

Grade 2 - Unit 1 – 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.

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

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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 1- Henry and Mudge/All in the Family/Billy the Pet Bird

	Student Learning Objective (SLO) Week 1: Beginning of the year ELL placement test https://ell.brainpop.com/ ESL Syllabus https://docs.google.com/document/d/1sxLImSCIk9E0sf_oLUJOPT77oFv7NUUTDp0B0HTwwZA/edit https://docs.google.com/presentation/d/1BNBIBUm7fTP-XinntNpo64ID8EkrRjrm_sY0u32048c/edit#slide=id.p33 (Fill in) Handout to go with Rules- https://docs.google.com/document/d/1vP6e0X6Qj5I5ykISXcAkwcGQyhWOY9z0wcXzj2RnEN8/edit Rules to live by https://docs.google.com/document/d/1AFXhtvCaBxOfmiUs-uSkyiC2tBT8DwPmKWFqIeg_800/edit https://kami.app/3yYTMMyExds8x https://kami.app/PpNKbM7OUq31	Language Objective	Language Needed
SLO: 1 NJSLS: RL.2.1 RL 2.5 RF 2.3a RF 2.3f	R.L 2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. RL 2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and	Students will participate in a discussion about dogs and other animals. Practice words with short vowels a, i. Students will be able to identify which came first, next and last in the story.	VU: Realistic Fiction; Informational Text LFC: Words with Short vowel a, i Alphabetical order

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<p>L2.6 RF.2.4b SL2.4 RI 2.2 RI 2.5 RF 2.4a W2.3</p> <p>WIDA: 1-5 Reading Speaking Listening Writing</p>	<p>the ending concludes the action identifying how each successive part builds on earlier sections.</p> <p>RF2.3a distinguish long and short vowels when reading one-syllable words;</p>	<p>Say, read, and use target vocabulary and high-utility words Target Vocabulary: collars, curly, drooled, floppy, row, stood, straight, weighed TIER 1 WORDS: dog, puppy High-Utility Words: hug, licked, pets, pointed, searched</p>	<p>Sequence of Events Identify words with the CVC syllable pattern. Narrative Writing</p>
	<p>RF.2.3f Recognize and read irregularly spelled words; L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to text</p> <p>RF.2.4b Read on-level text orally with accuracy, appropriate rate, and expression;</p> <p>SL2.4 Tell a story or recount an experience with fact and details, speaking audibly in sentences</p> <p>RI.2.2 Identify the main topic of a multiparagraph text and the focus of specific paragraphs;</p> <p>RI.2.5 Know and use text features to locate facts or information;</p> <p>RF.2.4a Read on-level text with purpose and understanding; expand, and rearrange complete simple and compound sentence</p> <p>W.2.3 Write narratives</p>	<p>Put words in alphabetical order. Identify words with the CVC syllable pattern. Use words and phrases to describe different kinds of animals Students can use verbs that end in -ing and can and can't to retell a story's events</p>	<p>LC: Varies by ELP level</p>

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	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	<p>Children can say and use high-utility words Tier 1 words: dog, puppy</p> <p>Children can identify a person or character who is performing an action when given the present progressive verb. They can give short answers when asked about abilities.</p> <p>Children can identify the short a and short i sounds. Children think of two other words with these sounds.</p> <p>Children can draw and write the events in order in a Flow Chart.</p>	<p>Children can say and use high-utility words (hug, licked, pets, pointed, searched) and match the word to the picture. They can write down sentences that are dictated.</p> <p>Children can complete short sentences using present progressive verbs e.g., walking, running, looking. They can use can/can't to complete simple sentence frames.</p> <p>Children can identify the words with short vowels a and i. Have children say four additional words with these sounds.</p> <p>Children can find and list events from the summary in</p>	<p>Children can say and use high-utility words (hug, licked, pets, pointed, searched) and put them into sentences.</p> <p>Children can use the present progressive in full sentences. They understand and generate sentences with can/can't.</p> <p>Children can write two words with short vowel sounds a and i and write two rhyming sentences using the words.</p> <p>Children can write sentences describing events from the summary. They can write the sentences in order, using first, next, and finally.</p>	<p>Children can say and use high-utility words (hug, licked, pets, pointed, searched) and generate their own complex sentences.</p> <p>Children can use the third-person present progressive to generate full sentences. They can write sentences using can/can't. They can understand the connection between an action stated in the present progressive (He is sleeping) and a related effect (so he can't play).</p> <p>Children can write three or four rhyming sentences using words with short</p>	<p>Children can work with partners and say and use high-utility words (hug, licked, pets, pointed, searched) to make their own stories. They can share them with the class.</p> <p>Children can use the third-person present progressive to generate full sentences. They can write sentences using can/can't. They can understand the connection between an action stated in the present progressive (He is sleeping) and a related effect (so he can't play). They can also verbalize their thoughts to the class.</p> <p>Children can write five or more rhyming sentences using words with short</p>

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	<p>Children can sing the “Alphabet Song.” They can understand that the letters of the alphabet have a certain order.</p> <p>Children can fill in sentence frames by using the sequence of events described in the Guided Practice. Children will need help (so model first) to fill in the words first, next, then, and finally.</p> <p>Children can match pictures to identify words with the CVC pattern.</p> <p>Students will be able to identify which came first, next and last in the story. Say, read, and use target vocabulary and high-utility words Practice words with short vowels a, i.</p> <p>Students can put words in alphabetical order and they can Identify words</p>	<p>the correct order. Children can write events in a Flow Chart.</p> <p>Children can orally put the words in alphabetical order and complete sentence frames.</p> <p>Children can write the sequence of events for when they get ready for bed. They can use the words first, next, then, and finally.</p> <p>Children can identify the words with the CVC pattern by writing C under each consonant and V under each vowel.</p> <p>Children can write sentences such as My grandmother came to visit. Children can write the sentences, circling the subject and underlining the predicate.</p>	<p>Children can write a familiar sequence of events, using first, next, then, and finally. They can exchange sequences and tell why the order makes sense.</p> <p>Children can write two original sentences. They can identify the subjects and predicates in each other’s sentences.</p>	<p>vowels a and i. Children can read their sentences aloud.</p> <p>Children can complete a Flow Chart about how they get ready for school. They can write the events in paragraph form.</p> <p>Children can write what happened in class today out of order. They can exchange papers and rewrite their partner’s sequence in order.</p> <p>Children can write three original sentences. They can exchange papers and identify the subjects and predicates in each other’s sentences.</p>	<p>vowels a and i. Children can read their sentences aloud.</p> <p>Children can complete a Flow Chart about how they get ready for school. They can write the events in paragraph form and read it to the class.</p> <p>Children can write what happened in class today out of order. They can exchange papers and rewrite their partner’s sequence in order and speak their findings.</p> <p>Children can write four original sentences. They can exchange papers and identify the subjects and predicates in each other’s sentences.</p>
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	with the CVC syllable pattern.				
Learning Supports	<p>Write sad and did. Read the words aloud and help children identify the short a and short i sounds. Challenge children to think of two other words with these sounds.</p> <p>Write and draw events from the summary. What happens first in the story? Next? Last? Help children write/draw the events in order in a Flow Chart.</p> <p>Write floppy, straight, curly, and stood. To put these words in alphabetical order, we need to look at the first letter of each word. If two words have the same first letter, we look at the next</p>	<p>Write the words man, wiggle, bit, and ladder. Help children identify the words with short vowels a and i. Have children say four additional words with these sounds.</p> <p>Have children find and list events from the summary in the correct order. Have children write the events in a Flow Chart.</p> <p>THINK-PAIR-SHARE Write hug, pointed, and parents. Have children orally put the words in alphabetical order. Then have them work with partners to orally complete these sentences:</p> <ol style="list-style-type: none"> 1. I _____ (hug) my dog every day and brush her fur. 2. Cats have (pointed) ears. 3. My (parents) drive me to school. 	<p>Have children write two words with short vowel sounds a and i. Provide language and support for children to say aloud or write two rhyming sentences using the words</p> <p>Have children write sentences describing events from the summary. Have them write the sentences in order, using first, next, and finally.</p> <p>THINK-PAIR-SHARE Write hug, pointed, and parents. Have children orally put the words in alphabetical order. Then have them work with partners to write three original sentences. Answer questions in simple sentences with general and some key content- based vocabulary.</p> <p>Have partners each write a familiar sequence of events, using first, next, then, and</p>	<p>Provide language and support as children write two to four rhyming sentences using words with short vowels a and i. Invite children to read their sentences aloud.</p> <p>Have children complete a Flow Chart about how they get ready for school. Then have them write the events in paragraph form.</p> <p>THINK-PAIR-SHARE Write hug, pointed, and parents. Have children orally put the words in alphabetical order. Then have them work with partners to pick three more words from the story and put them into alphabetical order.</p> <p>Have partners each write what happened in class today out of order.</p>	<p>Provide language and support as children write five or more rhyming sentences using words with short vowels a and i. Invite children to read their sentences aloud.</p> <p>Have children complete a Flow Chart about how they get ready for school. Then have them write the events in paragraph form. Then have them read their paragraph to the class.</p> <p>THINK-PAIR-SHARE Write hug, pointed, and parents. Have children orally put the words in alphabetical order. Then have them work with partners to pick five more words from the story and put them into alphabetical order.</p>

