

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

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

Amistad Law

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

Holocaust Law

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

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

LGBTQ+ and Disabilities Law

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

Diversity & Inclusion

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

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

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

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Read, listen and discuss *The Legend of Freedom Hill, the story of 2 friends Sophie and Rosabel.* [e](#)

Standards in Action:

Watch and discuss what climate change is using <https://climatekids.nasa.gov/climate-change-meaning/>. Compile a class list of the gifts the earth provides us. The Tale of Two Thermometers experiment <https://kidminds.org/how-to-explain-the-greenhouse-effect-to-kids-with-printables/> Read and discuss *Polar Bear, Why Is Your World Melting?* to discuss greenhouse gases and global warming.

Lesson 6- Animals building homes

| | Student Learning Objective (SLO) | Language Objective | Language Needed |
|---|--|---|--|
| SLO: 1 NJSLS: RI 2.4 RI.2.5 RF.2.3f SL.2.6 L.2.6 WIDA ELDS: 1-5 Reading Speaking | RI 2.4 Determine the meaning of words and phrases in a text using text features and context clues | Define words and phrases according to usage in text and text features using pictures, dictionaries, and graphic organizers | VU: Text features NonFiction |
| | RI.2.5 know and use text features to locate facts or information; RF.2.3f Recognize and read irregularly spelled words; | Say and use high-utility words and Academic English terms | LFC: Text Features Identify and use plural nouns with -s, -es, and spelling changes. Practice words with common final blends nd, ng, nk, nt, ft, xt, mp. verb phrases |
| | 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 | Use words and phrases to describe animal homes Use verbs and verb phrases to ask and answer informational questions Participate in a discussion about animal homes. Practice words with common final blends nd, ng, nk, nt, ft, xt, mp. Identify and use plural nouns with -s, -es, and spelling changes. | LC: Varies by ELP level |

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| | ELP 1 | ELP 2 | ELP 3 | ELP 4 | ELP 5 |
|---------------------|---|---|--|--|---|
| Language Objectives | <p>Define words and phrases according to usage in text and text features in L1 and/or using high-frequency, content-related single words and phrases that represent key ideas.</p> <p>Children can say Why is and Why are and point to the text to ask questions.</p> | <p>Define words and phrases according to usage in text and text features in L1 and/or using general, content-based vocabulary in phrases and short sentences.</p> <p>Children complete simple sentence frames that ask and answer informational questions about the selection. _____ is the rabbit digging a hole? It is digging a hole to make a home.</p> | <p>Define words and phrases according to usage in text and text features using key, content-based vocabulary in simple, related sentences with repetitive grammatical structures.</p> <p>Children can complete sentences that ask and answer informational questions about the selection. _____ the rabbit digging a hole? ___ to make a home.</p> | <p>Define words and phrases according to usage in text and text features using key, content-based vocabulary in expanding and some complex sentences with varying grammatical structures.</p> <p>Children are able to write sentences that ask and answer informational questions about the selection. Why are the beavers gnawing on tree trunks? The beavers are gnawing on tree trunks to get logs.</p> | <p>Define words and phrases according to usage in text and text features using precise, content-based vocabulary in multiple, complex sentences with varying grammatical structures.</p> <p>Children are able to write sentences that ask and answer and write informational questions and answers about the selection. Why are the beavers gnawing on tree trunks? The beavers are gnawing on tree trunks to get logs.</p> |

