

**Grade 2 - Unit 4 – 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.

**Mr. Tanen’s Tie Trouble**

	Student Learning Objective (SLO)	Language Objective	Language Needed
<b>SLO: 1</b> NJSLS: RL.2.7 W.2.7 SL.2.4 L.2.2d RL.2.1 RL.2.5 RL.2.10 RL.2.5 RF.2.4c SL.2.1b SL.2.6 WIDA ELDS: 1-5 Listening Reading	RL.2.7 use information from illustrations and words to demonstrate understanding of characters, setting, or plot; W.2.7 participate in shared research and writing projects; SL.2.6 produce complete sentences to provide detail or clarification; L.2.2d generalize learned spelling patterns when writing RL.2.1 ask and answer questions to demonstrate understanding of key details; RL.2.5 describe the overall structure of a story; RL.2.10 read and comprehend literature	Say, read and use target vocabulary words and high utility words Target words- account, budget, chuckle, disappointed, fund, received, repeated and starring High Utility Words- fixed, proud, selling, signs, together Tier One Words- Clothes, Money Use words and phrases to describe how helping others can make you feel good Practice identifying story structure and complete a Story Map. Use details to make inferences and predictions about Mr. Tanen’s Tie Trouble	<b>VU: Realistic Fiction</b>
			<b>LFC:</b> Base and Endings -ed and -ing Story Structure Prediction Homographs Inferences Pronouns Compare/Contrast texts Mr. Tanen’s Tie Troubles and Ms. Hawkins Bake Sale Narrative Writing

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Writing Speaking						LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	<p>Children can write plodded, plodding, grabbed, grabbing. Children can read and pronounce the words. Have partners circle the -ed and -ing endings.</p> <p>Children can match pictures with the words school, Mr. Tanen, and sold ties. They can identify which words indicate character, setting and plot.</p> <p>Children can identify other events in the story that help tell what Mr. Tanen is like. Children can provide descriptions of him.</p>	<p>Children can read and pronounce the words plodded, plodding, grabbed, grabbing. They can circle the -ed and -ing endings.</p> <p>Children can fill in sentence frames with story details.</p> <p>Children can fill in story details with homographs.</p> <p>Children can complete sentence frames with the correct subject or object pronoun (with help).</p> <p>With partners, children can read the class story aloud. The teacher will have to help them fill in sentence frames</p>	<p>Children can add -ed and -ing endings to nod, stop, and grab. They can say the words and clap the syllables.</p> <p>Children can copy the story map and reread the summary and complete the map with what and predict what happens at the end of the plot.</p> <p>Children can write 2 or 3 sentences about Mr. Tanen describing what kind of person he is.</p> <p>Children can look through Mr. Tanen’s Tie troubles and find several pronouns. They can copy the sentences and identify to who or what each pronoun refers.</p>	<p>Children can add -ed and -ing endings to nod, stop and grab. They can put them into sentences.</p> <p>Children can create a story map for another story they have read recently and share their story maps with the class.</p> <p>Children can write a paragraph describing Mr. Tanen by drawing on details and examples from the story.</p> <p>Children can write sentence pairs in which the noun or nouns from the first sentence are replaced by pronouns in the second sentence. They can read</p>	<p>Children can add -ed and -ing endings to nod, stop and grab. They can put them into a paragraph.</p> <p>Children can create a story map for another story on their own and partners will make an ending to their stories.</p> <p>Children can write two paragraphs describing Mr. Tanen by drawing on details and examples from the story.</p> <p>Children can write a story with pronouns and read their story to the class.</p> <p>Children can use the story map to write their own</p>	

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	<p>Children can read sentences aloud with help and then underline pronouns and draw a line back to the naming word.</p> <p>Children can be read the class story aloud. They will need help underlining interesting details.</p>	<p>that tell about the story such as the characters in the story.</p>	<p>With partners, children can think of and write one or two details to add to the story. They can retell the story to another pair with the details added.</p>	<p>their sentences to the class.</p> <p>Children can use the story map to write their own version of the story.</p>	<p>version of their story and share with the class.</p>
<p><b>Learning Supports</b></p>	<p>Write plodded, plodding, grabbed, grabbing. Help children read and pronounce the words. Have partners circle the -ed and -ing endings</p> <p>Write school, Mr. Tanen, and sold ties. The children have to identify which words indicate character, setting and plot.</p>	<p>Help partners read and pronounce the words plodded, plodding, grabbed, grabbing. Have them circle the -ed and -ing endings.</p> <p>Write sentence frames such as, the setting of the story is _____. Help children fill in the frames with story details.</p> <p>Help children complete a sentence frame such as, Mr. Tanen is a _____ man</p>	<p>Have partners add -ed and -ing endings to nod, stop, and grab. Have them say the words and clap the syllables.</p> <p>Have partners copy the story map and reread the summary and complete the map with what happens at the end of the plot.</p> <p>Have children write 2 or 3 sentences about Mr. Tanen describing what kind of person he is.</p>	<p>Have partners add -ed and -ing endings to nod, stop and grab. Then put them into sentences.</p> <p>Have partners create a story map for another story they have read recently. Have them share their story maps with the class.</p> <p>Have children write a paragraph describing MR. Tanen by drawing on</p>	<p>Have partners add -ed and -ing endings to nod, stop and grab. Then put them into a paragraph.</p> <p>Have children create a story map for another story on their own and have partners will make an ending to their stories.</p> <p>Have children write two paragraphs describing Mr. Tanen by drawing on details</p>

