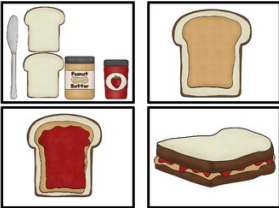
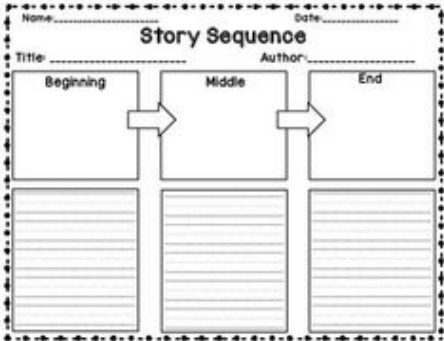


2nd Grade - ELD Sample Two Week Instructional Plan

Week of:	Time Block	Monday	Tuesday	Wednesday	Thursday	Friday
April 20-April 24	15 min.	Academic Vocabulary: Sequence of Events	Academic Vocabulary: Sequence of Events	Academic Vocabulary: Sequence of Events	Academic Vocabulary: Sequence of Events	Academic Vocabulary: Sequence of Events
Unit 6 Lesson 28	15 min.	Talk About a Scene: Talk about what is happening in the picture during social studies.	Retell a Narrative: <ul style="list-style-type: none"> ● TE - 226 ● ST - 458 	Retell a Narrative: <ul style="list-style-type: none"> ● TE - 226 ● ST - 459 	Retell a Narrative: <ul style="list-style-type: none"> ● TE - 228 ● ST - 462-463 	Retell a Narrative: <ul style="list-style-type: none"> ● TE - 229 ● ST - 465
Yeh-Shen	15 min.	Journeys: Designated: EQ: What can you learn from reading a fairy tale? Read the Text Aloud: -Check Text Comprehension Explore How English Works: -Introduce the Skill: recognize and use future tense verbs -Return to Text Language Workshop Teacher's Guide- TE-pg 561-563	Journeys: Designated Interact in Meaningful Ways: -Model the Sample Conversation - Revisit how the English works skill -Use sentence frames to scaffold conversations Language Workshop Teacher's Guide- TE-pg 566-567	Journeys: Designated Interact in Meaningful Ways: -Revisit the text to interpret meaning: evaluate language choices Revisit how the English works skill: -Intro the word learning strategy: identify and use multiple meaning words -Model the strategy and provide examples -negotiate understanding in small groups Language Workshop Teacher's Guide- TE-pg 568-571	Journeys: Designated Interact in Meaningful ways: -Facilitate Brainstorming -Intro the produce skill: plan a speech Revisit How English Works: -recognize and use future tense verbs Language Workshop Teacher's Guide- TE-pg 572-574	Journeys: Designated Interact in Meaningful ways: -Revisit the dialogue -Facilitate Revision Language Workshop Teacher's Guide- TE-pg 575-577

<p>Word: sequence of events Cognate: N/A</p>	<p>Definition: the order that something happens or exists in, or the order it is supposed to happen or exist in</p>	<p>Part of Speech: noun</p>
<p>Sample sentences:</p> <ol style="list-style-type: none"> 1. When making a sandwich there is a <u>sequence of events</u> to follow. 2. It is important to follow the <u>sequence of events</u> when retelling a story. 	<p>Picture/visual:</p> 	
<p>Verbal Practice:</p> <ol style="list-style-type: none"> 1. I can retell the story by stating the <u>sequence of events</u> that happened. 2. When solving a math problem, I follow a <u>sequence</u> of steps. 		
<p>Written Practice:</p> <ol style="list-style-type: none"> 1. The <u>sequence of events</u> I follow when brushing my teeth are: _____. 		
<p>Picture: Talk About A Scene</p>		



Emerging	Expanding	Bridging
<p>Word List:</p> <ul style="list-style-type: none"> • People • Plants • White coat • Flower pots 	<p>Word/Phrase List:</p> <ul style="list-style-type: none"> • There are kids and adults. • Looking at plants • Learning about science 	<p>Phrase List/Descriptive Words:</p> <ul style="list-style-type: none"> • There are kids and scientists • Studying plants • Researching science
<p>Target Responses:</p> <ul style="list-style-type: none"> • The people are looking at plants. • The lady is wearing a white coat • There plants in the flower pots. 	<p>Target Responses:</p> <ul style="list-style-type: none"> • The kids are with the adults looking at plants. • The kids are learning about science. 	<p>Target Responses:</p> <ul style="list-style-type: none"> • The kids are working with the scientists. • The kids are studying and learning about plants. • The kids are doing research about plants.

