## Northville Public Schools: Level E REACH ESL CURRICULUM MAP Volume 1

|      | Northville Public Schools: Level E REACH ESL CURRICULUM MAP Volume 1 3/22/2018   |  |  |  |  |  |  |  |  |
|------|--|--|--|--|--|--|--|--|--|
| Unit | Unit/Content   | Skills                                 | <b>Essential Questions</b>                                   | Resources  | Assessment   |  |  |  |  |
|      | What topics will be taught and learned? What is the essential vocabulary for the | What do students have to be able to do | What are the fundamental, enduring questions that will guide | What materials, texts, videos, Internet, software, or human resources support instruction? | What evidence (products and/or performances/ will be collected to establish that the Content and Skills have been learned? |  |  |  |  |
|      | unit? What do students need to know?  Topic Vocabulary                           | related to the content?                | study and instruction?                                       |  | and Skins have been learned?   |  |  |  |  |

|        | Living   | Voy Voseba       | Languaga         | Havy important are | Logh Donto: A Musical Journay (atudant hook)       | Unit 1 Port 1 Voy Words Tost            |
|--------|----------|------------------|------------------|--------------------|--|---|
| TI     | Living   | Key Vocab:       | <u>Language</u>  | How important are  | Josh Ponte: A Musical Journey (student book)       | Unit 1 – Part 1 Key Words Test          |
| Unit 1 | Traditi  | Casial Ctudias   | Function:        | traditions?        | Changed has Too 145 and (atom 1 and 1 and 1)       | - Content Words                         |
| D4 1   | on       | Social Studies   | Express          | D 41               | Shaped by Tradition (student book)                 | Huit 1 Deat 1 West West Test            |
| Part 1 | _        | Vocab:           | Feelings         | Part 1:            | T 1 Divi V 1 1 TO TO                               | Unit 1 – Part 1 Key Words Test          |
|        | Focus:   | craft, musical,  | Agree and        | How can traditions | Teacher Edition – Volume 1 T2a – T36g              | Academic Vocabulary                     |
|        | Cultural | perform,         | Disagree         | shape who we are?  |  | Wild Build Olly Build                   |
|        | Traditio | pottery,         | Complete         |                    | Sing with Me Language Songs – Level F              | Unit 1 – Part 1 Oral Language Rubrics – |
|        | ns       | tradition,       | Sentences        |                    |  | Optional                                |
|        |          | weave            | Simple Subjects  |                    | Practice Masters:                                  |   |
|        |          |                  | and Predicates   |                    | 1.1 : Living Traditions                            | Daily observations – participation and  |
|        |          | <b>Academic</b>  | Listen for       |                    | 1.2: Street Fair                                   | practice masters work                   |
|        |          | Vocab:           | Implicit Ideas   |                    | 1.3: Family Gathering                              |   |
|        |          | create, culture, | Use Nonverbal    |                    | 1.4 : Josh Ponte: A Musical Journey                |   |
|        |          | express,         | Cues             |                    | 1.5: Let's Agree                                   |   |
|        |          | medium, style    | Interview        |                    | 1.6: Josh Ponte: A Musical Journey                 |   |
|        |          |                  |                  |                    | 1.7: Josh Ponte: A Musical Journey                 |   |
|        |          | Basic Vocab:     | Reading          |                    | 1.8: Shaped by Tradition                           |   |
|        |          | The Arts:        | Strategies:      |                    | 1.9 : Compare Author's Purpose                     |   |
|        |          | act in a play,   | Plan and Monitor |                    | 1.10: Is It Complete?                              |   |
|        |          | dance to the     | Main Idea and    |                    |  |   |
|        |          | music, draw a    | Details          |                    | NGReach.com  |   |
|        |          | picture, paint a | Questions and    |                    | <ul> <li>Build Background Video</li> </ul>         |   |
|        |          | picture, play    | Answers          |                    | <ul> <li>Key Word Images</li> </ul>                |   |
|        |          | the drums,       | Quotations       |                    | <ul> <li>Language Builder Picture Cards</li> </ul> |   |
|        |          | play the guitar, | Phrasing         |                    |  |   |
|        |          | play the piano,  | Accuracy and     |                    |  |   |
|        |          | sing a song,     | Rate             |                    |  |   |
|        |          | take a picture,  |                  |                    |  |   |
|        |          | write a story    | Writing:         |                    |  |   |
|        |          |                  | Daily writing    |                    |  |   |
|        |          |                  | tasks            |                    |  |   |
|        |          |                  |                  |                    |  |   |
|        |          |                  | Genre:           |                    |  |   |
|        |          |                  | Interview        |                    |  |   |
|        |          |                  | Biography        |                    |  |   |

