

**Grade 2 - Unit 3 – 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.

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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*.

**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 11- Click, Clack, Moo Cows that Type**

	Student Learning Objective (SLO)	Language Objective	Language Needed
<b>SLO: 1</b> NJSLS: RF.2.4b SL.2.1c SL.2.2 SL.2.3 SL 2.6 W 2.7  WIDA ELDS: 1-5 Reading Speaking Writing Listening	RF.2.4b read on-level text orally with accuracy, appropriate rate, and expression; SL.2.1c ask for clarification and explanation about topics and texts under discussion; SL.2.2 recount or describe key ideas or details from text read aloud, information presented orally, or through other media; SL.2.3 ask and answer questions about what a speaker say SL 2.6 produce complete sentences to provide details or clarification W 2.7 participate in shared and writing projects	Students will scaffold Information with illustrations and other text features	<b>VU:</b> Humorous Fiction
		Children will write and pronounce words with endings -s or -es	<b>LFC:</b> Plurals (Base words and endings -s, -es) Drawing Conclusions (Inferring and Predicting) Compound sentences Persuasive Writing (Opinion)
		Children will complete an inference map about Farmer Brown and his animals.  Children will make a prediction about how their relationship will continue using a Graphic Organizer.  Children will be able to identify the conjunctions in the sentences and the simple sentences that make up the compound sentences through worksheets.	<b>LC:</b> Varies by ELP level

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			<p>Say and use high-utility words (closed, deal, exchange, meeting, strike). TIER 1 WORDS: barn, cow, hen</p> <p>Students will use words and phrases to describe ways to ask for what you want</p> <p>Use and write sentences with I think to draw conclusions</p> <p>Students will draw conclusions about the text and identify clues that support their conclusion</p> <p>Students will speak, write, listen and read these target words- understand, gathered, impatient, impossible, believe, problem, demand, furious</p>		
Language Objectives	<p>Students can say and use high-utility words TIER 1 WORDS: barn, cow, hen They can illustrate the words and match.</p> <p>Students can use pictures to describe ways to ask for what you want.</p>	<p>Students can say and use high-utility words (closed, deal, exchange, meeting, strike) and match the word to the picture. They can write down sentences that are dictated.</p>	<p>Students can say and use high-utility words (closed, deal, exchange, meeting, strike) and put them into sentences.</p> <p>Students can use words and phrases to describe ways to ask for what you want</p>	<p>Students can say and use high-utility words (closed, deal, exchange, meeting, strike) and generate their own complex sentences.</p> <p>Students can use words and phrases to describe ways to ask for what you want</p>	<p>Students can work with partners and say and use high-utility words (closed, deal, exchange, meeting, strike) to make their own stories. They can share them with the class.</p> <p>Students can use words and phrases to describe ways to ask for what you want</p>

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	<p>Students can use and write sentences with I think to draw conclusions</p> <p>Students can draw conclusions about the text and identify clues that support their conclusion with pictures.</p> <p>Students can complete tasks which are modeled first.</p> <p>Students can describe the structure of a story in L1 and/or using pictures, gestures and/or high-frequency, content-related single words that represent key ideas.</p>	<p>Students can use words and pictures to describe ways to ask for what you want</p> <p>Students can describe the story in L1 and/or using general, content-based vocabulary in phrases and short sentences with formulaic grammatical structures.</p> <p>Students can use and write cloze sentences with I think to draw conclusions</p> <p>Students can draw conclusions about the text and identify clues that support their conclusion through simple sentences Students can speak, write, listen and read these target words (with the teacher modeling everything)- understand, gathered, impatient, impossible, believe, problem, demand, and furious</p>	<p>Students can use and write sentences with I think to draw conclusions</p> <p>Students will draw conclusions about the text and identify clues that support their conclusion</p> <p>Students can speak, write, listen and read these target words- understand, gathered, impatient, impossible, believe, problem, demand, furious. They can match them and create sentences.</p> <p>Children can complete simple sentence frames beginning with think to draw conclusions: I think _____. They will speak and write their sentences.</p> <p>Children can write details about Farmer Brown from the summary.</p>	<p>Students can use and write sentences with I think to draw conclusions about the story</p> <p>Students can speak, write sentences, listen and read these target words- understand, gathered, impatient, impossible, believe, problem, demand, furious. They can match them, and write their own sentences.</p> <p>Children can complete sentence frames beginning with I think to draw conclusions: I think the farmer is _____ because _____. They will speak and write their compound sentences.</p> <p>Have partners find details about Farmer Brown in the summary. Help them write the details in an Inference Map. Then suggest a</p>	<p>Students can use and write sentences with I think to draw conclusions about the story</p> <p>Students can speak, write, listen and read these target words- understand, gathered, impatient, impossible, believe, problem, demand, furious. They can generate their own sentences and paragraphs.</p> <p>Have children write three sentences that start with I have one _____. Have partners exchange papers and rewrite the sentences as I have two _____.</p> <p>Children can use sentences beginning with I think to draw conclusions: I think the farmer is angry because the animals went on strike. They will speak and write their compound sentences.</p>
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			<p>Children can contrast words that end in -s and -es by counting and clapping syllables in car/cars, dress/dresses, truck/trucks, wash/washes, lake/lakes, and wish/wishes.</p> <p>Children will be able to write pans, glasses, apples, and watches. They can put them into sentences.</p> <p>Children can pronounce each word and circle the letters that make the /z/ or /Sz/ sound in each word.</p> <p>Students can describe the structure of a story using key, content-based vocabulary in simple, related sentences with repetitive grammatical structures.</p>	<p>conclusion and write it in the map. They will support their thoughts and write about them.</p> <p>Have children pronounce base words with endings -s or -es, such as pans, glasses, apples, and watches. Have children use the words in original phrases or sentences.</p> <p>Students should know that If the singular word ends with -x, -z, -ch, -tch, -ss, -sh, -zz, you have to add an -es to make it plural.</p> <p>All the other words just add an -s to make it plural.</p> <p>*If the singular word has an f change it to a v and add -es to make it plural.</p> <p>* If the word ends with a consonant and -y then</p>	<p>Have partners complete an Inference Map about Farmer Brown and his animals. Have them make a prediction about how their relationship will continue. Then have them write a paragraph about it, using the map to help them.</p> <p>Students should know that If the singular word ends with -x, -z, -ch, -tch, -ss, -sh, -zz, you have to add an -es to make it plural.</p> <p>All the other words just add an -s to make it plural.</p> <p>*If the singular word has an f change it to a v and add -es to make it plural.</p> <p>* if the word ends with a consonant and -y then you add -ies to make it plural.</p> <p>Have children write and pronounce four base words with endings -s or -es. Have</p>
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				you add -ies to make it plural.	them use each word in a sentence.
Learning Supports	<p>Scaffold Information- Help children scan illustrations and other text features on Student Book pp. 374–393. Distribute ELL11.6. Read the summary aloud and then have children chorally reread with you.</p> <p>Write pans, glasses and apples. Point to the plural endings and help children pronounce the -s and -es sounds.</p> <p>Help children identify important details in the last paragraph of the summary. Then have partners predict what will happen next on the farm.</p>	<p>Scaffold Information- Help children scan illustrations and other text features on Student Book pp. 374–393. Have them predict one thing they may learn by reading the text. Distribute ELL11.6. Read the summary aloud and then have children chorally reread with you.</p> <p>Write pans, glasses, apples and watches. Help children pronounce each word. Have children circle the /z/ or /Sz/sound in each word.</p> <p>Write details about Farmer Brown from the summary. Help children write the details in an Inference Map.</p>	<p>Scaffold Information- Help children scan illustrations and other text features on Student Book pp. 374–393. Have them predict one thing they may learn by reading the text.</p> <p>Have children pronounce base words with endings –s or -es, such as pans, glasses, apples, and watches. Have children use the words in original phrases or sentences.</p> <p>Have partners find details about Farmer Brown in the summary. Help them write the details in an inference map. Then suggest a conclusion and write it in a map.</p>	<p>Scaffold Information- Help children scan illustrations and other text features on Student Book pp. 374–393. Have them predict one thing they may learn by reading the text.</p> <p>Have children write and pronounce four base words with endings -s or -es. Have children use each word in a sentence.</p> <p>Have partners complete an inference map about Farmer Brown and his animals. Have them make a prediction about how their relationship will continue.</p>	<p>Scaffold Information- Help children scan illustrations and other text features on Student Book pp. 374–393. Have them predict one thing they may learn by reading the text. Distribute ELL11.6. Read the summary aloud and then have children chorally reread with you.</p> <p>Have children write and pronounce four base words with endings -s or -es. Have children use each word in a sentence. Have them read their sentences aloud to the class.</p> <p>Have partners complete an inference map about Farmer</p>