Retell a Narrative

Day 1:



TE: 226

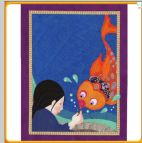
ST: 458

Questions:

How is Yeh-Shen different from her stepsister, Jun-li?

Why do you think Yeh-Shen's stepmother treats her poorly?

Day 2:



TE: 226

ST: 459

Questions:

Who is Yeh-Shen's only friend?

Why do you think Yeh-Shen's stepmother does not want her to have any friends?

Day 3:



TE: 228

ST: 462-463

Questions:

Where did Yeh-Shen's beautiful clothes come from?

If you could have one wish, what would it be?

What does Yeh-Shen leave behind at the festival?

Day 4:



TE: 229

ST: 465

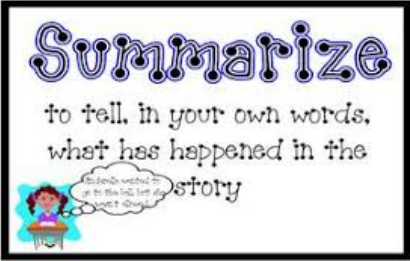

Questions:

What good qualities does the king see in Yeh-Shen when she isn't dressed in beautiful clothes?

How were the stepmother and stepsister punished for treating Yeh-Shen poorly?

Emerging	Expanding	Bridging
<p>Target Responses:</p> <p>Day 1: She was a hard worker and gentle.</p> <p>Day 2: Yeh-Shen's only friend is a goldfish.</p> <p>Day 3: Yeh-Shen's clothes came from the wish she had made.</p> <p>Day 4: The step mother and step sister were not allowed to come back to the castle.</p>	<p>Target Responses:</p> <p>Day 1: Yeh- Shen was different because she was gentle, kind, and a hard worker.</p> <p>Day 2: Yeh-Shen's only friend is a glimmering gold fish.</p> <p>Day 3: Yeh-Shen's beautiful clothes came from the wish she had made when she buried the bones.</p> <p>Day 4: The step mother and step sister were punished and told they were not allowed to come back to the castle.</p>	<p>Target Responses:</p> <p>Day 1: Yeh- Shen was different than her step sister Jun-Li because she was gentle, kind, and a hard worker.</p> <p>Day 2: Yeh-Shen's only friend is a special gold fish with glimmering scales and a beautiful tail.</p> <p>Day 3: Yeh-Shen's got her beautiful clothes from a wish she made when she buried the bones.</p> <p>Day 4: The king punished the step mother and step sister by not allowing them to come back to the castle ever again.</p>

Week of:	Time Block	Monday	Tuesday	Wednesday	Thursday	Friday
April 27- May 1 Unit 6 Lesson 29 Two of Everything	15 min.	Academic Vocabulary: Summarize	Academic Vocabulary: Summarize	Academic Vocabulary: Summarize	Academic Vocabulary: Summarize	Academic Vocabulary: Summarize
	15 min.	Support an Opinion: Would you rather have 1 teacher or 2 teachers? Give 2 reasons why.	Speech Functions: You would like to have 2 dogs. How do you ask your parents if you can have 2 dogs?	Summarize Academic Presentation: Moths- Is it a Moth or Butterfly?	Summarize Academic Presentation: Moths- Is it a Moth or Butterfly?	Summarize Academic Presentation: Moths- Is it a Moth or Butterfly?
	15 min.	Journeys: Designated: Explore Language: How English Works Introduce the produce skill: Use possessive Nouns Return to the text Language Workshop Teacher's Guide- TE 581	Journeys: Designated Interact in Meaningful Ways: Model the sample conversation Revisit the How English Works skill Use Sentence frames to scaffold conversations Language Workshop Teacher's Guide- TE 584	Journeys: Designated Revisit the how english works skill: Introduce the word learning strategy: Identify and use compound words Analyse the compound word Model the strategy and provide examples Negotiate understanding in small groups Language Workshop Teacher's Guide- TE 588	Journeys: Designated Interact In Meaningful ways: Facilitate brainstorming Introduce the produce skill: write a drama Support children's drafting Revisit the How English Works skill: Use possessive nouns Language Workshop Teacher's Guide- TE 590	Journeys: Designated Interact in Meaningful ways: Revisit the drama Facilitate revision Language Workshop Teacher's Guide- TE 593