|        | Living     | <b>Key Vocab:</b>     | Language      | How important are      | Martina the Beautiful Cockroach (student book)     | Unit 1 – Part 2 Key Words Test          |
|--------|------------|-----------------------|---------------|------------------------|--|---|
|        | Traditions | ikey vocabi           | Functions:    | traditions?            | wattha the Beautiful Cockfouch (Student book)      | - Content Words                         |
| Unit 1 | Traditions | <b>Social Studies</b> | Ask for and   | traditions:            | Coming of Age (student book)                       | Content Words                           |
|        | Focus:     | Vocab:                | Give          | Part 2:                | Coming of Fige (Student book)                      | Unit 1 – Part 2 Key Words Test          |
| Part 2 | Family     | ancestor,             | Information   | How do traditions help | Teacher Edition – Volume 1 T36i – T71a             | - Academic Vocabulary                   |
|        | Traditions | ceremony,             | Compound      | guide us?              | Towner Edition Volume 1 1501 1714                  |   |
|        | and        | marriage,             | Subjects      | garde as:              | Sing with Me Language Songs – Level F              | Unit 1 – Part 2 Oral Language Rubrics – |
|        | Customs    | occasion,             | Compound      |                        | Sing with the Language Songs Level 1               | Optional                                |
|        | Customs    | ritual                | Predicates    |                        | Practice Master:                                   | F                                       |
|        |            | 110001                | Subject-Verb  |                        | 1.11: Plot of a Story                              | Daily observations – participation and  |
|        |            | Academic              | Agreement     |                        | 1.12: The Twins' Birthday Party                    | practice masters work                   |
|        |            | Vocab:                | Give          |                        | 1.13: Martina the Beautiful Cockroach              | I was a second                          |
|        |            | belief, custom,       | Instructions  |                        | 1.14: Spin, Create, and Say Aloud                  |   |
|        |            | influence,            | Self-Monitor  |                        | 1.15: Word Race                                    |   |
|        |            | relationship,         | and           |                        | 1.16 : Martina the Beautiful Cockroach             |   |
|        |            | role                  | Self-Correct  |                        | 1.17 : Martina the Beautiful Cockroach             |   |
|        |            |                       |               |                        | 1.18 : Coming of Age                               |   |
|        |            | Basic Vocab:          | Reading       |                        | 1.19 1.19: Compare Content                         |   |
|        |            | Family:               | Strategies:   |                        | 1.20 : Please Agree                                |   |
|        |            | aunt, family,         | Plan and      |                        | 1.21 : Focus and Coherence                         |   |
|        |            | grandfather,          | Monitor       |                        | 1.22: 5W's Chart                                   |   |
|        |            | grandmother,          | Plot          |                        | 1.23 : Revise                                      |   |
|        |            | mother,               | Character and |                        | 1.24 : Edit and Proofread                          |   |
|        |            | brother, niece,       | Setting       |                        |  |   |
|        |            | father,               | Narrator      |                        | NGReach.com  |   |
|        |            | granddaughter,        | Expression    |                        | <ul> <li>Build Background Video</li> </ul>         |   |
|        |            | grandson, son,        | Accuracy and  |                        | <ul> <li>Key Word Images</li> </ul>                |   |
|        |            | uncle, cousin,        | Rate          |                        | <ul> <li>Language Builder Picture Cards</li> </ul> |   |
|        |            | daughter,             |               |                        |  |   |
|        |            | sister, nephew        | Writing:      |                        |  |   |
|        |            |                       | Daily writing |                        |  |   |
|        |            |                       | tasks         |                        |  |   |
|        |            |                       | Genre:        |                        |  |   |
|        |            |                       | Folk Tale     |                        |  |   |
|        |            |                       | Magazine      |                        |  |   |
|        |            |                       | Article       |                        |  |   |

|        | A 1    | V Wl              | Τ                      | T4 1              | I I D Chi-h (-tlth1-)                              | H.: 42 David I Wass Wassle Task                 |
|--------|--------|-------------------|------------------------|-------------------|--|---|
| 11:4 2 | Animal | <b>Key Words:</b> | <u>Language</u>        | Just how smart    | Love and Roast Chicken (student book)              | Unit 2 – Part 1 Key Words Test                  |
| Unit 2 |        |                   | Function:              | are animals?      | M D 15 (4.1.41.1)                                  | - Content Words                                 |