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<p>Write so, seems, show, and probably. Discuss their meanings with children and model using them in simple sentences such as I was hungry, so I made a sandwich.</p> <p>Write- The cows are cold, and they want blankets. Help children identify the conjunction. Have them circle the comma. Help children complete the following sentence frame: We would like to have _____ in school. Help children read the sentence aloud and give one reason that explains why they want it.</p> <p>English Language Learners Day to Day Resource (Go the English Language Learners Tab) <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr</a></p>	<p>Then discuss conclusions they can draw from the details.</p> <p>Discuss the conclusion above with children. Help them find other clues from Click, Clack, Moo that support the conclusion.</p> <p>Write The cows are cold, and they want blankets. Have children identify the conjunction and the comma.</p> <p>Have partners complete the following sentence frame: We would like to have _____ in school because _____. Have children read the sentence aloud and identify the goal and the reason.</p> <p>English Language Learners Day to Day Resource (Go the English Language Learners Tab) <a href="https://www-k6.thinkcentral.com/content/hsp/reading/jo">https://www-k6.thinkcentral.com/content/hsp/reading/jo</a></p>	<p>Provide the conclusion Farmer Brown thinks he should decide everything on the farm. Have children find clues in Click, Clack, Moo that support this conclusion.</p> <p>Write The cows are cold, and they want blankets. Have children identify the conjunction and the simple sentences used to form the compound sentence. Have them explain the comma’s placement.</p> <p>Have partners think of something they want to have in school. Have them write a sentence telling the goal and a sentence or sentences that give at least two reasons. Have them share what they wrote with the class.</p> <p>English Language Learners Day to Day</p>	<p>Write Farmer Brown thinks he should decide everything on the farm. Have partners look for clues that support this conclusion and add them to an Inference Map.</p> <p>Have children identify compound sentences on Student Book pp. 387–388. Have them identify the conjunctions in the sentences and the simple sentences that make up the compound sentences.</p> <p>Have children think of something they want to have in school. Have them write a short persuasive letter to you. Have them include a clear goal and two reasons. Have them share their letters with the class.</p> <p>English Language Learners Day to Day</p>	<p>Brown and his animals. Have them make a prediction about how their relationship will continue. Have them explain to the class.</p> <p>Have children identify compound sentences on Student Book pp. 387–388. Have them identify the conjunctions in the sentences and the simple sentences that make up the compound sentences. Have them explain to the class.</p> <p>Have children think of something they want to have in school. Have them write a long persuasive letter to you. Have them include a clear goal and two reasons. Have them share their letters with the class.</p> <p>English Language Learners Day to Day</p>
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Help children complete a simple sentence frame pantomiming the missing word.</p>	<p><a href="https://www.k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547977232_/volume3/launch.html">urneys2014/na/gr2/ete_9780547977232_/volume3/launch.html</a></p> <p>Language Support Card <a href="https://www.k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547953137_/volume/launch.html?page=11A">https://www.k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547953137_/volume/launch.html?page=11A</a></p> <p>Lesson 11 Focus Wall <a href="https://www.k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/focuswall_9780547894645_/html/lesson11.html">https://www.k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/focuswall_9780547894645_/html/lesson11.html</a></p> <p>Use gestures to demonstrate impatient and furious. Have children repeat the gestures and say the words with you. Help children complete a simple sentence frame pantomiming the missing word.</p> <p>Put a book on your desk. Have children close their eyes while you hide the</p>	<p>Resource (Go the English Language Learners Tab <a href="https://www.k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547977232_/volume3/launch.html">https://www.k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547977232_/volume3/launch.html</a></p> <p>Language Support Card <a href="https://www.k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547953137_/volume/launch.html?page=11A">https://www.k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547953137_/volume/launch.html?page=11A</a></p> <p>Lesson 11 Focus Wall <a href="https://www.k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/focuswall_9780547894645_/html/lesson11.html">https://www.k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/focuswall_9780547894645_/html/lesson11.html</a></p> <p>Students should know that If the singular word ends with -x, -z, -ch, -tch, -ss, -sh, -zz, you have to add an -es to make it plural. All the other words just add an -s to make it plural.</p>	<p>Resource (Go the English Language Learners Tab <a href="https://www.k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547977232_/volume3/launch.html">https://www.k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547977232_/volume3/launch.html</a></p> <p>Language Support Card <a href="https://www.k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547953137_/volume/launch.html?page=11A">https://www.k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547953137_/volume/launch.html?page=11A</a></p> <p>Lesson 11 Focus Wall <a href="https://www.k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/focuswall_9780547894645_/html/lesson11.html">https://www.k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/focuswall_9780547894645_/html/lesson11.html</a></p> <p>Have partners write sentence frames using Vocabulary words.</p> <p>Compound Sentence video</p>	<p>Resource (Go the English Language Learners Tab <a href="https://www.k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547977232_/volume3/launch.html">https://www.k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547977232_/volume3/launch.html</a></p> <p>Language Support Card <a href="https://www.k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547953137_/volume/launch.html?page=11A">https://www.k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547953137_/volume/launch.html?page=11A</a></p> <p>Lesson 11 Focus Wall <a href="https://www.k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/focuswall_9780547894645_/html/lesson11.html">https://www.k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/focuswall_9780547894645_/html/lesson11.html</a></p> <p>Ask questions to check understanding. Example: When is it impossible to see well?</p> <p>Tell children you found spilled milk on the floor. You also found small footprints of</p>
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<p>Unit 3- Scoot with vocabulary fill in (complete with students) <a href="https://kami.app/TbOnT4mucjgL">https://kami.app/TbOnT4mucjgL</a></p> <p>Blackline Masters for ELLs to Lesson 11 (Graphic Organizers, assessments, cloze exercises, vocabulary worksheets, etc.) <a href="https://kami.app/vtMTAeGEan2i">https://kami.app/vtMTAeGEan2i</a></p> <p>Make a sentence Game <a href="https://www-k6.thinkcentral.com/content/hsp/reading/medallion/eld/common/activity/esl/introductions/intro_activity.html">https://www-k6.thinkcentral.com/content/hsp/reading/medallion/eld/common/activity/esl/introductions/intro_activity.html</a></p> <p>Click Clack Moo story and audio <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547894508_/vol1/launch.html">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547894508_/vol1/launch.html</a></p>	<p>book. Say: Did you guess that I hid the book? You made a _____.</p> <p>Unit 3- Scoot with vocabulary fill in (complete with students) <a href="https://kami.app/TbOnT4mucjgL">https://kami.app/TbOnT4mucjgL</a></p> <p>Click Clack Moo story and audio <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547894508_/vol1/launch.html">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547894508_/vol1/launch.html</a></p> <p>Click Clack Moo Vocabulary Quizlet <a href="https://quizlet.com/292956780/journeys-2nd-grade-lesson-11-click-clack-moo-flash-cards/">https://quizlet.com/292956780/journeys-2nd-grade-lesson-11-click-clack-moo-flash-cards/</a></p> <p>Blackline Masters for ELLs to Lesson 11 (Graphic Organizers, assessments,</p>	<p>*If the singular word has an f change it to a v and add -es to make it plural.</p> <p>Help children write the details in an Inference Map. Then discuss conclusions they can draw from the details. Write details about the farmer and what the farmer will do next in the story.</p> <p>* If the word ends with -y then you add -ies to make it plural.</p> <p>Have students complete sentence frames for each Vocabulary word.</p> <p>Explain that a compound sentence is made up of two shorter sentences. The shorter sentences are connected by words such as and, but, and or. Use a comma before the connecting word. Have students write 3 sentences about the story using and, but, and or.</p>	<p><a href="https://drive.google.com/file/d/1xNTY343MHc_7wIW_OcU2m5B-bYKGfQqL/view">https://drive.google.com/file/d/1xNTY343MHc_7wIW_OcU2m5B-bYKGfQqL/view</a></p> <p>Explain that a compound sentence is made up of two shorter sentences. The shorter sentences are connected by words such as and, but, and or. Use a comma before the connecting word. Have students write 5 sentences about the story using and, but, and or.</p> <p>Go to Stickyball.com and have students complete the exercises on compound sentences- <a href="https://www.stickyball.net/esl-writing/intermediate-advanced-writing/comma-s-and-conjunctions.html">https://www.stickyball.net/esl-writing/intermediate-advanced-writing/comma-s-and-conjunctions.html</a></p> <p>Write: Jason is wearing sneakers. Jason is sweaty.</p>	<p>milk. Ask children to draw a conclusion about what might have happened. Sample answer: A pet cat knocked over the milk.</p> <p>Click Clack Moo story and audio <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547894508_/vol1/launch.html">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547894508_/vol1/launch.html</a></p> <p>Compound Sentence video <a href="https://drive.google.com/file/d/1xNTY343MHc_7wIW_OcU2m5B-bYKGfQqL/view">https://drive.google.com/file/d/1xNTY343MHc_7wIW_OcU2m5B-bYKGfQqL/view</a></p> <p>Explain that a compound sentence is made up of two shorter sentences. The shorter sentences are connected by words such as and, but, and or. Use a comma before the connecting word. Have students 3 paragraphs about the story using and, but, and or.</p>
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**Grade 2 - Unit 3 – ELA/ELL Scaffold – Revised 2021**

