**Northville Public Schools: Second Grade ­ REACH ESL CURRICULUM MAP ­ Volume 1** 11/17/16

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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** | **Community****Focus: People in a Community** | **Key Words**: cook, jobs, teacher, doctor, nurse **Academic Vocab**: belong, care, neighbor, build, community  **Basic Vocab:** bank, fire station, community youth center, police station, post office, dentist’s office, restaurant, gas station, supermarket, hospital | **Language Function:**­Give information­Ask for Information­Nouns­Singular and Plural Nouns­Stay on Topic­Relate to Personal Experience­Stay on Topic**Reading Strategies:**­Plan and Monitor­Character­Text Structure**Fluency:**­Intonation­Accuracy and Rate**Writing:**­Daily writing tasks**Genre:**­Realistic Fiction­Photo­Essay or brochure | What is a community?Part 1:Who makes a community work? | Quinito’s Neighborhood (student book)Working Her Way Around the World (student book)Teacher Edition – Volume 1: T2a­T32hPractice Masters:1.1: What is a community? 1.2: Character* 1. : On the Job
	2. : Quinito’s Neighborhood

1.5: A Walk in the Park* 1. : Quinito’s Neighborhood
	2. : Quinito’s Neighborhood
	3. : Working Her Way Around the World
	4. : Compare Genres
	5. : The Make­It­Plural Game

NGReach.com* + - Build Background Video
		- Key Word Images
		- Language Builder Picture Cards
 | Unit 1 – Part 1 ­ Key Words Test – Content WordsUnit 1 – Part 1 ­ Key Words Test – Academic VocabularyUnit 1 – Part 1 ­ Oral Language Rubrics – OptionalDaily observations– participation and practice masters workWriting assignment: Brochure or Photo Essay about Community |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Unit 1****Part 2** | **Community****Focus: Neighborhoods** | **Key Words**: building, hospital, park, home, library, school  **Academic Vocab**:area, locate, population, identify, place**Basic Vocab:** bookstore, hardware store, clothing store, laundromat, flower shop, movie theater, market, pharmacy, hair salon, shoe store | **Language Function**:­Ask and Answer Questions­Engage in Conversation­Proper Nouns­Possessive Nouns­Listening for Main Idea­Create Visual Maps**Reading Strategies:****-** Plan and Monitor­Details­Photos and Captions**Fluency**:­Phrasing­Accuracy and Rate**Writing**: Daily Writing Tasks**Genre:**­Photo­Essay­Brochure | What is a community?Part 2:What makes a community special? | Be My Neighbor (Student Book)Teacher Editions – Volume 1: T32i­T65aNGReach.com* + - Build Background Video
		- Key Word Images
		- Language Builder Picture Cards
 | Unit 1 – Part 2 ­ Key Words Test – Content WordsUnit 1 – Part 2 ­ Key Words Test – Academic VocabularyUnit 1 – Part 2 ­ Oral Language Rubrics – OptionalDaily observations– participation and practice masters work |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Unit 2****Part 1** | **Staying Alive****Focus:****How Animals Hide** | **Key Words:****Science Vocab:** animals, color, habitat, insects, shape, size**Academic Vocab:** adaptation, defend, hide, safe, survive**Basic Vocab: The Arts:**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 | **Language Strategies:**­Describe­Give, Restate, and Follow Directions­Action Verbs­Helping Verbs­Action and Helping Verbs­Present in Sequence­Create Visual Maps**Reading Strategies:**­Make Inferences­Plot­Fiction and Nonfiction**Fluency:**­Expression­Accuracy and Rate**Writing:** Daily writing tasks**Genre:**­Realistic Fiction­Science Article | What does it take to survive?Part 1:When is it good to blend in? | Twilight Hunt (Student Book) Hide and Seek (Student Book)Teacher Edition – Volume 1: T66a­100hPractice Masters: 2.1: Staying Alive2.2: The Nature Walk 2.3: At the Park* 1. : Twilight Hunt
	2. : What Can I Do? What May I Find?
	3. : Twilight Hunt
	4. : Twilight Hunt 2.8: Hide and Seek 2.9: Compare Genres 2.10: Roll a Verb

