

Second Grade ESL

Unit Title: Unit 1 - Back to School

Stage 1: Desired Results

Standards & Indicators:

WIDA: 2020 Edition

- **1-Social and Instructional Language**
(ELD-SI.K-3. Narrate, ELD-SI.K-3. Inform, ELD-SI.K-3. Explain, ELD-SI.K-3. Argue)
- **2-The Language of Language Arts**
(ELD-LA.2-3. Narrate. Interpretive, ELD-LA.2-3 Narrate. Expressive, ELD-LA.2-3. Inform. Interpretive, ELD-LA.2-3. Inform. Expressive)
- **3-The Language of Mathematics**
(ELD-MA.2-3.Explain.Interpretive, ELD-MA.2-3. Explain, Expressive, ELD-MA.2-3.Argue. Interpretive, ELD-MA.2-3.Argue. Expressive)
- **4- The Language of Science**
(ELD-SC.2-3. Explain. Interpretive, ELD-SC.2-3.Explain. Expressive, ELD-SC.2-3.Argue. Interpretive, ELD-SC.2-3. Argue. Expressive)
- **5- The Language of Social Studies**
(ELD-SS.2-3. Explain, Interpretive, ELD-SS.2-3. Explain. Expressive, ELD-SS.2-3. Argue. Interpretive, ELD-SS.2-3.Argue. Expressive)

NJSLS Grade 2 English Language Arts

- **L.RF.2.3.** Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.2.4.** Read with sufficient accuracy and fluency to support comprehension.
- **L.WF.2.1.** Demonstrate command of the conventions of writing.
- **L.WF.2.2.** Demonstrate command of the conventions of encoding and spelling.
- **L.WF.2.3.** Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.
- **L.VL.2.2.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
- **L.VI.2.3.** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- **RL.CR.2.1** - Ask and answer such questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.
- **L.KL.2.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **RL.CR.2.1** Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.
- **RL.CR.2.1.** Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.
- **RI.CR.2.1.** Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.
- **RL.CI.2.2.** Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures) .
- **RI.CI.2.2.** Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs).
- **RL.IT.2.3.** Describe how characters in a story respond to major events and challenges using key details within a text.
- **RI.IT.2.3.** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.
- **RL.TS.2.4.** Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.
- **RI.TS.2.4.** Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.

Second Grade ESL

- **RL.PP.2.5.** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- **RI.PP.2.5.** Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.
- **RL.MF.2.6.** With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- **RI.MF.2.6.** Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- **RI.AA.2.7.** Describe and identify the logical connections of how reasons support specific points the author makes in a text.
- **RL.CT.2.8.** Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
- **RI.CT.2.8.** Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.
- **RL.CT.2.8.** Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
- **RI.CT.2.8.** Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.
- **RI.CT.2.8.** Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.
- **W.IW.2.2.** Write informative/explanatory texts to examine a topic and convey ideas and information.
- **W.NW.2.3.** Write narratives based on real or imagined experiences or events with basic story elements.
- **W.WP.2.4.** With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
- **W.WR.2.5.** Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.
- **W.SE.2.6.** Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.
- **W.RW.2.7.** Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.
- **SL.PE.2.1.** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- **SL.II.2.2.** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **SL.ES.2.3.** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- **SL.PI.2.4.** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- **SL.UM.2.5.** Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- **SL.AS.2.6.** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

NJSLS Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1:** Recognize ways to volunteer in the classroom, school and community.
- **9.2.2.CAP.1:** Make a list of different types of jobs and describe the skills associated with each job.
- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives.
- **9.4.2.CI.2:** Demonstrate originality and inventiveness in work.
- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- **9.4.2.DC.3:** Explain how to be safe online and follow safe practices when using the internet
- **9.4.2.GCA.1:** Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.
- **9.4.2.IML.1:** Identify a simple search term to find information in a search engine or digital resource.
- **9.4.2.IML.2:** Represent data in a visual format to tell a story about the data.

Second Grade ESL

- **9.4.2.TL.2:** Create a document using a word processing application.
- **9.4.2.TL.6:** Illustrate and communicate ideas and stories using multiple digital tools.
- **9.4.2.TL.7:** Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.

NJSLS Grade 2 Social Studies

- **6.1.2.CivicsPI.5** - Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
- **6.1.2.CivicsPD.2** - Establish a process for how individuals can effectively work together to make decisions.
- **6.1.2.CivicsPR.1** - Determine what makes a good rule or law.
- **6.1.2.CivicsPR.2** - Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
- **6.1.2.CivicsPR.3** - Analyze classroom rules and routines and describe how they are designed to benefit the common good.

NJSLS Grade 2 Science

- **1-LS1-1** - Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

Central Idea / Enduring Understanding:

Students will...

- Identify and say words related to school subjects
- Talk about what they do at school on each day of the week.
- Read about the green school in Indonesia
- Ask and answer questions about school schedules
- Listen to and sing a song about homework.
- Identify and say words with /a/
- Watch a video about favorite school subjects
- Identify the value of being responsible

Essential/Guiding Question:

- What are the school subjects?
- What activities occur in school?
- Who works in a school and where in the school do they work?
- What supplies are used in school and for what?
- How can I express my preferences in school?

Content:

- **Theme:** Things for School
- **Language:**
 - *Words*
 - art, computers, English, gym, math, music, reading, science, class, garden, grade, homework
 - *Grammar*
 - I have math on Tuesday.
 - Do you have art on Monday? Yes, I do.
 - Does she have gym on Friday? No. She doesn't.
 - *Phonics*
 - /a/ Thursday, bath, birthday

Skills(Objectives):

- Predict
- Participate in conversation
- Compare
- Decode
- Sort
- Retell
- Act out
- Track
- Sequence, Classify, Categorize
- Identify and read stories
- Identify sounds in a word
- Match text to illustrations
- Monitor reading
- Answer questions
- Draw a picture about a theme
- Write and revise
- Add details to writing

Stage 2: Assessment Evidence

Performance Task(s):

- Create illustrations and label items from their school in their native country.

Other Evidence:

- Pre-/Post-Tests
- Graphic Organizers

Second Grade ESL

<ul style="list-style-type: none"> ● Respond to greetings/farewells, participate in TPR activities. ● Use body language in a pantomime. ● Explore vocabulary associated with school words (classroom objects, places at school, class schedule) from visuals and word/phrase banks. ● Initiate or engage in everyday conversations with teachers and other students using pointing and gesturing. ● Answer questions in L1 and/or answer “yes/no” questions about the text with single words or phrases about things around the classroom. ● Fill out a form with personal information (name, address, phone number, etc.). ● Draw and describe a map of the school and/or classroom to their peers. ● Create a scavenger hunt within the school building (principal’s office, nurse’s office, gym, library, main office, cafeteria). ● Describe school life in the United States (e.g. describe a classroom, provide a typical schedule, and tell what takes place during a typical day). ● Ask and answer questions related to school life by interacting with classmates and members of the target culture using digital tools and face-to-face communication. ● Sign on to a computer and navigate to the school website using written instructions and oral/visual cues. ● Discuss and formulate simple sentences about school life in native culture. ● Use a graphic organizer to compare/contrast school life in their native country with the United States. ● Engage in conversation about proper daily attire according to daily weather. ● Create a drawing of food pyramid of daily snacks and meals at school. 	<ul style="list-style-type: none"> ● Teacher Observation ● Partner Work ● Discussion ● Learning/Writing Journals (Notebooks) ● Peer and Self Assessments ● Presentations ● Partner Work ● Quizzes ● Practice Worksheets ● ACCESS for ELLs
---	---

Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <p>Unit 1 Back to School</p> <p><u>Lesson 1 Words</u></p> <ul style="list-style-type: none"> ● Warm Up – Students look at items and decide if the item is used in school or not. ● Listen and Point – Students will look at a picture and point to it following along with the teacher. ● Listen and Repeat – Students will listen and repeat words. ● Optional Activity – Students will rate school activities from their favorite to least favorite. 	<p><u>Resources:</u></p> <ul style="list-style-type: none"> ● Audio Track - 2-3 ● Classroom Presentation Tool ● Flashcards 1-8 ● Workbook Page 8 ● Workbook Audio Track 3 ● Online Practice ● A number of different objects. For example, teddy bear, calculator, dictionary, toy, robot, money, and any other objects related (or not related) to school
--	---

Second Grade ESL

- **Say** - Using flashcards, students answer questions based on school classes.
- **Wrap Up** – Students play a game about classes.

Lesson 2 Grammar

- **Warm Up** – Students review vocabulary from Lesson 1. Students work together and ask each other questions.
- **Listen and chant** – Students listen to a chant and repeat
- **Listen and Read**– Students listen and look at sentences asking what they like at school.
- **Match and write** – Students match the sentence to the picture.
- **Optional Activity** – In pairs, students write schedules.
- **Wrap Up** – Students figure out what is true and false.

Lesson 3 Reading

- **Warm Up** – Students answer questions about a picture.
- **Listen and Repeat** – Students listen and repeat words. Students find these words in the text.
- **Listen and Read**– Students listen to text. Teacher asks a question and students read the text to find the answer.
- **Write T for True or F for false.**– Students read sentences and look through text to see if it is true or false..
- **Optional Activity** – Student does a cloze activity.
- **Wrap Up** – In pairs, students answer questions.

Lesson 4 Grammar

- **Warm Up** – Students play charades with vocabulary flashcards.
- **Listen and Read** – Students listen to sentences and ask and answer questions about school schedules.
- **Listen and circle** – Students listen and choose the correct picture.
- **Look and answer the question**– Students look at a schedule and answer questions regarding this schedule..
- **Optional Activity** – Student's make a schedule and ask and answer questions about it.
- **Work in pairs. Ask and answer**– Students read and answer questions.
- **Wrap Up** – Students will ask and answer questions regarding the contents of a backpack.

- Audio Track 4-5
- Classroom Presentation Tool
- Flashcards 1-8
- Workbook page 9
- Workbook Audio Track 4
- Online Practice

- Audio Track 6-7
- Classroom Presentation Tool
- Flashcards 9-12
- Workbook page 10
- Workbook Audio Track 5
- Online Practice

- Audio Track 8-9
- Classroom Presentation Tool
- Flashcards 1-8
- Workbook page 11
- Workbook Audio Track 6
- Online Practice
- A bag, some classroom objects

Second Grade ESL

Lesson 5 Song

- **Warm Up** – Students play a game by answering questions about their schedule.
- **Listen and Read** – Students look for vocabulary words in the song. Students listen and read the song.
- **Listen and Sing**– Students listen to the song and sing it.
- **Answer the questions** - Students answer questions based on the reading.
- **Optional Activity** – Students rewrite the song changing days and subjects. Students answer questions about the changes.
- **Wrap Up** –Students create a two column chart and divide them up based on if they give homework or not.

- Audio Track 10-12
- Classroom Presentation Tool
- Workbook page 13
- Online Practice
- Index cards and a bag

Lesson 6 Phonics

- **Warm Up** – Students brainstorm words that begin with t and h.
- **Listen, point and repeat** – Students listen and point to words that begin with digraph th. They repeat them..
- **Listen, chant and circle**– Students listen, chant and circle the words that begin with digraph th.
- **Listen. Check the box when you hear th.** – Students listen to a word and check the box when they hear a word with th.
- **Listen and check.** – Students listen to words and check the correct picture.
- **Optional Activity** – Make silly sentences using digraph th.
- **Wrap Up** –Students listen and draw what they hear,

- Audio Track 13-16
- Classroom Presentation Tool
- Flashcards 13-15
- Workbook page 12
- Workbook Audio Track 7
- Online Practice

Lesson 7 Video

- **Warm Up** – Students review vocabulary using flashcards and answer questions about their favorite subject.
- **Watch. Who talks about each class? Write.** – Students watch Video 1 and write the name of the people in the video based on the picture.
- **Your turn! Ask and answer** – Students act out questions and answers.
- **Write an email to your grandma. Tell her about school.** - Students write a fictitious email to their grandma and talk about school.
- **Optional Activity** – Students write another email about school subjects they have on other days.
- **Wrap Up** - Students play a game based on Who said? to review the video.

- Video 1
- Classroom Presentation Tool
- Flashcards 1-8
- Online Practice
- Worksheet 2.1
- Unit 1 Test
- ExamView Assessment Suite

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

Second Grade ESL

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Individual presentations	Group presentations	Rhymes, songs, games, and dramatizations	Rhymes, songs, games, and pantomime using gestures and facial expressions
Lead group discussions	Group discussions	Questions with a one or two word oral response	Questions with a yes or no oral response
Independent reading and research	Guided and independent reading and research	Opportunities to speak with key vocabulary	Opportunities to listen to and repeat key vocabulary
Graphic Organizers	Graphic Organizers	Print-rich environment	Print-rich environment with visual cues
Open-ended questioning	Multiple choice and open-ended questioning	Portable word wall	Portable word wall with visual cues
Write multiple paragraphs with consistent spelling, grammar, and punctuation	Repeated practice with key vocabulary	Small group instruction and partner work with key and abstract vocabulary	Portable word wall with visual cues
Develop confidence with the writing process	Write one paragraph with consistent spelling, grammar, and punctuation	Teacher support with directions	Small group instruction with letter/sound acquisition
	Guided and independent practice with the writing process	Visual aids, realia, and manipulatives	Visual aids, realia, and manipulatives
		Draw and talk aloud to develop writing ideas	Small group reading instruction using repetitive text with picture support
		Use of sentence frames to jumpstart writing	Draw to develop writing ideas

Unit Title: Unit 2 - My Things

Stage 1: Desired Results

Standards & Indicators:

WIDA: 2020 Edition

- **1-Social and Instructional Language**
(ELD-SI.K-3. Narrate, ELD-SI.K-3. Inform, ELD-SI.K-3. Explain, ELD-SI.K-3. Argue)
- **2-The Language of Language Arts**
(ELD-LA.2-3. Narrate. Interpretive, ELD-LA.2-3 Narrate. Expressive, ELD-LA.2-3. Inform. Interpretive, ELD-LA.2-3. Inform. Expressive)
- **3-The Language of Mathematics**
(ELD-MA.2-3.Explain.Interpretive, ELD-MA.2-3. Explain, Expressive, ELD-MA.2-3.Argue. Interpretive, ELD-MA.2-3.Argue. Expressive)
- **4- The Language of Science**
(ELD-SC.2-3. Explain. Interpretive, ELD-SC.2-3.Explain. Expressive, ELD-SC.2-3.Argue. Interpretive, ELD-SC.2-3. Argue. Expressive)
- **5- The Language of Social Studies**
(ELD-SS.2-3. Explain, Interpretive, ELD-SS.2-3. Explain. Expressive, ELD-SS.2-3. Argue. Interpretive, ELD-SS.2-3.Argue. Expressive)

Second Grade ESL

NJSLS Grade 2 English Language Arts

- **L.RF.2.3.** Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.2.4.** Read with sufficient accuracy and fluency to support comprehension.
- **L.WF.2.1.** Demonstrate command of the conventions of writing.
- **L.WF.2.2.** Demonstrate command of the conventions of encoding and spelling.
- **L.WF.2.3.** Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.
- **L.VL.2.2.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
- **L.VI.2.3.** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- **RL.CR.2.1** - Ask and answer such questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.
- **L.KL.2.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **RL.CR.2.1** Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.
- **RL.CR.2.1.** Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.
- **RI.CR.2.1.** Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.
- **RL.CI.2.2.** Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures) .
- **RI.CI.2.2.** Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs).
- **RL.IT.2.3.** Describe how characters in a story respond to major events and challenges using key details within a text.
- **RI.IT.2.3.** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.
- **RL.TS.2.4.** Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.
- **RI.TS.2.4.** Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.
- **RL.PP.2.5.** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- **RI.PP.2.5.** Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.
- **RL.MF.2.6.** With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- **RI.MF.2.6.** Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- **RI.AA.2.7.** Describe and identify the logical connections of how reasons support specific points the author makes in a text.
- **RL.CT.2.8.** Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
- **RI.CT.2.8.** Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.
- **RL.CT.2.8.** Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
- **RI.CT.2.8.** Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.
- **RI.CT.2.8.** Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.
- **W.IW.2.2.** Write informative/explanatory texts to examine a topic and convey ideas and information.
- **W.NW.2.3.** Write narratives based on real or imagined experiences or events with basic story elements.

Second Grade ESL

- **W.WP.2.4.** With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
- **W.WR.2.5.** Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.
- **W.SE.2.6.** Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.
- **W.RW.2.7.** Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.
- **SL.PE.2.1.** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- **SL.II.2.2.** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **SL.ES.2.3.** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- **SL.PI.2.4.** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- **SL.UM.2.5.** Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- **SL.AS.2.6.** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

NJSLS Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1:** Recognize ways to volunteer in the classroom, school and community.
- **9.2.2.CAP.1:** Make a list of different types of jobs and describe the skills associated with each job.
- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives.
- **9.4.2.CI.2:** Demonstrate originality and inventiveness in work.
- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- **9.4.2.DC.3:** Explain how to be safe online and follow safe practices when using the internet
- **9.4.2.GCA.1:** Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.
- **9.4.2.IML.1:** Identify a simple search term to find information in a search engine or digital resource.
- **9.4.2.IML.2:** Represent data in a visual format to tell a story about the data.
- **9.4.2.TL.2:** Create a document using a word processing application.
- **9.4.2.TL.6:** Illustrate and communicate ideas and stories using multiple digital tools.
- **9.4.2.TL.7:** Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.

NJSLS Grade 2 Social Studies

- **6.1.2.CivicsPI.5** - Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
- **6.1.2.CivicsPD.2** - Establish a process for how individuals can effectively work together to make decisions.
- **6.1.2.CivicsPR.1** - Determine what makes a good rule or law.
- **6.1.2.CivicsPR.2** - Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
- **6.1.2.CivicsPR.3** - Analyze classroom rules and routines and describe how they are designed to benefit the common good.

NJSLS Grade 2 Science

- **1-LS1-1** - Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

Central Idea / Enduring Understanding:

Students will...

- Use words for personal belongings

Essential/Guiding Question:

- What are the names of my personal belongings
- What is a toy collector?
- What are some kinds of children's collections?

Second Grade ESL

<ul style="list-style-type: none"> ● Identify belongings using this, that, these, and those ● Read about a toy collector. ● Talk about people's belongings using 's. ● Listen to and sing a song about cleaning up. ● Identify and say words with th ● Watch a video about children's collections. ● Identify the value of being neat. 	<ul style="list-style-type: none"> ● Why should I be neat?
---	---

<p>Content:</p> <ul style="list-style-type: none"> ● Theme: My Things ● Language: <ul style="list-style-type: none"> ○ <i>Words</i> <ul style="list-style-type: none"> ▪ bike, building bricks, camera, guitar, markers, robot, skateboard, tablet, borrow, cool, new, old ○ <i>Grammar</i> <ul style="list-style-type: none"> ▪ This is my camera. ▪ These are my markers. ▪ This is Claudia's robot, Robby. ○ <i>Phonics</i> <ul style="list-style-type: none"> ▪ /th/ this, these, brother ○ Reading <ul style="list-style-type: none"> ▪ Anthology Story 1 	<p>Skills(Objectives):</p> <ul style="list-style-type: none"> ● Predict ● Participate in conversation ● Compare ● Decode ● Sort ● Retell ● Act out ● Track ● Sequence, Classify, Categorize ● Identify and read stories ● Identify sounds in a word ● Match text to illustrations ● Monitor reading ● Answer questions ● Draw a picture about a theme ● Write and revise ● Add details to writing
--	---

Stage 2: Assessment Evidence

<p>Performance Task(s):</p> <ul style="list-style-type: none"> ● Create illustrations and label items from their school in their native country. ● Respond to greetings/farewells, participate in TPR activities. ● Use body language in a pantomime. ● Explore vocabulary associated with school words (classroom objects, places at school, class schedule) from visuals and word/phrase banks. ● Initiate or engage in everyday conversations with teachers and other students using pointing and gesturing. ● Answer questions in L1 and/or answer "yes/no" questions about the text with single words or phrases about things around the classroom. ● Fill out a form with personal information (name, address, phone number, etc.). ● Draw and describe a map of the school and/or classroom to their peers. ● Create a scavenger hunt within the school building (principal's office, nurse's office, gym, library, main office, cafeteria). ● Describe school life in the United States (e.g. describe a classroom, provide a typical schedule, and tell what takes place during a typical day). 	<p>Other Evidence:</p> <ul style="list-style-type: none"> ● Pre-/Post-Tests ● Graphic Organizers ● Teacher Observation ● Partner Work ● Discussion ● Learning/Writing Journals (Notebooks) ● Peer and Self Assessments ● Presentations ● Partner Work ● Quizzes ● Practice Worksheets ● ACCESS for ELLs
---	--

Second Grade ESL

- Ask and answer questions related to school life by interacting with classmates and members of the target culture using digital tools and face-to-face communication.
- Sign on to a computer and navigate to the school website using written instructions and oral/visual cues.
- Discuss and formulate simple sentences about school life in native culture.
- Use a graphic organizer to compare/contrast school life in their native country with the United States.
- Engage in conversation about proper daily attire according to daily weather.
- Create a drawing of food pyramid of daily snacks and meals at school.

