

Garfield Public Schools
Remote Learning Lesson Plans

Grades 2/3 – ESL

DAY # 11, 3/30/20

OBJECTIVE:

- Students will be able to ask and answer questions about key details in a text.
- Students will be able to read text with purpose and understanding, and write information

STANDARD(S):

RI.2.1, RI.2.2, W2.2

WIDA 2: The Language of Language Arts

WIDA 5: The Language of Social Studies

TIME FRAME: 40 minutes

Activity Directions:

Get Out the Map, Reach B, Vol. 2, page 204-205.

Students read and think about why we need maps. Draw a picture of your classroom. Draw the door and where you sit. Write a sentence to tell where you sit in the class. Use these vocabulary words to help you: front, back, next to. Write the name of your school and the city you live in.

Differentiation:

Beginning level students will write words they know, draw a picture, or write in their home language.

Intermediate students will use a language frame or sentence starter.

Advanced students will complete the activity on their own and relate to personal experience.

Get Out the Map!



BIG
Question

Why do we
need maps?

Unit at a Glance

- ▶ **Language:** Follow Directions, Tell a Story, Social Studies Words
- ▶ **Literacy:** Review
- ▶ **Content:** Maps

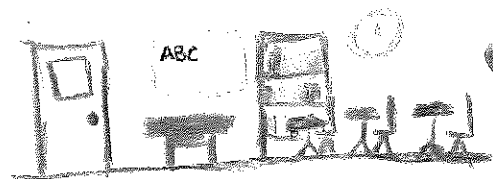
Unit 8

Share What You Know



Do It!

- 1 **Draw** your classroom
- 2 **Show** where you sit.
Show the door.
- 3 **Use** your drawing
to give directions
to a partner.



Build Background: Watch a video about maps.

○ NGReach.com

Garfield Public Schools
Remote Learning Lesson Plans

Grades 2/3– ESL
DAY # 12, 3/31/20

OBJECTIVE:

- Students will be able to ask and answer questions about key details in a text.
- Students will be able to read text with purpose and understanding, and write information

STANDARD(S):

RI.2.1, RI.2.2, W2.2

WIDA 2: The Language of Language Arts

WIDA 5: The Language of Social Studies

TIME FRAME: 40 minutes

Activity Directions:

Get Out the Map, Reach B, Vol. 2 and Workbook pg 8.1,

Look at the picture of the Concept map. There are 4 blanks on the page. Think of ways that we use maps. Answer the question: How do we use maps? Write a way that we use maps on each of the blank post-its.

Differentiation:

Beginning level students will write words they know, draw a picture, or write in their home language.

Intermediate students will use a language frame or sentence starter.

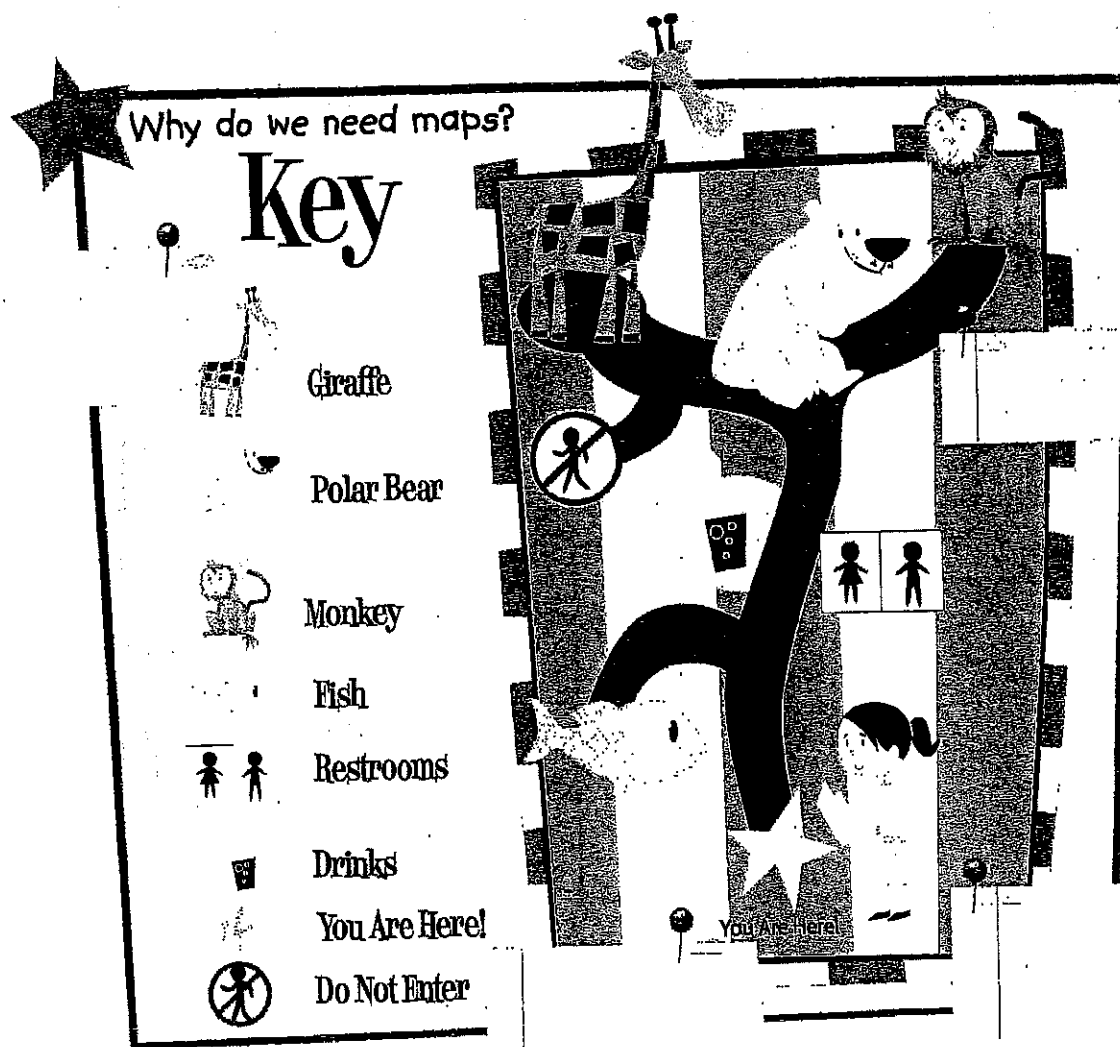
Advanced students will complete the activity on their own and relate to personal experience.

