Grade 2/3 - ESL

DAY # 30 – 5/04/20 (3 day lesson, Day 30, 31 and 32)

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
RI.3.1, RI 3.2, W.3.2
WIDA 2 (Language of Language Arts)
WIDA 5 (Language of Social Studies)

TIME FRAME: 20 minutes

Activity Directions:

This lesson will take 3 days to finish. You will listen to a story (fairy tale) and then do some activities:

- Go to Reach website:
- https://www.myngconnect.com/login/chooseMainUI.spr;jsessionid=62EDEF93F83835EB1A2467AE20870B28.tomcat1

User name: STRE5464 Password: Password

- Listen to the fairy tale "Caperucita Roja" p. 237 – 256.
- Look at the Think and Respond on p. 258. Write the questions and use the sentence starters provided to write the answers.

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.
Assessment – WIDA Writing Rubric

Read a Modern Fairy Tale

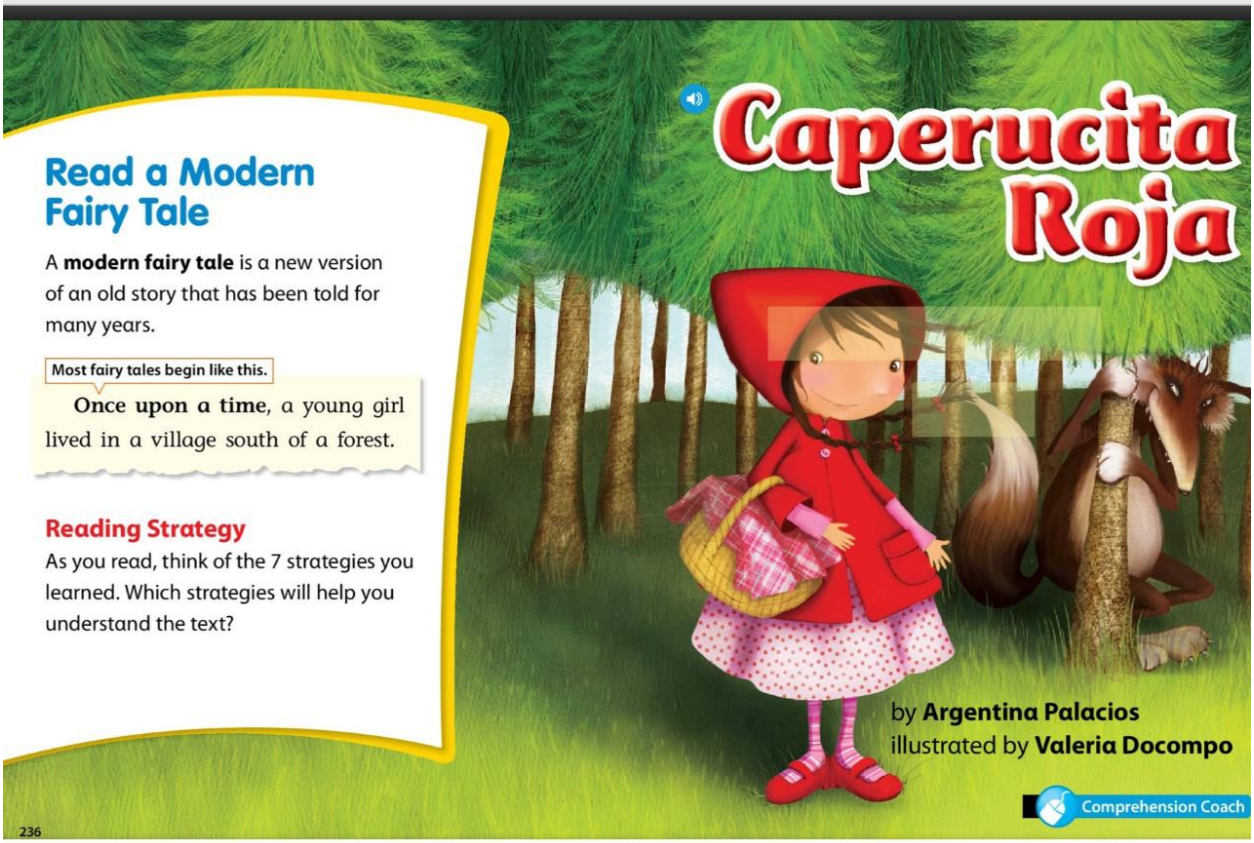
A **modern fairy tale** is a new version of an old story that has been told for many years.