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Unit 2 My Things

Lesson 1 Words

- **Warm Up** – Using letters of the alphabet, students will name things they have.
- **Listen and Point** – Students will look at a picture and point to the picture.
- **Listen and Repeat** – Students will listen and repeat the vocabulary words.
- **Say** - Using vocabulary, students will ask and answer things they have at home.
- **Optional Activity** – Students will conduct a survey.
- **Wrap Up** – Students play a game using vocabulary.

Lesson 2 Grammar

- **Warm Up** – Students review vocabulary from Lesson 1 using flashcards.
- **Listen and chant** – Students listen to a chant and repeat
- **Listen and Read**– Students listen to sentences identifying belongings using this, that, and those.
- **Read and circle** – Students match the sentences with the correct answer..
- **Optional Activity** – Students make sentences using flashcards.
- **Wrap Up** – Students listen to questions and do what is asked.

Lesson 3 Reading

- **Warm Up** –Students draw robots and ask and answer questions about their drawings.
- **Listen and Repeat** – Students listen and repeat words. Students find these words in the text.

Resources:

- Audio Track - 17-18
 - Classroom Presentation Tool
 - Flashcards 10, 16-23
 - Workbook Page 14
 - Workbook Audio Track 8
 - Online Practice
 - Tape for displaying flashcards, pictures of the vocabulary items (from magazines or the Internet), envelopes.
-
- Audio Track 19-20
 - Classroom Presentation Tool
 - Flashcards 16-23
 - Workbook page 15
 - Workbook Audio Track 9
 - Online Practice
 - Index cards, different-colored markers
-
- Audio Track 21-22
 - Classroom Presentation Tool
 - Graphic Organizer T-chart
 - Flashcards 24-27

Second Grade ESL

- **Listen and Read**– Students listen to text. Teacher asks a question and students read the text to find the answer.
- **Read and circle.**– Students read sentences and look through text to find the correct answer.
- **Optional Activity** – Students write descriptions of three robots. .
- **Wrap Up** – In pairs, students answer questions.

Lesson 4 Grammar

- **Warm Up** – Students review Lesson 1 vocabulary.
- **Listen and Read** – Students listen to sentences using 's.
- **Read and match.** – Students read sentences and match them to the correct objects.
- **Listen and draw** – Students listen to vocabulary and draw the objects.
- **Draw five things on separate pieces of paper. With 3-4 other students, put them into one pile. Guess** – Student's draw objects and each will use 's to guess who drew it.
- **Optional Activity** – Students will draw something from their favorite cartoon character and ask questions using possessive s.
- **Wrap Up** –Students will play a game and figure out who owns what objects.

Lesson 5 Song

- **Warm Up** – Students use the photo to answer questions.
- **Listen and Read** – Students look for vocabulary words in the song. Students listen and read song.
- **Listen and Sing**– Students listen to the song and sing it.
- **Sing and act.** - Students sing the song and act it out..
- **Optional Activity** – Students create, sing and act out new verses to the song.
- **Wrap Up** –Students fill in the blank based on the song.

Lesson 6 Phonics

- **Warm Up** – Using flashcards, students find words that have the voiceless /th/.
- **Listen, point and repeat** – Students listen and point to words that have the digraph th. They repeat them..
- **Listen, chant and circle**– Students listen, chant and circle the words that have digraph th.
- **Listen. Check the box when you hear /th/ (voiced) as in this.** – Students listen to a word

- Workbook page 16
- Workbook Audio Track 10
- Online Practice
- An old object and a new object, some pictures of cool clothes, sneakers, bikes, or electronics.

- Audio Track 23-24
- Classroom Presentation Tool
- Flashcards 16-23
- Workbook page 17
- Workbook Audio Track 11
- Online Practice

- Audio Track 25-28
- Classroom Presentation Tool
- Workbook page 19
- Online Practice
- Index cards and

- Audio Track 29-32
- Classroom Presentation Tool
- Flashcards 13-15 and 28-30
- Workbook page 18
- Workbook Audio Track 12
- Online Practice

Second Grade ESL

<p>and check the box when they hear a word with th.</p> <ul style="list-style-type: none"> ● Listen and write. Draw a line to the correct sound. – Students listen to words and check the correct picture. ● Optional Activity – Working together, students separate voiced and unvoiced th.. ● Wrap Up –Students use a highlighter to differentiate voiced and unvoiced th. <p>Lesson 7 Video</p> <ul style="list-style-type: none"> ● Warm Up – Students brainstorm things people collect. ● Watch. Write the name for each collection. – Students watch Video 2 and write the name of the people in the video based on the picture. ● Your turn! Ask and answer – Students act out questions and answers. . ● Draw your favorite thing. Write to tell a friend about it. - Students draw their favorite thing and write to their friend about it. ● Optional Activity – Students write another letter about another favorite thing. ● Wrap Up - Students play a game to see how much they remember from the video. 	<ul style="list-style-type: none"> ● Video 2 ● Classroom Presentation Tool ● Online Practice ● Anthology Story 1 ● Worksheet 2.2 ● Unit 2 Test ● ExamView Assessment Suite
--	---

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Individual presentations	Group presentations	Rhymes, songs, games, and dramatizations	Rhymes, songs, games, and pantomime using gestures and facial expressions
Lead group discussions	Group discussions	Questions with a one or two word oral response	Questions with a yes or no oral response
Independent reading and research	Guided and independent reading and research	Opportunities to speak with key vocabulary	Opportunities to listen to and repeat key vocabulary
Graphic Organizers	Graphic Organizers	Print-rich environment	Print-rich environment with visual cues
Open-ended questioning	Multiple choice and open-ended questioning	Portable word wall	Portable word wall with visual cues
Write multiple paragraphs with consistent spelling, grammar, and punctuation	Repeated practice with key vocabulary	Small group instruction and partner work with key and abstract vocabulary	Portable word wall with visual cues
Develop confidence with the writing process	Write one paragraph with consistent spelling, grammar, and punctuation	Teacher support with directions	Small group instruction with letter/sound acquisition
	Guided and independent practice with the writing process	Visual aids, realia, and manipulatives	Visual aids, realia, and manipulatives

Second Grade ESL

		Draw and talk aloud to develop writing ideas Use of sentence frames to jumpstart writing	Small group reading instruction using repetitive text with picture support Draw to develop writing ideas
--	--	---	---

Unit Title: Unit 3 - At Home

Stage 1: Desired Results

Standards & Indicators:

WIDA: 2020 Edition

- **1-Social and Instructional Language**
(ELD-SI.K-3. Narrate, ELD-SI.K-3. Inform, ELD-SI.K-3. Explain, ELD-SI.K-3. Argue)
- **2-The Language of Language Arts**
(ELD-LA.2-3. Narrate. Interpretive, ELD-LA.2-3 Narrate. Expressive, ELD-LA.2-3. Inform. Interpretive, ELD-LA.2-3. Inform. Expressive)
- **3-The Language of Mathematics**
(ELD-MA.2-3.Explain.Interpretive, ELD-MA.2-3. Explain, Expressive, ELD-MA.2-3.Argue. Interpretive, ELD-MA.2-3.Argue. Expressive)
- **4- The Language of Science**
(ELD-SC.2-3. Explain. Interpretive, ELD-SC.2-3.Explain. Expressive, ELD-SC.2-3.Argue. Interpretive, ELD-SC.2-3. Argue. Expressive)
- **5- The Language of Social Studies**
(ELD-SS.2-3. Explain, Interpretive, ELD-SS.2-3. Explain. Expressive, ELD-SS.2-3. Argue. Interpretive, ELD-SS.2-3.Argue. Expressive)

NJSLS Grade 2 English Language Arts

- **L.RF.2.3.** Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.2.4.** Read with sufficient accuracy and fluency to support comprehension.
- **L.WF.2.1.** Demonstrate command of the conventions of writing.
- **L.WF.2.2.** Demonstrate command of the conventions of encoding and spelling.
- **L.WF.2.3.** Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.
- **L.VL.2.2.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
- **L.VI.2.3.** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- **RL.CR.2.1** - Ask and answer such questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.
- **L.KL.2.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **RL.CR.2.1** Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.
- **RL.CR.2.1.** Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.
- **RI.CR.2.1.** Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.
- **RL.CI.2.2.** Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures) .
- **RI.CI.2.2.** Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs).
- **RL.IT.2.3.** Describe how characters in a story respond to major events and challenges using key details within a text.

Second Grade ESL

- **RI.IT.2.3.** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.
- **RL.TS.2.4.** Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.
- **RI.TS.2.4.** Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.
- **RL.PP.2.5.** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- **RI.PP.2.5.** Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.
- **RL.MF.2.6.** With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- **RI.MF.2.6.** Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- **RI.AA.2.7.** Describe and identify the logical connections of how reasons support specific points the author makes in a text.
- **RL.CT.2.8.** Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
- **RI.CT.2.8.** Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.
- **RL.CT.2.8.** Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
- **RI.CT.2.8.** Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.
- **RI.CT.2.8.** Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.
- **W.IW.2.2.** Write informative/explanatory texts to examine a topic and convey ideas and information.
- **W.NW.2.3.** Write narratives based on real or imagined experiences or events with basic story elements.
- **W.WP.2.4.** With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
- **W.WR.2.5.** Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.
- **W.SE.2.6.** Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.
- **W.RW.2.7.** Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.
- **SL.PE.2.1.** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- **SL.II.2.2.** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **SL.ES.2.3.** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- **SL.PI.2.4.** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- **SL.UM.2.5.** Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- **SL.AS.2.6.** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

NJSLS Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1:** Recognize ways to volunteer in the classroom, school and community.
- **9.2.2.CAP.1:** Make a list of different types of jobs and describe the skills associated with each job.
- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives.

Second Grade ESL

- **9.4.2.CI.2:** Demonstrate originality and inventiveness in work.
- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- **9.4.2.DC.3:** Explain how to be safe online and follow safe practices when using the internet
- **9.4.2.GCA:1:** Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.
- **9.4.2.IML.1:** Identify a simple search term to find information in a search engine or digital resource.
- **9.4.2.IML.2:** Represent data in a visual format to tell a story about the data.
- **9.4.2.TL.2:** Create a document using a word processing application.
- **9.4.2.TL.6:** Illustrate and communicate ideas and stories using multiple digital tools.
- **9.4.2.TL.7:** Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.

NJSLS Grade 2 Social Studies

- **6.1.2.CivicsPI.5** - Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
- **6.1.2.CivicsPD.2** - Establish a process for how individuals can effectively work together to make decisions.
- **6.1.2.CivicsPR.1** - Determine what makes a good rule or law.
- **6.1.2.CivicsPR.2** - Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
- **6.1.2.CivicsPR.3** - Analyze classroom rules and routines and describe how they are designed to benefit the common good.

NJSLS Grade 2 Science

- **1-LS1-1** - Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

Central Idea / Enduring Understanding:

Students will...

- Identify and name things in a house.
- Talk about belonging using our and their
- Read about a cool house plan.
- Use behind, in front of, and between to say where things are.
- Listen to and sing a song about a mouse in the house.
- Distinguish between and say words with digraph ch and sh.
- Watch a video about the homes around the world.

Essential/Guiding Question:

- What are things in a house?
- What is a house plan and why do we use one?
- What do homes look like around the world?

Content:

- **Theme:** At Home
- **Language:**
 - *Words*
 - armchair, balcony, bookcase, dining room, door, floor, mirror, rug, window, inside, outside, stairs, wall
 - *Grammar*
 - That's our/their living room.
 - We/They have a red armchair.
 - The cat is in front of/behind/between the desk (and the chair).
 - *Phonics*
 - /ch/ chair, lunch

Skills(Objectives):

- Predict
- Participate in conversation
- Compare
- Decode
- Sort
- Retell
- Act out
- Track
- Sequence, Classify, Categorize
- Identify and read stories
- Identify sounds in a word
- Match text to illustrations
- Monitor reading
- Answer questions
- Draw a picture about a theme

Second Grade ESL

- /sh/ ship, fish

- Write and revise
- Add details to writing

Stage 2: Assessment Evidence

Performance Task(s):

- Create illustrations and label items from their school in their native country.
- Respond to greetings/farewells, participate in TPR activities.
- Use body language in a pantomime.
- Explore vocabulary associated with school words (classroom objects, places at school, class schedule) from visuals and word/phrase banks.
- Initiate or engage in everyday conversations with teachers and other students using pointing and gesturing.
- Answer questions in L1 and/or answer “yes/no” questions about the text with single words or phrases about things around the classroom.
- Fill out a form with personal information (name, address, phone number, etc.).
- Draw and describe a map of the school and/or classroom to their peers.
- Create a scavenger hunt within the school building (principal’s office, nurse’s office, gym, library, main office, cafeteria).
- Describe school life in the United States (e.g. describe a classroom, provide a typical schedule, and tell what takes place during a typical day).
- Ask and answer questions related to school life by interacting with classmates and members of the target culture using digital tools and face-to-face communication.
- Sign on to a computer and navigate to the school website using written instructions and oral/visual cues.
- Discuss and formulate simple sentences about school life in native culture.
- Use a graphic organizer to compare/contrast school life in their native country with the United States.
- Engage in conversation about proper daily attire according to daily weather.
- Create a drawing of food pyramid of daily snacks and meals at school.

Other Evidence:

- Pre-/Post-Tests
- Graphic Organizers
- Teacher Observation
- Partner Work
- Discussion
- Learning/Writing Journals (Notebooks)
- Peer and Self Assessments
- Presentations
- Partner Work
- Quizzes
- Practice Worksheets
- ACCESS for ELLs

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Unit 3 - At Home

Lesson 1 Words

- **Warm Up** – Students will unscramble the names of places in a house. Students will ask and answer questions about a picture.

Resources:

- Audio Track - 36-37
- Classroom Presentation Tool
- Flashcards 31-39

Second Grade ESL

- **Listen and Point** – Students will listen and look at a picture and point to the picture.
- **Listen and Repeat** – Students will listen and repeat the vocabulary words.
- **Say** - Using vocabulary, students will ask and answer questions about things in their home..
- **Optional Activity** – Students will make a plan of their home and draw things that are in the room. In pairs, students will ask and answer questions about the plans.
- **Wrap Up** – Students will play a flashcard game.

Lesson 2 Grammar

- **Warm Up** – Students review vocabulary from Lesson 1 using flashcards. play a guessing game with Lesson 1 vocabulary.
- **Listen, point, and chant** – Students listen to a chant, point and repeat
- **Listen and Read**– Students listen to and read sentences talking about belonging using our and their.
- **Look and write** – Students fill in the blank using belonging words.
- **Optional Activity** – Students draw things in their classroom and school and make sentences using belonging words.
- **Wrap Up** – Students choose vocabulary words and make sentences.

Lesson 3 Reading

- **Warm Up** –Students draw and describe their cool house.
- **Listen and Repeat** – Students listen and repeat words. Students find these words in the text.
- **Listen and Read**– Students listen to text. Teacher asks a question and students read the text to find the answer.
- **Answer the questions.**– Students answer questions in full sentences based on the text..
- **Optional Activity** – In pairs, students describe their partners drawing from the warm up exercise.
- **Wrap Up** – Students play a word game.

Lesson 4 Grammar

- **Warm Up** – Review prepositions in, on, under and next to.
- **Listen and Read** – Students listen to sentences using behind, in front of, and between to day where things are..
- **Write behind, between, or in front of.** – Students read sentences and write the correct preposition.

- Workbook Page 24
- Workbook Audio Track 14
- Online Practice

- Audio Track 38-39
- Classroom Presentation Tool
- Flashcards 31-39
- Workbook page 25
- Workbook Audio Track 15
- Online Practice
- A bag

- Audio Track 40-41
- Classroom Presentation Tool
- Graphic Organizer T-chart
- Flashcards 40-43
- Workbook page 26
- Workbook Audio Track 16
- Online Practice

- Audio Track 42-43
- Classroom Presentation Tool
- Flashcards 31-39
- Workbook page 27
- Workbook Audio Track 17
- Online Practice
- A ball, a box

Second Grade ESL

- **Listen and draw** – Students listen and then draw the missing parts of the picture.
- **Write about a room in your home. Say where things are** – Students write about a room in their home and describe where these things are using prepositions.
- **Optional Activity** – Students will look for flashcards by using prepositions to describe things..
- **Wrap Up** – Students will draw three pictures from the lesson but use different objects.

Lesson 5 Song

- **Warm Up** – Students review animal words.
- **Listen and Read** – Students look for vocabulary words in the song. Students listen and read the song.
- **Listen and Sing**– Students listen to the song and sing it.
- **Put the events in order.** - Students put the events of the song in order.
- **Optional Activity** – Students create, sing and act out new verses to the song.
- **Wrap Up** – Students play a game pretending to catch a mouse and telling the location of the mouse.

Lesson 6 Phonics

- **Warm Up** – Students brainstorm words beginning with c,s and h. They then play by combining them and see how the sound changes.
- **Listen, point and repeat** – Students listen and point to words that have the digraph ch and sh. They repeat them.
- **Listen and chant. Circle sh. Underline ch.** – Students listen, chant and circle the words that have sh and underline words with ch.
- **Listen and check.** – Students listen to a word and check the box when they hear a word with ch or sh.
- **Listen and write sh or ch..** – Students listen to words and write if the word has ch or sh..
- **Optional Activity** – Students play a game to reinforce ch and sh.
- **Wrap Up** – Students make two columns and write words they hear in the column with either ch or sh.

Lesson 7 Video

- **Warm Up** – Students review words used to describe a house.