Name _____ Date _____

Unit Concept Map

Get out the Map!

Make a concept map with the answers to the Big Question: Why do we need maps?



Garfield Public Schools
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Grades 2/3 – ESL
DAY # 13, 4/1/20

OBJECTIVE:

- Students will be able to ask and answer questions about key details in a text.
- Students will be able to read text with purpose and understanding, and write information

STANDARD(S):

RI.2.1, RI.2.2, W2.2

WIDA 2: The Language of Language Arts

WIDA 5: The Language of Social Studies

TIME FRAME: 40 minutes

Activity Directions:

At the Zoo, Reach B, Vol. 2, page 206.

Read the song. Look and identify the animals on the page.
Write the words in the box 3 times. Write a sentence for each word. If you were at the zoo, what animals would you like to see? Write about them.

Differentiation:

Beginning level students will write words they know, draw a picture, or write in their home language.

Intermediate students will use a language frame or sentence starter.

Advanced students will complete the activity on their own and relate to personal experience.



High Frequency
Words

left

right

show

turn

Follow Directions

Listen and sing.

Song ((MP3))



At the Zoo



Oh, dear! Where
Can the monkeys be?



Turn left. Turn right.
And you will see.

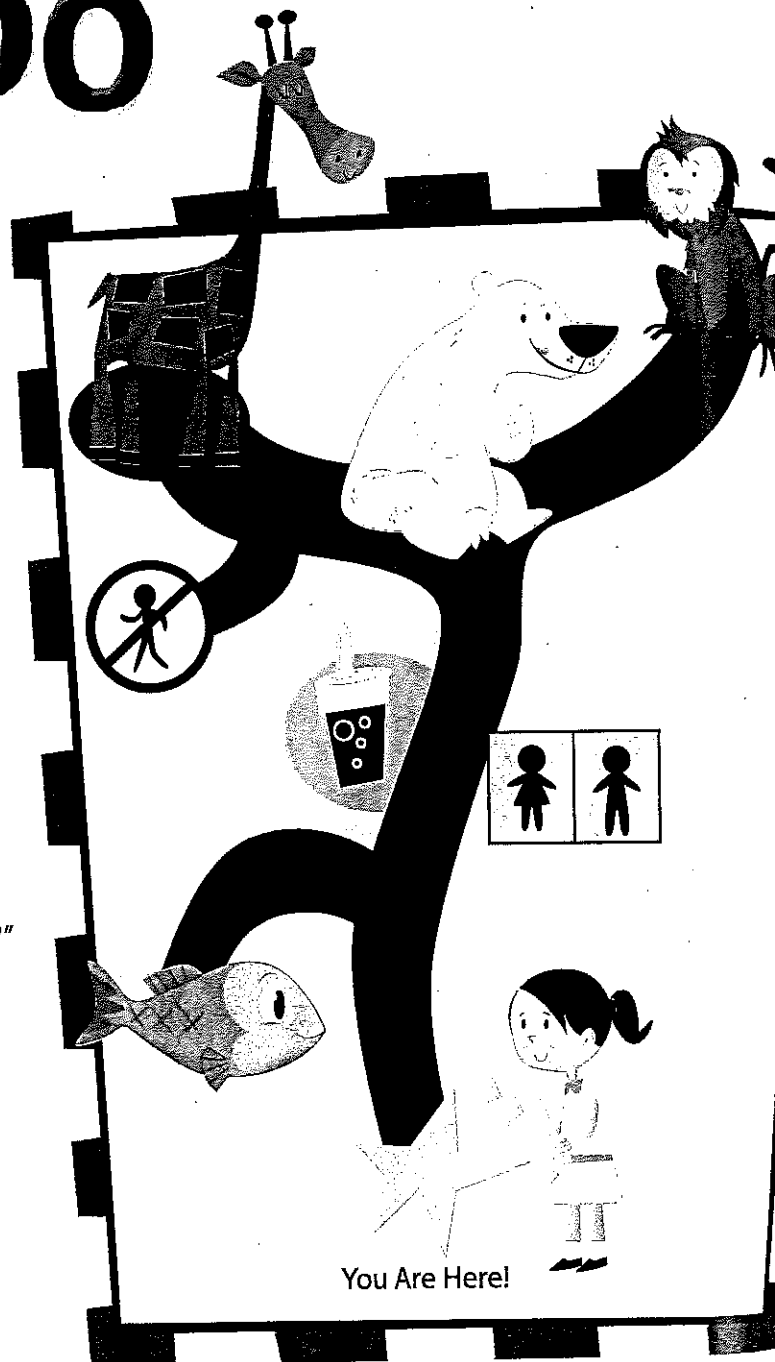


Show me. Where
Can the monkeys be?



This map can
Show you the way.

Tune: "Oh, Dear, What Can the Matter Be?"



Garfield Public Schools
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Grades 2/3 – ESL

DAY # 14, 4/2/20

OBJECTIVE:

- Students will be able to ask and answer questions about key details in a text.
- Students will be able to read text with purpose and understanding, and write information

STANDARD(S):

RI.2.1, RI.2.2, W2.2

WIDA 2: The Language of Language Arts

WIDA 5: The Language of Social Studies

TIME FRAME: 40 minutes

Activity Directions:

At the Zoo, pg 207 and Workbook page 8.2

Look at the symbols and signs. What symbols do you see in your neighborhood? Use workbook page 8.2 and draw 3 symbols and signs you see in your town. Write what they mean. Example- A stop sign. It tells the cars to stop.