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<p>letters until we find two that are different. Model putting the words in alphabetical order.</p> <p>Help children review pp. 16–19 of <i>Henry and Mudge</i>. Have them retell the events in sequence. Prompt them to use first, next, then, and finally. (First, Henry wants a brother. Next, he wants to move. Then, he wants a dog. Finally, his parents agree.) Create sentence frames by using the sequence of events. Help children fill in the words first, next, then, and finally.</p> <p>Write simple sentences such as Jim eats pizza. Help children orally identify the subject and predicate.</p> <p>Help children draw an object in the room and label it with detail words, such as</p>	<p>Help partners write the sequence of events for when they get ready for bed. Have them use the words first, next, then, and finally.</p> <p>Write the words fan, fin, and fun. Pronounce each word and have children repeat. Fan, fin, and fun have the same consonants, f and n, but different vowels. Write ant, pet, egg, bit, ill, out, hop, and mud. Help children identify the words with the CVC pattern by writing C under each consonant and V under each vowel. Write h_t, d_d, n_p, and p_n. Have children list as many words as they can, using different vowels in each blank space.</p> <p>Have children orally describe a class activity and then write key words or details about it. Have children read and discuss the details aloud.</p>	<p>finally. Have them exchange sequences and tell why the order makes sense.</p> <p>Write the words fan, fin, and fun. Pronounce each word and have children repeat. Fan, fin, and fun have the same consonants, f and n, but different vowels. Write ant, pet, egg, bit, ill, out, hop, and mud. Help children identify the words with the CVC pattern by writing C under each consonant and V under each vowel. Write h_t, d_d, n_p, and p_n. Have children list as many words as they can, using different vowels in each blank space.</p> <p>WRITE-PAIR-SHARE Have partners use four of the CVC pattern words to write three simple sentences.</p> <p>Have partners orally describe a class activity. Then have them each write two sentences containing details about the activity. Have partners read their sentences aloud and suggest further</p>	<p>Then have them exchange papers and rewrite their partner’s sequence in order. Write the words fan, fin, and fun. Pronounce each word and have children repeat. Fan, fin, and fun have the same consonants, f and n, but different vowels. Write ant, pet, egg, bit, ill, out, hop, and mud. Help children identify the words with the CVC pattern by writing C under each consonant and V under each vowel. Write h_t, d_d, n_p, and p_n. Have children list as many words as they can, using different vowels in each blank space.</p> <p>WRITE-PAIR-SHARE Have partners use five of the CVC pattern words to write five complex sentences.</p> <p>Answer questions in complete sentences using specific and some content-based vocabulary. Use a variety of sentence lengths.</p>	<p>Have partners each write what happened in class today out of order. Then have them exchange papers and rewrite their partner’s sequence in order and speak about their partner’s findings to the class.</p> <p>Write the words fan, fin, and fun. Pronounce each word and have children repeat. Fan, fin, and fun have the same consonants, f and n, but different vowels. Write ant, pet, egg, bit, ill, out, hop, and mud. Help children identify the words with the CVC pattern by writing C under each consonant and V under each vowel. Write h_t, d_d, n_p, and p_n. Have children list as many words as they can, using different vowels in each blank space.</p> <p>WRITE-PAIR-SHARE Have partners use six of the CVC pattern words to write a story.</p>
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<p>yellow, round, and big (Narrative Writing)</p> <p>Answer questions in L1 and/or answer “yes/no” or either/or questions about the text with single words or phrases Point to and tell about events in stories using photos, illustrations, or wordless picture books with a partner (e.g., “ go to park, play with friends”) Answer questions in L1 and/or answer “yes/no” or either/or questions about the text with single words or phrases Students will write the word, definition, draw a picture and write a sentence using the four corners graphic organizer.</p> <p>Model the lesson for them. Show them how to complete the assignment</p>	<p>Answer “WH-” questions about the text using simple phrases and simple sentences with general language related to topic or content areas.</p> <p>Describe parts of stories (e.g., characters, settings) using photos, illustrations, or wordless picture books with a partner.</p> <p>Use context cues to identify the meaning of unfamiliar words in the story</p> <p>Identifying time-related language in context (e.g., in biographies)</p> <p>Illustrating experiences of characters in illustrated statements</p> <p>Reproducing facts or statements in context.</p>	<p>details to each other.</p> <p>Retell stories including main events, characters, and settings using photos, illustrations, or wordless picture books with a partner</p> <p>Support ideas with details and examples.</p> <p>Retell the elements of adapted stories and fables and identify the central message or moral using simple sentences and general and key content-based vocabulary.</p> <p>Language Support Card Lesson 1 https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547953137_/volume/launch.html?page=1A</p> <p>ESL Building Background Video Hub https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/common/video_based_projects_te_9780544023703_/index.html</p>	<p>Tell detailed stories using photos, illustrations, or wordless picture books with a partner.</p> <p>Retell the elements of approaching grade level stories and fables and identify the central message or moral using complete sentences and some content based vocabulary.</p> <p>Language Support Card Lesson 1 https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547953137_/volume/launch.html?page=1A</p> <p>ESL Building Background Video Hub https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/common/video_based_projects_te_9780544023703_/index.html</p>	<p>Answer questions using complex sentences with specific and content- based vocabulary. Use a variety of sentence lengths with embedded clauses.</p> <p>Tell detailed stories with creative word choice and expression using photos, illustrations, or wordless picture books with a partner.</p> <p>Retell the elements of grade level stories and fables and identify the central message or moral using detailed sentences of varying length and content based vocabulary.</p> <p>Language Support Card Lesson 1 https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547953137_/volume/launch.html?page=1A</p>
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<p>and then have them try on their own.</p> <p>Language Support Card Lesson 1 https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547953137_/volume/launch.html?page=1A</p> <p>ESL Building Background Video Hub https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/common/video_based_projects_te_9780544023703_/index.html</p> <p>Henry and Mudge (TONS of worksheets, graphic organizers, games) https://kami.app/ChT10Z2ewSAA</p> <p>Henry and Mudge Journal Prompts https://kami.app/rRF9Fgc0dIEq</p>	<p>Language Support Card Lesson 1 https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547953137_/volume/launch.html?page=1A</p> <p>ESL Building Background Video Hub https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/common/video_based_projects_te_9780544023703_/index.html</p> <p>Henry and Mudge (TONS of worksheets, graphic organizers, games) https://kami.app/ChT10Z2ewSAA</p> <p>Henry and Mudge Journal Prompts https://kami.app/rRF9Fgc0dIEq</p> <p>Story Map https://kami.app/4IOYJcswnHAL</p> <p>Blank Spelling worksheets (Alphabetical Order)</p>	<p>Henry and Mudge (TONS of worksheets, graphic organizers, games) https://kami.app/ChT10Z2ewSAA</p> <p>Henry and Mudge Journal Prompts https://kami.app/rRF9Fgc0dIEq</p> <p>Story Map https://kami.app/4IOYJcswnHAL</p> <p>Blank Spelling worksheets (Alphabetical Order) https://kami.app/xAxFYd43Xzae</p> <p>Story Map https://kami.app/HYsO3wXZviYQ</p> <p>5 W's and 1 H Graphic organizer https://kami.app/uSdE3epU2XUL</p> <p>Glossary for sequence and story elements for ELLS https://kami.app/mgRnbmx5i9lq</p>	<p>Henry and Mudge Journal Prompts https://kami.app/rRF9Fgc0dIEq</p> <p>Henry and Mudge (TONS of worksheets, graphic organizers, games) https://kami.app/ChT10Z2ewSAA</p> <p>Four Corners Graphic Organizer</p> <p>Blank Spelling worksheets (Alphabetical Order) https://kami.app/xAxFYd43Xzae</p> <p>Story Map (advanced) https://kami.app/p9oWXBHTL76N</p> <p>5 W's and 1 H Graphic organizer https://kami.app/uSdE3epU2XUL</p> <p>Alphabetical Order Lesson Plan and worksheet https://kami.app/td18qP8qggDK</p> <p>Story Map</p>	<p>Henry and Mudge (TONS of worksheets, graphic organizers, games) https://kami.app/ChT10Z2ewSAA</p> <p>Henry and Mudge Journal Prompts https://kami.app/rRF9Fgc0dIEq</p> <p>ESL Building Background Video Hub https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/common/video_based_projects_te_9780544023703_/index.html</p> <p>Story Map (advanced) https://kami.app/p9oWXBHTL76N</p> <p>Alphabetical Order Lesson Plan and worksheet https://kami.app/td18qP8qggDK</p> <p>Choice StoryBoard https://kami.app/wfkJxcf8ZDph</p>
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<p>Four corners SIOP graphic organizer https://docs.google.com/document/d/1VXJNQVY-eo3QGGGyi9XFAPv2rDgd4GcX/edit</p> <p>Blank Spelling worksheets (Alphabetical Order) https://kami.app/xAxFYd43Xzae</p> <p>Lowercase alphabet tracing https://kami.app/pf46ZtlyxC7y</p> <p>Uppercase alphabet tracing https://kami.app/ukgitq7Blf8K</p> <p>CVC worksheet https://kami.app/erb71fL4tXa1</p> <p>Beginning, Middle and End Graphic organizer https://kami.app/0hMPdVBiSRZq</p>	<p>https://kami.app/xAxFYd43Xzae</p> <p>Four corners SIOP graphic organizer https://docs.google.com/document/d/1VXJNQVY-eo3QGGGyi9XFAPv2rDgd4GcX/edit</p> <p>Lowercase alphabet tracing https://kami.app/pf46ZtlyxC7y</p> <p>Uppercase alphabet tracing https://kami.app/ukgitq7Blf8K</p> <p>Alphabetical Order Worksheet https://kami.app/vRETZKv74UP9</p> <p>CVC worksheet https://kami.app/erb71fL4tXa1</p> <p>Story Map https://kami.app/HYsO3wXZviYO</p> <p>Glossary for sequence and story elements for ELLS</p>	<p>Beginning, Middle and End organizer https://kami.app/sQBom0GxOfgv</p> <p>Flow chart file:///Users/asilberman/Desktop/flowchart_graphic_organizer.pdf</p> <p>Four corners SIOP graphic organizer https://docs.google.com/document/d/1VXJNQVY-eo3QGGGyi9XFAPv2rDgd4GcX/edit</p> <p>Listen to Journey's Selection-Lesson 1- audible- Henry and Mudge and Lesson 2-audible All in the family- Henry and Mudge</p> <p>CVC worksheet https://kami.app/erb71fL4tXa1</p> <p>ELL Journeys Lesson 1 Day to Day Resource https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547977232_/volume1/launch.html</p>	<p>https://kami.app/HYsO3wXZviYO</p> <p>Beginning, Middle and End Graphic organizer https://kami.app/0hMPdVBiSRZq</p> <p>Another Beginning, Middle and End organizer https://kami.app/sQBom0GxOfgv</p> <p>Choice StoryBoard https://kami.app/wfkJxcf8ZDph</p> <p>Transitional worksheet https://www.worksheetplace.com/mf_pdf/Transitional-Words.pdf</p> <p>Transitional/Sequence Powerpoint https://docs.google.com/presentation/d/1uYDVEN93pDOxG5IjICINAHVsQCv3Mc7M7MVvaeaPp8_0E/edit#slide=id.p32</p> <p>ELL Journeys Lesson 1 Day to Day Resource</p>	<p>Transitional worksheet https://www.worksheetplace.com/mf_pdf/Transitional-Words.pdf</p> <p>Transitional/Sequence Powerpoint https://docs.google.com/presentation/d/1uYDVEN93pDOxG5IjICINAHVsQCv3Mc7M7MVvaeaPp8_0E/edit#slide=id.p32</p> <p>High Stakes Vocabulary Builder Powerpoint https://kami.app/pOb2EoltcDVi</p> <p>ELL Journeys Lesson 1 Day to Day Resource https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547977232_/volume1/launch.html</p> <p>5 finger sequencing https://kami.app/o2SsHDKdcftC</p> <p>At this level students may not require support. If they do, the teacher should be</p>
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<p>Another Beginning, Middle and End organizer https://kami.app/sQBom0GxOfgv</p> <p>Story Map https://kami.app/HYsO3wXZviYO</p> <p>Picture bank (Journeys) https://www-k6.thinkcentral.com/content/hsp/reading/excursions/ca/common/picture_card_bank_9780153852954_pictureCardBank.html</p> <p>ELL Journeys Day to Day Resource https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547977232_/volume1/launch.html</p> <p>ELL Newcomer’s Teacher Support https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/co</p>	<p>https://kami.app/mgRnbmx5i9lq</p> <p>Beginning, Middle and End organizer https://kami.app/sQBom0GxOfgv</p> <p>Four corners SIOP graphic organizer https://docs.google.com/document/d/1VXJNQVY-eo3QG GGyi9XFApv2rDgd4GcX/edit</p> <p>Flippity match game template (follow the directions and make your own match game with words and pictures) https://www.flippity.net/MatchingGame.htm</p> <p>Spelling City https://www.spellingcity.com/Log-yourself-in.html</p> <p>Teacher’s Edition stories https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547977232_/volume1/launch.html</p>	<p>Spelling City https://www.spellingcity.com/Log-yourself-in.html</p> <p>5 finger sequencing https://kami.app/o2SsHDKdcftC</p> <p>Brainpop https://jr.brainpop.com/readingandwriting/comprehension/</p> <p>Subject and Predicate Powerpoint https://docs.google.com/presentation/d/1KogGV1_OjEivM-etq-QYvIMO-i4Pqn5PsBGEWd_f8NA/edit#slide=id.p20</p> <p>Subject and Predicate worksheet https://kami.app/X2vREqHGnlvz</p> <p>Subject and Predicate sort Rhyming Game https://kami.app/TjRxi4YVvPbL</p> <p>Quizlet Vocabulary For Lesson 1</p>	<p>https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547977232_/volume1/launch.html</p> <p>5 finger sequencing https://kami.app/o2SsHDKdcftC</p> <p>Spelling City https://www.spellingcity.com/Log-yourself-in.html</p> <p>Brainpop https://jr.brainpop.com/readingandwriting/comprehension/</p> <p>Subject and Predicate Powerpoint https://docs.google.com/presentation/d/1KogGV1_OjEivM-etq-QYvIMO-i4Pqn5PsBGEWd_f8NA/edit#slide=id.p20</p> <p>Subject and Predicate worksheet https://kami.app/X2vREqHGnlvz</p>	<p>assisting them. They should be able to complete their ELA classwork on their own.</p> <p>Brainpop https://jr.brainpop.com/readingandwriting/comprehension/</p> <p>Subject and Predicate Powerpoint https://docs.google.com/presentation/d/1KogGV1_OjEivM-etq-QYvIMO-i4Pqn5PsBGEWd_f8NA/edit#slide=id.p20</p> <p>Subject and Predicate worksheet https://kami.app/X2vREqHGnlvz</p> <p>Subject and Predicate sort Rhyming Game https://kami.app/TjRxi4YVvPbL</p> <p>Quizlet Vocabulary For Lesson 1 https://quizlet.com/307964875/journeys-2nd-grade-lesson-1-henry-and-mudge-flash-cards/</p>
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<p>mmon/ete_9780547934372_/launch.html</p> <p>ELL Newcomer Vocabulary and Concepts Posters https://www.k6.thinkcentral.com/content/hsp/reading/journeys2014/na/common/ancillary_9780547934303_/launch.html</p> <p>ESL Building Background Video Hub https://www.k6.thinkcentral.com/content/hsp/reading/journeys2014/na/common/video_based_projects_te_9780544023703_/index.html</p> <p>Spelling City https://www.spellingcity.com/Log-yourself-in.html</p> <p>Flippity match game template https://www.flippity.net/MatchingGame.htm (follow the directions and make your own match)</p>	<p>Listen to Journey’s Selection-Lesson 1- audible- Henry and Mudge https://www.k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547894508_/vol1/launch.html</p> <p>Lesson 2-audible All in the family- https://www.k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547894508_/vol1/launch.html</p> <p>Vocabulary Scoot Game (Lessons 1-6) https://kami.app/LixsAXSpeJcT</p> <p>ELL Journeys Lesson 1 Day to Day Resource https://www.k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547977232_/volume1/launch.html</p> <p>Brainpop</p>	<p>https://quizlet.com/307964875/journeys-2nd-grade-lesson-1-henry-and-mudge-flash-cards/</p> <p>ESL Building Background Video Hub https://www.k6.thinkcentral.com/content/hsp/reading/journeys2014/na/common/video_based_projects_te_9780544023703_/index.html</p> <p>Vocabulary Scoot Game (Lessons 1-6) https://kami.app/LixsAXSpeJcT</p> <p>Lesson 1 Black Line Masters (BLM) https://www.k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/teacher_gateway_9780547933405_/pdf/Weekly_Booklets/Lesson_1.pdf</p> <p>Teacher’s Edition stories https://www.k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_978054797232_/volume1/launch.html</p> <p>Flippity match game template</p>	<p>Subject and Predicate sort Rhyming Game https://kami.app/TjRxi4YVvPbL</p> <p>Quizlet Vocabulary For Lesson 1 https://quizlet.com/307964875/journeys-2nd-grade-lesson-1-henry-and-mudge-flash-cards/</p> <p>Vocabulary Scoot Game (Lessons 1-6) https://kami.app/LixsAXSpeJcT</p> <p>ESL Building Background Video Hub https://www.k6.thinkcentral.com/content/hsp/reading/journeys2014/na/common/video_based_projects_te_9780544023703_/index.html</p> <p>Lesson 1 Black Line Masters (BLM) https://www.k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/teacher_gateway_9780547933405_/pdf/Weekly_Booklets/Lesson_1.pdf</p>	<p>ESL Building Background Video Hub https://www.k6.thinkcentral.com/content/hsp/reading/journeys2014/na/common/video_based_projects_te_9780544023703_/index.html</p> <p>Vocabulary Scoot Game (Lessons 1-6) https://kami.app/LixsAXSpeJcT</p> <p>Lesson 1 Black Line Masters (BLM) https://www.k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/teacher_gateway_9780547933405_/pdf/Weekly_Booklets/Lesson_1.pdf</p> <p>Teacher’s Edition stories https://www.k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547977232_/volume1/launch.html</p> <p>Flippity match game template</p>
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	<p>game with words and pictures) https://www.flippity.net/MatchingGame.htm</p> <p>Flippity crossword game https://www.flippity.net/Crossword.htm (make your own crossword game with words)</p> <p>Teacher’s Edition stories https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547977232_/volume1/launch.html</p> <p>Word wall (Journeys) Focus Wall</p> <p>Glossary for sequence and story elements for ELLS</p> <p>ELL Journeys Lesson 1 Day to Day Resource https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547977232_/volume1/launch.html</p>	<p>https://jr.brainpop.com/read/ingandwriting/comprehension/ Quizlet Vocabulary For Lesson 1 https://quizlet.com/307964875/journeys-2nd-grade-lesson-1-henry-and-mudge-flash-cards/ ESL Building Background Video Hub https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/common/video_based_projects_tete_9780544023703_/index.html</p> <p>Flippity match game template https://www.flippity.net/MatchingGame.htm (follow the directions and make your own match game with words and pictures) https://www.flippity.net/MatchingGame.htm</p> <p>Flippity crossword game https://www.flippity.net/Crossword.htm (make your own crossword game with words)</p>	<p>https://www.flippity.net/MatchingGame.htm (follow the directions and make your own match game with words and pictures) https://www.flippity.net/MatchingGame.htm</p> <p>Flippity crossword game https://www.flippity.net/Crossword.htm (make your own crossword game with words)</p>	<p>cher_gateway_9780547933405_/pdf/Weekly_Books/Lesson_1.pdf Teacher’s Edition stories https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547977232_/volume1/launch.html</p> <p>Flippity match game template https://www.flippity.net/MatchingGame.htm (follow the directions and make your own match game with words and pictures) https://www.flippity.net/MatchingGame.htm</p> <p>Flippity crossword game https://www.flippity.net/Crossword.htm (make your own crossword game with words)</p>	<p>https://www.flippity.net/MatchingGame.htm (follow the directions and make your own match game with words and pictures) https://www.flippity.net/MatchingGame.htm</p> <p>Flippity crossword game https://www.flippity.net/Crossword.htm (make your own crossword game with words)</p>
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	<p>Brainpop https://jr.brainpop.com/readingandwriting/comprehension/</p> <p>Listen to Journey’s Selection- Lesson 1- audible- Henry and Mudge and Lesson 2-audible and visual</p> <p>Henry and Mudge audio only- https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/online_audio_hub_9780547928685_audio/student/jv14_nase_g2_u1_l01_tr01.mp3</p> <p>All in the family- Henry and Mudge Match Vocabulary to words from the story to the picture Match pet pictures to their names</p>	<p>Lesson 1 Black Line Masters (BLM) https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/teacher_gateway_9780547933405_pdf/Weekly_Booklets/Lesson_1.pdf</p>			
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	<p>What is your name? audio https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/online_audio_hub_9780547928685_audio/ell/lesson_01.mp3</p> <p>Quizlet Vocabulary For Lesson 1 https://quizlet.com/307964875/journeys-2nd-grade-lesson-1-henry-and-mudge-flash-cards/</p> <p>Bilingual dictionaries will be provided to students. They will also have access to online dictionary</p>			
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Lesson 2 stories- My Family/ Family Poetry/ Birthdays Around the World

	Student Learning Objective (SLO)	Language Objective	Language Needed
<p>SLO: 2 NJSLS: RL.2.3 RI.2.9</p>	<p>R.L 2.3 Describe how characters in a story respond to major events and challenges using key details;</p>	<p>Participate in a discussion about what families do together. Practice words with short vowels o, u, e.</p>	<p>VU: Informational Text Poetry Compare and contrast</p>

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<p>RL. 2.4 RF 2.3a SL.2.6 W.2.7 RI.2.1 L.2.1f RL.2.10 SL.2.1b WIDA: 2 Reading Speaking Listening Writing</p>	<p>RI.2.9 Compare and contrast the most important points presented by two texts on the same topic;</p>	<p>Say, read, and use target vocabulary and high-utility words Target Vocabulary: cousin, crown, piano, porch, remembered, spend, stuck, visit TIER 1 High Utility WORDS: game, piano High-Utility Words: dance, paint, play, sing Identify the parts of a complete simple sentence (subject-predicate). Use domain-specific vocabulary to write a friendly letter to a made-up family member.</p>	<p>LFC: Simple Sentences- SVA Practice words with short vowels o, u, e. Say, read, and use target vocabulary and high-utility words Identify the parts of a complete simple sentence. Narrative Writing</p>
	<p>RF.2.3a Distinguish long and short vowels when reading one-syllable words;</p> <p>SL.2.6 Produce complete sentences to provide detail or clarification;</p> <p>W.2.7 Participate in shared research and writing projects;</p> <p>RI.2.1 Ask and answer questions to demonstrate understanding of key details;</p> <p>L.2.1f Produce, expand, and rearrange complete simple and compound sentences;</p> <p>RL.2.10 Read and comprehend literature;</p> <p>W.2.3 Write narratives;</p> <p>SL.2.1b Conversations by linking comments to others' remarks</p>		<p>LC: Varies by ELP level</p>

