

Grade 1 - Unit 2 – ELA/ELL Scaffold - Revised 2021

(place an “X” before each law/statute if/when present within the curriculum map)									
X	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>	X	Holocaust Law: <i>N.J.S.A. 18A:35-28</i>	X	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	X	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	X	Standards in Action: <i>Climate Change</i>

Amistad Law

Listen and watch *A Picture Book of Rosa Parks* by David Adler to make a class timeline of Rosa Parks’ contributions to the civil rights movement. Listen, read and watch *Mirandy and Brother Wind* to define a folktale and complete our own cakewalks. Read poems to explore black american history and culture

Holocaust Law

Discuss and define discrimination using the text *The Sneetches*.
Discuss and define discrimination and what a bystander is using *Lovable Lyle*.

Discuss what it means to prejudge and stereotype by doing an activity about judging a book by its cover. Then, have each student design the book cover of their favorite book.

LGBTQ+ and Disabilities Law

Listen, read and discuss the gifts of Charlie (and others with disabilities) using the book *My Brother Charlie*.
Read and discuss *Freda the Frog and The Two Mommas Next Door*. Students can use this story to discuss what different families look like, and traits both parents have.
Discuss gender expression and LGBTQ+ perspectives using text *Julián the Mermaid*.
Discuss and brainstorm how kindness can put an end to name-calling. Make a Garden of Kindness to display pictures and write about their own acts of kindness.

Diversity & Inclusion

Investigate the ‘I am special’ theme using books *Chameleon’s Colors* by Chisatro Tashiro and *Fish is Fish* by Leo Lionni.

Read, listen and discuss the story of Luis Soriano using *Biblioburro* text and video below.

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Read, listen and discuss *The Legend of Freedom Hill*, the story of 2 friends Sophie and Rosabel.

Standards in Action:

Watch and discuss what climate change is using <https://climatekids.nasa.gov/climate-change-meaning/>. Compile a class list of the gifts the earth provides us.

The Tale of Two Thermometers experiment <https://kidminds.org/how-to-explain-the-greenhouse-effect-to-kids-with-printables/>

Read and discuss *Polar Bear, Why Is Your World Melting?* to discuss greenhouse gases and global warming.

Lesson 6: *Jack and the Wolf* by Chris Sheban

Essential Question_: What lessons can you learn from story characters?

ANCHOR TEXT: *Jack and the Wolf*

Leveled Readers: *The Pigs, Turtle and Hare, Fox and Crow, and Go Turtle! Go Hare*

Vocabulary Reader: *Reading*

Connected Text: *The Three Little Pigs (Fairy Tale)*

Read Aloud: *Night of the Wolf*

Decodable stories to read: *Ann Packs, Tess and Jack, A Duck in Mud, and Ducks Quack*

	Student Learning Outcome (SLO)	Strategies and Skills	Language Needed	
SLO: 6 NJSLA RF.1.1a RF.1.2c RF.1.3a RF.1.4b RL.1.2 RL.1.3 RI.1.1 SL.1.2	RF.1.1a- Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). RF.1.2c- Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. RF.1.3a- Know the spelling-sound correspondences for common consonant digraphs. RF.1.4b- Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. RL.1.2- Retell stories, including key details, and demonstrate understanding of their central message of lesson. RL.1.3- Describe characters, settings, and major events in a story, using key details.	<ul style="list-style-type: none"> ● Recognize that a sentence begins with a capital letter and ends with a period, question mark or exclamation point ● Say the beginning, middle, and end sounds in one syllable words ● Spell words with digraph ck ● Read grade level text with expression ● Summarize ● Understanding Characters ● Write in a complete sentence in response to a prompt ● Informative Writing: Sentences <p>Phonics: Short vowel-short a, Double consonants and ck Spelling Words: Short a words - an, bad, can, had, cat, and ran</p>	VU	Consonant blends
			LFC	Simple present tense

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<p>L.1.1j L.1.5d W.1.2</p> <p>WIDA 2 Reading Listening</p>	<p>RI.1.1- Ask and answer questions about key details in a text SL.1.2-Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>L.1.1j-Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>L.1.5d-Distinguish shades of meaning among verbs differing in manner (e.g., look peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p> <p>W.1.2-Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>	<p>High Frequency (Words to Know): come, said, call, hear, away, every</p> <p>Sight Words: get, for, said, his, that</p> <p>High Utility Words: see, trick, will, yell, hill, sheep</p> <p>Lesson 6- Focus Wall</p>	<p>LC</p>	<p>Varies by ELP levels</p>
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Language Objectives					
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
<p>Understand characters' feelings and thoughts in a story.</p>	<p>Page through Jack and the Wolf with students. Help them name one character. Help them tell in a word or phrase something about the character</p>	<p>Have students work in small groups. Have them identify one character from Jack and the Wolf. Have them tell in a word or phrase something about the character</p>	<p>Have partners choose two characters from Jack and the Wolf. Have them tell in a word or a phrase something about the characters' feelings and actions.</p>	<p>Have students work in small groups. Have them identify one character from Jack and the Wolf. Have them use phrases and simple sentences to describe the characters' feelings and actions.</p>	<p>. Help students reread Jack and the Wolf and discuss what they think about the main characters</p>
<p>Identify and use complete sentences.</p>	<p>Write and say What did the pig do? He was clever. Have students repeat the sentences. Help them circle the capital letters and underline the</p>	<p>Help students form complete sentences by filling in the blanks in simple sentence frames, such as, _____ made a house. It was made of ____</p>	<p>Have partners take turns writing short sentences about The Three Little Pigs. Check their work for correct use of capital</p>	<p>Have partners take turns writing short sentences about The Three Little Pigs and read them aloud to a partner. Have partners check for correct use of</p>	<p>Have students use the Writing Checklist to evaluate their completed drafts.</p>