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| <p>Learning Supports</p> | <p>Model the lesson for the students. Show them how to complete the assignment and then have them try on their own.</p> <p>Participate in a discussion about animal homes in L1 and/or with single words, gestures or answering yes/no or either/or questions.</p> <p>Say, read, and use Target Vocabulary and high-utility words. Practice words with common final blends nd, ng, nk, nt, ft, xt, mp. Review and discuss informational texts through pictures. Illustrate and Identify and use plural nouns with -s, -es.</p> | <p>Model the lesson for the students. Show them how to complete the assignment and then have them try on their own.</p> <p>Participate in a discussion about animal homes in L1 and/or in phrases with sentence frames. Say, read, and use Target Vocabulary and high-utility words. Practice words with common final blends nd, ng, nk, nt, ft, xt, mp. Review and discuss informational texts. Ask questions about Animals Building Homes. Identify and use plural nouns with -s, -es, and spelling changes.</p> <p>Lesson 6 Focus Wall https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547977232_/volume2/assets/pdf/JourneysPrintableTE_G2L6.pdf</p> | <p>Participate in a discussion about animal homes using simple sentences, general and key content-based vocabulary. Say, read, and use Target Vocabulary and high-utility words.</p> <p>Practice words with common final blends nd, ng, nk, nt, ft, xt, mp. Review and discuss informational texts. Ask questions about Animals Building Homes. Identify and use plural nouns with -s, -es, and spelling changes.</p> <p>Lesson 6 Focus Wall https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547977232_/volume2/assets/pdf/JourneysPrintableTE_G2L6.pdf</p> <p>Lesson 6 Day to Day ESL resource https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/ete_978054797713_/volume2/launch.html</p> | <p>Participate in a discussion about animal homes in a story using complete sentences, specialized and some content-based vocabulary.</p> <p>Say, read, and use Target Vocabulary and high-utility words. Practice words with common final blends nd, ng, nk, nt, ft, xt, mp. Review and discuss informational texts. Ask questions about Animals Building Homes. Identify and use plural nouns with -s, -es, and spelling changes.</p> <p>Lesson 6 Focus Wall https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547977232_/volume2/assets/pdf/JourneysPrintableTE_G2L6.pdf</p> | <p>Participate in a discussion about animal homes in a story using complex sentences with content-based language. Say, read, and use Target Vocabulary and high-utility words.</p> <p>Practice words with common final blends nd, ng, nk, nt, ft, xt, mp. Review and discuss informational texts. Ask questions about Animals Building Homes. Identify and use plural nouns with -s, -es, and spelling changes.</p> <p>Lesson 6 Focus Wall https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547977232_/volume2/assets/pdf/JourneysPrintableTE_G2L6.pdf</p> <p>Lesson 6 Day to Day ESL resource https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/ete_978054797713_/volume2/launch.html</p> |
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| | <p>Nonfiction Graphic Organizer and lesson for ELLs https://kami.app/azJ4VSfNXkOf</p> <p>Reading Clues informational worksheets for the ESL student and Teacher Lesson https://kami.app/ABdgNHZgt82c</p> <p>Quizlet https://quizlet.com/120726212/animals-building-homes-journeys-gr-2-flash-cards/</p> <p>Animals Building Homes- audio only https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/online_audio_hub_9780547928685_audio/student/jy14_na_ese_g2_u2_l06_tr06.mp3</p> | <p>https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547894508_vol1/launch.html</p> <p>Quizlet https://quizlet.com/120726212/animals-building-homes-journeys-gr-2-flash-cards/</p> <p>Picture Card Bank https://www-k6.thinkcentral.com/content/hsp/reading/excursions/ca/common/picture_card_bank_9780153852954_pictureCardBank.html</p> | | | |
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Lesson 7- Ugly Vegetables

| | Student Learning Objective (SLO) | | Language Objective | | Language Needed | |
|---|---|---|--|---|---|--|
| SLO: 2 NJSLS: RL.2.7 WIDA ELDS: 1-5 Reading Speaking | RL 2.7 Examine the illustrations, individual word choices or phrases within a story (print or digital) to describe character traits, setting or plot. | | Describe and retell the central message, lesson, or moral of a story using illustrations and Graphic Organizers Describe how we use our senses to explore nature Describe what we see in gardens and how plants grow. Say, read, and use Target Vocabulary and high-utility words. Use words and phrases to describe gardens Use nouns and adjectives to draw conclusions from words and pictures | | VU: Realistic Fiction Word choice | |
| | | | | | LFC: Conclusions Descriptive terms (adjectives) nouns | |
| | | | | | LC: Varies by ELP level | |
| | ELP 1 | ELP 2 | ELP 3 | ELP 4 | ELP 5 | |
| Language Objectives | Describe and retell the main idea and details in L1 and/or by using or copying high-frequency, content-related single words and/or creating | Describe and retell main idea and details in L1 and/or by matching content-based vocabulary in short, formulaic sentences to illustrations. | Describe and retell main idea and details by writing simple, related sentences with repetitive grammatical structures and key, content-based vocabulary. | Describe and retell main idea and details by writing expanded and some complex sentences with varying grammatical structures and key, | Describe and retell the main idea and details by writing a summary using precise, content-based vocabulary in multiple, complex sentences | |