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	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	<p>When the teacher writes o, u, and e. Students can point to each letter and pronounce the short vowel sound.</p> <p>Children can pronounce alike and different.</p> <p>Children can explain one way they are like one of their classmates and one way they are different.</p> <p>Children can repeat a complete sentence after the teacher. Teacher must help them to identify the subject and the predicate.</p> <p>Children can take turns using adjectives in a short phrase.</p> <p>Describe how characters respond to major events and challenges in a story</p>	<p>When the teacher writes step, dot, and bus. the children can pronounce each word. Children can circle the letters that make the short vowel sound in each word.</p> <p>Children can review filled in Venn diagram. Children can use the words same, alike, both, and different to compare and contrast the information.</p> <p>If the teacher provides a subject then children can complete the sentence with a predicate and vice versa.</p> <p>Children can copy sentence frames and use details (adjectives) to complete sentences.</p>	<p>Children can pronounce short vowel o, u, and e words such as red, dot, and jump. Children can use the words in original phrases or sentences.</p> <p>Children can create a Venn diagram to compare and contrast what their families like to do. Children can share their completed Venn diagrams.</p> <p>Children can write a complete sentence with a subject and a predicate.</p> <p>Children can write sentences about their families that include details (adjectives). They can take turns reading sentences to each other.</p>	<p>Children can brainstorm three words, one for each short vowel sound o, u, and e, and say them aloud. They can indicate whether the sound is at the beginning, middle, or end of the word.</p> <p>Children can write sentences using same, alike, both, and different to compare and contrast Camila’s family with their own families.</p> <p>Children can write a complete sentence and then circle the subject and underline the predicate.</p> <p>Children can write two or three sentences and then add more detail.</p>	<p>Children can brainstorm six words, two for each short vowel sound o, u, and e, and say them aloud. They can indicate whether the sound is at the beginning, middle, or end of the word.</p> <p>Children can write sentences using same, alike, both, and different to compare and contrast Camila’s family with their own families. They can share their sentences with the class.</p> <p>Children can write three complete sentences and then circle the subject and underline the predicate.</p> <p>Children can write four or five sentences and then add more detail.</p> <p>Describe how characters respond to major events and</p>

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	<p>in L1 and/or by connecting characters and main events with key content based single words, gestures or answering yes/no or either/or questions.</p> <p>Describe the feeling and tone words and phrases in L1 and/or using high-frequency, content-related single words that represent key ideas.</p> <p>Model the lesson for them. Show them how to complete the assignment and then have them try on their own.</p> <p>Sort pictures Match pictures to words</p> <p>Bilingual dictionaries will be provided to students. They will also have access to an online dictionary.</p>	<p>Describe how characters respond to major events and challenges in a story in L1 and/or in phrases with sentence frames.</p> <p>Describe the feeling and tone words and phrases in L1 and/or using general, content-based vocabulary in phrases and short sentences with formulaic grammatical structures.</p> <p>Model the lesson for them. Show them how to complete the assignment and then have them try on their own.</p>	<p>Describe how characters respond to major events and challenges in a story using simple sentences, general and key content- based vocabulary.</p> <p>Describe the feeling and tone words and phrases using key, content-based vocabulary in simple, related sentences with repetitive grammatical structures.</p>	<p>Describe how characters respond to major events and challenges in a story using complete sentences, specialized and some content based vocabulary.</p> <p>Describe the feeling and tone words and phrases using key, content-based vocabulary in expanded and some complex sentences with varying grammatical structures.</p>	<p>challenges in a story using complex sentences with content based language</p> <p>Describe the feeling and tone words and phrases using precise, content-based vocabulary in multiple, complex sentences with varying grammatical structures.</p>
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<p>Learning Supports</p>	<p>Ask students, “What are some things that families like to do together?” Then display the language support card #2. Show them the photo on the front of the card. Then explain that throughout the week they will be discussing what families do together. Then Display the high-utility words. Read them aloud and have children repeat. Share the child-friendly explanations from the card. Display My Family to teach Simple Present Tense Verbs. Read the selection called My Family. Tell students that while we read, we will see how the author explains, or tells about, the family in the story. Then have children think of an activity they enjoy doing. Write, I dance. You sing. Explain that dance and sing are verbs, or action words.</p>	<p>My Family Journal Prompts Ask students, “What are some things that families like to do together?” Then display the language support card #2. Show them the photo on the front of the card. Then explain that throughout the week they will be discussing what families do together. Then Display the high-utility words. Read them aloud and have children repeat. Share the child-friendly explanations from the card. Display My Family to teach Simple Present Tense Verbs. Read the selection called My Family. Tell students that while we read, we will see how the author explains, or tells about, the family in the story. Then have children think of an activity they enjoy doing. Write, I dance. You sing. Explain that dance and sing are verbs, or action words. Tell them that these verbs explain what happens now. Write I play; You play; We play. Read the sentences</p>	<p>Ask students, “What are some things that families like to do together?” Then display the language support card #2. Show them the photo on the front of the card. Then explain that throughout the week they will be discussing what families do together. Then Display the high-utility words. Read them aloud and have children repeat. Share the child-friendly explanations from the card. Display My Family to teach Simple Present Tense Verbs. Read the selection called My Family. Tell students that while we read, we will see how the author explains, or tells about, the family in the story. Then have children think of an activity they enjoy doing. Write, I dance. You sing. Explain that dance and sing are verbs, or action words. Tell them that these verbs explain what happens now. Write I play; You play; We play. Read the sentences aloud and have children repeat. Point to play in each sentence. Remind children</p>	<p>Ask students, “What are some things that families like to do together?” Then display the language support card #2. Show them the photo on the front of the card. Then explain that throughout the week they will be discussing what families do together. Then Display the high-utility words. Read them aloud and have children repeat. Share the child-friendly explanations from the card. Display My Family to teach Simple Present Tense Verbs. Read the selection called My Family. Tell students that while we read, we will see how the author explains, or tells about, the family in the story. Then have children think of an activity they enjoy doing. Write, I dance. You sing. Explain that dance and sing are verbs, or action words. Tell them that these verbs explain what happens now.</p>	<p>Ask students, “What are some things that families like to do together?” Then display the language support card #2. Show them the photo on the front of the card. Then explain that throughout the week they will be discussing what families do together. Then Display the high-utility words. Read them aloud and have children repeat. Share the child-friendly explanations from the card. Display My Family to teach Simple Present Tense Verbs. Read the selection called My Family. Tell students that while we read, we will see how the author explains, or tells about, the family in the story. Then have children think of an activity they enjoy doing. Write, I dance. You sing. Explain that dance and sing are verbs, or action words. Tell them that these verbs explain what happens now. Have them write sentences I play; You play; We play. Read the sentences aloud and have children repeat. Point to play in each</p>
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<p>Tell them that these verbs explain what happens now. Write I play; You play; We play. Read the sentences aloud and have children repeat. Point to play in each sentence. Remind children that a simple sentence has a subject and a verb. Explain that when the subject of a simple sentence is he, she, or they, the verb usually ends in -s or -es. For example, She sings. Model examples of simple sentences using I, She, He, We, You and They with one different verb. Show them the PPP.</p> <p>Write o, u, and e. Point to each letter and help children pronounce the short vowel sound.</p> <p>Help children (through modeling) to pronounce alike and different. Have them explain one way</p>	<p>aloud and have children repeat. Point to play in each sentence. Remind children that a simple sentence has a subject and a verb. Explain that when the subject of a simple sentence is he, she, or they, the verb usually ends in -s or -es. For example, She sings. Have them give you six examples of simple sentences using I, She, He, We, You and They with one different verb.</p> <p>Read the title aloud and have children repeat. Have children look at the title, images, and other information on the page. Then have them predict what they think the dialogue will be about. As you read the dialogue aloud, display the Context Cards for spend, visit, piano, and porch. After you read the dialogue, have children chorally read with you. Point to or have children point to Target Vocabulary, high-utility, and Tier I words in the dialogue. Then have them use phrases or short sentences to explain what Michael and Emma like to do with their families.</p>	<p>that a simple sentence has a subject and a verb. Explain that when the subject of a simple sentence is he, she, or they, the verb usually ends in -s or -es. For example, She sings. Have them give you six examples of simple sentences using I, She, He, We, You and They with two different verbs.</p> <p>Read the title aloud and have children repeat. Have children look at the title, images, and other information on the page. Then have them predict what they think the dialogue will be about. As you read the dialogue aloud, display the Context Cards for spend, visit, piano, and porch. After you read the dialogue, have children chorally read with you. Point to or have children point to Target Vocabulary, high-utility, and Tier I words in the dialogue. Then have them use phrases or short sentences to explain what Michael and Emma like to do with their families.</p>	<p>Have them write sentences I play; You play; We play. Read the sentences aloud and have children repeat. Point to play in each sentence. Remind children that a simple sentence has a subject and a verb. Explain that when the subject of a simple sentence is he, she, or they, the verb usually ends in -s or -es. For example, She sings. Have them give you six examples of simple sentences using I, She, He, We, You and They with two different verbs.</p> <p>Then read the title aloud and have children repeat. Have children look at the title, images, and other information on the page. Then have them predict what they think the dialogue will be about. As you read the dialogue aloud, display the Context Cards for spend, visit, piano, and porch. After you read the dialogue,</p>	<p>sentence. Remind children that a simple sentence has a subject and a verb. Explain that when the subject of a simple sentence is he, she, or they, the verb usually ends in -s or -es. For example, She sings. Have them give you six examples of simple sentences using I, She, He, We, You and They with three different verbs.</p> <p>Read the title aloud and have children repeat. Have children look at the title, images, and other information on the page. Then have them predict what they think the dialogue will be about. As you read the dialogue aloud, display the Context Cards for spend, visit, piano, and porch. After you read the dialogue, have children chorally read with you. Point to or have children point to Target Vocabulary, high-utility, and Tier I words in the dialogue. Then have them use phrases or short sentences to</p>
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<p>they are like one of their classmates and one way they are different.</p> <p>Have children repeat a complete sentence after you. Help them to identify the subject and the predicate.</p> <p>TEACH/MODEL Review the features of a friendly letter. Remind children that friendly letters are written in correct letter form with a heading, greeting, body, closing, and signature.</p> <p>GUIDED PRACTICE Explain that the class will work together to write a friendly letter to a made-up family member.</p> <p>Write fun, exciting, happy. Have children echo read the words. Have them take turns using each adjective in a</p>	<p>and Tier I words in the dialogue. Then have them use phrases or short sentences to explain what Michael and Emma like to do with their families.</p> <p>WRITE-PAIR-SHARE Display sentence frames and have partners use them to write complete sentences.</p> <ol style="list-style-type: none"> 1. Dad and I like to (spend) time playing together outside. 2. Ashley plays the piano and (sings) songs. 3. I like to (visit) my cousin in Florida. <p>Write step, dot, and bus. Help children pronounce each word. Have children circle the letters that make the short vowel sound in each word.</p> <p>Have children review the Venn diagram on Student Book pg. 40. Then have children use the words same, alike, both, and different to compare and contrast the information.</p>	<p>WRITE-PAIR-SHARE Display sentence frames and have partners use them to write complete sentences.</p> <ol style="list-style-type: none"> 1. Dad and I like to (spend) time playing together outside. 2. Ashley plays the piano and (sings) songs. 3. I like to (visit) my cousin in Florida. <p>Then have them write their own simple sentences using the other target vocabulary.</p> <p>Have children pronounce short vowel o, u, and e words such as red, dot, and jump. Have children use the words in original phrases or sentences.</p> <p>Have partners create a Venn diagram to compare and contrast what their families like to do. Have partners share their completed Venn diagrams.</p> <p>Have children write a complete sentence with a subject and a predicate.</p>	<p>have children chorally read with you. Point to or have children point to Target Vocabulary, high-utility, and Tier I words in the dialogue. Then have them use phrases or short sentences to explain what Michael and Emma like to do with their families.</p> <p>WRITE-PAIR-SHARE Display sentence frames and have partners use them to write complete sentences.</p> <ol style="list-style-type: none"> 1. Dad and I like to (spend) time playing together outside. 2. Ashley plays the piano and (sings) songs. 3. I like to (visit) my cousin in Florida. <p>Then have them write their own complex sentences using the other target vocabulary.</p> <p>Have children brainstorm three words, one for each short vowel sound o, u, and e, and say them aloud. Have them indicate whether the sound is at the beginning,</p>	<p>explain what Michael and Emma like to do with their families.</p> <p>WRITE-PAIR-SHARE Display sentence frames and have partners use them to write complete sentences.</p> <ol style="list-style-type: none"> 1. Dad and I like to (spend) time playing together outside. 2. Ashley plays the piano and (sings) songs. 3. I like to (visit) my cousin in Florida. <p>Then have them write their own story using the other target vocabulary.</p> <p>Have children brainstorm six words, two for each short vowel sound o, u, and e, and say them aloud. Have them indicate whether the sound is at the beginning, middle, or end of the word.</p> <p>Children can write and share sentences using same, alike, both, and different to compare and contrast Camila’s family with their own families.</p>
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<p>short phrase, such as fun games.</p> <p>Go to ELL Newcomer Lesson 2 In my backpack ELL Newcomer’s Teacher Support https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/common/ete_9780547934372_/launch.html</p> <p>ELL Newcomer Vocabulary and Concepts Posters https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/common/ancillary_9780547934303_/launch.html</p> <p>Language Support Card https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547953137_/volume/launch.html?page=1A</p> <p>ESL Building Background Video Hub</p>	<p>Provide a subject and have children complete the sentence with a predicate.</p> <p>TEACH/MODEL Review the features of a friendly letter. Remind children that friendly letters are written in correct letter form with a heading, greeting, body, closing, and signature. GUIDED PRACTICE Explain that the class will work together to write a friendly letter to a made-up family member. Have children copy sentence frames such as We are a ____ family. Have them use details to complete each sentence.</p> <p>Language Support Card https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547953137_/volume/launch.html?page=1A</p> <p>ESL Building Background Video Hub</p>	<p>TEACH/MODEL Review the features of a friendly letter. Remind children that friendly letters are written in correct letter form with a heading, greeting, body, closing, and signature. GUIDED PRACTICE Explain that the class will work together to write a friendly letter to a made-up family member. Have partners write sentences about their families that include details. Have them take turns reading the sentences to each other.</p> <p>Language Support Card https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547953137_/volume/launch.html?page=1A</p> <p>ESL Building Background Video Hub https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/common/video_based_projects_tete_9780544023703_/index.html</p>	<p>middle, or end of the word.</p> <p>Have children write sentences using same, alike, both, and different to compare and contrast. Camila’s family with their own families.</p> <p>Have children write a complete sentence and then circle the subject and underline the predicate.</p> <p>TEACH/MODEL Review the features of a friendly letter. Remind children that friendly letters are written in correct letter form with a heading, greeting, body, closing, and signature. Have children choose another family activity to write about. GUIDED PRACTICE Explain that the class will work together to write a friendly letter to a made-up family member. Have them describe it in four or five sentences. Then have them revise their sentences to add more detail.</p> <p>Language Support Card https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547953137_/volume/launch.html?page=1A</p> <p>ESL Building Background Video Hub</p>	<p>Have children write three complete sentences and then circle the subject and underline the predicate.</p> <p>TEACH/MODEL Review the features of a friendly letter. Remind children that friendly letters are written in correct letter form with a heading, greeting, body, closing, and signature. Have children choose another family activity to write about. GUIDED PRACTICE Explain that the class will work together to write a friendly letter to a made-up family member. Have them describe it in four or five sentences. Then have them revise their sentences to add more detail.</p> <p>Language Support Card https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547953137_/volume/launch.html?page=1A</p> <p>ESL Building Background Video Hub</p>
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<p>https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/common/video_based_projects_te_9780544023703_/index.html</p> <p>My Family TONS of worksheets, graphic organizers, games, etc. https://kami.app/z5jK4I7mNY17</p> <p>My Family Journal Prompts https://kami.app/siMvekGvKL1e</p> <p>My Family- https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547894508_/vol1/launch.html audible</p> <p>My family poetry- audible https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547894508_/vol1/launch.html</p> <p>Vocabulary Scoot Game (Lessons 1-6)</p>	<p>https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/common/video_based_projects_te_9780544023703_/index.html</p> <p>My Family TONS of worksheets, graphic organizers, games, etc. https://kami.app/z5jK4I7mNY17</p> <p>My Family Journal Prompts https://kami.app/siMvekGvKL1e</p> <p>My Family- audible https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547894508_/vol1/launch.html</p> <p>My family poetry- audible https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547894508_/vol1/launch.html</p> <p>Vocabulary Scoot Game (Lessons 1-6)</p>	<p>Story Map https://kami.app/HYsO3wXZviYO</p> <p>My Family TONS of worksheets, graphic organizers, games, etc. https://kami.app/z5jK4I7mNY17</p> <p>My Family Journal Prompts https://kami.app/siMvekGvKL1e</p> <p>Compare and Contrast worksheet https://kami.app/lGgUWcl96UO5</p> <p>How to write a simple sentence lesson and worksheets https://kami.app/FPdtR9YzVc0H</p> <p>ELL Journeys Lesson 2 Day to Day Resource https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547977232_/volume1/launch.html</p>	<p>Then have them revise their sentences to add more detail.</p> <p>My Family TONS of worksheets, graphic organizers, games, etc. https://kami.app/z5jK4I7mNY17</p> <p>My Family Journal Prompts https://kami.app/siMvekGvKL1e</p> <p>Language Support Card https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547953137_/volume/launch.html?page=1A</p> <p>ESL Building Background Video Hub https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/common/video_based_projects_te_9780544023703_/index.html</p>	<p>https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/common/video_based_projects_te_9780544023703_/index.html</p> <p>My Family TONS of worksheets, graphic organizers, games, etc. https://kami.app/z5jK4I7mNY17</p> <p>My Family Journal Prompts https://kami.app/siMvekGvKL1e</p> <p>Story Map https://kami.app/HYsO3wXZviYO</p> <p>High Stakes Vocabulary Builder Powerpoint https://kami.app/pOb2EoltcDVi</p> <p>Rhyming Game https://kami.app/TjRxi4YVvPbL</p> <p>Vocabulary Scoot Game (Lessons 1-6) https://kami.app/LlxsAXSpeJcT</p>
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<p>/gr2/ese_9780547894508_vol1/launch.html</p> <p>Spelling City https://www.spellingcity.com/Log-yourself-in.html Compare and Contrast Venn Diagram https://kami.app/wxwJINS4wYqX</p> <p>Writing simple sentences https://kami.app/ScFPMNO1vneY</p> <p>Compare and Contrast with lines (Venn Diagram) https://kami.app/iNUydi jZdT9Q</p> <p>ELL Journeys Lesson 2 Day to Day Resource https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547977232_volume1/launch.html</p> <p>Rhyming Worksheet#1</p>	<p>https://kami.app/LixsAXSpeJcT</p> <p>ELL Journeys Lesson 2 Day to Day Resource https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547977232_volume1/launch.html</p> <p>Writing simple sentences https://kami.app/ScFPMNO1vneY</p> <p>Spelling City https://www.spellingcity.com/Log-yourself-in.html</p> <p>Compare and Contrast Venn Diagram https://kami.app/wxwJINS4wYqX</p> <p>Compare and Contrast with lines (Venn Diagram) https://kami.app/iNUydi jZdT9Q</p> <p>Compare and Contrast sentences worksheet</p>	<p>Vocabulary Scoot Game (Lessons 1-6) https://kami.app/LixsAXSpeJcT</p> <p>Spelling City https://www.spellingcity.com/Log-yourself-in.html</p> <p>Quizlet Vocabulary For Lesson 2 https://quizlet.com/307570260/lesson-2-journeys-2nd-grade-flash-cards/</p>	<p>Vocabulary Scoot Game (Lessons 1-6) https://kami.app/LixsAXSpeJcT</p> <p>Story Map https://kami.app/HYsO3wXZviYO</p> <p>Compare and Contrast worksheet https://kami.app/IGgUWcL96UO5</p> <p>Readworks compare and contrast Rhyming Game worksheets https://kami.app/TjRxi4YVvPbL</p> <p>Rhyming Game https://kami.app/TjRxi4YVvPbL</p> <p>How to write a simple sentence lesson and worksheets https://kami.app/FPdtR9YzVcOH</p>	<p>ELL Journeys Lesson 2 Day to Day Resource https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547977232_volume1/launch.html</p> <p>Spelling City https://www.spellingcity.com/Log-yourself-in.html</p> <p>Quizlet Vocabulary For Lesson 2 https://quizlet.com/307570260/lesson-2-journeys-2nd-grade-flash-cards/</p>
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<p>https://kami.app/1A3iLXJ0sRo3</p> <p>Four corners SIOP graphic organizer https://docs.google.com/document/d/1VXJNQVY-eo3QGGGyi9XFApv2rDgd4GcX/edit</p> <p>Flippity match game template (follow the directions and make your own match game with words and pictures) https://www.flippity.net/MatchingGame.htm</p> <p>Flippity crossword game (make your own crossword game with words) https://www.flippity.net/Crossword.htm</p> <p>Word wall (Journeys) Focus Wall https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/focuswall_9780547</p>	<p>https://kami.app/ju9gJ9EPu2F7</p> <p>Compare and Contrast worksheet #1 https://kami.app/Y9HX6ZHy89IF</p> <p>Rhyming worksheet https://kami.app/VPrVcUzVHHsq</p> <p>Sentence frames- created by teacher Quizlet Vocabulary For Lesson 2 https://quizlet.com/307570260/lesson-2-journeys-2nd-grade-flash-cards/</p>		<p>ELL Journeys Lesson 2 Day to Day Resource https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547977232/_volume1/launch.html</p> <p>Spelling City https://www.spellingcity.com/Log-yourself-in.html</p> <p>Quizlet Vocabulary For Lesson 2 https://quizlet.com/307570260/lesson-2-journeys-2nd-grade-flash-cards/</p>	
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	<p>894645_/html/lesson1.html</p> <p>Glossary for sequence and story elements for ELLS</p> <p>https://kami.app/mgRnbmx5i9lq</p> <p>Quizlet Vocabulary For Lesson 2</p> <p>https://quizlet.com/307570260/lesson-2-journeys-2nd-grade-flash-cards/</p>				
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Lesson 3- Dogs/Helping Paws/Cats

