

Guangren Elementary School		
Semester 2 Syllabus - 2025-2026 - ESL Program		
Grade: 2	Teachers: Miss Kira, Miss Celine, Miss Sara, Miss Ana	
Overall Grade Expectations:		
<u>By the end of Grade 2, students will:</u>		
<u>Oral</u>		
<ul style="list-style-type: none"> ● Demonstrate the ability to understand and interpret spoken English and to respond appropriately ● Use speaking skills and strategies to communicate for a variety of classroom and social purposes 		
<u>Reading</u>		
<ul style="list-style-type: none"> ● Read and demonstrate an understanding of a variety of simple texts using some strategies to construct meaning ● Use knowledge of words and cueing systems to read fluently 		
<u>Writing</u>		
<ul style="list-style-type: none"> ● Write in a variety of simple forms for different purposes and audiences ● Use appropriate simple English language conventions and structures 		
Semester 2, Term 3, Unit 4	Dates: Jan. 21/22/23 and Feb. 23 - April 3 Duration: 6 weeks	Calendar Events: Feb. 27 Peace Memorial Day off Mar. 9-20 I Love Reading on Raz Kids (Gr. 1-5) Mar. 14 Parent Teacher Interviews Mar. 23- April 2 Spring Door Decorating Contest April 3-6 Tomb Sweeping Holiday, Children’s Day
Unit 4 Theme: Plants		
<u>Theme Description</u>		
Students will learn about different types of plants, brainstorm how we use plants in our lives, and why they are important. They will learn about and discuss the difference between a variety of fruits and vegetables. Students will also explore the plant life cycle and learn how to describe the different parts of plants. They will learn how to plant then they’ll inquire into the growth and transformation of plants.		
Oral Communications Expectations	Reading Expectations	Writing Expectations

<p>1.1 follow simple multi-step directions to perform a sequence of tasks</p> <p>1.5 Understand some key vocabulary and concepts related to a topic</p> <p>2.2 participates in social and academic discussions using simple sentences (e.g. working with others in a group)</p> <p>2.6 Demonstrate an understanding of appropriate speaking behaviours in a variety of situations</p>	<p>1.1. read a variety of simple texts (e.g. stories, poems, news articles, informational text) with visuals for different purposes</p> <p>1.2 Demonstrate an understanding of simple texts on familiar topics (e.g., make connections, retell, answer questions, restate the main idea)</p> <p>1.3 Follow simply worded instructions</p> <p>2.2 use strategies (e.g., visual cues, language and word patterns, phonics, high frequency word lists) to determine the meaning of unfamiliar vocabulary</p>	<p>1.1 write short simple texts for a variety of form</p> <p>1.3 Organize information so that the writing conveys a clear message (e.g. sequence of events)</p> <p>2.1 Write simple sentences using a combination of letter sound correspondence, high frequency words, pre-taught and subject specific vocabulary in English</p> <p>2.2 write capitals (e.g. beginning of the sentence and proper nouns) and use punctuation (e.g. period, commas, question mark, exclamation mark)</p>
<p style="text-align: center;">Examples of Texts</p>	<p style="text-align: center;">Word Work Examples</p>	<p style="text-align: center;">Content Word Examples</p>
<p>Websites:</p> <ol style="list-style-type: none"> 1. Plant Life - Key Vocabulary (https://foxtonbooks.co.uk/ks1-science/plantlife/keywords/index.html) 2. Plants - BBC Bitesize (https://www.bbc.co.uk/bitesize/topics/zpxnyrd) 3. Where Does Food Come From? - BBC Bitesize (https://www.bbc.co.uk/bitesize/articles/z6pms82) <p><i>Please Note: The following text titles are connected to the unit topic. The different texts offer a range of reading levels. Some will be suitable for whole class teaching, while others are more suitable for small group teaching, independent reading or read alouds. Teachers select most appropriate texts from Raz Kids, as well as from the school resource library and additional online resources, to use as texts for their lessons during the unit.</i></p> <p>Books (Raz-Kids):</p> <ol style="list-style-type: none"> 1. <i>Where Plants Grow</i> 2. <i>Strange Plants</i> 	<p>Explicitly Taught this Unit:</p> <p>Conjunctions: and, because <i>E.g., The leaves are orange because it is fall.</i></p> <p>Time markers: yesterday, today, tomorrow, morning, afternoon, evening, days of the week <i>E.g., I water my garden every morning.</i></p> <p>Ongoing practise: Action verbs, adjectives, questions of how and why, sentence structure, punctuation (period).</p>	<p>die, dig, direct, flower, fruit, garden, green, leaf, leaves, lily, many, mud, nature, park, pond, root, rose, sand, season, seed, sharp, size, soft, soil, summer, sun, tall, time, tin, tree, vegetable, water, weather, wide, wood, worm, outside, inside, pot, sunlight, sunshine, stem, petal, grass, sticks, twigs, bloom, bud, peel, bean, sprout, carrots, broccoli, acorns, sunflower, thorn, trunk, branches, dirt, rain</p>

