

Systematic ELD Lesson

Kathy Melanese

Function: Describe things

Form: Adjectives

Level: Beginning/Early Intermediate

Topic: Frogs

Goal: Demonstrate comprehension of simple vocabulary with appropriate action.

Objective: Students will use adjectives and the verbs is and has in order to describe frogs.

Formative Assessment: Choral response, repetition, ability to name and describe parts of the frog with adjectives

Summative Assessment: Partners use think-pair-share to describe a frog to their partner

Materials: Book about frogs, chart with frog picture, sentence frames

Vocabulary: frog little long green smooth yellow body legs eyes tongue

Prompt: Tell about the frog.

Response: The frog is _____.

It has (a) _____.

Introduction:

1. Read a simple science book about frogs.

Procedure:

1. Show the students the picture of the frog and tell them: *This is a frog.*
2. Ask: *What does the frog have?*
3. As students name the parts of the frog, label them on them on the chart. Add parts not named.
4. Have students repeat with **My turn, your turn.** *This is a frog.* Choral response. *This is the eye.* Continue for all parts of the frog.
5. Color the frog green. Say: *The frog is green. The frog is little* (pantomime). *It has a smooth body.* Show smooth things in the room. (Write smooth above the label *body* on drawing.) Continue using adjectives to describe other body parts.
6. Point to parts of drawings. Say adjective and noun. Students repeat.
7. Show sentence frames. Give several models. For example, say *The frog is green. It has little eyes.* Or *The frog is little. It has a long tongue.*
8. Do **My turn, your turn** to have students repeat and practice the language patterns. Repeat using several sentences.

9. In pairs, students share with their partners a description of a frog using **Think-pair-share**.

Closure:

1. Ask for volunteers to share with the whole class one sentence to describe the frog.