<p>Click Clack Moo Vocabulary Quizlet  <a href="https://quizlet.com/292956780/journeys-2nd-grade-lesson-11-click-clack-moo-flash-cards/">https://quizlet.com/292956780/journeys-2nd-grade-lesson-11-click-clack-moo-flash-cards/</a></p> <p>Put a book on your desk. Have children close their eyes while you hide the book. Say: Did you guess that I hid the book? You made a _____.</p> <p>Provide more practice with the ending sounds /s/ and /z/ in words such as books, girls, lakes, and washes. Say the words and have children repeat. Have them clap out the syllables too.</p> <p>Write pans, glasses, and apples. Point to the plural endings and help children pronounce the /z/ and /Sz / sounds</p>	<p>cloze exercises, vocabulary worksheets, etc.)  <a href="https://kami.app/vtMTAeGEan2i">https://kami.app/vtMTAeGEan2i</a></p> <p>Children will repeat and identify statements with I think. With prompts, they can draw brief conclusions based on pictures in the selection. They can write the sentences they hear and speak.</p> <p>Help children identify important details in the last paragraph of the summary. Then have them predict and write about what will happen next on the farm.</p> <p>Provide more practice with the ending sounds /s/ and /z/ in words such as books, girls, lakes, and washes. Say the words and have children repeat. Let them take turns leading the group and having others follow along. Have</p>	<p>Provide context sentences to teach signal words so, seems, show, probably, suggest, make clear, and prove. Explain that signal words help readers find clues in the story.</p> <p>Unit 3- Scoot with vocabulary fill in  <a href="https://kami.app/TbOnT4mucjgL">https://kami.app/TbOnT4mucjgL</a></p> <p>ESL library lesson plan and worksheets- compound sentences/commas-  <a href="https://kami.app/iqLPSTFXhNm_r">https://kami.app/iqLPSTFXhNm_r</a></p> <p>Click Clack Moo story and audio  <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547894508_/vol1/launch.html">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547894508_/vol1/launch.html</a></p> <p>Click Clack Moo Vocabulary Quizlet</p>	<p>Have children complete the sentence frame: I can conclude that _____. Jason was running or exercising.</p> <p>Unit 3- Scoot with vocabulary fill in  <a href="https://kami.app/TbOnT4mucjgL">https://kami.app/TbOnT4mucjgL</a></p> <p>Click Clack Moo story and audio  <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547894508_/vol1/launch.html">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547894508_/vol1/launch.html</a></p> <p>Click Clack Moo Vocabulary Quizlet  <a href="https://quizlet.com/292956780/journeys-2nd-grade-lesson-11-click-clack-moo-flash-cards/">https://quizlet.com/292956780/journeys-2nd-grade-lesson-11-click-clack-moo-flash-cards/</a></p>	<p>Go to Stickyball.com and have students complete the exercises-  <a href="https://www.stickyball.net/esl-writing/intermediate-advanced-writing/commas-and-conjunctions.html">https://www.stickyball.net/esl-writing/intermediate-advanced-writing/commas-and-conjunctions.html</a></p> <p>Unit 3- Scoot with vocabulary fill in  <a href="https://kami.app/TbOnT4mucjgL">https://kami.app/TbOnT4mucjgL</a></p> <p>Click Clack Moo Vocabulary Quizlet  <a href="https://quizlet.com/292956780/journeys-2nd-grade-lesson-11-click-clack-moo-flash-cards/">https://quizlet.com/292956780/journeys-2nd-grade-lesson-11-click-clack-moo-flash-cards/</a></p> <p>Blackline Masters for ELLs to Lesson 11 (Graphic Organizers, assessments, cloze exercises, vocabulary worksheets, etc.)</p>
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**Grade 2 - Unit 3 – ELA/ELL Scaffold – Revised 2021**

<p>Children will repeat and identify statements with I think. With prompts, they can draw brief conclusions based on pictures in the selection. They will speak and draw pictures of their sentences.</p> <p>Help children identify important details in the last paragraph of the summary. Then have partners predict what will happen next on the farm.</p> <p>Drawing Conclusions worksheet #1 <a href="https://kami.app/KYAbijVWtmoP">https://kami.app/KYAbijVWtmoP</a></p> <p>Write, “The cows are cold, and they want blankets.” Help children identify the conjunction (and) have them circle the comma.</p>	<p>them clap out the syllables to the words. Students should know that If the singular word ends with -x, -z, -ch, -tch, -ss, -sh, -zz, you have to add an -es to make it plural. All the other words just add an -s to make it plural. If the word ends with a consonant and -y then you add -ies to make it plural. *If the singular word has an f change it to a v and add -es to make it plural.</p> <p>Drawing Conclusions worksheet #1 <a href="https://kami.app/KYAbijVWtmoP">https://kami.app/KYAbijVWtmoP</a></p> <p>Drawing Conclusions worksheet #1 <a href="https://kami.app/KYAbijVWtmoP">https://kami.app/KYAbijVWtmoP</a></p>	<p><a href="https://quizlet.com/292956780/journeys-2nd-grade-lesson-11-click-clack-moo-flash-cards/">https://quizlet.com/292956780/journeys-2nd-grade-lesson-11-click-clack-moo-flash-cards/</a></p> <p>Blackline Masters for ELLs to Lesson 11 (Graphic Organizers, assessments, cloze exercises, vocabulary worksheets, etc.) <a href="https://kami.app/vtMTAeGEan2i">https://kami.app/vtMTAeGEan2i</a></p> <p>Spelling Lists and Rules Packet (singular and plural) <a href="https://kami.app/xAxFYd43Xzae">https://kami.app/xAxFYd43Xzae</a></p> <p>Drawing Conclusions Video from Study.com <a href="https://drive.google.com/file/d/1rcXpGEMVxjEwDAb4fgyutclF-2Jw28bm/view">https://drive.google.com/file/d/1rcXpGEMVxjEwDAb4fgyutclF-2Jw28bm/view</a></p> <p>Plural noun video from Flocabulary.com <a href="https://drive.google.com/file/d/1C5tj7zy2YIXA31p7b_G2IIr8wXDXC28-/view">https://drive.google.com/file/d/1C5tj7zy2YIXA31p7b_G2IIr8wXDXC28-/view</a></p> <p>Drawing conclusions worksheet#2</p>	<p>Blackline Masters for ELLs to Lesson 11 (Graphic Organizers, assessments, cloze exercises, vocabulary worksheets, etc.) <a href="https://kami.app/vtMTAeGEan2i">https://kami.app/vtMTAeGEan2i</a></p> <p>Spelling Lists and Rules Packet (singular and plural) <a href="https://kami.app/xAxFYd43Xzae">https://kami.app/xAxFYd43Xzae</a></p> <p>Drawing conclusions worksheet#2 <a href="https://kami.app/KvTTIQZgJe7C">https://kami.app/KvTTIQZgJe7C</a></p> <p>Drawing Conclusions Video from Study.com <a href="https://drive.google.com/file/d/1rcXpGEMVxjEwDAb4fgyutclF-2Jw28bm/view">https://drive.google.com/file/d/1rcXpGEMVxjEwDAb4fgyutclF-2Jw28bm/view</a></p> <p>Plural noun video from Flocabulary.com</p>	<p><a href="https://kami.app/vtMTAeGEan2i">https://kami.app/vtMTAeGEan2i</a></p> <p>Spelling Lists and Rules Packet (singular and plural) <a href="https://kami.app/xAxFYd43Xzae">https://kami.app/xAxFYd43Xzae</a></p> <p>Drawing conclusions worksheet#2 <a href="https://kami.app/KvTTIQZgJe7C">https://kami.app/KvTTIQZgJe7C</a></p> <p>Drawing Conclusions Video from Study.com <a href="https://drive.google.com/file/d/1rcXpGEMVxjEwDAb4fgyutclF-2Jw28bm/view">https://drive.google.com/file/d/1rcXpGEMVxjEwDAb4fgyutclF-2Jw28bm/view</a></p> <p>Plural noun video from Flocabulary.com <a href="https://drive.google.com/file/d/1C5tj7zy2YIXA31p7b_G2IIr8wXDXC28-/view">https://drive.google.com/file/d/1C5tj7zy2YIXA31p7b_G2IIr8wXDXC28-/view</a></p> <p>Have them explain the comma’s placement in the sentence- “The cows are cold, and they want</p>
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		Have children identify the conjunction and the comma in the sentence, “The cows are cold, and they want blankets.” Have them complete other examples.	<a href="https://kami.app/kvTTIQZgJe7C">https://kami.app/kvTTIQZgJe7C</a>  Write “The cows are cold, and they want blankets.” Have children identify the conjunction and the simple sentences used to form the compound sentences.	<a href="https://drive.google.com/file/d/1C5tj7zy2YIXA31p7b_G2lIR8wXDXC28-/view">https://drive.google.com/file/d/1C5tj7zy2YIXA31p7b_G2lIR8wXDXC28-/view</a>  Have them explain the comma’s placement in the sentence- “The cows are cold, and they want blankets.”	blankets.” Have them identify compound sentences on their student book pg. 387-388.
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Lesson 12- Ah, Music!