| D 41   | ce     | Science           | Express Ideas          | D 4.1             | Mouse Deer and Farmer (student book)               | III '42 D 41 W W 1 T 4                          |
| Part 1 | _      | Vocab:            | Engage in              | Part 1:           | T. 1. F.W. V.1. 1. F.72 . F10.01                   | Unit 2 – Part 1 Key Words Test                  |
|        | Focus: | adaptation,       | Discussion             | What can we learn | Teacher Edition – Volume 1 T72a – T106h            | Academic Vocabulary                             |
|        | Animal | defend,           | Kinds of               | from animals?     |  | III I D II D II                                 |
|        | Behavi | predator,         | Sentences              |                   | Sing with Me Language Songs – Level F              | Unit 2 – Part 1 Oral Language Rubrics –         |
|        | or     | prey, trait       | Questions              |                   |  | Optional  |
|        |        |                   | Listen                 |                   | Practice Masters:                                  |   |
|        |        | <b>Academic</b>   | Actively               |                   | 2.1: Animal Intelligence                           | Daily observations – participation and practice |
|        |        | Vocab:            | Find Patterns in       |                   | 2.2: Tell About a Character                        | masters work                                    |
|        |        | behavior,         | Language               |                   | 2.3: The Prickly Porcupine                         |   |
|        |        | characteristi     |                        |                   | 2.9: Love and Roast Chicken: A Trickster Tale from |   |
|        |        | cs,               | Reading                |                   | the Andes Mountains                                |   |
|        |        | response,         | <b>Strategies:</b>     |                   | 2.10 : You Asked, Didn't You?                      |   |
|        |        | strategy,         | Make                   |                   | 2.6: Love and Roast Chicken                        |   |
|        |        | survival          | Connections            |                   | 2.7: Love and Roast Chicken                        |   |
|        |        |                   | Analyze                |                   | 2.8: Compare Characters' Adventures                |   |
|        |        | <b>Basic</b>      | Characters             |                   | 2.11 : It's Not So Tricky!                         |   |
|        |        | Vocab:            | Dialogue               |                   |  |   |
|        |        | Food:             | Expression             |                   | NGReach.com  |   |
|        |        | chicken,          | Accuracy and           |                   | <ul> <li>Build Background Video</li> </ul>         |   |
|        |        | chips, salsa,     | Rate                   |                   | Key Word Images                                    |   |
|        |        | egg,              |                        |                   | <ul> <li>Language Builder Picture Cards</li> </ul> |   |
|        |        | hamburger,        | <b>Writing</b> : Daily |                   |  |   |
|        |        | hot dog,          | writing tasks          |                   |  |   |
|        |        | pizza, salad,     |                        |                   |  |   |
|        |        | sandwich,         | Genre:                 |                   |  |   |
|        |        | soup, taco        | Trickster Tale         |                   |  |   |
|        |        |                   |                        |                   |  |   |
|        |        |                   |                        |                   |  |   |
|        |        |                   |                        |                   |  |   |
|        |        | l                 |                        | 1                 |  |   |

|        |            | T                      | _                      | 1 = 2          | T  | T   |
|--------|------------|------------------------|------------------------|----------------|--|---|
|        | Animal     | <b>Key Words:</b>      | <b>Language</b>        | Just how       | Animal Smarts (student book)                       | Unit 2 – Part 2 Key Words Test                  |
| Unit 2 | Intelligen |                        | Function:              | smart are      |  | - Content Words                                 |
|        | ce         | <u>Science</u>         | Engage in              | animals?       | The Clever Chips of Fongoli (student book)         |   |
| Part 2 |            | Vocab:                 | Conversation           |                |  | Unit 2 – Part 2 Key Words Test                  |
|        | Focus:     | command,               | Tell an Original Story | Part 2:        | Teacher Edition – Volume 1 T106i – T143a           | Academic Vocabulary                             |
|        | Animal     | imitate,               | Compound               | How do animals |  |   |
|        | Intelligen | memory,                | Sentences              | show their     | Sing with Me Language Songs – Level F              | Unit 2 – Part 2 Oral Language Rubrics –         |
|        | ce         | pattern, skill,        | Complex                | intelligence?  |  | Optional  |
|        |            | tool                   | Sentences              |                | Practice Masters:                                  |   |
|        |            |                        | Understand             |                | 2.10 : Identify Main Idea and Details              | Daily observations – participation and practice |
