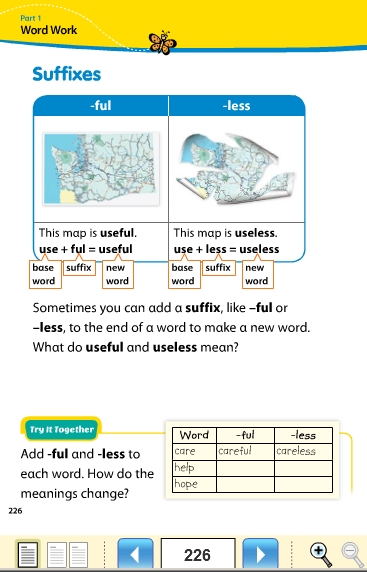
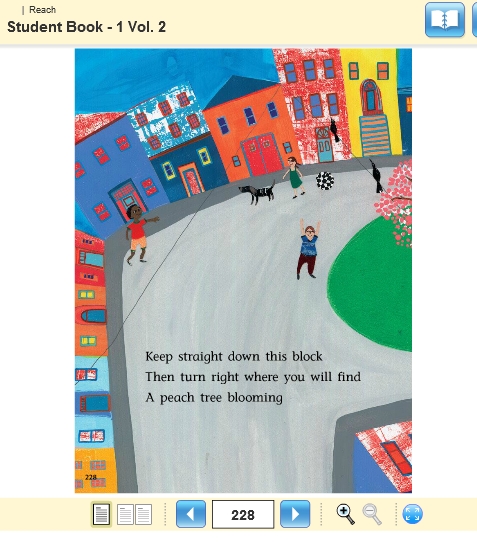
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| ***Grade2/3–ESL***  **DAY # 20-4/20/20** |
| **OBJECTIVE:**   • Students will be able to ask and answer questions about key details in a text.  • Students will be able to read text with purpose and understanding, and write information |
| **STANDARD(S):**    RI.2.1, RI.2.2, W2.2   R1.3.1,R1.3.2, W3.2  WIDA 2 (Language of Language Arts)  WIDA 5 (Language of Social Studies) |
| **TIME FRAME:**  20 minutes |
| **Activity Directions:**    Use Information:  1. Think about the signs and symbols you have read about.  2. Draw a symbol for a school, a library, a house, a sunny day, a rainy day.  3. Next to each symbol, write what it means.  **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.  **Assessment: WIDA writing Rubric** |

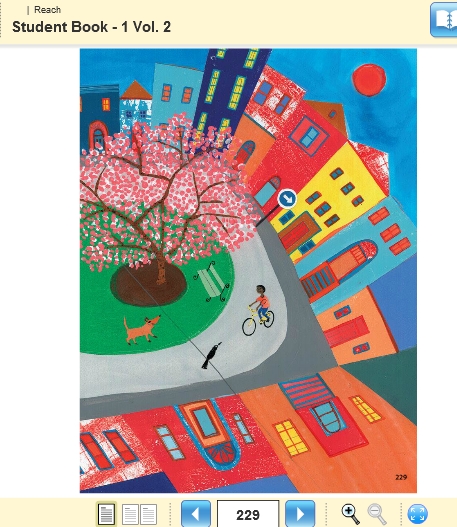
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| ***Grade2/3–ESL***  **DAY # 21-4/21/20** |
| **OBJECTIVE:**   • Students will be able to ask and answer questions about key details in a text.  • Students will be able to read text with purpose and understanding, and write information |
| **STANDARD(S):**   RI.2.1, RI.2.2, W2.2   R1.3.1,R1.3.2, W3.2  WIDA 2 (Language of Language Arts)  WIDA 5 (Language of Social Studies) |
| **TIME FRAME:**   20 minutes |
| **Activity Directions:**   Suffixes  1. Read about suffixes and word endings on pg 226.  2. Read these sentences:  The first map is useful because I can read it.  The second map is useless because it is torn.  3. Copy and fill in the chart at the bottom of page 226. Use the suffix to make a new word.  4.Pick 4 words and write a sentence for each of the 4 new words.  **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.  **Assessment: WIDA writing Rubric** |