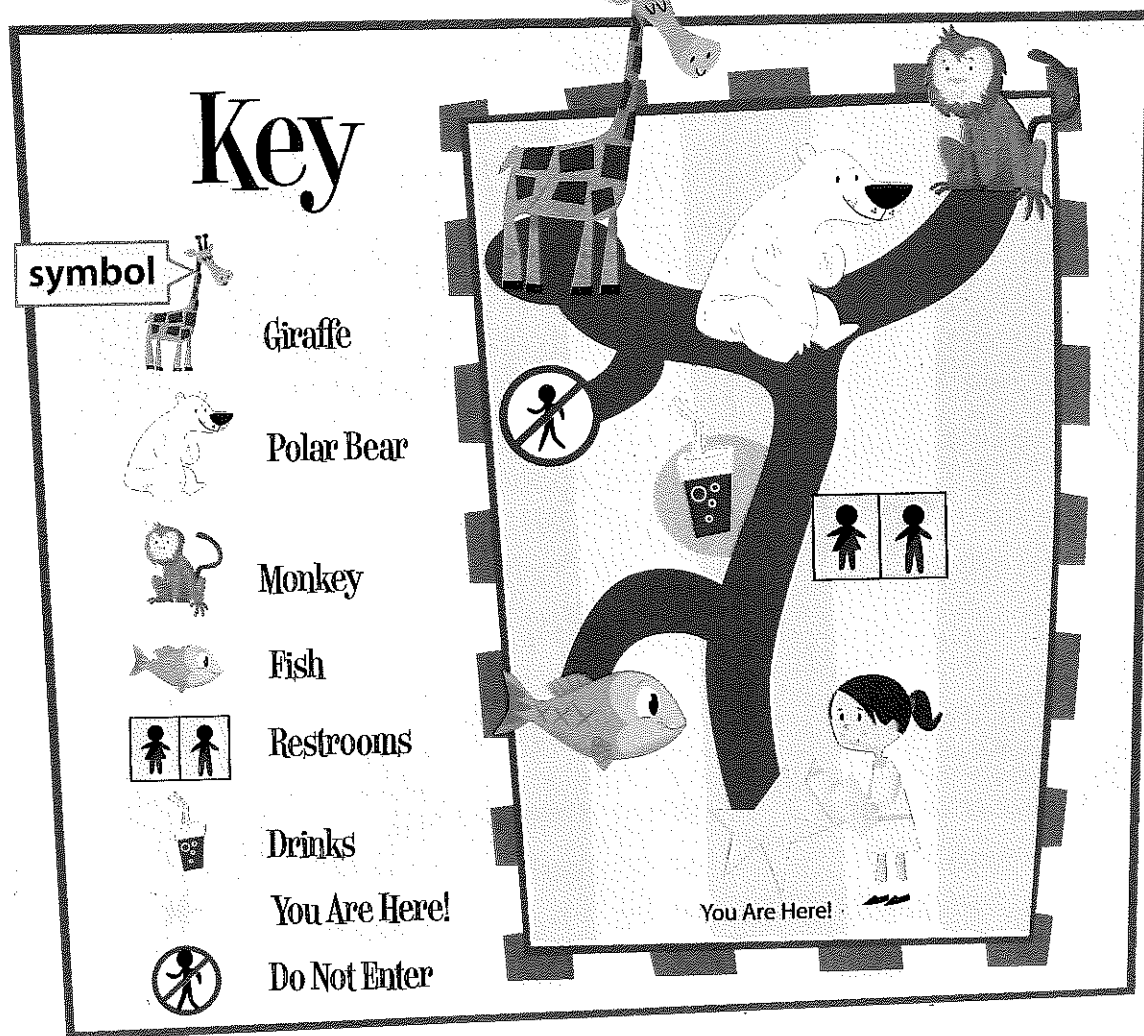
Differentiation:

Beginning level students will write words they know, draw a picture, or write in their home language.

Intermediate students will use a language frame or sentence starter.

Advanced students will complete the activity on their own and relate to personal experience.

Key Words



A **map key** is **useful**. It tells the **meaning** of a map's symbols. A symbol or sign can be a shape or a **picture**.

Talk Together

Tell a partner how to go from the entrance to see the fish. Use the map to help. Was the map useful?

Name _____

Date _____

Thinking Map: T Chart

Use Information

Draw symbols and signs that you see in town. Then write what they mean in the column on the right.

Symbols and Signs

What It Means

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Remote Learning Lesson Plans

Grades 2/3– ESL DAY # 15, 4/3/20	
OBJECTIVE:	<ul style="list-style-type: none">• Students will be able to ask and answer questions about key details in a text.• Students will be able to read text with purpose and understanding, and write information
STANDARD(S):	RI.2.1, RI.2.2, W2.2 WIDA 2: The Language of Language Arts WIDA 5: The Language of Social Studies
TIME FRAME: 40 minutes	
Activity Directions:	<p>Academic Vocabulary, pg 209.</p> <p>Copy the key social studies words. Write a sentence for each word. Then pick one word and write a question about maps. Now, write an answer to your question.</p> <p>Differentiation:</p> <p>Beginning level students will write words they know, draw a picture, or write in their home language.</p> <p>Intermediate students will use a language frame or sentence starter.</p> <p>Advanced students will complete the activity on their own and relate to personal experience.</p>

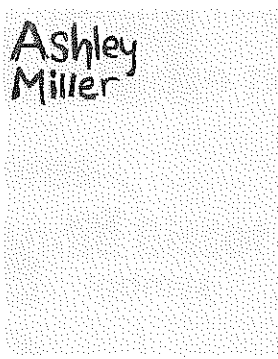
More Key Words

• between



The house is **between** the two trees.

corner



I write my name in the **corner** of the paper.

distance



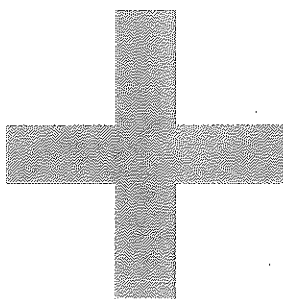
This man runs a long **distance**.

• show



I **show** my drawing.

sign



This **sign** means to add.