|        |            | <b>Academic</b>        | Compound               |                | 2.11 : Cat and Mouse                               | masters work                                    |
|        |            | <b>Vocab:</b> ability, | Sentences              |                | 2.12: Animal Smarts                                |   |
|        |            | communication          | Use Gestures and       |                | 2.13: Why or When?                                 |   |
|        |            | , inherit,             | Expressions            |                | 2.14: Animal Smarts                                |   |
|        |            | language, learn        | Relate to Personal     |                | 2.15 : Animal Smarts                               |   |
|        |            |                        | Experience             |                | 2.16 : The Clever Chimps of Fongoli                |   |
|        |            | Basic Vocab:           |                        |                | 2.17 : Compare Information                         |   |
|        |            | <b>Greetings and</b>   | Reading                |                | 2.18 : The Game of Coordination                    |   |
|        |            | <b>GoodByes:</b>       | Strategies:            |                | 2.19: Development of Ideas                         |   |
|        |            | Hi/Hey,                | Make Connections       |                | 2.20: Main Idea Diagram                            |   |
|        |            | Hello/Hello,           | Main Idea and          |                | 2.21: Revise                                       |   |
|        |            | Hi there/Hello,        | Details                |                | 2.22 : Edit and Proofread                          |   |
|        |            | Hello/Good             | Photographs and        |                |  |   |
|        |            | Morning,               | Captions               |                | NGReach.com  |   |
|        |            | Bye/See you            | Writer's Style         |                | Build Background Video                             |   |
|        |            | later, Goodbye.        | Intonation             |                | Key Word Images                                    |   |
|        |            | Have a nice            | Accuracy and Rate      |                | <ul> <li>Language Builder Picture Cards</li> </ul> |   |
|        |            | day./Goodbye,          |                        |                |  |   |
|        |            | See you                | Writing: Daily         |                |  |   |
|        |            | soon/Bye,              | writing tasks          |                |  |   |
|        |            | Goodbye/Goodb          |                        |                |  |   |
|        |            | ye                     | Genre:                 |                |  |   |
|        |            |                        | Science Article        |                |  |   |
|        |            |                        |                        |                |  |   |
|        |            |                        |                        |                |  |   |
|        |            |                        |                        |                |  |   |

|        | T           |                       | T                              | T                     | T  | T   |
|--------|-------------|-----------------------|--------------------------------|-----------------------|--|---|
|        | Amazi       | <b>Key Words:</b>     | <u>Language</u>                | Why learn about other | How I Learned Geography (student book)             | Unit 3 – Part 1 Key Words Test                  |
| Unit 3 | 8           |                       | <b>Function:</b>               | places?               |  | - Content Words                                 |
|        | Places      | <b>Social Studies</b> | Give and Follow                |                       | Tortillas Like Africa (student book)               |   |
| Part 1 |             | Vocab:                | Directions                     | Part 1:               |  | Unit 3 – Part 1 Key Words Test                  |
|        | Focus:      | continent,            | Give, Restate, and             | What helps us imagine | Teacher Edition – Volume 1 T144a –                 | <ul> <li>Academic Vocabulary</li> </ul>         |
|        | Visualizing | country,              | Follow Directions              | the world?            | T174h  |   |
|        | Other       | equator, globe,       | Plural Nouns with – <i>s</i> , |                       |  | Unit 3 – Part 1 Oral Language Rubrics –         |
|        | Places      | hemisphere,           | es                             |                       | Sing with Me Language Songs – Level F              | Optional  |
|        |             | inhabitant, map       | Nouns and Articles <i>a</i> ,  |                       |  |   |
|        |             |                       | an, the                        |                       | Practice Masters:                                  | Daily observations – participation and practice |
|        |             | <b>Academic</b>       | Listen for                     |                       | 3.1: Amazing Places                                | masters work                                    |
|        |             | Vocab: border,        | Important Details              |                       | 3.2 : Story Theme                                  |   |
|        |             | imagine,              | Ask for Clarification          |                       | 3.3: Kate's Treasure Map                           |   |
|        |             | range, suggest,       |                                |                       | 3.4 : How I Learned Geography                      |   |