Most fairy tales begin like this.

Once upon a time, a young girl lived in a village south of a forest.

Reading Strategy

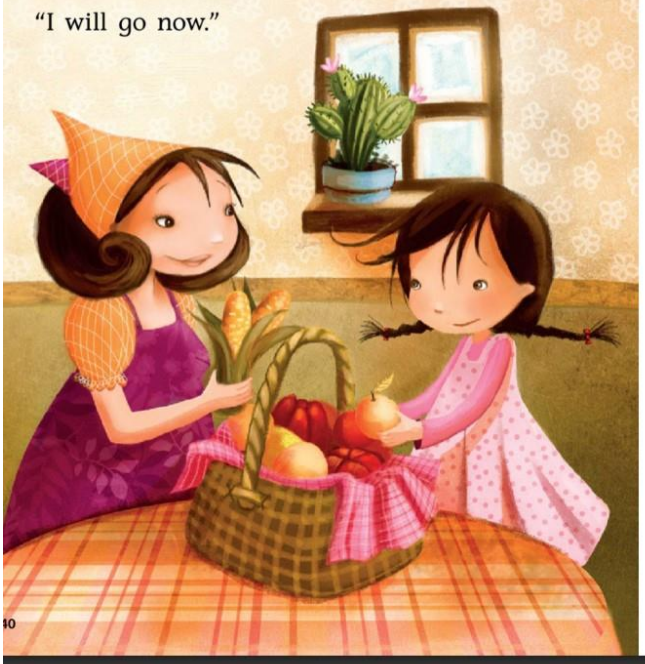
As you read, think of the 7 strategies you learned. Which strategies will help you understand the text?



Once upon a time, a young girl lived in a village **south** of a forest. She had a red riding hood. She loved it. She wore her red riding hood every day. So people called her Caperucita Roja.

One day, Caperucita Roja's Mamá said, "Hija, Abuelita is sick. Take her some food. Visit with her for a while."

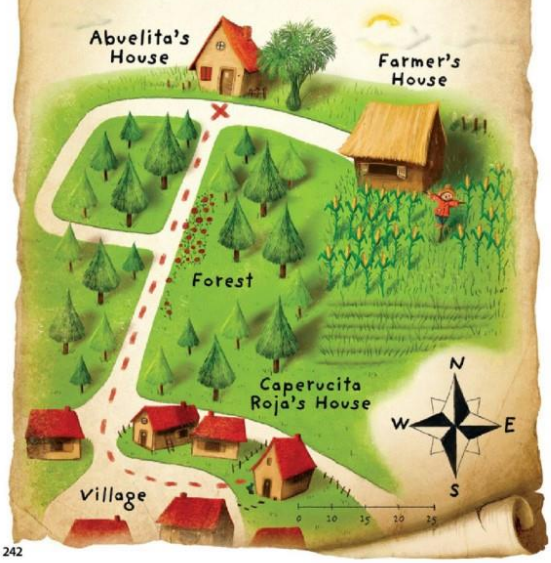
"Sí, Mamá," Caperucita Roja said. "I will go now."



"**Follow** the shortest **path**. Do not get distracted. Go quickly!" Mamá said. "Do not forget your map."

"Sí, Mamá. I will take the map with me," said Caperucita Roja.

The village was south of the forest. Abuelita's house was **north** of the forest. Caperucita Roja followed the **directions** on her map. She knew exactly where to go!



Suddenly, a wolf stepped out of the forest. He was big, and he was bad. So people called him Big Bad Wolf.

"Hello, Caperucita Roja," he said. "Look at those pretty flowers. You should take some flowers to Abuelita."

One, two, three, four flowers. Caperucita Roja got distracted.

