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

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| **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 information  ­Ask for Information  ­Nouns  ­Singular and Plural Nouns  ­Stay on Topic  ­Relate to Personal Experience  ­Stay on Topic  **Reading Strategies:**  ­Plan and Monitor  ­Character  ­Text Structure  **Fluency:**  ­Intonation  ­Accuracy and Rate  **Writing:**  ­Daily writing tasks  **Genre:**  ­Realistic Fiction  ­Photo­Essay 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: T2a­T32h  Practice 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 Words  Unit 1 – Part 1 ­ Key Words Test – Academic Vocabulary  Unit 1 – Part 1 ­ Oral Language Rubrics – Optional  Daily observations  – participation and practice masters work  Writing assignment: Brochure or Photo Essay about Community |

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| **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 Questions  ­Engage in Conversation  ­Proper Nouns  ­Possessive Nouns  ­Listening for Main Idea  ­Create Visual Maps  **Reading Strategies:**  **-** Plan and Monitor  ­Details  ­Photos and Captions  **Fluency**:  ­Phrasing  ­Accuracy and Rate  **Writing**: Daily Writing Tasks  **Genre:**  ­Photo­Essay  ­Brochure | What is a community?  Part 2:  What makes a community special? | Be My Neighbor (Student Book)  Teacher Editions – Volume 1: T32i­T65a  NGReach.com   * + - Build Background Video     - Key Word Images     - Language Builder Picture Cards | 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 |

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| **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:**  ­Describe  ­Give, Restate, and Follow Directions  ­Action Verbs  ­Helping Verbs  ­Action and Helping Verbs  ­Present in Sequence  ­Create Visual Maps  **Reading Strategies:**  ­Make Inferences  ­Plot  ­Fiction and Nonfiction  **Fluency:**  ­Expression  ­Accuracy and Rate  **Writing:** Daily writing tasks  **Genre:**  ­Realistic Fiction  ­Science 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: T66a­100h  Practice Masters: 2.1: Staying Alive  2.2: 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 C  NGReach.com   * + - Build Background Video     - Key Word Images     - Language Builder Picture Cards | Unit 2 – Part 1 ­ Key Words Test – Content Words  Unit 2 – Part 1 ­ Key Words Test – Academic Vocabulary  Unit 2 – Part 1 ­ Oral Language Rubrics – Optional  Daily observations  – participation and practice masters work |

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| **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:**  ­Explain  ­Paraphrase  ­Verb *be*  ­Verb *have*  ­Verb *be* and  *have*  ­Listen Actively  ­Create Visuals  ­Informational Presentation  **Reading Strategies:**  ­Make Inferences  ­Compare  ­Headings Elements of Poetry  **Fluency:**  ­Phrasing  ­Accuracy and Rate  **Writing:** Daily writing tasks  **Genres:**  ­Science Article  ­Poem | 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: T100i­133a  Practice 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 Chart  2.21: Revise  2:22: Edit and Proofread  Sing with Me Language Songs – Level C  NGReach.com   * Build Background Video * Key Word Images * Language Builder Picture Cards | Unit 2 – Part 2 ­ Key Words Test – Content Words  Unit 2 – Part 2 ­ Key Words Test – Academic Vocabulary  Unit 2 – Part 2 ­ Oral Language Rubrics – Optional  Daily observations  – participation and practice masters work |

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| **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 lake  fall activity: rake leaves | **Language Strategies:**  ­Ask For and Give Information  ­Elaborate  ­Adjectives That Describe  ­Adjectives and Articles  ­Adjust Your Language for Your Audience  ­Create Visual Maps  **Reading Strategies:**  ­Ask Questions  ­Problem and Solution  ­Setting  ­Text Features  **Fluency:**  ­Expression  ­Accuracy and Rate  **Writing:** Daily writing tasks  **Genre:**  ­Traditional Tale  ­Science 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: T134a­166h  Practice 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 Storm  Sing with Me Language Songs – Level C  NGReach.com   * + - Build Background Video     - Key Word Images     - Language Builder Picture Cards | Unit3 – Part 1 ­ Key Words Test – Content Words  Unit 3 – Part 1 ­ Key Words Test – Academic Vocabulary  Unit 3 – Part 1 ­ Oral Language Rubrics – Optional  Daily observations  – participation and practice masters work |

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| **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 Explain  ­Seek Clarification  ­Adverbs Adverbs That Tell When  ­Listen to and Learn from Others  ­Use and Reuse Language  ­Oral Report  **Reading Strategies:**  ­Ask Questions  ­Cause and Effect  ­Diagrams  ­Facts and Opinions  **Fluency:**  ­Intonation  ­Accuracy and Rate  **Writing:** Daily writing tasks  **Genre:**  ­Magazine Article  ­Profile | 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: T166i­199a  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: Problem­and­Solution Chart  3.22:Revise   * 1. : Edit and Proofread   Sing with Me Language Songs – Level C  NGReach.com   * + - Build Background Video  1. Key Word Images 2. Language Builder Picture Cards | Unit 3 – Part 2 ­ Key Words Test – Content Words  Unit 3 – Part 2 ­ Key Words Test – Academic Vocabulary  Unit 3 – Part 2 ­ Oral Language Rubrics – Optional  Daily observations  – participation and practice masters work |

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| **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 Ideas  ­Make and Accept Suggestions  ­Sentences: Word Order ­Sentences: Capitalization  ­Complete Sentences  ­Interpret a Speaker’s Message  ­Seek Clarification  **Reading Strategies:**  ­Make Connections  ­Character Traits  ­Moral  ­Literal and Non­Literal Language  **Fluency:**  ­Expression  ­Accuracy and Rate  **Writing:** Daily writing tasks  **Genre:**  ­Fable  ­Proverb | 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: T200a  ­230h  Practice 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 C  NGReach.com   * + - Build Background Video     - Key Word Images     - Language Builder Picture Cards | Unit 4 – Part 1 ­ Key Words Test – Content Words  Unit 4 – Part 1 ­ Key Words Test – Academic Vocabulary  Unit 4 – Part 1 ­ Oral Language Rubrics – Optional  Daily observations  – participation and practice masters work |

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| **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 Opinions  ­Agree and Disagree  ­Subjects  ­Predicates  ­Subject­Verb Agreement  ­Clarify and Support Ideas  ­Find Patterns in Language  ­Round table Discussion  **Reading Strategies:**  ­Make Connections  ­Sequence  ­Maps  ­Media Messages  **Fluency:**  ­Phrasing  ­Accuracy and Rate  **Writing:** Daily writing tasks  **Genre:**  ­Human Interest Feature  ­Web­Based 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 – T263a  Practice 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 Smiles  4.18: 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 C  NGReach.com   * + - Build Background Video     - Key Word Images     - Language Builder Picture Cards | Unit 4 – Part 2 ­ Key Words Test – Content Words  Unit 4 – Part 2 ­ Key Words Test – Academic Vocabulary  Unit 4 – Part 2 ­ Oral Language Rubrics – Optional  Daily observations  – participation and practice masters work |