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<p>Help children identify other events in the story that help tell what Mr. Tanen is like. Have children provide descriptions of him. Light can mean brightness and light can also mean not heavy; these are examples of homographs. Rose can be a flower and rose can mean to get up. This is another example of a homograph. Kind can be nice and sweet and kind can be a type of thing. Homographs are spelled and sound the same, but mean different things.</p> <p>Write pairs of sentences such as, Ed is tired. He wants a nap. Help children read the sentences aloud then help them underline the pronouns and draw a line back to the naming word.</p>	<p>because he _____. They will use homographs.</p> <p>Write sentence frames such as, Ed is tired. _____ wants a nap. Help children complete the frames with the correct subject or object pronoun.</p> <p>Have partners read the class story aloud. Help them fill in sentence frames that tell about the story such as the characters in the story.</p> <p>Mr. Tanen’s Tie Trouble Focus Wall  <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/focuswall_9780547894645_/html/lesson16.html">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/focuswall_9780547894645_/html/lesson16.html</a></p> <p>Mr. Tanen’s audio and story  <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547894508_/vol2/launch.html">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547894508_/vol2/launch.html</a></p>	<p>Have children look through Mr. Tanen’s Tie troubles and find several pronouns. Have them copy the sentences and identify to who or what each pronoun refers.</p> <p>Have partners think of and write one or two details to add to the story. Have them retell the story to another pair with the details added.</p> <p>Mr. Tanen’s Tie Trouble Focus Wall  <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/focuswall_9780547894645_/html/lesson16.html">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/focuswall_9780547894645_/html/lesson16.html</a></p> <p>Mr. Tanen’s audio and story  <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547894508_/vol2/launch.html">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547894508_/vol2/launch.html</a></p>	<p>details and examples from the story.</p> <p>Have partners write sentence pairs in which the noun or nouns from the first sentence are replaced by pronouns in the second sentence. Have them read their sentences to the class.</p> <p>Have children use the story map to write their own version of the story.</p> <p>Mr. Tanen’s Tie Trouble Focus Wall  <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/focuswall_9780547894645_/html/lesson16.html">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/focuswall_9780547894645_/html/lesson16.html</a></p> <p>Mr. Tanen’s audio and story  <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547894508_/vol2/launch.html">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547894508_/vol2/launch.html</a></p>	<p>and examples from the story.</p> <p>Have children write a story with pronouns and read their story to the class.</p> <p>Have children use the story map to write their own version of their story and share with the class.</p> <p>Mr. Tanen’s Tie Trouble Focus Wall  <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/focuswall_9780547894645_/html/lesson16.html">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/focuswall_9780547894645_/html/lesson16.html</a></p> <p>Mr. Tanen’s audio and story  <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547894508_/vol2/launch.html">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547894508_/vol2/launch.html</a></p>
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Lesson 17- Luke Goes To Bat

	Student Learning Objective (SLO)	Language Objective	Language Needed
<b>SLO: 2</b> NJSLS: RL.2.7 RF 2.3e W 2.7 W 2.3 SL 2.6 L 2.2d	RL.2.5 describe the overall structure of a story; RL.2.7 use information from illustrations and words to demonstrate understanding of characters, setting, or plot;	Participate in a discussion about special people and baseball.  Say, read, and use Target Vocabulary (Target Vocabulary- Cheered, Curb, Extra, Final, Hurried, Position, Practice and Roared) and high-utility words (chance, crowd, missed, strike, swing)	<b>VU:</b> Realistic Fiction, key, content-based, grade-level vocabulary
	RL.2.10 read and comprehend literature L.2.5 describe the overall structure of a story;		

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RL 2.1 RL 2.5 RL 2.10 SL 2.1b SL 2.6  RI 2.1 RI 2.5 RI 2.10  WIDA ELDS: 1-5 Listening Reading Writing Speaking	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 RI.2.5 know and use text features to locate facts or information RL.2.1 ask and answer questions to demonstrate understanding of key details; RL.2.10 read and comprehend literature; RI.2.1 ask and answer questions to demonstrate understanding of key details; RI.2.10 read and comprehend informational texts; W.2.3 write narratives; W.2.7 participate in shared research and writing projects		(Tier One- Field, stands, player)  Practice words with long i spelled i, igh, ie, y.  Discuss and compare how people in a community can work together.  Make a chart to compare and contrast how people in a community can work together.  Use domain-specific vocabulary words to write about how people in a community can work together.  Build academic sentence structures.		Subject- Verb Agreement Narrative Writing
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Children can repeat words with the long i sound. They can identify the letters that make the long i sound.  Children can pronounce, first, next, then and finally. Help them copy the words on slips of	Children can pronounce the words and underline the letters that make the long i sound.  Children can write the four events from the flow chart from page 50 in the student book. They can put the events on slips of paper.	Children can look around the classroom and list as many things that have the long i sound. They can read their lists to a partner.  Children can create a flowchart to identify a sequence of events from the	Children can write simple riddles that can be answered with a word with the long i sound. Children can write and say each word.  Children can identify a sequence of events from	Children can write their own riddles whose answers have the long i sound. They can share them with the class in a game.  Children can identify a sequence of events from the third paragraph. They can write the sequence in

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	<p>papers and put them in the correct order.</p> <p>Children can match pictures with antonyms. They can repeat antonyms.</p> <p>Children can be given two sentence frames for children to complete. Children can complete sentence frames with verbs such as jump, play, and dance. Children can complete dialog in the sentence frames.</p>	<p>They will need help arranging the slips in order.</p> <p>Children can match pictures with antonyms. They can repeat antonyms and fill in frame sentences.</p> <p>Children can complete sentence frames with the correct form of a verb.</p> <p>Children can answer questions orally before writing.</p>	<p>third paragraph of the summary.</p> <p>Children can work in pairs to identify three antonyms for each word and orally complete sentences.</p> <p>Children can correct sentences that don't have proper English grammar.</p> <p>Children can write dialog for another story about Luke and Grandma.</p>	<p>the third paragraph. They can write the sequence in paragraph form using signal words.</p> <p>Children work in pairs to identify six antonyms for each word. Then have them use the antonym pairs to orally complete sentences.</p> <p>Children can write simple sentences with correct subject pronouns using the rules for subject and agreement.</p> <p>Children can work in pairs to write a story about another pair of characters.</p>	<p>paragraph form using signal words and read their paragraph to the class.</p> <p>children can create their own ten antonyms and write sentences with each one and share with the class.</p> <p>Children write simple sentences with correct subject pronouns using the rules for subject and agreement and read them to the class.</p> <p>Children can work in pairs to write a story about another pair of characters. Children can read their work to the class.</p>
<p>Learning Supports</p>	<p>Write and say kind, sigh, tie, spy. Have children repeat. Help them identify the letters that make the long i sound.</p> <p>Help children pronounce, first, next,</p>	<p>Write child, pie, light and spy. Have children pronounce the words and underline the letters that make the long i sound.</p> <p>Have children write the four events from the flow chart</p>	<p>Have children look around the classroom and list as many things that have the long i sound. Have them read their lists to a partner.</p> <p>Have partners create a flowchart to identify a</p>	<p>Give children simple riddles that can be answered with a word with the long i sound. For example- What do you do when you are sad? You cry. Have children write and say each word.</p>	<p>Have children write their own riddles whose answers have the long i sound. They can share them with the class in a game.</p> <p>Have children identify a sequence of events from the</p>