Talk Together

Use a **Key Word** to ask a question about maps.

What is the distance from your house to school?

• High Frequency Word

Add words to My Vocabulary Notebook.

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Garfield Public Schools
Remote Learning Lesson Plans

Grades 2/3 – ESL

DAY # 16, 4/6/20

OBJECTIVE:

- Students will be able to ask and answer questions about key details in a text.
- Students will be able to read text with purpose and understanding and write information.

STANDARD(S):

RI.2.1, RI.2.2, W.2.2

WIDA 2: The Language of Language Arts

WIDA 5: The Language of Social Studies

TIME FRAME: 40 minutes

Activity Directions:

“If Maps Could Talk”, Reach B, Volume 2, pages 210-221

Students read about the different types of maps. Make a list of the 5 maps discussed and what each map helps us to find.

Write about a place you have visited where you/your family have used a map:

We used a map to _____.

Differentiation:

Beginning level students will write words they know, draw a picture or write in their home language.

Intermediate students will use a language frame or sentence starter.

Advance students will complete the activity on their own and relate to personal experience.

If Maps Could Talk

by Erika L. Shores

illustrated by Annie Bisset



Comprehension Coach

Maps: Finding Your Way

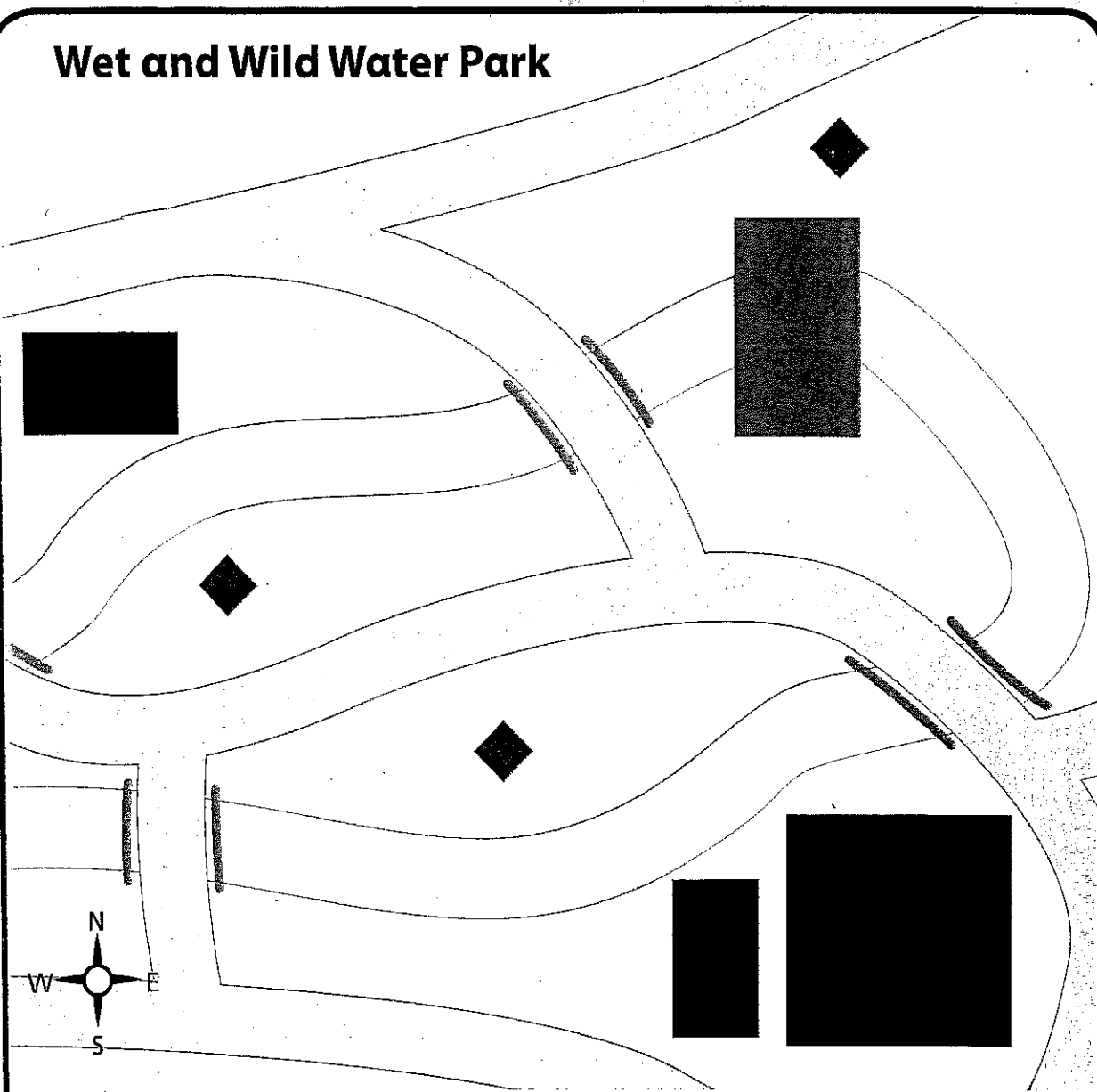
Where is the water slide? If you were a bird, you could fly up high to find it. But since you are not, you will have to use a **map**.

Maps use **symbols** to **show** where things are. The orange rectangle on the **Picture** Map is a symbol for the water slide. How do you know that? Read on.



Picture Map

Wet and Wild Water Park



symbol

Key



Entrance

Kid Pool



Food Stand



Family Play Area



Water Slide



Water



Sidewalk

▲ A picture map can use shapes or symbols to show where things are.

