

**Northville Public Schools: Second Grade REACH ESL CURRICULUM MAP Volume 1**

**3/22/2018**

Unit of Study	Unit/Content What topics will be taught and learned? What is the essential vocabulary for the unit? What do students need to know?  Topic Vocabulary		Skills What do students have to be able to do related to the content?	Essential Questions What are the fundamental, enduring questions that will guide study and instruction?	Resources What materials, texts, videos, Internet, software, or human resources support instruction?	Assessment What evidence (products and/or performances/ will be collected to establish that the Content and Skills have been learned?
Unit 1 Part 1	<p><b>Community</b></p> <p><b>Focus:</b> <b>People in a Community</b></p>	<p><b>Key Words:</b> cook, jobs, teacher, doctor, nurse</p> <p><b>Academic Vocab:</b> belong, care, neighbor, build, community <b>Basic</b></p> <p><b>Vocab:</b> bank, fire station, community youth center, police station, post office, dentist’s office, restaurant, gas station, supermarket, hospital</p>	<p><b>Language Function:</b> Give information Ask for Information Nouns Singular and Plural Nouns Stay on Topic Relate to Personal Experience Stay on Topic</p> <p><b>Reading Strategies:</b> Plan and Monitor Character Text Structure</p> <p><b>Fluency:</b> Intonation Accuracy and Rate</p> <p><b>Writing:</b> Daily writing tasks</p> <p><b>Genre:</b> Realistic Fiction PhotoEssay or brochure</p>	<p>What is a community?</p> <p>Part 1: Who makes a community work?</p>	<p><u>Quinito’s Neighborhood</u> (student book)</p> <p><u>Working Her Way Around the World</u> (student book)</p> <p>Teacher Edition – Volume 1: T2aT32h</p> <p>Practice Masters: 1.1: What is a community? 1.2: Character 1.3 : On the Job 1.4 : Quinito’s Neighborhood 1.5: A Walk in the Park 1.6 : Quinito’s Neighborhood 1.7: Quinito’s Neighborhood 1.8 : Working Her Way Around the World 1.9: Compare Genres 1.10 : The MakeItPlural Game</p> <p><u>NGReach.com</u></p> <ul style="list-style-type: none"> <li>• Build Background Video</li> <li>• Key Word Images</li> <li>• Language Builder Picture Cards</li> </ul>	<p>Unit 1 – Part 1 Key Words Test – Content Words</p> <p>Unit 1 – Part 1 Key Words Test – Academic Vocabulary</p> <p>Unit 1 – Part 1 Oral Language Rubrics – Optional</p> <p>Daily observations – participation and practice masters work</p> <p>Writing assignment: Brochure or Photo Essay about Community</p>

<p><b>Unit 1</b> <b>Part 2</b></p>	<p><b>Community</b> <b>Focus:</b> <b>Neighborhoods</b></p>	<p><b>Key Words:</b> building, hospital, park, home, library, school <b>Academic Vocab:</b> area, locate, population, identify, place <b>Basic Vocab:</b> bookstore, hardware store, clothing store, laundromat, flower shop, movie theater, market, pharmacy, hair salon, shoe store</p>	<p><b>Language Function:</b> Ask and Answer Questions Engage in Conversation Proper Nouns Possessive Nouns Listening for Main Idea Create Visual Maps</p> <p><b>Reading Strategies:</b> = Plan and Monitor Details Photos and Captions</p> <p><b>Fluency:</b> Phrasing Accuracy and Rate</p> <p><b>Writing:</b> Daily Writing Tasks <b>Genre:</b> PhotoEssay Brochure</p>	<p>What is a community?</p> <p>Part 2: What makes a community special?</p>	<p><u>Be My Neighbor</u> (Student Book) Teacher Editions – Volume 1: T32iT65a <u>NGReach.com</u></p> <ul style="list-style-type: none"> <li>• Build Background Video</li> <li>• Key Word Images</li> <li>• Language Builder Picture Cards</li> </ul>	<p>Unit 1 – Part 2 Key Words Test – Content Words Unit 1 – Part 2 Key Words Test – Academic Vocabulary Unit 1 – Part 2 Oral Language Rubrics – Optional Daily observations – participation and practice masters work</p>