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<p>then and finally. Help them copy the words on slips of papers and put them in the correct order.</p> <p>Help children match pictures with antonyms. Have students repeat antonyms.</p> <p>Give two sentence frames for children to complete. She _____. We _____. Then help children complete the sentence frames with verbs such as jump, play, and dance.</p> <p>Teacher will provide sentence frames: First Luke says, "Grandma, I _____." Then Grandma says, "Don't be _____." Help children complete the frames.</p>	<p>from page 50 in the student book. Explain that the flow chart can help put a story in order. Have them put the events on slips of paper. Help them arrange the slips in order. Tell them to read the slips to a partner to make sure they are in the correct order.</p> <p>Help children match pictures with antonyms. Have students repeat antonyms and fill in the frame sentences- An elephant is _____. A mouse is _____. A pillow is _____. A rock is _____.</p> <p>Have children complete sentence frames with the correct form of a verb. For example, He _____ the ball. We _____ around the bases.</p> <p>Ask what does Luke say to Grandma? What surprise</p>	<p>sequence of events from the third paragraph of the summary.</p> <p>Children can Think, pair, share. Teacher should write big, soft, sweet. Have children work in pairs to identify an antonym for each word. Then have them use the antonym pairs to orally complete these sentences.</p> <p>Have children correct sentences such as the following- They cheers for Jackie Robinson. He throw a ball. Then have children read aloud the corrected sentences.</p> <p>Have partners write dialog for another story about Luke and Grandma. One partner can write Luke's lines and the other can write Grandma's.</p> <p>Focus Wall Lesson 17  <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/focuswall_9">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/focuswall_9</a></p>	<p>Have children identify a sequence of events from the third paragraph. Have them write the sequence in paragraph form using signal words.</p> <p>Write big, soft, sweet, bad, sick, and clean. Have children work in pairs to identify an antonym for each word. Then have them use the antonym pairs to orally complete sentences.</p> <p>Have children write simple sentences with correct subject pronouns using the rules for subject and agreement.</p> <p>Have children work in pairs to write a story about another pair of characters. Remind them to include dialog.</p>	<p>third paragraph. Have them write the sequence in paragraph form using signal words. Have them read their paragraph to the class.</p> <p>Have children create their own ten antonyms and write sentences with each one and share with the class.</p> <p>Have children write simple sentences with correct subject pronouns using the rules for subject and agreement. Have them read their sentences to the class.</p> <p>Have children work in pairs to write a story about another pair of characters. Remind them to include dialog. Have partners read their work to the class.</p> <p>Focus Wall Lesson 17  <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/focuswall_9">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/focuswall_9</a></p>
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**Grade 2 - Unit 4 – ELA/ELL Scaffold – Revised 2021**

<p>Luke Goes to Bat audio and story <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547894508_vol2/launch.html">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547894508_vol2/launch.html</a></p> <p>Luke Goes to Bat TPT worksheets (you'll have to modify and model these) <a href="https://kami.app/8Oys9p8eBtt9">https://kami.app/8Oys9p8eBtt9</a></p> <p>Focus Wall posters <a href="https://kami.app/jF9hoAiOh6or">https://kami.app/jF9hoAiOh6or</a></p> <p>Reader and Writer's Notebook Unit 4 <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/practice_book_se_9780547895659_volume2/launch.html?page=6">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/practice_book_se_9780547895659_volume2/launch.html?page=6</a></p>	<p>does Grandma have for Luke? Help children answer the questions orally before writing.</p> <p>Luke Goes to Bat (audio and story) <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547894508_vol2/launch.html">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547894508_vol2/launch.html</a></p> <p>Luke Goes to Bat TPT worksheets (you'll have to modify and model these) <a href="https://kami.app/8Oys9p8eBtt9">https://kami.app/8Oys9p8eBtt9</a></p> <p>Focus Wall posters <a href="https://kami.app/jF9hoAiOh6or">https://kami.app/jF9hoAiOh6or</a></p> <p>Reader and Writer's Notebook Unit 4 <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/practice_book_se_9780547895659">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/practice_book_se_9780547895659</a></p>	<p><a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547894508_vol2/launch.html">780547894645 /html/lesson17.html</a></p> <p>Luke Goes to Bat (audio and story) <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547894508_vol2/launch.html">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547894508_vol2/launch.html</a></p> <p>Luke Goes to Bat TPT worksheets (you'll have to modify and model these) <a href="https://kami.app/8Oys9p8eBtt9">https://kami.app/8Oys9p8eBtt9</a></p> <p>Reader and Writer's Notebook Unit 4 <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/practice_book_se_9780547895659_volume2/launch.html?page=6">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/practice_book_se_9780547895659_volume2/launch.html?page=6</a></p> <p>Focus Wall posters <a href="https://kami.app/jF9hoAiOh6or">https://kami.app/jF9hoAiOh6or</a></p>	<p>Focus Wall Lesson 17 <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/focuswall_9780547894645/html/lesson17.html">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/focuswall_9780547894645/html/lesson17.html</a></p> <p>Luke Goes to Bat audio and story <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547894508_vol2/launch.html">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547894508_vol2/launch.html</a></p> <p>Luke Goes to Bat TPT worksheets (you'll have to modify) <a href="https://kami.app/8Oys9p8eBtt9">https://kami.app/8Oys9p8eBtt9</a></p> <p>Focus Wall posters <a href="https://kami.app/jF9hoAiOh6or">https://kami.app/jF9hoAiOh6or</a></p> <p>Reader and Writer's Notebook Unit 4 <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/practice_book_se_9780547895659_volume2/launch.html?page=6">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/practice_book_se_9780547895659_volume2/launch.html?page=6</a></p>	<p><a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547894645/html/lesson17.html">780547894645 /html/lesson17.html</a></p> <p>Reader and Writer's Notebook Unit 4 <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/practice_book_se_9780547895659_volume2/launch.html?page=6">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/practice_book_se_9780547895659_volume2/launch.html?page=6</a></p> <p>Luke Goes to Bat audio and story <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547894508_vol2/launch.html">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547894508_vol2/launch.html</a></p> <p>Luke Goes to Bat TPT worksheets <a href="https://kami.app/8Oys9p8eBtt9">https://kami.app/8Oys9p8eBtt9</a></p> <p>Focus Wall posters <a href="https://kami.app/jF9hoAiOh6or">https://kami.app/jF9hoAiOh6or</a></p>
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<p>Language Support Card <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547953137_/volume/launch.html?page=1A">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547953137_/volume/launch.html?page=1A</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=1A">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547953137_/volume/launch.html?page=1A</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=1A">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547953137_/volume/launch.html?page=1A</a></p>	<p>English Language Learners Day to Day Resource Lessons 16-20 <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547977232_/volume4/launch.html?page=E1">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547977232_/volume4/launch.html?page=E1</a></p>	<p>Unit 4 Vocabulary Scoot Lessons 16-20 <a href="https://kami.app/mTd2hswjVwMO">https://kami.app/mTd2hswjVwMO</a></p>
<p>English Language Learners Day to Day Resource Lessons 16-20 <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547977232_/volume4/launch.html?page=E1">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547977232_/volume4/launch.html?page=E1</a></p>	<p>Unit 4 Vocabulary Scoot Lessons 16-20 <a href="https://kami.app/mTd2hswjVwMO">https://kami.app/mTd2hswjVwMO</a></p>	<p>Unit 4 Vocabulary Scoot Lessons 16-20 <a href="https://kami.app/mTd2hswjVwMO">https://kami.app/mTd2hswjVwMO</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=1A">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547953137_/volume/launch.html?page=1A</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=1A">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547953137_/volume/launch.html?page=1A</a></p>
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**Grade 2 - Unit 4 – ELA/ELL Scaffold – Revised 2021**