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 3 NJSLS: RI.2.1 RI 2.6 RI.2.5 RI.2.7 RI.2.9 RF.2.3a RF.2.4c SL.2.1a SL.2.1b SL.2.1c SL.2.6 L.2.4a L.2.6 W.2.3 W.2.7 WIDA: 2 Reading Speaking Listening Writing	RI 2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe;	Say, read, and use target vocabulary and high-utility words Target Vocabulary: hairy, mammals, litter, stayed, canned, chews, clipped, coat	VU: Author’s Purpose Informational Text
	RI.2.5 Know and use text features to locate facts or information; RI.2.7 Explain how images contribute to and clarify text; RF.2.3a Distinguish long and short vowels when reading one-syllable words; RF.2.4c Use context to confirm or self-correct word recognition and understanding; SL.2.1c Ask for clarification and explanation about topics and texts under discussion; SL.2.6 Produce complete sentences to provide detail or clarification; L.2.4a Use sentence-level context as a clue to the meaning of a word or phrase; RI.2.1 Ask and answer questions to demonstrate understanding of key details; RI.2.9 Compare and contrast points presented by two texts on same topic;	High-Utility Words: animal, food, mother, sleep, small Tier 1 Words: Puppies, dogs Practice words with long vowels a, i. Identify and use multiple-meaning words. Participate in a discussion about dogs. Use words and phrases to describe pets, such as dogs Use and and but and in, to, and on to compare Practice identifying the author's purpose and complete an inference map. Analyze and evaluate important details in Dogs. Make a chart to compare and contrast what dogs do as pets and helpers in the two selections. Build academic sentence structures. Use sense words to write a description.	LFC: Practice words with long vowels a, i. Conjunctions Identify and use multiple-meaning words. Statement, Command, Exclamation, Question Transition words Narrative writing
			LC: Varies by ELP level

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	<p>W.2.3 Write narratives;</p> <p>W.2.7 Participate in shared research and writing projects;</p> <p>SL.2.1a Follow rules for discussions; build on others' talk in conversations by linking comments to others' remarks;</p> <p>L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts</p>				
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	<p>Children can describe the vocabulary using single words, pictures, gestures or by pointing and gesturing.</p> <p>Children can point to each letter and will need help to pronounce the long a and i sounds.</p> <p>Children are able to tell whether two things in a sentence are the same or different by looking at</p>	<p>Children can describe the vocabulary in phrases and short sentences with general vocabulary.</p> <p>Children can read and write the words ate, make, five, and bite. Children will need help to read the words and tell when they hear long a and i sounds.</p> <p>Children can complete sentence frames with and,</p>	<p>Children can describe the vocabulary in simple sentences.</p> <p>Children can write the words gate, trade, drive, and side. Children can say the words, write them down, and underline the letters that make the long vowel sound in each word.</p> <p>Children can use complete sentences to compare two or more things. They can describe the location of</p>	<p>Children can describe the vocabulary in complete sentences.</p> <p>Children can think of several words with long a and i vowel sounds. They can identify words with the VCe pattern.</p> <p>Children use more complex sentences to compare two or more things. They use and and but to make comparisons.</p>	<p>Children can describe the vocabulary in complex, detailed sentences with grade level vocabulary.</p> <p>Children can think of several words with long a and i vowel sounds. They can identify words with the VCe pattern and write sentences using their words.</p> <p>Children use very detailed complex sentences to compare two or more things. They use</p>