- Audio Track 44-46
- Classroom Presentation Tool
- Online Practice
- A small ball

- Audio Track 47-50
- Classroom Presentation Tool
- Flashcards 44-47
- Workbook page 28
- Workbook Audio Track 18
- Online Practice

- Video 4
- Classroom Presentation Tool
- Workbook page 29

Second Grade ESL

<ul style="list-style-type: none"> ● Watch. Who talks about each home? Write. – Students watch Video 4 and write the name of the people in the video based on the picture. ● Your turn! Ask and answer – Students act out questions and answers. ● Think about Sofia’s home. Is it the same as your home? Write. - Students write about their home and how it is different or the same as Sofia’s home. ● Optional Activity – Students watch the video and choose another child’s house for comparison. ● Wrap Up - Students play a game to see how much they remember from the video. 	<ul style="list-style-type: none"> ● Online Practice ● Worksheet 2.3 ● Unit 3 Test ● ExamView Assessment Suite
--	--

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Individual presentations	Group presentations	Rhymes, songs, games, and dramatizations	Rhymes, songs, games, and pantomime using gestures and facial expressions
Lead group discussions	Group discussions	Questions with a one or two word oral response	Questions with a yes or no oral response
Independent reading and research	Guided and independent reading and research	Opportunities to speak with key vocabulary	Opportunities to listen to and repeat key vocabulary
Graphic Organizers	Graphic Organizers	Print-rich environment	Print-rich environment with visual cues
Open-ended questioning	Multiple choice and open-ended questioning	Portable word wall	Portable word wall with visual cues
Write multiple paragraphs with consistent spelling, grammar, and punctuation	Repeated practice with key vocabulary	Small group instruction and partner work with key and abstract vocabulary	Small group instruction with letter/sound acquisition
Develop confidence with the writing process	Write one paragraph with consistent spelling, grammar, and punctuation	Teacher support with directions	Visual aids, realia, and manipulatives
	Guided and independent practice with the writing process	Visual aids, realia, and manipulatives	Visual aids, realia, and manipulatives
		Draw and talk aloud to develop writing ideas	Small group reading instruction using repetitive text with picture support
		Use of sentence frames to jumpstart writing	Draw to develop writing ideas

Second Grade ESL

Unit Title: Unit 4 - Let's Play

Stage 1: Desired Results

Standards & Indicators:

WIDA: 2020 Edition

- **1-Social and Instructional Language**
(ELD-SI.K-3. Narrate, ELD-SI.K-3. Inform, ELD-SI.K-3. Explain, ELD-SI.K-3. Argue)
- **2-The Language of Language Arts**
(ELD-LA.2-3. Narrate. Interpretive, ELD-LA.2-3 Narrate. Expressive, ELD-LA.2-3. Inform. Interpretive, ELD-LA.2-3. Inform. Expressive)
- **3-The Language of Mathematics**
(ELD-MA.2-3.Explain.Interpretive, ELD-MA.2-3. Explain, Expressive, ELD-MA.2-3.Argue. Interpretive, ELD-MA.2-3.Argue. Expressive)
- **4- The Language of Science**
(ELD-SC.2-3. Explain. Interpretive, ELD-SC.2-3.Explain. Expressive, ELD-SC.2-3.Argue. Interpretive, ELD-SC.2-3. Argue. Expressive)
- **5- The Language of Social Studies**
(ELD-SS.2-3. Explain, Interpretive, ELD-SS.2-3. Explain. Expressive, ELD-SS.2-3. Argue. Interpretive, ELD-SS.2-3.Argue. Expressive)

NJSLS Grade 2 English Language Arts

- **L.RF.2.3.** Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.2.4.** Read with sufficient accuracy and fluency to support comprehension.
- **L.WF.2.1.** Demonstrate command of the conventions of writing.
- **L.WF.2.2.** Demonstrate command of the conventions of encoding and spelling.
- **L.WF.2.3.** Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.
- **L.VL.2.2.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
- **L.VI.2.3.** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- **RL.CR.2.1** - Ask and answer such questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.
- **L.KL.2.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **RL.CR.2.1** Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.
- **RL.CR.2.1.** Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.
- **RI.CR.2.1.** Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.
- **RL.CI.2.2.** Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures) .
- **RI.CI.2.2.** Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs).
- **RL.IT.2.3.** Describe how characters in a story respond to major events and challenges using key details within a text.
- **RI.IT.2.3.** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.
- **RL.TS.2.4.** Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.
- **RI.TS.2.4.** Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.

Second Grade ESL

- **RL.PP.2.5.** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- **RI.PP.2.5.** Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.
- **RL.MF.2.6.** With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- **RI.MF.2.6.** Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- **RI.AA.2.7.** Describe and identify the logical connections of how reasons support specific points the author makes in a text.
- **RL.CT.2.8.** Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
- **RI.CT.2.8.** Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.
- **RL.CT.2.8.** Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
- **RI.CT.2.8.** Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.
- **RI.CT.2.8.** Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.
- **W.IW.2.2.** Write informative/explanatory texts to examine a topic and convey ideas and information.
- **W.NW.2.3.** Write narratives based on real or imagined experiences or events with basic story elements.
- **W.WP.2.4.** With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
- **W.WR.2.5.** Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.
- **W.SE.2.6.** Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.
- **W.RW.2.7.** Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.
- **SL.PE.2.1.** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- **SL.II.2.2.** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **SL.ES.2.3.** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- **SL.PI.2.4.** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- **SL.UM.2.5.** Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- **SL.AS.2.6.** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

NJSLS Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1:** Recognize ways to volunteer in the classroom, school and community.
- **9.2.2.CAP.1:** Make a list of different types of jobs and describe the skills associated with each job.
- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives.
- **9.4.2.CI.2:** Demonstrate originality and inventiveness in work.
- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- **9.4.2.DC.3:** Explain how to be safe online and follow safe practices when using the internet
- **9.4.2.GCA.1:** Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.
- **9.4.2.IML.1:** Identify a simple search term to find information in a search engine or digital resource.
- **9.4.2.IML.2:** Represent data in a visual format to tell a story about the data.

Second Grade ESL

- **9.4.2.TL.2:** Create a document using a word processing application.
- **9.4.2.TL.6:** Illustrate and communicate ideas and stories using multiple digital tools.
- **9.4.2.TL.7:** Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.

NJSLS Grade 2 Social Studies

- **6.1.2.CivicsPI.5** - Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
- **6.1.2.CivicsPD.2** - Establish a process for how individuals can effectively work together to make decisions.
- **6.1.2.CivicsPR.1** - Determine what makes a good rule or law.
- **6.1.2.CivicsPR.2** - Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
- **6.1.2.CivicsPR.3** - Analyze classroom rules and routines and describe how they are designed to benefit the common good.

NJSLS Grade 2 Science

- **1-LS1-1** - Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

Central Idea / Enduring Understanding:

Students will...

- Identify and say words related to sports.
- Make statements in the simple present with I, you, we, they.
- Read about a cool basketball team.
- Ask and answer yes/no questions in the simple present with I, you, we, they.
- Listen to and sing a song about playing sports.
- Identify and say words ending in ck and nk.
- Watch a video about sports in various countries.
- Identify the value of being active.

Essential/Guiding Question:

- What are some of the sports we play?
- What does a basketball game look like?
- What are various sports in different countries?
- Why should I stay active?
- How can I express my preferences in school?

Content:

- **Theme:** Let's Play
- **Language:**
 - *Words*
 - baseball, basketball, bounce, catch, hit, hockey, jump, kick, tennis, throw, different, easy, fantastic, team
 - *Grammar*
 - I play baseball with my friends.
 - You don't catch the ball in soccer.
 - Do you watch basketball on TV? Yes, I do.
 - *Phonics*
 - /k/ duck, socks
 - /nk/ sink, pink
 - *Reading*
 - Anthology Story 2

Skills(Objectives):

- Predict
- Participate in conversation
- Compare
- Decode
- Sort
- Retell
- Act out
- Track
- Sequence, Classify, Categorize
- Identify and read stories
- Identify sounds in a word
- Match text to illustrations
- Monitor reading
- Answer questions
- Draw a picture about a theme
- Write and revise
- Add details to writing

Second Grade ESL

Stage 2: Assessment Evidence

Performance Task(s):

- Create illustrations and label vocabulary items.
- Respond to questions/ participate in TPR activities.
- Use body language in a pantomime.
- Explore vocabulary associated with playing, working and daily routines using words from visuals and word/phrase banks.
- Initiate or engage in everyday conversations with teachers and other students using pointing and gesturing.
- Answer questions in L1 and/or answer “yes/no” questions about the text with single words or phrases about things around the classroom.
- Draw and describe vocabulary in units 4-6.
- Create a scavenger hunt within the school building (principal’s office, nurse’s office, gym, library, main office, cafeteria).
- Describe activities and things using vocabulary from units 4-6.
- Ask and answer questions related to playing, working and daily routines by interacting with classmates and members of the target culture using digital tools and face-to-face communication.
- Sign on to a computer and navigate websites using written instructions and oral/visual cues.
- Discuss and formulate simple sentences about unit’s themes in native culture.
- Use a graphic organizer to compare/contrast different themes.
- Engage in conversation.
- Create a drawing using a specific theme.

Other Evidence:

- Pre-/Post-Tests
- Graphic Organizers
- Teacher Observation
- Partner Work
- Discussion
- Learning/Writing Journals (Notebooks)
- Peer and Self Assessments
- Presentations
- Partner Work
- Quizzes
- Practice Worksheets
- ACCESS for ELLs

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Unit 4 Let’s Play

Lesson 1 Words

- **Warm Up** – Students talk about games.
- **Listen and Point** – Students will listen and point at pictures.
- **Listen and Repeat** – Students will listen and repeat words.
- **Say** - Using flashcards, students answer questions about the vocabulary words.
- **Optional Activity** – Students make a large classroom poster of sports and describe it.

Resources:

- Audio Track - 51-52
- Classroom Presentation Tool
- Flashcards 31-39 and 48-57
- Workbook Page 30
- Workbook Audio Track 19
- Online Practice
- Magazine photos of different sports, a soft ball that bounces, poster board

Second Grade ESL

- **Wrap Up** – Students make a list of actions you do for various sports.

Lesson 2 Grammar

- **Warm Up** – Students guess vocabulary words based on hints from other students.
- **Listen and chant** – Students listen to a chant and repeat.
- **Listen and read** – Students listen to the text and read text.
- **Look and circle**– Students listen and look at sentences and put a check if there is a check next to the sentence.
- **Say** – In pairs, students ask and answer questions.
- **Optional Activity** – Students will play a game by writing three true statements about themselves.
- Students will walk around and talk to other students who have similar sentences.
- **Wrap Up** – Students play a game using verbs from the unit.

Lesson 3 Reading

- **Warm Up** – Students play a game using vocabulary,
- **Listen and Repeat** – Students listen and repeat words. Students find these words in the text.
- **Listen and Read**– Students listen to text. Teacher asks a question and students read the text to find the answer.
- **Write T for True or F for False.**– Students read sentences and look through text to see if it is true or false.
- **Optional Activity** – Students will view a video of the King Charles Troupe from the internet and rate if they liked or disliked it.
- **Wrap Up** – In pairs, students will match words from two columns of vocabulary words.

Lesson 4 Grammar

- **Warm Up** – Students answer questions using flashcards.
- **Listen and Read** – Students listen to sentences using yes/no questions in the simple present with I, you, we, they.
- **Listen and circle** – Students listen and choose the correct picture.
- **Ask and answer with a partner**– Students ask and answer questions using vocabulary.
- **Optional Activity** – Students take a survey to find out how many students play each sport.

- Audio Track 53-54
- Classroom Presentation Tool
- Flashcards 48-57
- Workbook page 31
- Workbook Audio Track 20
- Online Practice
- A soft ball

- Audio Track 55-56
- Classroom Presentation Tool
- Flashcards 58-61
- Workbook page 32
- Workbook Audio Track 21
- Online Practice

- Audio Track 57-58
- Classroom Presentation Tool
- Flashcards 48-57
- Workbook page 33
- Workbook Audio Track 22
- Online Practice
- Index cards, bags

Second Grade ESL

- **Choose a sport. Answer your partner's questions. Your partner can guess.**– With a partner, students ask and answer questions.
- **Wrap Up** –Students are given a bunch of answers. Students come up with questions for the answers.

Lesson 5 Song

- **Warm Up** – Students have a discussion using simple present tense questions.
- **Listen and Read** – Students look for vocabulary words in the song. Students listen and read the song.
- **Listen and Sing**– Students listen to the song and sing it.
- **Sing and Act** - Students sing and act out the song.
- **Optional Activity** – Students invent a new verse for the song.
- **Wrap Up** –Students place words in correct columns.

Lesson 6 Phonics

- **Warm Up** – Students play a quiz game to review the /k/ sound.
- **Listen, point and repeat** – Students listen and point to words that end with -ck and nk. They repeat them.
- **Listen and chant. Underline ck. Circle nk.**– Students listen, chant and underline words ending in ck and circle words ending in nk.
- **Listen and circle** – Students listen to words and check the correct picture.
- **Listen and write ck or nk.** – Students listen to a word and write if the ending is -ck or nk.
- **Optional Activity** – Students think of words that end with -ck or nk.
- **Wrap Up** –Students write as many words with nk and -ck using letter cards.

Lesson 7 Video

- **Warm Up** – Students act out sports vocabulary.
- **Watch. Write the name for each sport.** – Students watch Video 5 and write the name of the people in the video based on the picture.
- **Your turn! Ask and answer** – Students act out questions and answers.
- **Write to tell a friend about the sports you play and don't play.** - Students write to friends about sports they play and don't play.
- **Optional Activity** – Students read a letter and write a letter back in response using a different activity.

- Audio Track 59-62
- Classroom Presentation Tool
- Workbook page 35
- Online Practice
- A small bag

- Audio Track 63-66
- Classroom Presentation Tool
- Flashcards 62-65
- Workbook page 34
- Workbook Audio Track 23
- Online Practice
- Letter cards, small cards with letters of the alphabet on them

- Video 5
- Classroom Presentation Tool
- Online Practice
- Anthology Story 2
- Worksheet 2.4
- Unit 4 Test
- ExamView Assessment Suite
- A small bag

Second Grade ESL

<ul style="list-style-type: none"> Wrap Up - Students play a game to review the video. 			
<p>Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.</p>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Individual presentations	Group presentations	Rhymes, songs, games, and dramatizations	Rhymes, songs, games, and pantomime using gestures and facial expressions
Lead group discussions	Group discussions	Questions with a one or two word oral response	Questions with a yes or no oral response
Independent reading and research	Guided and independent reading and research	Opportunities to speak with key vocabulary	Opportunities to listen to and repeat key vocabulary
Graphic Organizers	Graphic Organizers	Print-rich environment	Print-rich environment with visual cues
Open-ended questioning	Multiple choice and open-ended questioning	Portable word wall	Portable word wall with visual cues
Write multiple paragraphs with consistent spelling, grammar, and punctuation	Repeated practice with key vocabulary	Small group instruction and partner work with key and abstract vocabulary	Small group instruction with letter/sound acquisition
Develop confidence with the writing process	Write one paragraph with consistent spelling, grammar, and punctuation	Teacher support with directions	Visual aids, realia, and manipulatives
	Guided and independent practice with the writing process	Visual aids, realia, and manipulatives	Visual aids, realia, and manipulatives
		Draw and talk aloud to develop writing ideas	Small group reading instruction using repetitive text with picture support
		Use of sentence frames to jumpstart writing	Draw to develop writing ideas

Unit Title: Unit 5 - At Work

Stage 1: Desired Results

Standards & Indicators:

WIDA: 2020 Edition

- **1-Social and Instructional Language**
(ELD-SI.K-3. Narrate, ELD-SI.K-3. Inform, ELD-SI.K-3. Explain, ELD-SI.K-3. Argue)
- **2-The Language of Language Arts**
(ELD-LA.2-3. Narrate. Interpretive, ELD-LA.2-3 Narrate. Expressive, ELD-LA.2-3. Inform. Interpretive, ELD-LA.2-3. Inform. Expressive)
- **3-The Language of Mathematics**
(ELD-MA.2-3.Explain.Interpretive, ELD-MA.2-3. Explain, Expressive, ELD-MA.2-3.Argue. Interpretive, ELD-MA.2-3.Argue. Expressive)
- **4- The Language of Science**
(ELD-SC.2-3. Explain. Interpretive, ELD-SC.2-3.Explain. Expressive, ELD-SC.2-3.Argue. Interpretive, ELD-SC.2-3. Argue. Expressive)

Second Grade ESL

- **5- The Language of Social Studies**
(ELD-SS.2-3. Explain, Interpretive, ELD-SS.2-3. Explain. Expressive, ELD-SS.2-3. Argue. Interpretive, ELD-SS.2-3.Argue. Expressive)

NJSLS Grade 2 English Language Arts

- **L.RF.2.3.** Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.2.4.** Read with sufficient accuracy and fluency to support comprehension.
- **L.WF.2.1.** Demonstrate command of the conventions of writing.
- **L.WF.2.2.** Demonstrate command of the conventions of encoding and spelling.
- **L.WF.2.3.** Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.
- **L.VL.2.2.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
- **L.VI.2.3.** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- **RL.CR.2.1** - Ask and answer such questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.
- **L.KL.2.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **RL.CR.2.1** Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.
- **RL.CR.2.1.** Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.
- **RI.CR.2.1.** Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.
- **RL.CI.2.2.** Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures) .
- **RI.CI.2.2.** Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs).
- **RL.IT.2.3.** Describe how characters in a story respond to major events and challenges using key details within a text.
- **RI.IT.2.3.** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.
- **RL.TS.2.4.** Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.
- **RI.TS.2.4.** Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.
- **RL.PP.2.5.** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- **RI.PP.2.5.** Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.
- **RL.MF.2.6.** With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- **RI.MF.2.6.** Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- **RI.AA.2.7.** Describe and identify the logical connections of how reasons support specific points the author makes in a text.
- **RL.CT.2.8.** Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
- **RI.CT.2.8.** Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.
- **RL.CT.2.8.** Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
- **RI.CT.2.8.** Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.

Second Grade ESL

- **RI.CT.2.8.** Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.
- **W.IW.2.2.** Write informative/explanatory texts to examine a topic and convey ideas and information.
- **W.NW.2.3.** Write narratives based on real or imagined experiences or events with basic story elements.
- **W.WP.2.4.** With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
- **W.WR.2.5.** Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.
- **W.SE.2.6.** Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.
- **W.RW.2.7.** Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.
- **SL.PE.2.1.** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- **SL.II.2.2.** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **SL.ES.2.3.** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- **SL.PI.2.4.** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- **SL.UM.2.5.** Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- **SL.AS.2.6.** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

NJSLS Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1:** Recognize ways to volunteer in the classroom, school and community.
- **9.2.2.CAP.1:** Make a list of different types of jobs and describe the skills associated with each job.
- **9.4.2.Cl.1:** Demonstrate openness to new ideas and perspectives.
- **9.4.2.Cl.2:** Demonstrate originality and inventiveness in work.
- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- **9.4.2.DC.3:** Explain how to be safe online and follow safe practices when using the internet
- **9.4.2.GCA:1:** Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.
- **9.4.2.IML.1:** Identify a simple search term to find information in a search engine or digital resource.
- **9.4.2.IML.2:** Represent data in a visual format to tell a story about the data.
- **9.4.2.TL.2:** Create a document using a word processing application.
- **9.4.2.TL.6:** Illustrate and communicate ideas and stories using multiple digital tools.
- **9.4.2.TL.7:** Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.

NJSLS Grade 2 Social Studies

- **6.1.2.CivicsPI.5** - Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
- **6.1.2.CivicsPD.2** - Establish a process for how individuals can effectively work together to make decisions.
- **6.1.2.CivicsPR.1** - Determine what makes a good rule or law.
- **6.1.2.CivicsPR.2** - Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
- **6.1.2.CivicsPR.3** - Analyze classroom rules and routines and describe how they are designed to benefit the common good.

NJSLS Grade 2 Science

- **1-LS1-1** - Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

Second Grade ESL

<p><u>Central Idea / Enduring Understanding:</u> Students will...</p> <ul style="list-style-type: none"> ● Use words related to jobs. ● Make statements in the simple present with he and she ● Read about a man who builds things with building bricks. ● Ask and answer yes/no questions in the simple present using he and she. ● Listen to and sing a song about a taxi driver. ● Identify and say words with s blends. ● Watch a video about jobs in different countries. ● Identify the value of being polite. 	<p><u>Essential/Guiding Question:</u></p> <ul style="list-style-type: none"> ● What are names of different kinds of jobs? ● What does a bricklayer do? ● Who is a taxi driver? ● What are some jobs in other countries?
<p><u>Content:</u></p> <ul style="list-style-type: none"> ● Theme: At Work ● Language: <ul style="list-style-type: none"> ○ <i>Words</i> <ul style="list-style-type: none"> ▪ build, builder, doctor, drive, grow, help, score goals, soccer players, taxi driver, job, use, work, young ○ <i>Grammar</i> <ul style="list-style-type: none"> ▪ That farmer grows carrots. ▪ He doesn't grow oranges. ▪ Does Paul use lots of building bricks? Yes, he does. ▪ Does he build what's on the box? No, he doesn't. ○ <i>Phonics</i> <ul style="list-style-type: none"> ▪ skirt, slides, small, snack, spoon, stop, swim 	<p><u>Skills(Objectives):</u></p> <ul style="list-style-type: none"> ● Predict ● Participate in conversation ● Compare ● Decode ● Sort ● Retell ● Act out ● Track ● Sequence, Classify, Categorize ● Identify and read stories ● Identify sounds in a word ● Match text to illustrations ● Monitor reading ● Answer questions ● Draw a picture about a theme ● Write and revise ● Add details to writing
<p>Stage 2: Assessment Evidence</p>	
<p><u>Performance Task(s):</u></p> <ul style="list-style-type: none"> ● Create illustrations and label vocabulary items. ● Respond to questions/ participate in TPR activities. ● Use body language in a pantomime. ● Explore vocabulary associated with playing, working and daily routines using words from visuals and word/phrase banks. ● Initiate or engage in everyday conversations with teachers and other students using pointing and gesturing. ● Answer questions in L1 and/or answer "yes/no" questions about the text with single words or phrases about things around the classroom. ● Draw and describe vocabulary in units 4-6. 	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> ● Pre-/Post-Tests ● Graphic Organizers ● Teacher Observation ● Partner Work ● Discussion ● Learning/Writing Journals (Notebooks) ● Peer and Self Assessments ● Presentations ● Partner Work ● Quizzes ● Practice Worksheets ● ACCESS for ELLs

Second Grade ESL

- Create a scavenger hunt within the school building (principal's office, nurse's office, gym, library, main office, cafeteria).
- Describe activities and things using vocabulary from units 4-6.
- Ask and answer questions related to playing, working and daily routines by interacting with classmates and members of the target culture using digital tools and face-to-face communication.
- Sign on to a computer and navigate websites using written instructions and oral/visual cues.
- Discuss and formulate simple sentences about unit's themes in native culture.
- Use a graphic organizer to compare/contrast different themes.
- Engage in conversation.
- Create a drawing using a specific theme.