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 2 NJSLS: RI 2.5 RI 2.7 RF 2.3 RF 2.4c L2.4a RI 2.9 W2.1 WIDA ELDS:	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.2.3b know spelling-sound correspondence for vowel teams; RF.2.4c use context to confirm or self-correct word recognition and understanding; L.2.4a use sentence level context as a clue to the meaning of a word or phrase	Students will understand how text and graphic features tell how words and pictures help you understand new information. Students will tell how words and pictures help you understand new information.  Say and use high-utility words- music, practice, song, sound Tier 1 words- instrument, listen	<b>VU:</b> Informational text  <b>LFC:</b> Vowel Diagraphs, ai,ay Text and Graphic Features; Question; idioms; Expanding and rearranging compound

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1-5 Reading Writing Listening	RI.2.9 compare and contrast points presented by two texts on the same topic; W.2.1 write opinion pieces; W.2.5 focus on a topic and strengthen writing by revising and editing			Students will speak, write, listen and read these target words- vibration, tune, volume, expression, creative, performance, concentrate, relieved  Students will understand what are the different ways to enjoy music Students will understand how idioms are used and they will be able to illustrate or write about their findings  Students will understand how to speak and write words that have the ai/ay spellings.  Students will use words and phrases to describe how music can evoke certain feelings and images  Students will use questions with where and prepositional phrases with at and in to ask and answer informational questions  Students will be able to use sentence frames, models and graphic organizers to write about their opinion.		sentences; Scaffold opinion writing
						LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	

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<p>Language Objectives</p>	<p>Students will describe the story in L1 and/or using pictures, Gestures and/or high frequency, content-related single words that represent key ideas.</p> <p>Say and use high-utility words- Tier 1 words- instrument, listen</p> <p>Students will understand what are the different ways to enjoy music with a graphic organizer</p> <p>Students will use pictures and simple words to describe how music can evoke certain feelings and images</p> <p>Students will be able to read and pronounce ai and ay words and understand their meanings</p>	<p>Students will understand how text and graphic features tell how words and pictures help you understand new information. Students will tell how words and pictures help you understand new information. They will be able to explain using simple sentences.</p> <p>Students can describe the structure of a story in L1 and/or using general, content-based vocabulary in phrases and short sentences with formulaic grammatical structures.</p> <p>Say and use high-utility words- music, practice, song, sound</p> <p>Students will speak, write, listen and read these target words- vibration, tune, volume, expression, creative, performance, concentrate, relieved</p>	<p>Students will understand how text and graphic features tell how words and pictures help you understand new information. Students will tell how words and pictures help you understand new information.</p> <p>Say and use high-utility words- music, practice, song, sound</p> <p>Students will speak, write, listen and read these target words- vibration, tune, volume, expression, creative, performance, concentrate, relieved</p> <p>Students will be able to read and pronounce ai and ay words and understand their meanings. They will be able to write compound sentences</p>	<p>Students will understand how text and graphic features tell how words and pictures help you understand new information. Students will tell how words and pictures help you understand new information.</p> <p>Say and use high-utility words- music, practice, song, sound</p> <p>Students will speak, write, listen and read these target words- vibration, tune, volume, expression, creative, performance, concentrate, relieved</p> <p>Students will be able to read and pronounce ai and ay words and understand their meanings. They will be</p>	<p>Students will understand how text and graphic features tell how words and pictures help you understand new information. Students will think, pair and share how words and pictures help them understand new information.</p> <p>Children will say and use high-utility words- music, practice, song, sound using complex sentences.</p> <p>Students will speak, write, listen and read these target words- vibration, tune, volume, expression, creative, performance, concentrate, relieved</p> <p>Students will be able to read and pronounce ai and ay words and understand their meanings. They will be able to generate their own compound sentences and share them with the class.</p>
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		<p>creative, performance, concentrate, relieved</p> <p>Students will be able to read and pronounce ai and ay words and understand their meanings. They will be able to write simple sentences using the words.</p> <p>Students will understand what are the different ways to enjoy music with a graphic organizer</p>	<p>Students will understand what are the different ways to enjoy music</p> <p>Students will use words and phrases to describe how music can evoke certain feelings and images</p> <p>Students will answer questions with where and write their own prepositional phrases with at and in. They will respond to questions and will write their responses correctly.</p> <p>Students can describe the structure of a story using key, content-based vocabulary in simple, related sentences with repetitive grammatical structures.</p>	<p>able to generate their own compound sentences</p> <p>Students will use words and phrases to describe how music can evoke certain feelings and images</p> <p>Students will answer questions with where and write their own prepositional phrases with at and in. They will respond to questions and will write their responses correctly.</p>	<p>Students will use words and phrases to describe how music can evoke certain feelings and images. They will be able to write what others say about how they feel as well.</p> <p>Students will describe and retell the main idea and details by writing a summary using precise, content-based vocabulary in multiple, complex sentences with varying grammatical structures.</p>
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<p><b>Learning Supports</b></p>	<p>Teacher can write day and wail. Students will blend the sounds and underline the letters that make the long /a/ sound in day. Ask children to do the same for wail. Have children repeat.</p> <p>Students will match pictures to words that have the ai/ay spellings.</p> <p>Review the chart of text and graphic features with children. Ask questions such as How does each heading help tell you what the page will be about? Help children answer by using information from the chart.</p> <p>Idioms- Match idiom to picture</p> <p>Help children review the text and graphic</p>	<p>Teacher will write day and wail. Students will blend the sounds and underline the letters that make the long /a/ sound in day. Ask children to do the same for wail. Have children repeat.</p> <p>Students will match pictures to words that have the ai/ay spellings. Then they will write a sentence using each word that the teacher will orally dictate.</p> <p>Review the chart of text and graphic features with children. Ask questions such as- How does each heading help tell you what the page will be about? Help children answer by using information from the chart.</p> <p>Idiom- Match idiom to picture and have students act them out.</p> <p>I Help partners fill in sentence frames about the text and graphic features in</p>	<p>Students will match pictures to words that have the ai/ay spellings. Then they will create sentences with each word.</p> <p>Have partners discuss the information in the chart of text and graphic features. Have them complete sentence frames such as The pictures gave me more information about _____.</p> <p>Have partners complete the following sentences: I love to _____. I love it because _____. Have them read the sentences aloud.</p> <p>Idiom- Have students write idioms in these sentence frames- James (chowed down) on his birthday cake. That nice teacher has a (heart of gold). When I heard the good news it was (like music to my ears).</p>	<p>Students will match pictures to words that have the ai/ay spellings. Then they will create a paragraph with the words.</p> <p>Have children look at the pictures on p. 417. Have them write a sentence or two about how the pictures show what people can see and hear when they listen to music Idioms- Have students write their own idioms and act them out to the class so that they can guess which one it is.</p> <p>Have children locate text and graphic features to retell the main idea of Ah, Music! Have children reread ELL12.6 and list two or three questions they have about the summary</p> <p>Have children use text and</p>	<p>Students will match pictures to words that have the ai/ay spellings. Then they will create a story with the words and read it to the class.</p> <p>Have partners complete the chart with information from p. 421. Remind them to tell how the text and graphic features show that "Music is for everybody."</p> <p>Have children locate text and graphic features to retell the main idea of Ah, Music! Have children reread ELL12.6 and list two or three questions they have about the summary</p> <p>Have partners use text and graphic features to write a brief summary of Ah, Music! that includes the most important details.</p> <p>Idioms- Have students write their own idioms and act them out to the class so that they can guess which one it is.</p>
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	<p>features in Ah, Music! Provide additional practice with Context Cards. Have partners take turns reading Chant, ELL12.5 aloud.</p> <p>Write - I love the guitar! Sam loves the trumpet. Help children read the sentences aloud. Then help children combine the two simple sentences to make one compound sentence.</p> <p>Help children fill in the following sentence frames with activities they love to do. I love to _____. I also love to _____. Help them read the sentences aloud.</p> <p>Unit 3- Scoot with vocabulary fill in (complete with students)</p>	<p>Ah, Music! For example, The pictures on page 413 help show that _____ is the beat I can clap. Provide additional practice with Context Cards. Have partners take turns reading Chant, ELL12.5 aloud.</p> <p>Have partners complete the following sentences-</p> <p>I love to _____.</p> <p>I love it because _____.</p> <p>Have them read the sentences aloud.</p> <p>Students will use simple words and phrases to describe how music can evoke certain feelings and images</p> <p>Students will be able to use these sentence frames-</p>	<p>Have children write three sentences about something they love to do. Have them include two reasons why they love to do it. Have them share their sentences with the class.</p> <p>Day to Day resource ESL lesson 12 <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547977232_/volume3/launch.html">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547977232_/volume3/launch.html</a></p> <p>Unit 3- Scoot with vocabulary fill in (complete some with students) <a href="https://kami.app/TbOnT4mucjgL">https://kami.app/TbOnT4mucjgL</a></p> <p>Language Support Card for lesson 12 <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547953137_/volume/launch.html?page=12A">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547953137_/volume/launch.html?page=12A</a></p>	<p>graphic features to retell the most important details of Ah, Music! Have partners take turns listening and retelling</p> <p>Have children write a paragraph about something they love to do. Have them include multiple reasons why they love to do it. Have them share their sentences with the class.</p> <p>Provide additional practice with Context Cards.</p> <p>Have partners take turns reading Chant, ELL12.5 aloud. Encourage them to listen to their partner read with appropriate frequency. Provide partners with context sentences containing familiar idioms. Have</p>	<p>Have children write a paragraph about something they love to do. Have them include several reasons why they love it. Have them share their sentences with the class.</p> <p>Day to Day resource ESL lesson 12 <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547977232_/volume3/launch.html">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547977232_/volume3/launch.html</a></p> <p>Language Support Card for lesson 12 <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547953137_/volume/launch.html?page=12A">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547953137_/volume/launch.html?page=12A</a></p> <p>Blackline Master Lesson 12 (worksheets, assessments, cloze sentences, etc.)</p>
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Lesson 13- Schools around the World					