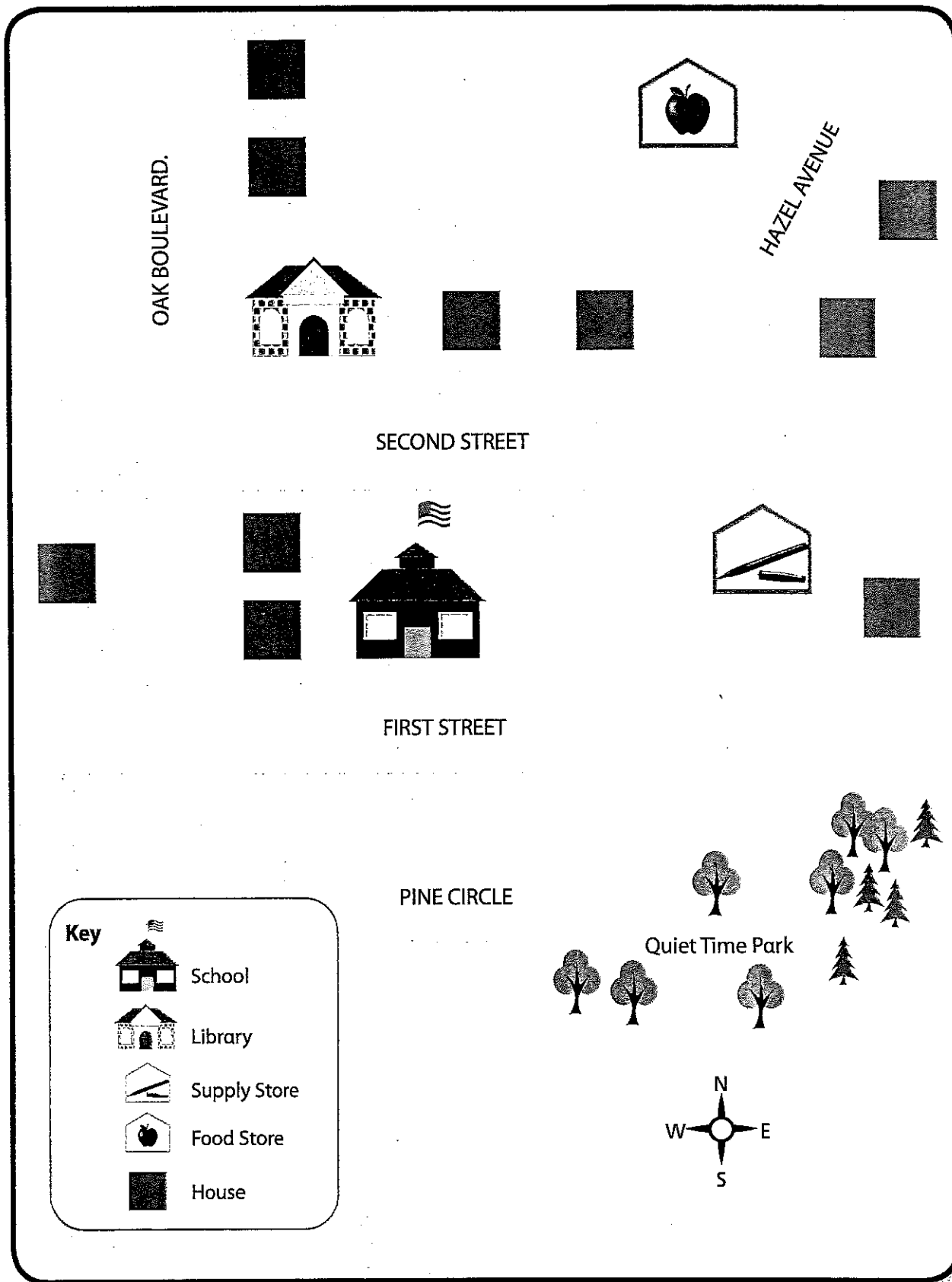
The Key to Using Maps

The box at the bottom of a map is the **key**. Use the map key to learn the **meanings** of map symbols.

Mapmakers use shapes to stand for real things. On the Street Map, what do the squares stand for?



