

## Grade 2/3 Focused ELD Curriculum Guide

### Unit 7 – Week 2

#### *Overarching Language Functions: Describe, Classify, Compare & Contrast*

- B/EI** Describe physical characteristics using sensory details  
**I** Explain classification of objects, animals or ideas using verbs and conjunctions  
**EA/A** Classify and make a generalization based on evidence

#### 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
<b>Beginning forms and examples</b>  2 <sup>nd</sup> edition Tab 5.8  <i>*Sample sentences in italics with focus grammatical forms bolded.</i>	<b>Forms</b>	<b>Verb</b> present tense <i>have</i> <b>Nouns</b> from Wk.1 plural: apples, oranges, plums, bananas, watermelons, melons, strawberries, kiwis, celery, grapes, corn, carrots, potatoes + lemons, peaches, pears, tomatoes, etc.	<b>Verb</b> <i>be</i> from Day 1 <b>Nouns</b> from Day 1 <b>Adjectives</b> <i>color</i> red, orange, yellow, green, white, brown, purple, <i>size</i> big, small, long, round, <i>texture</i> fuzzy, smooth, rough, etc	<b>Verb</b> <i>be</i> from Day 1 <b>Nouns</b> from Day 1 <b>Pronoun</b> <i>they</i> <b>Adjectives + placement</b> from Day 2	<b>Verb</b> <i>have</i> from Day 1 <b>Nouns</b> from Day 1 <b>Adjectives</b> from Day 2 <b>Conjunction</b> <i>and</i>	<b>Application</b>  Using taught forms make a book describing your favorite food items.
	<b>Prompts</b>	What are those? What do you have?	Describe the _.  <i>Describe the peaches.</i>	Tell me about the _.  <i>Tell me about the peaches.</i>	What kind of _ do you have?  <i>What kind of vegetables do you have?</i>	
	<b>Responses</b>	These are _. I have _.  <i>These <b>are</b> peaches.            I <b>have</b> peaches.</i>	The _ are_ and _.  <i>The peaches are <b>fuzzy</b> and <b>small</b>.</i>	They are _ _.  <i>They are <b>fuzzy</b> peaches.</i>	I have _ _ and _ _.  <i>I have green apples <b>and</b> red strawberries.</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.  
 (2<sup>nd</sup> Edition Tab 3.32 & 3.33)

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<b>Early Intermediate forms and examples</b>  2 <sup>nd</sup> edition Tab 5.8  <i>*Sample sentences in italics with focus grammatical forms bolded.</i>	<b>Forms</b>	<b>Nouns</b> from Wk.1: an apple, an orange, a plum, a banana, a watermelon, a melon, a kiwi, a strawberry, celery, a carrot, a potato, a cucumber, zucchini, + a peach, a lemon, a pomegranate, a pineapple, a grapefruit, a cranberry, an artichoke, a cauliflower, a radish, a squash, etc. <b>Pronoun</b> <i>it</i>	<b>Verb</b> present tense <i>have</i> <b>Nouns</b> from Day 1 <b>Pronouns</b> <i>I, he, she</i> <b>Adjectives + placement</b> from Wk.1 <i>color</i> green, red, purple, white, brown, tan, orange, black, <i>size/shape, &amp; texture</i> big, small, long, round, smooth, rough, + fuzzy, sweet, sour, bland, soft, crunchy, etc.	<b>Verb</b> <i>have</i> from Day 2 <b>Nouns</b> from Day 1 <b>Adjectives</b> comparative: smaller, larger, longer, harder, softer, juicer, crunchier, sweeter, etc.	<b>Verb</b> <i>have</i> from Day 2 <b>Nouns</b> from Day 1 <b>Adjectives</b> from Day 3 + superlatives: smaller/smallest, larger/largest, longer/longest, harder/hardest, softer/softest, juicier/juiciest, sweeter/sweetest, crunchier/crunchiest,	<b>Application</b>  Using taught forms students will create a book describing and comparing food items.
	<b>Prompts</b>	What is this?	What do you have? What does he/she have?	Tell me about what you have.	Describe what you have?	
	<b>Responses</b>	That is a/an _. It is a/an _.  <i>That is a pomegranate.</i> <i>It is a pomegranate.</i>	I have a/an _ _. He/She has a/an _ _.  <i>I have a sweet pomegranate.</i> <i>She has a sour grapefruit.</i>	I have a/an _ and a/an _. The _ is _ than the _.  <i>I have a peach and an apple.</i> <i>The peach is sweeter than the apple.</i>	I have a/an _ , a/an _ , and a/an _ . The _ is _ than the _ . The _ is the _ .  <i>I have a peach, a plum, and an apple.</i> <i>The peach is sweeter than the apple.</i> <i>The plum is the sweetest.</i>	