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	punctuation marks in each.		letters and punctuation.	capital letters	
Use domain specific words to write descriptive sentences.	Help students review the sentences you wrote as a group. Have them underline each adjective.	Have students draw a picture of someone they know. Help them label their picture with a descriptive adjective.	Help students use the sentences you wrote as a group as a model to write their own descriptive sentence. Have them use at least one adjective.	Have students add two complete sentences to the group's writing, using sensory details and adjectives as appropriate. Have them read their sentences aloud.	Have students review My Writing Rubric and use it to improve their writing.
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Reading	• I can use pictures and illustrations to identify themes or storylines	• I can point to icons, letters, or illustrated words that represent ideas	• I can identify Wh- words in questions (e.g., who, what, when)	• I can identify the main topic of texts	• I can distinguish among characters, settings, and events in narratives
Listening	• I can identify words that express my opinion.	• I can agree or disagree with short statements or gestures. (" <i>Today is Monday.</i> " " <i>Clap one time for yes. Clap two times for no.</i> ")	• I can follow descriptive directions. (" <i>Raise two hands if you like ice cream!</i> ")	• I can make observations and claims based on my experiences.	• I can identify reasons for people's choices when I listen.
Speaking	• I can repeat words, phrases, and memorized chunks of language about different topics.	• I can state content related facts in context (<i>playing telephone</i>).	• I can retell simple stories using pictures.	• I can restate information with some detail.	• I can present information to the class about something we have learned about.
Writing	• I can draw icons or symbols to show what I like or do not like.	• I can tell facts about a topic	• I can state what I like and do not like about my life. (" <i>I want to go ____.</i> ")	• I can state reasons for my opinions about a topic in my writing.	• I can tell more and give examples in my writing.
Language	ELL Journeys Days 1-5	ELL Journeys Days 1-5	ELL Journeys Days 1-5	ELL Journeys Days 1-5	ELL Journeys Days 1-5 Think

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<p>Supports</p>	<p>Think Central, L6 ELD Station Think Central Video- Short Vowel a sound Building Background- *Videos, *What is a Fable Words to Know- Context Cards- Lesson 6, pp 31-36 Vocab. Support- Picture Card Bank Language Support Cards Unit 2, Lesson 6 Retelling Cards Lesson 6 Cross Curricular Activity Bank- Interactive Content Video- *Summarize, *Characters Grammar- Building a sentence Lesson 6- Day 1, Day 2, Day 3 Weekly lesson booklets- Leveled practice for ELLs- pages 19-22 Lessons 6-10- Quizlet Glogster- Lesson 6 Writing- Sentence Starters</p>	<p>Think Central, L6 ELD Station Think Central Video- Short Vowel a sound Building Background- *Videos, *What is a Fable Words to Know- Context Cards- Lesson 6, pp 31-36 Vocab. Support- Picture Card Bank Language Support Cards Unit 2, Lesson 6 Retelling Cards Lesson 6 Cross Curricular Activity Bank- Interactive Content Video- *Summarize, *Characters Grammar- Building a sentence Lesson 6- Day 1, Day 2, Day 3 Weekly lesson booklets- Leveled practice for ELLs- pages 19-22 Lessons 6-10- Quizlet Glogster- Lesson 6 Writing- Sentence Starters</p>	<p>Think Central, L6 ELD Station Think Central Video- Short Vowel a sound Building Background- *Videos, *What is a Fable Words to Know- Context Cards- Lesson 6, pp 31-36 Vocab. Support- Picture Card Bank Language Support Cards Unit 2, Lesson 6 Retelling Cards Lesson 6 Cross Curricular Activity Bank- Interactive Content Video- *Summarize, *Characters Grammar- Building a sentence Lesson 6- Day 1, Day 2, Day 3 Weekly lesson booklets- Leveled practice for ELLs- pages 19-22 Lessons 6-10- Quizlet Glogster- Lesson 6 Writing- Sentence Starters</p>	<p>Think Central, L6 ELD Station Think Central Video- Short Vowel a sound Building Background- *Videos, *What is a Fable Words to Know- Context Cards- Lesson 6, pp 31-36 Vocab. Support- Picture Card Bank Language Support Cards Unit 2, Lesson 6 Retelling Cards Lesson 6 Cross Curricular Activity Bank- Interactive Content Video- *Summarize, *Characters Grammar- Building a sentence Lesson 6- Day 1, Day 2, Day 3 Weekly lesson booklets- Leveled practice for ELLs- pages 19-22 Lessons 6-10- Quizlet Glogster- Lesson 6 Writing- Sentence Starters</p>	<p>Central, L6 ELD Station Think Central Video- Short Vowel a sound Building Background- *Videos, *What is a Fable Words to Know- Context Cards- Lesson 6, pp 31-36 Vocab. Support- Picture Card Bank Language Support Cards Unit 2, Lesson 6 Retelling Cards Lesson 6 Cross Curricular Activity Bank- Interactive Content Video- *Summarize, *Characters Grammar- Building a sentence Lesson 6- Day 1, Day 2, Day 3 Weekly lesson booklets- Leveled practice for ELLs- pages 19-22 Lessons 6-10- Quizlet Glogster- Lesson 6 Writing- Sentence Starters</p>
<p>Accommodations- Differentiate- Words to Know Audio: Jack and the Wolf</p>		<p>Leveled Reader: Go Turtle, Go Hare! Vocab Reader: Reading Native Language Support</p>			

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Lesson 7: How Animals Communicate by William Munoz
Essential Question: How do animals communicate?

ANCHOR TEXT: *How Animals Communicate* (Informational)

Leveled Readers: *Curious George Finds Out About School, Curious George’s Day at School, Curious George at the Library, and Curious George Visits School*

Vocabulary Reader: *Curious About School*

Connected Text: *Insect Messages* (Informational)

Read Aloud- *Prairie Dogs*

Decodable Stories to Read: *Brad and Cris, What Did Dad Get?, Crabs, and The Big Job*

	Student Learning Outcome (SLO)	Strategies and Skills	Language Needed	
SLO: 7 NJSLS: RF.1.2d RF.1.3b RL.1.5 RI.1.5 RI.1.9 SL.1.2 SL.1.4 L1.2c L1.5c W.1.2 W.1.5	RF.1.2d -Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). RF.1.3b -Decode regularly spelled one-syllable words. RF.1.4b -Read on-level text with accuracy, appropriate rate, and expression on successive readings. RL.1.5 -Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. RI.1.5 -Know and use text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate facts or information in a text. RI.1.9. identify similarities in and differences between texts on the same topic SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	<ul style="list-style-type: none"> ● Produce sounds of each letter in a CVC word ● Read and spell words with short i ● Read grade level text with smoothly and accurately. ● Main Idea and Details ● Text and Graphic Features ● Infer/Predict ● Informative Writing: Informative Sentences ● Use descriptive words when speaking. ● Use commas in a series correctly in a sentence <p>Phonics- Short vowel i Blends with r Phonogram- ip Spelling Words- short i words <i>in, will, did, sit, six, and big</i> Words to Know (High Frequency)- <i>animal, how, make, of, some and why</i></p>	VU	Nouns and adjectives for people and places, character traits related to a story; Syllables
			LFC	Simple present tense
			LC	Varies by ELP level

