

## Grade 2/3 Focused ELD Curriculum Guide

## Unit 7 – Week 4

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

**B/EI/I** Discuss or create a plan

**EA/A** Summarize the most important points of an event or process

**Topic: Food & Party Planning**

**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 5.15  <i>*Sample sentences in italics with focus grammatical forms bolded.</i>	<b>Forms</b>	<b>Nouns:</b> fruit, vegetables, candy, nuts, chicken, hotdogs, pizza, cake, soda, juice, water, milk, ice cream, plates, forks, spoons, cups, napkins, etc	<b>Verb</b> <i>want</i> <b>Nouns</b> from Day 1 <b>Pronoun</b> <i>I, we</i> <b>Conjunction</b> <i>and</i>	<b>Verbs</b> <i>need</i> <b>Nouns</b> from Day 1 <b>Pronoun</b> <i>I, we</i> from Day 2 + <i>you</i> <b>Conjunction</b> <i>and</i> from Day 2	<b>Verbs:</b> play, eat, drink, dance, talk, run, etc <b>Nouns</b> from Day 1 <b>Pronouns</b> <i>I, we</i> from Day 2 <b>Conjunction</b> <i>and</i> from Day 2	<b>Application</b>  Using taught forms students will discuss a plan for an upcoming party.
	<b>Prompts</b>	We are going to... Write a list of things you need.  <i>We are going to have a party. Write a list of things you need.</i>	What do you want for...  <i>What do you <b>want</b> for the party?</i>	What do I/we need for...?  <i>What do we need for the party?</i>	What will you/we do at the ...?  <i>What will you do at the party?</i>	
	<b>Responses</b>	<ol style="list-style-type: none"> <li><i><b>hot dogs</b></i></li> <li><i><b>fruit</b></i></li> <li><i><b>soda</b></i></li> <li><i>...</i></li> </ol>	I/We want _. I/We want _ and _.  <i>We <b>want</b> cake <b>and</b> ice cream.</i>	You/We need _. You/We need _ and _.  <i>We <b>need</b> plates.</i>  <i>We <b>need</b> plates and forks.</i>	I/We will _. I/We will _ and _.  <i>We will <b>play</b>.</i>  <i>We will <b>eat</b> and <b>play</b>.</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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		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 5.15</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p>	<b>Forms</b>	<p><b>Verb</b> future tense statements with <i>will</i></p> <p><b>Nouns:</b> hotdogs, hamburgers, chips, fruit, corn on the cob, chili beans, cake, ice cream, soda, milk, juice, water, chicken, salad, candy, tacos, rice, beans, cookies, cupcakes, plates, forks, napkins, etc,</p>	<p><b>Verb</b> <i>will</i> from Day 1 + eat __, drink __, play __, have __, buy __, watch __, dance, sing, celebrate, talk, share, sit, run, etc.</p> <p><b>Nouns</b> from Day 1</p> <p><b>Sequence words</b> <i>first, next</i></p>	<p><b>Verbs</b> from Day 2 + <i>going to</i></p> <p><b>Nouns</b> from Day 1</p> <p><b>Sequence words</b> from Day 2 + <i>then, last</i></p>	<p><b>Verb</b> <i>going to</i> from Day 3</p> <p><b>Nouns</b> from Day 1</p> <p><b>Questions</b> with <i>Are you going to?</i></p>	<p><b>Application</b></p> <p>Using taught forms students will tell how they will get ready for a party.</p>
	<b>Prompts</b>	<p>We are ... What will we need?</p> <p><i>We are having a party. What will we need?</i></p>	<p>What will we do...?</p> <p><i>What will we do at the party?</i></p>	<p>What are we going to do ...?</p> <p><i>What are we <b>going to</b> do at the party</i></p>	<p>Are you going to ...?</p> <p><i><b>Are you going to</b> buy cake and ice cream?</i></p>	
	<b>Responses</b>	<p>We will need:</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol> <p><i>We will need:</i></p> <ol style="list-style-type: none"> <li>1. <b>hot dogs</b></li> <li>2. <b>hamburgers</b></li> <li>3. <b>chips</b></li> <li>4. <b>plates</b></li> </ol>	<p>First, we will...</p> <p>Next, we will...</p> <p><i><b>First</b>, we will eat hot dogs and hamburgers.</i></p> <p><i><b>Next</b>, we will play in the pool.</i></p>	<p>Then we will/are going to ...</p> <p>Last we will/are going to...</p> <p><i><b>First</b> we are <b>going to</b> eat.</i></p> <p><i><b>Then</b> we will play in the pool.</i></p> <p><i><b>Last</b> we are <b>going to</b> dance!</i></p>	<p>Yes, I am going to buy _ and _.</p> <p>No, I am going to buy _ and _.</p> <p><i>Yes, I am going to buy cake and ice cream.</i></p> <p><i>No, I am going to buy cupcakes and cookies.</i></p>	

