

## ELD Example Online Lesson 2:

**Objective:** We will identify some of the writing patterns authors use to explain and describe, and with those in mind deepen our understanding of reading that supports our COVID-19 essays.

<b>Direct Instruction -</b>	Projected time: 5-10 minutes												
<p><b>Explain and Describe</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: center; background-color: #e0e0e0;">Some Sample Language Patterns</th> <th style="text-align: center; background-color: #e0e0e0;">Examples with Content</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top; width: 30%;"> <b>Simple</b>            has/have            includes/            contains            part of/            related to            is called         </td><td style="vertical-align: top; width: 30%;">           is/are            for example/            instance            in other            words            explains         </td><td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>▪ One example of _____ is _____.</li> <li>▪ _____ is called _____ and is part of _____.</li> <li>▪ _____ relates to a _____.</li> <li>▪ _____ explains how/why _____.</li> <li>▪ Another example of a perfect square is the number 16.</li> <li>▪ <i>Canis lupus familiaris</i> is the scientific name for a dog. Dogs are part of the Canisidae family.</li> <li>▪ Gravity explains how the Earth stays in orbit around the sun.</li> </ul> </td></tr> <tr> <td style="vertical-align: top;"> <b>Solid</b>            displays            known for            demonstrates            such as            put another way         </td><td style="vertical-align: top;">           refers to            illustrates            consists of            tends to            described as         </td><td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>▪ _____ has _____ and is known for _____.</li> <li>▪ _____ contains _____ and tends to _____.</li> <li>▪ Characteristics (Components) of _____ include _____ and _____.</li> <li>▪ Washington was the first president and was known for his integrity.</li> <li>▪ Fictional plots often contain a climax that tends to resolve near the end of the story.</li> <li>▪ The components of hydrochloric acid are hydrogen and chloride.</li> </ul> </td></tr> <tr> <td style="vertical-align: top;"> <b>Sophisticated</b>            Grade Level            characterized by            associated with            reflects            exhibits            put differently            considered to be         </td><td style="vertical-align: top;">           defined by            understood as            by extension            identified by            in essence            viewed as         </td><td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>▪ Indicators of _____ are identified by _____.</li> <li>▪ Frequently associated with _____ is understood as _____.</li> <li>▪ _____ is widely acknowledged as _____ and exhibits _____.</li> <li>▪ One indicator of an impending volcanic eruption can be identified by the presence of ground vibrations or tremors.</li> <li>▪ Often associated with the physics of electric circuits, the symbol 'I' is understood as the square root of -1.</li> <li>▪ Kahn and Cefar are widely acknowledged as the creators of the Internet and are viewed as pioneers in the field.</li> </ul> </td></tr> </tbody> </table>	Some Sample Language Patterns		Examples with Content	<b>Simple</b> has/have includes/ contains part of/ related to is called	is/are for example/ instance in other words explains	<ul style="list-style-type: none"> <li>▪ One example of _____ is _____.</li> <li>▪ _____ is called _____ and is part of _____.</li> <li>▪ _____ relates to a _____.</li> <li>▪ _____ explains how/why _____.</li> <li>▪ Another example of a perfect square is the number 16.</li> <li>▪ <i>Canis lupus familiaris</i> is the scientific name for a dog. 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<b>Oral Language Production -</b>	Projected time: 10 minutes												
<p><b>"Everyone has a story": How will the world remember the pandemic?</b></p> <p>By Associated Press, adapted by Newsela staff on 06.24.20            Word Count 880            Level 820L</p>  <p>Image 1: Obi Uwakwe poses with his painting in Chicago, Illinois, April 21, 2020. Uwakwe is an artist and photographer who submitted his artwork to the Illinois State Museum which is documenting what daily life was like for Illinois families during the coronavirus pandemic. Photo: Nam Y. Huh/AP Photo</p> <p>Artist Obi Uwakwe was driving through Chicago, Illinois' empty streets one day. He had a camera on his lap to capture life during COVID-19. He saw something that made him stop. A casket was being carried out of a church while a few mourners stood by. Their faces were covered.</p> <p>The 43-year-old took a photograph. Later, it would become one of the images Uwakwe used to create paintings inspired by the worldwide spread of COVID-19.</p> <p>Coronavirus, also called COVID-19, is a new illness. It emerged in December 2019. It has spread</p>	<p><b>Speaking and Listening (10 minutes)</b></p> <ol style="list-style-type: none"> <li>1. Post a short video to our class <a href="#">FlipGrid</a> explaining why you chose the words you did using these <a href="#">language patterns</a></li> <li>2. Watch 3-4 other student videos</li> <li>3. Post a comment to one the videos</li> <li>4. Summarize the comments verbally to a family member or in a final post on FlipGrid</li> </ol> <p><a href="https://flipgrid.com/fossenbell2166">https://flipgrid.com/fossenbell2166</a></p>												
<b>Independent Reading Practice -</b>	Projected time: 15 minutes												