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<p>SLO: 3 NJSLS: L 2.4e R.I 2.5 RF 2.3b W 2.7 SL 2.6</p> <p>WIDA ELDS: 1-5 Reading Speaking Writing Listening</p>	<p>L2.4e Determine or clarify the meaning of unfamiliar words using a glossary or beginning dictionary (print or digital).</p> <p>RI.2.5 know and use text features to locate facts or information;</p> <p>RF.2.3b know spelling- sound correspondences for vowel teams; Apply vowel pattern pronunciation generalizations to correctly read words with vowel digraphs, vowel diphthongs, and r-controlled vowels.</p> <p>W.2.7 participate in shared research and writing projects;</p> <p>SL.2.6 produce complete sentences to provide detail or clarification</p>	<p>Say and use high-utility words- community, culture, languages, lessons, special, subjects, transportation, wear</p> <p>Use words and phrases to describe learning in school</p> <p>Use sentences with can + infinitive to explain</p> <p>Students will practice words with vowel digraphs ee, ea.</p> <p>Students will be able to identify how to use quotation marks.</p> <p>Students will be able to write an opinion piece</p> <p>Students will learn the target words- climate, country, depend, tutor, uniform</p> <p>Tier 1 words- book, teacher, and children <u>Determine or clarify</u> the meaning of words or phrases <i>using print or digital dictionaries.</i></p> <p>Note: ELLs at lower ELP levels need to know vocabulary of targeted phonics words. Also some of the English vowel sounds may not exist in the first language so ELLs may have difficulty hearing and producing some sounds.</p> <p><u>Apply</u> vowel pattern rules, when reading.</p>	<p>VU: Informational Text</p>
			<p>Digraphs ee, ea Main idea and details Dictionary skills Can + infinitive Quotation Marks Scaffold Persuasive Writing</p>
			<p><b>LC:</b> Varies by ELP level</p>

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Language Objectives	<p>Determine or clarify the meaning of key words by using L1 and/or by locating the correct words and pictures.</p> <p>Apply vowel pattern rules, when reading selected, high-frequency, single words</p>	<p>Determine or clarify the meaning of words or phrases by using L1 and/or using short phrases and drawings.</p> <p>Apply vowel pattern rules, when reading selected words and phrases from leveled texts.</p>	<p>Determine or clarify the meaning of key words by using a series of simple, related sentences.</p> <p>Apply vowel pattern rules, when reading from leveled texts.</p>	<p>Determine or clarify meaning of key words by using expanded and some complex sentences.</p> <p>Apply vowel pattern rules, when reading from texts with grade 1-2 complexity levels.</p>	<p>Determine or clarify the precise meaning of key words by using multiple, complex sentences.</p> <p>Apply vowel pattern rules, when reading from grade-level texts.</p>
Learning Supports	<p>Help children identify the letters that make the long e in words such as team, speak, sneeze, and tea.</p> <p>Help children identify three details from the summary. Help them evaluate how those details support the author’s purpose.</p>	<p>Read long e words, and then guide children to use the words in oral phrases or short sentences.</p> <p>Have children identify the key details and write three details from the summary.</p> <p>Have partners reread student book pg. 452. Have them discuss the main idea.</p>	<p>Then make a list of words with ee and ea. Children use the words in oral sentences.</p> <p>Have partners create an idea and support map to determine the main idea of the last paragraph of the summary.</p> <p>Have partners discuss the main idea and write details that support the idea.</p> <p>Have partners ask their classmate two questions- Have</p>	<p>Have children write sentences with ee and ea and have them read it to the class.</p> <p>Have partners create an idea support map to determine the main idea of the last paragraph of the summary.</p> <p>Have partners write an explanation of the main</p>	<p>Have children write a story with ee and ea and have them read it to the class.</p> <p>Have partners create an idea support map to determine the main idea of the last paragraph of the summary. Have them explain it to the class.</p> <p>Have partners write an explanation of the main idea</p>