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		Day 1	Day 2	Day 3	Day 4	Day 5
<p><b>Intermediate forms and examples</b></p> <p>2<sup>nd</sup> edition Tab 6.19</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p>	<b>Forms</b>	<p><b>Verb</b> future tense <i>will, going to</i></p> <p><b>Nouns:</b> birthday party, class party, family picnic, etc.</p> <p><b>Prepositions of Time:</b> <i>on</i> (certain day of week), <i>at</i> (certain time)</p>	<p><b>Verb</b> <i>will</i> from Day 1</p> <p><b>Nouns:</b> fruits, vegetables, chips, dip, chicken, steak, carne asada, hamburgers, hotdogs, shish kabobs, hot dog buns, hamburger buns, lettuce, tomatoes, ketchup, mustard, lemonade, milk, 7-Up, Coke, water, plates, forks, etc.</p> <p><b>Quantities</b> <i>a few/some, a lot of/many</i></p>	<p><b>Verb</b> <i>will</i> from Day 1 + play_, make _, have_, go _, dance, sing, etc.</p> <p><b>Verbs</b> auxiliary <i>should, might</i></p> <p><b>Nouns</b> from Days 1 &amp; 2</p> <p><b>Quantities</b> from Day 2</p>	<p><b>Verbs</b> from Day 3 + <i>won't</i></p> <p><b>Nouns</b> from Days 1 &amp; 2</p> <p><b>Quantities</b> from Day 2</p>	<p><b>Application</b></p> <p>Using taught forms students will write about how they will get ready for a party.</p>
	<b>Prompts</b>	<p>When are you going to...? What time will the _ start?</p> <p><i>When are you <b>going to</b> have the birthday party?</i></p> <p><i>What time <b>will</b> the birthday party start?</i></p>	<p>What will we need for the ...? <i>What will we need for the party?</i></p>	<p>What will we do at the _? <i>What will we do at the party?</i></p>	<p>Will we be able to...? <i>Will we be able to make hot dogs?</i></p>	
	<b>Responses</b>	<p>The _ will be on _. It will start at _ o'clock.</p> <p><i>The <b>birthday party</b> will be on <b>Friday</b>.</i></p> <p><i>It will start at <b>5:00</b> o'clock.</i></p>	<p>We will need some/a few/a lot of/many...</p> <p>We will also need some/a few/a lot of/many...</p> <p><i>We will need <b>some fruit</b> and a <b>salad</b>.</i></p> <p><i>We will also need <b>a lot of hot dogs</b> and <b>hamburgers</b>.</i></p>	<p>We should ... We might...</p> <p><i>We <b>should</b> play some games and give out prizes.</i></p> <p><i>We <b>might</b> have a sleep over!</i></p>	<p>Yes, we should be able to... No, we won't be able to ... because....</p> <p><i>Yes, we <b>should</b> be able to make hot dogs. OR</i></p> <p><i>No, we <b>won't</b> be able to make hot dogs because we're already making chicken and steak.</i></p>	

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		Day 1	Day 2	Day 3	Day 4	Day 5
<p><b>Early Advanced/ Advanced forms and examples</b></p> <p>2<sup>nd</sup> edition Tab 7.32</p> <p><i>*Sample sentences in italics with focus grammatical forms <b>bolded</b>.</i></p>	<b>Forms</b>	<b>Phrase</b> <i>As a result of ...</i>	<b>Verbs</b> present: gather, measure, mix, knead, place, let rise, punch, shape, bake, add, etc. <b>Conjunctions</b> <i>because/since/so</i> <b>Phrase</b> <i>An important detail to remember...</i>	<b>Verbs</b> from Day 2 <b>Conjunctions</b> from Day 2 <b>Phrase</b> <i>It's important to remember...</i>	<b>Verbs</b> from Day 2 <b>Adverb</b> <i>overall</i> <b>Conjunctions</b> from Day 2 <b>Phrase</b> <i>The most important detail/thing to remember is/are...</i>	<p><b>Application</b></p> <p>Using taught forms students will tell a partner about the most important steps to baking bread.</p>
	<b>Prompts</b>	What did you observe while...? <i>What did you observe while baking bread?</i>	What is an important detail to remember while... <i>What is an important detail to remember while baking bread?</i>	Why is it important to remember...? <i>Why is it important to remember to set the timer when you put the bread in the oven?</i>	What is the most important thing/detail to remember while ...? <i>What is the most important thing to remember while baking bread?</i>	
	<b>Responses</b>	As a result of ..., ... ...as a result of ... <i>As a result of not adding the yeast, the dough did not rise.</i> <i>The bread was extra light and fluffy as a result of allowing it to rise twice.</i>	An important detail to remember while ...is ...because/since/so... Another important detail to remember is...because/since/so... <i>An important detail to remember while baking bread is to wash your hands first since you will need to knead the bread.</i> <i>Another important detail to remember is to measure carefully so the ingredients react in the right way.</i>	It's important to remember...because... <i>It's important to remember to set the timer when you put it in the oven because bread does not taste good when it's burned!</i>	Overall, the most important detail to remember is/are...because... <i>Overall, the most important thing to remember is to add the yeast because the bread won't rise without it.</i> <i>Overall, the most important thing to remember is to let the dough rise two times so it will be light and fluffy.</i>	

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