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*Grade 2 - Unit 4 – ELA/ELL Scaffold – Revised 2021*

				<a href="https://kami.app/mExHc2Psm59c">https://kami.app/mExHc2Psm59c</a>	
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Lesson 18- My Name is Gabriella

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 3</b> NJSLS: RL.2.7 RF 2.3e W 2.7 SL 2.6 SL 2.1b L 2.2d RI 2.1 RI 2.7 RI 2.10  WIDA ELDS: 1-5 Speaking Reading Listening Writing	RL.2.7 use information from illustrations and words to demonstrate understanding of characters, setting, or plot; RF.2.3e identify words with inconsistent but common spelling-sound correspondences; W.2.7 participate in shared research and writing projects; SL.2.6 produce complete sentences to provide detail or clarification; L.2.2d generalize learned spelling patterns when writing RI.2.1 ask and answer questions to demonstrate understanding of key details; RI.2.10 read and comprehend informational text SL.2.1b build on others’ talk in conversations by linking comments to others’ remarks; RL.2.1 ask and answer questions to demonstrate understanding of key details;		Say, read, and use Target Vocabulary (expected, express, fluttering, grand, pretend, prize, taught, and wonder) and high-utility words  Children can pronounce, identify, list or write sentences with words containing the long e sound for y.  Children can write inference(s) about Gabriella (the story’s main character)  Students can change -y to -i and WRITE-PAIR-SHARE in both singular and plural forms.  Comprehend and discuss informational texts.  Practice understanding characters and complete a column chart.  Analyze and evaluate characters in My Name Is Gabriela.  Identify and use the verb be.		<b>VU:</b> Informational text Biography
					<b>LFC: Long e spelled y</b> <b>Comprehension- Analyzing characters</b> <b>Suffixes ending in -y and -ful</b> <b>Understanding characters</b> <b>Changing -y to -i</b> <b>The verb to Be</b> <b>Narrative Writing</b>
					<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>Children can pronounce the words and identify the long e sound.</p> <p>Children can identify words, actions, and thoughts and identify which category words belong in with help.</p> <p>Children can match pictures with words that end with -ly and -ful from the story. Have students repeat words.</p> <p>Children can draw a picture of a child riding a bicycle and smiling. They can infer that the child enjoys riding bicycles.</p> <p>Children can complete sentence frames with forms of to verb be with help.</p> <p>Children can draw a picture of a place. Children will need help to describe the</p>	<p>Children can identify the long e sound and underline the letter y in each sound.</p> <p>Children will be able to tell one thing about Gabriella’s character.</p> <p>Children can think of one word with the suffix -ly and one word with the suffix -ful and write a sentence for each word.</p> <p>Children can draw a picture of a child riding a bicycle and smiling. They can infer that the child enjoys riding bicycles.</p> <p>Children can work with partners to complete sentence frames with the forms of the verb to be.</p> <p>Children can draw a picture of a place. Children can label the place with sense words.</p>	<p>Children can make a list of four words with the long e sound as y and share their words with the class.</p> <p>Children can create a column chart to record Gabriella’s words, actions and thoughts from the second half of the summary.</p> <p>Children can think of three words with the suffix -ly and one word with the suffix -ful and write a sentence for each word.</p> <p>Children can write one inference about Gabriella based on story clues.</p> <p>Children can work with partners and write sentences with the verb form am, is, are, was, and were. Children can share their sentences with the class.</p>	<p>Children can find words containing the long e sound for y in the story. Children can use at least two of the words in original sentences.</p> <p>Children can create a column chart to record Gabriella’s words, actions and thoughts from the second half of the summary and read it to the class.</p> <p>Children can think of five words with the suffix -ly and one word with the suffix -ful and write a sentence for each word.</p> <p>Children can write an inference about Gabriella and the text details that support the inference.</p> <p>Children can WRITE-PAIR-SHARE Have partners read seven words with</p>	<p>Children can find words containing the long e sound for y in the story. Children can use at least four of the words in original sentences.</p> <p>Children can create a column chart to record Gabriella’s words, actions and thoughts from the second half of the summary. They can analyze the details and write a sentence about Gariella’s character and read it to the class.</p> <p>Children can think of seven to ten words with the suffix -ly and one word with the suffix -ful and write a sentence for each word.</p> <p>Children can write an inference about Gabriella and the text details that support the inference and share with the class.</p> <p>Children can work with partners to</p>
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	<p>place by using sense words.</p>		<p>Children can work with partners to write three or four descriptive sentences about a place.</p>	<p>Children can work with partners to write sentences containing the verb forms am, is, are, was, and were. They can exchange papers with a partner and underline forms of the verb be</p> <p>Children can write a descriptive paragraph about a place.</p>	<p>write sentences containing the verb forms am, is, are, was, and were. They can exchange papers with a partner and underline forms of the verb be. They can share their work with the class.</p> <p>Children can write a descriptive paragraph about a place. Children can share their paragraphs with the class.</p>
<p><b>Learning Supports</b></p>	<p>Write penny, silly and story. Help children pronounce the words and identify the long e sound.</p> <p>Write words, actions, thoughts. Point to an example of each from the summary and help children</p>	<p>Write copy, silly and story. Have children say and write the words. Help children identify the long e sound and underline the letter y in each sound.</p> <p>Review a column chart with children. Help them analyze the information in the chart</p>	<p>Have partners make a list of four words with the long e sound as y. Have them share their words with the class.</p> <p>Have partners create a column chart to record Gabriella’s words, actions and thoughts from the second half of the summary.</p>	<p>Have children find words containing the long e sound for y in the story. Have children use at least two of the words in original sentences.</p> <p>Have partners create a column chart to record Gabriella’s words, actions</p>	<p>Children can find words containing the long e sound for y in the story. Children can use at least four of the words in original sentences.</p> <p>Have partners create a column chart to record Gabriella’s words, actions and thoughts from the second half of the</p>