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<p>Write- Children around the world learn in many of the same ways. Help children find details that support this message.</p> <p>Quotation Marks- Write- He said, “I am hungry.” Help children add the proper punctuation.</p> <p>Scaffold Persuasive Writing- Help children complete sentence frames, such as the following with persuasive words and phrases: I think you should _____. I would like to _____.</p> <p>Quizlet Schools Around the World  <a href="https://quizlet.com/64493068/lesson-13-schools-around-the-world-flash-cards/">https://quizlet.com/64493068/lesson-13-schools-around-the-world-flash-cards/</a></p>	<p>Quotations- Write several quotations and have children add proper punctuation.</p> <p>Guide children to use /ee/ and /ea/ words in oral phrases. Following a model, children can complete sentence frames by using can + infinitive. The girl _____ the guitar.</p> <p>Students will learn the target words- climate, country, depend, tutor, uniform</p> <p>Have children write 3 details from the story about what the main idea is about.</p> <p>Have children think of something they would like to learn. Help them give a reason why other children should want to learn the subject.</p>	<p>children record their partner’s answers by using exact words and quotation marks.</p> <p>Children can identify sentences that contain can + infinitive. They can follow models to form their own can + infinitive sentences.</p> <p>Have children look up and write the details and support the author’s purpose through verbal and written communication.</p> <p>Have children write 2 or 3 persuasive sentences about something they would like to learn. Have children read their responses to a partner.</p> <p>Children can put words in abc order and children can look up words and meanings from the dictionary. Children can use the guide words in the dictionary for assistance.</p>	<p>idea providing details that support the idea. Have partners ask each other questions about different subjects in school. Have children record the questions and answers by using exact words and quotation marks.</p> <p>Have children write 2 or 3 persuasive sentences about something they would like to learn. Have children read their sentences to a partner and have the partner identify places that they could use more exact words.</p> <p>Have children look up their high frequency words in the dictionary. They will write their meaning, and own sentences.</p>	<p>providing details that support the idea.</p> <p>Have partners ask each other questions about different subjects in school. Have children record the questions and answers by using exact words and quotation marks.</p> <p>Have children write 4 or 5 persuasive sentences about something they would like to learn. Have children read their sentences to a partner and have the partner identify places that they could use more exact words.</p> <p>Have children look up their high frequency words in the dictionary. They will write their meaning, and own sentences.</p> <p>Have children generate their own /ea/ and /ee/ list and place words in compound sentences.</p>
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<p>Unit 3- Scoot with vocabulary fill in (complete with students)  <a href="https://kami.app/TbOnT4mucjgL">https://kami.app/TbOnT4mucjgL</a></p> <p>Schools around the World (Book and Audio)  <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547894508_vol1/launch.html">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547894508_vol1/launch.html</a></p> <p>Language support card Lesson 13  <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547953137_volume/launch.html?page=13A">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547953137_volume/launch.html?page=13A</a></p> <p>Grab and Go 2nd grade resources- Lesson 13  <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na</a></p>	<p>Children can learn alphabetical order and look up high frequency words in the dictionary with assistance. Students can use the four corners Siop graphic organizer.</p> <p>Unit 3- Scoot with vocabulary fill in (complete with students)  <a href="https://kami.app/TbOnT4mucjgL">https://kami.app/TbOnT4mucjgL</a></p> <p>Quizlet Schools Around the World  <a href="https://quizlet.com/64493068/lesson-13-schools-around-the-world-flash-cards/">https://quizlet.com/64493068/lesson-13-schools-around-the-world-flash-cards/</a></p> <p>Schools around the World (Book and Audio)  <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547894508_vol1/launch.html">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547894508_vol1/launch.html</a></p> <p>Language support card Lesson 13</p>	<p>Have children make lists of words with /ee/ and /ea/.</p> <p>Unit 3- Scoot with vocabulary fill in (complete some with students)  <a href="https://kami.app/TbOnT4mucjgL">https://kami.app/TbOnT4mucjgL</a></p> <p>Quizlet Schools Around the World  <a href="https://quizlet.com/64493068/lesson-13-schools-around-the-world-flash-cards/">https://quizlet.com/64493068/lesson-13-schools-around-the-world-flash-cards/</a></p> <p>Schools around the World (Book and Audio)  <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547894508_vol1/launch.html">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547894508_vol1/launch.html</a></p> <p>Language support card Lesson 13  <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support</a></p>	<p>Quizlet Schools Around the World  <a href="https://quizlet.com/64493068/lesson-13-schools-around-the-world-flash-cards/">https://quizlet.com/64493068/lesson-13-schools-around-the-world-flash-cards/</a></p> <p>Unit 3- Scoot with vocabulary fill in  <a href="https://kami.app/TbOnT4mucjgL">https://kami.app/TbOnT4mucjgL</a></p> <p>Language support card Lesson 13  <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547953137_volume/launch.html?page=13A">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547953137_volume/launch.html?page=13A</a></p> <p>Schools around the World (Book and Audio)  <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547894508_vol1/launch.html">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547894508_vol1/launch.html</a></p> <p>Focus Wall</p>	<p>Quizlet Schools Around the World  <a href="https://quizlet.com/64493068/lesson-13-schools-around-the-world-flash-cards/">https://quizlet.com/64493068/lesson-13-schools-around-the-world-flash-cards/</a></p> <p>Unit 3- Scoot with vocabulary fill in  <a href="https://kami.app/TbOnT4mucjgL">https://kami.app/TbOnT4mucjgL</a></p> <p>Language support card Lesson 13  <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547953137_volume/launch.html?page=13A">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547953137_volume/launch.html?page=13A</a></p> <p>Focus Wall  <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/focuswall_9780547894645_html/lesson13.html">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/focuswall_9780547894645_html/lesson13.html</a></p> <p>Schools around the World (Book and Audio)  <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547894508_vol1/launch.html">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547894508_vol1/launch.html</a></p>
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<p><a href="#">/gr2/teacher_gateway_9780547933405_/pdf/Additional_Resources.pdf</a></p> <p>Focus Wall <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/focuswall_9780547894645_/html/lesson13.html">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/focuswall_9780547894645_/html/lesson13.html</a></p> <p>English Language Learners Day to Day resource Lesson 13 <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547977232_/volume3/launch.html">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547977232_/volume3/launch.html</a></p>	<p><a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547953137_/volume/launch.html?page=13A">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547953137_/volume/launch.html?page=13A</a></p> <p>Focus Wall <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/focuswall_all_9780547894645_/html/lesson13.html">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/focuswall_all_9780547894645_/html/lesson13.html</a></p> <p>Grab and Go 2nd grade resources <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/teacher_gateway_9780547933405_/pdf/Additional_Resources.pdf">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/teacher_gateway_9780547933405_/pdf/Additional_Resources.pdf</a></p> <p>English Language Learners Day to Day resource Lesson 13 <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547977232_/volume3/launch.html">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547977232_/volume3/launch.html</a></p>	<p><a href="#">_9780547953137_/volume/launch.html?page=13A</a></p> <p>Focus Wall <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/focuswall_9780547894645_/html/lesson13.html">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/focuswall_9780547894645_/html/lesson13.html</a></p> <p>Grab and Go 2nd grade resources-13 <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/teacher_gateway_9780547933405_/pdf/Additional_Resources.pdf">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/teacher_gateway_9780547933405_/pdf/Additional_Resources.pdf</a></p> <p>English Language Learners Day to Day resource Lesson 13 <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547977232_/volume3/launch.html">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547977232_/volume3/launch.html</a></p>	<p><a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/focuswall_9780547894645_/html/lesson13.html">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/focuswall_9780547894645_/html/lesson13.html</a></p> <p>Grab and Go 2nd grade resources-13 <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/teacher_gateway_9780547933405_/pdf/Additional_Resources.pdf">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/teacher_gateway_9780547933405_/pdf/Additional_Resources.pdf</a></p> <p>English Language Learners Day to Day resource Lesson 13 <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547977232_/volume3/launch.html">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547977232_/volume3/launch.html</a></p>	<p><a href="#">neys2014/na/gr2/ese_9780547894508_/vol1/launch.html</a></p> <p>Grab and Go 2nd grade resources <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/teacher_gateway_9780547933405_/pdf/Additional_Resources.pdf">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/teacher_gateway_9780547933405_/pdf/Additional_Resources.pdf</a></p> <p>English Language Learners Day to Day resource Lesson 13 <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547977232_/volume3/launch.html">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547977232_/volume3/launch.html</a></p>
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		<a href="https://www.nj.gov/education/assessment/80547977232/volume3/launch.html">80547977232 /volume3/launch.html</a>			
	<b>Lesson 14- Helen Keller Student Learning Objective (SLO)</b>		<b>Language Objective</b>		<b>Language Needed</b>
<b>SLO: 4</b> NJSLS: RL.2.5 RF.2.3b W.2.7 SL.2.6 RI.2.1 RI.2.5 RI.2.6 RI.2.10 WIDA ELDS: 1-5 Reading Speaking	RI.2.5 know and use text features to locate facts or or information; RF.2.3b know spelling-sound correspondences for vowel teams; W.2.7 participate in shared research and writing projects; SL.2.6 produce complete sentences to provide detail or clarification RI.2.1 ask and answer questions to demonstrate understanding of key details; RI.2.5 know and use text features to locate facts or information; RI.2.6 identify the main purpose of a text; RI.2.10 read and comprehend informational text		Say and use high-utility words blind, deaf, hear, speak and spelled  TIER 1 WORDS: ear, eye, hand, mouth, nose  Say and use target words- (behavior, curios, darkness, illness, imitated, knowledge, motion and silence)  Use words and phrases to describe ways people communicate  Explain the author’s purpose and summarize  Use past-tense verbs to retell past events Words with Long o (o, oa, ow)  Use proper nouns		<b>VU:</b> Non-Fiction; Informational  <b>LFC:</b> Digraphs with the long /o/ sound Author’s Purpose/Summarize Suffix -ly Proper nouns Persuasive Writing
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