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<p>WIDA: 2 Reading Listening</p>	<p>SL.1.4-Describe people, places, things, and events with details, express ideas and feelings clearly. L1.2c-Use commas in dates and to separate words in a series. L1.5c-Identify real-life connections between words and their use. W.1.2-Write informative/explanatory text in which they name a topic, supply facts about the topic, and provide some sense of closure. W.1.5 focus on a topic, respond to questions/suggestions from peers, and add details to strengthen writing;</p>	<p>Sight Words- was, come, they, yes, of High-Utility Words- buzz, grab, smell, touch, tug, bear, mouth, paw Lesson 7- Focus Wall</p>		
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Language Objectives- “I Can....”					
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Practice words with short i	Write in and bin. Point to the letter i in each word. Help students pronounce the short I sound. Then have them pronounce each word after you, emphasizing the individual sounds	Write big, kin, and win. Help students pronounce each word. Have them circle the letter in each word that stands for the short i sound	Have students pronounce short i words such as sit, fit, and will. Have students use the words in original phrases or sentences	Have student pronounce words with the short i sound. Have student use the words in original phrases or sentences	Have student brainstorm three additional words with the short i sound and say them aloud. Have them use each word in a sentence
Identify details that support the main idea	Page through How Animals Communicate. Help students identify details such as giraffes smelling each other and	Help students identify details such as giraffes smelling each other and birds singing. Help them name the animals and	Have partners page through How Animals Communicate. Have them identify and name details about how specific	Have partners page through How Animals Communicate. Have them identify and name details about how specific	Help students reread How Animals Communicate and point out one detail that tells about each heading

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	birds singing. Have them repeat after you as you name the animals and modes of communication	modes of communication	animals communicate with each other	animals communicate and explain the main idea these details support.	
Use commas to separate words in a series.	Write and say The dog barks, runs, and plays. Help students circle the commas and underline the word <i>and</i>	Say She likes zebras, elephants, and bears. Write the sentence on the board and call on a volunteer to correctly place the commas	Have students write a simple sentence based on the examples. Have them circle the commas and underline the word <i>and</i> .	Have students write two original sentences using at least three nouns or three verbs in a series. Have them exchange their papers and circle the commas and underline <i>and</i> in the papers they receive	Have students place commas in a series of words in a sentence.
Use domain-specific words to write a descriptive poem about animals.	Have students draw a picture of the animal they chose for the poem. Help them write a short phrase describing their picture	Have students draw a picture of the animal they chose for the poem. Help them write a sentence describing their picture	Have partners copy the poem, and then work together to add two lines to it. Have them choose at least one verb and adjective	Have students copy the poem, and then add two lines. Have them use at least one verb and adjective. Have them read the completed poem aloud to a partner	Have partners check for and include descriptive words in their writing. Have them read the revised poem aloud to a partner

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Reading	<ul style="list-style-type: none"> I can sort objects with the help of labels or picture support. 	<ul style="list-style-type: none"> I can identify labeled illustrations when asked who, what, when, where, why, or how questions. 	<ul style="list-style-type: none"> I can match labeled illustrations to "how" and "why" questions. 	<ul style="list-style-type: none"> I can identify what authors say in stories read aloud to me. 	<ul style="list-style-type: none"> I can identify steps or stages of processes or events from informational or explanatory texts.

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Listening	<ul style="list-style-type: none"> I can mimic gestures. 	<ul style="list-style-type: none"> I can act out oral statements using manipulatives or real-life objects. 	<ul style="list-style-type: none"> I can sequence pictures of stories read aloud (beginning, middle, end). 	<ul style="list-style-type: none"> I can identify characters, plots, and settings from stories that are real or told to me. 	<ul style="list-style-type: none"> I can listen to instructions and create something with a partner.
Speaking	<ul style="list-style-type: none"> I can describe pictures or classroom objects. 	<ul style="list-style-type: none"> I can describe what people do from action pictures (jobs of community helpers). 	<ul style="list-style-type: none"> I can tell why something is happening or why something happened. 	<ul style="list-style-type: none"> I can describe in detail the job or purpose of people or objects. 	<ul style="list-style-type: none"> I can elaborate and give details about something someone else has said to continue on a conversation.
Writing	<ul style="list-style-type: none"> I can answer who, what, when, where, why, and how questions using pictures. 	<ul style="list-style-type: none"> I can label pictures. 	<ul style="list-style-type: none"> I can recall information from personal events or situations. 	<ul style="list-style-type: none"> I can describe what I see either from first hand experience or from the media. 	<ul style="list-style-type: none"> I can edit personal narratives based on rubrics or my teacher's expectations.
Learning Supports	<p>ELL Journeys Days 1-5 Think Central- Lesson 7 Video- Short Vowel i Words to Know- Vocab Context Cards 37-42 Language Support Cards- Unit 2, Lesson 7 Cross Curricular Activity Bank- Interactive Content Video-Main Idea, Predict Grammar- Commas in a series Weekly lesson booklets- Leveled practice for ELLs- pages 19-22 Building Background</p>	<p>ELL Journeys Days 1-5 Think Central- Lesson 7 Video- Short Vowel i Words to Know- Vocab Context Cards 37-42 Language Support Cards- Unit 2, Lesson 7 Cross Curricular Activity Bank- Interactive Content Video-Main Idea, Predict Grammar- Commas in a series Weekly lesson booklets- Leveled practice for ELLs- pages 19-22 Building Background</p>	<p>ELL Journeys Days 1-5 Think Central- Lesson 7 Video- Short Vowel i Words to Know- Vocab Context Cards 37-42 Language Support Cards- Unit 2, Lesson 7 Cross Curricular Activity Bank- Interactive Content Video-Main Idea, Predict Grammar- Commas in a series Weekly lesson booklets- Leveled practice for ELLs- pages 19-22 Building Background</p>	<p>ELL Journeys Days 1-5 Think Central- Lesson 7 Video- Short Vowel i Words to Know- Vocab Context Cards 37-42 Language Support Cards- Unit 2, Lesson 7 Cross Curricular Activity Bank- Interactive Content Video-Main Idea, Predict Grammar- Commas in a series Weekly lesson booklets- Leveled practice for ELLs- pages 19-22 Building Background</p>	<p>ELL Journeys Days 1-5 Think Central- Lesson 7 Video- Short Vowel i Words to Know- Vocab Context Cards 37-42 Language Support Cards- Unit 2, Lesson 7 Cross Curricular Activity Bank- Interactive Content Video-Main Idea, Predict Grammar- Commas in a series Weekly lesson booklets- Leveled practice for ELLs- pages 19-22 Building Background Video-</p>