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#### Topic: Food

		Day 1	Day 2	Day 3	Day 4	Day 5
<p style="text-align: center;"><b>Intermediate forms and examples</b></p> <p style="text-align: center;">2<sup>nd</sup> edition Tab 6.15</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p>	<b>Forms</b>	<b>Verb</b> <i>group</i> from Wk. 1 <b>Nouns</b> <i>fruits and vegetables</i> from Wk 1 + <i>grains</i> wheat bread, sourdough bread, French bread, Corn Flakes, Coco Puffs, Cheerios, Raisin Bran, spaghetti, macaroni, lasagna, <i>meat, beans, and nuts</i> fish, chicken, steak, pork, peanuts, pistachios, pecans, cashews, pinto beans, lima beans, black beans, <i>dairy</i> milk, yogurt, cheese, etc.	<b>Verb</b> <i>group</i> from Day 1 <b>Verb</b> auxiliary <i>would</i> <b>Nouns</b> from Day 1 <b>Conjunction</b> <i>because</i>	<b>Verb</b> <i>categorize/sort</i> <b>Verb</b> auxiliary <i>could</i> <b>Nouns</b> from Day 1 <b>Adjectives</b> from Wk.1 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.	<b>Verbs</b> auxiliary <i>would &amp; could</i> <b>Adjectives</b> from Day 3	<b>Application</b>  Using taught forms students will explain their classification of various food items.
	<b>Prompts</b>	What group do/does _ belong in?  <i>What group does <b>wheat bread</b> belong in?</i>	Where would you group the _?  <i>Where <b>would</b> you group the cashews?</i>	How else could you categorize/sort these_?  <i>How else could you categorize these foods?</i>	What group does this belong to?	
	<b>Responses</b>	_ belong(s) in the _ group.  <i><b>Wheat bread</b> belongs in the <b>grain</b> group.</i>	I would group the _ with the ...because ...  <i>I <b>would</b> group the cashews with the pistachios and pecans <b>because</b> they are all nuts.</i>	I/We could categorize/sort them by... These are all ...  <i>We <b>could</b> categorize them by size or shape.</i>  <i>We <b>could</b> sort them by when we eat them during the day.</i>	This goes here because... This would/could go with this group because...  <i>This goes here because it is a small fruit.</i>  <i>This would go with this group because these are all dairy products.</i>	

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<p><b>Early Advanced/ Advanced forms and examples</b></p> <p>2<sup>nd</sup> edition Tab 7.16</p> <p><i>*Sample sentences in italics with focus grammatical forms <b>bolded</b>.</i></p>	<b>Forms</b>	<p><b>Nouns:</b> <i>fruits</i> pomegranates, grapefruits, passion fruits, kumquats, cranberries, gooseberries, 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.  <b>Adjectives</b> <i>all</i></p>	<p><b>Nouns</b> from Day 1  <b>Adverb</b> <i>clearly</i></p>	<p><b>Nouns</b> from Day 1  <b>Adjectives</b> <i>almost all, nearly all</i></p>	<p><b>Nouns</b> from Day 1  <b>Adverbs</b> <i>often, seldom</i></p>	<p><b>Application</b></p> <p>Using taught forms students will make generalizations about fruits and vegetables.</p>
	<b>Prompts</b>	<p>Can you make a generalization about these ..?</p> <p><i>Can you make a generalization about these <b>radishes, turnips, and beets</b>.</i></p>	<p>Can you make a generalization about these ..?</p> <p><i>Can you make a generalization about these <b>radishes, turnips, and beets</b>.</i></p>	<p>What do almost all/nearly all of these _ have in common?</p> <p><i>What do <b>almost all</b> of these tomatoes have in common?</i></p>	<p>What_ do people often/rarely _?</p> <p><i>What fruits do people often eat?</i></p>	
	<b>Responses</b>	<p>These ... are all ...</p> <p><i>These vegetables are <b>all</b> roots.</i></p>	<p>These all have ..., so they are clearly ...</p> <p><i>These all have little hairs, so they are <b>clearly</b> roots.</i></p>	<p>Almost all of these _ ...</p> <p>Nearly all of these _ ...</p> <p><i><b>Almost all</b> of these tomatoes are red and orange.</i></p> <p><i><b>Nearly all of</b> these bananas are ripe.</i></p>	<p>People often/rarely ...because...</p> <p><i>People <b>often</b> eat apples because they can always buy them at the grocery store.</i></p> <p><i>People <b>seldom</b> eat cherries because the grocery stores don't always sell them.</i></p>	

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