Street Map



Key



School



Library



Supply Store



Food Store

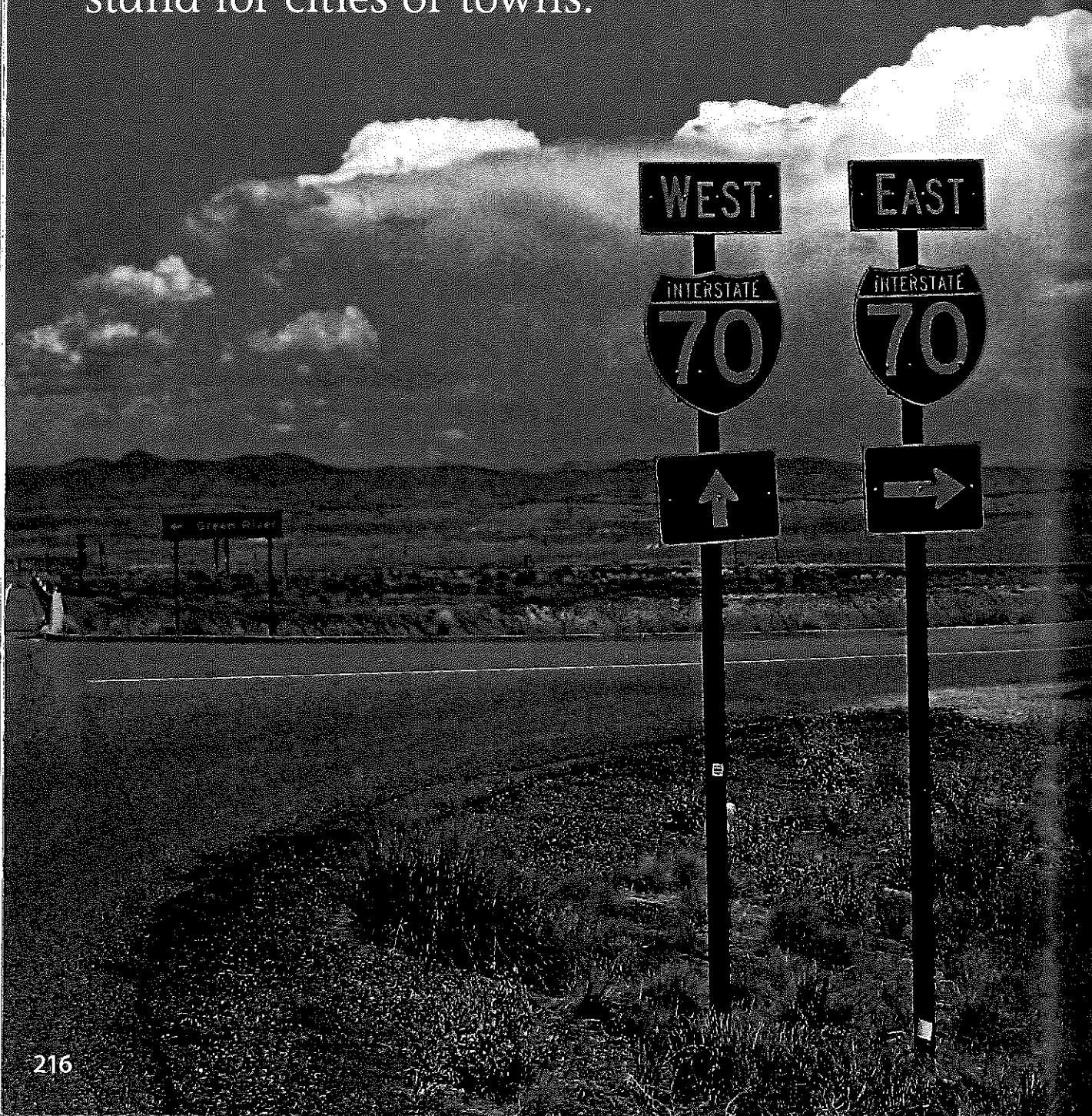


House

▲ A street map shows street names and symbols to help people find their way around town.

Symbols on the Road

Symbols on a road map help drivers find their way. A symbol shaped like a shield stands for a highway. Black circles stand for cities or towns.



Road Map



▲ A road map shows where roads and cities are.

Rain or Shine: Weather Symbols

What will the weather be like tomorrow? Look at a weather map in your city's newspaper.

Symbols on the Weather Map show the weather. Use the key to understand what the symbols mean.



Weather Map

Key



Sunny



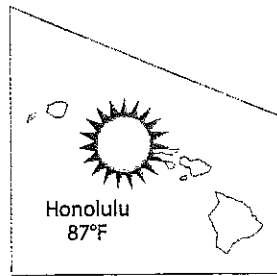
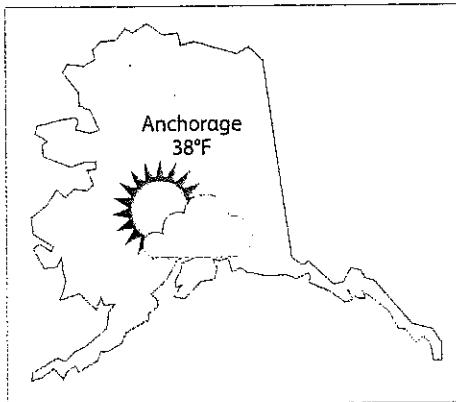
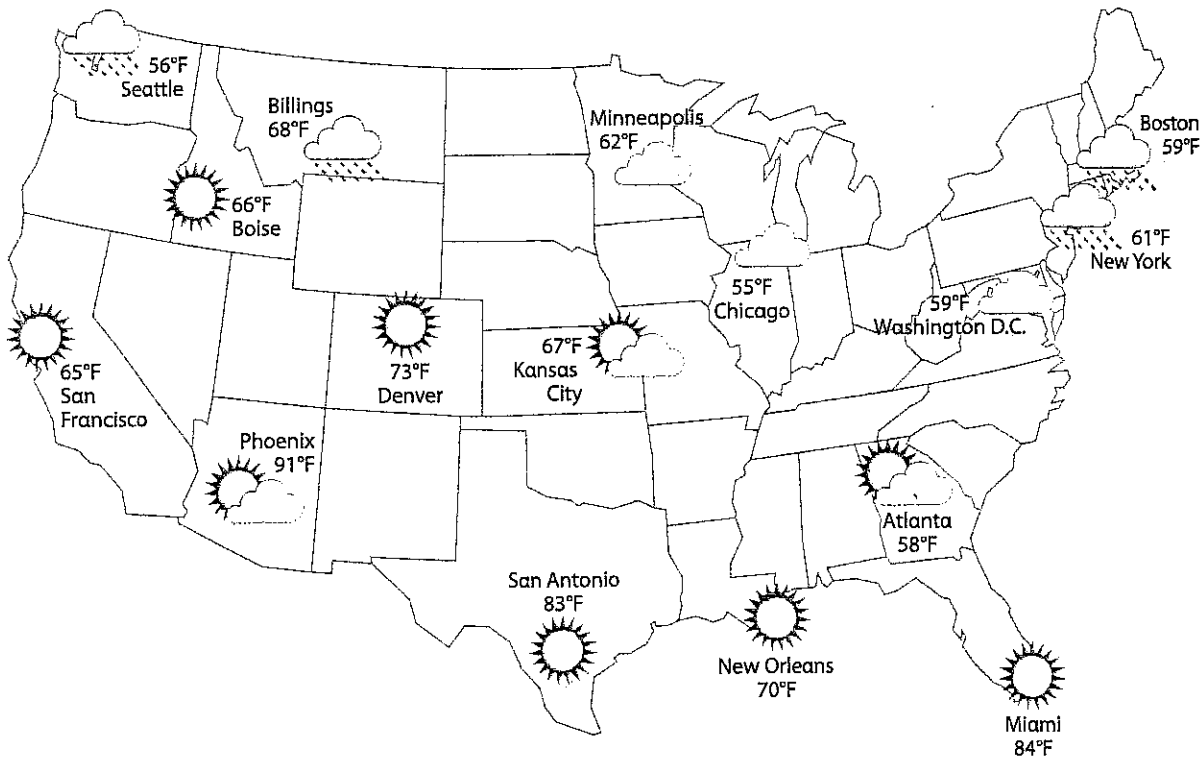
Mostly Sunny