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	<p>Video- Animals Bringing Comfort Glogster -Lesson 7 Starfall- Make a word with -ip onstruct a word- Word Detective Word Family Sort- Read, Write, Think</p>	<p>Video- Animals Bringing Comfort Glogster -Lesson 7 Starfall- Make a word with -ip onstruct a word- Word Detective Word Family Sort- Read, Write, Think</p>	<p>Video- Animals Bringing Comfort Glogster -Lesson 7 Starfall- Make a word with -ip onstruct a word- Word Detective Word Family Sort- Read, Write, Think</p>	<p>Video- Animals Bringing Comfort Glogster -Lesson 7 Starfall- Make a word with -ip onstruct a word- Word Detective Word Family Sort- Read, Write, Think</p>	<p>Animals Bringing Comfort Glogster -Lesson 7 Starfall- Make a word with -ip onstruct a word- Word Detective Word Family Sort- Read, Write, Think</p>
<p>Accommodations: Differentiation: <i>Words to Know</i> Audio: <i>How Animals Communicate</i></p>			<p>Leveled Reader: <i>Animal Talk</i> Vocab Reader: <i>Busy Animals at Night</i> Native Language Support</p>		

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Lesson 8: A Musical Day by Jerdine Nolen

Essential Questions: How is music part of your everyday life?

Why is the order of story events important?

ANCHOR TEXT: A Musical Day (Realistic Fiction)

Leveled Readers: Dress Up, Nana’s House, The Beach, and Our Day at Nana’s House

Vocabulary Reader: Dress Up, Nana’s House, The Beach, and Our Day at Nana’s House

Connected Text: Drums (Informational)

Read Aloud- The Neighbors

Decodable Stories to Read: *Our Flag, The Plan, Our Sled Club, The Pet Club*

	Student Learning Outcome (SLO)	Strategies and Skills	Language Needed	
SLO 8	<p>RF.1.1a-Recognize the distinguishing features of a sentence (e.g. first word, capitalization, ending punctuation).</p> <p>RF.1.2c-Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>RF.1.3b-Decode regularly spelled one-syllable words.</p> <p>RF.1.3f-Read words with inflectional endings.</p> <p>RF.1.3g- recognize and read irregularly spelled words</p> <p>RL.1.3- describe characters, settings, and major events</p> <p>RI.1.5 -identify who is telling the story;</p> <p>RI.1.9 -use illustrations and details to describe characters, setting, or events</p>	<ul style="list-style-type: none"> ● Analyze/evaluate ● Sequence of events ● Define words ● natural pauses ● Writing- Thank you note. ● Statement <p>Phonics- ●Short vowel o ● Blends with /</p> <ul style="list-style-type: none"> ● Phonogram <i>ock</i> <p>Spelling Words- short o words- on, got, fox, pop, not, and hop</p> <p>Words to Know (High Frequency)- our, today, she, now, her, would</p> <p>Sight Words- this, with, but, has, so</p> <p>High-Utility Words- clap, music*, play, tap, guitar*</p> <p>Lesson 8 - Focus Wall</p>	VU	Transitional words
NJSLS:			LFC	Using action verbs
RF.1.1a			LC	Varies by ELP level
RF.1.2c				
RF.1.3b				
RF.1.3f				
RF.1.3g				
RL.1.3				
RL.1.6				
RL.1.7				
RL.1.9				
RI.1.5				
RI.1.9				
RI.1.10				

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<p>SL.1.1a L.1.1e L.1.1f L.1.1j L.1.2b L.1.4a W.1.1 W.1.2</p> <p>WIDA: 2 Reading Speaking</p>	<p>RL.1.9 compare and contrast adventures and experiences of characters;</p> <p>RI.1.5- know and use text features to locate facts or information</p> <p>RI.1.9 - identify similarities in and differences between texts on the</p> <p>RI.1.10- read informational texts</p> <p>SL.1.1a-follow rules for discussions</p> <p>L.1.1e-Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> <p>L.1.1f - use frequently occurring adjectives</p> <p>L.1.1j - produce and expand simple and compound declarative, interrogative, imperative, and exclamatory sentences</p> <p>L.1.2b - use end punctuation for sentences</p> <p>L.1.4a-Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>W.1.1- write opinion pieces</p> <p>W.1.2- write informative/explanatory texts</p>			
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Language Objectives - “I Can...”

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
I can retell a story using the words first, next, and last	Page through A Musical Day with students. Ask What happens first? What happens next? What happens last? Help students answer with one or two words	Page through A MusicalDay with students. Help them form simple sentences that tell what happens first,next, and last in the story	Have partners page through A Musical Day. Have them take turns telling each other what happens first, next, and last in the story.	Have students page through A Musical Day. Have them briefly describe what happens first, next, and last in the story. Have them present their answers to the class	Have students write three sentences that tell about three events in the story—one from the beginning, one from the middle, and one from the end