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| | visual representations of the main idea. | | | content-based vocabulary. | with varying grammatical structures. |
| Learning Supports | <p>Model the lesson for the students. Show them how to complete the assignment and then have them try on their own.</p> <p>Journeys Day to Day ESL resources https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547977232_/volume2/assets/pdf/JourneysPrintableTE_G2L6.pdf</p> <p>Audio- Ugly Vegetables https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/online_audio_hub_9780547928685_/audio/student/jy14_na_ese_g2_u2_l07_tr07.mp3</p> | <p>Model the lesson for the students. Show them how to complete the assignment and then have them try on their own.</p> <p>Journeys Day to Day ESL resources https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547977232_/volume2/assets/pdf/JourneysPrintableTE_G2L6.pdf</p> <p>Audio- Ugly Vegetables https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/online_audio_hub_9780547928685_/audio/student/jy14_na_ese_g2_u2_l07_tr07.mp3</p> <p>Make a list of things that grow in gardens.</p> <p>What do you grow in your garden?</p> | <p>Audio- Ugly Vegetables https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/online_audio_hub_9780547928685_/audio/student/jy14_na_ese_g2_u2_l07_tr07.mp3</p> <p>Sentence Frames _____ and ____ both grow in gardens. People _____ and _____ to grow a garden.</p> <p>Journeys Day to Day ESL resources https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547977232_/volume2/assets/pdf/JourneysPrintableTE_G2L6.pdf</p> <p>Quizlet- https://quizlet.com/292953314/journeys-2nd-grade-lesson-7-the-ugly-vegetables-flash-cards/</p> <p>Language Support Card https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547953137_/volume1/launch.html?page=11A</p> | <p>Sentence Frames _____ and ____ both grow in gardens. People _____ and _____ to grow a garden.</p> <p>Journeys Day to Day ESL resources https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547977232_/volume2/assets/pdf/JourneysPrintableTE_G2L6.pdf</p> <p>Quizlet- https://quizlet.com/292953314/journeys-2nd-grade-lesson-7-the-ugly-vegetables-flash-cards/</p> <p>Language Support Card https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547953137_/volume1/launch.html?page=11A</p> | <p>Journeys Day to Day ESL resources https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547977232_/volume2/assets/pdf/JourneysPrintableTE_G2L6.pdf</p> <p>Quizlet- https://quizlet.com/292953314/journeys-2nd-grade-lesson-7-the-ugly-vegetables-flash-cards/</p> <p>Language Support Card https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547953137_/volume1/launch.html?page=11A</p> |

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

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| | <p>Visualization Graphic Organizer https://kami.app/dspwmeBo5uJN</p> <p>Make a list of things that grow in gardens. Have students draw pictures.</p> <p>The Ugly Vegetables https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/online_audio_hub_9780547928685_/audio/student/jy14_nase_g2_u2_l07_tr07.mp3</p> <p>Quizlet- https://quizlet.com/292953314/journeys-2nd-grade-lesson-7-the-ugly-vegetables-flash-cards/</p> <p>Language Support Card https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547953137_/volume/launch.html?page=11A</p> | <p>Quizlet- https://quizlet.com/292953314/journeys-2nd-grade-lesson-7-the-ugly-vegetables-flash-cards/</p> <p>Language Support Card https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547953137_/volume/launch.html?page=11A</p> | <p>-the-ugly-vegetables-flash-cards/</p> <p>Language Support Card https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547953137_/volume/launch.html?page=11A</p> | <p>137_/volume/launch.html?page=11A</p> | |
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Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

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Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

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

Lesson 8- Super Storms (Weather)

| | Student Learning Objective (SLO) | | Language Objective | | Language Needed |
|---|---|-------|---|-------|---|
| SLO: 3 NJSLS: RI.2.5 WIDA ELDS: 2-5 Reading Speaking | RI.2.5 know and use text features to locate facts or information; SL.2.6 produce complete sentences to provide detail or clarify | | <u>Identify orally the main idea of a multi-paragraph text using a graphic organizer.</u> <u>Ask and answer</u> questions related to “wh” questions (i.e. who, what, when, and where) using information from text <i>using a graphic organizer and/or word wall.</i> <i>How can some storms be dangerous?</i> | | VU: Non Fiction |
| | | | | | LFC: Main Ideas; Details; Cause and Effect Visualizing Phonics- s, ed, ing Consonant Digraphs- th, sh, wh, ch, tch and ph |
| | | | | | LC: Varies by ELP level |
| | ELP 1 | ELP 2 | ELP 3 | ELP 4 | ELP 5 |