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<p>Language Objectives</p>	<p>Students will be able to identify three details in Helen’s life through illustration.</p> <p>Students will learn TIER 1 WORDS: ear, eye, hand, mouth, nose</p> <p>Children can give one- or two-word answers with verbs in the past tense.</p> <p>Students can compare ways that people talk to each other through gestures by illustration.</p> <p>Students can describe the story in L1 and/or using pictures, Gestures and/or high-frequency, content-related single words that represent key ideas.</p> <p>Students can write go,</p>	<p>Students will be able to underline three important details from the story.</p> <p>Students will learn target words- blind, deaf, hear, speak and spelled</p> <p>Children can give answers with verbs in the past tense with three or more words. Children are able to add -ed to regular verbs to create past tense</p> <p>Students can discuss different gestures and their meanings with illustrations. Students can write go, toast, coat, slow, and snow. They can read the words aloud and have children repeat. Then they can underline the letters that spell the long o sound in each word.</p> <p>Students can describe the structure of a story in L1 and/or using general,</p>	<p>Students will be able to identify and underline three important details from the story and write sentences about their findings.</p> <p>Students will learn target words- blind, deaf, hear, speak and spelled</p> <p>Children can use -ed verbs to complete simple sentence frames about past events</p> <p>Students can write sentences about the way people talk to each other.</p> <p>Children can read aloud words such as hotel, coach, oak, crow, and bowl. Then have them use the words in oral sentences and write them.</p> <p>Students can describe the structure of a story using key, content-based vocabulary in simple, related sentences with repetitive grammatical structures.</p>	<p>Students can restate the author’s purpose and write a brief summary telling the author’s purpose.</p> <p>Students will learn target words- blind, deaf, hear, speak and spelled</p> <p>Children can identify when it is appropriate to add -ed to verbs to form the past tense and can complete sentences by using the past tense. They can learn irregular endings for past tense.</p> <p>Students can compare and contrast the other ways people communicate in a chart.</p> <p>Children can make a three-column chart with o, oa, and ow headings. They can write a list of words with long o vowel sounds in the correct</p>	<p>Students can create an inference map and write a summary and give an opinion.</p> <p>Students will learn target words- blind, deaf, hear, speak and spelled</p> <p>Children are able to say or write sentences about past events from a summary or selection they have read with minor prompts and few errors</p> <p>Students can use vocabulary words to write a persuasive essay on other ways people communicates. children can work in a group and write a story centering these words with the long o vowel sound spelled o, oa, or ow. They can read their stories to the class.</p>
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	<p>toast, coat, slow, and snow. They can repeat the words and illustrate them.</p> <p>Proper nouns- Students can learn the days of the week and months of the year. Students can repeat the months and days of the week.</p>	<p>content-based vocabulary in phrases and short sentences with formulaic grammatical structures.</p>		<p>column. Children read their lists aloud and put them in compound sentences, and read those aloud.</p>	
<p><b>Learning Supports</b></p>	<p>The teacher will write go, toast, coat, slow, and snow. Have the children read aloud and repeat. Then have them underline long o words.</p> <p>Have children identify three important details in the summary and restate them.</p> <p>Students can add -ly to gentle, close and calm.</p>	<p>The teacher will write hotel, coach, oak, crow, and bowl. Have them use the words in oral sentences.</p> <p>Have partners underline three important details in the second paragraph of the summary. Then have them write a summary.</p> <p>Students can add -ly to gentle, close and calm. They can illustrate each word and fill in the blank.</p>	<p>Have children make a three column chart with o, oa and ow. Tell them to write a list of words with long o vowel sounds in the correct column.</p> <p>Have partners create an inference map for the second paragraph of the summary. Then have them restate the author’s purpose in their own words.</p> <p>Students can add -ly to gentle, close and calm. They can write</p>	<p>Have children write sentences with words with the long o vowel sound spelled o, oa, or ow. Have them read their sentences to the class.</p> <p>Have partners create an inference map and use the map to write a brief summary telling the author’s purpose.</p> <p>Students can add -ly to gentle, close and calm.</p>	<p>Have children write sentences with words with the long o vowel sound spelled o, oa, or ow. Have them read their sentences to the class.</p> <p>Have partners create an inference map and use the map to write a brief summary telling the author’s purpose. Have them explain it to the class.</p> <p>Students can add -ly to gentle, close and calm. They can find</p>

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<p>They can illustrate each word.</p> <p>Help children review the details and infer the author’s purpose. Help them find one other detail that helps them support this purpose.</p> <p>Ask- What day is it today? Write the proper noun repeat for the month.</p> <p>Read and discuss the Writing Process Checklist on Student Book p. 500.</p> <p>Read and discuss the Idea Web on Student Book p. 501. Read the goal. Point out examples of facts and details that support the reasons.</p> <p>Provide children with one reason for this goal- Help children list facts</p>	<p>Provide children with three additional details from Helen Keller. Help them to infer the author’s purpose based on the details.</p> <p>Have children name and write a proper noun for the following nouns- Day, Month, and Holiday. Use words in oral sentences.</p> <p>Help children fill in the following frame with a goal and a reason. I think _____ because _____. Then have them state a fact or detail that supports the reason.</p> <p>Language Support Card Lesson 14  <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547953137_/volume/launch.html?page=14">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547953137_/volume/launch.html?page=14</a>  <a href="#">A</a></p>	<p>their own original sentence with each word.</p> <p>Have partners create an inference map. Write three details from Helen Keller. Then have them infer and write the author’s purpose that these details support.</p> <p>Have partners ask each other what month they were born in? Have them write a sentence about their partner using the proper noun for the month. Then share their sentences.</p> <p>Have partners write a goal for a persuasive essay. Then have them write one reason and one fact or detail that supports that reason.</p> <p>Language Support Card Lesson 14  <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support</a></p>	<p>They can find three other words that end with -ly and write multiple sentences with each word.</p> <p>Have partners create an inference map for the fifth paragraph of the summary. Then have them use the map to write a brief summary of the paragraph telling about the author’s purpose.</p> <p>Have partners ask each other what month they were born in. Write sentences that have them write about their favorite holiday.</p> <p>Have partners review the idea web on Student Book p. 501. Then have them use the web to help write sentences they might include in a persuasive essay.</p>	<p>three other words that end with -ly and write multiple sentences with each word. They can read their sentences aloud.</p> <p>Have partners create an inference map for the fifth paragraph of the summary. Then have them use the map to write a brief summary of the paragraph telling about the author’s purpose.</p> <p>Have partners ask each other what month they were born in. Write sentences that have them write about their favorite holiday. Have children read their sentences to the class.</p> <p>Have partners review the idea web on Student Book p. 501. Then have them use the web to help write sentences they might include in a persuasive essay. Have them share their ideas with the class.</p>
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	<p>and details that support their reasons, and add them to the web. For example, if the goal was to get new books for the library, a fact could be that the old books are falling apart. Help them identify one fact or one detail that would support that reason.</p> <p>Unit 3- Scoot with vocabulary fill in (complete with students)  <a href="https://kami.app/TbOnT4mucjgL">https://kami.app/TbOnT4mucjgL</a></p> <p>Helen Keller Worksheets and Graphic Organizers  <a href="https://kami.app/EUg8SKBdAYQT">https://kami.app/EUg8SKBdAYQT</a></p> <p>Quizlet Lesson 14 Helen Keller  <a href="https://quizlet.com/33952119/journeys-lesson-14-helen-keller-vocabulary-flash-cards/">https://quizlet.com/33952119/journeys-lesson-14-helen-keller-vocabulary-flash-cards/</a></p> <p>Language Support Card Lesson 14  <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547953137/_volume/launch.html?page=14A">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547953137/_volume/launch.html?page=14A</a></p>	<p><a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547953137/_volume/launch.html?page=14A">_9780547953137/_volume/launch.html?page=14A</a></p> <p>Unit 3- Scoot with vocabulary fill in (complete some with students)  <a href="https://kami.app/TbOnT4mucjgL">https://kami.app/TbOnT4mucjgL</a></p> <p>Helen Keller Worksheets and Graphic Organizers  <a href="https://kami.app/EUg8SKBdAYQT">https://kami.app/EUg8SKBdAYQT</a></p> <p>Quizlet Lesson 14 Helen Keller  <a href="https://quizlet.com/33952119/journeys-lesson-14-helen-keller-vocabulary-flash-cards/">https://quizlet.com/33952119/journeys-lesson-14-helen-keller-vocabulary-flash-cards/</a></p>	<p>Unit 3- Scoot with vocabulary fill in  <a href="https://kami.app/TbOnT4mucjgL">https://kami.app/TbOnT4mucjgL</a></p> <p>Quizlet Lesson 14 Helen Keller  <a href="https://quizlet.com/33952119/journeys-lesson-14-helen-keller-vocabulary-flash-cards/">https://quizlet.com/33952119/journeys-lesson-14-helen-keller-vocabulary-flash-cards/</a></p>		<p>Unit 3- Scoot with vocabulary fill in  <a href="https://kami.app/TbOnT4mucjgL">https://kami.app/TbOnT4mucjgL</a></p> <p>Quizlet Lesson 14 Helen Keller  <a href="https://quizlet.com/33952119/journeys-lesson-14-helen-keller-vocabulary-flash-cards/">https://quizlet.com/33952119/journeys-lesson-14-helen-keller-vocabulary-flash-cards/</a></p>
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	Quizlet Lesson 14 Helen Keller <a href="https://quizlet.com/339521119/journeys-lesson-14-helen-keller-vocabulary-flash-cards/">https://quizlet.com/339521119/journeys-lesson-14-helen-keller-vocabulary-flash-cards/</a>				
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Lesson 15- Officer Buckle and Gloria

	Student Learning Objective (SLO)	Language Objective	Language Needed
<b>SLO: 5</b> NJSLS: RL.2.7 W.2.7 S.L.2.6 L.2.4 D R.L.2.1 R.L.2.10 R.F.2.3e RF.2.3d SL.2.1B W.2.1 RF.2.4 B  WIDA ELDS: 1-5 Reading Speaking Listening Writing	RL.2.7 use information from illustrations and words to demonstrate understanding of characters, setting plot; W.2.7 participate in shared research and writing projects; SL.2.6 produce complete sentences to provide detail clarification; L.2.4d use knowledge of individual words to predict meaning of compound words RL.2.1 ask and answer questions to demonstrate understanding of key details; RL.2.10 read and comprehend literature RF.2.3d decode words with prefixes and suffixes; SL.2.1b build on others' talk in conversations by linking comments to others' remarks; SL.2.6 produce complete sentences to provide detail or clarification; W.2.1 write opinion pieces; R.F.2.4 B Apply decoding and use punctuation as cues to read grade level text with appropriate and expression.	Say and use high-utility words and Academic English terms (always, commands, listened, never, tips) Tier one words- dog, finger	<b>VU:</b> Fiction
		Use words and phrases to describe following rules  Use statements and sentences with when to explain cause and effect	LFC: Compound Words-SCHWA Cause and Effect Abbreviations Opinion Writing
		Review and discuss fiction.  Practice identifying cause and effect and complete a T-Map.  Monitor and clarify understanding of Officer Buckle and Gloria.  Practice using Target Vocabulary words orally. (attention, buddy, enormous, obeys, safety, shocked, speech and station)  Identify and use compound words (teamwork, snowstorm, upstairs, peanut, daylight, scarecrow)  Identify and infer cause and effect in fiction. Practice the schwa vowel sound.	<b>LC:</b> Varies by ELP level