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| ***Grade2/3–ESL***  **DAY # 22-4/22/20** (2 day lesson, Day 22 and Day 23) |
| **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   R1.3.1,R1.3.2, W3.2  WIDA 2 (Language of Language Arts)  WIDA 5 (Language of Social Studies) |
| **TIME FRAME:**    20 minutes |
| **Activity Directions:**   Compare Genres: Informational Story and Poem   * Read the poem on page 227,228, 229. Poems put pictures in your mind. This Haiku poem tells you how to get to an interesting place. * Answer the questions in your notebook.  1. What does this poem tell you? It tells me\_\_\_\_\_\_\_\_\_\_\_\_. 2. What happens after you turn right?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  * Think about the informational story we read last week, If Maps Could Talk.   3. How are the map story and the poem the same?  They are the same because\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  4.How are the map story and the poem different?  They 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.  Advanced students will complete the activity on their own and relate to personal experience.  **Assessment: WIDA writing Rubric** |



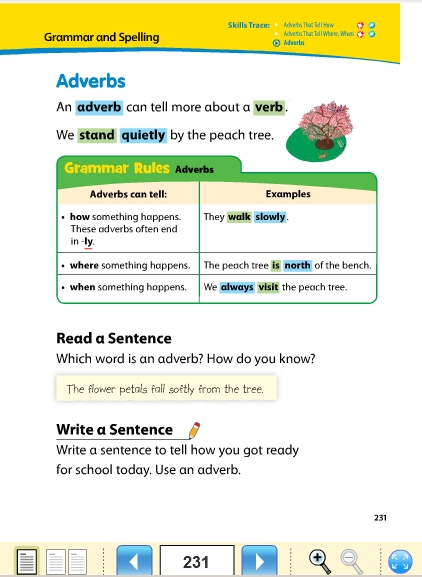


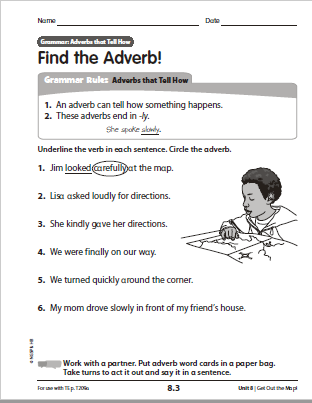


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| ***Grade2/3–ESL***  **DAY # 23-4/23/20** ( This lesson continues for the 2nd day) |
| **OBJECTIVE:**   • Students will be able to ask and answer questions about key details in a text.  • Students will be able to read text with purpose and understanding, and write information |
| **STANDARD(S):**   RI.2.1, RI.2.2, W2.2   R1.3.1,R1.3.2, W3.2  WIDA 2 (Language of Language Arts)  WIDA 5 (Language of Social Studies) |
| **TIME FRAME:**    20 minutes |
| **Activity Directions:**    Compare Genres: Informational Story and Poem   * Read the poem on page 227,228, 229. Poems put pictures in your mind. This Haiku poem tells you how to get to an interesting place. * Answer the questions in your notebook.  1. What does this poem tell you? It tells me\_\_\_\_\_\_\_\_\_\_\_\_. 2. What happens after you turn right?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  * Think about the informational story we read last week, If Maps Could Talk.   3. How are the map story and the poem the same?  They are the same because\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  4.How are the map story and the poem different?  They 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.  Advanced students will complete the activity on their own and relate to personal experience.  **Assessment: WIDA writing Rubric** |

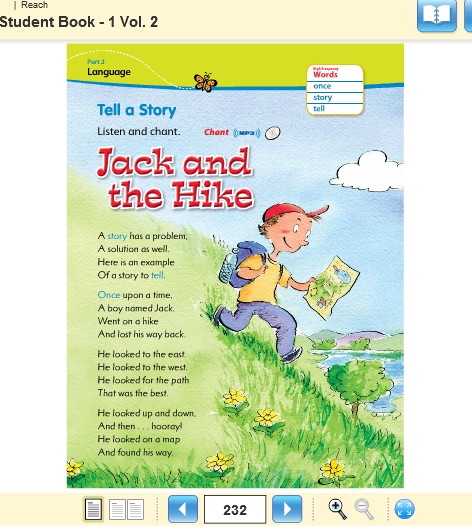
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| ***Grade2/3–ESL***  **DAY # 24-4/24/20-Friday** |
| **OBJECTIVE:** |
| **STANDARD(S):** |
| **TIME FRAME:** |
| **Activity Directions:** |