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	<p>identifies which category it belongs in.</p> <p>Help children match pictures with words that end with -ly and -ful from the story. Have students repeat words.</p> <p>Have children draw a picture of a child riding a bicycle and smiling. Tell children they can infer that the child enjoys riding bicycles.</p> <p>Write and say penny. Have children repeat. The letter y spells the sound /E/ at the end of penny. Write pennies. Say the word and have children repeat. When I make the word penny plural, or more than one, I change y to i, before adding -es. Write bunny and family. Model forming the plurals. Have children read the new</p>	<p>and tell one thing about Gabriella’s character.</p> <p>Have partners think of one word with the suffix -ly and one word with the suffix -ful and write a sentence for each word.</p> <p>Have children draw a picture of a child riding a bicycle and smiling. Help them infer that the child enjoys riding bicycles.</p> <p>Write and say penny. Have children repeat. The letter y spells the sound /E/ at the end of penny. Write pennies. Say the word and have children repeat. When I make the word penny plural, or more than one, I change y to i, before adding -es. Write bunny and family. Model forming the plurals. Have children read the new words and identify the long e sound. Have children</p>	<p>Have partners think of three words with the suffix -ly and one word with the suffix -ful and write a sentence for each word.</p> <p>Have partners review My name is Gabriella. Have them write one inference about Gabriella based on story clues.</p> <p>Write and say penny. Have children repeat. The letter y spells the sound /E/ at the end of penny. Write pennies. Say the word and have children repeat. When I make the word penny plural, or more than one, I change y to i, before adding -es. Write bunny and family. Model forming the plurals. Have children read the new words and identify the long e sound. Have children identify plurals with the long e sound.</p>	<p>and thoughts from the second half of the summary. Have them read it to the class.</p> <p>Have partners think of five words with the suffix -ly and one word with the suffix -ful and write a sentence for each word.</p> <p>Have partners review My Name is Gabriella. Have them write an inference about Gabriella and the text details that support the inference.</p> <p>WRITE-PAIR-SHARE Have partners read the words penny, family, bunny, funny, and puppy and use them in written sentences, in both singular and plural forms. Have them find two more words and share the sentences with the class.</p> <p>Have partners write sentences containing</p>	<p>summary. Then have them analyze the details and write a sentence about Gabriella’s character and read it to the class.</p> <p>Have partners think of seven to ten words with the suffix -ly and one word with the suffix -ful and write a sentence for each word.</p> <p>Have partners review My Name is Gabriella. Have them write an inference about Gabriella and the text details that support the inference and share with the class.</p> <p>WRITE-PAIR-SHARE Have partners read the words penny, family, bunny, funny, and puppy and use them in written sentences, in both singular and plural forms. Have them find two more words and share the sentences with the class.</p> <p>Have partners</p>
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<p>words and identify the long e sound.</p> <p>WRITE-PAIR-SHARE Have partners read the words penny and family and use them in written sentences, in both singular and plural forms.</p> <p>Help children complete sentence frames with forms of the verb be. For example: I _____ happy. Today _____</p> <p>Monday. We _____ hungry.</p> <p>Have children draw a picture of a place. Help children describe the place by using sense words.</p> <p>My Name is Gabriella audio and story <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547894508_vol2/launch.html">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547894508_vol2/launch.html</a></p>	<p>identify plurals with the long e sound.</p> <p>WRITE-PAIR-SHARE Have partners read the words penny, family and bunny and use them in written sentences, in both singular and plural forms.</p> <p>Have partners complete sentences with the forms of the verb to be. For example: I _____ happy. Today _____ Monday. We _____ hungry.</p> <p>Have children draw a picture of a place. Have children label the place with sense words.</p> <p>My Name is Gabriella audio and story <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547894508_vol2/launch.html">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547894508_vol2/launch.html</a></p>	<p>WRITE-PAIR-SHARE Have partners read the words penny, family, bunny, funny, and puppy use them in written sentences, in both singular and plural forms. Have them share.</p> <p>Have partners write sentences with the verb form am, is, are, was, and were. Have children share their sentences with the class.</p> <p>Have partners write three or four descriptive sentences about a place. Remind them to include sense words.</p> <p>My Name is Gabriella audio and story <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547894508_vol2/launch.html">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547894508_vol2/launch.html</a></p> <p>My Name is Gabriella TPT extra resource</p>	<p>the verb forms am, is, are, was, and were. Have them exchange papers with a partner and underline forms of the verb be.</p> <p>Have children write a descriptive paragraph about a place. The paragraph should have complete sentences and include several sense words.</p> <p>My Name is Gabriella audio and story <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547894508_vol2/launch.html">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547894508_vol2/launch.html</a></p> <p>Unit 4 Vocabulary Scoot Lessons 16-20 <a href="https://kami.app/mTd2hswjVwMO">https://kami.app/mTd2hswjVwMO</a></p> <p>My Name is Gabriella TPT extra resource</p>	<p>write sentences containing the verb forms am, is, are, was, and were. Have them exchange papers with a partner and underline forms of the verb be. Have children share their sentences with the class.</p> <p>Have children write a descriptive paragraph about a place. The paragraph should have complete sentences and include several sense words. Have children share their paragraphs with the class.</p> <p>My Name is Gabriella audio and story <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547894508_vol2/launch.html">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547894508_vol2/launch.html</a></p> <p>Unit 4 Vocabulary Scoot Lessons 16-20 <a href="https://kami.app/mTd2hswjVwMO">https://kami.app/mTd2hswjVwMO</a></p>
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**Grade 2 - Unit 4 – ELA/ELL Scaffold – Revised 2021**

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**Grade 2 - Unit 4 – ELA/ELL Scaffold – Revised 2021**

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Lesson 19- The Signmaker’s Assistant

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**Grade 2 - Unit 4 – ELA/ELL Scaffold – Revised 2021**

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 4</b> NJSLS: RL.2.7 W 2.7 SL 2.6 L2.2d RL 2.1 RL 2.10 SL 2.1b L 2.5b W 2.3  WIDA ELDS: 1-5 Listening Reading Writing Speaking	RL.2.7 use information from illustrations and words to demonstrate understanding of characters, setting, or plot; W.2.7 participate in shared research and writing projects; SL.2.6 produce complete sentences to provide detail or clarification; L.2.2d generalize learned spelling patterns when writing SL.2.6 produce complete sentences to provide detail or clarification;  SL.2.1b build on others’ talk in conversations by linking comments to others’ remarks; L.2.5b distinguish shades of meaning among verbs and adjectives		Children can say -ar words in original sentences.  Target Vocabulary- aged, assistant, cleared, failed, polite, tearing, trouble, wisdom  Practice using Target Vocabulary orally.  Identify and explain graphic features.  Children can use commas in dates and places.		<b>VU:</b> Humorous Fiction
					<b>LFC: -AR words</b> <b>Text and Graphic features</b> <b>Commas in dates and places</b> <b>Narrative Writing</b>
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

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**Grade 2 - Unit 4 – ELA/ELL Scaffold – Revised 2021**