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

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| <p>Language Objectives</p> | <p>Describe and retell about main idea and details in L1 and/or by matching simple phrases and words that represent ideas to illustrations.</p> | <p>Describe and retell about main idea and details in L1 and/or by matching simple sentences to illustrations.</p> | <p>Describe and retell about main idea and details using simple sentences with repetitive patterns and key content-based vocabulary.</p> | <p>Describe and retell about main idea and details using connections using complete sentences with a variety of grammatical structures and content-based vocabulary.</p> | <p>Describe and retell about main idea and details using multiple, complex sentences with a variety of grammatical structures and precise, content-based vocabulary.</p> |
| <p>Learning Supports</p> | <p>Match pictures to words, say orally Sentence Frames Children fill in the words to make simple statements Blizzards are _____. Snow is very _____.</p> <p>Super storms audio- https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/online_audio_hub_9780547928685_audio/student/jy14_na_ese_g2_u2_l08_tr08.mp3</p> | <p>Match pictures to words Sentence Frames Children fill in the words to make simple statements Blizzards are _____. Snow is very _____. Write simple sentences and read them.</p> <p>Main ideas worksheets (differentiated) https://kami.app/0Je1uHZSFIPt</p> <p>Main idea Writing Web https://kami.app/Sg5z4vFSXRzu</p> | <p>Students can pick the correct main idea from options about storms.</p> <p>Main ideas worksheets (differentiated) https://kami.app/0Je1uHZSFIPt</p> <p>Cause and Effect Worksheet https://kami.app/5aR7Zp99tGAY</p> <p>Main idea Writing Web https://kami.app/Sg5z4vFSXRzu</p> | <p>Students write a paragraph about Super Storms.</p> <p>Main ideas worksheets (differentiated) https://kami.app/0Je1uHZSFIPt</p> <p>Cause and Effect Worksheet https://kami.app/5aR7Zp99tGAY</p> <p>Main idea Writing Web https://kami.app/Sg5z4vFSXRzu</p> | <p>Students write 3 paragraphs that explain the main idea using less prompts.</p> <p>Main ideas worksheets (differentiated) https://kami.app/0Je1uHZSFIPt</p> <p>Cause and Effect Worksheet https://kami.app/5aR7Zp99tGAY</p> <p>More Journeys Day to Day ESL resources https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_978054</p> |

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

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| <p>Language Support Card https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547953137/_volume/launch.html?page=11A</p> <p>Super storms story and audio https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547894508/_vol1/launch.html</p> <p>Vocabulary in Context https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547894508/_vol1/launch.html</p> <p>ESL Lesson 8 Day to Day Resource https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547977232/_volume2/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=11A</p> <p>More Journeys Day to Day ESL resources https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547977232/_volume2/assets/pdf/JourneysPrintableTE_G2L6.pdf</p> <p>Quizlet Lesson 8 Vocabulary https://quizlet.com/269458114/lesson-8-journeys-2nd-grade-flash-cards/</p> | <p>Language Support Card https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547953137/_volume/launch.html?page=11A</p> <p>More Journeys Day to Day ESL resources https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547977232/_volume2/assets/pdf/JourneysPrintableTE_G2L6.pdf</p> <p>Quizlet Lesson 8 Vocabulary https://quizlet.com/269458114/lesson-8-journeys-2nd-grade-flash-cards/</p> | <p>Language Support Card https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547953137/_volume/launch.html?page=11A</p> <p>More Journeys Day to Day ESL resources https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547977232/_volume2/assets/pdf/JourneysPrintableTE_G2L6.pdf</p> <p>Quizlet Lesson 8 Vocabulary https://quizlet.com/269458114/lesson-8-journeys-2nd-grade-flash-cards/</p> | <p>7977232/_volume2/assets/pdf/JourneysPrintableTE_G2L6.pdf</p> <p>Language Support Card https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547953137/_volume/launch.html?page=11A</p> <p>Quizlet Lesson 8 Vocabulary https://quizlet.com/269458114/lesson-8-journeys-2nd-grade-flash-cards/</p> |
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Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

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| | <p>More Journeys Day to Day ESL resources https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547977232_/volume2/assets/pdf/JourneysPrintableTE_G2L6.pdf</p> <p>Weather worksheet https://kami.app/lGq8N8y6s320</p> <p>Main ideas worksheets (differentiated) https://kami.app/0Je1uHZSFIPt</p> <p>Quizlet Lesson 8 Vocabulary https://quizlet.com/269458114/lesson-8-journeys-2nd-grade-flash-cards/</p> | | | | |
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Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