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	<p>the conjunctions and and but.</p> <p>Children can reread Dogs.They can look for details.</p> <p>Children can read the words author and illustrator with help. They can match the role with the definition.</p> <p>Children will need help (so you must model) a question to ask a classmate.</p> <p>Children can write and say the sense words big, silent, hot, fresh, and sour. They will need help to repeat the words. They will need help putting the word in a sentence.</p>	<p>but, in, to, and on. For example, The cookies and crackers are in the cupboard, but the milk is on the table.</p> <p>Children can identify details or text clues (with help) that will help them figure out the author’s purpose.</p> <p>Children can choose a familiar book to reread. They will need help to identify details that give clues about the author’s purpose.</p> <p>Children can ask and answer three questions.</p> <p>Children can complete sentence frames.</p>	<p>people and things using appropriate prepositions.</p> <p>Children can write three details and tell why each is important as a text clue to the author’s purpose.</p> <p>Children can choose a familiar book to reread. They can underline key details and write a sentence about the author’s purpose.</p> <p>Children can write three questions that they will ask and answer</p> <p>Children can write one or two sentences that describe their favorite season.</p>	<p>Children can reread Dogs and look for four details. They can use details to write sentences about the author’s purpose.</p> <p>Children can choose a familiar book to reread. Children can complete an inference map to determine the author’s purpose.</p> <p>Children can conduct an interview with a classmate. Children can use statements.</p> <p>Children can write two or three sentences about their favorite season and underline sense words.</p>	<p>and to make comparisons with grade level vocabulary.</p> <p>Children can reread Dogs and look for five or more details. They can use details to write sentences about the author’s purpose.</p> <p>Children can choose a familiar book to reread. Children can complete an inference map to determine the author’s purpose. They can communicate their thoughts with the class.</p> <p>Children can conduct an interview with a classmate. Children will be able to report their findings by using statements.</p> <p>Children can write four or five sentences about their favorite season. They can read their sentences aloud.</p>
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<p>Learning Supports</p>	<p>Write a and i. Point to each letter and help children pronounce the long a and i sounds.</p> <p>USE LANGUAGE SUPPORT CARD Present Language Support Card 3. Use the activities on the back of the card to introduce concepts and vocabulary from Dogs and to practice Academic English. Help children use hairy and mammals to talk about dogs. Encourage children to use high-utility words in their responses.</p> <p>ACTIVATE PRIOR KNOWLEDGE Ask What do pets need to be healthy and happy? Explain that throughout the week you will be discussing the needs of pets and the ways to be a responsible pet owner.</p>	<p>Read and write the words ate, make, five, and bite. Help children read the words and tell you when they hear long a and i sounds. Have them repeat the sounds.</p> <p>USE LANGUAGE SUPPORT CARD Present Language Support Card 3. Use the activities on the back of the card to introduce concepts and vocabulary from Dogs and to practice Academic English. Help children use hairy and mammals to talk about dogs. Encourage children to use high-utility words in their responses.</p> <p>ACTIVATE PRIOR KNOWLEDGE Ask What do pets need to be healthy and happy? Explain that throughout the week you will be discussing the needs of pets and the ways to be a responsible pet owner.</p>	<p>Write the words gate, trade, drive, and side. Have children say the words, write them down, and underline the letters that make the long vowel sound in each word.</p> <p>USE LANGUAGE SUPPORT CARD Present Language Support Card 3. Use the activities on the back of the card to introduce concepts and vocabulary from Dogs and to practice Academic English. Help children use hairy and mammals to talk about dogs. Encourage children to use high-utility words in their responses.</p> <p>ACTIVATE PRIOR KNOWLEDGE Ask What do pets need to be healthy and happy? Explain that throughout the week you will be discussing the needs of pets and the ways to be a responsible pet owner.</p>	<p>Have children think of several words with long a and i vowel sounds. Tell children to point out which letters make the long vowel sound in each word. Help them identify words with the VCe pattern.</p> <p>ACTIVATE PRIOR KNOWLEDGE Ask What do pets need to be healthy and happy? Explain that throughout the week you will be discussing the needs of pets and the ways to be a responsible pet owner.</p> <p>TEACH/MODEL Read aloud the first paragraph in Dogs. Point out one detail. Explain that identifying details TEACH/MODEL Read aloud the first paragraph in Dogs. Point out one detail. Explain that identifying details can help readers understand the author’s purpose can help readers</p>	<p>Have children think of several words with long a and i vowel sounds. Tell children to point out which letters make the long vowel sound in each word. Help them identify words with the VCe pattern and write sentences with them.</p> <p>ACTIVATE PRIOR KNOWLEDGE Ask What do pets need to be healthy and happy? Explain that throughout the week you will be discussing the needs of pets and the ways to be a responsible pet owner.</p> <p>Have partners reread Dogs and look for five or more details. Have them use the details to write sentences about the author’s purpose.</p> <p>Story Map https://kami.app/HYsO3wXZviYO</p> <p>Language Support Card https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_supp</p>
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<p>TEACH CONJUNCTIONS Display Dogs. Say, this week we will read a selection called Dogs. While we read, pay attention to the things that all dogs need. Pay attention also to the things that dogs need only when they are very young. We will use words that will help us tell about these things.</p> <p>We can use the word and when we tell how things are alike. We can use the word but when we tell how things are different.</p> <p>Display and and but. Say the words aloud, and ask children to repeat</p> <p>Model how to use the conjunctions and and but with the following sentences. My sister and I like animals. I like cats, but my sister likes dogs.</p>	<p>TEACH CONJUNCTIONS Display Dogs. This week we will read a selection called Dogs. While we read, pay attention to the things that all dogs need. Pay attention also to the things that dogs need only when they are very young. We will use words that will help us tell about these things.</p> <p>We can use the word and when we tell how things are alike. We can use the word but when we tell how things are different.</p> <p>Display and and but. Say the words aloud, and ask children to repeat</p> <p>Model how to use the conjunctions and and but with the following sentences. My sister and I like animals. I like cats, but my sister likes dogs. Children are able to tell whether two things in a sentence are the same or different by looking at</p>	<p>FRONT LOAD HIGH-UTILITY WORDS Display the high-utility words. Read them aloud, and have children repeat. Share the student-friendly explanations. Start a discussion about pets. What are some animals that people keep as pets? (Answers will vary.) Do you have a pet? Introduce the labeled items as you display the front of the card. This is a picture of a dog and her puppies. The big dog is the mother of the small puppies. When they are very young, the puppies get food from their mother. Puppies also need to sleep a lot in order to grow. Talk with children about some of the jobs a pet owner must do. (Possible answers: feed the dog; walk the dog; wash and brush the dog; take the dog to the veterinarian)</p> <p>TALK IT OVER Engage children in a discussion about caring for pets. What do animals need to be healthy and happy? Guide children to complete a word web.TEACH/MODEL Read</p>	<p>understand the author’s purpose.</p> <p>Have partners reread Dogs and look for four details. Have them use the details to write sentences about the author’s purpose.</p> <p>Story Map https://kami.app/HYsO3wXZviYO</p> <p>Language Support Card https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547953137_/volume/launch.html?page=1A</p> <p>ESL Building Background Video Hub https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/common/video_based_projects_te_9780544023703_/index.html</p> <p>Author’s Purpose Worksheet</p>	<p>rt_9780547953137_/volume/launch.html?page=1A</p> <p>ESL Building Background Video Hub https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/common/video_based_projects_te_9780544023703_/index.html</p> <p>Author’s Purpose Advanced Lesson Plan https://kami.app/DqA4sryhr9Sz</p> <p>Character Trait Powerpoint https://docs.google.com/presentation/d/1DmusR2JKY-JBbZmTsap6A66PSKQjQV4I/edit</p> <p>Character Trait Graphic Organizer https://kami.app/rUau6oh5lvAz</p> <p>ELL Journeys Lesson 3 Dogs Day to Day Resource https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_978054</p>
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<p>TEACH/MODEL Read aloud the first paragraph in Dogs. Point out one detail. Explain that identifying details can help readers understand the author’s purpose.</p> <p>Have children reread Dogs. As they read, have them look for details.</p> <p>INTRODUCE Some words can mean more than one thing. These words are called multiple-meaning words. Bat is a multiple-meaning word. Write the word bat. Then write You need a bat to play baseball. The bat flew into its cave. When words have multiple meanings, we have to look at the words around them, or the context, to learn their meaning. Provide children with example sentences with the word</p>	<p>the conjunctions and and but.</p> <p>Have partners reread Dogs and identify details or text clues that will help them figure out the author’s purpose. Encourage them to tell why the detail is a text clue.</p> <p>INTRODUCE Some words can mean more than one thing. These words are called multiple-meaning words. Bat is a multiple-meaning word. Write the word bat. Then write You need a bat to play baseball. The bat flew into its cave. When words have multiple meanings, we have to look at the words around them, or the context, to learn their meaning. Provide children with example sentences with the word clip. Help them use context to determine the meaning of the word.</p>	<p>aloud the first paragraph in Dogs. Point out one detail. Explain that identifying details can help readers understand the author’s purpose.</p> <p>TEACH/MODEL Read aloud the first paragraph in Dogs. Point out one detail. Explain that identifying details can help readers understand the author’s purpose.</p> <p>Have partners reread Dogs and look for more details. Have them write three details and tell why each is important as a text clue to the author’s purpose.</p> <p>INTRODUCE Some words can mean more than one thing. These words are called multiple-meaning words. Bat is a multiple-meaning word. Write the word bat. Then write You need a bat to play baseball. The bat flew into its cave. When words have multiple meanings, we have to look at the words around them, or the context, to learn their meaning. Provide</p>	<p>https://kami.app/FZ3zo99X4121</p> <p>Character Trait Powerpoint https://docs.google.com/presentation/d/1DmusR2JKY-JBbZmTsap6A66PSKQjQV4I/edit</p> <p>Character Trait Graphic Organizer https://kami.app/rUau6oh5lvAz</p> <p>ELL Journeys Lesson 3 Dogs Day to Day Resource https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547977232_/volume1/launch.html</p> <p>Vocabulary https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547933405_/pdf/WeeklyBooklets/Lesson3.pdf</p> <p>Types of Sentences(advanced)</p>	<p>7977232_/volume1/launch.html</p> <p>Vocabulary https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547977232_/volume1/launch.html</p> <p>Types of Sentences(advanced) https://kami.app/AL1eSZ3q8n4</p> <p>Quizlet Vocabulary For Lesson 3 https://quizlet.com/110470428/journeys-grade-2-lesson-3-dogs-flash-cards/</p> <p>Black Line Masters (ELL and General Ed. worksheets) Lesson 3 https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/teacher_gateway_9780547933405_/pdf/WeeklyBooklets/Lesson3.pdf</p> <p>Vocabulary Scoot Game (Lessons 1-6)</p>
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<p>clip. Help them use context to determine the meaning of the word.</p> <p>Write the words author and illustrator. Help children read the words and explain the role each has in making a book.</p> <p>Dogs worksheets, graphic organizers, games, etc. https://kami.app/mM31qD6NtMgy</p> <p>Dogs Journal Prompts https://kami.app/XsT1gc3JGqmP</p> <p><u>Story Map</u> https://kami.app/HYsO3wXZviYO</p> <p>Language Support Card https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_978</p>	<p>THINK-PAIR-SHARE Display the words can, coat, and litter. Discuss the multiple meanings as a class. Have children work in pairs to complete these sentences.</p> <ol style="list-style-type: none"> 1. We wear a (coat) in the winter. 2. My sister always leaves (litter) in the yard. 3. Please give my dog a (can) of dog food. <p>Black Line Masters (ELL and General Ed. worksheets) Lesson 3 https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/teacher_gateway_9780547933405/_pdf/Weekly_Booklets/Lesson_3.pdf</p> <p><u>Story Map</u> https://kami.app/HYsO3wXZviYO</p> <p>Dogs worksheets, graphic organizers, games, etc. https://kami.app/mM31qD6NtMgy</p>	<p>children with example sentences with the word clip. Help them use context to determine the meaning of the word.</p> <p>THINK-PAIR-SHARE Display the words can, coat, and litter. Discuss the multiple meanings as a class. Have children work in pairs to complete these sentences.</p> <ol style="list-style-type: none"> 1. We wear a (coat) in the winter. 2. My sister always leaves (litter) in the yard. 3. Please give my dog a (can) of dog food. <p>Have them write three original simple sentences after.</p> <p><u>Story Map</u> https://kami.app/HYsO3wXZviYO</p> <p>Dogs worksheets, graphic organizers, games, etc.</p>	<p>https://kami.app/AL1eSZ3q8nI4</p> <p>Quizlet Vocabulary For Lesson 3 https://quizlet.com/110470428/journeys-grade-2-lesson-3-dogs-flash-cards/</p> <p>Black Line Masters (and General Ed. worksheets) Lesson 3 https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/teacher_gateway_9780547933405/_pdf/Weekly_Booklets/Lesson_3.pdf</p> <p>Vocabulary Scoot Game (Lessons 1-6) https://kami.app/LIxsAXSpeJcT</p> <p>Dogs worksheets, graphic organizers, games, etc. https://kami.app/mM31qD6NtMgy</p> <p>Dogs Journal Prompts https://kami.app/XsT1gc3JGqmP</p>	<p>https://kami.app/LIxsAXSpeJcT</p> <p>Dogs worksheets, graphic organizers, games, etc. https://kami.app/mM31qD6NtMgy</p> <p>Dogs Journal Prompts https://kami.app/XsT1gc3JGqmP</p>
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<p>0547953137_/volume/launch.html?page=1A</p> <p>ESL Building Background Video Hub https://www.k6.thinkcentral.com/content/hsp/reading/journeys2014/na/common/video_based_projects_te_9780544023703_/index.html</p> <p>Black Line Masters (ELL worksheets and General Ed. worksheets) Lesson 3 https://www.k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/teacher_gateway_9780547933405_/pdf/Weekly_Booklets/Lesson_3.pdf</p> <p>Character Trait Powerpoint https://docs.google.com/presentation/d/1DmusR2JKY-JBbZmTsap6A66PSKQiQV4I/edit</p> <p>Character Trait Graphic Organizer</p>	<p>Dogs Journal Prompts https://kami.app/XsT1gc3JGqmP</p> <p>Language Support Card https://www.k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547953137_/volume/launch.html?page=1A</p> <p>ESL Building Background Video Hub https://www.k6.thinkcentral.com/content/hsp/reading/journeys2014/na/common/video_based_projects_te_9780544023703_/index.html</p> <p>Vocabulary Scoot Game (Lessons 1-6) https://kami.app/LIxsAXSpeJcT</p> <p>Author’s Purpose Worksheet https://kami.app/FZ3zo99X4121</p> <p>Pictures/Photographs https://www.k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_97</p>	<p>https://kami.app/mM31qD6NtMgy</p> <p>Dogs Journal Prompts https://kami.app/XsT1gc3JGqmP</p> <p>Language Support Card https://www.k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547953137_/volume/launch.html?page=1A</p> <p>ESL Building Background Video Hub https://www.k6.thinkcentral.com/content/hsp/reading/journeys2014/na/common/video_based_projects_te_9780544023703_/index.html</p> <p>Vocabulary Scoot Game (Lessons 1-6) https://kami.app/LIxsAXSpeJcT</p> <p>Author’s Purpose Worksheet https://kami.app/FZ3zo99X4121</p> <p>Character Trait Powerpoint</p>		
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<p>https://kami.app/rUau6oh5lvAz</p> <p>https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547894508_/vol1/launch.html Helping Paws</p> <p>informational text on audible https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547894508_/vol1/launch.html</p> <p>Vocabulary https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547977232_/volume1/launch.html</p> <p>ELL Journeys Lesson 3 Dogs Day to Day Resource https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547977232_/volume1/launch.html</p>	<p>80547977232_/volume1/launch.html</p> <p>Word Wall https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547977232_/volume1/launch.html</p> <p>Four corners SIOP graphic organizer https://docs.google.com/document/d/1VXJNQVY-eo3QGGYi9XFApv2rDgd4GcX/edit</p> <p>Flippity match game template (follow the directions and make your own match game with words and pictures) https://www.flippity.net/MatchingGame.htm</p> <p>ELL Journeys Lesson 3 Dogs Day to Day Resource https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547977232_/volume1/launch.html</p>	<p>https://docs.google.com/presentation/d/1DmusR2JKY-JBbZmTsap6A66PSKQIQV4I/edit</p> <p>Character Trait Graphic Organizer https://kami.app/rUau6oh5lvAz</p> <p>ELL Journeys Lesson 3 Dogs Day to Day Resource https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547977232_/volume1/launch.html</p> <p>Vocabulary https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547977232_/volume1/launch.html</p> <p>Punctuation worksheets https://kami.app/iE2o3pegAds</p> <p>Quizlet Vocabulary For Lesson 3</p>		
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<p>/gr2/ete_9780547977232/_volume1/launch.html</p> <p>Punctuation worksheets https://kami.app/iE2o3pegAdjs</p> <p>Quizlet Vocabulary For Lesson 3 https://quizlet.com/110470428/journeys-grade-2-lesson-3-dogs-flash-cards/</p> <p>ELL Newcomer’s Teacher Support https://www.k6.thinkcentral.com/content/hsp/reading/journeys2014/na/common/ete_9780547934372/_launch.html</p> <p>ELL Newcomer Vocabulary and Concepts Posters https://www.k6.thinkcentral.com/content/hsp/reading/journeys2014/na/common/ancillary_9780547934303/_launch.html</p>	<p>Vocabulary https://www.k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547977232/_volume1/launch.html</p> <p>Punctuation worksheets https://kami.app/iE2o3pegAdjs</p> <p>Quizlet Vocabulary For Lesson 3 https://quizlet.com/110470428/journeys-grade-2-lesson-3-dogs-flash-cards/</p>	<p>https://quizlet.com/110470428/journeys-grade-2-lesson-3-dogs-flash-cards/</p>		
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Lesson 4 Diary of a Spider/A Swallow and a Spider/The Fly Saves the Spiders

	Student Learning Objective (SLO)	Language Objective	Language Needed
<p>SLO: 4 NJSLS: RL.2.5 RL.2.7 RF.2.3a W.2.7 L.2.6 RL 2.1 RL 2.7 SL 2.1b RL 2.10 W.2.3 WIDA: 1-5 Reading Speaking Listening Writing</p>	<p>R.L.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections;</p>	<p>Participate in a discussion about spiders. Use words and phrases to describe living things Use is/are and can/cannot to describe living things Describe the beginning and ending of a story using cause and effect</p>	<p>VU: Introduction, conclusion Humorous Fiction Fable</p>
	<p>RL.2.7 Use information from illustrations and words to demonstrate understanding of characters, setting, or plot;</p>	<p>Say, read, and use target vocabulary and high-utility words Target Vocabulary: breeze, dangerous, insects, judge, rotten, scare, screaming, sticky High-Utility Words: drill, faraway, practice, safety, wind Tier One Words: fly, spider, web</p>	<p>LFC: the verb to be (is/are) can and cannot Cause and Effect; Summarize long o, u, and e nouns soft and hard g Narrative writing</p>
	<p>RF.2.3a Distinguish long and short vowels when reading one-syllable words;</p>	<p>Practice words with long o, u, and e.</p>	
	<p>W.2.7 Participate in shared research and writing projects;</p> <p>L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts;</p> <p>RL.2.1 Ask and answer questions to demonstrate understanding of key details;</p> <p>RL.2.7 Use information from illustrations and words to demonstrate understanding of characters, setting, or plot;</p> <p>SL.2.1b Build on others' talk in conversations by linking comments to others' remarks;</p> <p>RL.2.10 Read and comprehend literature;</p>		<p>LC: Varies by ELP level</p>

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	W.2.3 Write narratives				
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	<p>Children can describe the vocabulary using single words, pictures, gestures or by pointing and gesturing.</p> <p>Children use is/are or can/cannot to complete simple sentence frames.</p> <p>Children can repeat long o, u, and e vowel sounds vowel sounds and match them to pictures.</p> <p>Children can underline the cause and effect in a sentence. They can copy the cause and effect on a T-Chart.</p> <p>Students can follow along when the teacher reads.</p>	<p>Children can describe the vocabulary in phrases and short sentences with general vocabulary.</p> <p>Children complete simple sentences by using is/are and can/cannot.</p> <p>Children can write words and underline long vowels in a word with some help.</p> <p>Children can underline the cause and effect in a sentence with little help. They can write their findings on a T-Chart.</p> <p>Students can follow along when a more advanced student reads.</p>	<p>Children can describe the vocabulary in simple sentences.</p> <p>Children understand and can write more complex sentences with is/are and can/cannot</p> <p>Children can work in pairs to think words with long o, u, and e vowel sounds. They can write the words and say them aloud.</p> <p>Children can write a cause and effect from a summary and write their findings on a T-Chart.</p> <p>Students can read aloud for 5 minutes to the class.</p> <p>Children can identify words with the same g sound. (go, dog; gentle, large).</p>	<p>Children can describe the vocabulary in complex sentences.</p> <p>Children are able to write a two-three sentences using is/are and can/cannot to describe a particular living thing, such as a spider.</p> <p>Children can write words with the long o, u, and e sound and identify words with the VCe pattern.</p> <p>Children can come up with their own cause and effect and write their thoughts on a T-Chart.</p> <p>Children can create four sentences that have two nouns in each sentence. They can exchange papers</p>	<p>Children can describe the vocabulary in complex, detailed sentences with grade level vocabulary.</p> <p>Children are able to write a at least four sentences using is/are and can/cannot to describe a particular living thing, such as a spider.</p> <p>Children can write sentences with the long o, u, and e sound and identify words with the VCe pattern.</p> <p>Children can come up with several cause and effect relationships and write their findings on a T-Chart.</p> <p>Students can read aloud for 10 minutes, clearly and distinctly, to the class. and summarize the story to the class.</p>