<p>Word: summarize Cognate: N/A</p>	<p>Definition: to make a short statement giving only the main information and not the details of a plan, event, report etc</p>	<p>Part of Speech: verb</p>
<p>Sample sentences:</p> <ol style="list-style-type: none"> 1. The objective is to summarize the story. 2. When you summarize a story, you retell it in your own words. 	<p>Picture/visual:</p> 	
<p>Verbal Practice:</p> <ol style="list-style-type: none"> 1. I can summarize the story _____. 2. I will summarize the story. First, _____. Next, _____. Last, _____. 		
<p>Written Practice:</p> <ol style="list-style-type: none"> 1. I will summarize the story _____. 2. First, _____. Next, _____. Last, _____. 		

Support an Opinion

Question: Would you rather have 1 teacher or 2 teachers? Give 2 reasons why.

Option A - 1 teacher

- Only one set of eyes watching
- Special
- Listen to one adult

Option B - 2 of your teacher

- More time to spend
- More help
- Learn more

Emerging

Expanding

Bridging

Response frame

I would rather have _____ because _____ and _____.

Response frame

In my opinion, I would rather have _____ because _____ and _____.

Response frame

In my opinion because _____ and _____, I would rather have _____.

Speech Functions

Prompt: You would like to have 2 dogs. How do you ask your parents if you can have 2 dogs?

Emerging

Expanding

Bridging

Modals: may

Modals: may, could

Modals: may, would, might

Target Responses:

- May we have 2 dogs?
- _____, may we have 2 dogs?

Target Responses:

- _____, may we have 2 dogs as pets?
- _____, I think we could handle 2 dogs as pets. Do you?

Target Responses:

- _____, may we have 2 dogs as pets?
- Would it be possible for us to have two dogs for pets?
- _____, Might it be possible for us to have two dogs for our family pets?

Summarize an Academic Presentation**Title: Moths-Is it a Moth or Butterfly?****Informational Passage:**

Sometimes people have a hard time telling moths and butterflies apart. They both have four wings, a body, and two feelers on their heads. They both start out as eggs from which they hatch as caterpillars. Caterpillars of both types build cocoons from which they leave as adults. But butterflies and moths are different from each other in important ways.

Butterflies are usually out during the day. Their bright colors like yellow and red help them blend in with flowers in the sunshine. Moths are usually out at night or at dusk and dawn. Colors like gray and brown make it possible for moths to fly about in dim light without being noticed.

Moths and butterflies also have different body shapes. Butterflies usually have smooth thin bodies. The bodies of most moths are fatter and covered with hair. When butterflies rest, they usually hold their wings straight up over their backs. Most moths rest with their wings spread out to their sides.

Perhaps the best way to tell the two kinds of insects apart is to look closely at their feelers. Most butterflies have thin feelers, each of which has a knob at the end. The feelers of most moths are more like a comb and do not have a knob at the end.

Emerging	Expanding	Bridging
<p>Main Points:</p> <ul style="list-style-type: none"> • It is hard to tell a moth and butterfly apart. 	<p>Main Points:</p> <ul style="list-style-type: none"> • It is hard to tell a moth and butterfly apart. • Butterflies and moths are usually out at different times. 	<p>Main Points:</p> <ul style="list-style-type: none"> • It is hard to tell a moth and butterfly apart. • Butterflies and moths are usually out at different times. • You can tell moths and butterflies have different shapes.
<p>Details:</p> <ul style="list-style-type: none"> • They both have 4 wings, a body, and 2 feelers. 	<p>Details:</p> <ul style="list-style-type: none"> • They both have 4 wings, a body, and 2 feelers. • Butterflies are out during the day. Moths are out at night. 	<p>Details:</p> <ul style="list-style-type: none"> • They both have 4 wings, a body, and 2 feelers. • Butterflies are out during the day. Moths are out at night. • Moths are fatter and covered with hair.