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| ***Grade2/3–ESL***  **DAY # 25-4/27/20** |
| **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   R1.3.1,R1.3.2, W3.2  WIDA 2 (Language of Language Arts)  WIDA 5 (Language of Social Studies) |
| **TIME FRAME:**     20 minutes |
| **Activity Directions:**   Adverbs:  1. Read page 231, Adverbs. Adverbs tell more about verbs. Many adverbs end with –ly.  2.Look at workbook page 8.3 . Copy the sentences. Underline the verb. Circle the adverb.  3. Write a sentence to tell how you got ready for school today. Use an adverb.  **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.  **Assessment: WIDA writing Rubric** |





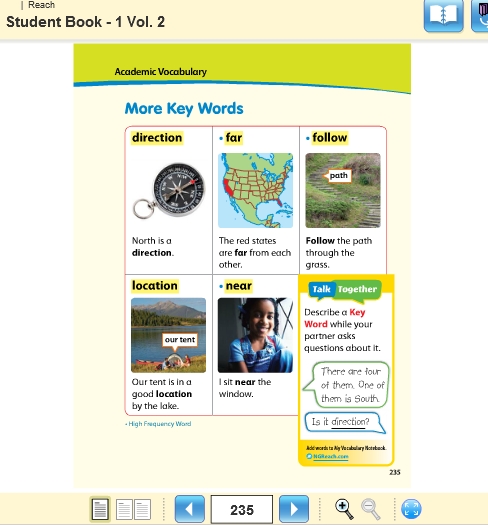
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| ***Grade2/3–ESL***  **DAY # 26-4/28/20** (This lesson covers 2 days.) |
| **OBJECTIVE:**   • Students will be able to ask and answer questions about key details in a text.  • Students will be able to read text with purpose and understanding, and write information |
| **STANDARD(S):**   RI.2.1, RI.2.2, W2.2   R1.3.1,R1.3.2, W3.2  WIDA 2 (Language of Language Arts)  WIDA 5 (Language of Social Studies) |
| **TIME FRAME:**      20 minutes |
| **Activity Directions:**  Jack and the Hike  1.Read the chant on pg 232.  2. Look at the map on page 233. Write 3 sentences to tell a story about how Jack gets to the lake. Remember to use capital letters, periods, and sequence words(first, next , last).  3. Start your story with this sentence: Jack is going to the lake.  **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.  **Assessment: WIDA writing Rubric** |





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| ***Grade2/3–ESL***  **DAY # 27-4/29/20** (This is the second day for this lesson) |
| **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   R1.3.1,R1.3.2, W3.2  WIDA 2 (Language of Language Arts)  WIDA 5 (Language of Social Studies) |
| **TIME FRAME:**   20 minutes |
| **Activity Directions:**   Jack and the Hike  1.Read the chant on pg 232.  2. Look at the map on page 233. Write 3 sentences to tell a story about how Jack gets to the lake. Remember to use capital letters, periods, and sequence words(first, next , last).  3. Start your story with this sentence: Jack is going to the lake.  **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.  **Assessment: WIDA writing Rubric** |

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| ***Grade2/3–ESL***  **DAY # 28-4/30/20** |
| **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   R1.3.1,R1.3.2, W3.2  WIDA 2 (Language of Language Arts)  WIDA 5 (Language of Social Studies) |
| **TIME FRAME:**   20 minutes |
| **Activity Directions:**   Academic Key Words  1. Read the information on page 235.  2. Write the words in yellow 3 times.  3. Pick 3 yellow words and write a sentence for each.  **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.  **Assessment: WIDA writing Rubric** |



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| ***Grade2/3–ESL***  **DAY # 29-5/1/20 Friday** |
| **OBJECTIVE:** |
| **STANDARD(S):** |
| **TIME FRAME:** |
| **Activity Directions:** |