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	<p>Children can identify words with the same g sound. (go, dog; gentle, large).</p> <p>Children can match nouns to their picture. Children can identify nouns with help.</p> <p>Children can understand the main idea when it is explicitly modeled.</p> <p>Describe how the beginning introduces the story and the ending concludes the action in L1; and/or identify the beginning and end of a story by pointing at pictures and/or saying single words.</p>	<p>Children can underline nouns and explain what type of thing each names.</p> <p>Children can identify words with the same g sound. (go, dog; gentle, large). Children can use each word in a sentence frame.</p> <p>Children can identify nouns in simple sentences.</p> <p>Children can identify which is the main idea and which are details in a given passage.</p> <p>Describe how the beginning introduces the story and the ending concludes the action in L1; and/or in phrases with key content based vocabulary.</p>	<p>Children can use each word in a simple sentence.</p> <p>Children can write their own simple sentences with nouns and exchange papers with fellow students. Then they can underline the nouns in their partners' sentences.</p> <p>Children can write two details when the main idea is given.</p> <p>Describe how the beginning introduces the story and the ending concludes the action in simple sentences with general and key content based vocabulary.</p>	<p>with a partner and underline the nouns.</p> <p>Students can read aloud for 10 minutes, clearly and distinctly, to a less proficient reader who will follow along in the text.</p> <p>Children can identify words with the same g sound. (go, dog; gentle, large). Children can come up with at least one more word that has the same soft and hard g. They can write sentences with all the words.</p> <p>Children can brainstorm a main idea and then write three details supporting the main idea.</p> <p>Describe how the beginning introduces the story and the ending concludes the action by using transitional phrases in complete sentences with some content based vocabulary.</p>	<p>Children can identify words with the same g sound. (go, dog; gentle, large). Children can come up with at least two more words that have the same soft and hard g. They can write sentences with all the words.</p> <p>Children can create five sentences that have two nouns in each sentence. They can exchange papers with a partner and underline the nouns.</p> <p>Children can brainstorm a main idea and then write four or five details supporting the main idea.</p> <p>Describe how the beginning introduces the story and the ending concludes the action by using transitional phrases in complex, detailed sentences with grade level content based vocabulary.</p>
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<p>Learning Supports</p>	<p>Present Language Support Card 4.</p> <p>Ask How do good friends act? Explain that throughout the week they will be discussing different living things. Display the high- utility words. Read them aloud and have children repeat. Share the child-friendly explanations. Introduce the labeled items as you display the language card. Say, This is a real spider on its web. This is a fly. Where have you seen spiders? (Answers will vary.) Real spiders catch bugs such as flies in their webs. Spiders and flies are living things. Say, This week we are going to read about a spider that goes to school. At school, the spider learns how to stay safe. There are safety drills. They practice how to stay safe. Do we do anything like that at</p>	<p>Present Language Support Card 4.</p> <p>Use the activities on the back of the card to introduce concepts and vocabulary from Diary of a Spider and to practice Academic English.</p> <p>Ask How do good friends act? Explain that throughout the week they will be discussing different living things. Display the high- utility words. Read them aloud and have children repeat. Share the child-friendly explanations. Introduce the labeled items as you display the language card. Say, This is a real spider on its web. This is a fly. Where have you seen spiders? (Answers will vary.) Real spiders catch bugs such as flies in their webs. Spiders and flies are living things. Say, This week we are going to read about a spider that goes to school. At school, the spider learns how to stay safe. There are safety drills. They practice how to stay</p>	<p>Present Language Support Card 4. Use the activities on the back of the card to introduce concepts from the vocabulary from Diary of a Spider and to practice Academic English.</p> <p>Ask How do good friends act? Explain that throughout the week they will be discussing different living things. Display the high- utility words. Read them aloud and have children repeat. Share the child-friendly explanations. Introduce the labeled items as you display the language card. Say, This is a real spider on its web. This is a fly. Where have you seen spiders? (Answers will vary.) Real spiders catch bugs such as flies in their webs. Spiders and flies are living things. Say, This week we are going to read about a spider that goes to school. At school, the spider learns how to stay safe. There are safety drills. They practice how to stay safe. Do we do anything like that at school? The spider also learns to catch the wind</p>	<p>Present Language Support Card 4.</p> <p>Use the activities on the back of the card to introduce concepts and vocabulary from Diary of a Spider and to practice Academic English.</p> <p>TEACH/MODEL Display the Sound/Spelling Card for ocean. Explain that an ocean is a huge area of salt water. Say the long o sound and have children repeat, /ō/, /ō/, ocean. Have partners think of more words with long o, u, and e vowel sounds. Have them write the words and identify words with the VCe pattern.</p> <p>Have partners write a familiar cause-and-effect relationship. Then have them add their sentence to a T-Map.</p>	<p>Ask How do good friends act? Explain that throughout the week they will be discussing different living things. Display the high- utility words. Read them aloud and have children repeat. Share the child-friendly explanations. Distribute the chant and have them predict what the story will be about.</p> <p>Have partners think of more words with long o, u, and e vowel sounds. Have them write the words and identify words with the VCe pattern. Then have them write sentences with each one and read them to the class.</p> <p>Have partners write two cause-and-effect relationships. Then have them add their sentences to a T-Map.</p> <p>Students can read Flora the fly saves the spiders to beginning students.</p> <p>Cause and Effect Graphic Organizer</p>
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<p>school? The spider also learns to catch the wind to visit a faraway place. Do real spiders go to school? Do real spiders fly? (Answers will vary but should distinguish between real and fictional behaviors.) Then talk it over. Engage children in a discussion about different living things and their characteristics. What do spiders eat? How do different living things move? Where do they live? Guide children to complete a chart with one column saying what is it and the column explaining what it is like. Then they can use sentence frames like 1. A _____ eats other bugs. Flies and butterflies can both _____.</p> <p>Display Diary of a Spider. This week we will read a selection called Diary of a Spider. We will use words to help us tell</p>	<p>safe. Do we do anything like that at school? The spider also learns to catch the wind to visit a faraway place. Do real spiders go to school? Do real spiders fly? (Answers will vary but should distinguish between real and fictional behaviors.) Then talk it over. Engage children in a discussion about different living things and their characteristics. What do spiders eat? How do different living things move? Where do they live? Guide children to complete a chart with one column saying what is it and the column explaining what it is like. Then they can use sentence frames like 1. A _____ eats other bugs. Flies and butterflies can both _____</p> <p>Display Diary of a Spider again. This week we will read a selection called Diary of a Spider. We will use words to help us tell about what different living things are like. Explain that when</p>	<p>to visit a faraway place. Do real spiders go to school? Do real spiders fly? (Answers will vary but should distinguish between real and fictional behaviors.) Then talk it over. Engage children in a discussion about different living things and their characteristics. What do spiders eat? How do different living things move? Where do they live? Guide children to complete a chart with one column saying what is it and the column explaining what it is like. Then they can use sentence frames like 1. A _____ eats other bugs. Flies and butterflies can both _____.</p> <p>Display Diary of a Spider. This week we will read a selection called Diary of a Spider. We will use words to help us tell about what different living things are like. Explain that when we describe what a living thing is like, we can use the words is and are. We use “is” to talk about one thing. We use “are” to talk about more than one thing. Model</p>	<p>Students can read Flora the fly saves the spiders to beginning students.</p> <p>Cause and Effect Graphic Organizer https://kami.app/NFkZOUyjDOIB</p> <p>Cause and Effect worksheet https://kami.app/5aR7Zp99tGAY</p> <p>Language Support Card https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547953137_/volume/launch.html?page=1A</p> <p>ESL Building Background Video Hub https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/common/video_based_projects_te_9780544023703_/index.html</p> <p>ESL Building Background Video Hub https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/common/video_based_projects_te_9780544023703_/index.html</p> <p>Focus Word Wall</p>	<p>https://kami.app/NFkZOUyjDOIB</p> <p>Cause and Effect worksheet https://kami.app/5aR7Zp99tGAY</p> <p>Language Support Card https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547953137_/volume/launch.html?page=1A</p> <p>ESL Building Background Video Hub https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/common/video_based_projects_te_9780544023703_/index.html</p> <p>Focus Word Wall https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547977232_/volume1/launch.html</p> <p>Summarizing worksheet (advanced) https://kami.app/o2SsHDKdcftC</p>
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<p>about what different living things are like. Explain that when we describe what a living thing is like, we can use the words is and are. We use is to talk about one thing. We use are to talk about more than one thing. Model how to use is and are to describe living things. For example, The spider is hairy; Worms are slimy.</p> <p>Explain that children can use can and cannot to tell about what living things are able to do. Write Spiders can climb up walls. Spiders cannot talk. Point out that we use can to tell what a living thing is able to do. We use cannot to tell what a living thing is not able to do. Display sentence frames and help children complete them orally: 1. Spiders (can) make webs. 2. Worms (cannot) fly. 3. Worms (can) dig</p>	<p>we describe what a living thing is like, we can use the words is and are. We use is to talk about one thing. We use are to talk about more than one thing. Model how to use is and are to describe living things. For example, The spider is hairy; Worms are slimy.</p> <p>Explain that children can use can and cannot to tell about what living things are able to do. Write Spiders can climb up walls. Spiders cannot talk. Point out that we use can to tell what a living thing is able to do. We use cannot to tell what a living thing is not able to do. Display sentence frames and help children complete them orally: 1. Spiders (can) make webs. 2. Worms (cannot) fly. 3. Worms (can) dig underground. 4. Flies (can) catch spiders. Help children rewrite each sentence frame above by using are able to or are not able to in place of the words can and cannot.</p>	<p>how to use is and are to describe living things. For example, The spider is hairy; Worms are slimy.</p> <p>Explain that children can use can and cannot to tell about what living things are able to do. Write Spiders can climb up walls. Spiders cannot talk. Point out that we use can to tell what a living thing is able to do. We use cannot to tell what a living thing is not able to do. Display sentence frames and help children complete them orally: 1. Spiders (can) make webs. 2. Worms (cannot) fly. 3. Worms (can) dig underground. 4. Flies (can) catch spiders. Help children rewrite each sentence frame above by using are able to or are not able to in place of the words can and cannot.</p> <p>TEACH/MODEL Display the Sound/Spelling Card for ocean. Explain that an ocean is a huge area of salt water. Say the long o sound and</p>	<p>https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547977232_/volume1/launch.html</p> <p>ELL Journeys Lesson 4 Day to Day Resource https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547977232_/volume1/launch.html</p> <p>Five star summary graphic organizer https://kami.app/Q5GKBt78kPrs</p> <p>Quizlet Lesson 4 Vocabulary https://quizlet.com/219911001/diary-of-a-spider-flash-cards/</p> <p>Blackline Masters (worksheets, T-charts, assignments) https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/teacher_gateway_9780547933405_/pdf/WeeklyBooklets/Lesson4.pdf</p>	<p>Five star summary graphic organizer https://kami.app/Q5GKBt78kPrs</p> <p>ELL Journeys Lesson 4 Day to Day Resource https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547977232_/volume1/launch.html</p> <p>Quizlet Lesson 4 Vocabulary https://quizlet.com/219911001/diary-of-a-spider-flash-cards/</p> <p>Blackline Masters (worksheets, T-charts, assignments) https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/teacher_gateway_9780547933405_/pdf/WeeklyBooklets/Lesson4.pdf</p> <p>Student story (audio and visual) https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547977232_/volume1/launch.html</p>
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<p>underground. 4. Flies (can) catch spiders. Help children rewrite each sentence frame above by using are able to or are not able to in place of the words can and cannot.</p> <p>Present Language Support Card 4. Use the activities on the back of the card to introduce concepts and vocabulary from Diary of a Spider and to practice Academic English.</p> <p>TEACH/MODEL Display the Sound/Spelling Card for ocean. Explain that an ocean is a huge area of salt water. Say the long o sound and have children repeat, /ō/, /ō/, ocean.</p> <p>Write nose, mule, and complete. Say the words aloud and have children repeat. Help children pronounce the long vowel sounds.</p>	<p>TEACH/MODEL Display the Sound/Spelling Card for ocean. Explain that an ocean is a huge area of salt water. Say the long o sound and have children repeat, /ō/, /ō/, ocean.</p> <p>Write hose, mule, and complete. Have children say the words aloud in pairs. Then help them write the words and underline the long vowels in each word.</p> <p>Write: They could not go on the swing. So they spun a web. Have children work in pairs to underline the cause and circle the effect</p> <p>A proficient student should read Flora the fly saves the spiders to this student.</p> <p>Vocabulary from a Diary and a Spider https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547894508_vol1/launch.html</p>	<p>have children repeat, /ō/, /ō/, ocean. Have children work in pairs to think of more words with long o, u, and e vowel sounds. Have them write the words and say them aloud.</p> <p>Have children work in pairs to write a cause and an effect from the summary. Have them underline the cause and circle the effect.</p> <p>Students can read Flora the fly saves the spiders.</p> <p>Student story (audio and visual) https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547894508_vol1/launch.html</p> <p>Cause and Effect Graphic Organizer https://kami.app/NFkZ0UyjDOIB</p> <p>Cause and Effect worksheet https://kami.app/5aR7Zp99tGAY</p>	<p>ng/journeys2014/na/gr2/teacher_gateway_9780547933405/pdf/Weekly_Booklets/Lesson_4.pdf</p> <p>Student story (audio and visual) https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547894508_vol1/launch.html</p> <p>Vocabulary Scoot Game (Lessons 1-6) https://kami.app/LIxsAXSpeJcT</p> <p>Diary of a Spider story worksheets, spelling work, graphic organizers, games https://kami.app/hCJDNaChMeL</p> <p>Diary of a Spider Journal Prompts https://kami.app/eO6koEJX7W6n</p>	<p>neys2014/na/gr2/ese_9780547894508_vol1/launch.html</p> <p>Vocabulary Scoot Game (Lessons 1-6) https://kami.app/LIxsAXSpeJcT</p> <p>Diary of a Spider story worksheets, spelling work, graphic organizers, games https://kami.app/hCJDNaChMeL</p> <p>Diary of a Spider Journal Prompts https://kami.app/eO6koEJX7W6n</p>
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<p>Write: They could not go on the swing. So they spun a web. Underline the cause and circle the effect. Then have children copy the information in a T-Map.</p> <p>Teacher should read Flora the fly saves the spiders.</p> <p>Diary of a Spider story worksheets, spelling work, graphic organizers, games https://kami.app/hCJDNaChMeL</p> <p>Diary of a Spider Journal Prompts https://kami.app/eO6koEJX7W6n</p> <p>Student story (audio and visual) https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547894508/vol1/launch.html</p>	<p>Language Support Card https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547953137/volume/launch.html?page=1A</p> <p>Student story (audio and visual) https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547894508/vol1/launch.html</p> <p>Diary of a Spider story worksheets, spelling work, graphic organizers, games https://kami.app/hCJDNaChMeL</p> <p>Diary of a Spider Journal Prompts https://kami.app/eO6koEJX7W6n</p> <p>ESL Building Background Video Hub https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/common/video_based_projects_te_9780544023703/index.html</p>	<p>Language Support Card https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547953137/volume/launch.html?page=1A</p> <p>ESL Building Background Video Hub https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/common/video_based_projects_te_9780544023703/index.html</p> <p>Diary of a Spider story worksheets, spelling work, graphic organizers, games https://kami.app/hCJDNaChMeL</p> <p>Diary of a Spider Journal Prompts https://kami.app/eO6koEJX7W6n</p> <p>Focus Word Wall https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547977232/volume1/launch.html</p>		
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<p>Vocabulary from a Diary and a Spider https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547894508_vol1/launch.html</p>	<p>deo based projects te 9780544023703_index.html</p>	<p>Vocabulary Scoot Game (Lessons 1-6) https://kami.app/LixsAXSpeJcT</p>		
<p>Language Support Card https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547953137_volume/launch.html?page=1A</p>	<p>Cause and Effect worksheet https://kami.app/5aR7Zp99tGAY</p>	<p>ELL Journeys Lesson 4 Day to Day Resource https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547977232_volume1/launch.html</p>		
<p>ESL Building Background Video Hub https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/common/video_based_projects_te_9780544023703_index.html</p>	<p>Cause and Effect Graphic Organizer https://kami.app/NFkZ0UyD0IB</p>	<p>Five star summary graphic organizer https://kami.app/Q5GKBt78kPrs</p>		
<p>Cause and Effect worksheet https://kami.app/5aR7Zp99tGAY</p>	<p>Diary of a spider audible https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547894508_vol1/launch.html</p>	<p>Quizlet Lesson 4 Vocabulary https://quizlet.com/219911001/diary-of-a-spider-flash-cards/</p>		
	<p>A swallow and a spider audible https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547894508_vol1/launch.html</p>	<p>Blackline Masters (worksheets, T-charts, assignments) https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/teacher_gateway_9780547933405_pdf/Weekly_Booklets/Lesson_4.pdf</p>		
	<p>Focus Word Wall https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547894508_vol1/launch.html</p>			