Cloudy



Rainy



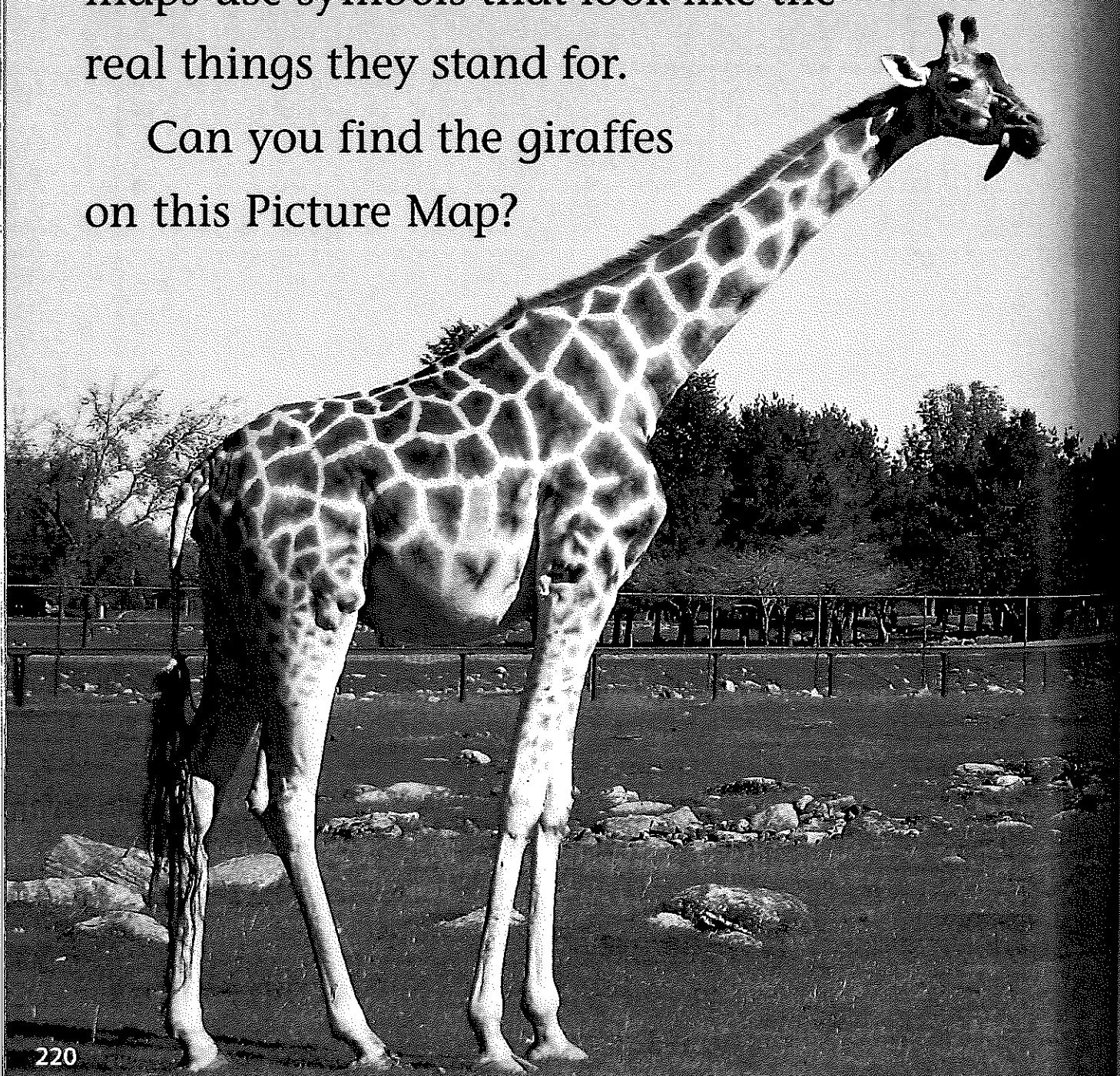
▲ A weather map shows what the weather is like all around the country.