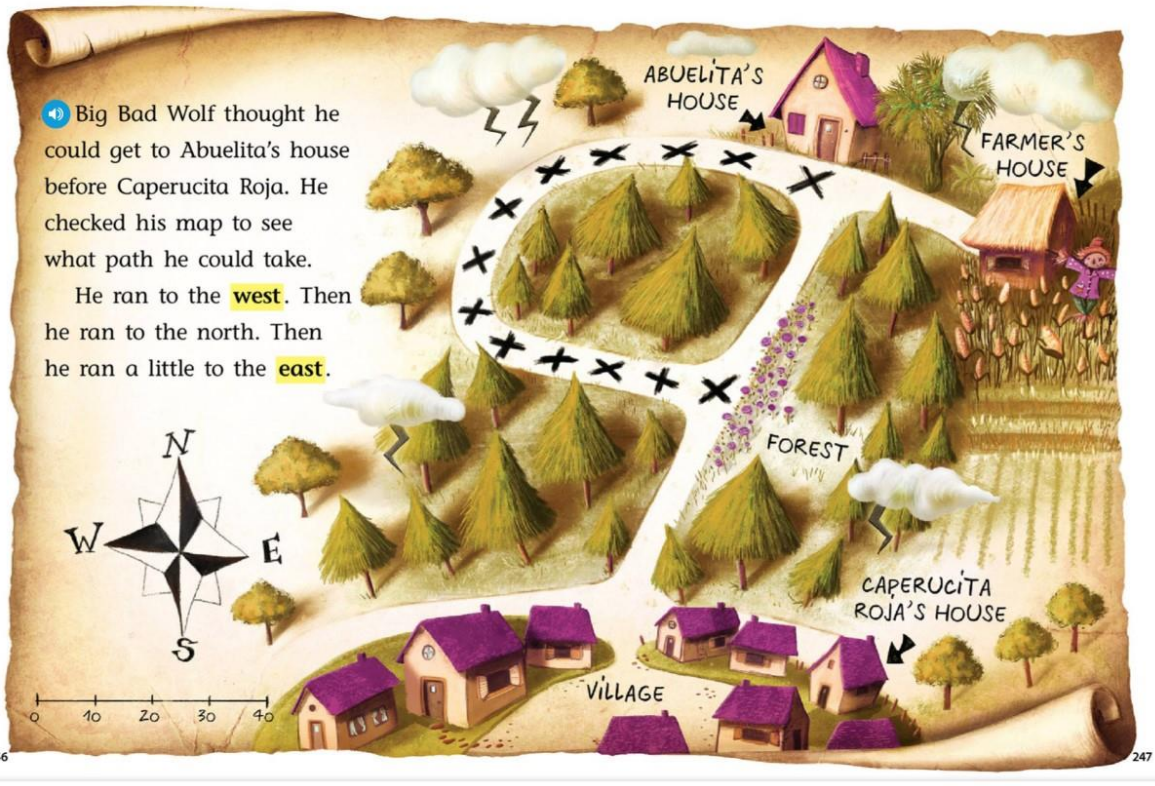
The wolf wanted to eat Caperucita Roja. But people were walking on the path. They would not want Caperucita Roja to be eaten. They would stop him.

Big Bad Wolf was unhappy. Then he had an idea.

He ran away, but Caperucita Roja didn't notice. She was too busy picking flowers for Abuelita.

Big Bad Wolf thought he could get to Abuelita's house before Caperucita Roja. He checked his map to see what path he could take.

He ran to the **west**. Then he ran to the north. Then he ran a little to the **east**.



Big Bad Wolf knocked on Abuelita's door. "It is Caperucita Roja," he said.

"Come in, my dear," said Abuelita.

The wolf looked at Abuelita. He didn't want to eat her at all. She was too skinny.

"She does not look tasty," Big Bad Wolf said to himself. So he pushed Abuelita out of the bed and into the closet!

Then Big Bad Wolf put on one of Abuelita's nightgowns. "Now I look like Abuelita. I will eat Caperucita Roja," he said to himself.

Caperucita Roja knocked on the door.

"Come in!" Big Bad Wolf tried to sound like Abuelita. But his voice was too low.

"That does not sound like Abuelita," Caperucita Roja said to herself. She opened the door. Something was wrong.