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Lesson 9- How Chipmunk got his stripes

| | Student Learning Objective (SLO) | | Language Objective | | Language Needed |
|---|---|-------|--|-------|--|
| SLO: 4 NJSLS: RL 2.7 RL 2.6 SL 2.6 WIDA ELDS: 1-5 Reading Speaking | Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. | | <i>Describe character traits, setting or plot using illustrations, word choices and a word wall.</i> | | VU: Folktale |
| | RL.2.7 use information from illustrations and words to demonstrate understanding of characters, setting, or plot; | | <i>Students will identify characters and what animals look like.</i> | | LFC: Understanding characters and what they look like. Simple related sentences Superlatives- Biggest, Loudest, Strongest |
| | SL.2.6 produce complete sentences to provide detail or clarification | | <i>Students will be able to give examples of superlatives orally, and in written language when discussing animals.</i> | | |
| | ELP 1 | ELP 2 | ELP 3 | ELP 4 | ELP 5 |

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

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|---------------------|--|---|--|---|---|
| Language Objectives | <i>Describe character traits, setting or plot in L1 and/or using single words to answer choice questions.</i> | <i>Describe character traits, setting or plot in L1 and/or using phrases to complete sentence frames in English.</i> | <i>Describe character traits, setting or plot using simple related sentences and key content-based vocabulary.</i> | <i>Describe character traits, setting or plot using complete sentences and key content-based vocabulary.</i> | <i>Describe character traits, setting or plot using complex sentences and content-based vocabulary.</i> |
| Learning Supports | <p>Focus Wall https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/focuswall_9780547894645_/html/lesson9.html</p> <p>Language Support Card https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547953137_/volume/launch.html?page=11A</p> <p>How Chipmunk Got His Stripes (audio) https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547894508_/vol1/launch.html</p> | <p>How Chipmunk Got His Stripes (story and audio) 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=11A</p> <p>Superlative worksheet https://docs.google.com/document/d/1E7P7-Ju0X_QB-cmEkqGT-MhBnOiHSH_1/edit</p> | <p>Animal T Chart- https://kami.app/NvqbLRTGlf6v</p> <p>Language Support Card https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547953137_/volume/launch.html?page=11A</p> <p>How Chipmunk Got His Stripes (story and audio) https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547894508_/vol1/launch.html</p> <p>Superlative worksheet</p> | <p>Superlative worksheet https://docs.google.com/document/d/1E7P7-Ju0X_QB-cmEkqGT-MhBnOiHSH_1/edit</p> <p>Language Support Card https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547953137_/volume/launch.html?page=11A</p> <p>More Journeys Day to Day ESL resources https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547977232_/volume/assets/pdf/JourneysPrintableTE_G2L6.pdf</p> | <p>More Journeys Day to Day ESL resources https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547977232_/volume/assets/pdf/JourneysPrintableTE_G2L6.pdf</p> <p>Language Support Card https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547953137_/volume/launch.html?page=11A</p> <p>Quizlet Lesson 9 Vocabulary</p> |