|        |             | transport             | Reading                        |                       | 3.5: In a Box Game                                 |   |
|        |             |                       | Strategies:                    |                       | 3.6: How I Learned Geography                       |   |
|        |             | Basic Vocab:          | Visualize                      |                       | 3.7:How I Learned Geography                        |   |
|        |             | Places in the         | Theme                          |                       | 3.8: Tortillas Like Africa                         |   |
|        |             | <b>World</b> :        | Setting                        |                       | 3.9 :Compare Figurative Language                   |   |
|        |             | China,                | Elements of Poetry             |                       | 3.10: Moving Day                                   |   |
|        |             | Columbia,             | Intonation                     |                       |  |   |
|        |             | Dominican             | Accuracy and Rate              |                       | NGReach.com  |   |
|        |             | Republic, El          |                                |                       | <ul> <li>Build Background Video</li> </ul>         |   |
|        |             | Salvador,             | <b>Writing:</b> Daily          |                       | <ul> <li>Key Word Images</li> </ul>                |   |
|        |             | Ethiopia,             | writing tasks                  |                       | <ul> <li>Language Builder Picture Cards</li> </ul> |   |
|        |             | Guatemala,            |                                |                       |  |   |
|        |             | Haiti, India,         | Genre:                         |                       |  |   |
|        |             | Jamaica,              | Fictional Tale                 |                       |  |   |
|        |             | Mexico,               | Free Verse                     |                       |  |   |
|        |             | Pakistan, Peru,       |                                |                       |  |   |
|        |             | Philippines,          |                                |                       |  |   |
|        |             | Russia, South         |                                |                       |  |   |
|        |             | Korea,                |                                |                       |  |   |
|        |             | Vietnam, Iran         |                                |                       |  |   |
|        |             |                       |                                |                       |  |   |
|        |             |                       |                                |                       |  |   |

|        | A      | Var. Wanda.       | Language              | W/lext loams alsoyt | Evitage a Fouth (standard heals)                   | Liuit 2 Dont 2 Mary Woods Tost   |
|--------|--------|-------------------|-----------------------|---------------------|--|--|
| II:4 2 | Amazi  | <b>Key Words:</b> | <u>Language</u>       | Why learn about     | Extreme Earth (student book)                       | Unit 3 – Part 2 Key Words Test   |
| Unit 3 | ng     | G • 1             | Function:             | other places?       | DI 4 1: 4 W 11(4 1 41 1)                           | - Content Words  |
| D 42   | Places | Social St. N.     | Describe Places       | D + 0               | Photographing the World (student book)             | III 12 P 12 W W 1 T 1  |
| Part 2 | -      | <b>Studies</b>    | Make and              | Part 2:             | Teacher Edition – Volume 1 T174i – T213a           | Unit 3 – Part 2 Key Words Test   |
|        | Focus: | Vocab:            | Respond to            | What makes a        |  | Academic Vocabulary  |
|        | Amazi  | canyon,           | Requests              | place amazing?      | Sing with Me Language Songs – Level F              | With District Distric |
|        | ng     | elevation,        | Irregular Plurals:    |                     |  | Unit 3 – Part 2 Oral Language Rubrics –  |
|        | Places | landform,         | Count/Noncount        |                     | Practice Masters:                                  | Optional   |
|        |        | ocean, plain,     | Capitalization of     |                     | 3.11: Logical Order                                |  |
|        |        | plateau,          | Proper Nouns          |                     | 3.12: Can You Count It?                            | Daily observations – participation and practice  |
|        |        | valley            | More Plural           |                     | 3.13: Extreme Earth                                | masters work   |
|        |        |                   | Nouns                 |                     | 3.14: A Proper Game                                |  |
|        |        | <b>Academic</b>   | Adjust Speech         |                     | 3.15:Around the World                              |  |
|        |        | Vocab:            | for Purpose           |                     | 3.16:Reread and Summarize: Outline                 |  |
|        |        | feature,          | Analyze               |                     | 3.17 : Extreme Earth                               |  |
|        |        | locate,           | Expressions           |                     | 3.18 : Photographing the World                     |  |
|        |        | physical,         | Reading               |                     | 3.19: Photographing the World                      |  |
|        |        | region,           | <b>Strategies:</b>    |                     | 3.20: Saving a Forest from Fire                    |  |