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Identify and use words with l clusters	Write pl and cl. Point to each group of letters and help students pronounce the /pl/ and /cl/ sound	Write plan, clock, and glad. Help students pronounce each word. Circle the letters that stand for the l cluster in each word	Have students say words with l clusters, such as clock, pluck, plan, clap. Discuss the meanings. Have students use the words in original phrase	Have small groups think of three words with l clusters and use them in phrases	Have students brainstorm three words with l clusters and say them aloud. Have them use each word in a sentence
Identify and write statements	Write and say She taps her drums. Help students identify what the statement tells. Then help them underline the capital letter and circle the period	Write and say mom claps her hands Help students read the sentence aloud. Then help them add a period and capitalize the first word	Have partners orally form two statements about Drums. Have them write the statements, using proper capitalization and punctuation	Have students write two statements about Drums. Have them read their writing aloud to the class	Have partners work together to write a statement about music
Use domain-specific words and adjectives to write a thank-you note to a family member	Have students draw a picture of a family member teaching them to play an instrument. Help them use words or short phrases to label their pictures	Help students copy the greeting, then help them write the name of the family member. Have them draw a picture of what they are thankful for. Help them sign their names to the note	Have partners work together to complete the following sentence: My family has taught me ____ . I am very ____ . Have them take turns reading their sentences aloud	Have students choose another person to thank. Have them use the frame as a model to write another thank-you note. Have them read their notes to a partner.	Help partners check for and include adjectives and domain-specific words in their writing
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Reading	<ul style="list-style-type: none"> I can match vocabulary to illustrated stories. 	<ul style="list-style-type: none"> I can identify repetitive words and phrases in texts or stories. 	<ul style="list-style-type: none"> I can recall information from illustrated texts or read alouds. 	<ul style="list-style-type: none"> I can sequence illustrations from a familiar text or read-aloud. 	<ul style="list-style-type: none"> I can retell a story that has been read aloud to me by drawing it or acting it out.
Listening	<ul style="list-style-type: none"> I can identify real life 	<ul style="list-style-type: none"> I can sort real-life 	<ul style="list-style-type: none"> I can follow along with 	<ul style="list-style-type: none"> I can follow illustrated 	<ul style="list-style-type: none"> I can explain causes and

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	objects based on short sentences or phrases.	objects.	a friend to make something.	content-related spoken procedures.	effects of different things.
Speaking	<ul style="list-style-type: none"> I can describe pictures or classroom objects. 	<ul style="list-style-type: none"> I can describe what people do from action pictures (jobs of community helpers). 	<ul style="list-style-type: none"> I can tell why something is happening or why something happened. 	<ul style="list-style-type: none"> I can describe in detail the job or purpose of people or objects. 	<ul style="list-style-type: none"> I can elaborate and give details about the things I learn.
Writing	<ul style="list-style-type: none"> I can form words using a variety of strategies. 	<ul style="list-style-type: none"> I can provide information in graphic organizers. 	<ul style="list-style-type: none"> I can describe feelings or reactions to personal events or situations. 	<ul style="list-style-type: none"> I can write many sentences about the same topic using transitional word starters (first, then, next, after that, last). 	<ul style="list-style-type: none"> I can write a narrative story using sequential language. (First, my brother and I went to the park to play ball. Then, we got ice cream at the store. Last, we went home and watched a movie.)
Learning Supports	<p>ELL Journeys Days 1-5 Think Central- Lesson 8 Video- Short Vowel O Words to Know- Context Cards pp 43-48 Language Support Cards Unit 2, L8 Cross Curricular Activity Bank- Interactive Content Video- Sequence, Realistic Fiction Grammar-Statements Lesson 8- Day 1, Day 2, Day 3 Weekly lesson booklets-</p>	<p>ELL Journeys Days 1-5 Think Central- Lesson 8 Video- Short Vowel O Words to Know- Context Cards pp 43-48 Language Support Cards Unit 2, L8 Cross Curricular Activity Bank- Interactive Content Video- Sequence, Realistic Fiction Grammar-Statements Lesson 8- Day 1, Day 2, Day 3 Weekly lesson booklets-</p>	<p>ELL Journeys Days 1-5 Think Central- Lesson 8 Video- Short Vowel O Words to Know- Context Cards pp 43-48 Language Support Cards Unit 2, L8 Cross Curricular Activity Bank- Interactive Content Video- Sequence, Realistic Fiction Grammar-Statements Lesson 8- Day 1, Day 2, Day 3 Weekly lesson booklets-</p>	<p>ELL Journeys Days 1-5 Think Central- Lesson 8 Video- Short Vowel O Words to Know- Context Cards pp 43-48 Language Support Cards Unit 2, L8 Cross Curricular Activity Bank- Interactive Content Video- Sequence, Realistic Fiction Grammar-Statements Lesson 8- Day 1, Day 2, Day 3 Weekly lesson booklets- Leveled practice for ELLs-</p>	<p>ELL Journeys Days 1-5 Think Central- Lesson 8 Video- Short Vowel O Words to Know- Context Cards pp 43-48 Language Support Cards Unit 2, L8 Cross Curricular Activity Bank- Interactive Content Video- Sequence, Realistic Fiction Grammar-Statements Lesson 8- Day 1, Day 2, Day 3 Weekly lesson booklets- Leveled practice for ELLs- pages 19-22</p>

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	<p>Leveled practice for ELLs- pages 19-22 Building Background- Duke Ellington Video Glogster- Lesson 8 Word blend sort-L blend</p>	<p>Leveled practice for ELLs- pages 19-22 Building Background- Duke Ellington Video Glogster- Lesson 8 Word blend sort-L blend</p>	<p>Leveled practice for ELLs- pages 19-22 Building Background- Duke Ellington Video Glogster- Lesson 8 Word blend sort-L blend</p>	<p>pages 19-22 Building Background- Duke Ellington Video Glogster- Lesson 8 Word blend sort-L blend</p>	<p>Building Background- Duke Ellington Video Glogster- Lesson 8 Word blend sort-L blend</p>
<p>Accommodations: Differentiate- Words to Know Audio: A Musical Day</p>			<p>Leveled Reader: Our Day at Nana's House Vocab Reader: : Music Native Language Support</p>		

Lesson 9 Dr. Seuss by Helen Lester

*Essential Questions: How do words and pictures help tell a story?
 What makes a story or poem funny?*

ANCHOR TEXT: Dr. Seuss (Biography)
Leveled Readers: Drawing, Jim Henson, the Puppet Man, Margret and Hans Rey, and The Man Who Made Puppets
Vocabulary Reader: Reading Together
Connected Text: Two Poems from Dr. Seuss (Poetry)
Read Aloud- The Little Red Hen
Decodable Stories to Read: [Step Up, Splat! Splat!](#), [Nuts for Ben and Jen](#), [Miss Tess was Still](#)