Sing with Me Language Songs – Level CNGReach.com* + - Build Background Video
		- Key Word Images
		- Language Builder Picture Cards
 | Unit 2 – Part 1 ­ Key Words Test – Content WordsUnit 2 – Part 1 ­ Key Words Test – Academic VocabularyUnit 2 – Part 1 ­ Oral Language Rubrics – OptionalDaily observations– participation and practice masters work |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Unit 2****Part 2** | **Staying Alive****Focus:****How Animals Survive** | **Key Words:****Science Vocab:** features, food, predators, prey, shelter, water**Academic Vocab:** attack, attract, message, recognize, seem**Basic Vocab: Food:** apple, banana, orange, beans, bread, cheese, corn, lettuce, milk, onion, rice, tomato | **Language Strategies:**­Explain­Paraphrase­Verb *be*­Verb *have*­Verb *be* and*have*­Listen Actively­Create Visuals­Informational Presentation**Reading Strategies:**­Make Inferences­Compare­Headings Elements of Poetry**Fluency:**­Phrasing­Accuracy and Rate**Writing:** Daily writing tasks**Genres:**­Science Article­Poem | What does it take to survive?Part 2:When is it better to stand out? | Living Lights (Student Book) Clever Creatures (Student Book)Teacher Edition – Volume 1: T100i­133aPractice Masters:2.11: Creature Features 2.12: Going to the Zoo 2.13: Living Lights* 1. : Sentence Building
	2. : Living Lights
	3. : Living Lights
	4. : Compare Genres
	5. : Insects at the Zoo

2.19: Development of Ideas 2.20: Comparison Chart2.21: Revise2:22: Edit and ProofreadSing with Me Language Songs – Level CNGReach.com* Build Background Video
* Key Word Images
* Language Builder Picture Cards
 | Unit 2 – Part 2 ­ Key Words Test – Content WordsUnit 2 – Part 2 ­ Key Words Test – Academic VocabularyUnit 2 – Part 2 ­ Oral Language Rubrics – OptionalDaily observations– participation and practice masters work |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Unit 3****Part 1** | **Water for Everyone****Focus: The Water Cycle** | **Key Words:****Science Vocab:** cloud, lake, ocean, rain, sky**Academic Vocab:** absorb, become, carry, change, rise**Basic Vocab: Seasons,****Months, and Activities:** winter, spring, summer, fall, winter activity: sled down a hill spring activity: plant seeds summer activity: swim in a lakefall activity: rake leaves | **Language Strategies:**­Ask For and Give Information­Elaborate­Adjectives That Describe­Adjectives and Articles­Adjust Your Language for Your Audience­Create Visual Maps**Reading Strategies:**­Ask Questions­Problem and Solution­Setting­Text Features**Fluency:**­Expression­Accuracy and Rate**Writing:** Daily writing tasks**Genre:**­Traditional Tale­Science Experiment | Where does water come from?Part 1:Why does it rain? | This Is the Rain (Big Book)Frog Brings Rain (Student Book) Make Rain (Student Book)Teacher Edition – Volume 1: T134a­166hPractice Masters:3.1: Water for Everyone 3.2: Problem and Solution 3.3: A Rainy Weekend 3.4: Frog Brings Rain* 1. : Animal Mix­Up
	2. : Vocabulary Bingo

3.7: Frog Brings Rain 3.8: Frog Brings Rain* 1. : Compare Explanations

3.10: After the StormSing with Me Language Songs – Level CNGReach.com* + - Build Background Video
		- Key Word Images
		- Language Builder Picture Cards
 | Unit3 – Part 1 ­ Key Words Test – Content WordsUnit 3 – Part 1 ­ Key Words Test – Academic VocabularyUnit 3 – Part 1 ­ Oral Language Rubrics – OptionalDaily observations– participation and practice masters work |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Unit 3****Part 2** | **Water for Everyone****Focus: How We Get Water** | **Key Words:****Science Vocab:** draws, intervention, machine, pipe, pump, well**Academic Vocab:** clean, healthy, provide, require, source**Basic Vocab: School Places and Things:** cafeteria, paper towel, sink, soap, water, fork, knife, spoon, money, toilet, line, napkin, bathroom, tray, plate | **Language Strategies:**­Define and Explain­Seek Clarification­Adverbs Adverbs That Tell When­Listen to and Learn from Others­Use and Reuse Language­Oral Report**Reading Strategies:**­Ask Questions­Cause and Effect­Diagrams­Facts and Opinions**Fluency:**­Intonation­Accuracy and Rate**Writing:** Daily writing tasks**Genre:**­Magazine Article­Profile | Where does water come from?Part 2:How do we get the water we need? | Play Pumps (Student Book)The Mighty Colorado (Student Book)Teacher Edition – Volume 1: T166i­199aPractice Masters:3.11: Cause and Effect 3.12: Going to the Lake3.13: Play Pumps Turning Work into Play3.14: When Did It Happen? 3.15: Play Pumps3.16: The Mighty Colorado 3.18: Compare Information3.19: Adverb Tic­Tac­Toe 3.20: Voice and Style3.21: Problem­and­Solution Chart 3.22:Revise* 1. : Edit and Proofread