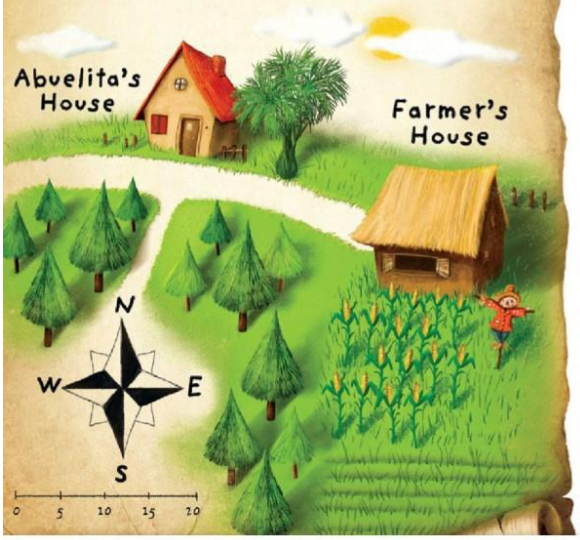
Caperucita Roja saw two long ears. They were not Abuelita's ears.

Then she saw one very long nose. It was not Abuelita's nose.

She saw two little, brown eyes. They were not Abuelita's eyes.

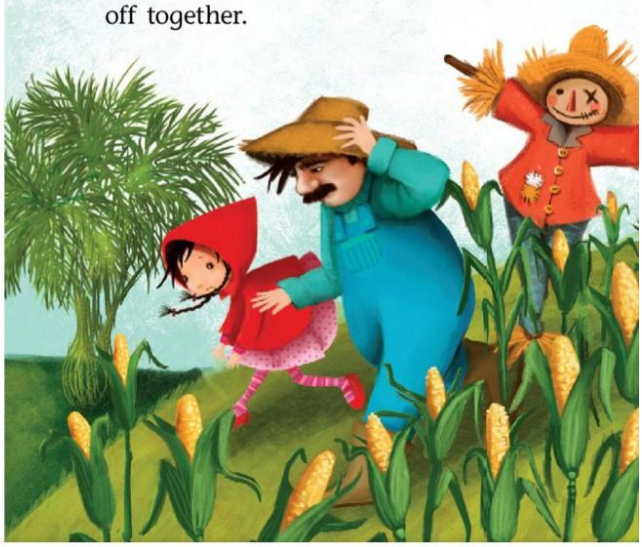
Caperucita Roja thought fast. "Who can help me? The farmer can! I will go get the farmer!"

Caperucita Roja looked at her map. It showed where the farmer lived.



Caperucita Roja went east. She ran and ran. She told the farmer about the wolf.

"I scare rabbits out of my garden every day. I will scare away that wolf! I will save Abuelita!" he shouted. And they ran off together.



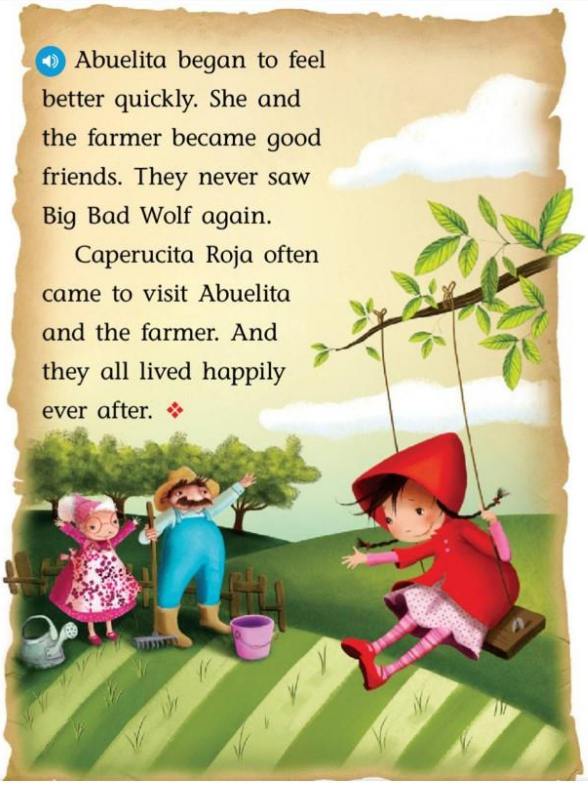
When Big Bad Wolf saw the angry farmer, he jumped out of the bed. He tried to go **right**. He tried to go **left**. He could not escape. The farmer was too fast for him. So Big Bad Wolf jumped out of the window!