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Unit 5 At Work

Lesson 1 Words

- **Warm Up** – Students answer questions about a farm.
- **Listen and Point** – Students will look at a picture and point to the picture.
- **Listen and Repeat** – Students will listen and repeat the vocabulary words.
- **Say** - Using vocabulary, students will ask and answer things they have at home.
- **Optional Activity** – Students will act out a wall, brick by brick.
- **Wrap Up** – Students match up verbs and jobs.

Lesson 2 Grammar

- **Warm Up** – Students review vocabulary from Lesson 1 using flashcards.
- **Listen and chant** – Students listen to a chant and repeat
- **Listen and Read**– Students listen to sentences using simple present tense with he and she.
- **Write** – Students write the correct verb tense.
- **Optional Activity** – Students play a game using sentences.
- **Wrap Up** – Students listen to descriptions of jobs and try to figure out what job it is.

Lesson 3 Reading

- **Warm Up** –Students build using building blocks.

Resources:

- Audio Track - 69-70
- Classroom Presentation Tool
- Flashcards 66-70
- Workbook Page 40
- Workbook Audio Track 27
- Online Practice
- A jar/can/bag of olives

- Audio Track 71-72
- Classroom Presentation Tool
- Workbook page 41
- Workbook Audio Track 28
- Online Practice
- One index card for each student/pair

- Audio Track 73-74

Second Grade ESL

- **Listen and Repeat** – Students listen and repeat words. Students find these words in the text.
- **Listen and Read**– Students listen to text. Teacher asks a question and students read the text to find the answer.
- **Read and circle.**– Students read sentences and look through text to find the correct answer.
- **Optional Activity** – Students describe photos.
- **Wrap Up** – Students match sentence halves.

Lesson 4 Grammar

- **Warm Up** – Students ask questions to figure out jobs.
- **Listen and Read** – Students listen to sentences in present tense using he and she.
- **Listen and check. Which farmer is Aunt Mei?** – Students listen to a description and decide which person it is.
- **Answer the questions.** – Students listen to vocabulary and draw the objects.
- **Ask and answer. Guess** – Students read sentences and answer questions.
- **Optional Activity** – Students will play a guessing game regarding other students.
- **Wrap Up** – Students work in pairs to write a question for each answer.

Lesson 5 Song

- **Warm Up** – Students answer questions.
- **Listen and Read** – Students use the photo to answer questions.
- **Listen and Sing**– Students listen to the song and sing it.
- **Write T for true and F for false..** - Students read sentences and decide if the sentence is true or false.
- **Optional Activity** – Students find and brainstorm rhyming activities.
- **Wrap Up** – Students write a new version for the song.

Lesson 6 Phonics

- **Warm Up** – Brainstorm words beginning with s.
- **Listen, point and repeat** – Students listen and point to words that have the targeted sounds and repeat them.
- **Listen and chant. Circle words with sk, sl, sm, sn, sp, st, or sw.**– Students listen, chant and circle the words that have the targeted sounds.
- **Listen and circle.** – Students listen to a word and circle the correct blend,

- Classroom Presentation Tool
- Flashcards 66-70 and 71-74
- Workbook page 42
- Workbook Audio Track 29
- Online Practice
- Some building bricks, stopwatch/timer, photos/videos from the internet showing models made by master builders .

- Audio Track 75-76
- Classroom Presentation Tool
- Workbook page 43
- Workbook Audio Track 30
- Online Practice

- Audio Track 77-79
- Classroom Presentation Tool
- Workbook page 45
- Online Practice

- Audio Track 80-83
- Classroom Presentation Tool
- Flashcards 75-81
- Workbook page 44
- Workbook Audio Track 31
- Online Practice

Second Grade ESL

- **Listen and write sk, sl, sm,sn, sp, st or sw.. –** Students look at pictures and write the correct beginning blend.
- **Optional Activity –** Students make sentences with as many words containing the target pairs of letters.
- **Wrap Up –**Students brainstorm names for a teddy bear using one of the beginning blends.

Lesson 7 Video

- **Warm Up –** Students review jobs by looking at flashcards.
- **Watch. Who talks about each job? Write. –** Students watch Video 6 and write the name of the people in the video based on the picture.
- **Your turn! Ask and answer –** In pairs, students ask and answer questions about what people do in their families.
- **Draw a picture of someone in your family. Write about his/her job. Use the words to help you. -** Students draw a family member and write about what they do.
- **Optional Activity –** Using famous people, students talk about what they do.
- **Wrap Up -** Students play a game to see how much they remember from the video.

- Video 6
- Classroom Presentation Tool
- Flashcards 66-70
- Online Practice
- Worksheet 2.5
- Unit 5 Test
- ExamView Assessment Suite

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Individual presentations	Group presentations	Rhymes, songs, games, and dramatizations	Rhymes, songs, games, and pantomime using gestures and facial expressions
Lead group discussions	Group discussions	Questions with a one or two word oral response	Questions with a yes or no oral response
Independent reading and research	Guided and independent reading and research	Opportunities to speak with key vocabulary	Opportunities to listen to and repeat key vocabulary
Graphic Organizers	Graphic Organizers	Print-rich environment	Print-rich environment with visual cues
Open-ended questioning	Multiple choice and open-ended questioning	Portable word wall	Portable word wall with visual cues
Write multiple paragraphs with consistent spelling, grammar, and punctuation	Repeated practice with key vocabulary	Small group instruction and partner work with key and abstract vocabulary	Small group instruction with letter/sound acquisition
Develop confidence with the writing process	Write one paragraph with consistent spelling, grammar, and punctuation	Teacher support with directions	Visual aids, realia, and manipulatives
		Visual aids, realia, and manipulatives	Visual aids, realia, and manipulatives

Second Grade ESL

	Guided and independent practice with the writing process	Draw and talk aloud to develop writing ideas Use of sentence frames to jumpstart writing	Small group reading instruction using repetitive text with picture support Draw to develop writing ideas
--	--	---	---

Unit Title: Unit 6 - My Day

Stage 1: Desired Results

Standards & Indicators:

WIDA: 2020 Edition

- **1-Social and Instructional Language**
(ELD-SI.K-3. Narrate, ELD-SI.K-3. Inform, ELD-SI.K-3. Explain, ELD-SI.K-3. Argue)
- **2-The Language of Language Arts**
(ELD-LA.2-3. Narrate. Interpretive, ELD-LA.2-3 Narrate. Expressive, ELD-LA.2-3. Inform. Interpretive, ELD-LA.2-3. Inform. Expressive)
- **3-The Language of Mathematics**
(ELD-MA.2-3.Explain.Interpretive, ELD-MA.2-3. Explain, Expressive, ELD-MA.2-3.Argue. Interpretive, ELD-MA.2-3.Argue. Expressive)
- **4- The Language of Science**
(ELD-SC.2-3. Explain. Interpretive, ELD-SC.2-3.Explain. Expressive, ELD-SC.2-3.Argue. Interpretive, ELD-SC.2-3. Argue. Expressive)
- **5- The Language of Social Studies**
(ELD-SS.2-3. Explain, Interpretive, ELD-SS.2-3. Explain. Expressive, ELD-SS.2-3. Argue. Interpretive, ELD-SS.2-3.Argue. Expressive)

NJSLS Grade 2 English Language Arts

- **L.RF.2.3.** Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.2.4.** Read with sufficient accuracy and fluency to support comprehension.
- **L.WF.2.1.** Demonstrate command of the conventions of writing.
- **L.WF.2.2.** Demonstrate command of the conventions of encoding and spelling.
- **L.WF.2.3.** Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.
- **L.VL.2.2.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
- **L.VI.2.3.** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- **RL.CR.2.1** - Ask and answer such questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.
- **L.KL.2.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **RL.CR.2.1** Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.
- **RL.CR.2.1.** Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.
- **RI.CR.2.1.** Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.
- **RL.CI.2.2.** Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures) .
- **RI.CI.2.2.** Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs).
- **RL.IT.2.3.** Describe how characters in a story respond to major events and challenges using key details within a text.

Second Grade ESL

- **RI.IT.2.3.** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.
- **RL.TS.2.4.** Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.
- **RI.TS.2.4.** Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.
- **RL.PP.2.5.** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- **RI.PP.2.5.** Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.
- **RL.MF.2.6.** With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- **RI.MF.2.6.** Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- **RI.AA.2.7.** Describe and identify the logical connections of how reasons support specific points the author makes in a text.
- **RL.CT.2.8.** Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
- **RI.CT.2.8.** Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.
- **RL.CT.2.8.** Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
- **RI.CT.2.8.** Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.
- **RI.CT.2.8.** Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.
- **W.IW.2.2.** Write informative/explanatory texts to examine a topic and convey ideas and information.
- **W.NW.2.3.** Write narratives based on real or imagined experiences or events with basic story elements.
- **W.WP.2.4.** With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
- **W.WR.2.5.** Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.
- **W.SE.2.6.** Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.
- **W.RW.2.7.** Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.
- **SL.PE.2.1.** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- **SL.II.2.2.** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **SL.ES.2.3.** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- **SL.PI.2.4.** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- **SL.UM.2.5.** Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- **SL.AS.2.6.** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

NJSLS Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1:** Recognize ways to volunteer in the classroom, school and community.
- **9.2.2.CAP.1:** Make a list of different types of jobs and describe the skills associated with each job.
- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives.

Second Grade ESL

- **9.4.2.CI.2:** Demonstrate originality and inventiveness in work.
- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- **9.4.2.DC.3:** Explain how to be safe online and follow safe practices when using the internet
- **9.4.2.GCA:1:** Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.
- **9.4.2.IML.1:** Identify a simple search term to find information in a search engine or digital resource.
- **9.4.2.IML.2:** Represent data in a visual format to tell a story about the data.
- **9.4.2.TL.2:** Create a document using a word processing application.
- **9.4.2.TL.6:** Illustrate and communicate ideas and stories using multiple digital tools.
- **9.4.2.TL.7:** Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.

NJSLS Grade 2 Social Studies

- **6.1.2.CivicsPI.5** - Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
- **6.1.2.CivicsPD.2** - Establish a process for how individuals can effectively work together to make decisions.
- **6.1.2.CivicsPR.1** - Determine what makes a good rule or law.
- **6.1.2.CivicsPR.2** - Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
- **6.1.2.CivicsPR.3** - Analyze classroom rules and routines and describe how they are designed to benefit the common good.

NJSLS Grade 2 Science

- **1-LS1-1** - Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

Central Idea / Enduring Understanding:

Students will...

- Identify and use words related to everyday activities.
- Tell the time and name parts of the day.
- Read about a bird who lives with a family.
- Ask and answer questions about what time people do things.
- Listen to and sing a song about daily routines.
- Identify and say words beginning with I blends.
- Watch a video about what time people do everyday activities.
- Identify the value of helping others.

Essential/Guiding Question:

- What are words to describe everyday activities?
- How does one say times in English?
- What time do people do everyday activities?
- What is the value of helping others?

Content:

- **Theme:** My Day
- **Language:**
 - *Words*
 - do homework, eat breakfast, eat dinner, eat lunch, get dressed, get up, go to bed, take a bath, find, hurt, love, wait
 - *Grammar*
 - What time is it?
 - It's six o'clock in the morning.
 - What time do you get up?
 - I get up at eight o'clock.
 - *Phonics*

Skills(Objectives):

- Predict
- Participate in conversation
- Compare
- Decode
- Sort
- Retell
- Act out
- Track
- Sequence, Classify, Categorize
- Identify and read stories
- Identify sounds in a word
- Match text to illustrations
- Monitor reading
- Answer questions
- Draw a picture about a theme

Second Grade ESL

- I blends: black, clock, flag, glass, plum
- Reading
 - Anthology Story 3

- Write and revise
- Add details to writing

Stage 2: Assessment Evidence

Performance Task(s):

- Create illustrations and label vocabulary items.
- Respond to questions/ participate in TPR activities.
- Use body language in a pantomime.
- Explore vocabulary associated with playing, working and daily routines using words from visuals and word/phrase banks.
- Initiate or engage in everyday conversations with teachers and other students using pointing and gesturing.
- Answer questions in L1 and/or answer “yes/no” questions about the text with single words or phrases about things around the classroom.
- Draw and describe vocabulary in units 4-6.
- Create a scavenger hunt within the school building (principal’s office, nurse’s office, gym, library, main office, cafeteria).
- Describe activities and things using vocabulary from units 4-6.
- Ask and answer questions related to playing, working and daily routines by interacting with classmates and members of the target culture using digital tools and face-to-face communication.
- Sign on to a computer and navigate websites using written instructions and oral/visual cues.
- Discuss and formulate simple sentences about unit’s themes in native culture.
- Use a graphic organizer to compare/contrast different themes.
- Engage in conversation.
- Create a drawing using a specific theme.

Other Evidence:

- Pre-/Post-Tests
- Graphic Organizers
- Teacher Observation
- Partner Work
- Discussion
- Learning/Writing Journals (Notebooks)
- Peer and Self Assessments
- Presentations
- Partner Work
- Quizzes
- Practice Worksheets
- ACCESS for ELLs

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Unit 6 My Day

Lesson 1 Words

- **Warm Up** – Students match verbs and nouns that would go with it.
- **Listen and Point** – Students will listen and look at a picture and point to the picture.

Resources:

- Audio Track - 84-85
- Classroom Presentation Tool
- Flashcards 82-89
- Workbook Page 46
- Workbook Audio Track 32

Second Grade ESL

- **Listen and Repeat** – Students will listen and repeat the vocabulary words.
- **Say** - Using vocabulary, students will ask and answer questions about your day.
- **Optional Activity** – Students act out a phrase and other students guess what it is.
- **Wrap Up** – Students play a drawing game to practice vocabulary.

Lesson 2 Grammar

- **Warm Up** – Students play a guessing name to review numbers.
- **Listen and chant** – Students listen to a chant and repeat it.
- **Listen and Read**– Students listen to and read sentences about time and parts of the day.
- **Listen and write** – Students look at pictures and fill in blanks using the time of day.
- **Optional Activity** – Students make and play a matching card game.
- **Wrap Up** – Students match times and activities.

Lesson 3 Reading

- **Warm Up** – Students look at and learn about the word penguin.
- **Listen and Repeat** – Students listen and repeat words. Students find these words in the text.
- **Listen and Read**– Students listen to text. Teacher asks a question and students read the text to find the answer.
- **Write T for True or F for False.**– Students write T for True or F for False based on the reading.
- **Optional Activity** – Students draw a comic strip or storyboard that show Penguin's day.
- **Wrap Up** – Students orally answer questions.

Lesson 4 Grammar

- **Warm Up** – Review the unit vocabulary.
- **Listen and Read** – Students listen to sentences about what time people do things.
- **Read and write.** – Students read sentences and write the correct response.
- **Listen and draw** – Students listen to descriptions and draw pictures based on the description.
- **With a partner, talk about your day.** – Students talk about their day.
- **Optional Activity** – Students will look for flashcards by using prepositions to describe things.
- **Wrap Up** – Students brainstorm nocturnal animals.

- Online Practice
- A small bag or box

- Audio Track 86-87
- Classroom Presentation Tool
- Workbook page 47
- Workbook Audio Track 33
- Online Practice
- A traditional clock, magazine photos, index cards

- Audio Track 88-891
- Classroom Presentation Tool
- Flashcards 90=93
- Workbook page 48 and 51
- Workbook Audio Track 34
- Online Practice

- Audio Track 90-91
- Classroom Presentation Tool
- Flashcards 82-89
- Workbook page 49
- Workbook Audio Track 35
- Online Practice
- A clock

Second Grade ESL

Lesson 5 Song

- **Warm Up** – Students list activities in order.
- **Listen and Read** – Students look for vocabulary words in the song. Students listen and read the song.
- **Listen and Sing**– Students listen to the song and sing it.
- **Put the activities in order.** - Students put the events of the song in order.
- **Optional Activity** – Students rewrite first lines of the song.
- **Wrap Up** – Students finish off sentences with times they do things.

- Audio Track 92-94
- Classroom Presentation Tool
- Online Practice
- A teddy bear

Lesson 6 Phonics

- **Warm Up** – Review blends from the last unit. Begin introducing l blends.
- **Listen, point and repeat** – Students listen and point to words that have l blends. Students repeat them.
- **Listen and chant. Circle words with bl, cl fl, gl, or pl.** – Students listen, chant and circle the words that have the l blends.
- **Listen and circle.** – Students listen to a word and circle the word they hear.
- **Listen and write bl, cl,fl,gl, or pl.** – Students listen to words, look at pictures and write the word.
- **Optional Activity** – Students create silly sentences with rhymes and l blends.
- **Wrap Up** –Students brainstorm words with l blends.

- Audio Track 95-98
- Classroom Presentation Tool
- Flashcards 75-81 and 94-98
- Workbook page 50
- Workbook Audio Track 36
- Online Practice

Lesson 7 Video

- **Warm Up** – Students review vocabulary using flashcards.
- **Watch. What time do the children do these things? Write.** – Students watch Video 7 and write the time the children do the activities.
- **Optional Activity** – Students write a list of things the children in the video have for breakfast. Using a Venn Diagram, students write down what they eat, what the children eat and what they both eat.
- **Your turn! Ask and answer** – Students act out questions and answers.
- **Write about your day.** - Students write about their day.
- **Wrap Up** - Students take a quiz to see how much they remember from the video.