<ul style="list-style-type: none"> 3. <i>What Comes from Plants</i> 4. <i>Plant Parts</i> 5. <i>The Plant</i> 6. <i>I Am Your New Plant</i> 7. <i>A Seed Grows</i> 8. <i>The Garden</i> 9. <i>Grow, Vegetables, Grow!</i> 10. <i>A Backyard Garden</i> 11. <i>The New Forest Path</i> 12. <i>From Pumpkin Seed to Jack'o'Lantern</i> 13. <i>I Love Flowers</i> 14. <i>The First Strawberry</i> 15. <i>Caring For Earth</i> 16. <i>Apple Tree</i> 17. <i>The Seed Sowers</i> 18. <i>Plant Defenses</i> 19. <i>What Plants Need, Independent Practice Passage</i> 20. <i>Grow Tomatoes in Six Steps</i> 21. <i>About Trees</i> 22. <i>The Food Chain</i> 23. <i>Fruits</i> 24. <i>Vegetables</i> <p>(Fiction Stories)</p> <ul style="list-style-type: none"> 1. <i>Harold the Hungry Plant</i> 2. <i>Katie's Forest Finds</i> 3. <i>Make a Tree Friend</i> 4. <i>Future Flowers</i> 5. <i>The Giant Turnip</i> 6. <i>My Garden</i> 7. <i>The First Strawberry</i> 8. <i>The Sunflower Hut</i> 		
--	--	--

<p>Semester 2, Term 4, Unit 5</p>	<p>Dates: April 6 to May 8 Duration: 5 weeks</p>	<p>Calendar Events: April 6 Tomb Sweeping Holiday April 14 ESL Exams May 1 Labour Day</p>
--	--	---

<p>Unit 5 Theme: My Five Senses</p>
<p><u>Theme Description</u></p>

Students will learn about the five senses by exploring different sounds and the feel of a variety of materials. They will also be provided with a variety of materials that will elicit the use of their sense of taste, smell, and sight. They'll learn to ask questions and express themselves using newly taught vocabulary and grammar structures relating to the topic. They will use descriptive adjectives to describe things they can see, hear, taste, touch, and smell.

Oral Communications Expectations	Reading Expectations	Writing Expectations
<p>1.1 follow simple multi-step directions to perform a sequence of tasks</p> <p>1.5 understand some key vocabulary and concepts related to a topic</p> <p>2.2 participates in social and academic discussions using simple sentences (e.g. working with others in a group)</p> <p>2.6 Demonstrate an understanding of appropriate speaking behaviours in a variety of situations</p>	<p>1.1. read a variety of simple texts (e.g. stories, poems, news articles, informational text) with visuals for different purposes</p> <p>1.2 Demonstrate an understanding of simple texts on familiar topics (e.g., make connections, retell, answer questions, restate the main idea)</p> <p>1.3 Follow simply worded instructions</p> <p>2.2 Use strategies (e.g., visual cues, language and word patterns, phonics, high frequency word lists) to determine the meaning of unfamiliar vocabulary</p>	<p>1.1 write short simple texts for a variety of forms</p> <p>1.3 Organize information so that the writing conveys a clear message (e.g. sequence of events)</p> <p>2.1 Write simple sentences using a combination of letter sound correspondence, high frequency words, pre-taught and subject specific vocabulary in English</p> <p>2.2 Write capitals (e.g. beginning of the sentence and proper nouns) and use punctuation (e.g. period, commas, question mark, exclamation mark)</p>
Examples of Texts	Word Work Examples	Content Word Examples
<p>Websites:</p> <ol style="list-style-type: none"> 1. What are the Senses? - BBC Bitesize (https://www.bbc.co.uk/bitesize/articles/zsbntrd) 2. How Does Human Touch Work? - BBC Bitesize (https://www.bbc.co.uk/bitesize/articles/zbgdt39) 3. How Does Human Taste Work? - BBC Bitesize (https://www.bbc.co.uk/bitesize/articles/zhdjhbkc) <p>Please Note: The following text titles are connected to the unit topic. The different texts offer a range of reading levels. Some will be suitable for whole class teaching, while</p>	<p>Explicitly Taught this Unit:</p> <p>Preposition of location: on, above, behind etc. <i>E.g., I can see a dog <u>behind</u> the tree.</i></p> <p>Compound sentences - with and, because, but <i>E.g., I love pizza, <u>but</u> I don't like the taste of tomatoes.</i></p> <p>Tenses: Simple past and irregular past tense verbs (i.e. see/saw, hear/heard) <i>E.g., I <u>heard</u> the bird singing yesterday.</i></p> <p>Ongoing practise: Punctuation (at the end of the sentence), adjectives, simple</p>	<p>bad, bit, bite, blind, cold, cool, dry, fat, fresh, hear, listen, noise, noisy, salty, sense, sight, smell, sour, sugar, sweet, taste, thirsty, touch, yucky, yummy, fingers, tongue, eyes, nose, ears, soft, hard, smooth, rough, bumpy, furry, fluffy, sticky, shiny, bright, colourful, dark, loud, quiet, crunchy, spicy, bang, slimy, nice, stinky</p>