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<p><b>Unit 2</b> <b>Part 1</b></p>	<p><b>Staying Alive</b></p> <p><b>Focus:</b> <b>How</b> <b>Animals</b> <b>Hide</b></p>	<p><b><u>Key Words:</u></b></p> <p><b><u>Science Vocab:</u></b> animals, color, habitat, insects, shape, size</p> <p><b><u>Academic Vocab:</u></b> adaptation, defend, hide, safe, survive</p> <p><b><u>Basic Vocab: The Arts:</u></b> act in a play, dance to the music, draw a picture, paint a picture, play the drums, play the guitar, play the piano, sing a song, take a picture, write a story</p>	<p><b><u>Language Strategies:</u></b> Describe Give, Restate, and Follow Directions Action Verbs Helping Verbs Action and Helping Verbs Present in Sequence Create Visual Maps</p> <p><b><u>Reading Strategies:</u></b> Make Inferences Plot Fiction and Nonfiction</p> <p><b><u>Fluency:</u></b> Expression Accuracy and Rate</p> <p><b><u>Writing:</u></b> Daily writing tasks</p> <p><b><u>Genre:</u></b> Realistic Fiction Science Article</p>	<p>What does it take to survive?</p> <p>Part 1: When is it good to blend in?</p>	<p><u>Twilight Hunt</u> (Student Book)</p> <p><u>Hide and Seek</u> (Student Book)</p> <p>Teacher Edition – Volume 1: T66a100h</p> <p>Practice Masters: 2.1: Staying Alive 2.2: The Nature Walk 2.3: At the Park 2.4 : Twilight Hunt 2.5 : What Can I Do? What May I Find? 2.6: Twilight Hunt 2.7 : Twilight Hunt 2.8: Hide and Seek 2.9: Compare Genres 2.10: Roll a Verb</p> <p>Sing with Me Language Songs – Level C</p> <p><u>NGReach.com</u></p> <ul style="list-style-type: none"> <li>• Build Background Video</li> <li>• Key Word Images</li> <li>• Language Builder Picture Cards</li> </ul>	<p>Unit 2 – Part 1 Key Words Test – Content Words</p> <p>Unit 2 – Part 1 Key Words Test – Academic Vocabulary</p> <p>Unit 2 – Part 1 Oral Language Rubrics – Optional</p> <p>Daily observations – participation and practice masters work</p>
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<p><b>Unit 2</b> <b>Part 2</b></p>	<p><b>Staying Alive</b></p> <p><b>Focus:</b> <b>How</b> <b>Animals</b> <b>Survive</b></p>	<p><b><u>Key Words:</u></b></p> <p><b><u>Science Vocab:</u></b> features, food, predators, prey, shelter, water</p> <p><b><u>Academic Vocab:</u></b> attack, attract, message, recognize, seem</p> <p><b><u>Basic Vocab: Food:</u></b> apple, banana, orange, beans, bread, cheese, corn, lettuce, milk, onion, rice, tomato</p>	<p><b><u>Language Strategies:</u></b></p> <p>Explain Paraphrase Verb <i>be</i> Verb <i>have</i> Verb <i>be</i> and <i>have</i> Listen Actively Create Visuals Informational Presentation</p> <p><b><u>Reading Strategies:</u></b></p> <p>Make Inferences Compare Headings Elements of Poetry</p> <p><b><u>Fluency:</u></b> Phrasing Accuracy and Rate</p> <p><b><u>Writing:</u></b> Daily writing tasks</p> <p><b><u>Genres:</u></b> Science Article Poem</p>	<p>What does it take to survive?</p> <p>Part 2: When is it better to stand out?</p>	<p><u>Living Lights</u> (Student Book)</p> <p><u>Clever Creatures</u> (Student Book)</p> <p>Teacher Edition – Volume 1: T100i133a</p> <p>Practice Masters: 2.11: Creature Features 2.12: Going to the Zoo 2.13: Living Lights 2.14 : Sentence Building 2.15 : Living Lights 2.16 : Living Lights 2.17 : Compare Genres 2.18 : Insects at the Zoo 2.19: Development of Ideas 2.20: Comparison Chart 2.21: Revise 2.22: Edit and Proofread</p> <p>Sing with Me Language Songs – Level C</p> <p><u>NGReach.com</u></p> <ul style="list-style-type: none"> <li>● Build Background Video</li> <li>● Key Word Images</li> <li>● Language Builder Picture Cards</li> </ul>	<p>Unit 2 – Part 2 Key Words Test – Content Words</p> <p>Unit 2 – Part 2 Key Words Test – Academic Vocabulary</p> <p>Unit 2 – Part 2 Oral Language Rubrics – Optional</p> <p>Daily observations – participation and practice masters work</p>
