verbs from Days 1, 2 & 3</p> <p>Nouns from Days 1 & 2</p> <p>Pronouns <i>both, neither</i></p> <p>Adjectives from Day 2</p> <p>Conjunction <i>whereas</i></p>	<p>Application</p> <p>Using taught forms students will explain their rationale for various fruits and vegetable sorts.</p>
	Prompts	<p>How should _ be classified?</p> <p><i>How should mangos be classified?</i></p>	<p>Describe how you sorted your _.</p> <p><i>Describe how you sorted your fruits.</i></p>	<p>Describe how you _ your _.</p> <p><i>Describe how you clustered your fruits?</i></p>	<p>Explain the commonalities and differences between ...</p> <p><i>Explain the commonalties and differences between some of the fruits and vegetables.</i></p>	
	Responses	<p>_ is/are classified as _.</p> <p><i>Mangos are classified as fruits.</i></p>	<p>We decided to sort our _by....</p> <p>These ...are _.</p> <p>Those ...are _.</p> <p><i>We decided to sort our fruits by their size and shape.</i></p> <p><i>These fruits are round.</i></p> <p><i>Those fruits are long.</i></p>	<p>They are clustered by ...</p> <p>These _ are... while those are...</p> <p><i>They are clustered by their size and shape.</i></p> <p><i>These fruits are small and round while those fruits are large and oval.</i></p>	<p>Both _ and _ are...whereas...</p> <p>Neither _ nor _ are _.</p> <p><i>Both passion fruits and kumquats are considered exotic fruits whereas bananas and apples are common fruits.</i></p> <p><i>Neither blueberries nor raspberries are large.</i></p>	

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