- Video 7
- Classroom Presentation Tool
- Graphic Organizer: Venn Diagram
- Flashcards 82-89
- Online Practice
- Anthology Story 3
- Worksheet 2.6
- Unit 6 Test
- Unit 1-6 Tests
- ExamView Assessment Suite

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

Second Grade ESL

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Individual presentations	Group presentations	Rhymes, songs, games, and dramatizations	Rhymes, songs, games, and pantomime using gestures and facial expressions
Lead group discussions	Group discussions	Questions with a one or two word oral response	Questions with a yes or no oral response
Independent reading and research	Guided and independent reading and research	Opportunities to speak with key vocabulary	Opportunities to listen to and repeat key vocabulary
Graphic Organizers	Graphic Organizers	Print-rich environment	Print-rich environment with visual cues
Open-ended questioning	Multiple choice and open-ended questioning	Portable word wall	Portable word wall with visual cues
Write multiple paragraphs with consistent spelling, grammar, and punctuation	Repeated practice with key vocabulary	Small group instruction and partner work with key and abstract vocabulary	Portable word wall with visual cues
Develop confidence with the writing process	Write one paragraph with consistent spelling, grammar, and punctuation	Teacher support with directions	Small group instruction with letter/sound acquisition
	Guided and independent practice with the writing process	Visual aids, realia, and manipulatives	Visual aids, realia, and manipulatives
		Draw and talk aloud to develop writing ideas	Small group reading instruction using repetitive text with picture support
		Use of sentence frames to jumpstart writing	Draw to develop writing ideas

Unit Title: Unit 7 - Fantastic Food

Stage 1: Desired Results

Standards & Indicators:

WIDA: 2020 Edition

- **1-Social and Instructional Language**
(ELD-SI.K-3. Narrate, ELD-SI.K-3. Inform, ELD-SI.K-3. Explain, ELD-SI.K-3. Argue)
- **2-The Language of Language Arts**
(ELD-LA.2-3. Narrate. Interpretive, ELD-LA.2-3 Narrate. Expressive, ELD-LA.2-3. Inform. Interpretive, ELD-LA.2-3. Inform. Expressive)
- **3-The Language of Mathematics**
(ELD-MA.2-3.Explain.Interpretive, ELD-MA.2-3. Explain, Expressive, ELD-MA.2-3.Argue. Interpretive, ELD-MA.2-3.Argue. Expressive)
- **4- The Language of Science**
(ELD-SC.2-3. Explain. Interpretive, ELD-SC.2-3.Explain. Expressive, ELD-SC.2-3.Argue. Interpretive, ELD-SC.2-3. Argue. Expressive)
- **5- The Language of Social Studies**
(ELD-SS.2-3. Explain, Interpretive, ELD-SS.2-3. Explain. Expressive, ELD-SS.2-3. Argue. Interpretive, ELD-SS.2-3.Argue. Expressive)

Second Grade ESL

NJSLS Grade 2 English Language Arts

- **L.RF.2.3.** Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.2.4.** Read with sufficient accuracy and fluency to support comprehension.
- **L.WF.2.1.** Demonstrate command of the conventions of writing.
- **L.WF.2.2.** Demonstrate command of the conventions of encoding and spelling.
- **L.WF.2.3.** Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.
- **L.VL.2.2.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
- **L.VI.2.3.** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- **RL.CR.2.1** - Ask and answer such questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.
- **L.KL.2.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **RL.CR.2.1** Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.
- **RL.CR.2.1.** Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.
- **RI.CR.2.1.** Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.
- **RL.CI.2.2.** Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures) .
- **RI.CI.2.2.** Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs).
- **RL.IT.2.3.** Describe how characters in a story respond to major events and challenges using key details within a text.
- **RI.IT.2.3.** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.
- **RL.TS.2.4.** Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.
- **RI.TS.2.4.** Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.
- **RL.PP.2.5.** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- **RI.PP.2.5.** Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.
- **RL.MF.2.6.** With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- **RI.MF.2.6.** Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- **RI.AA.2.7.** Describe and identify the logical connections of how reasons support specific points the author makes in a text.
- **RL.CT.2.8.** Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
- **RI.CT.2.8.** Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.
- **RL.CT.2.8.** Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
- **RI.CT.2.8.** Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.
- **RI.CT.2.8.** Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.
- **W.IW.2.2.** Write informative/explanatory texts to examine a topic and convey ideas and information.
- **W.NW.2.3.** Write narratives based on real or imagined experiences or events with basic story elements.

Second Grade ESL

- **W.WP.2.4.** With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
- **W.WR.2.5.** Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.
- **W.SE.2.6.** Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.
- **W.RW.2.7.** Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.
- **SL.PE.2.1.** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- **SL.II.2.2.** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **SL.ES.2.3.** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- **SL.PI.2.4.** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- **SL.UM.2.5.** Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- **SL.AS.2.6.** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

NJSLS Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1:** Recognize ways to volunteer in the classroom, school and community.
- **9.2.2.CAP.1:** Make a list of different types of jobs and describe the skills associated with each job.
- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives.
- **9.4.2.CI.2:** Demonstrate originality and inventiveness in work.
- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- **9.4.2.DC.3:** Explain how to be safe online and follow safe practices when using the internet
- **9.4.2.GCA.1:** Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.
- **9.4.2.IML.1:** Identify a simple search term to find information in a search engine or digital resource.
- **9.4.2.IML.2:** Represent data in a visual format to tell a story about the data.
- **9.4.2.TL.2:** Create a document using a word processing application.
- **9.4.2.TL.6:** Illustrate and communicate ideas and stories using multiple digital tools.
- **9.4.2.TL.7:** Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.

NJSLS Grade 2 Social Studies

- **6.1.2.CivicsPI.5** - Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
- **6.1.2.CivicsPD.2** - Establish a process for how individuals can effectively work together to make decisions.
- **6.1.2.CivicsPR.1** - Determine what makes a good rule or law.
- **6.1.2.CivicsPR.2** - Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
- **6.1.2.CivicsPR.3** - Analyze classroom rules and routines and describe how they are designed to benefit the common good.

NJSLS Grade 2 Science

- **1-LS1-1** - Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

Central Idea / Enduring Understanding:

Students will...

- Identify and use words for food.
- Use a, some, and any to talk about food.

Essential/Guiding Question:

- What are some foods we eat?
- What are some unusual vending machines?

Second Grade ESL

<ul style="list-style-type: none"> ● Read about unusual vending machines. ● Ask questions about food using a, some and any. ● Listen to and sing a song about lunchtime. ● Identify and say words beginning with r blends br, cr, dr, fr, gr, pr, and tr. ● Watch a video about typical dishes around the world. ● Identify the value of giving and sharing. 	<ul style="list-style-type: none"> ● What are some typical dishes around the world? ● What is the value of giving and sharing?
--	--

<p>Content:</p> <ul style="list-style-type: none"> ● Theme: Fantastic Food ● Language: <ul style="list-style-type: none"> ○ <i>Words</i> <ul style="list-style-type: none"> ▪ beans, cheese, chicken, egg, fries, grapes, juice, mango, pear, sausage, burger, get, money, put ○ <i>Grammar</i> <ul style="list-style-type: none"> ▪ There's a mango. ▪ There are some eggs. ▪ There isn't any juice. ▪ Is there any juice? Yes, there is. ○ <i>Phonics</i> <ul style="list-style-type: none"> ▪ r blends: bread, crab, dress, frog, grapes, present, tree 	<p>Skills(Objectives):</p> <ul style="list-style-type: none"> ● Predict ● Participate in conversation ● Compare ● Decode ● Sort ● Retell ● Act out ● Track ● Sequence, Classify, Categorize ● Identify and read stories ● Identify sounds in a word ● Match text to illustrations ● Monitor reading ● Answer questions ● Draw a picture about a theme ● Write and revise ● Add details to writing
--	---

Stage 2: Assessment Evidence

<p>Performance Task(s):</p> <ul style="list-style-type: none"> ● Create illustrations and label vocabulary items. ● Respond to questions/ participate in TPR activities. ● Use body language in a pantomime. ● Explore vocabulary associated with food, celebrations and animals from visuals and word/phrase banks. ● Initiate or engage in everyday conversations with teachers and other students using pointing and gesturing. ● Answer questions in L1 and/or answer "yes/no" questions about the text with single words or phrases about things around the classroom. ● Draw and describe vocabulary in units 7-9. ● Create a scavenger hunt within the school building (principal's office, nurse's office, gym, library, main office, cafeteria). ● Describe activities and things using vocabulary from units 7-9. ● Ask and answer questions related to food, celebrations and animals by interacting with classmates and members of the target culture using digital tools and face-to-face communication. 	<p>Other Evidence:</p> <ul style="list-style-type: none"> ● Pre-/Post-Tests ● Graphic Organizers ● Teacher Observation ● Partner Work ● Discussion ● Learning/Writing Journals (Notebooks) ● Peer and Self Assessments ● Presentations ● Partner Work ● Quizzes ● Practice Worksheets ● ACCESS for ELLs
--	--

Second Grade ESL

- Sign on to a computer and navigate to websites using written instructions and oral/visual cues.
- Discuss and formulate simple sentences about unit's themes in native culture.
- Use a graphic organizer to compare/contrast different themes.
- Engage in conversation.
- Create a drawing using a specific theme.

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Unit 7 Fantastic Food

Lesson 1 Words

- **Warm Up** – Students listen to clues to guess foods.
- **Listen and Point** – Students will listen and point at pictures.
- **Listen and Repeat** – Students will listen and repeat words.
- **Optional Activity** – Students play a scrambled word puzzle to practice the new item.
- **Say** - Using flashcards, students answer questions about the vocabulary words.
- **Wrap Up** – Students guess types of foods.

Lesson 2 Grammar

- **Warm Up** – Students play a guessing game.
- **Listen and chant** – Students listen to a chant and repeat
- **Listen and read** – Students listen to the text and read text.
- **Look at Activity 2. Write a , some, or any**– Students read activity 2 and fill in the blank with the correct answer.
- **Say** – In pairs, students ask and answer questions.
- **Optional Activity** – Play a game to practice some and any.
- **Wrap Up** – Students draw a refrigerator and food that belongs in it.

Lesson 3 Reading

- **Warm Up** – Students will look at a vending machine and answer questions.
- **Listen and Repeat** – Students listen and repeat words. Students find these words in the text.
- **Listen and Read**– Students listen to text. Teacher asks a question and students read the text to find the answer.
- **Answer the question.**– Students read and answer questions.

Resources:

- Audio Track - 101-102
 - Classroom Presentation Tool
 - Flashcards 99-108
 - Workbook Page 56
 - Workbook Audio Track 39
 - Online Practice
-
- Audio Track 103-104
 - Classroom Presentation Tool
 - Workbook page 3157
 - Workbook Audio Track 40
 - Online Practice
 - A lunch box
-
- Audio Track 105-106
 - Classroom Presentation Tool
 - Flashcards 109-112
 - Workbook page 58
 - Workbook Audio Track 41
 - Online Practice
 - A photo of a vending machine, a small amount of money, and a photo of a burger

Second Grade ESL

- **Optional Activity** – Students draw a vending machine and draw nine things that could be put in there but not food.
- **Wrap Up** – In pairs, students, complete sentences.

Lesson 4 Grammar

- **Warm Up** – Students review (a, some and any).
- **Listen and Read** – Students listen and choose the using a, some and many.
- **Listen. Put a check or an X.** – Students listen and choose the correct answer.
- **Read and write**– Students answer questions by filling in the blank.
- **Optional Activity** – Students have a scavenger hunt.
- **Draw a meal. Ask and answer in pairs** – Students draw a meal and ask and answer questions.
- **Wrap Up** –Students ask and answer questions about what's in their backpack.

Lesson 5 Song

- **Warm Up** – Students answer questions about what is in a lunchbox.
- **Listen and read** – Students look for vocabulary words in the song. Students listen and read song.
- **Listen and Sing**– Students listen to the song and sing it.
- **Match the food to the lunch box. Write one more food for each lunch** - Students match lunchboxes and write other things that could go in it.
- **Optional Activity** – Students rewrite the song replacing the food words with other food.
- **Wrap Up** –Students write sentences.

Lesson 6 Phonics

- **Warm Up** – Review the sounds from Unit 6 using Lesson 5 flashcards.
- **Listen, point and repeat** – Students listen and repeat words with r blends.
- **Listen and chant. Circle words with br,cr,dr,fr,gr,pr,pr, or tr..**– Students listen, chant and circle words with r blends.
- **Listen and check** – Students listen to words and check the correct picture.
- **Listen and write br, cr, dr, fr, gr, pr, or tr. .** – Students listen to a word and write the r blends.
- **Optional Activity** – Students write nine r blend words and cross out words in their list that they hear.

- Audio Track 107-108
- Classroom Presentation Tool
- Workbook page 59
- Workbook Audio Track 42
- Online Practice
- Index cards

- Audio Track 109-111
- Classroom Presentation Tool
- Workbook page 61
- Online Practice
- A lunch box, food or play food to go inside it

- Audio Track 112-115
- Classroom Presentation Tool
- Flashcards 94-98 and 113-118
- Workbook page 60
- Workbook Audio Track 43
- Online Practice

Second Grade ESL

<ul style="list-style-type: none"> ● Wrap Up –Students draw animals and give them names. <p>Lesson 7 Video</p> <ul style="list-style-type: none"> ● Warm Up – Students call out the names of their favorite foods. ● Watch. Who talks about each food? Write. – Students watch Video 9 and write the name of the people in the video based on the picture. ● Your turn! Ask about a favorite meal. – Students act out questions and answers. ● Write about a favorite meal. - Students write about their favorite meal. ● Optional Activity – Students choose a different dish that they like and draw a picture. ● Wrap Up - Students play a game to review the video. 	<ul style="list-style-type: none"> ● Video 9 ● Classroom Presentation Tool ● Online Practice ● Worksheet 2.7 ● Unit 7 Test ● ExamView Assessment Suite
--	--

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Individual presentations	Group presentations	Rhymes, songs, games, and dramatizations	Rhymes, songs, games, and pantomime using gestures and facial expressions
Lead group discussions	Group discussions	Questions with a one or two word oral response	Questions with a yes or no oral response
Independent reading and research	Guided and independent reading and research	Opportunities to speak with key vocabulary	Opportunities to listen to and repeat key vocabulary
Graphic Organizers	Graphic Organizers	Print-rich environment	Print-rich environment with visual cues
Open-ended questioning	Multiple choice and open-ended questioning	Portable word wall	Portable word wall with visual cues
Write multiple paragraphs with consistent spelling, grammar, and punctuation	Repeated practice with key vocabulary	Small group instruction and partner work with key and abstract vocabulary	Small group instruction with letter/sound acquisition
Develop confidence with the writing process	Write one paragraph with consistent spelling, grammar, and punctuation	Teacher support with directions	Visual aids, realia, and manipulatives
	Guided and independent practice with the writing process	Visual aids, realia, and manipulatives	Visual aids, realia, and manipulatives
		Draw and talk aloud to develop writing ideas	Small group reading instruction using repetitive text with picture support
		Use of sentence frames to jumpstart writing	Draw to develop writing ideas

Second Grade ESL

Unit Title: Unit 8 - Celebrate!

Stage 1: Desired Results

Standards & Indicators:

WIDA: 2020 Edition

- **1-Social and Instructional Language**
(ELD-SI.K-3. Narrate, ELD-SI.K-3. Inform, ELD-SI.K-3. Explain, ELD-SI.K-3. Argue)
- **2-The Language of Language Arts**
(ELD-LA.2-3. Narrate. Interpretive, ELD-LA.2-3. Narrate. Expressive, ELD-LA.2-3. Inform. Interpretive, ELD-LA.2-3. Inform. Expressive)
- **3-The Language of Mathematics**
(ELD-MA.2-3.Explain.Interpretive, ELD-MA.2-3. Explain, Expressive, ELD-MA.2-3.Argue. Interpretive, ELD-MA.2-3.Argue. Expressive)
- **4- The Language of Science**
(ELD-SC.2-3. Explain. Interpretive, ELD-SC.2-3.Explain. Expressive, ELD-SC.2-3.Argue. Interpretive, ELD-SC.2-3. Argue. Expressive)
- **5- The Language of Social Studies**
(ELD-SS.2-3. Explain, Interpretive, ELD-SS.2-3. Explain. Expressive, ELD-SS.2-3. Argue. Interpretive, ELD-SS.2-3.Argue. Expressive)

NJSLS Grade 2 English Language Arts

- **L.RF.2.3.** Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.2.4.** Read with sufficient accuracy and fluency to support comprehension.
- **L.WF.2.1.** Demonstrate command of the conventions of writing.
- **L.WF.2.2.** Demonstrate command of the conventions of encoding and spelling.
- **L.WF.2.3.** Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.
- **L.VL.2.2.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
- **L.VI.2.3.** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- **RL.CR.2.1** - Ask and answer such questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.
- **L.KL.2.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **RL.CR.2.1** Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.
- **RL.CR.2.1.** Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.
- **RI.CR.2.1.** Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.
- **RL.CI.2.2.** Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures) .
- **RI.CI.2.2.** Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs).
- **RL.IT.2.3.** Describe how characters in a story respond to major events and challenges using key details within a text.
- **RI.IT.2.3.** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.
- **RL.TS.2.4.** Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.
- **RI.TS.2.4.** Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.

Second Grade ESL

- **RL.PP.2.5.** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- **RI.PP.2.5.** Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.
- **RL.MF.2.6.** With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- **RI.MF.2.6.** Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- **RI.AA.2.7.** Describe and identify the logical connections of how reasons support specific points the author makes in a text.
- **RL.CT.2.8.** Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
- **RI.CT.2.8.** Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.
- **RL.CT.2.8.** Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
- **RI.CT.2.8.** Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.
- **RI.CT.2.8.** Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.
- **RI.CT.2.8.** Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.
- **W.IW.2.2.** Write informative/explanatory texts to examine a topic and convey ideas and information.
- **W.NW.2.3.** Write narratives based on real or imagined experiences or events with basic story elements.
- **W.WP.2.4.** With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
- **W.WR.2.5.** Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.
- **W.SE.2.6.** Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.
- **W.RW.2.7.** Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.
- **SL.PE.2.1.** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- **SL.II.2.2.** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **SL.ES.2.3.** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- **SL.PI.2.4.** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- **SL.UM.2.5.** Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- **SL.AS.2.6.** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

NJSLS Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1:** Recognize ways to volunteer in the classroom, school and community.
- **9.2.2.CAP.1:** Make a list of different types of jobs and describe the skills associated with each job.
- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives.
- **9.4.2.CI.2:** Demonstrate originality and inventiveness in work.
- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- **9.4.2.DC.3:** Explain how to be safe online and follow safe practices when using the internet
- **9.4.2.GCA.1:** Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.
- **9.4.2.IML.1:** Identify a simple search term to find information in a search engine or digital resource.
- **9.4.2.IML.2:** Represent data in a visual format to tell a story about the data.

Second Grade ESL

- **9.4.2.TL.2:** Create a document using a word processing application.
- **9.4.2.TL.6:** Illustrate and communicate ideas and stories using multiple digital tools.
- **9.4.2.TL.7:** Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.

NJSLS Grade 2 Social Studies

- **6.1.2.CivicsPI.5** - Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
- **6.1.2.CivicsPD.2** - Establish a process for how individuals can effectively work together to make decisions.
- **6.1.2.CivicsPR.1** - Determine what makes a good rule or law.
- **6.1.2.CivicsPR.2** - Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
- **6.1.2.CivicsPR.3** - Analyze classroom rules and routines and describe how they are designed to benefit the common good.

NJSLS Grade 2 Science

- **1-LS1-1** - Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

Central Idea / Enduring Understanding:

Students will...

- Identify and use words related to celebrations.
- Use the present progressive to talk about what's happening now.
- Read about a festival in Thailand.
- Ask and answer questions about things that are happening now.
- Listen to and sing a song about a street party.
- Identify and say words with ng.
- Watch a video about celebrations around the world.
- Identify the value of being grateful.

Essential/Guiding Question:

- What happens at a celebration?
- What happens at a festival?
- What is a street party?
- How do people celebrate around the world?

Content:

- **Theme:** Celebrations
- **Language:**
 - *Words*
 - balloon, dance, drink, eat, hold, lemonade, listen to music, take photos, bucket, enjoy, festival
 - *Grammar*
 - I am playing.
 - She's taking photos..
 - What are you doing? I'm throwing water.
 - What's she doing? SHE's enjoying the festival.
 - *Phonics*
 - /ng/ sing, long, angry
 - Reading
 - Anthology 4

Skills(Objectives):

- Predict
- Participate in conversation
- Compare
- Decode
- Sort
- Retell
- Act out
- Track
- Sequence, Classify, Categorize
- Identify and read stories
- Identify sounds in a word
- Match text to illustrations
- Monitor reading
- Answer questions
- Draw a picture about a theme
- Write and revise
- Add details to writing

Second Grade ESL

Stage 2: Assessment Evidence

Performance Task(s):

- Create illustrations and label vocabulary items.
- Respond to questions/ participate in TPR activities.
- Use body language in a pantomime.
- Explore vocabulary associated with food, celebrations and animals from visuals and word/phrase banks.
- Initiate or engage in everyday conversations with teachers and other students using pointing and gesturing.
- Answer questions in L1 and/or answer “yes/no” questions about the text with single words or phrases about things around the classroom.
- Draw and describe vocabulary in units 7-9.
- Create a scavenger hunt within the school building (principal’s office, nurse’s office, gym, library, main office, cafeteria).
- Describe activities and things using vocabulary from units 7-9.
- Ask and answer questions related to food, celebrations and animals by interacting with classmates and members of the target culture using digital tools and face-to-face communication.
- Sign on to a computer and navigate to websites using written instructions and oral/visual cues.
- Discuss and formulate simple sentences about unit’s themes in native culture.
- Use a graphic organizer to compare/contrast different themes.
- Engage in conversation.
- Create a drawing using a specific theme.