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<p><b>Unit 3</b> <b>Part 1</b></p>	<p><b>Water for Everyone</b></p> <p><b>Focus: The Water Cycle</b></p>	<p><b><u>Key Words:</u></b></p> <p><b><u>Science Vocab:</u></b> cloud, lake, ocean, rain, sky</p> <p><b><u>Academic Vocab:</u></b> absorb, become, carry, change, rise</p> <p><b><u>Basic Vocab:</u></b></p> <p><b><u>Seasons, Months, and Activities:</u></b> winter, spring, summer, fall, winter activity: sled down a hill spring activity: plant seeds summer activity: swim in a lake fall activity: rake leaves</p>	<p><b><u>Language Strategies:</u></b> Ask For and Give Information Elaborate Adjectives That Describe Adjectives and Articles Adjust Your Language for Your Audience Create Visual Maps</p> <p><b><u>Reading Strategies:</u></b> Ask Questions Problem and Solution Setting Text Features</p> <p><b><u>Fluency:</u></b> Expression Accuracy and Rate</p> <p><b><u>Writing:</u></b> Daily writing tasks</p> <p><b><u>Genre:</u></b> Traditional Tale Science Experiment</p>	<p>Where does water come from?</p> <p>Part 1: Why does it rain?</p>	<p><u>Frog Brings Rain</u> (Student Book)</p> <p><u>Make Rain</u> (Student Book)</p> <p>Teacher Edition – Volume 1: T134a166h</p> <p>Practice Masters: 3.1: Water for Everyone 3.2: Problem and Solution 3.3: A Rainy Weekend 3.4: Frog Brings Rain 3.5 : Animal MixUp 3.6 : Vocabulary Bingo 3.7: Frog Brings Rain 3.8: Frog Brings Rain 3.9 : Compare Explanations 3.10: After the Storm</p> <p>Sing with Me Language Songs – Level C</p> <p><u>NGReach.com</u></p> <ul style="list-style-type: none"> <li>• Build Background Video</li> <li>• Key Word Images</li> <li>• Language Builder Picture Cards</li> </ul>	<p>Unit3 – Part 1 Key Words Test – Content Words</p> <p>Unit 3 – Part 1 Key Words Test – Academic Vocabulary</p> <p>Unit 3 – Part 1 Oral Language Rubrics – Optional</p> <p>Daily observations – participation and practice masters work</p>
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<p><b>Unit 3</b></p> <p><b>Part 2</b></p>	<p><b>Water for Everyone</b></p> <p><b>Focus: How We Get Water</b></p>	<p><b>Key Words:</b></p> <p><b>Science Vocab:</b> draws, intervention, machine, pipe, pump, well</p> <p><b>Academic Vocab:</b> clean, healthy, provide, require, source</p> <p><b>Basic Vocab: School Places and Things:</b> cafeteria, paper towel, sink, soap, water, fork, knife, spoon, money, toilet, line, napkin, bathroom, tray, plate</p>	<p><b>Language Strategies:</b> Define and Explain Seek Clarification Adverbs Adverbs That Tell When Listen to and Learn from Others Use and Reuse Language Oral Report</p> <p><b>Reading Strategies:</b> Ask Questions Cause and Effect Diagrams Facts and Opinions</p> <p><b>Fluency:</b> Intonation Accuracy and Rate</p> <p><b>Writing:</b> Daily writing tasks</p> <p><b>Genre:</b> Magazine Article Profile</p>	<p>Where does water come from?</p> <p>Part 2: How do we get the water we need?</p>	<p><u>Play Pumps</u> (Student Book)</p> <p><u>The Mighty Colorado</u> (Student Book)</p> <p>Teacher Edition – Volume 1: T166i199a</p> <p>Practice Masters: 3.11: Cause and Effect 3.12: Going to the Lake 3.13: Play Pumps Turning Work into Play 3.14: When Did It Happen? 3.15: Play Pumps 3.16: The Mighty Colorado 3.18: Compare Information 3.19: Adverb TicTacToe 3.20: Voice and Style 3.21: Problem and Solution Chart 3.22: Revise 3.23 : Edit and Proofread</p> <p>Sing with Me Language Songs – Level C</p> <p><u>NGReach.com</u></p> <ul style="list-style-type: none"> <li>• Build Background Video</li> </ul> <p>4 Key Word Images 5 Language Builder Picture Cards</p>	<p>Unit 3 – Part 2 Key Words Test – Content Words</p> <p>Unit 3 – Part 2 Key Words Test – Academic Vocabulary</p> <p>Unit 3 – Part 2 Oral Language Rubrics – Optional</p> <p>Daily observations – participation and practice masters work</p>