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<p>Cause and Effect Graphic Organizer https://kami.app/NFkZ0UyjDOIB</p> <p>Diary of a spider audible https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547894508_vol1/launch.html</p> <p>A swallow and a spider audible https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547894508_vol1/launch.html</p> <p>Focus Word Wall https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547977232_volume1/launch.html</p> <p>ELL Journeys Lesson 4 Day to Day Resource https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547977232_volume1/launch.html</p>	<p>80547977232 /volume1/launch.html</p> <p>ELL Journeys Lesson 4 Day to Day Resource https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547977232 /volume1/launch.html</p> <p>Quizlet Lesson 4 Vocabulary https://quizlet.com/219911001/diary-of-a-spider-flash-cards/</p> <p>Blackline Masters (worksheets, T-charts, assignments) https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/teacher_gateway_9780547933405/pdf/Weekly_Booklets/Lesson_4.pdf</p>			
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[/gr2/ete_9780547977232_/volume1/launch.html](https://www.k6.thinkcentral.com/content/hsp/reading/journeys2014/na/common/ete_9780547977232_/volume1/launch.html)

Quizlet Lesson 4
Vocabulary
<https://quizlet.com/219911001/diary-of-a-spider-flash-cards/>

ELL Newcomer’s Teacher Support
https://www.k6.thinkcentral.com/content/hsp/reading/journeys2014/na/common/ete_9780547934372_/launch.html

ELL Newcomer Vocabulary and Concepts Posters
https://www.k6.thinkcentral.com/content/hsp/reading/journeys2014/na/common/ancillary_9780547934303_/launch.html

Blackline Masters (worksheets, T-charts, assignments)
<https://www.k6.thinkcentral.com/content/hsp/reading/journeys2014/na>

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Lesson 5- Teacher’s Pets/ See Westburg By Bus/Foster’s Famous Farm

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 5 NJSLS: W2.3 RL 2.10 RI 2.10 RL2.7 W.2.7 SL.2.6 L.2.6 L 2.2d RL 2.1 RL 2.5 SL.2.1b WIDA: 1-5 Reading Speaking Writing Listening	RL.2.7 Use information from illustrations and words to demonstrate understanding of characters, settings, or plot; W.2.7 Participate in shared research and writing projects; SL.2.6 Produce complete sentences to provide detail or clarification; L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to text RL.2.1 Ask and answer questions to demonstrate understanding of key details; RL.2.5 Describe the overall structure of a story; RL.2.10 Read and comprehend literature; RI.2.10 Read and comprehend informational texts;	Say, read, and use target vocabulary and high-utility words Target Vocabulary: bursting, noises, noticed, quiet, share, sprinkled, suddenly, wonderful High-Utility Words: disappeared, lucky, neighbor, special, still Tier One high utility word: Chicken Students will say “How is a school like a community?” Students can use words and phrases to describe a community Children can use ask to and decide to to summarize Practice consonant blends with r, l, s Practice using Target Vocabulary orally. Identify and use base words with endings -ed, -ing. Identify the parts of a story and use them to retell what happens in fiction.	VU:Realistic Fiction Informational Text Visualizing Story Structure Sequencing LFC: Decide to/Ask to Practice consonant blends with r, l, s Identify and use base words with endings -ed, -ing. Singular and Plural nouns -s and -es Directions LC: Varies by ELP level

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	<p>W.2.3 Write narratives;</p> <p>W.2.7 Participate in shared research and writing projects;</p> <p>SL.2.1b Build on others’ talk in conversations by linking comments to others’ remark;</p> <p>RI.2.5 Know and use text features to locate facts or information;</p> <p>L.2.2d Generalize learned spelling patterns when writing</p>				
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	<p>Children can describe the vocabulary using single words, pictures, gestures or by pointing and gesturing. Children can match pictures to words.</p> <p>Children can understand what the story is about using illustrations from the story.</p> <p>Children can draw a picture of something interesting that has</p>	<p>Children can describe the vocabulary in phrases and short sentences</p> <p>Describe characters, setting, and plot in L1 and or in short phrases with key content based vocabulary.</p> <p>Children can predict what the story is about through illustrations. Have students listen to the story. Then they can retell one important event in Teacher’s Pets.</p>	<p>Children can describe the vocabulary in compound sentences.</p> <p>Describe characters, setting, and plot by in simple sentences with general and key content based vocabulary.</p> <p>Children can predict what the story is about through illustrations and captions. Have students read the story. Then they can retell two or three important events in Teacher’s Pets.</p>	<p>Children can write a story with the target words (vocabulary).</p> <p>Describe characters, setting, and plot in complete sentences with some content based vocabulary.</p> <p>Children can predict what the story is about through illustrations and captions. Have students read the story. Children can retell the story to a</p>	<p>Children can write a detailed story with target words and with grade level vocabulary.</p> <p>Describe characters, setting, and plot in complex, detailed sentences with grade level content based vocabulary.</p> <p>Children can predict what the story is about through illustrations and captions. Have students read the story.</p>