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| | <p>ding/journeys2014/na/gr2/online_audio_hub_9780547928685_/audio/student/jy14_na_ese_g2_u2_l09_tr09.mp3</p> <p>How Chipmunk Got His Stripes (story and audio) https://www.k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547894508_/vol1/launch.html</p> <p>More Journeys Day to Day ESL resources https://www.k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547977232_/volume2/assets/pdf/JourneysPrintableTE_G2L6.pdf</p> <p>Quizlet Lesson 9 Vocabulary https://quizlet.com/269459162/lesson-9-journeys-2nd-grade-flash-cards/</p> | <p>How Chipmunk Got His Stripes (audio) https://www.k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/online_audio_hub_9780547928685_/audio/student/jy14_na_ese_g2_u2_l09_tr09.mp3</p> <p>Focus Wall https://www.k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/focuswall_9780547894645_/html/lesson9.html</p> <p>More Journeys Day to Day ESL resources https://www.k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547977232_/volume2/assets/pdf/JourneysPrintableTE_G2L6.pdf</p> <p>Sentence Frame _____ says that he is the _____ animal in the forest.</p> | <p>https://docs.google.com/document/d/1E7P7-Ju0X_QB-cmEkqGT-MhBnOiHSH_1/edit</p> <p>More Journeys Day to Day ESL resources https://www.k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547977232_/volume2/assets/pdf/JourneysPrintableTE_G2L6.pdf</p> <p>Quizlet Lesson 9 Vocabulary https://quizlet.com/269459162/lesson-9-journeys-2nd-grade-flash-cards/</p> <p><i>Children will write their own sentences using superlatives.</i></p> | <p>me2/assets/pdf/JourneysPrintableTE_G2L6.pdf</p> <p>Quizlet Lesson 9 Vocabulary https://quizlet.com/269459162/lesson-9-journeys-2nd-grade-flash-cards/</p> <p><i>Children will write sentences about characters using superlatives that show an understanding of the characters.</i></p> | <p>https://quizlet.com/269459162/lesson-9-journeys-2nd-grade-flash-cards/</p> <p><i>Children will write at least three paragraphs about characters using superlatives that show an understanding of the characters and their characteristics.</i></p> |
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| | <p><i>Children can match superlatives to pictures</i></p> | <p>Animal T Chart- https://kami.app/NvqbLRTGIf6v</p> <p>Quizlet Lesson 9 Vocabulary https://quizlet.com/269459162/lesson-9-journeys-2nd-grade-flash-cards/</p> <p><i>Children will complete simple sentences-</i></p> | | | |
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Lesson 10- Jellies: The Life of a Jellyfish

| | Student Learning Objective (SLO) | | Language Objective | | Language Needed | |
|---|---|-------|--|-------|---|--|
| SLO: 5 NJSLS: RI.2.5 SL 2.6 L2.2c WIDA ELDS: 1-5 Reading Speaking | RI.2.5 know and use text features to locate facts or information; SL.2.6 produce complete sentences to provide detail or clarification; L.2.2c use apostrophes to form contractions and possessives | | <u>Express</u> an opinion in writing with supporting reasons, linking words and a conclusion. Describe what is special about animals that live in the ocean. Describe what animals you like in the ocean and which you do not and why. | | VU: Informational Text | |
| | | | | | LFC: Verbs present, past and future; apostrophes Fact and Opinion Focus on Because Cause and Effect Formulate opinions | |
| | | | | | LC: Varies by ELP level | |
| | ELP 1 | ELP 2 | ELP 3 | ELP 4 | ELP 5 | |

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

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| Language Objectives | Express an opinion in writing with supporting reasons, linking words and a conclusion in L1 and/or using pictures, Gestures and key words or memorized phrases. | Express an opinion in writing with supporting reasons, linking words and a conclusion in L1 and/or using key vocabulary in phrases and short sentences with formulaic structures. | Express an opinion in writing with supporting reasons, linking words and a conclusion using key vocabulary in simple, related sentences with repetitive grammatical structures. | Express an opinion in writing with supporting reasons, linking words and a conclusion using key vocabulary in expanded and some complex sentences. | Express an opinion in writing with supporting reasons, linking words and a conclusion using precise vocabulary in multiple, complex sentences. |
| Learning Supports | <p>Language Support Card https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547953137_/volume/launch.html?page=11A</p> <p>ESL Day to Day resource Lesson 10 https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547977232_/volume2/launch.html</p> <p>More Journeys Day to Day ESL resources</p> | <p>Language Support Card https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547953137_/volume/launch.html?page=11A</p> <p>ESL Day to Day resource Lesson 10 https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547977232_/volume2/launch.html</p> <p>More Journeys Day to Day ESL resources</p> | <p>Language Support Card https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547953137_/volume/launch.html?page=11A</p> <p>ESL Day to Day resource Lesson 10 https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547977232_/volume2/launch.html</p> <p>More Journeys Day to Day ESL resources https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547977232_/volume2/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=11A</p> <p>ESL Day to Day resource Lesson 10 https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547977232_/volume2/launch.html</p> <p>More Journeys Day to Day ESL resources https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547977232_/volume2/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=11A</p> <p>ESL Day to Day resource Lesson 10 https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547977232_/volume2/launch.html</p> <p>More Journeys Day to Day ESL resources https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547977232_/volume2/launch.html</p> |