|        |        | surface           | Visualize             |                     | 3.21: Organization                                 |  |
|        |        |                   | Main Idea and         |                     | 3.22: Brainstorm Your Topic                        |  |
|        |        | <b>Basic</b>      | Details               |                     | 3.23: Revise                                       |  |
|        |        | Vocab:            | Graphs and            |                     | 3.19 : Edit and Proofread                          |  |
|        |        | Seasons,          | Diagrams              |                     |  |  |
|        |        | Months, and       | Genre: Profile        |                     | NGReach.com  |  |
|        |        | Activities:       | Phrasing              |                     | Build Background Video                             |  |
|        |        | winter,           | Accuracy and Rate     |                     | Key Word Images                                    |  |
|        |        | spring,           |                       |                     | <ul> <li>Language Builder Picture Cards</li> </ul> |  |
|        |        | summer, fall,     | <b>Writing:</b> Daily |                     |  |  |
|        |        | sled down a       | writing tasks         |                     |  |  |
|        |        | hill, plant       |                       |                     |  |  |
|        |        | seeds, swim       | Genre:                |                     |  |  |
|        |        | in a lake,        | Social Studies        |                     |  |  |
|        |        | rake leaves       | Article               |                     |  |  |
|        |        |                   | Profile               |                     |  |  |
|        |        |                   |                       |                     |  |  |

|        | Power   | Key Words:          | Language              | How do we relate | Wind at Work (student book)             | Unit 4 – Part 1 Key Words Test                  |
|--------|---------|---------------------|-----------------------|------------------|---|---|
| Unit 4 |         | 110, 110100         | Function:             | to nature?       | ······································  | - Content Words                                 |
|        | Nature  | Science             | Make Comparisons      |                  | Water: The Blue Gold (student book)     |   |
| Part 1 |         | Vocab:              | Express Certainty,    | Part 1:          | ,                                       | Unit 4 – Part 1 Key Words Test                  |
|        | Focus:  | convert,            | Probability,          | How powerful are | Teacher Edition – Volume 1 T214a –T246h | <ul> <li>Academic Vocabulary</li> </ul>         |
|        | How     | electricity,        | Possibility           | wind and water?  |   |   |
|        | We Use  | generate,           | Present Tense Action  |                  | Sing with Me Language Songs – Level F   | Unit 4 – Part 1 Oral Language Rubrics –         |
|        | Natural | power,              | Verbs                 |                  |   | Optional  |
|        | Resourc | renewable,          | Present Progressive   |                  | Practice Masters:                       | Daily observations – participation and practice |
|        | es      | scarce              | Tense                 |                  | 4.1: Power of Nature                    | masters work                                    |
|        |         |                     | Listen and Learn      |                  | 4.2: What Happens to Soil?              |   |
|        |         | <b>Academic</b>     | from Others           |                  | 4.3: Ready, Set, Go!                    |   |
|        |         | Vocab:              | Ask for Clarification |                  | 4.4: Wind at Work                       |   |
|        |         | available,          | Instructions          |                  | 4.5: What is Happening Now?             |   |
|        |         | conservation,       |                       |                  | 4.6: Vocabulary Bingo                   |   |
|        |         | current, flow,      | Reading               |                  | 4.7: Wind at Work                       |   |
|        |         | resources           | <b>Strategies:</b>    |                  | 4.8: Wind at Work                       |   |
|        |         |                     | Ask Questions         |                  | 4.9: Water: The Blue Gold               |   |
|        |         | <b>Basic Vocab:</b> | Cause and Effect      |                  | 4.10: Compare Genres                    |   |
|        |         | Weather:            | Section Headings      |                  | 4.11: Lots of Action                    |   |
|        |         | Today is            | Fact/Opinion          |                  | 4.12 : Water: Blue Gold                 |   |
|        |         | cloudy. Today       | Intonation            |                  | NGD 1                                   |   |
|        |         | is foggy.           | Accuracy and Rate     |                  | NGReach.com                             |   |
|        |         | Today is rainy.     |                       |                  | Build Background Video                  |   |
|        |         | Today is            | Writing: Daily        |                  | Key Word Images                         |   |
|        |         | snowing.            | writing tasks         |                  | Language Builder Picture Cards          |   |
|        |         | Today is            |                       |                  |   |   |