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<p>happened in their classroom.</p> <p>Children can orally use ask to to indicate permission and decide to to indicate choice.</p> <p>Children can identify consonants and vowels (with help).</p> <p>Children can review the characters and setting of another familiar story such as Three Little Pigs with modelling.</p> <p>When the teacher writes sentences such as I have two pets at home. Susie has only one pet. Children can identify which nouns are singular and which are plural.</p> <p>Children can name animals in the story.</p> <p>Children can copy down information from a completed story map onto their papers.</p>	<p>Children can use ask to and decide to to complete simple sentence frames, indicating permission and choice.</p> <p>Children can identify consonants, vowels, and consonant blends in each word.</p> <p>Children can review the characters, setting, and plot of a familiar story. Children can retell what happens in the beginning, middle, and end.</p> <p>Children can fill in frame sentences with the correct singular and plural noun.</p> <p>Children can describe different types of animals.</p> <p>Children can fill in the blanks from a story map.</p> <p>Children can Think-Pair-Share- children orally complete these sentences</p>	<p>Children can use ask to and decide to to write simple sentences indicating permission and choice.</p> <p>Children can identify consonants, vowels, and can underline consonant blends in each word.</p> <p>Children can create a story map for a familiar story, such as The Three Bears. Children can put the events in order, from beginning to end.</p> <p>Children can write singular nouns and make them plural.</p> <p>Children can retell what they read about different types of animals using important details.</p> <p>Children can write their own thoughts about the story using the story map.</p> <p>Children can write their own sentences using -ed and -ing endings. They can write six</p>	<p>classmate about what happens in Teacher’s Pets.</p> <p>Children can write multiple sentences using ask to and decide to. They can explain the difference between asking to do something and deciding what to do.</p> <p>Children can identify consonants, vowels, and can name and write three or four words that contain consonant blends with r, l, or s and put them into original sentences.</p> <p>Children can write what happens in a familiar story. They can use first, then, next, and finally to retell events in order.</p> <p>Children can write singular nouns and make them plural. They can write original sentences with each word.</p>	<p>Have children use the completed story to write a summary of Teacher’s Pet.s</p> <p>Children can write multiple sentences using ask to and decide to. They can explain the difference between asking to do something and deciding what to do. They can share their sentences with the class.</p> <p>Children can identify consonants, vowels, and can name and write five or six words that contain consonant blends with r, l, or s and put them into original sentences.</p> <p>Children can write what happens in a familiar story. They can use first, then, next, and finally to retell events in order. They can share their thoughts with the class.</p> <p>Children can write singular nouns and make them plural. They can write original sentences with each word and share the sentences with the class.</p>
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	<p>Children can add endings -ed (past tense) and -ing (present tense) to base words. They can act out the present tense words.</p> <p>Children can match characters and setting and plot with pictures with a story they already know.</p>	<p>For example, I ____ (walked) to school yesterday. Edgar is ____ (visiting) his grandparents this summer. Sheila ____ (jumped) over the puddle. Children can fill in the sentence frames with appropriate base words and endings.</p> <p>Children can explain a familiar story about who the characters are, the setting (time and place) in the story and what happens in the beginning, middle and end.</p>	<p>simple sentences using the words jump, visit, and walk with the two different endings.</p> <p>Children can create a story map about a familiar story with a partner which includes the characters, setting and plot (what happens in the beginning, middle and end).</p>	<p>Children can write about different types of animals and what they can do.</p> <p>Children can complete their own story map and explain it to a partner.</p> <p>Children can skim the story and list all the words with -ed and -ing endings. They can write sentences with each word.</p> <p>Children can create a story map on their own about a familiar story which includes the characters, setting and plot (what happens in the beginning, middle and end).</p>	<p>Children can create a powerpoint about different types of animals and what they can do and present it to the class.</p> <p>Children can complete the story map and then write a summary. Then they can share it with the class.</p> <p>Children can skim the story and write the sentences containing the -ed and -ing endings. Then they can write their own sentences using a different form of the word and share it with the class.</p> <p>Children can create a story map on their own about a familiar story which includes the characters, setting and plot (what happens in the beginning, middle and end). Then they have to write a summary, which includes the terms first, next, then and finally in their writing.</p>
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<p>Learning Supports</p>	<p>Ask How is a school like a community? Explain that throughout the week you will be discussing communities. Display the high- utility word(s). Read them(it) aloud and have children repeat. Share the child-friendly explanations. Do you have a pet? What do you think makes a pet special? (Possible answer: Pets are special because they are all different.) Introduce the labeled item as you display the front of the card. This week we will read about some unusual pets. This animal is a chicken. A chicken is not usually a pet. Can you name an unusual animal that might be a good pet? (Possible answer: frog) Did you</p>	<p>Ask How is a school like a community? Explain that throughout the week you will be discussing communities. Display the high- utility word(s). Read them(it) aloud and have children repeat. Share the child-friendly explanations. Do you have a pet? What do you think makes a pet special? (Possible answer: Pets are special because they are all different.) Introduce the labeled item as you display the front of the card. This week we will read about some unusual pets. This animal is a chicken. A chicken is not usually a pet. Can you name an unusual animal that might be a good pet? (Possible answer: frog) Did you ever want a certain pet? Do you still want that animal? Would you feel lucky if someone</p>	<p>Ask How is a school like a community? Explain that throughout the week you will be discussing communities. Display the high- utility word(s). Read them(it) aloud and have children repeat. Share the child-friendly explanations. Do you have a pet? What do you think makes a pet special? (Possible answer: Pets are special because they are all different.) Introduce the labeled item as you display the front of the card. This week we will read about some unusual pets. This animal is a chicken. A chicken is not usually a pet. Can you name an unusual animal that might be a good pet? (Possible answer: frog) Did you ever want a certain pet? Do you still want that animal? Would you feel lucky if someone gave it to you as a gift? Pets are part of every community. How</p>	<p>Ask How is a school like a community? Explain that throughout the week you will be discussing communities. Display the high- utility word(s). Read them(it) aloud and have children repeat. Share the child-friendly explanations. Do you have a pet? What do you think makes a pet special? (Possible answer: Pets are special because they are all different.) Introduce the labeled item as you display the front of the card. This week we will read about some unusual pets. This animal is a chicken. A chicken is not usually a pet. Can you name an unusual animal that might be a good pet? (Possible answer: frog) Did you ever want a</p>	<p>Ask How is a school like a community? Explain that throughout the week you will be discussing communities. Display the high- utility word(s). Read them(it) aloud and have children repeat. Share the child-friendly explanations. Do you have a pet? What do you think makes a pet special? (Possible answer: Pets are special because they are all different.) Introduce the labeled item as you display the front of the card. This week we will read about some unusual pets. This animal is a chicken. A chicken is not usually a pet. Can you name an unusual animal that might be a good pet? (Possible answer: frog) Did you ever want a certain pet? Do you still want that animal? Would you feel lucky if someone gave it to you as a gift? Pets are part of every community. How</p>
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<p>ever want a certain pet? Do you still want that animal? Would you feel lucky if someone gave it to you as a gift? Pets are part of every community. How would you feel if your pet or your neighbor's pet disappeared? Name one way you could help. (Possible answer: I would feel sad. I would help look for the animal.) TALK IT OVER Engage children in a discussion about communities. Are pets a part of your community? What else is in your community? Guide children to complete a word web. Display Teacher's Pets. Say: This week we will read a selection called Teacher's Pets. While</p>	<p>gave it to you as a gift? Pets are part of every community. How would you feel if your pet or your neighbor's pet disappeared? Name one way you could help. (Possible answer: I would feel sad. I would help look for the animal.) TALK IT OVER Engage children in a discussion about communities. Are pets a part of your community? What else is in your community? Guide children to complete a word web. Display Teacher's Pets. Say: This week we will read a selection called Teacher's Pets. While we read, try to think about words we can use to summarize, or retell, what happens in the story. Explain that the expression ask to is used before action words. We use ask to get permission to do something. Explain</p>	<p>would you feel if your pet or your neighbor's pet disappeared? Name one way you could help. (Possible answer: I would feel sad. I would help look for the animal.) TALK IT OVER Engage children in a discussion about communities. Are pets a part of your community? What else is in your community? Guide children to complete a word web. Display Teacher's Pets. Say: This week we will read a selection called Teacher's Pets. While we read, try to think about words we can use to summarize, or retell, what happens in the story. Explain that the expression ask to is used before action words. We use ask to to get permission to do something. Explain that asked to can be used to tell about something that already happened. For example, He asked to go to the park. He</p>	<p>certain pet? Do you still want that animal? Would you feel lucky if someone gave it to you as a gift? Pets are part of every community. How would you feel if your pet or your neighbor's pet disappeared? Name one way you could help. (Possible answer: I would feel sad. I would help look for the animal.) TALK IT OVER Engage children in a discussion about communities. Are pets a part of your community? What else is in your community? Guide children to complete a word web. Display Teacher's Pets. Say: This week we will read a selection called Teacher's Pets. While we read, try to think about words we can use to summarize, or retell, what happens in the</p>	<p>would you feel if your pet or your neighbor's pet disappeared? Name one way you could help. (Possible answer: I would feel sad. I would help look for the animal.) TALK IT OVER Engage children in a discussion about communities. Are pets a part of your community? What else is in your community? Guide children to complete a word web. Display Teacher's Pets. Say: This week we will read a selection called Teacher's Pets. While we read, try to think about words we can use to summarize, or retell, what happens in the story. Explain that the expression ask to is used before action words. We use ask to to get permission to do something. Explain that asked to can be used to tell about something that already happened. For example, He asked to go to the park. He asked to stay</p>
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<p>we read, try to think about words we can use to summarize, or retell, what happens in the story. Explain that the expression ask to is used before action words. We use ask to get permission to do something. Explain that asked to can be used to tell about something that already happened. For example, He asked to go to the park. He asked to stay outside. Teach Decide To to Explain that the phrase decide to is similar to ask to, with some differences. The words decide to also come before action words. But when someone decides to do something, it means the person wants to do it, not that the person is asking permission. When you see decide to, you know that a choice has been made. For example, We decided to get a bulldog.</p> <p>TEACH/MODEL Read aloud the first two paragraphs in ELL5.6. Write the words character, setting, and plot. Explain that these words help us talk about parts of a story.</p>	<p>that asked to can be used to tell about something that already happened. For example, He asked to go to the park. He asked to stay outside. Teach Decide To to Explain that the phrase decide to is similar to ask to, with some differences. The words decide to also come before action words. But when someone decides to do something, it means the person wants to do it, not that the person is asking permission. When you see decide to, you know that a choice has been made. For example, We decided to get a bulldog.</p> <p>TEACH/MODEL Read aloud the first two paragraphs in ELL5.6. Write the words character, setting, and plot. Explain that these words help us talk about parts of a story.</p>	<p>asked to stay outside. Teach Decide To to Explain that the phrase decide to is similar to ask to, with some differences. The words decide to also come before action words. But when someone decides to do something, it means the person wants to do it, not that the person is asking permission. When you see decide to, you know that a choice has been made. For example, We decided to get a bulldog.</p> <p>TEACH/MODEL Read aloud the first two paragraphs in ELL5.6. Write the words character, setting, and plot. Explain that these words help us talk about parts of a story. Have children read the first two paragraphs in ELL5.6 and try to identify the characters, the setting, and the plot. Have children retell a classmate what happens in Teacher’s Pets.</p>	<p>story. Explain that the expression ask to is used before action words. We use ask to get permission to do something. Explain that asked to can be used to tell about something that already happened. For example, He asked to go to the park. He asked to stay outside. Teach Decide To to Explain that the phrase decide to is similar to ask to, with some differences. The words decide to also come before action words. But when someone decides to do something, it means the person wants to do it, not that the person is asking permission. When you see decide to, you know that a choice has been made. For example, We decided to get a bulldog.</p> <p>TEACH/MODEL Read aloud the first two paragraphs in ELL5.6. Write the words character, setting, and plot. Explain that these words help us talk about parts of a story. Have children read the first two paragraphs in ELL5.6 and try to identify the characters, the setting, and the plot. Have children use the completed story map to write a summary of Teacher’s Pets and share it with the class.</p>	<p>outside. Teach Decide To to Explain that the phrase decide to is similar to ask to, with some differences. The words decide to also come before action words. But when someone decides to do something, it means the person wants to do it, not that the person is asking permission. When you see decide to, you know that a choice has been made. For example, We decided to get a bulldog.</p> <p>TEACH/MODEL Read aloud the first two paragraphs in ELL5.6. Write the words character, setting, and plot. Explain that these words help us talk about parts of a story. Have children read the first two paragraphs in ELL5.6 and try to identify the characters, the setting, and the plot. Have children use the completed story map to write a summary of Teacher’s Pets and share it with the class.</p>
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<p>permission. When you see decide to, you know that a choice has been made. For example, We decided to get a bulldog.</p> <p>TEACH/MODEL Read aloud the first two paragraphs in ELL5.6. Write the words character, setting, and plot. Explain that these words help us talk about parts of a story. Have children read the first two paragraphs in ELL5.6 and try to identify the characters, the setting, and the plot. Help children retell one important event in Teacher’s Pets.</p> <p>Students can point to things on a map (Westburg By Bus).</p> <p>Foster’s Famous Farm - Have children of the same ability level listen to the story together</p>	<p>Have children read the first two paragraphs in ELL5.6 and try to identify the characters, the setting, and the plot. Help children retell two or three important events in Teacher’s Pets</p> <p>Students can discuss in simple sentences what they see on the map. They can say street names and places.</p> <p>Foster’s Famous Farm - Have children of the same ability level listen to the story together and reread it several times.</p> <p>Singular and Plural- Have students use sentences frames and match pictures with singular and plural words (in sentences)</p> <p>Children can compare what a school, farm and town are. They can explain the importance of what a school, farm and town are.</p>	<p>Students can discuss the map (Westburg by Bus) and explain where a place is located using the terms right and left.</p> <p>Foster’s Famous Farm - Have children of the same ability level listen to the story together and reread it several times.</p> <p>Singular and Plural- Have students write rooster, farm, frog and car, and make them plural. Then have them put two words into singular and plural sentences.</p> <p>Children can compare and contrast what a school, farm and town are. They can explain the importance of what a school, farm and town are and who they would see in these separate communities.</p> <p>Personal Narrative- Teacher models a short illustrative personal story with the words first, then, next and finally. The</p>	<p>Have children read the first two paragraphs in ELL5.6 and try to identify the characters, the setting, and the plot.</p> <p>TEACH/MODEL Read aloud the first two paragraphs in ELL5.6. Write the words character, setting, and plot. Explain that these words help us talk about parts of a story. Have children read the first two paragraphs in ELL5.6 and try to identify the characters, the setting, and the plot. Have children use the completed story map to write a summary of Teacher’s Pets.</p> <p>Students can discuss the map (Westburg by Bus) and explain how to get from one place to another.</p> <p>Foster’s Famous Farm - Have children of the same ability level listen to the story together and reread it several times.</p>	<p>Students can discuss the map (Westburg by Bus) and explain how to get from one place to another using right, left, north, south, east and west.</p> <p>Foster’s Famous Farm - Have children of the same ability level listen to the story together and reread it several times.</p> <p>Singular and Plural- Have students write rooster, farm, frog and car, and make them plural. Then have them put all of the words into singular and plural sentences. Have them share their sentences with the class.</p> <p>Children can compare and contrast using the Diagram about what a school, farm and town are. They can write about the importance of what a school, farm and town are and write about who they would see in these separate communities.</p> <p>Personal Narrative- Teacher models a short illustrative</p>
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<p>and reread it several times.</p> <p>Singular and Plural endings- Have students match pictures with the words.</p> <p>Children can match information pertaining to what a school, town and farm represent.</p> <p>Personal Narrative- Teacher models a short illustrative personal story. Then the teacher writes last, next and first. Student places the words in the correct order and repeats first, next and last.</p> <p>Language Support Card https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547953137/_volume/launch.html?page=1A</p>	<p>Personal Narrative- Teacher models a short personal story with the words first, then and next). Children will complete these sentences frames- _____ we got on the bus. _____ we arrived at the park. _____ we met our friends. (First, then and next)</p> <p>Language Support Card https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547953137/_volume/launch.html?page=1A</p> <p>ESL Building Background Video Hub https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/common/video_based_projects_te_9780544023703/_index.html</p> <p>Teacher’s Pets worksheets, Spelling work, graphic organizers, etc. https://kami.app/VjKi7UFuslKq</p>	<p>student writes their own story using three or four sentences using time order words.</p> <p>Language Support Card https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547953137/_volume/launch.html?page=1A</p> <p>ESL Building Background Video Hub https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/common/video_based_projects_te_9780544023703/_index.html</p> <p>Teacher’s Pets worksheets, Spelling work, graphic organizers, etc. https://kami.app/VjKi7UFuslKq</p> <p>Teacher’s Pets Journal Prompts https://kami.app/fWtDLi1cc8i3</p> <p>Visualizing worksheet</p>	<p>Singular and Plural- Have students write rooster, farm, frog and car, and make them plural. Then have them put all of the words into singular and plural sentences.</p> <p>Children can compare and contrast about what a school, farm and town are in the graphic organizer. They can explain the importance of what a school, farm and town are and who they would see in these separate communities.</p> <p>Personal Narrative- Teacher models a short illustrative personal story with the words first, then, next and finally. The student writes their own story using five sentences using time order words.</p> <p>Language Support Card https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/e</p>	<p>personal story with the words first, then, next, after, later and finally. The student writes their own story using six or more sentences using time order words.</p> <p>Language Support Card https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547953137/_volume/launch.html?page=1A</p> <p>ESL Building Background Video Hub https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/common/video_based_projects_te_9780544023703/_index.html</p> <p>Teacher’s Pets worksheets, Spelling work, graphic organizers, etc. https://kami.app/VjKi7UFuslKq</p> <p>Teacher’s Pets Journal Prompts https://kami.app/fWtDLi1cc8i3</p>
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<p>ESL Building Background Video Hub https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/common/video_based_projects_te_9780544023703_/index.html</p> <p>Teacher’s Pets worksheets, Spelling work, graphic organizers, etc. https://kami.app/VjKi7UFuslKq</p> <p>Teacher’s Pets Journal Prompts https://kami.app/fWtDLi1cc8i3</p> <p>Blackline Masters Lesson 5 (ESL worksheets, Grammar, Graphic Organizers, etc) https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/teacher_gateway_9780547933405_/pdf/Weekly_Booklets/Lesson_5.pdf</p> <p>ELL Journeys Lesson 5 Day to Day Resource https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547933405_/pdf/Weekly_Booklets/Lesson_5.pdf</p>	<p>Teacher’s Pets Journal Prompts https://kami.app/fWtDLi1cc8i3</p> <p>Visualizing worksheet https://kami.app/dspwmeBo5uJN</p> <p>What is a fable video- https://www.youtube.com/watch?v=jZget1JdHu0</p> <p>Another Fable video https://drive.google.com/file/d/1voBOTHWnS--fNxoGqxHivQ1Y0gr_AGsq/view</p> <p>Blackline Masters Lesson 5 (ESL worksheets, Grammar, Graphic Organizers, etc) https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/teacher_gateway_9780547933405_/pdf/Weekly_Booklets/Lesson_5.pdf</p> <p>ELL Journeys Lesson 5 Day to Day Resource https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547933405_/pdf/Weekly_Booklets/Lesson_5.pdf</p>	<p>https://kami.app/dspwmeBo5uJN</p> <p>Vocabulary Scoot Game (Lessons 1-6) https://kami.app/LlxsAXSpeJcT</p> <p>What is a fable video- https://drive.google.com/file/d/1voBOTHWnS--fNxoGqxHivQ1Y0gr_AGsq/view</p> <p>Fable Quiz https://kami.app/pNGTAvz61qt8</p> <p>Fable Quiz Answers https://kami.app/gkQf35fQcksd</p> <p>Blackline Masters Lesson 5 (ESL worksheets, Grammar, Graphic Organizers, etc) https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/teacher_gateway_9780547933405_/pdf/Weekly_Booklets/Lesson_5.pdf</p> <p>ELL Journeys Lesson 5 Day to Day Resource</p>	<p>xtra_support_9780547953137_/volume/launch.html?page=1A</p> <p>ESL Building Background Video Hub https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/common/video_based_projects_te_9780544023703_/index.html</p> <p>Teacher’s Pets worksheets, Spelling work, graphic organizers, etc. https://kami.app/VjKi7UFuslKq</p> <p>Teacher’s Pets Journal Prompts https://kami.app/fWtDLi1cc8i3</p> <p>Blackline Masters Lesson 5 (ESL worksheets, Grammar, Graphic Organizers, etc) https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/teacher_gateway_9780547933405_/pdf/Weekly_Booklets/Lesson_5.pdf</p>	<p>Visualizing worksheet https://kami.app/dspwmeBo5uJN</p> <p>Vocabulary Scoot Game (Lessons 1-6) https://kami.app/LlxsAXSpeJcT</p> <p>What is a fable video https://drive.google.com/file/d/1voBOTHWnS--fNxoGqxHivQ1Y0gr_AGsq/view</p> <p>Fable Quiz https://kami.app/pNGTAvz61qt8</p> <p>Fable Quiz Answers https://kami.app/gkQf35fQcksd</p> <p>ELL Journeys Lesson 5 Day to Day Resource https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547977232_/volume1/launch.html</p> <p>Blackline Masters Lesson 5 (ESL worksheets, Grammar, Graphic Organizers, etc)</p>
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<p>eely Booklets/Lesson 5.pdf</p> <p>Visualizing worksheet https://kami.app/dspwmeBo5uJN</p> <p>What is a fable video- https://www.youtube.com/watch?v=jZget1JdHu0</p> <p>Another Fable video https://drive.google.com/file/d/1voBOTHWnS--fNxoGqxHivQ1Y0gr_AGsq/view</p> <p>Lesson 5 Teacher’s Pets story and audio (Student book) https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547894508_/vol1/launch.html</p> <p>ELL Journeys Lesson 5 Day to Day Resource https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na</p>	<p>80547977232_/volume1/launch.html</p> <p>Picture Bank https://www-k6.thinkcentral.com/content/hsp/reading/excursions/ca/common/picture_card_bank_9780153852954_/pictureCardBank.html</p> <p>Lesson 5 Teacher’s Pets story and audio (Student book) https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547894508_/vol1/launch.html</p> <p>Word Wall/Focus Wall https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/focuswall_9780547894645_/html/lesson5.html</p> <p>Visualizing Lesson Plan https://kami.app/60RZ2FV8Usc</p> <p>Teacher’s Pets audio- https://www-k6.thinkcentral.com/content/hsp/reading/j</p>	<p>https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547977232_/volume1/launch.html</p> <p>Picture Bank https://www-k6.thinkcentral.com/content/hsp/reading/excursions/ca/common/picture_card_bank_9780153852954_/pictureCardBank.html</p> <p>Lesson 5 Teacher’s Pets story and audio (Student book) https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547894508_/vol1/launch.html</p> <p>Word Wall/Focus Wall https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/focuswall_9780547894645_/html/lesson5.html</p> <p>Visualizing Lesson Plan https://kami.app/60RZ2FV8Usc</p> <p>Teacher’s Pets audio-</p>	<p>each_gateway_9780547933405_/pdf/Weekly_Booklets/Lesson_5.pdf</p> <p>Visualizing worksheet https://kami.app/dspwmeBo5uJN</p> <p>Vocabulary Scoot Game (Lessons 1-6) https://kami.app/LIxsAXSp_eJcT</p> <p>What is a fable video https://drive.google.com/file/d/1voBOTHWnS--fNxoGqxHivQ1Y0gr_AGsq/view</p> <p>Fable Quiz https://kami.app/pNGTAvz61qt8</p> <p>Fable Quiz Answers https://kami.app/gkQf35fQcksd</p> <p>Lesson 5 Teacher’s Pets story and audio (Student book) https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547894508_/vol1/launch.html</p>	<p>https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/teacher_gateway_9780547933405_/pdf/Weekly_Booklets/Lesson_5.pdf</p> <p>Word Wall/Focus Wall https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/focuswall_9780547894645_/html/lesson5.html</p> <p>Visualizing Lesson Plan https://kami.app/60RZ2FV8Usc</p> <p>Quizlet Lesson 5 Vocabulary https://quizlet.com/164727002/teachers-pets-flash-cards/</p> <p>Lesson 5 Teacher’s Pets story and audio (Student book) https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547894508_/vol1/launch.html</p>
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	<p>http://www.thinkcentral.com/content/hsp/reading/journeys2014/national/gr2/ese_9780547894508_vol1/launch.html</p> <p>Quizlet Lesson 5 Vocabulary https://quizlet.com/164727002/teachers-pets-flash-cards/</p> <p>ELL Newcomer’s Teacher Support https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/national/common/ete_9780547934372_/launch.html</p> <p>ELL Newcomer Vocabulary and Concepts Posters https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/national/common/ancillary_9780547934303_/launch.html</p>			<p>https://quizlet.com/164727002/teachers-pets-flash-cards/</p>	
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