Caperucita Roja opened the closet door. She helped Abuelita back into the bed.

"Thank you for your help!" Caperucita Roja said to the farmer. "I could not have saved Abuelita without you."

Abuelita began to feel better quickly. She and the farmer became good friends. They never saw Big Bad Wolf again.

Caperucita Roja often came to visit Abuelita and the farmer. And they all lived happily ever after. ❖



Meet the Author

AWARD WINNER

Argentina Palacios

Argentina Palacios was born in Panama, and then moved to the United States. She was a Spanish teacher in Texas.

Now Ms. Palacios writes stories in English and Spanish. She also gives tours to children at a zoo because she loves animals.

Argentina Palacios

Writer's Craft

Argentina Palacios ended this story by solving the problem and telling us what happens to the characters afterward. What else would you add to the ending?

Grade 2/3 - ESL

DAY # 31 – 5/05/20 (This lesson continues for the second 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, W.2.2 RI.3.1, RI 3.2, W.3.2 WIDA 2 (Language of Language Arts) WIDA 5 (Language of Social Studies)
TIME FRAME: 20 minutes
Activity Directions: This lesson will take 3 days to finish. You will read a story (fairy tale) and then do some activities: • Read the fairy tale "Caperucita Roja" p. 237 – 256. • Look at the Think and Respond on p. 258. Write the questions and use the sentence starters provided to write the answers. 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. Assessment – WIDA Writing Rubric

Grade 2/3 - ESL

DAY # 32 – 5/06/20 (This lesson continues for the third 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, W.2.2

RI.3.1, RI 3.2, W.3.2

WIDA 2 (Language of Language Arts)

WIDA 5 (Language of Social Studies)

TIME FRAME: 20 minutes

Activity Directions:

This lesson will take 3 days to finish. You will read a story (fairy tale) and then do some activities:

- Read the fairy tale "Caperucita Roja" p. 237 – 256.
- Look at the Think and Respond on p. 258. Write the questions and use the sentence starters provided to write the answers.

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.

Assessment – WIDA Writing Rubric

4:51 PM Thu Apr 16 38%
www.myngconnect.com
258 A-Z

Part 2
Think and Respond

Talk About It

1. Which character in the story is sick?

   ____ is sick.

2. How does Big Bad Wolf get to Abuelita's house before Caperucita Roja?

   Big Bad Wolf ____ .

3. How does Caperucita Roja use a map to get help?

   Caperucita Roja uses a map to ____ .

Learn test-taking strategies.
NGReach.com

Write About It

This fairy tale teaches you to know when you are in trouble and to go for help. When have you needed help? Who did you go to?

I needed help ____ .
I went to ____ .

Grade 2/3 - ESL

DAY # 33 –5/07/20 (2 Day 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, W.2.2

RI.3.1, RI 3.2, W.3.2

WIDA 2 (Language of Language Arts)

WIDA 5 (Language of Social Studies)

TIME FRAME: 20 minutes

Activity Directions:

Look at Write About It on page 258. You are going to write about a time when you needed help:

1. Use the sentence starters provided to tell about a time that you needed help.
2. Add details to your story to write 3 sentences about what happened
3. Draw a picture to go with your story.

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.

Assessment – WIDA Writing Rubric

Grade 2/3 - ESL

DAY # 34 –5/08/20 (This lesson continues for the second 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, W.2.2 RI.3.1, RI 3.2, W.3.2 WIDA 2 (Language of Language Arts) WIDA 5 (Language of Social Studies)
TIME FRAME: 20 minutes
Activity Directions: Look at Write About It on page 258. You are going to write about a time when you needed help: 1.Use the sentence starters provided to tell about a time that you needed help. 2.Add details to your story to write 3 sentences about what happened 3.Draw a picture to go with your story. 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. Assessment – WIDA Writing Rubric

Grade 2/3 - ESL

DAY # 35 – 5/11/20

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

RI.3.1, RI 3.2, W.3.2

WIDA 2 (Language of Language Arts)

WIDA 5 (Language of Social Studies)

TIME FRAME: 20 minutes

Activity Directions:

Go to Brainpop Jr. User name: Garfield10 Password: Garfield10

https://jr.brainpop.com/search/?keyword=Reading+Maps

1.Watch video about reading maps.
2.Look at vocabulary words and do activities.
3. Do quiz at end of video.