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			<p>Identify and use abbreviations.</p> <p>Build proficiency through peer-supported reading.</p> <p>Read text orally and apply phonetic rules schemata and punctuation to read text with sufficient fluency and accuracy using charts and illustrations.</p>		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	<p>Describing the outcomes of experiments or stories with guidance and visual support naming or answering Wh questions</p> <p>Identifying words and phrases in titles and highlighted texts. Matching pictures with graphic information from illustrated texts.</p> <p>Listing and illustrating ideas.</p> <p>Stating facts associated with images or illustrations.</p>	<p>Matching oral descriptions to photos, pictures, or icons Following simple sequences presented orally to create patterns or sequences.</p> <p>Explaining by naming steps in processes or procedures. Describing familiar phenomena in words or phrases.</p> <p>Orally read grade level text with accuracy, appropriate rate and expression in L1 and or apply phonetic rules, schemata and punctuation to read short phrases in text</p>	<p>Carrying out steps described orally to solve problems Completing graphic organizers or representations from oral comparisons.</p> <p>Explain by describing relationships between objects or uses for tools. Expressing cause and effect of behaviors or events.</p> <p>Orally read grade level text with and apply phonetic rules, schemata and punctuation to read leveled text with sufficient accuracy and fluency.</p>	<p>Illustrating cause/ effect relationships in content area texts. Classifying main ideas and details in informational or explanatory texts.</p> <p>Orally read grade level text with Grade 1-2 text complexity band and apply phonetic rules, schemata and punctuation with sufficient accuracy and fluency.</p>	<p>Connecting ideas in content-related presentations Elaborating on the cause of various phenomena.</p> <p>Orally read grade level text and apply phonetic rules, schemata and punctuation with sufficient accuracy and fluency.</p>

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	<p>Orally read grade level text with accuracy, appropriate rate and expression in L1 and or apply phonetic rules, schemata and punctuation to read single words in text in English with sufficient accuracy and fluency.</p>	<p>in English with sufficient accuracy and fluency.</p>			
<p>Learning Supports</p>	<p>Write Baseball, Playground and Classroom say the words and have children repeat. Help Children identify the smaller words in each compound word.</p> <p>Write when everyone slid into Mrs. Toppel, she dropped the hammer. Help children identify the cause and effect relationship in the sentence. Help them point to the cause and</p>	<p>Write Baseball, Playground, Classroom and Raindrop. Have partners pronounce the words and identify the smaller words in each compound word.</p> <p>Have children copy the sentence- When everyone slid into Mrs. Toppel, she dropped the hammer. Then have them read aloud the cause or effect at your prompting.</p> <p>Have children write the inferred cause and effect</p>	<p>Write Baseball, Playground, Raindrop and Classroom. Have children identify the smaller words in each compound word and use each word in an oral sentence.</p> <p>Have partners write a sentence with a cause and effect relationship based on the summary. Have children read their sentences aloud.</p> <p>Have partners write effect sentences in which the cause must be inferred and then</p>	<p>Write Baseball, Playground, Raindrop and Classroom. Have children use each word in a written sentence. Then have children think of and write three more compound words.</p> <p>Have children find another cause and effect relationship in the summary and write it in a T-Map. Have them present their findings to the class.</p>	<p>Write Baseball, Playground, Raindrop and Classroom. Have children use each word in a written sentence. Then have children think of and write five more compound words and put them in sentences.</p> <p>Have children find several cause and effect relationships in the summary and write it in a T-Map. Have them present their findings to the class.</p> <p>Have partners each write effect sentences in which the cause must be inferred. Have</p>

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<p>effect as you read them aloud.</p> <p>Help children fill in the following sentence frame- The children never listen to Office Buckles safety speech because _____.</p> <p>Display Mon. Dec. Mr. and St. Help children identify what each abbreviation stands for.</p> <p>Help children make drawings that express a strong opinion or goal. Help them label their drawing with one or two words.</p> <p>Officer Buckle worksheets (vocabulary, abbreviations, cause and effect- Everything) <a href="https://kami.app/bWYvxvOpMRdq">https://kami.app/bWYvxvOpMRdq</a></p>	<p>relationship explicitly. The children never listen to Officer Buckles speech because it is boring.</p> <p>Cause and Effect T-Chart file:///Users/asilberman/Downloads/officerbucklegloriacauseeffectpdf.pdf</p> <p>Have partners abbreviate the current month, day of the week, your title and the street where they live.</p> <p>Have children make drawings that express a strong opinion or goal. Help them label their drawing with a sentence, caption that states their goal.</p> <p>Officer Buckle worksheets (vocabulary, abbreviations, cause and effect- Everything) <a href="https://kami.app/bWYvxvOpMRdq">https://kami.app/bWYvxvOpMRdq</a></p>	<p>have the class infer each cause.</p> <p>Cause and Effect T-Chart file:///Users/asilberman/Downloads/officerbucklegloriacauseeffectpdf.pdf</p> <p>Have partners abbreviate the twelve months, the days of the week, several name titles, or several streets.</p> <p>Have children write a few persuasive sentences about a goal they would like the class to accomplish together. Have children work in pairs to improve each other's sentences</p> <p>Quizlet Lesson 15 Officer <a href="https://quizlet.com/376933369/officer-buckle-and-gloria-vocabulary-flash-cards/">https://quizlet.com/376933369/officer-buckle-and-gloria-vocabulary-flash-cards/</a></p> <p>Officer Buckle worksheets (vocabulary, abbreviations, cause and effect- Everything)</p>	<p>Have partners each write effect sentences in which the cause must be inferred. Have them switch papers and then infer and write the cause in their partner's sentences.</p> <p>Cause and Effect T-Chart file:///Users/asilberman/Downloads/officerbucklegloriacauseeffectpdf.pdf</p> <p>Have partners write sentences that contain abbreviations for titles, places, days and months.</p> <p>Have partners write a brief persuasive essay about a goal they would like the class to accomplish together. Have partners take turns reading their essays aloud.</p> <p>Officer Buckle worksheets (vocabulary, abbreviations,</p>	<p>them switch papers and then infer and write the cause in their partner's sentences.</p> <p>Cause and Effect T-Chart file:///Users/asilberman/Downloads/officerbucklegloriacauseeffectpdf.pdf</p> <p>Have partners write sentences that contain abbreviations for titles, places, days, months, states and countries.</p> <p>Have partners write a brief persuasive essay about a goal they would like the class to accomplish together. Have partners take turns reading their essays aloud.</p> <p>Officer Buckle worksheets (vocabulary, abbreviations, cause and effect- Everything) <a href="https://kami.app/bWYvxvOpMRdq">https://kami.app/bWYvxvOpMRdq</a></p> <p>Quizlet Lesson 15 Officer</p>
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**Grade 2 - Unit 3 – ELA/ELL Scaffold – Revised 2021**

	<p><a href="https://kami.app/rnNpBzxrxly">https://kami.app/rnNpBzxrxly</a></p> <p>Language Support Card Lesson 15  <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547953137/_volume/launch.html?page=15A">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547953137/_volume/launch.html?page=15A</a></p>	<p>Abbreviation (Days of the week) worksheet  <a href="https://kami.app/rnNpBzxrxly">https://kami.app/rnNpBzxrxly</a></p> <p>Language Support Card Lesson 15  <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780</a></p>	<p>Abbreviation (Days of the week) worksheet  <a href="https://kami.app/rnNpBzxrxly">https://kami.app/rnNpBzxrxly</a></p> <p>Language Support Card Lesson 15  <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780</a></p>	<p><a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547977232/_volume3/launch.html">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547977232/_volume3/launch.html</a></p> <p>Abbreviation (Days of the week) worksheet  <a href="https://kami.app/rnNpBzxrxly">https://kami.app/rnNpBzxrxly</a></p> <p>Language Support Card Lesson 15  <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780</a></p>	<p><a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780</a></p> <p>Abbreviation (Days of the week) worksheet  <a href="https://kami.app/rnNpBzxrxly">https://kami.app/rnNpBzxrxly</a></p>
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