p. 21

No Key Needed: Picture Symbols

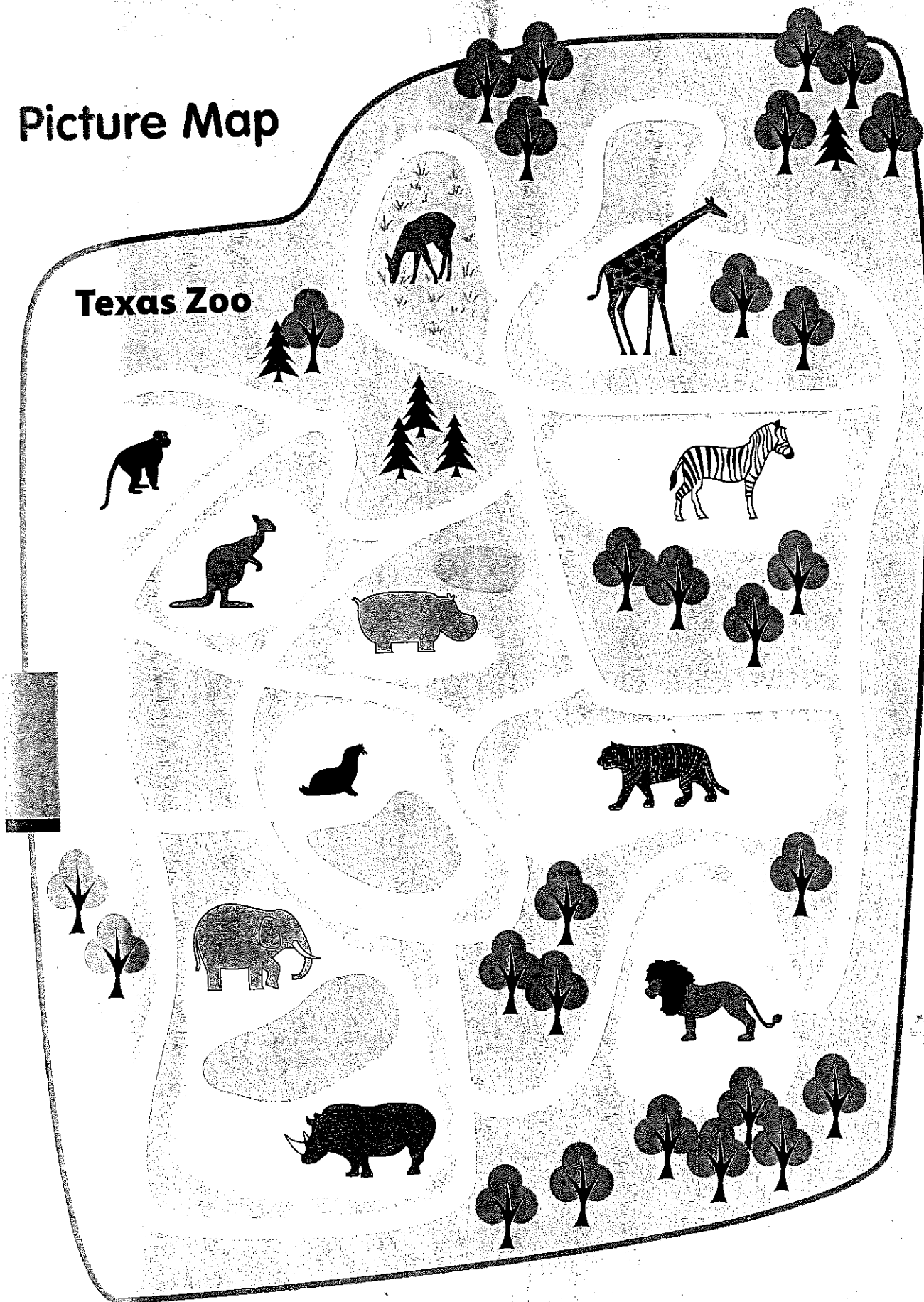
Most maps have a key. But there are some maps that don't have one. These maps use symbols that look like the real things they stand for.

Can you find the giraffes on this Picture Map?



Picture Map

Texas Zoo



▲ This picture map uses picture symbols to show where to find the animals at the zoo.

p. 23

Garfield Public Schools
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Grades 2/3 – ESL

DAY # 17, 4/7/20

OBJECTIVE:

- Students will be able to ask and answer questions about key details in a text.
- Students will be able to read text with purpose and understanding and write information.

STANDARD(S):

RI.2.1, RI.2.2, W.2.2

WIDA 2: The Language of Language Arts

WIDA 5: The Language of Social Studies

TIME FRAME: 40 minutes

Activity Directions:

“If Maps Could Talk”, Reach B, Volume 2, pages 210-221

Students will continue with activities from day 16. Reread story to help answer the questions.

Differentiation:

Beginning level students will write words they know, draw a picture or write in their home language.

Intermediate students will use a language frame or sentence starter.

Advance students will complete the activity on their own and relate to personal experience.

Garfield Public Schools
Remote Learning Lesson Plans

Grades 2/3 – ESL

DAY # 18, 4/8/20

OBJECTIVE:

- Students will be able to ask and answer questions about key details in a text.
- Students will be able to read text with purpose and understanding, and write information

STANDARD(S):

RI.2.1, RI.2.2, W.2.2

WIDA 2: The Language of Language Arts

WIDA 5: The Language of Social Studies

TIME FRAME: 40 minutes

Activity Directions:

Make Your Own Map – Reach B, Volume 2 p. 222:

Read and follow directions to make your own map. Remember to include a key with symbols that you need.

Look at picture map on page 222. Write how the school in the map is like ours. How is the school different from ours?

Our schools are the same because _____.

Our schools are different because _____.

Differentiation:

Beginning level students will write words they know, draw a picture or write in their home language.

Intermediate students will use a language frame or sentence starter.

Advance students will complete the activity on their own and relate to personal experience.

Make Your Own Map

Use these steps to make your own map.
Try to draw a map of your school.

Step 1

Draw the outline of your school. Show what your school would look like from above.

Step 2

Draw your classroom as a square.
Put a symbol in the classroom,
such as a star.

Step 3

Draw other rooms in your school,
like the cafeteria. Add hallways,
restrooms, and doors.



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Remote Learning Lesson Plans

Grade 2/3 – ESL

DAY # 19, 4/9/20

OBJECTIVE:

- Students will be able to ask and answer questions about key details in a text.
- Students will be able to read text with purpose and understanding, and write information

STANDARD(S):

RI.2.1, RI.2.2, W.2.2

WIDA 2: The Language of Language Arts

WIDA 5: The Language of Social Studies

TIME FRAME: 40 minutes

Activity Directions:

Reach B Volume 2, Think and Respond Questions

“Talk About It” – copy questions 1-3. Use the sentence starters provided to write your answers.

1. What does a map key show? A map key shows_____.
2. Why do you need a key to understand most maps? You need a key to understand_____.
3. Why do people use road maps? People use road maps to_____.

Differentiation:

Beginning level students will write words they know, draw a picture or write in their home language.

Intermediate students will use a language frame or sentence starter.

Advance students will complete the activity on their own and relate to personal experience.

Garfield Public Schools
Remote Learning Lesson Plans

Grades 2/3 – ESL

DAY # 20, 4/10/20

OBJECTIVE:

- Students will be able to ask and answer questions about key details in a text.
- Students will be able to read text with purpose and understanding, and write information

STANDARD(S):

RI.2.1, RI.2.2, W.2.2

WIDA 2: The Language of Language Arts

WIDA 5: The Language of Social Studies

TIME FRAME: 40 minutes

Activity Directions:

Reread story, "If Maps Could Talk", p. 210-221.

Write About It. What did you learn from "If Maps Could Talk"?
Answer the question. Use sentence starter below.

I learned _____ from page _____.

Differentiation:

Beginning level students will write words they know, draw a picture or write in their home language.

Intermediate students will use a language frame or sentence starter.

Advance students will complete the activity on their own and relate to personal experience.