	Student Learning Outcome (SLO)	Strategies and Skills	Language Needed	
<p>SLO: 9 NJSLS RF 1.2.b</p>	<p>RF.1.2b- orally produce single-syllable words by blending sounds RF.1.2c- isolate and pronounce sounds in spoken single-syllable words</p>	<p>●Say the beginning, middle, and end sounds in one syllable words ● Decode CVC words ● Practice reading aloud from familiar texts, reading chorally and independently</p>	VU	Capital letters, period, question mark
			LFC	Using

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<p>RF.1.2c RF.1.3b RF.1.3g RF.1.6 RL.1.3 RL.1.4 RL.1.10 RI.1.1 RI.1.5 RI.1.6 RI.1.7 RI.1.8 RI.1.9 SL.1.1c SL.1.2 L.1.1b L.1.1c L.1.1f L.1.1j L.1.6 W.1.2 W.1.3 W.1.5</p> <p>WIDA 2 Reading Speaking</p>	<p>RF.1.3b- decode regularly spelled one-syllable words; RF.1.3g- recognize and read irregularly spelled words RL.1.3- describe characters, settings, and major Events RL.1.4- identify words and phrases that suggest feelings or appeal to sense RL.1.10- read prose and poetry RI.1.5- know and use text features to locate facts or Information RI.1.1- ask and answer questions about key details RI.1.5 - know and use text features to locate facts or information RI.1.6- distinguish between information provided by pictures and words RI.1.7- use illustrations and details to describe key ideas RI.1.8- identify the reasons an author gives to support points RI.1.9- identify similarities in and differences between texts on the same topic SL.1.1c ask questions to clear up confusion about topics and texts under discussion SL.1.2. ask and answer questions about details in a text read aloud, information presented orally, or through other media L.1.1b - use common, proper, and possessive nouns L.1.1c- use singular and plural nouns with matching verbs in sentences L.1.1f use frequently occurring adjectives L.1.1j - produce and expand simple and compound declarative, interrogative, imperative, and exclamatory sentences L.1.6. use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<ul style="list-style-type: none"> ● Accuracy: word recognition ● Comprehension Strategy ● Text and graphic features ● Ask and answer questions using information from text ● Writing: Description ● Use adjectives to describe ● Use knowledge from previous phonics instruction to spell unfamiliar words ● Grammar: Using singular and plural nouns <p>Phonics: ●Short vowel e ● Blends with s Spelling Words: yes, let, red, ten, bed, and get Words to Know (High Frequency): write, read, pictures, draw, was, after Sight Words: by, then, have, here, what High-Utility Words- find, had, hit, rhymes, book, students, point Lesson 9- Focus Wall</p>	adjectives-words that tell size and shape
			LC

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	<p>W.1.2 - write informative/explanatory texts; W.1.3 write narratives W.1.5 - focus on a topic, respond to questions/suggestions from peers, and add details to strengthen writing</p>				
Language Objectives “I can....”					
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Identify text and graphic features in the text.	Page through Dr. Seuss with students and help them identify text and graphic features such as photographs and captions. Have them repeat after you as you name the features.	Page through Dr. Seuss with students and help them identify text and graphic features such as photographs and captions. Help them name the features.	Have partners page through Dr. Seuss and take turns identifying and naming text and graphic features such as photographs and captions.	Proficient Have partners page through Dr. Seuss and identify and name text and graphic features, such as photographs, captions, boldface print, and highlighted words	Help students reread Dr. Seuss and point out the text and graphic features
Identify and practice singular and plural nouns	Write regular nouns in their singular forms. Have students say the words after you. Say the plural forms of the words, and help students write -s at the end of each word.	Write regular nouns in their singular forms. Help students copy the words. Say the plural forms, and help students write -s at the end of each word. Have them repeat each word.	Point out classroom objects and have students name them in their singular and plural forms. Have them write down the nouns in each form.	Have students identify classroom objects and write down their names in both singular and plural forms. Have them read their list aloud	Provide additional examples of singular and plural nouns
Use domain-specific words to write a description of a person who does something	Have students draw a picture of someone doing something special. Help them prewrite words they could use in a description of their picture	Have students draw a picture of someone doing something special. Help them prewrite words and short phrases they could use in a description of their picture	Have students copy the prewriting Web. Then have them add another two ovals to the web and add their own ideas for a description	Have students draw a blank Web. Have them choose another person to describe and fill in the ovals with their own prewriting ideas	Have students use the words in their webs to orally form descriptive sentences

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special					
Good readers pause to ask themselves questions as they read	Help students understand how Ted feels about writing books. Have them scan the pages for answers. Ted wrote many funny books. He loved to ___ and ____. Have them complete the sentence frame with draw and write	What does Ted like to do? Write and draw: What is the name of his book? The Cat in the Ha	Ted wrote The Cat in the Hat. Many people liked the book. The Cat in the Hat was a big hit! What does a “big hit” mean? Many people liked the book	What words help you understand how people felt about Ted’s book? The book was a big hit. Have students use a sentence to describe what happened to Ted’s boo	Ask students how text and graphic features helped them answer the Before, During, and After questions.
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Reading	• I can identify icons from illustrated texts or media with a partner.	• I can match descriptive labels or headings to illustrated text.	• I can sort illustrated content words and phrases into categories.	• I can find details in illustrated narrative or informational text read aloud to me.	• I can sequence events according to information in illustrated text.
Listening	• I can match key words or expressions in songs, chants, and poems in illustrations.	• I can point to objects, characters, or places when named.	• I can recall information from illustrated texts or read alouds.	• I can sequence illustrations from a familiar text or read-aloud.	• I can follow multi-step spoken directions.
Speaking	• I can answer yes or no questions about stories or experiences.	• I can describe characters or places in pictures.	• I can talk with my friends about things from class.	• I can summarize a series of familiar events or routines.	• I can share details about personal experiences with peers and adults
Writing	• I can show that I agree with the opinions of others by drawing.	• I can produce simple sentences from sentence stems about likes, wants, and needs. (“I like the ____.” “I want a ____.” “I don’t like ____.”)	• I can participate in interactive writing with my teacher and my friends.	• I can give evidence in my writing.	• I can provide simple edits to peers’ writing.
Learning Supports	ELL Journeys Days 1-5 Think Central- Lesson 9	ELL Journeys Days 1-5 Think Central- Lesson 9	ELL Journeys Days 1-5 Think Central- Lesson 9	ELL Journeys Days 1-5 Think Central- Lesson 9	ELL Journeys Days 1-5 Think Central- Lesson 9