Sing with Me Language Songs – Level CNGReach.com* + - Build Background Video
1. Key Word Images
2. Language Builder Picture Cards
 | Unit 3 – Part 2 ­ Key Words Test – Content WordsUnit 3 – Part 2 ­ Key Words Test – Academic VocabularyUnit 3 – Part 2 ­ Oral Language Rubrics – OptionalDaily observations– participation and practice masters work |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Unit 4****Part 1** | **Lend a Hand****Focus: Being a Good Citizen** | **Key Words:****Social Studies Vocab:** citizenship, grateful, mean, respect, responsible, thoughtful **Academic Vocab:** character, choice, courage, right, save**Basic Vocab: School Places:** auditorium, cafeteria, classroom, counselor’s office, gym, hallway, library, main office, nurse’s office, parking lot | **Language Strategies:**­Express Feelings and Ideas­Make and Accept Suggestions­Sentences: Word Order ­Sentences: Capitalization­Complete Sentences­Interpret a Speaker’s Message­Seek Clarification**Reading Strategies:**­Make Connections­Character Traits­Moral­Literal and Non­Literal Language**Fluency:**­Expression­Accuracy and Rate**Writing:** Daily writing tasks**Genre:**­Fable­Proverb | What are our responsibilities to each other?Part 1:Why do good deeds? | Aesop’s Fables (Student Book) Wisdom of the Ages (Student Book) Teacher Edition – Volume 1: T200a­230hPractice Masters:4.1: Lend a Hand 4.2: Character Traits* 1. : Helping Out
	2. :Aesop’s Fables

4.5: Friends in Need 4.6: Aesop’s Fables* 1. : Aesop’s Fables
	2. : Wisdom of the Ages
	3. : Compare Setting and Plots 4.10: Build a Sentence Game

Sing with Me Language Songs – Level CNGReach.com* + - Build Background Video
		- Key Word Images
		- Language Builder Picture Cards
 | Unit 4 – Part 1 ­ Key Words Test – Content WordsUnit 4 – Part 1 ­ Key Words Test – Academic VocabularyUnit 4 – Part 1 ­ Oral Language Rubrics – OptionalDaily observations– participation and practice masters work |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Unit 4****Part 2** | **Lend a Hand****Focus: How to Make a Difference** | **Key Words:****Social Studies Vocab:**aid, example, heroes, ideas, leaders, serve**Academic Vocab:** chance, cost, decide, generous, support**Basic Vocab: Classroom Activities:** 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 | **Language Strategies:**­Express Opinions­Agree and Disagree­Subjects­Predicates­Subject­Verb Agreement­Clarify and Support Ideas­Find Patterns in Language­Round table Discussion**Reading Strategies:**­Make Connections­Sequence­Maps­Media Messages**Fluency:**­Phrasing­Accuracy and Rate**Writing:** Daily writing tasks**Genre:**­Human Interest Feature­Web­Based News Article | What are our responsibilities to each other?Part 2:How do people make a difference? | Giving Back (Student Book)Iraqi Children Get Wheelchairs – and Big Smiles (Student Book)Teacher Edition – Volume 1: T230i – T263aPractice Masters: 4.11: Sequence* 1. : Volunteers
	2. : Giving Back
	3. : Happy to Help
	4. : Giving Back
	5. : Giving Back
	6. : Iraqi Children Get Wheelchairs

– and Big Smiles4.18: Compare Author’s Purpose 4.19: Do We Agree?4.20: Focus and Coherence 4.21: Sequence Chain* 1. : Revise
	2. : Edit and Proofread

Sing with Me Language Songs – Level CNGReach.com* + - Build Background Video
		- Key Word Images
		- Language Builder Picture Cards
 | Unit 4 – Part 2 ­ Key Words Test – Content WordsUnit 4 – Part 2 ­ Key Words Test – Academic VocabularyUnit 4 – Part 2 ­ Oral Language Rubrics – OptionalDaily observations– participation and practice masters work |