<p>Language Objectives</p>	<p>Children can say each word aloud and repeat. They can underline the letters -ar in each word. Children can copy the words onto a sheet of paper.</p> <p>Children can identify what each feature is called in the summary.</p> <p>Children can point to the picture of the lost firefighters on Student Book p. 141. Children will need help to see how the graphic helps readers understand the text.</p> <p>Children can point out the commas in dates and places.</p> <p>With help children can identify which event is the beginning, which is the middle, and which is the end.</p>	<p>Children can say each word aloud and repeat. They can underline the letters -ar in each word. Children can copy the words onto a sheet of paper.</p> <p>Children can restate each feature’s purpose from the summary.</p> <p>Children can fill in sentence frames to help them interpret the illustration.</p> <p>Children can copy down dates and places and add commas where appropriate.</p> <p>Children can write three more events that could happen in the class story. Children will need help to identify where the events should be inserted for the order to make sense.</p>	<p>Children can work with partners to list words that have the -ar sound.</p> <p>Children can use the Column chart and write about each feature.</p> <p>Children can choose a graphic from The Signmaker’s Assistant and write a sentence interpreting what it shows.</p> <p>Children can identify the date and the place in the sentence. They can rewrite the sentence, adding commas in the correct places.</p> <p>Children can work in groups to think of another story idea. Children can list story events and write them in a Story Map.</p>	<p>Children can use at least four of the -ar words in original sentences.</p> <p>Children can work with partners to create a Column Chart to list text and graphic features.</p> <p>Children can choose a graphic from The Signmaker’s Assistant and write about what it shows and how it supports the text.</p> <p>Children can write three of their own sentences with dates and places.</p> <p>Children can work with partners to choose another story idea. They can write about it in a few sentences. and put their ideas in an order that makes sense.</p>	<p>Children can use at least six -ar words in original sentences.</p> <p>Children can work with partners to create a Column Chart to list text and graphic features and share their thoughts with the class.</p> <p>Children can choose a graphic from The Signmaker’s Assistant and write about what it shows and how it supports the text. They can share it with the class.</p> <p>Children can write five of their own sentences with dates and places.</p> <p>Children can work with partners to choose another story idea. They can write about it in a few sentences. and put their ideas in an order that makes sense. Then they can share with the class.</p>
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**Grade 2 - Unit 4 – ELA/ELL Scaffold – Revised 2021**

<p>Learning Supports</p>	<p>Write car, park, and hard. Say each word aloud and have children repeat. Underline the letters -ar in each word. Help children copy the words onto a sheet of paper.</p> <p>Point to various text or graphic features in the summary. Help children identify what each feature is called.</p> <p>Point to the picture of the lost firefighters on Student Book p. 141. Help children see how the graphic helps readers understand the text.</p> <p>Write March 28, 2014 and Austin, Texas. Have children point out the commas. Then help</p>	<p>Write car, park, and hard. Say each word aloud and have children repeat. Underline the letters -ar in each word. Help children copy the words onto a sheet of paper.</p> <p>Point to various text or graphic features in the summary. Help children restate each feature’s purpose. Have them refer to the Column Chart in the student book pg. 124.</p> <p>Display Student Book p. 141. Have children fill in the sentence frame The picture tells me that _____ to help them interpret the illustration.</p> <p>Write March 28 2014 and Austin Texas. Help children copy down the date and the place and add commas</p>	<p>Have partners list words that have the -ar sound. Have them underline the letters that stand for that sound.</p> <p>Have partners discuss how the features help them understand the summary. Have them use the Column Chart in the student book pg. 124 to write about each feature.</p> <p>Have children choose a graphic from The Signmaker’s Assistant and write a sentence interpreting what it shows.</p> <p>Write the school will open on September 2 2014 in Austin Texas. Have children identify the date and the place in the sentence. Then have them</p>	<p>Have partners list words that have the /är/ sound. Have them use at least four of the words in original sentences</p> <p>Have partners create a Column Chart to list text and graphic features and their purposes from another selection.</p> <p>Have children choose a graphic from The Signmaker’s Assistant and write about what it shows and how it supports the text.</p> <p>Have children write three of their own sentences with dates and places. Have them exchange sentences with a partner, circle the commas, and tell whether</p>	<p>Have partners list words that have the /är/ sound. Have them use at least six of the words in original sentences.</p> <p>Have partners create a Column Chart to list text and graphic features and their purposes from another selection. Have them share their thoughts with the class.</p> <p>Have children choose a graphic from The Signmaker’s Assistant and write about what it shows and how it supports the text. They can share it with the class.</p> <p>Have children write five of their own sentences with dates and places. Have them exchange sentences with a partner, circle the commas, and tell whether they are used with a date or a place.</p>
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	<p>them take turns pointing to and saying date and place.</p> <p>Write three simple events. Read them aloud. Help children identify which event is the beginning, which is the middle, and which is the end.</p> <p>Focus Wall  <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/focuswall_9780547894645_/html/lesson18.html">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/focuswall_9780547894645_/html/lesson18.html</a></p> <p>The Signmaker’s Assistant audio and story  <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547894508_/vol2/launch.html">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547894508_/vol2/launch.html</a></p> <p>Language Support Card</p>	<p>where appropriate.</p> <p>Help children write three more events that could happen in the class story. Help them identify where the events should be inserted for the order to make sense.</p> <p>Focus Wall  <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/focuswall_9780547894645_/html/lesson18.html">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/focuswall_9780547894645_/html/lesson18.html</a></p> <p>The Signmaker’s Assistant audio and story  <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547894508_/vol2/launch.html">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547894508_/vol2/launch.html</a></p> <p>Unit 4 Vocabulary Scoot Lessons 16-20</p>	<p>rewrite the sentence, adding commas in the correct places.</p> <p>Have children work in groups to think of another story idea. Have children list story events and write them in a Story Map.</p> <p>The Signmaker’s Assistant audio and story  <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547894508_/vol2/launch.html">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547894508_/vol2/launch.html</a></p> <p>Focus Wall  <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/focuswall_9780547894645_/html/lesson18.html">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/focuswall_9780547894645_/html/lesson18.html</a></p> <p>Unit 4 Vocabulary Scoot Lessons 16-20  <a href="https://kami.app/mTd2hswjVwMO">https://kami.app/mTd2hswjVwMO</a></p>	<p>they are used with a date or a place.</p> <p>Have partners choose another story idea. Have them write about it in a few sentences. Have them put their ideas in an order that makes sense. The Signmaker’s Assistant audio and story  <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547894508_/vol2/launch.html">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547894508_/vol2/launch.html</a></p> <p>Unit 4 Vocabulary Scoot Lessons 16-20  <a href="https://kami.app/mTd2hswjVwMO">https://kami.app/mTd2hswjVwMO</a></p> <p>Focus Wall  <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/focuswall_9780547894645_/html/lesson18.html">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/focuswall_9780547894645_/html/lesson18.html</a></p>	<p>Have partners choose another story idea. Have them write about it in a few sentences. Have them put their ideas in an order that makes sense. Share with the class.</p> <p>The Signmaker’s Assistant audio and story  <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547894508_/vol2/launch.html">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547894508_/vol2/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=1A">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547953137_/volume/launch.html?page=1A</a></p> <p>Unit 4 Vocabulary Scoot Lessons 16-20  <a href="https://kami.app/mTd2hswjVwMO">https://kami.app/mTd2hswjVwMO</a></p> <p>Focus Wall  <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547894508_/vol2/launch.html">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547894508_/vol2/launch.html</a></p>
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href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/teacher_gat">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/teacher_gat</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=1A">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547953137/_volume/launch.html?page=1A</a></p> <p>English Language Learners Day to Day Resource Lessons 16-20 <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547977232/_volume4/launch.html?page=E1">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547977232/_volume4/launch.html?page=E1</a></p> <p>Second Grade Word Study Games and Activities <a 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href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547977232/_volume4/launch.html?page=E1">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547977232/_volume4/launch.html?page=E1</a></p> <p>Second Grade Word Study Games and Activities <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547895796/_launch.html?page=90">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547895796/_launch.html?page=90</a></p> <p>Second Grade Word Study Games and Activities <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547895796/_launch.html?page=90">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547895796/_launch.html?page=90</a></p>
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**Grade 2 - Unit 4 – ELA/ELL Scaffold – Revised 2021**