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	<p>Video- Short Vowel E Words to Know- Context Cards pp 43-48 Language Support Cards Unit 2, L9 Cross Curricular Activity Bank- Interactive Content Video- Genre-Biorgraphy, Skills:Text Features Grammar-Singular/Pliral Lesson 9- Day 1, Day 2, Day3 Weekly lesson booklets – L9 Leveled practice for ELLs- pages 19-22 Building Background Video- History of Dr. Seuss Glogster- Lesson 9 PBS learning media Books by Dr. Seuss Seussville</p>	<p>Video- Short Vowel E Words to Know- Context Cards pp 43-48 Language Support Cards Unit 2, L9 Cross Curricular Activity Bank- Interactive Content Video- Genre-Biorgraphy, Skills:Text Features Grammar-Singular/Pliral Lesson 9- Day 1, Day 2, Day3 Weekly lesson booklets – L9 Leveled practice for ELLs- pages 19-22 Building Background Video- History of Dr. Seuss Glogster- Lesson 9 PBS learning media Books by Dr. Seuss Seussville</p>	<p>Video- Short Vowel E Words to Know- Context Cards pp 43-48 Language Support Cards Unit 2, L9 Cross Curricular Activity Bank- Interactive Content Video- Genre-Biorgraphy, Skills:Text Features Grammar-Singular/Pliral Lesson 9- Day 1, Day 2, Day3 Weekly lesson booklets – L9 Leveled practice for ELLs- pages 19-22 Building Background Video- History of Dr. Seuss Glogster- Lesson 9 PBS learning media Books by Dr. Seuss Seussville</p>	<p>Video- Short Vowel E Words to Know- Context Cards pp 43-48 Language Support Cards Unit 2, L9 Cross Curricular Activity Bank- Interactive Content Video- Genre-Biorgraphy, Skills:Text Features Grammar-Singular/Pliral Lesson 9- Day 1, Day 2, Day3 Weekly lesson booklets – L9 Leveled practice for ELLs- pages 19-22 Building Background Video- History of Dr. Seuss Glogster- Lesson 9 PBS learning media Books by Dr. Seuss Seussville</p>	<p>Video- Short Vowel E Words to Know- Context Cards pp 43-48 Language Support Cards Unit 2, L9 Cross Curricular Activity Bank- Interactive Content Video- Genre-Biorgraphy, Skills:Text Features Grammar-Singular/Pliral Lesson 9- Day 1, Day 2, Day3 Weekly lesson booklets – L9 Leveled practice for ELLs- pages 19-22 Building Background Video- History of Dr. Seuss Glogster- Lesson 9 PBS learning media Books by Dr. Seuss Seussville</p>
<p>Accommodations: Differentiate- Words to Know, Lesson 9 Audio: Dr. Seuss</p>	<p>Leveled Reader The Man Who Made Puppets Vocab Read: Reading Together Native Language Support</p>				

Lesson 10: A Cupcake Party by David McPhail

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*Essential Questions: How do the parts of a story work together?
How can you show a friend that you care about him or her?*

ANCHOR TEXT: *A Cupcake Party* (Fantasy)

Leveled Readers: *Trip to the Rock, Toad’s Birthday, Chipmunk’s New Home, and Happy Birthday, Toad*

Vocabulary Reader: *Happy Birthday!*

Connected Text: *Happy Times* (Poetry)

Read Aloud- *Chipper Chips In*

Decodable Stories to Read: *Who Likes to Jump?, The Lost Cat, Flint and Scamp, The List*

	Student Learning Outcome (SLO)	Strategies and Skills	Language Needed	
SLO: 10 RF 1.2d RF.1.3b RF.1.4c RL.1.2 RL.1.3 RL.1.7 RL.1.10 SL.1.1b SL.1.4 L.1.1f L.1.1h L.1.4a W.1.1 W.1.3 WIDA 2 Reading	RF.1.2d -Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes) RF.1.3b -Decode regularly spelled one-syllable words RF.1.4c -Use context to confirm or self-correct word recognition and understanding, rereading as necessary RL.1.2 retell stories and demonstrate understanding of the message or lesson; RL.1.3 -Describe characters, settings, and major events in a story, using key details. RL.1.4 identify words and phrases that suggest feelings or appeal to senses; RL.1.9 compare and contrast adventures and experiences of characters RL.1.7 use illustrations and details to describe characters, settings, or events; RL.1.10 read prose and poetry; SL.1.4 - describe people, places, things, and events with details/express ideas and feelings clearly SL.1.5 -Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	<ul style="list-style-type: none"> ● Segment the sounds in one-syllable words ● Decode CVC words ● Synonyms ● Story Structure ● visualize ● sensory words ● stress ● Narrative Writing: Description ● Use adjectives to describe <p>Phonics- ● Short vowel u ● Using -nd, -mp, -nt, -st, ● Final blends ● Phonogram -ump Spelling Words- <u>us, sun, but, fun, bus, and run</u> Words to Know (High Frequency)- <u>eat, give, one, put, small, and take</u> Sight Words- are, from, no, will, do High-Utility Words- ask, bake, glad, miss, cake, hats Lesson 10- Focus Wall</p>	VU	Short and long vowel words; high frequency words
			LFC	Using adjectives; using color and number words
			LC	Varies by ELP level

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Speaking	<p>L.1.1f- Use frequently occurring adjectives. L.1.1h- Use determiners L.1.4a use sentence-level context as a clue to the meaning of a word or phrase W.1.1- write opinion pieces W.1.2 - write informative/explanatory texts W.1.3- Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>				
Language Objectives- “I Can...”					
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Discuss elements of story structure	Page through A Cupcake Party with students. Help them identify elements of story structure, such as characters and events. Have them repeat as you name the elements	Have partners page through A Cupcake Party. Help them identify and name elements of story structure, such as characters and events	Have partners page through A Cupcake Party. Ask, What is the setting of the story? Who are the characters? What happens? Have students work together to answer the questions	Have students page through A Cupcake Party. Ask, What is the setting of the story? Who are the characters? What happens? Have students present their answers to the class	Have students page through A Cupcake Party. Ask, What are the story elements? What are the events in the story? Have students present their answers to the class
Identify and use words with final clusters	Write mp and st. Point to each group of letters and help students pronounce the /mp/ and /st/ sounds. Have them copy the clusters.	Write camp, test, find, and jump. Help students pronounce each word. Have students copy the words and say the final cluster in each word.	Have students copy the words and say the final cluster in each word. Have them repeat after you as you pronounce camp, stamp, list, and ask correctly.	Have students write and pronounce words with final clusters such as jump, best, and stamp. Have students use the words in original phrases.	Have students brainstorm three words with final clusters and say them aloud. Then have them write a sentence using each word.