Other Evidence:

- Pre-/Post-Tests
- Graphic Organizers
- Teacher Observation
- Partner Work
- Discussion
- Learning/Writing Journals (Notebooks)
- Peer and Self Assessments
- Presentations
- Partner Work
- Quizzes
- Practice Worksheets
- ACCESS for ELLs

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Unit 8 Celebrate

Lesson 1 Words

- **Warm Up** – Students read words and decide which words are good for a party and which ones are not.
- **Listen and Point** – Students will look at a picture and point to the picture.
- **Listen and Repeat** – Students will listen and repeat the vocabulary words.
- **Say** - Using vocabulary, students will ask and answer questions about things at a party.
- **Optional Activity** – Students will make a list of food and drinks for a class party,
- **Wrap Up** – Students play charades.

Resources:

- Audio Track - 116-117
- Classroom Presentation Tool
- Flashcards 119-126
- Workbook Page 62
- Workbook Audio Track 44
- Online Practice
- Index cards, tape of sticky tack to display cards on the board

Second Grade ESL

Lesson 2 Grammar

- **Warm Up** – Students review vocabulary from Lesson 1 by playing charades.
- **Listen and chant** – Students listen to a chant and repeat
- **Listen and Read**– Students listen to sentences using simple present tense with he and she.
- **Listen and write** – Students listen and write the correct answer.
- **Optional Activity** – Students play a game using sentences.
- **Wrap Up** – Students act vocabulary out.

Lesson 3 Reading

- **Warm Up** –Students look at where Thailand is. Students answer questions about a festival.
- **Listen and Repeat** – Students listen and repeat words. Students find these words in the text.
- **Listen and Read**– Students listen to text. Teacher asks a question and students read the text to find the answer.
- **Read and circle.**– Students read sentences and look through text to find the correct answer and circle the correct answer..
- **Optional Activity** – Students make a poster of the Songkran festival.
- **Wrap Up** – Students complete sentences.

Lesson 4 Grammar

- **Warm Up** – Students review the words from Lesson 1.
- **Listen and Read** – Students listen to sentences using present progressive.
- **Read and circle** – Students circle the correct answer.
- **Listen and match.** – Students listen to vocabulary and match the person.
- **Act and guess** – Students act out things to do at a party.
- **Wrap Up** –Students draw themselves in a park doing something and talk about it.

Lesson 5 Song

- **Warm Up** – Students match nouns and verbs.
- **Listen and Read** – Students use the photo to answer questions.
- **Listen and Sing**– Students listen to the song and sing it.
- **Sing and act** - Students sing and act out the stanzas in the song.
- **Optional Activity** – Students brainstorm things to do at a party.
- **Wrap Up** –Students put sentences in order.

- Audio Track 118-120
- Classroom Presentation Tool
- Workbook page 63 and page 67
- Workbook Audio Track 45
- Online Practice
- Two small paper clips filled with water

- Audio Track 121-122
- Classroom Presentation Tool
- Flashcards 127-129
- Workbook page 64
- Workbook Audio Track 46
- Online Practice
- A world map, large pieces of card or paper to make posters

- Audio Track 123-124
- Classroom Presentation Tool
- Flashcards 119-124
- Workbook page 65
- Workbook Audio Track 47
- Online Practice

- Audio Track 125-128
- Classroom Presentation Tool
- Online Practice

Second Grade ESL

Lesson 6 Phonics

- **Warm Up** – Students say words having -ng..
- **Listen, point and repeat** – Students listen and point to words that have the targeted sounds and repeat them.
- **Listen and chant. Circle words with ng.**– Students listen, chant and circle the words that have the targeted sounds.
- **Listen. Check the box when your hear ng..** – Students listen to a word and check the box when they hear a word that ends in -ng.
- **Listen and write ng or nk.** – Students listen to words and write the ending sound.
- **Optional Activity** – Students make up a song of their own.
- **Wrap Up** –Students unscramble words.

- Audio Track 129-132
- Classroom Presentation Tool
- Flashcards 130-132
- Workbook page 66
- Workbook Audio Track 48
- Online Practice

Lesson 7 Video

- **Warm Up** – Students talk about festivals.
- **Watch. Who talks about each celebration? Write.** – Students watch Video 10 and write the name of the people in the video based on the picture.
- **Your turn! Draw your favorite celebration. Ask and answer** – Students draw their favorite activity, In pairs, students ask and answer questions about celebrations.
- **Optional Activity** – Students give a brief presentation about a celebration.
- **Write about your drawing from Activity 2** - Students write about their celebration picture.
- **Wrap Up** - Students answer questions about the video.

- Video 10
- Classroom Presentation Tool
- Online Practice
- Anthology Story 4
- Worksheet 2.8
- Unit 8 Test
- ExamView Assessment Suite

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Individual presentations	Group presentations	Rhymes, songs, games, and dramatizations	Rhymes, songs, games, and pantomime using gestures and facial expressions
Lead group discussions	Group discussions	Questions with a one or two word oral response	Questions with a yes or no oral response
Independent reading and research	Guided and independent reading and research	Opportunities to speak with key vocabulary	Opportunities to listen to and repeat key vocabulary
Graphic Organizers	Graphic Organizers	Print-rich environment	Print-rich environment with visual cues
Open-ended questioning	Multiple choice and open-ended questioning	Portable word wall	
Write multiple paragraphs with consistent spelling, grammar, and punctuation	Repeated practice with key vocabulary		

Second Grade ESL

Develop confidence with the writing process	Write one paragraph with consistent spelling, grammar, and punctuation Guided and independent practice with the writing process	Small group instruction and partner work with key and abstract vocabulary Teacher support with directions Visual aids, realia, and manipulatives Draw and talk aloud to develop writing ideas Use of sentence frames to jumpstart writing	Portable word wall with visual cues Small group instruction with letter/sound acquisition Visual aids, realia, and manipulatives Small group reading instruction using repetitive text with picture support Draw to develop writing ideas
---	--	---	---

Unit Title: Unit 9 - Animals

Stage 1: Desired Results

Standards & Indicators:

WIDA: 2020 Edition

- **1-Social and Instructional Language**
(ELD-SI.K-3. Narrate, ELD-SI.K-3. Inform, ELD-SI.K-3. Explain, ELD-SI.K-3. Argue)
- **2-The Language of Language Arts**
(ELD-LA.2-3. Narrate. Interpretive, ELD-LA.2-3 Narrate. Expressive, ELD-LA.2-3. Inform. Interpretive, ELD-LA.2-3. Inform. Expressive)
- **3-The Language of Mathematics**
(ELD-MA.2-3.Explain.Interpretive, ELD-MA.2-3. Explain, Expressive, ELD-MA.2-3.Argue. Interpretive, ELD-MA.2-3.Argue. Expressive)
- **4- The Language of Science**
(ELD-SC.2-3. Explain. Interpretive, ELD-SC.2-3.Explain. Expressive, ELD-SC.2-3.Argue. Interpretive, ELD-SC.2-3. Argue. Expressive)
- **5- The Language of Social Studies**
(ELD-SS.2-3. Explain, Interpretive, ELD-SS.2-3. Explain. Expressive, ELD-SS.2-3. Argue. Interpretive, ELD-SS.2-3.Argue. Expressive)

NJSLS Grade 2 English Language Arts

- **L.RF.2.3.** Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.2.4.** Read with sufficient accuracy and fluency to support comprehension.
- **L.WF.2.1.** Demonstrate command of the conventions of writing.
- **L.WF.2.2.** Demonstrate command of the conventions of encoding and spelling.
- **L.WF.2.3.** Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.
- **L.VL.2.2.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
- **L.VI.2.3.** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- **RL.CR.2.1** - Ask and answer such questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.
- **L.KL.2.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **RL.CR.2.1** Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.

Second Grade ESL

- **RL.CR.2.1.** Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.
- **RI.CR.2.1.** Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.
- **RL.CI.2.2.** Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures) .
- **RI.CI.2.2.** Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs).
- **RL.IT.2.3.** Describe how characters in a story respond to major events and challenges using key details within a text.
- **RI.IT.2.3.** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.
- **RL.TS.2.4.** Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.
- **RI.TS.2.4.** Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.
- **RL.PP.2.5.** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- **RI.PP.2.5.** Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.
- **RL.MF.2.6.** With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- **RI.MF.2.6.** Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- **RI.AA.2.7.** Describe and identify the logical connections of how reasons support specific points the author makes in a text.
- **RL.CT.2.8.** Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
- **RI.CT.2.8.** Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.
- **RL.CT.2.8.** Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
- **RI.CT.2.8.** Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.
- **RI.CT.2.8.** Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.
- **W.IW.2.2.** Write informative/explanatory texts to examine a topic and convey ideas and information.
- **W.NW.2.3.** Write narratives based on real or imagined experiences or events with basic story elements.
- **W.WP.2.4.** With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
- **W.WR.2.5.** Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.
- **W.SE.2.6.** Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.
- **W.RW.2.7.** Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.
- **SL.PE.2.1.** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- **SL.II.2.2.** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **SL.ES.2.3.** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- **SL.PI.2.4.** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Second Grade ESL

- **SL.UM.2.5.** Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- **SL.AS.2.6.** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

NJSLS Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1:** Recognize ways to volunteer in the classroom, school and community.
- **9.2.2.CAP.1:** Make a list of different types of jobs and describe the skills associated with each job.
- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives.
- **9.4.2.CI.2:** Demonstrate originality and inventiveness in work.
- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- **9.4.2.DC.3:** Explain how to be safe online and follow safe practices when using the internet
- **9.4.2.GCA.1:** Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals.
- **9.4.2.IML.1:** Identify a simple search term to find information in a search engine or digital resource.
- **9.4.2.IML.2:** Represent data in a visual format to tell a story about the data.
- **9.4.2.TL.2:** Create a document using a word processing application.
- **9.4.2.TL.6:** Illustrate and communicate ideas and stories using multiple digital tools.
- **9.4.2.TL.7:** Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.

NJSLS Grade 2 Social Studies

- **6.1.2.CivicsPI.5** - Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
- **6.1.2.CivicsPD.2** - Establish a process for how individuals can effectively work together to make decisions.
- **6.1.2.CivicsPR.1** - Determine what makes a good rule or law.
- **6.1.2.CivicsPR.2** - Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
- **6.1.2.CivicsPR.3** - Analyze classroom rules and routines and describe how they are designed to benefit the common good.

NJSLS Grade 2 Science

- **1-LS1-1** - Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

Central Idea / Enduring Understanding:

Students will...

- Identify and use words for animals.
- Ask and answer questions using the present progressive with I, you, we, they.
- Read about unlikely animal friends.
- Compare two things using -er than.
- Listen to and sing a song about monkeys and their babies.
- Identify and say words ending in a_e.
- Watch a video about animals around the world.
- Identify the value of being a good friend.

Essential/Guiding Question:

- What are words we use to describe animals?
- What are some unlikely animal friends?
- Who are some unlikely animal friends?
- What are some animals from around the world
- Why is it valuable to be a good friend?

Content:

- **Theme:** Animals
- **Language:**
 - *Words*
 - crocodile, elephant, giraffe, hippo, lion, monkey, snake, tiger, zebra, fast, rhino, sleep, slow
 - *Grammar*

Skills(Objectives):

- Predict
- Participate in conversation
- Compare
- Decode
- Sort
- Retell
- Act out

Second Grade ESL

<ul style="list-style-type: none"> ▪ Is the giraffe eating? Yes, it is. ▪ Are the zebras drinking? No, they aren't. ▪ The baby rhinos are younger than Lammie. <p>o <i>Phonics</i></p> <ul style="list-style-type: none"> ▪ cake, game, snake 	<ul style="list-style-type: none"> • Track • Sequence, Classify, Categorize • Identify and read stories • Identify sounds in a word • Match text to illustrations • Monitor reading • Answer questions • Draw a picture about a theme • Write and revise • Add details to writing
---	---

Stage 2: Assessment Evidence

<p><u>Performance Task(s):</u></p> <ul style="list-style-type: none"> • Create illustrations and label vocabulary items. • Respond to questions/ participate in TPR activities. • Use body language in a pantomime. • Explore vocabulary associated with food, celebrations and animals from visuals and word/phrase banks. • Initiate or engage in everyday conversations with teachers and other students using pointing and gesturing. • Answer questions in L1 and/or answer “yes/no” questions about the text with single words or phrases about things around the classroom. • Draw and describe vocabulary in units 7-9. • Create a scavenger hunt within the school building (principal’s office, nurse’s office, gym, library, main office, cafeteria). • Describe activities and things using vocabulary from units 7-9. • Ask and answer questions related to food, celebrations and animals by interacting with classmates and members of the target culture using digital tools and face-to-face communication. • Sign on to a computer and navigate to websites using written instructions and oral/visual cues. • Discuss and formulate simple sentences about unit’s themes in native culture. • Use a graphic organizer to compare/contrast different themes. • Engage in conversation. • Create a drawing using a specific theme. 	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> • Pre-/Post-Tests • Graphic Organizers • Teacher Observation • Partner Work • Discussion • Learning/Writing Journals (Notebooks) • Peer and Self Assessments • Presentations • Partner Work • Quizzes • Practice Worksheets • ACCESS for ELLs
---	---

Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <p>Unit 9 Animals</p> <p><u>Lesson 1 Words</u></p> <ul style="list-style-type: none"> • Warm Up – Students review animals that they know. 	<p><u>Resources:</u></p> <ul style="list-style-type: none"> • Audio Track - 135-136 • Classroom Presentation Tool • Flashcards 133-141
---	--

Second Grade ESL

- **Listen and Point** – Students will listen and look at a picture and point to the picture.
- **Listen and Repeat** – Students will listen and repeat the vocabulary words.
- **Say** - Using vocabulary, students will ask and answer questions about animals.
- **Optional Activity** – Students research basic facts about animals..
- **Wrap Up** – Students identify animal tails.

Lesson 2 Grammar

- **Warm Up** – Students review the present progressive by playing an acting game.
- **Listen and chant** – Students listen to a chant and repeat it.
- **Listen and Read**– Students listen to and read sentences about the present progressive.
- **Look at the photo. Write.** – Students look at pictures and answer questions.
- **Optional Activity** – Students rewrite the chant in pairs.
- **Wrap Up** – Students write four questions using the present progressive about the other students in the class.

Lesson 3 Reading

- **Warm Up** –Students ask and answer questions about animals.
- **Listen and Repeat** – Students listen and repeat words. Students find these words in the text.
- **Listen and Read**– Students listen to text. Teacher asks a question and students read the text to find the answer.
- **Read and circle.**– Students read sentences and circle the correct answer.
- **Optional Activity** – Students watch a video of animals playing to view the bond animals have.
- **Wrap Up** – Students answer questions about the text.

Lesson 4 Grammar

- **Warm Up** – Review the unit vocabulary.
- **Listen and Read** – Students listen to sentences comparing two animals using -er.
- **Listen and check.** – Students listen to audio and check which animals they are talking about.
- **Write** – Students make sentences.
- **Play** – Students act out animals.
- **Optional Activity** – Students draw animals and make sentences about them.
- **Wrap Up** –Students compare animals using -er.

- Workbook Page 72
- Workbook Audio Track 49
- Online Practice
- Books, magazines, internet articles, and pictures with information about animals poster boards.

- Audio Track 137-138
- Classroom Presentation Tool
- Flashcards 133-141
- Workbook page 73
- Workbook Audio Track 50
- Online Practice
- Index cards

- Audio Track 139-140
- Classroom Presentation Tool
- Flashcards 142-145
- Workbook page 74 and 77
- Workbook Audio Track 51
- Online Practice

- Audio Track 141-142
- Classroom Presentation Tool
- Workbook page 75
- Workbook Audio Track 52
- Online Practice
- Index cards

Second Grade ESL

Lesson 5 Song

- **Warm Up** – Students discuss the picture in the book They look for words in the song that end in -er..
- **Listen and Read** – Students look for vocabulary words in the song. Students listen and read the song.
- **Listen and Sing**– Students listen to the song and sing it.
- **Sing and act.** - Students sing and act out the song.
- **Optional Activity** – Students rewrite the song about a different animal and its babies.
- **Wrap Up** –Students put the verses of the song in the correct order.

- Audio Track 143-146
- Classroom Presentation Tool
- Online Practice

Lesson 6 Phonics

- **Warm Up** – Students play a guessing game about vowels.
- **Listen, point and repeat** – Students listen and point to words a consonant e.
- **Listen and chant. Circle words with a_e_l.** – Students listen, chant and circle the words that have a consonant e.
- **Listen. Check the box when you hear a_e.** – Students listen to a word and check the word they hear.
- **Listen and write the missing letter with a_e.** – Students listen to words, look at pictures and write the missing letters to the word.
- **Optional Activity** – Students match beginning and ending of words.
- **Wrap Up** –Students play cake or cat.

- Audio Track 147-150
- Classroom Presentation Tool
- Flashcards 139 amd 146-147
- Workbook page 76
- Workbook Audio Track 53
- Online Practice

Lesson 7 Video

- **Warm Up** – review animals and talk about which ones live in our country.
- **Watch. Who talks about each animal? Write.** – Students watch Video 11 and write who talks about each animal.
- **Your turn! Ask and answer** – Students act out questions and answers.
- **Draw an animal. Write about it** - Students draw an animal and write about it.
- **Optional Activity** – Students interview each other about an animal.
- **Wrap Up** - Students take a quiz to see how much they remember from the video.

- Video 11
- Classroom Presentation Tool
- Online Practice
- Worksheet 2.9
- Unit 9 Test
- ExamView Assessment Suite

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

Second Grade ESL

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Individual presentations	Group presentations	Rhymes, songs, games, and dramatizations	Rhymes, songs, games, and pantomime using gestures and facial expressions
Lead group discussions	Group discussions	Questions with a one or two word oral response	Questions with a yes or no oral response
Independent reading and research	Guided and independent reading and research	Opportunities to speak with key vocabulary	Opportunities to listen to and repeat key vocabulary
Graphic Organizers	Graphic Organizers	Print-rich environment	Print-rich environment with visual cues
Open-ended questioning	Multiple choice and open-ended questioning	Portable word wall	Portable word wall with visual cues
Write multiple paragraphs with consistent spelling, grammar, and punctuation	Repeated practice with key vocabulary	Small group instruction and partner work with key and abstract vocabulary	Portable word wall with visual cues
Develop confidence with the writing process	Write one paragraph with consistent spelling, grammar, and punctuation	Teacher support with directions	Small group instruction with letter/sound acquisition
	Guided and independent practice with the writing process	Visual aids, realia, and manipulatives	Visual aids, realia, and manipulatives
		Draw and talk aloud to develop writing ideas	Small group reading instruction using repetitive text with picture support
		Use of sentence frames to jumpstart writing	Draw to develop writing ideas

Unit Title: Unit 10 - Weather

Stage 1: Desired Results

Standards & Indicators:

WIDA: 2020 Edition

- **1-Social and Instructional Language**
(ELD-SI.K-3. Narrate, ELD-SI.K-3. Inform, ELD-SI.K-3. Explain, ELD-SI.K-3. Argue)
- **2-The Language of Language Arts**
(ELD-LA.2-3. Narrate. Interpretive, ELD-LA.2-3 Narrate. Expressive, ELD-LA.2-3. Inform. Interpretive, ELD-LA.2-3. Inform. Expressive)
- **3-The Language of Mathematics**
(ELD-MA.2-3.Explain.Interpretive, ELD-MA.2-3. Explain, Expressive, ELD-MA.2-3.Argue. Interpretive, ELD-MA.2-3.Argue. Expressive)
- **4- The Language of Science**
(ELD-SC.2-3. Explain. Interpretive, ELD-SC.2-3.Explain. Expressive, ELD-SC.2-3.Argue. Interpretive, ELD-SC.2-3. Argue. Expressive)
- **5- The Language of Social Studies**
(ELD-SS.2-3. Explain, Interpretive, ELD-SS.2-3. Explain. Expressive, ELD-SS.2-3. Argue. Interpretive, ELD-SS.2-3.Argue. Expressive)

Second Grade ESL

NJSLS Grade 2 English Language Arts

- **L.RF.2.3.** Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.2.4.** Read with sufficient accuracy and fluency to support comprehension.
- **L.WF.2.1.** Demonstrate command of the conventions of writing.
- **L.WF.2.2.** Demonstrate command of the conventions of encoding and spelling.
- **L.WF.2.3.** Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.
- **L.VL.2.2.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
- **L.VI.2.3.** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- **RL.CR.2.1** - Ask and answer such questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.
- **L.KL.2.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **RL.CR.2.1** Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.
- **RL.CR.2.1.** Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.
- **RI.CR.2.1.** Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.
- **RL.CI.2.2.** Recount a text in oral and written form and determine the central message (in literary texts, e.g. fables and folktales from diverse cultures) .
- **RI.CI.2.2.** Recount a text in oral and written form and determine the main topic (in multi-paragraph informational text, focusing on specific paragraphs).
- **RL.IT.2.3.** Describe how characters in a story respond to major events and challenges using key details within a text.
- **RI.IT.2.3.** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.
- **RL.TS.2.4.** Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.
- **RI.TS.2.4.** Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.
- **RL.PP.2.5.** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- **RI.PP.2.5.** Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.
- **RL.MF.2.6.** With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- **RI.MF.2.6.** Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- **RI.AA.2.7.** Describe and identify the logical connections of how reasons support specific points the author makes in a text.
- **RL.CT.2.8.** Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
- **RI.CT.2.8.** Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.
- **RL.CT.2.8.** Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
- **RI.CT.2.8.** Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.
- **RI.CT.2.8.** Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.
- **W.IW.2.2.** Write informative/explanatory texts to examine a topic and convey ideas and information.
- **W.NW.2.3.** Write narratives based on real or imagined experiences or events with basic story elements.