|        |         | sunny. Today        | Genre:                |                  |   |   |
|        |         | is windy.           | Science Article       |                  |   |   |
|        |         |                     | Persuasive Essay      |                  |   |   |
|        |         |                     |                       |                  |   |   |
|        |         |                     |                       |                  |   |   |
|        |         |                     |                       |                  |   |   |
|        |         |                     |                       |                  |   |   |

|          | Power                                   | Key Words:      | Language            | How do we relate   | <u>Doña Flor</u> (student book)                    | Unit 4 – Part 2 Key Words Test                   |
|----------|---|-----------------|---------------------|--------------------|--|--|
| Unit 4   |   | Key words.      | Function:           | to nature?         | Dona i ioi (student book)                          | - Content Words                                  |
| Cilit 4  | Nature                                  | Science         | Express Needs       | to nature:         | Nature Inside Us (student book)                    | - Content Words                                  |
| Part 2   |   | Vocab:          | and Wants           | Part 2:            | Ivature fiside Os (student book)                   | Unit 4 – Part 2 Key Words Test                   |
| 1 41 ( 2 | Focus:                                  | atmosphere,     | Ask for and Give    | How is nature part | Teacher Edition – Volume 1 T246i – T281a           | - Academic Vocabulary                            |
|          | Peoples'                                | element,        | Advice              | of us?             | reaction volume i 12401 1201a                      | reducinie vocabulary                             |
|          | Connecti                                | landscape,      | Forms of be         | or us:             | Sing with Me Language Songs – Level F              | Unit 4 – Part 2 Oral Language Rubrics – Optional |
|          | on to the                               | material,       | Forms of <i>bee</i> |                    | Sing with the Eungaage Songs Level 1               | omi i ruit 2 orui Euriguage ruorios optionar     |
|          | Natural Natural                         | natural         | Helping Verbs       |                    | Practice Masters:                                  | Daily observations – participation and practice  |
|          | World                                   | Tiwara:         | Forms of be         |                    | 4.13: Problem and Solution                         | masters work                                     |
|          | ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,, | <b>Academic</b> | and have            |                    | 4.14: At the Beach                                 |  |
|          |   | Vocab:          | Adjust Your         |                    | 4.15: At the Park                                  |  |
|          |   | benefit, force, | Speech for Your     |                    | 4.16: Doña Flor                                    |  |
|          |   | interact,       | Audience            |                    | 4.17 : Imagine This!                               |  |
|          |   | modify, relate  | Relate to           |                    | 4.18 : Word Race                                   |  |
|          |   |                 | Personal            |                    | 4.19 : Doña Flor                                   |  |
|          |   | Basic Vocab:    | Experience          |                    | 4.20 : Doña Flor                                   |  |
|          |   | Parts of the    | Reading             |                    | 4.21:Comida  |  |
|          |   | <b>Body:</b>    | <b>Strategies:</b>  |                    | 4.22:Compare Figurative Language                   |  |
|          |   | arm, elbow,     | Ask Questions       |                    | 4.23: The Moon Is                                  |  |
|          |   | back, body,     | Problem and         |                    | 4:24:Voice and Style                               |  |
|          |   | chest, foot,    | Solution            |                    | 4.25:Problem – and – Solution Chart                |  |
|          |   | toe, ankle,     | Main Character      |                    | 4.26 : Revise                                      |  |
|          |   | hand,           | Sensory             |                    | 4:27: Edit and Proofread                           |  |
|          |   | finger,         | Language            |                    |  |  |
|          |   | thumb,          | Expression          |                    | NGReach.com  |  |
|          |   | wrist, hip,     | Accuracy and Rate   |                    | <ul> <li>Build Background Video</li> </ul>         |  |
|          |   | knee, leg,      | W D                 |                    | • Key Word Images                                  |  |
|          |   | shoulder,       | Writing: Daily      |                    | <ul> <li>Language Builder Picture Cards</li> </ul> |  |
|          |   | stomach         | writing tasks       |                    |  |  |
|          |   |                 | Conro               |                    |  |  |
|          |   |                 | Genre: Tall Tale    |                    |  |  |
|          |   |                 | Lyrical Poetry      |                    |  |  |
|          |   |                 | 2,110411 0041 9     |                    |  |  |
|          |   |                 |                     |                    |  |  |
|          |   |                 |                     |                    |  |  |