

Grade 2/3 Focused ELD Curriculum Guide

Unit 7 – Week 3

Overarching Language Functions: Express Action & Time Relationships

B/EI/I/EA/A Ask for, give and follow multi-step directions

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 5.19 <i>*Sample sentences in italics with focus grammatical forms bolded.</i>	Forms	Verbs imperative: point to, pick up, show me, make a _etc. Nouns: bread, peanut butter, jelly, knife, plate, sandwich, etc.	Verb imperative <i>take out, put</i> Nouns from Day 1	Verbs <i>spread, clean</i> Nouns from Day 1	Verb <i>put</i> from Day 2 + <i>cut</i> Nouns from Day 1 Preposition <i>on</i>	Application Using taught forms students will give a partner directions on how to make a peanut butter sandwich.
	Prompts	Point to/Pick up/Show me the _. <i>Point to the bread.</i> <i>Pick up the knife.</i> <i>Show me the jelly.</i> <i>Make a sandwich.</i>	Take out the _. Put the _ here. <i>Take out the bread.</i> <i>Put the peanut butter here.</i>	First spread the _. Clean the _. Spread the _. <i>First spread the peanut butter.</i> <i>Clean the knife.</i> <i>Spread the jelly.</i>	Put the _ together. Cut the _. Put the _ on the _. <i>Put the bread together.</i> <i>Cut the sandwich.</i> <i>Put the sandwich on the plate.</i>	
	Responses	Students take turns giving and following directions.	Students take turns giving and following directions.	Students take turns giving and following directions.	Students take turns giving and following directions.	

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 5.19</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p>	Forms	<p>Verb imperative <i>bring</i></p> <p>Nouns a slice of bread (2 slices of bread), the peanut butter, the jelly, the knife, the sandwich, the plate, the cutting board, etc.</p>	<p>Verbs imperatives <i>take out, spread, clean, wash, etc.</i></p> <p>Nouns from Day 1</p> <p>Sequence words: <i>first, next, then</i></p>	<p>Verbs from Day 2 + <i>put, cut</i></p> <p>Nouns from Day 1</p> <p>Sequence words from Day 2 + <i>last</i></p> <p>Questions with <i>do</i></p>	<p>Verbs from Days 1, 2 & 3</p> <p>Nouns from Days 1, 2, & 3</p> <p>Adverb with <i>ly carefully</i></p> <p>Sequence words from Days 2 & 3</p> <p>Questions with <i>do</i> from Day 3</p>	<p>Application</p> <p>Using taught forms students will give a partner directions on how to make a peanut butter sandwich.</p>
	Prompts	<p>Please, bring me _.</p> <p><i>Please, bring me a slice of bread.</i></p>	<p>Please, take out the...</p> <p>First, ...</p> <p>Next, ...</p> <p>Then, ...</p> <p><i>Please take out the bread.</i></p> <p><i>First, spread the peanut butter on a slice of bread.</i></p> <p><i>Next, clean the knife.</i></p> <p><i>Then, spread the jelly on the other slice of bread.</i></p>	<p>Put the _...</p> <p>Cut the...</p> <p>Last, put the _ on the _.</p> <p><i>Put the two slices of bread together.</i></p> <p><i>Cut the sandwich.</i></p> <p><i>Last, put the sandwich on the plate.</i></p>	<p><i>First, spread the peanut butter carefully on a slice of bread.</i></p> <p><i>Next, carefully clean the knife.</i></p> <p><i>Then, spread the jelly carefully on the other slice of bread.</i></p> <p><i>Put the two slices of bread together.</i></p> <p><i>Carefully cut the sandwich.</i></p> <p><i>Last, put the sandwich on the plate.</i></p>	
	Responses	Students take turns giving and following directions.	Students take turns giving and following directions.	What do I do next? <i>What do I do next?</i>	Do I need to ...? <i>Do I need to wash the knife?</i>	