Second Grade ESL

- **W.WP.2.4.** With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
- **W.WR.2.5.** Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.
- **W.SE.2.6.** Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.
- **W.RW.2.7.** Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.
- **SL.PE.2.1.** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- **SL.II.2.2.** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **SL.ES.2.3.** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- **SL.PI.2.4.** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- **SL.UM.2.5.** Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- **SL.AS.2.6.** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

NJSLS Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1:** Recognize ways to volunteer in the classroom, school and community.
- **9.2.2.CAP.1:** Make a list of different types of jobs and describe the skills associated with each job.
- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives.
- **9.4.2.CI.2:** Demonstrate originality and inventiveness in work.
- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- **9.4.2.DC.3:** Explain how to be safe online and follow safe practices when using the internet
- **9.4.2.GCA.1:** Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.
- **9.4.2.IML.1:** Identify a simple search term to find information in a search engine or digital resource.
- **9.4.2.IML.2:** Represent data in a visual format to tell a story about the data.
- **9.4.2.TL.2:** Create a document using a word processing application.
- **9.4.2.TL.6:** Illustrate and communicate ideas and stories using multiple digital tools.
- **9.4.2.TL.7:** Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.

NJSLS Grade 2 Social Studies

- **6.1.2.CivicsPI.5** - Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
- **6.1.2.CivicsPD.2** - Establish a process for how individuals can effectively work together to make decisions.
- **6.1.2.CivicsPR.1** - Determine what makes a good rule or law.
- **6.1.2.CivicsPR.2** - Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
- **6.1.2.CivicsPR.3** - Analyze classroom rules and routines and describe how they are designed to benefit the common good.

NJSLS Grade 2 Science

- **1-LS1-1** - Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.
- **K-ESS3-2** - Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.

Second Grade ESL

<p><u>Central Idea / Enduring Understanding:</u> Students will...</p> <ul style="list-style-type: none"> ● Use words related to the weather ● Ask and answer questions about the weather ● Read about rainbows ● Give and act on instructions using the imperative ● Listen to and sing a song about a snowy day. ● Identify and say words with i_e. ● Watch a video about the weather in different countries. ● Identify the value of taking care of yourself. 	<p><u>Essential/Guiding Question:</u></p> <ul style="list-style-type: none"> ● What are the different kinds of weather? ● How is a rainbow made? ● What is the weather like in different countries? ● Why should we take care of ourselves?
<p><u>Content:</u></p> <ul style="list-style-type: none"> ● Theme: Weather ● Language: <ul style="list-style-type: none"> ○ <i>Words</i> <ul style="list-style-type: none"> ▪ cloudy, cold, hot, raining, snowing, sunny, windy, bring an umbrella, put on a scarf, wear a coat, bright, forget, rainbow, sky, ○ <i>Grammar</i> <ul style="list-style-type: none"> ▪ What's the weather like? ▪ It's sunny./It's snowing. ○ <i>Phonics</i> <ul style="list-style-type: none"> ▪ VCE: bike, kite, time ○ <i>Reading</i> <ul style="list-style-type: none"> ▪ Anthology reading 5 	<p><u>Skills(Objectives):</u></p> <ul style="list-style-type: none"> ● Predict ● Participate in conversation ● Compare ● Decode ● Sort ● Retell ● Act out ● Track ● Sequence, Classify, Categorize ● Identify and read stories ● Identify sounds in a word ● Match text to illustrations ● Monitor reading ● Answer questions ● Draw a picture about a theme ● Write and revise ● Add details to writing

Stage 2: Assessment Evidence

<p><u>Performance Task(s):</u></p> <ul style="list-style-type: none"> ● Explore vocabulary associated with weather, transportation and people. ● Initiate or engage in everyday conversations with teachers and other students using pointing and gesturing. ● Answer questions in L1 and/or answer "yes/no" or short answers to questions about the text with single words or phrases about weather, transportation and people. ● Draw and describe a map. ● Create games. ● Discuss and formulate simple sentences about various topics from other countries. ● Use a graphic organizer to compare/contrast weather, transportation and people in the United States. ● Engage in conversation about proper daily attire according to daily weather. 	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> ● Pre-/Post-Tests ● Graphic Organizers ● Teacher Observation ● Partner Work ● Discussion ● Learning/Writing Journals (Notebooks) ● Peer and Self Assessments ● Presentations ● Partner Work ● Quizzes ● Practice Worksheets ● ACCESS for ELLs
--	---

Second Grade ESL

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Unit 10 Weather

Lesson 1 Words

- **Warm Up** – Students look at flashcards and decide if it is good or bad weather.
- **Listen and Point** – Students will listen and point at pictures.
- **Listen and Repeat** – Students will listen and repeat words.
- **Say** - Using flashcards, students answer questions about the vocabulary words.
- **Optional Activity** – Students play a guessing game using the vocabulary.
- **Wrap Up** – Students draw some type of weather and students guess the weather.

Lesson 2 Grammar

- **Warm Up** – Students play a game to review the weather words from Lesson 1.
- **Listen and chant** – Students listen to a chant and repeat
- **Listen and read** – Students listen to the text and read text.
- **Match and say**– Students match weather to the correct day and say it..
- **Optional Activity** – Students chant a new verse they make.
- **Wrap Up** – Students answer questions about weather and days.

Lesson 3 Reading

- **Warm Up** – Students will talk about rainbows and their colors.
- **Listen and Repeat** – Students listen and repeat words. Students find these words in the text.
- **Listen and Read**– Students listen to text. Teacher asks a question and students read the text to find the answer.
- **Read again. Write the correct word.**– Students read sentences with correct words.
- **Optional Activity** – Students will draw rainbows and describe them.
- **Wrap Up** – Students put words in a sentence in the correct order.

Lesson 4 Grammar

- **Warm Up** – Students discuss what they wear in hot and cold weather.
- **Listen and Read** – Students listen and read sentences containing giving and acting on instructions using the imperative.

Resources:

- Audio Track - 151-152
 - Classroom Presentation Tool
 - Flashcards 148-157
 - Workbook Page 78
 - Workbook Audio Track 54
 - Online Practice
 - An umbrella, a scarf, a coat
-
- Audio Track 153-154
 - Classroom Presentation Tool
 - Flashcards 148-157
 - Workbook page 79
 - Workbook Audio Track 55
 - Online Practice
 - A fan, pictures of weather conditions in different countries, index cards
-
- Audio Track 155-156
 - Classroom Presentation Tool
 - Flashcards 158-161
 - Workbook page 80
 - Workbook Audio Track 56
 - Online Practice
 - Crayons or markers of all colors of the rainbow, poster board
-
- Audio Track 157-158
 - Classroom Presentation Tool
 - Workbook pages 81 and 83
 - Workbook Audio Track 57
 - Online Practice

Second Grade ESL

- **Listen and circle.** – Students listen and choose the correct answer.
- **Look and write.** – Students look at pictures and create sentences using the imperative.
- **Optional Activity** – Students create sentences about the weather using the imperative.
- **Work in groups. Act only when you hear please** – Students listen to sentences and only act upon the sentences if the sentence has please in it.
- **Wrap Up** – Students use the imperative by saying what is wrong.

Lesson 5 Song

- **Warm Up** – Students draw things based on the vocabulary they hear.
- **Listen and read** – Students look for vocabulary words in the song. Students listen and read the song.
- **Listen and Sing**– Students listen to the song and sing it.
- **Sing and act** - Students sing and act out the verses.
- **Optional Activity 1** – Students create a new version of the song.
- **Optional Activity 2** – Students draw a snowman and write a description of it.
- **Wrap Up** – In pairs, students write the instructions in order they appear in the song .

Lesson 6 Phonics

- **Warm Up** – Students unscramble words.
- **Listen, point and repeat** – Students listen, point and repeat words with i_e.
- **Listen and chant. Circle the words with i_e.**– Students listen, chant and circle words with i_e.
- **Listen. Check the box when you hear i_e** – Students listen to words and check the correct picture.
- **Listen and write the missing letters with i_e.** . – Students listen to a word and write the missing letters from i_e.
- **Optional Activity 1**– Students make as many words they can think of using i_e.
- **Optional Activity 2**– Students make silly rhymes or sentences using words with i_e.
- **Wrap Up** –Students guess i_e words from sky writing.

Lesson 7 Video

- **Warm Up** – Students answer questions about the weather.

- A bag of items

- Audio Track 159-162
- Classroom Presentation Tool
- Online Practice
- Card for making a poster

- Audio Track 163-166
- Classroom Presentation Tool
- Flashcards 16 and 162-163
- Workbook page 82
- Workbook Audio Track 58
- Online Practice
- Index cards

- Video 12
- Classroom Presentation Tool

Second Grade ESL

<ul style="list-style-type: none"> ● Watch. What weather do they talk about? Match. – Students watch Video 12 and match the names of the people in the video based on the picture. ● Your turn! Ask and answer. – Students act out questions and answers. ● Write about the weather today. - Students write about the weather today. ● Optional Activity – Students will conduct a survey about their classmates favorite and least favorite weather. ● Wrap Up - Students play a game to review the video. 	<ul style="list-style-type: none"> ● Online Practice ● Anthology Story 5 ● Worksheet 2.10 ● Unit 10 Test ● A map of the world
---	--

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Individual presentations	Group presentations	Rhymes, songs, games, and dramatizations	Rhymes, songs, games, and pantomime using gestures and facial expressions
Lead group discussions	Group discussions	Questions with a one or two word oral response	Questions with a yes or no oral response
Independent reading and research	Guided and independent reading and research	Opportunities to speak with key vocabulary	Opportunities to listen to and repeat key vocabulary
Graphic Organizers	Graphic Organizers	Print-rich environment	Print-rich environment with visual cues
Open-ended questioning	Multiple choice and open-ended questioning	Portable word wall	Portable word wall with visual cues
Write multiple paragraphs with consistent spelling, grammar, and punctuation	Repeated practice with key vocabulary	Small group instruction and partner work with key and abstract vocabulary	Small group instruction with letter/sound acquisition
Develop confidence with the writing process	Write one paragraph with consistent spelling, grammar, and punctuation	Teacher support with directions	Visual aids, realia, and manipulatives
	Guided and independent practice with the writing process	Visual aids, realia, and manipulatives	Visual aids, realia, and manipulatives
		Draw and talk aloud to develop writing ideas	Small group reading instruction using repetitive text with picture support
		Use of sentence frames to jumpstart writing	Draw to develop writing ideas

Unit Title: Unit 11 - On the Move

Stage 1: Desired Results

Standards & Indicators:

WIDA: 2020 Edition

Second Grade ESL

- **1-Social and Instructional Language**
(ELD-SI.K-3. Narrate, ELD-SI.K-3. Inform, ELD-SI.K-3. Explain, ELD-SI.K-3. Argue)
- **2-The Language of Language Arts**
(ELD-LA.2-3. Narrate. Interpretive, ELD-LA.2-3 Narrate. Expressive, ELD-LA.2-3. Inform. Interpretive, ELD-LA.2-3. Inform. Expressive)
- **3-The Language of Mathematics**
(ELD-MA.2-3.Explain.Interpretive, ELD-MA.2-3. Explain, Expressive, ELD-MA.2-3.Argue. Interpretive, ELD-MA.2.3.Argue. Expressive)
- **4- The Language of Science**
(ELD-SC.2-3. Explain. Interpretive, ELD-SC.2-3.Explain. Expressive, ELD-SC.2-3.Argue. Interpretive, ELD-SC.2-3. Argue. Expressive)
- **5- The Language of Social Studies**
(ELD-SS.2-3. Explain, Interpretive, ELD-SS.2-3. Explain. Expressive, ELD-SS.2-3. Argue. Interpretive, ELD-SS.2-3.Argue. Expressive)

NJSLS Grade 2 English Language Arts

- **L.RF.2.3.** Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.2.4.** Read with sufficient accuracy and fluency to support comprehension.
- **L.WF.2.1.** Demonstrate command of the conventions of writing.
- **L.WF.2.2.** Demonstrate command of the conventions of encoding and spelling.
- **L.WF.2.3.** Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.
- **L.VL.2.2.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
- **L.VI.2.3.** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- **RL.CR.2.1** - Ask and answer such questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.
- **L.KL.2.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **RL.CR.2.1** Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.
- **RL.CR.2.1.** Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.
- **RI.CR.2.1.** Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.
- **RL.CI.2.2.** Recount a text in oral and written form and determine the central message (in literary texts, e.g. fables and folktales from diverse cultures) .
- **RI.CI.2.2.** Recount a text in oral and written form and determine the main topic (in multi-paragraph informational text, focusing on specific paragraphs).
- **RL.IT.2.3.** Describe how characters in a story respond to major events and challenges using key details within a text.
- **RI.IT.2.3.** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.
- **RL.TS.2.4.** Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.
- **RI.TS.2.4.** Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.
- **RL.PP.2.5.** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- **RI.PP.2.5.** Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.
- **RL.MF.2.6.** With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- **RI.MF.2.6.** Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

Second Grade ESL

- **RI.AA.2.7.** Describe and identify the logical connections of how reasons support specific points the author makes in a text.
- **RL.CT.2.8.** Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
- **RI.CT.2.8.** Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.
- **RL.CT.2.8.** Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
- **RI.CT.2.8.** Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.
- **RI.CT.2.8.** Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.
- **W.IW.2.2.** Write informative/explanatory texts to examine a topic and convey ideas and information.
- **W.NW.2.3.** Write narratives based on real or imagined experiences or events with basic story elements.
- **W.WP.2.4.** With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
- **W.WR.2.5.** Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.
- **W.SE.2.6.** Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.
- **W.RW.2.7.** Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.
- **SL.PE.2.1.** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- **SL.II.2.2.** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **SL.ES.2.3.** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- **SL.PI.2.4.** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- **SL.UM.2.5.** Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- **SL.AS.2.6.** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

NJSLS Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1:** Recognize ways to volunteer in the classroom, school and community.
- **9.2.2.CAP.1:** Make a list of different types of jobs and describe the skills associated with each job.
- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives.
- **9.4.2.CI.2:** Demonstrate originality and inventiveness in work.
- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- **9.4.2.DC.3:** Explain how to be safe online and follow safe practices when using the internet
- **9.4.2.GCA.1:** Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.
- **9.4.2.IML.1:** Identify a simple search term to find information in a search engine or digital resource.
- **9.4.2.IML.2:** Represent data in a visual format to tell a story about the data.
- **9.4.2.TL.2:** Create a document using a word processing application.
- **9.4.2.TL.6:** Illustrate and communicate ideas and stories using multiple digital tools.
- **9.4.2.TL.7:** Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.

NJSLS Grade 2 Social Studies

- **6.1.2.CivicsPI.5** - Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

Second Grade ESL

- **6.1.2.CivicsPD.2** - Establish a process for how individuals can effectively work together to make decisions.
- **6.1.2.CivicsPR.1** - Determine what makes a good rule or law.
- **6.1.2.CivicsPR.2** - Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
- **6.1.2.CivicsPR.3** - Analyze classroom rules and routines and describe how they are designed to benefit the common good.

NJSLS Grade 2 Science

- **1-LS1-1** - Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.
- **K-ESS3-2** - Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.

Central Idea / Enduring Understanding:

Students will...

- Use words related to transportation
- Ask and answer questions using how, when and where in the simple present.
- Read about how bananas travel to Europe.
- Use the plural form of irregular countable nouns.
- Listen to and sing a song about traveling by plane.
- Identify and say words with o_e.
- Watch a video about forms of transportation around the world.
- Identify the value of knowing your food.

Essential/Guiding Question:

- What are different types of transportation?
- How do bananas travel from Europe?
- What are different forms of transportation around the world?
- Why is it a good idea to know your food?

Content:

- **Theme:** On the Move
- **Language:**
 - *Words*
 - go by...bus,car, helicopter, motorcycle, plane, ship, truck, come home, get to school, ride a bike, healthy, month, ready, snack
 - *Grammar*
 - How do you get to school? I go by bus.
 - When does the bus come? It comes at 7:00.
 - Where does the bus go? It goes to the library.
 - beach-beaches, mouse-mice
 - *Phonics*
 - o_e home, nose, cone

Skills(Objectives):

- Predict
- Participate in conversation
- Compare
- Decode
- Sort
- Retell
- Act out
- Track
- Sequence, Classify, Categorize
- Identify and read stories
- Identify sounds in a word
- Match text to illustrations
- Monitor reading
- Answer questions
- Draw a picture about a theme
- Write and revise
- Add details to writing

Stage 2: Assessment Evidence

Performance Task(s):

- Explore vocabulary associated with weather, transportation and people.

Other Evidence:

- Pre-/Post-Tests
- Graphic Organizers
- Teacher Observation
- Partner Work

Second Grade ESL

- Initiate or engage in everyday conversations with teachers and other students using pointing and gesturing.
- Answer questions in L1 and/or answer “yes/no” or short answers to questions about the text with single words or phrases about weather, transportation and people.
- Draw and describe a map.
- Create games.
- Discuss and formulate simple sentences about various topics from other countries.
- Use a graphic organizer to compare/contrast weather, transportation and people in the United States.
- Engage in conversation about proper daily attire according to daily weather.

- Discussion
- Learning/Writing Journals (Notebooks)
- Peer and Self Assessments
- Presentations
- Partner Work
- Quizzes
- Practice Worksheets
- ACCESS for ELLs

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Unit 11 On the Move

Lesson 1 Words

- **Warm Up** – Students review words related to transportation.
- **Listen and Point** – Students will listen to a word and point to the picture.
- **Listen and Repeat** – Students will listen and repeat the vocabulary words.
- **Say** - Using vocabulary, students will ask and answer questions about transportation.
- **Optional Activity** – Students will use toy transportation vehicles to make pretend roads and seas.
- **Wrap Up** – Students will classify the different forms of transportation from fastest to slowest.

Lesson 2 Grammar

- **Warm Up** – Students review vocabulary from Lesson 1 by playing a matching game.
- **Listen and chant** – Students listen to a chant and repeat.
- **Listen and read**– Students listen to sentences using how, when and where in the simple present.
- **Optional Activity** – Students write a new version of the chant
- **Write. Then ask and answer in pairs. Use your own answers for B** – Students write the correct question word and answer the questions with a partner.

Resources:

- Audio Track - 170-171
- Classroom Presentation Tool
- Flashcards 46 and 164-172
- Workbook Page 88
- Workbook Audio Track 60
- Online Practice
- Toys/models of different kinds of transportation

- Audio Track 172-173
- Classroom Presentation Tool
- Flashcards 164-172
- Workbook page 89
- Workbook Audio Track 61
- Online Practice
- Word cards, index cards

Second Grade ESL

- **Wrap Up** – Students use the new question words to ask and answer questions about vocabulary.