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Practice using articles a, an, and the	Write a, an, and the on the board. Have students repeat the words after you. Review when to use each word by giving an example of each one. Then help students copy the words.	Write a, an, and the on the board. Have students repeat each word. Then help them choose one article and write a short phrase, such as in the park.	Have students list the three Articles a, an, and the. Have partners write a complete sentence using one of the words on their list.	Have students write complete sentences using a, an, and the. Then, have them share their sentences with the class.	Have partners form an original sentence that includes the articles a, an or the
Use vocabulary to write a description of a birthday party	Have students draw a picture of a happy boy or girl. Help them write one or two adjectives to describe their picture.	Have students draw a picture of a happy boy or girl. Help them use an adjective to write a short phrase describing their picture.	Have students choose one adjective from the list. Have them use the word to write an additional sentence for the description.	Have students write two or three sentences describing a party they have been to. Have them use adjectives from the list or other adjectives they know.	Help partners check for and include descriptive words and vocabulary in their writing
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Reading	• I can categorize labeled pictures or photographs.	• I can identify information related to events from graphic pictures (<i>birthday charts, weather charts, calendars</i>).	• I can identify persuasive words in written phrases or statements (" <i>have to</i> ", " <i>must</i> ", " <i>in my opinion</i> ").	• I can distinguish characters' opinions or feelings from illustrated text read aloud to me.	• I can decide what happens next from illustrated observations.
Listening	• I can point to objects or people when named.	• I can match pictures to descriptions.	• I can identify illustrated cycles or processes described aloud.	• I can organize real-life objects based on spoken comparisons.	• I can use strategies and procedures my friends have taught me.
Speaking	• I can follow the speaker to show I understand.	• I can follow along with familiar routines of small or large groups.	• I can ask questions when I don't understand.	• I can use the appropriate speaking	• I can ask and answer questions to continue

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				voice with my friends and teachers.	having a conversation with my friends or teacher.
Writing	I can form words using a variety of strategies.	I can provide information in graphic organizers.	I can describe feelings or reactions to personal events or situations.	I can write many sentences about the same topic using transitional word starters (first, then, next, after that, last).	I can write a narrative story using sequential language. (First, my brother and I went to the park to play ball. Then, we got ice cream at the store. Last, we went home and watched a movie.)
Learning Supports	<p>ELL Journeys Days 1-5 Think Central- Lesson 10</p> <p>Video- Short Vowel U</p> <p>Words to Know-Context Cards 55-60</p> <p>Language Support Cards Unit 2, L 10</p> <p>Cross Curricular Activity Bank- Interactive Content Video- Dialogue, Visualize Grammar-Determiners Lesson 10-Day 1, Day 2, Day 3</p> <p>Weekly lesson booklets- Leveled practice for ELLs- pages 19-22</p> <p>Building Background- Video-Playground Fun Glogster- Lesson 10</p>	<p>ELL Journeys Days 1-5 Think Central- Lesson 10</p> <p>Video- Short Vowel U</p> <p>Words to Know-Context Cards 55-60</p> <p>Language Support Cards Unit 2, L 10</p> <p>Cross Curricular Activity Bank- Interactive Content Video- Dialogue, Visualize Grammar-Determiners Lesson 10-Day 1, Day 2, Day 3</p> <p>Weekly lesson booklets- Leveled practice for ELLs- pages 19-22</p> <p>Building Background- Video-Playground Fun Glogster- Lesson 10</p>	<p>ELL Journeys Days 1-5 Think Central- Lesson 10</p> <p>Video- Short Vowel U</p> <p>Words to Know-Context Cards 55-60</p> <p>Language Support Cards Unit 2, L 10</p> <p>Cross Curricular Activity Bank- Interactive Content Video- Dialogue, Visualize Grammar-Determiners Lesson 10-Day 1, Day 2, Day 3</p> <p>Weekly lesson booklets- Leveled practice for ELLs- pages 19-22</p> <p>Building Background- Video-Playground Fun Glogster- Lesson 10</p>	<p>ELL Journeys Days 1-5 Think Central- Lesson 10</p> <p>Video- Short Vowel U</p> <p>Words to Know-Context Cards 55-60</p> <p>Language Support Cards Unit 2, L 10</p> <p>Cross Curricular Activity Bank- Interactive Content Video- Dialogue, Visualize Grammar-Determiners Lesson 10-Day 1, Day 2, Day 3</p> <p>Weekly lesson booklets- Leveled practice for ELLs- pages 19-22</p> <p>Building Background- Video-Playground Fun Glogster- Lesson 10</p>	<p>ELL Journeys Days 1-5 Think Central- Lesson 10</p> <p>Video- Short Vowel U</p> <p>Words to Know-Context Cards 55-60</p> <p>Language Support Cards Unit 2, L 10</p> <p>Cross Curricular Activity Bank- Interactive Content Video- Dialogue, Visualize Grammar-Determiners Lesson 10-Day 1, Day 2, Day 3</p> <p>Weekly lesson booklets- Leveled practice for ELLs- pages 19-22</p> <p>Building Background- Video-Playground Fun Glogster- Lesson 10</p>

Review Unit assessment for suggested texts and phonemic awareness skills which will be evaluated in this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

Grade 1 - Unit 2 – ELA/ELL Scaffold - Revised 2021

Accommodations:

Differentiate- [Words to Know](#)

Audio: [A Cupcake Party](#)

Leveled Reader [Happy Birthday Toad!](#)

Vocab Reader: [Happy Birthday!](#)

[Native Language Support](#)

Review Unit assessment for suggested texts and phonemic awareness skills which will be evaluated in this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.