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.

Assessment – WIDA Writing Rubric

Grade 2/3 - ESL

DAY # 36 – 5/12/20

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

RI.3.1, RI 3.2, W.3.2

WIDA 2 (Language of Language Arts)

WIDA 5 (Language of Social Studies)

TIME FRAME: 20 minutes

Activity Directions:

Identify Problem and Solution:

1. Reread the fairy tale. Think about what the problem in the story is, what happens in the story and what the solution is.
2. Look at practice book p. 8.16. Fill in the problem and solution chart.

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.

Assessment – WIDA Writing Rubric

11:06 AM Wed Apr 8 64%
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Name _____ Date _____

Reread and Retell: Problem-and-Solution Chart

Caperucita Roja

List the events and solution to the problem below.

Problem: Big Bad Wolf is trying to eat Abuelita.

Event 1:

Event 2:

Event 3:

Solution:

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Use your Problem-and-Solution Chart to retell the story to a

Grade 2/3 - ESL

DAY # 37 – 5/13/20

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

RI.3.1, RI 3.2, W.3.2

WIDA 2 (Language of Language Arts)

WIDA 5 (Language of Social Studies)

TIME FRAME: 20 minutes

Activity Directions:

Prefixes:

1. Look at page 260. It tells you how to use a prefix to make a new word.
2. Copy the chart on the bottom of the page and write the new words. Write a sentence for each of the four new words.

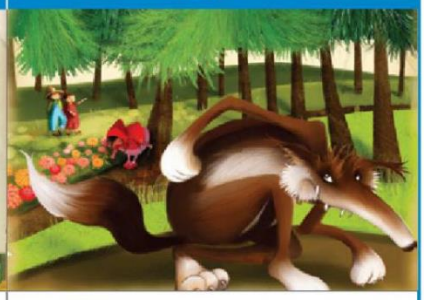
Differentiation:

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

Assessment – WIDA Writing Rubric

12:09 PM Wed Apr 15 14%
NATIONAL GEOGRAPHIC Reach my NG connect™
260 A-Z

Prefixes

base word	un-
	
Caperucita is **happy**.	Big Bad Wolf is **unhappy**.
happy	**un** + **happy** = **unhappy**
base word	prefix · base word · new word

A **prefix** is a word part. Add a prefix to the **beginning** of a base word to change the meaning. What does **unhappy** mean?

Try It Together

Add the prefix **un**- to each word. Talk about the new meaning of each word.

Word	New Word
lucky	unlucky
safe	
kind	
fair	

Grade 2/3 - ESL

DAY # 38 – 5/14/20 (2 day 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, W.2.2

RI.3.1, RI 3.2, W.3.2

WIDA 2 (Language of Language Arts)

WIDA 5 (Language of Social Studies)

TIME FRAME: 20 minutes

Activity Directions:

Write It!

1. Look at page 271 – Write It!
2. Draw a map of your neighborhood. Use symbols in your map.
3. Draw a map key that shows what the symbols mean.

   Places you can draw: school, house, playground, your friend's house, a store or community place.

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.

Assessment – WIDA Writing Rubric

12:10 PM Wed Apr 15 14%
myngconnect.com
271 A-Z

Talk About It!

Give Directions

Hide an object, such as a crayon. Then give good directions so that your partner can find the object. Take turns.

Go to the plants near the window. Look between the books.

Write It!

Draw a Map

Draw a map of your neighborhood. Use symbols in your map. Draw a map key that shows what the symbols stand for.

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Grade 2/3 - ESL

DAY # 39 – 5/15/20 (This lesson continues for the second 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, W.2.2

RI.3.1, RI 3.2, W.3.2

WIDA 2 (Language of Language Arts)

WIDA 5 (Language of Social Studies)

TIME FRAME: 20 minutes

Activity Directions:

Write It!

4. Look at page 271 – Write It!
5. Draw a map of your neighborhood. Use symbols in your map.
6. Draw a map key that shows what the symbols mean.

Places you can draw: school, house, playground, your friend's house, a store or community place.

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.

Assessment – WIDA Writing Rubric