Lesson 3 Reading

- **Warm Up** – Students talk about bananas and where they come from.
- **Listen and Repeat** – Students listen and repeat words. Students find these words in the text.
- **Listen and Read**– Students listen to text. Teacher asks a question and students read the text to find the answer.
- **Put the sentences in order.**– Students read sentences and look through text and put the sentences in order.
- **Optional Activity** – Students make a poster about where other fruit comes from.
- **Wrap Up** – In pairs, students write true and false sentences about the reading and other students figure out what is true and what is false.

Lesson 4 Grammar

- **Warm Up** – Students are introduced to sentences that have the suffix -s or -es.
- **Listen and Read** – Students listen to and read a table that has nouns in singular and plural forms.
- **Look and write** – Students look at pictures and fill in a crossword puzzle with the correct word.
- **Find and count these things in your classroom.** – Students find and count things in their classroom.
- **Optional Activity** – In groups, students make plural forms of nouns.
- **Wrap Up** – **In pairs**, students make a picture crossword puzzle.

Lesson 5 Song

- **Warm Up** – In pairs, students answer questions about being on an imaginary plane ride.
- **Listen and Read** – Students use the photo to answer questions.
- **Listen and Sing**– Students listen to the song and sing it.
- **What can she see outside the window? Write.**
- Students write what they can see outside the window.
- **Optional Activity 1** – Students imagine they are flying over their own city. They will create a list of everything they can see from an aerial view.
- **Optional Activity 2** – Students will go on an imaginary trip and write the chorus and the second verse to the song.

- Audio Track 174-175
- Classroom Presentation Tool
- Flashcards 78 and 173-175
- Workbook page 90 and 93
- Workbook Audio Track 62
- Online Practice
- Snack food such as crackers or fruit, information about where different fruit grows and how it reaches the market.

- Audio Track 123-124
- Classroom Presentation Tool
- Flashcards 119-124
- Workbook page 65
- Workbook Audio Track 47
- Online Practice

- Audio Track 177-179
- Classroom Presentation Tool
- Online Practice
- A large aerial photo of our town/area

Second Grade ESL

- **Wrap Up** –Students create true sentences by reading false sentences and correcting them.

Lesson 6 Phonics

- **Warm Up** – Students use previous flashcards from Unit 9 and 10 to review previous patterns with a_e and i_e.
- **Listen, point and repeat** – Students listen and point to words that have the targeted sounds and repeat them.
- **Listen and chant. Circle the words with o-e.**– Students listen, chant and circle the words that have the targeted sounds.
- **Listen. Check the box when you hear o_e.** – Students listen to a word and check the box when they hear a word that ends in o_e.
- **Listen and write the missing letters with o-e** – Students listen to words and write the ending sound.
- **Optional Activity** – Students play matching games with CVE words.
- **Wrap Up** – In pairs, students try to remember the words of the stanzas.

- Audio Track 180-183
- Classroom Presentation Tool
- Flashcards 16. 139, 146-147, 162-163 and 176-178.
- Workbook page 92
- Workbook Audio Track 64
- Online Practice
- Index cards

Lesson 7 Video

- **Warm Up** – Students talk about different forms of transportation around the world.
- **Watch. Who talks about each type of transportation? Write.** – Students watch Video 14 and write the name of the people in the video based on the picture.
- **Your turn! Ask and answer** – Students ask and answer questions regarding how their family members get to work.
- **Write about transportation in your town** - Students write about the different types of transportation in their towns.
- **Optional Activity** – Students make a transportation folder.
- **Wrap Up** - Students answer questions about the video and see how much they remember.

- Video 14
- Classroom Presentation Tool
- Online Practice
- Worksheet 2.11
- Unit 11 Test
- ExamView Assessment Suite
- Large pieces of poster board

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Individual presentations	Group presentations	Rhymes, songs, games, and dramatizations	Rhymes, songs, games, and pantomime using gestures and facial expressions
Lead group discussions	Group discussions	Questions with a one or two word oral response	Questions with a yes or no oral response
Independent reading and research	Guided and independent reading and research		

Second Grade ESL

<p>Graphic Organizers</p> <p>Open-ended questioning</p> <p>Write multiple paragraphs with consistent spelling, grammar, and punctuation</p> <p>Develop confidence with the writing process</p>	<p>Graphic Organizers</p> <p>Multiple choice and open-ended questioning</p> <p>Repeated practice with key vocabulary</p> <p>Write one paragraph with consistent spelling, grammar, and punctuation</p> <p>Guided and independent practice with the writing process</p>	<p>Opportunities to speak with key vocabulary</p> <p>Print-rich environment</p> <p>Portable word wall</p> <p>Small group instruction and partner work with key and abstract vocabulary</p> <p>Teacher support with directions</p> <p>Visual aids, realia, and manipulatives</p> <p>Draw and talk aloud to develop writing ideas</p> <p>Use of sentence frames to jumpstart writing</p>	<p>Opportunities to listen to and repeat key vocabulary</p> <p>Print-rich environment with visual cues</p> <p>Portable word wall with visual cues</p> <p>Small group instruction with letter/sound acquisition</p> <p>Visual aids, realia, and manipulatives</p> <p>Small group reading instruction using repetitive text with picture support</p> <p>Draw to develop writing ideas</p>
--	--	--	---

Unit Title: Unit 12 - Growing Up

Stage 1: Desired Results

Standards & Indicators:

WIDA: 2020 Edition

- **1-Social and Instructional Language**
(ELD-SI.K-3. Narrate, ELD-SI.K-3. Inform, ELD-SI.K-3. Explain, ELD-SI.K-3. Argue)
- **2-The Language of Language Arts**
(ELD-LA.2-3. Narrate. Interpretive, ELD-LA.2-3 Narrate. Expressive, ELD-LA.2-3. Inform. Interpretive, ELD-LA.2-3. Inform. Expressive)
- **3-The Language of Mathematics**
(ELD-MA.2-3.Explain.Interpretive, ELD-MA.2-3. Explain, Expressive, ELD-MA.2-3.Argue. Interpretive, ELD-MA.2-3.Argue. Expressive)
- **4- The Language of Science**
(ELD-SC.2-3. Explain. Interpretive, ELD-SC.2-3.Explain. Expressive, ELD-SC.2-3.Argue. Interpretive, ELD-SC.2-3. Argue. Expressive)
- **5- The Language of Social Studies**
(ELD-SS.2-3. Explain, Interpretive, ELD-SS.2-3. Explain. Expressive, ELD-SS.2-3. Argue. Interpretive, ELD-SS.2-3.Argue. Expressive)

NJSLS Grade 2 English Language Arts

- **L.RF.2.3.** Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.2.4.** Read with sufficient accuracy and fluency to support comprehension.
- **L.WF.2.1.** Demonstrate command of the conventions of writing.
- **L.WF.2.2.** Demonstrate command of the conventions of encoding and spelling.
- **L.WF.2.3.** Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.

Second Grade ESL

- **L.VL.2.2.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
- **L.VI.2.3.** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- **RL.CR.2.1** - Ask and answer such questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.
- **L.KL.2.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **RL.CR.2.1** Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.
- **RL.CR.2.1.** Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.
- **RI.CR.2.1.** Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.
- **RL.CI.2.2.** Recount a text in oral and written form and determine the central message (in literary texts, e.g. fables and folktales from diverse cultures) .
- **RI.CI.2.2.** Recount a text in oral and written form and determine the main topic (in multi-paragraph informational text, focusing on specific paragraphs).
- **RL.IT.2.3.** Describe how characters in a story respond to major events and challenges using key details within a text.
- **RI.IT.2.3.** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.
- **RL.TS.2.4.** Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.
- **RI.TS.2.4.** Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.
- **RL.PP.2.5.** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- **RI.PP.2.5.** Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.
- **RL.MF.2.6.** With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- **RI.MF.2.6.** Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- **RI.AA.2.7.** Describe and identify the logical connections of how reasons support specific points the author makes in a text.
- **RL.CT.2.8.** Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
- **RI.CT.2.8.** Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.
- **RL.CT.2.8.** Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
- **RI.CT.2.8.** Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.
- **RI.CT.2.8.** Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.
- **W.IW.2.2.** Write informative/explanatory texts to examine a topic and convey ideas and information.
- **W.NW.2.3.** Write narratives based on real or imagined experiences or events with basic story elements.
- **W.WP.2.4.** With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
- **W.WR.2.5.** Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.
- **W.SE.2.6.** Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.
- **W.RW.2.7.** Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

Second Grade ESL

- **SL.PE.2.1.** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- **SL.II.2.2.** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **SL.ES.2.3.** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- **SL.PI.2.4.** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- **SL.UM.2.5.** Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- **SL.AS.2.6.** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

NJSLS Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1:** Recognize ways to volunteer in the classroom, school and community.
- **9.2.2.CAP.1:** Make a list of different types of jobs and describe the skills associated with each job.
- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives.
- **9.4.2.CI.2:** Demonstrate originality and inventiveness in work.
- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- **9.4.2.DC.3:** Explain how to be safe online and follow safe practices when using the internet
- **9.4.2.GCA:1:** Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.
- **9.4.2.IML.1:** Identify a simple search term to find information in a search engine or digital resource.
- **9.4.2.IML.2:** Represent data in a visual format to tell a story about the data.
- **9.4.2.TL.2:** Create a document using a word processing application.
- **9.4.2.TL.6:** Illustrate and communicate ideas and stories using multiple digital tools.
- **9.4.2.TL.7:** Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.

NJSLS Grade 2 Social Studies

- **6.1.2.CivicsPI.5** - Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
- **6.1.2.CivicsPD.2** - Establish a process for how individuals can effectively work together to make decisions.
- **6.1.2.CivicsPR.1** - Determine what makes a good rule or law.
- **6.1.2.CivicsPR.2** - Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
- **6.1.2.CivicsPR.3** - Analyze classroom rules and routines and describe how they are designed to benefit the common good.

NJSLS Grade 2 Science

- **1-LS1-1** - Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.
- **K-ESS3-2** - Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.

Central Idea / Enduring Understanding:

Students will...

- Use adjectives to describe people
- Use was and wasn't to talk about themselves in the past.
- Read about a famous artist when he was young.
- Use were and weren't to talk about people in the past
- Listen to and sing a song about tadpoles and frogs.

Essential/Guiding Question:

- How can we describe people?
- Who is Charles Schulz and what is he famous for?
- What is the cycle from a tadpole to a frog?
- How do children grow up around the world?

Second Grade ESL

<ul style="list-style-type: none"> ● Identify and say words with u_e ● Watch a video about children growing up around the world. 	
<p>Content:</p> <ul style="list-style-type: none"> ● Theme: Growing Up ● Language: <ul style="list-style-type: none"> ○ <i>Words</i> <ul style="list-style-type: none"> ▪ clean, dirty, kind, little, loud, naughty, quiet, scary, silly, smart, cartoon, famous, funny, grown-up ○ <i>Grammar</i> <ul style="list-style-type: none"> ▪ I will good. I wasn't naughty. ▪ The story was scary. it wasn't silly. ▪ Some of the students were naughty. ▪ They weren't kind. ○ <i>Phonics</i> <ul style="list-style-type: none"> ▪ tube, cube, cute ○ Reading <ul style="list-style-type: none"> ▪ Anthology Story 6 	<p>Skills(Objectives):</p> <ul style="list-style-type: none"> ● Predict ● Participate in conversation ● Compare ● Decode ● Sort ● Retell ● Act out ● Track ● Sequence, Classify, Categorize ● Identify and read stories ● Identify sounds in a word ● Match text to illustrations ● Monitor reading ● Answer questions ● Draw a picture about a theme ● Write and revise ● Add details to writing

Stage 2: Assessment Evidence

<p>Performance Task(s):</p> <ul style="list-style-type: none"> ● Explore vocabulary associated with weather, transportation and people. ● Initiate or engage in everyday conversations with teachers and other students using pointing and gesturing. ● Answer questions in L1 and/or answer “yes/no” or short answers to questions about the text with single words or phrases about weather, transportation and people. ● Draw and describe a map. ● Create games. ● Discuss and formulate simple sentences about various topics from other countries. ● Use a graphic organizer to compare/contrast weather, transportation and people in the United States. ● Engage in conversation about proper daily attire according to daily weather. 	<p>Other Evidence:</p> <ul style="list-style-type: none"> ● Pre-/Post-Tests ● Graphic Organizers ● Teacher Observation ● Partner Work ● Discussion ● Learning/Writing Journals (Notebooks) ● Peer and Self Assessments ● Presentations ● Partner Work ● Quizzes ● Practice Worksheets ● ACCESS for ELLs
---	--

Stage 3: Learning Plan

<p>Learning Opportunities/Strategies:</p> <p>Unit 12 Growing Up</p> <p>Lesson 1 Words</p> <ul style="list-style-type: none"> ● Warm Up – Students brainstorm physical attributes. 	<p>Resources:</p> <ul style="list-style-type: none"> ● Audio Track - 184-185 ● Classroom Presentation Tool
--	---

Second Grade ESL

- **Listen and Point** – Students will listen and look at a picture and point to the picture.
- **Listen and Repeat** – Students will listen and repeat the vocabulary words.
- **Say** - Students use flashcards to practice vocabulary.
- **Optional Activity** – Students pair up opposite adjectives.
- **Wrap Up** – Students match letters to form words.

Lesson 2 Grammar

- **Warm Up** – Use two dolls or sock puppets to review vocabulary from Lesson.
- **Listen and chant** – Students listen to a chant and repeat it.
- **Listen and Read**– Students listen to and read sentences with contractions (was or wasn't) to talk about themselves in the past.
- **Optional Activity** – Using a clothesline, students will practice saying sentences in the present tense and past tense.
- **Read and write.** – Students fill in the blank using was or wasn't.
- **Wrap Up** – Students pick out Lesson 1 vocabulary from a bag and say a sentence.

Lesson 3 Reading

- **Warm Up** – Students talk about cartoons they like.
- **Listen and Repeat** – Students listen and repeat words. Students find these words in the text.
- **Listen and Read**– Students listen to text. Teacher asks a question and students read the text to find the answer.
- **Optional Activity** – Students have a talent show.
- **Answer the question.**– Students read question sentences and find the answer in the reading.
- **Wrap Up** – Students say or write sentences about the story using specific words.

Lesson 4 Grammar

- **Warm Up** – Students practice saying he was/he wasn't using a chart.
- **Listen and Read** – Students listen to sentences containing were and weren't.
- **Read. Check the sentences in the past.** – Students listen to audio and check which sentences are in the past.
- **Read and complete** – Students read and complete sentences.
- **In pairs, write three things that were the same for both of you. Change papers with**

- Flashcards 179-188
- Workbook Page 94
- Workbook Audio Track 65
- Online Practice
- Index cards, tape/sticky tack.

- Audio Track 186-187
- Classroom Presentation Tool
- Flashcards 179-188
- Workbook page 95
- Workbook Audio Track 66
- Online Practice
- Two dolls or sock puppets, a photo of yourself when you were a child, a clothesline and clothespins, index cards

- Audio Track 188-189
- Classroom Presentation Tool
- Flashcards 189-192
- Workbook page 96 and 99
- Workbook Audio Track 67
- Online Practice

- Audio Track 190
- Classroom Presentation Tool
- Flashcards 179-188
- Workbook page 97
- Workbook Audio Track 68
- Online Practice

Second Grade ESL

classmates. Guess. – In pairs, students talk about when they were little and write three things that were the same for both of you.

- **Optional Activity** – Students write mini biographies about when they were younger.
- **Wrap Up** – Students write three things about themselves from the photo they brought in.

Lesson 5 Song

- **Warm Up** – Students make up sentences about an animal.
- **Listen and Read** – Students look for vocabulary words in the song. Students listen and read a song.
- **Listen and Sing** – Students listen to the song and sing it.
- **Write. Describe the tadpoles and the frogs.** – Students write two descriptors about a tadpole and a frog.
- **Optional Activity** – Students perform an exercise to find out what their talent is, writing or drawing.
- **Wrap Up** – Students view a video about the life cycle of a frog and answer questions.

Lesson 6 Phonics

- **Warm Up** – Students will review the phonics flashcards to review the different sounds students have learned throughout the program.
- **Listen, point and repeat** – Students listen and point to words with u_e.
- **Listen and chant. Circle words with u_e.** – Students listen, chant and circle the words that have u_e.
- **Listen. Check the box when you hear u_e.** – Students listen to a word and check the word they hear.
- **Listen and write the missing letters with u_e.** – Students listen to words, look at pictures and write the missing letters to the word.
- **Optional Activity 1** – Students create funny sentences with the long u sound.
- **Optional Activity 2** – Students will make a word card game in pairs.
- **Wrap Up** – Students write their vocabulary words by heart.

Lesson 7 Video

- **Warm Up** – Students discuss a picture of themselves when they were young.
- **Watch. Who is it? Write.** – Students watch Video 15 and write the name of who said certain things.

- Audio Track 191-193
- Classroom Presentation Tool
- Online Practice
- index cards, video of a cycle of a frog or photo/video articles

- Audio Track 194-197
- Classroom Presentation Tool
- Flashcards 13-16, 28-30, 44-47, 62-65, 75-81, 94-98, 113-118, 130-132, 139, 146-147, 162-163 and 193-195.
- Workbook page 98
- Workbook Audio Track 69
- Online Practice
- Poster paper, index cards

- Video 15
- Classroom Presentation Tool
- Online Practice
- Anthology Story 6
- Worksheet 2.12

Second Grade ESL

<ul style="list-style-type: none"> ● Optional Activity – Students play a guessing game using their own pictures.. ● Your turn! Ask and answer – Students act out questions and answers. . ● When you were little, what were you like? Write about you and a brother, sister, or cousin - Students about themselves or a family member when they were young. ● Wrap Up - On teams, students play a game to see how much they remember from the video. 	<ul style="list-style-type: none"> ● Unit 12 Test ● Units 7-12 Tests ● ExamView Assessment Suite ● Photos of the students when they were younger, slips of paper
--	--

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Individual presentations	Group presentations	Rhymes, songs, games, and dramatizations	Rhymes, songs, games, and pantomime using gestures and facial expressions
Lead group discussions	Group discussions	Questions with a one or two word oral response	Questions with a yes or no oral response
Independent reading and research	Guided and independent reading and research	Opportunities to speak with key vocabulary	Opportunities to listen to and repeat key vocabulary
Graphic Organizers	Graphic Organizers	Print-rich environment	Print-rich environment with visual cues
Open-ended questioning	Multiple choice and open-ended questioning	Portable word wall	Portable word wall with visual cues
Write multiple paragraphs with consistent spelling, grammar, and punctuation	Repeated practice with key vocabulary	Small group instruction and partner work with key and abstract vocabulary	Small group instruction with letter/sound acquisition
Develop confidence with the writing process	Write one paragraph with consistent spelling, grammar, and punctuation	Teacher support with directions	Visual aids, realia, and manipulatives
	Guided and independent practice with the writing process	Visual aids, realia, and manipulatives	Visual aids, realia, and manipulatives
		Draw and talk aloud to develop writing ideas	Small group reading instruction using repetitive text with picture support
		Use of sentence frames to jumpstart writing	Draw to develop writing ideas

Second Grade ESL



ESL Pacing Guide Level 2

MP	Units	Unit TOTAL*	Cumulative TOTAL**
MP1	Unit 1 – Back to School	13 days	13 days
MP1	Unit 2 –My Things	13 days	26 days
MP1	Unit 3 – At Home	14 days	40 days
MP2	Unit 4 – Let’s Play	13 days	53 days
MP2	Unit 5 – At Work	13 days	66 days
MP2	Unit 6 – My Day	14 days	80 days
MP3	Unit 7 – Fantastic Food	13 days	93 days
MP3	Unit 8 – Celebrate!	13 days	106 days
MP3	Unit 9- Animals	14 days	120 days
MP4	Unit 10- Weather	13 days	133 days
MP4	Unit 11- On the Move	13 days	146 days
MP4	Unit 12- Growing Up	14 days	160 days
MP1-4	ACCESS for ELLS 2.0 (Assessment) & FLEX Days	20 days	180 days

* Unit Total is inclusive of introduction, instruction, unit assessments, projects, etc. for that particular unit.

** Cumulative Total is a running total, inclusive of prior and current units.