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<p><b>Unit 4</b> <b>Part 1</b></p>	<p><b>Lend a Hand</b></p> <p><b>Focus:</b> <b>Being a Good Citizen</b></p>	<p><b>Key Words:</b></p> <p><b>Social Studies Vocab:</b> citizenship, grateful, mean, respect, responsible, thoughtful</p> <p><b>Academic Vocab:</b> character, choice, courage, right, save</p> <p><b>Basic Vocab: School Places:</b> auditorium, cafeteria, classroom, counselor’s office, gym, hallway, library, main office, nurse’s office, parking lot</p>	<p><b>Language Strategies:</b> Express Feelings and Ideas Make and Accept Suggestions Sentences: Word Order Sentences: Capitalization Complete Sentences Interpret a Speaker’s Message Seek Clarification</p> <p><b>Reading Strategies:</b> Make Connections Character Traits Moral Literal and NonLiteral Language</p> <p><b>Fluency:</b> Expression Accuracy and Rate</p> <p><b>Writing:</b> Daily writing tasks</p> <p><b>Genre:</b> Fable Proverb</p>	<p>What are our responsibilities to each other?</p> <p>Part 1: Why do good deeds?</p>	<p><u>Aesop’s Fables</u> (Student Book)</p> <p><u>Wisdom of the Ages</u> (Student Book)</p> <p>Teacher Edition – Volume 1: T200a</p> <p>230h</p> <p>Practice Masters: 4.1: Lend a Hand 4.2: Character Traits 4.3 : Helping Out 4.4 :Aesop’s Fables 4.5: Friends in Need 4.6: Aesop’s Fables 4.7 : Aesop’s Fables 4.8: Wisdom of the Ages 4.9 : Compare Setting and Plots 4.10: Build a Sentence Game</p> <p>Sing with Me Language Songs – Level C</p> <p><u>NGReach.com</u></p> <ul style="list-style-type: none"> <li>• Build Background Video</li> <li>• Key Word Images</li> <li>• Language Builder Picture Cards</li> </ul>	<p>Unit 4 – Part 1 Key Words Test – Content Words</p> <p>Unit 4 – Part 1 Key Words Test – Academic Vocabulary Unit 4 – Part 1 Oral Language Rubrics – Optional</p> <p>Daily observations – participation and practice masters work</p>
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<p><b>Unit 4</b> <b>Part 2</b></p>	<p><b>Lend a Hand</b></p> <p><b>Focus: How to Make a Difference</b></p>	<p><b>Key Words:</b></p> <p><b>Social Studies Vocab:</b> aid, example, heroes, ideas, leaders, serve</p> <p><b>Academic Vocab:</b> chance, cost, decide, generous, support</p> <p><b>Basic Vocab:</b></p> <p><b>Classroom Activities:</b> take out your book, open your book, read your book, close your book, write your name, listen to a CD, raise your hand, talk with a partner, use a computer, work with a group</p>	<p><b>Language Strategies:</b> Express Opinions Agree and Disagree Subjects Predicates SubjectVerb Agreement Clarify and Support Ideas Find Patterns in Language Round table Discussion</p> <p><b>Reading Strategies:</b> Make Connections Sequence Maps Media Messages</p> <p><b>Fluency:</b> Phrasing Accuracy and Rate</p> <p><b>Writing:</b> Daily writing tasks</p> <p><b>Genre:</b> Human Interest Feature WebBased News Article</p>	<p>What are our responsibilities to each other?</p> <p>Part 2: How do people make a difference?</p>	<p><u>Giving Back</u> (Student Book)</p> <p><u>Iraqi Children Get Wheelchairs – and Big Smiles</u> (Student Book)</p> <p>Teacher Edition – Volume 1: T230i – T263a</p> <p>Practice Masters: 4.11: Sequence 4.12 : Volunteers 4.13 : Giving Back 4.14 : Happy to Help 4.15 : Giving Back 4.16 : Giving Back 4.17 : Iraqi Children Get Wheelchairs – and Big Smiles 4.18: Compare Author’s Purpose 4.19: Do We Agree? 4.20: Focus and Coherence 4.21: Sequence Chain 4.22 : Revise 4.23 : Edit and Proofread</p> <p>Sing with Me Language Songs – Level C</p> <p><u>NGReach.com</u></p> <ul style="list-style-type: none"> <li>• Build Background Video</li> <li>• Key Word Images</li> <li>• Language Builder Picture Cards</li> </ul>	<p>Unit 4 – Part 2 Key Words Test – Content Words</p> <p>Unit 4 – Part 2 Key Words Test – Academic Vocabulary</p> <p>Unit 4 – Part 2 Oral Language Rubrics – Optional</p> <p>Daily observations – participation and practice masters work</p>
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