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

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| <p>https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547977232_/volume2/assets/pdf/JourneysPrintableTE_G2L6.pdf Vocabulary in Context https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547894508_/vol1/launch.html</p> <p>Fact and Opinion Worksheet https://kami.app/uCI1NIN87Qti</p> <p>Audio- The life of Jellyfish https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/online_audio_hub_9780547928685_/audio/student/jy14_na_ese_g2_u2_l10_tr10.mp3</p> <p>Animal T Chart-</p> | <p>https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547977232_/volume2/assets/pdf/JourneysPrintableTE_G2L6.pdf Vocabulary in Context https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547894508_/vol1/launch.html</p> <p>Fact and Opinion Worksheet https://kami.app/uCI1NIN87Qti</p> <p>Animal T Chart- https://kami.app/NvqbLRTGlf6v</p> <p>Quizlet Lesson 10 Jellies Vocabulary https://quizlet.com/179797198/jellies-lesson-10-journeys-flash-cards/</p> | <p>7977232_/volume2/assets/pdf/JourneysPrintableTE_G2L6.pdf f</p> <p>Sentence Frames- Jellyfish cannot choose where to go, _____ (because) they do not have brains. (Fact) Explain that a reason can be a fact or an opinion. I do not like to touch Jellyfish, _____ (because) they are slimy. (Opinion) Fact and Opinion Worksheet https://kami.app/uCI1NIN87Qti</p> <p>Animal T Chart- https://kami.app/NvqbLRTGlf6v</p> <p>Irregular Past Tense Verbs PowerPoint https://docs.google.com/presentation/d/1PJ1OBk_WExNh0UYEk5dZZTIOTtqgjFAXTH85CtI6bWM/edit#slide=id.p2</p> <p>Quizlet Lesson 10 Jellies Vocabulary</p> | <p>ng/journeys2014/na/gr2/ete_9780547977232_/volume2/assets/pdf/JourneysPrintableTE_G2L6.pdf f</p> <p>Fact and Opinion Advanced worksheet https://kami.app/194vTEH2ePxv</p> <p>Animal T Chart- https://kami.app/NvqbLRTGlf6v</p> <p>Lined T chart https://kami.app/NvqbLRTGlf6v</p> <p>Apostrophe worksheet https://kami.app/VX6dxDjFR2EV</p> <p>Irregular Past Tense Verbs PowerPoint https://docs.google.com/presentation/d/1PJ1OBk_WExNh0UYEk5dZZTIOTtqgjFAXTH85CtI6bWM/edit#slide=id.p2</p> | <p>7977232_/volume2/assets/pdf/JourneysPrintableTE_G2L6.pdf f</p> <p>Fact and Opinion Advanced worksheet https://kami.app/194vTEH2ePxv</p> <p>Animal T Chart- https://kami.app/NvqbLRTGlf6v</p> <p>Lined T chart https://kami.app/NvqbLRTGlf6v</p> <p>Apostrophe worksheet https://kami.app/VX6dxDjFR2EV</p> <p>Irregular Past Tense Verbs PowerPoint https://docs.google.com/presentation/d/1PJ1OBk_WExNh0UYEk5dZZTIOTtqgjFAXTH85CtI6bWM/edit#slide=id.p2</p> |
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Grade 2 - Unit 2 – ELA/ELL Scaffold – Revised 2021

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| | <p>https://kami.app/NvqblRTGlf6v</p> <p>Quizlet Lesson 10 Jellies Vocabulary https://quizlet.com/179797198/jellies-lesson-10-journeys-flash-cards/</p> <p>Students will state a fact or opinion about ocean animals with pictures.</p> | <p>Students will use the word because to complete sentence frames about ocean animals.</p> | <p>https://quizlet.com/179797198/jellies-lesson-10-journeys-flash-cards/</p> <p>Students will identify facts and opinions and explain the differences between both. Students will write three complex sentences using the word “because”.</p> | <p>Students will construct at least 5 sentences using facts and opinions, with the word “because” on the topic of ocean animals.</p> <p>Main idea and detail paragraph graphic organizer https://kami.app/2LeWiPNuNBeQ</p> <p>Quizlet Lesson 10 Jellies Vocabulary https://quizlet.com/179797198/jellies-lesson-10-journeys-flash-cards/</p> | <p>Students will construct at least 3 paragraphs using facts and opinions, with the word “because” on the topic of ocean animals.</p> <p>Main idea and detail (advanced) writing graphic organizer https://kami.app/Za2dSAZUeVhW</p> <p>Quizlet Lesson 10 Jellies Vocabulary https://quizlet.com/179797198/jellies-lesson-10-journeys-flash-cards/</p> |
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