



Within the 1–2 grade span, there are separate units for Beginning and Advanced English proficiency levels.

**Grades 1–2  
Intermediate**

## UNIT 2: VIRTUAL FIELD TRIP – CITY DESTINATION

What you will teach

The goal of the *Virtual Field Trip* unit is to ensure that students gain the language to describe and retell experiences. Students describe actions in the present and past tenses. They use adjectives of quantity and comparative adjectives. They use sequence words, prepositions of time, and the conjunction **when** to describe when events take place. Students learn to ask and answer questions with **how**, **why**, **who**, **what**, and **when** as related to a person or event. They also talk about what they visited and saw on their virtual field trip to a city.

**Unit Goal**

How the work bridges to other content areas

This unit equips students with the language needed to describe a physical setting and talk about the actions that are specific to a place. The acquisition of this language knowledge particularly supports English language arts and social studies content standards. The lesson narrative gives teachers a daily road map of how to focus each lesson as well as what they can expect students to accomplish.

Functional language is called out to help teachers make connections to ELD work in other parts of students' day.

Language focus is tailored to each English proficiency level and builds from one unit to the next.

	Week 1	Week 2	Week 3	Week 4	Week 5
<b>Language Functions</b>	<ul style="list-style-type: none"> <li>Describe the physical attributes of a place – 6.13</li> <li>Compare and contrast actions – 6.17</li> </ul>	<ul style="list-style-type: none"> <li>Retell actions and events – 6.21</li> </ul>	<ul style="list-style-type: none"> <li>Retell actions and events – 6.21</li> </ul>	<ul style="list-style-type: none"> <li>Describe the actions of people – 6.12</li> </ul>	<p><b>Unit Wrap-up</b></p> <ol style="list-style-type: none"> <li><b>Overflow</b> – finish lessons from previous weeks, if lessons have required more than one day to complete.</li> <li><b>Review</b> key language patterns using favorite activities.</li> <li><b>Unit Assessment</b></li> </ol> <p>Use Unit Assessment results to:</p> <ul style="list-style-type: none"> <li><b>Re-teach</b>, as needed.</li> <li><b>Extend</b> by adding vocabulary to learned patterns and adapting activities.</li> </ul>
<b>Topic</b>	Describing the city	A museum visit	Watching a parade	Places to visit and community helpers	
<b>Language Focus</b>	<ul style="list-style-type: none"> <li>Topic-specific nouns</li> <li>Topic-specific adjectives, including adjectives of quantity and comparatives</li> <li>Present tense statements</li> <li>Past tense questions and responses</li> </ul>	<ul style="list-style-type: none"> <li>Topic-specific nouns</li> <li>Past tense verbs and action phrases</li> <li>Prepositions of time</li> </ul>	<ul style="list-style-type: none"> <li>Topic-specific nouns</li> <li>Past tense verbs and action phrases</li> <li>Adjectives and descriptive phrases</li> <li>Sequence words</li> </ul>	<ul style="list-style-type: none"> <li>Topic-specific nouns</li> <li>Ask and answer questions with: <b>why</b>, <b>how</b>, <b>who</b>, <b>what</b>, <b>when</b></li> <li>Present tense verbs and action phrases</li> <li>Responses with conjunction: <b>when</b></li> </ul>	
<b>Weekly Assessment Task</b>	Students work in <i>A/B Partners</i> to talk and write about the things they see in the city and how the city is different from where they live.	Students create a four-panel poster about their trip on the subway and to the museum.	Students create a poster telling about their trip to the parade.	Students use <i>Lines of Communication</i> to talk about places in the city and write about community helpers.	

Topics build background knowledge essential to becoming successful students and understanding American cultural contexts.

Each unit includes four weekly assessment tasks that culminate in a formal end-of-unit assessment.