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	Lesson 20- Dex: The Heart of a Hero	Language Objective	Language Needed
	<p align="center">Student Learning Objective (SLO)</p> <p><b>SLO: 5</b>            NJSLS:            RL 2.7            W 2.7</p> <p>RI.2.5 know and use text features to locate facts or information</p> <p>RL.2.1 ask and answer questions to demonstrate</p>	<p>Children can participate in a discussion about heroes.</p> <p>Children can identify/work with partners to write sentences with -or and -ore.</p>	<p><b>VU:</b> Fantasy</p>

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**Grade 2 - Unit 4 – ELA/ELL Scaffold – Revised 2021**

SL 2.6 L2.2d RL 2.1 RL 2.10 SL 2.1b SL 2.6 W 2.3 RI 2.5  WIDA ELDS: 1-5 Listening Reading Writing Speaking	understanding of key details;  RL.2.10 read and comprehend literature		Children can review/complete/create a Venn diagram to compare and contrast characters.		<b>LFC:</b> Words with -or, -ore Venn Diagrams Compare and Contrast Commas in the Series Scaffold Narrative Writing  <b>LC:</b> Varies by ELP level
	W.2.3 write narratives;  W.2.7 participate in shared research and writing project  RL.2.7 use information from illustrations and words to demonstrate understanding of characters, setting, or plot;  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  RL.2.3 describe how characters respond to events and challenges; L.2.2d generalize learned spelling patterns when writing		Children can compare and contrast by speaking/filling in sentence frames/writing about Dex and Clevis at the beginning and the end of the story.  Children can add words/create narrative writing to make it more interesting.  Children can say, read, and use Target Vocabulary (depended, exercise, gazing, hero, overlooked, soar, sprang, studied) and high-utility words (always, commands listened, never, tips) Tier one words- dog, finger)  Students can identify how to use commas i		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

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**Grade 2 - Unit 4 – ELA/ELL Scaffold – Revised 2021**

<p>Language Objectives</p>	<p>Children can identify and underline the letters -or or -ore in each word.</p> <p>Children can review the Venn Diagram. They will need help saying one thing that is the same about Dex and Clevis and one thing that is different.</p> <p>Children can state one similarity between Dex at the beginning and the end of the story with help.</p> <p>Children can identify and underline the commas in the series (with help).</p> <p>Children can add words to narrative writing (a sentence) to make it more interesting.</p>	<p>Children can work with partners to create two columns, one for -or and one for -ore. They can write each word in the correct column.</p> <p>Children can review a Venn Diagram and then underline details in the summary saying two things that are the same and two things that are different about Dex and Clevis.</p> <p>Children can complete sentence frames (When it's cold, I need to wear an overcoat.) They can compare and contrast Dex at the beginning and the end of the story with help.</p> <p>Students can work with partners to write sentences with commas. They can insert the missing commas and underline the items in the series with help.</p>	<p>Children can work with partners to identify the letters that make the /ôr/ sound in each word and then use the words in complete sentences.</p> <p>Children can work with partners to use the Venn diagram to write brief sentences about the similarities and differences between Dex and Clevis.</p> <p>Children can create a Venn diagram to compare and contrast Dex or Clevis at the beginning and the end of the story. They can share their diagrams.</p> <p>Children can work with partners to use the words hiking, swimming, and riding to write a sentence. They can use the words cape, muscles, and courage to write a sentence with nouns in a series.</p>	<p>Children can identify the letters that make the -or sound in each word and use the words in complete sentences.</p> <p>Children can create a Venn diagram to compare and contrast two other story characters from a selection they have read recently.</p> <p>Children can compare and contrast Dex and Clevis at the beginning and the end of the story by writing a paragraph.</p> <p>Children can write two sentences containing nouns in a series and two sentences containing verbs in a series. They can read the sentences to a partner.</p>	<p>Children can work with partners to write sentences of -or and -ore and they can write at least six words and write them in sentences.</p> <p>Children can create a Venn diagram to compare and contrast two other story characters from a selection they have read recently. They can share it with the class.</p> <p>Children can compare and contrast Dex and Clevis at the beginning and the end of the story by writing a paragraph. They can share with the class.</p> <p>Children can write four sentences containing nouns in a series and four sentences containing verbs in a series. They can read the sentences.</p> <p>Children can write another story about a hero (a</p>
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**Grade 2 - Unit 4 – ELA/ELL Scaffold – Revised 2021**