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		Day 1	Day 2	Day 3	Day 4	Day 5
Intermediate forms and examples 2 nd edition Tab 6.23 <i>*Sample sentences in italics with focus grammatical forms bolded.</i>	Forms	Verbs and Verb phrases: gather, wash, peel, cut, put, slide, spread, hold, roll, slide place, etc. Imperative Sentences with phrases of time: The first step is ... The next step is ... For the next step ... The last step is ...	Verbs and Verb phrases from Day 1 Simple clauses of time: Before you start ... When you have done that ... After you ... To finish ...	Verbs and Verb phrases from Day 1+ design, repeat Imperative Sentences with phrases of time from Day 1 Simple clauses of time from Day 2 + While you are ...	Verbs and Verb phrases from Days 1 & 3 Imperative Sentences with phrases of time from Day 1 Simple clauses of time from Days 2 & 3 + When you're finished ...	Application Using taught forms students will create a recipe book of their favorite foods.
	Prompts	How can I...? <i>How can I make fresh fruit kabobs?</i>	What are the steps to...? <i>What are the steps to make fresh fruit kabobs</i>	Can you tell me how to...? <i>Can you tell me how to make fresh fruit kabobs?</i>	How do you make...? <i>How do you make fresh fruit kabobs?</i>	
	Responses	The first step is ... The next step is ... For the next step ... The last step is ... <i>The first step is to wash, peel, and cut the fruit into small squares and place them on a large plate. The next step is to spread coconut onto one plate and yogurt on another large plate. For the next step, slide the pieces of fruit onto the skewer. The last step is to hold your kabob at the ends and roll it in the yogurt and coconut.</i>	Before your start ... When you have done that ... After you ... To finish ... <i>Before you start gather a large plate, skewers, and all your ingredients. When you have done that, wash, peel, and cut the fruit into chunks. After you cut them into chunk, put the fruit onto a large plate. To finish, slide pieces of fruit onto the skewer. Do this until the stick is covered from end to end.</i>	While you are... <i>Before you start,...</i> While you are sliding pieces of fruit onto the skewer, design your own kabob by putting as much or as little of whatever fruit you want! To finish, roll your kabob in the yogurt and coconut.	When you're finished ... <i>To begin, ...</i> When you're done , be sure to clean up.	

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<p>Early Advanced/Advanced forms and examples</p> <p>2nd edition Tab 7.24</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p>	Forms	<p>Verbs imperative: gather, measure, mix, knead, place, let it rise, punch, shape, bake, slice etc.</p> <p>Clauses of time (Intermediate) Before you start ... When you have done that ... After you ... Then ... To finish ...</p>	<p>Verbs from Day 1 Clauses from Day 1 Adverbs: carefully, quickly, gradually, thoroughly, cautiously, etc.</p>	<p>Verbs from Days 1 Clauses from Day 1 Adverbs from Day 2 Phrases for giving suggestions: To begin... It's important to remember... It's a good idea to...</p>	<p>Verbs from Days 1 Clauses from Day 1 Adverbs from Day 2 Questions to guide: Did you remember to...? How about...?</p>	<p>Application</p> <p>Using taught forms students will create a recipe book of their favorite foods.</p>
	Prompts	<p>What are the steps to...? <i>What are the steps to bake bread?</i></p>	<p>How can I...? <i>How can I bake bread?</i></p>	<p>Can you tell me how to...? <i>Can you tell me how to bake bread?</i></p>	<p>How do you make...? <i>How do you bake bread?</i></p>	
	Responses	<p>Before you start ... When you have done that ... After you ... To finish ...</p> <p><i>Before you start gather all your supplies and ingredients. When you have done that, measure and mix the ingredients. After you have mixed the ingredients, knead the dough for about 10 minutes. Then place the dough in a bowl and let it rise for an hour. To finish, cover and let it rise again for an hour and then bake for 45 minutes.</i></p>	<p><i>Before you start... After you have done that, carefully measure the ingredients and mix them thoroughly... When you have done that... The last step is to cautiously put the baking sheet in the oven and bake for 45 minutes.</i></p>	<p>It's important to remember... It's a good idea to...</p> <p><i>To begin, take out all your supplies and ingredients. After you have done that, carefully measure the ingredients and thoroughly mix them. The next step is to thoroughly knead the dough and place it in a bowl. It's important to remember to let it rise for an hour, ...</i></p>	<p>Did you remember to..? How about..?</p> <p><i>To begin...</i></p> <p><i>Did you remember to add the yeast so that it could rise? Did you remember to preheat the oven to 350 degrees? How about adding other ingredients like seeds or nuts?</i></p>	

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