

The italicized text – the “teacher talk” – shows the flow of the lesson and gives at least one way to explain language concepts teachers might not have thought about before.

INSTRUCTIONAL SEQUENCE

*When we name the things we see, we can use words called adjectives to add more detail so that others have a better picture of the object we are talking about. Adjectives are words that describe nouns. All the words on these cards are adjectives. I can say, “I see **buildings**.” But that doesn’t tell very much about the buildings. I could say, “**The buildings are tall**,” or “**There are tall gray skyscrapers**.”* Go back through the nouns you posted and introduce adjectives that help students add detail to their sentences.

Label the poster and picture cards with adjectives that help students describe things they see in the city. As you label the poster and picture cards, have students read the words with you.

Use vocabulary in sentences

Introduce the following sentence frames:

I see _____. There are _____. There is a _____. The _____ is _____.

Be sure to explain adjective placement. *In the first three frames, the adjective comes before the noun. In the last frame, we name the noun and then describe it.* Be sure that students practice with correct adjective placement. *Let’s practice describing what we did in the city. I’ll model and I want you to echo what I say.* Model building sentences with each frame by inserting an adjective card and a picture card into the blanks. Use **My Turn, Your Turn** to practice with students.

Examples:

*I see a **gray** bridge with cars on it.*
*We see **bicycles** on the **crowded** streets.*
*The **streets** are **crowded** in the city.*
*There are **tall** buildings in the city.*
*There are **big** apartments in the city.*

Sentence strips

Teaching point 3

Structured language practice routines are the heart of Systematic ELD lessons.

Practice the New Language in Context (We Do)

Students will play **Talking Stick** to practice using the vocabulary in the sentence frames you introduced. Organize students into groups of four and distribute a set of **Picture Cards** to each group. Be sure that the frames are visible to all.

1. Put the picture cards in a stack in the middle of the circle. The person wearing the most blue can have the talking stick first.
2. When you have the stick, turn over a card and use one of the sentence frames to make a sentence that describes something you see in the city.

Everyone in the group needs to listen carefully. If the player tells only about a noun without using an adjective, give a thumbs-up. If the sentence has an adjective that describes the noun, give a double thumbs-up. You have to be an excellent listener even when you don’t have the stick so you know when to give one or two thumbs-up. The group is in charge of the thumbs-up!

3. After you get your thumbs-up, pass the talking stick to the left.

Each student takes at least two turns. As students play, walk around, listen, and record their progress on your **Ongoing Assessment Log**. Help students monitor their classmates’ use of nouns and adjectives.

Cue Card



Eight sets of **Picture Cards 1, 8–10, 12–14**

Ongoing Assessment Log

Teacher modeling is key to building oral-to-print transfer.

Take Language to Application (You Do Together/You Do On Your Own)

How many of you were able to get the double thumbs-up? Wow, I’m impressed that you used both nouns and adjectives in your sentences!

When you learn English, you have to learn to share your thinking in both your speaking and your writing. I want to see if you can write what you can say. Let me show you what I mean.

Write a sentence on the whiteboard. Show the class how you use the sentence frames, the **City Poster**, picture cards, and noun cards to help you compose your sentence and write it correctly. Depending on literacy level, you may either have students write an entire sentence, or assign a frame and ask them to choose a noun and an adjective to fill in. If you don’t first model for students how to do this, the activity will take much longer than expected and students may not understand what to do.

See how I did it? Now I want you to do the same thing. Have students write one thing they saw in the city on a **Ticket Out the Door**. Use a **Whip Around: Snake** formation to allow students to share out if time allows.

Ticket Out the Door



Ongoing Assessment Log

Close the Lesson

You can use the words we practiced today to describe other places, not just the city we saw. As you are out and about today, think about how you might describe other places you have visited.

Let’s sing our song! Using the song chart on p. 16, sing to the tune of “Twinkle, Twinkle, Little Star.” Create a new verse, if time allows.

Song chart, p. 16

Within the week, there are four other lessons structured in this same way. After the fourth lesson is a weekly assessment task.