		Children can add words to narrative writing (two sentences) to make it more interesting.	Children can add words to narrative writing (a paragraph) to make it more interesting	Children can write another story about a hero (a narrative).	narrative) and share it with the class.
Learning Supports	<p>Write the words before, torn, and shore. Help children identify and underline the letters or or ore in each word.</p> <p>Help children review the Venn diagram. Help them say one thing that is the same about Dex and Clevis and one thing that is different.</p> <p>Help children state one similarity between Dex at the beginning and the end of the story.</p> <p>Write I like hiking, swimming, and riding my bike. Help</p>	<p>Write before, torn, cord, and shore. Have partners create two columns, one for or and one for ore. Have them write each word in the correct column.</p> <p>Help children underline details in the summary about Dex and Clevis. Help them say one thing that is the same about both and one thing that is different.</p> <p>Help children complete sentence frames (When it's cold, I need to wear an overcoat.) comparing and contrasting Dex at the beginning and the end of the story.</p> <p>Write I like hiking swimming and riding my</p>	<p>Write before, torn, cord, and shore. Have partners identify the letters that make the /ôr/ sound in each word and then use the words in complete sentences.</p> <p>Have partners use the Venn diagram to write brief sentences about the similarities and differences between Dex and Clevis</p> <p>Have children create a Venn diagram to compare and contrast Dex or Clevis at the beginning and the end of the story. Have them share their diagrams.</p> <p>Have partners use the words hiking, swimming, and riding to write a</p>	<p>Have partners generate a list of -or and -ore and have them write at least four words and write them in sentences.</p> <p>Have partners create a Venn diagram to compare and contrast two other story characters from a selection they have read recently.</p> <p>Have children compare and contrast Dex and Clevis at the beginning and the end of the story by writing a paragraph.</p> <p>Have children write two sentences containing nouns in a series</p>	<p>Have partners write sentences of -or and -ore and have them at least six words and write them in sentences.</p> <p>Have partners create a Venn diagram to compare and contrast two other story characters from a selection they have read recently and share it with the class.</p> <p>Have children compare and contrast Dex and Clevis at the beginning and the end of the story by writing a paragraph. Have them share it with the class.</p> <p>Have children write four sentences containing nouns in a series and four sentences containing verbs in a series.</p>

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**Grade 2 - Unit 4 – ELA/ELL Scaffold – Revised 2021**

	<p>children identify and underline the commas in the series.</p> <p>Read and write the following sentence: Dex was a dog. Help children add words to the sentence to make it more interesting.</p> <p>Language Support Card <a href="https://www-k6.thinkcentral.com/content/hs/p/reading/journeys2014/na/gr2/extra_support_9780547953137/_volume/launch.html?page=1A">https://www-k6.thinkcentral.com/content/hs/p/reading/journeys2014/na/gr2/extra_support_9780547953137/_volume/launch.html?page=1A</a></p> <p>Reader and Writer’s Notebook Unit 4 <a href="https://www-k6.thinkcentral.com/content/hs/p/reading/journeys2014/na/gr2/practice_book_se_9780547895659/_volume2/launch.html?page=6">https://www-k6.thinkcentral.com/content/hs/p/reading/journeys2014/na/gr2/practice_book_se_9780547895659/_volume2/launch.html?page=6</a></p>	<p>bike. Have partners write the sentence. Then have them insert the missing commas and underline the items in the series</p> <p>Read and write the following sentence: Dex was a dog. He was small. Have partners add words to the sentences to make it more interesting.</p> <p>Language Support Card</p>	<p>sentence with verbs in a series. Have them use the words cape, muscles, and courage to write a sentence with nouns in a series.</p> <p>Have partners write a beginning paragraph about a hero. Then have them revise the paragraph to make it more interesting.</p> <p>Language Support Card</p>	<p>and two sentences containing verbs in a series. Have them read their sentences to a partner.</p> <p>Have partners write another story about a hero. Remind them to include an interesting beginning.</p>	<p>Have them read their sentences to a partner.</p> <p>Have partners write another story about a hero. Remind them to include an interesting beginning. Have partners read their completed stories to the class.</p>
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**Grade 2 - Unit 4 – ELA/ELL Scaffold – Revised 2021**

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href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547953137_/volume/launch.html?page=1A">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547953137_/volume/launch.html?page=1A</a>            English Language Learners Day to Day Resource Lessons 16-20  <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547977232_/volume4/launch.html?page=E1">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547977232_/volume4/launch.html?page=E1</a></p> <p>Reader and Writer's Notebook Unit 4  <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/practice_book_se_9780547895659_/volume2/launch.html?page=6">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/practice_book_se_9780547895659_/volume2/launch.html?page=6</a></p> <p>Second grade Word Study Games and Activities  <a 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<p>English Language Learners Day to Day Resource Lessons 16-20  <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547977232_/volume4/launch.html?page=E1">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547977232_/volume4/launch.html?page=E1</a></p> <p>Second Grade Word Study Games and Activities</p>	<p>English Language Learners Day to Day Resource Lessons 16-20  <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547977232_/volume4/launch.html?page=E1">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ete_9780547977232_/volume4/launch.html?page=E1</a></p> <p>Reader and Writer's Notebook Unit 4  <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/practice_book_se_9780547895659_/volume2/launch.html?page=6">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/practice_book_se_9780547895659_/volume2/launch.html?page=6</a></p> <p>Unit 4 Vocabulary Scoot Lessons 16-20  <a href="https://kami.app/mTd2hswjVwMO">https://kami.app/mTd2hswjVwMO</a></p> <p>Second Grade Word Study Games and Activities  <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547895796_/launch.html?page=90">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547895796_/launch.html?page=90</a></p>	<p>English Language Learners Day to Day Resource Lessons 16-20  <a 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href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547895796_/launch.html?page=90">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547895796_/launch.html?page=90</a></p>
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**Grade 2 - Unit 4 – ELA/ELL Scaffold – Revised 2021**

<p>Focus Wall Posters <a href="https://kami.app/puC3AugV2V75">https://kami.app/puC3AugV2V75</a></p> <p>Dex: The Heart of a Hero Quizlet <a href="https://quizlet.com/253829585/dex-the-heart-of-a-hero-flash-cards/">https://quizlet.com/253829585/dex-the-heart-of-a-hero-flash-cards/</a></p> <p>Second Grade Word Study Games and Activities <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547895796_/launch.html?page=90">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547895796_/launch.html?page=90</a></p> <p>Blackline Grab and Go Resources Lesson 20 <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/teacher_gateway_9780547933405_/pdf/Weekly_Booklets/Lesson_20.pdf">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/teacher_gateway_9780547933405_/pdf/Weekly_Booklets/Lesson_20.pdf</a></p> <p>Blackline Grab and Go Resources Lesson 20 <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547895796_/launch.html?page=90">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547895796_/launch.html?page=90</a></p>	<p><a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547895796_/launch.html?page=90">upport_9780547895796_/launch.html?page=90</a></p> <p>Dex: The Heart of a Hero (story and audio) <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547894508_/vol2/launch.html">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547894508_/vol2/launch.html</a></p> <p>Blackline Grab and Go Resources Lesson 20 <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/teacher_gateway_9780547933405_/pdf/Weekly_Booklets/Lesson_20.pdf">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/teacher_gateway_9780547933405_/pdf/Weekly_Booklets/Lesson_20.pdf</a></p> <p>TPT Dex: The Heart of a Hero Resources (You'll have to modify and model these worksheets) <a href="https://kami.app/87qGDjF1Iglm">https://kami.app/87qGDjF1Iglm</a></p> <p>Focus Wall Posters <a href="https://kami.app/puC3AugV2V75">https://kami.app/puC3AugV2V75</a></p>	<p><a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547895796_/launch.html?page=90">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547895796_/launch.html?page=90</a></p> <p>Dex: The Heart of a Hero (story and audio) <a 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