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<b>Written Language Practice</b>	- Projected time: 5-10 minutes
<p><b>"Everyone has a story": How will the world remember the pandemic?</b></p> <p>By Associated Press, adapted by Newsela staff on 06.24.20 Word Count 880 Level 820L</p>  <p>Image 1: Obi Uwakwe poses with his painting in Chicago, Illinois, April 21, 2020. Uwakwe is an artist and photographer who submitted his artwork to the Illinois State Museum which is documenting what daily life was like for Illinois families during the coronavirus pandemic. Photo: Nam Y. Huh/AP Photo</p> <p>Artist Obi Uwakwe was driving through Chicago, Illinois' empty streets one day. He had a camera on his lap to capture life during COVID-19. He saw something that made him stop. A casket was being carried out of a church while a few mourners stood by. Their faces were covered. The 43-year-old took a photograph. Later, it would become one of the images Uwakwe used to create paintings inspired by the worldwide spread of COVID-19.</p> <p><i>Coronavirus also called COVID-19 is a new illness. It arrived in December 2019. It has caused</i></p>	<ol style="list-style-type: none"> <li>3. Focus on the quotes in our <b>Says, Means, Matter graphic organizer</b></li> <li>4. Collaboratively complete this graphic organizer using Google comments feature to give each other suggestions       <ul style="list-style-type: none"> <li>• <a href="#">Group 1</a></li> <li>• <a href="#">Group 2</a></li> <li>• <a href="#">Group 3</a></li> <li>• <a href="#">Group 4</a></li> </ul> </li> <li>5. Help each other identify 4-5 more words and phrases the author uses to <a href="#">Explain and Describe</a>. At the bottom of the graphic organizer</li> </ol>
<b>Providing Feedback/Closure -</b>	Projected time: 2-5 minutes



## Culturally and Linguistically Diverse Education Closure Materials

1 IMP. STUART'S CAR - DAY  
A worn-out, '83 CAMRY. Weathered interior. Burger wrappers. A pillow & blanket sprawl across the backseat.  
STUART (M), something, cocky, has child, strums his guitar, hummed a tune.  
STUART  
(singing to himself)  
I was gonna to be the wild...and  
you know what I mean...I  
just wanna be the wild...  
He looks up, thinks. He sees a smudge on the windshield.  
STUART (CONT'D)  
(singing to himself)  
...the wild...  
Pounding through the windshield, he spots CLAIRE (17), sitting in a car, looking at him. She's wearing a tattered plaid skirt, Stuart scrambles to pull out an exp'd PHOTO of A YOUNG GIRL. He holds it up, comparing Claire to the photo. A match.  
He stashes the photo to his BACK POCKET.  
He stabs the photo to his BACK POCKET.  
2 ENT. NEIGHBORHOOD - CONTINUOUS  
Stuart hops out of his car in a hurry.  
STUART  
Claire! Claire!  
Claire stops. Seans his face.  
Dad! CLAIRE  
He pads towards her, nervous.  
Hey.. STUART  
CLAIREE  
You're in town!  
STUART

Check your final draft in Google Classroom and listen to the [voice comments](#) I left on your document. Consider what revisions you might make.

Review this short video where I talk through the language patterns I picked in the article that help the author [Explain and Describe](#).