<p><i>others are more suitable for small group teaching, independent reading or read alouds. Teachers select most appropriate texts from Raz Kids, as well as from the school resource library and additional online resources, to use as texts for their lessons during the unit.</i></p> <p>Books (Raz-Kids):</p> <ol style="list-style-type: none"> 1. <i>Senses</i> 2. <i>Beyond the Five Senses</i> 3. <i>Our Five Senses</i> 4. <i>How do some people use their senses to do some jobs?</i> 5. <i>Taste This</i> 6. <i>Can You See?</i> 7. <i>We Look</i> <p>(Fiction Stories)</p> <ol style="list-style-type: none"> 1. <i>Gordy Gorilla and His Five Senses</i> 2. <i>This Tastes</i> 3. <i>This Feels</i> 4. <i>This Sounds</i> 5. <i>This Looks</i> 6. <i>Gracie's Nose</i> 7. <i>Smells Like Thanksgiving</i> 8. <i>Smelly Clyde</i> 9. <i>Terell's Taste Buds</i> 10. <i>What's for Dinner?</i> 11. <i>Frog is Hungry</i> 12. <i>The Great Snifferoo</i> 13. <i>Sophie Goes for a Walk</i> 14. <i>Zots Gets Clean</i> 15. <i>I See My Colours</i> 16. <i>A Fish Sees</i> 17. <i>Josh Gets Glasses</i> 	<p>sentences of how and why, sentence structure.</p>	
---	--	--

<p align="center">Semester 2, Term 4, Unit 6 & Review</p>	<p>Date: May 11 - June 30 Duration: Unit 6, Celebrations of Learning, Exam Prep, Year End Review of Skills</p>	<p>Calendar Events: June 1-5 Celebrations of Learning June 19 Dragon Boat Festival June 23 ESL Exam June 30 Last Day of School</p>
--	---	---

Unit 6 Theme: Little Critters

Theme Description

Students will learn about a variety of insects and compare them to each other. They will learn to describe different types of insects using adjectives and adverbs to describe the characteristics of little critters. They will learn about different life cycles and label the parts of an insect. Throughout the unit, students will participate in discussions using newly taught vocabulary and language structures.

Oral Communications Expectations	Reading Expectations	Writing Expectations
<p>1.5 understand some key vocabulary and concepts related to a topic</p> <p>2.2 participates in social and academic discussions using simple sentences (e.g. working with others in a group)</p> <p>2.3 use pre-taught vocabulary and high frequency words in simple sentences (including simple conjunctions) to communicate personal opinions, ideas, feelings, and recount events and stories</p>	<p>1.2 demonstrate an understanding of simple texts on familiar topics (e.g., make connections, retell, answer questions, restate the main idea)</p> <p>1.3 follow simply worded instructions</p> <p>2.2 use strategies (e.g., visual cues, language and word patterns, phonics, high frequency word lists) to determine the meaning of unfamiliar vocabulary</p> <p>2.3 read aloud simple text, observing the rules of punctuation (periods, exclamation mark, question mark)</p>	<p>1.2 generate ideas using visuals and English to write about personally relevant, familiar and subject related topics</p> <p>1.3 organize information so that the writing conveys a clear message (e.g. sequence of events)</p> <p>2.1 write simple sentences using a combination of letter sound correspondence, high frequency words, pre-taught and subject specific vocabulary in English</p> <p>2.2 write capitals (e.g. beginning of the sentence and proper nouns) and use punctuation (e.g. period, commas, question mark, exclamation mark)</p> <p>2.3 recognize sounds of letters, blends and use them to approximate spelling of words</p> <p>2.4 use and spell correctly the vocabulary appropriate for this English level</p>
Examples of Texts:	Word Work Examples	Content Word Examples
<p>Websites:</p> <ol style="list-style-type: none"> Insect Inspection - BBC Bitesize (https://www.bbc.co.uk/bitesize/articles/zbwvhcw) What Are Minibeasts? - BBC Bitesize 	<p>Explicitly Taught this Unit:</p> <p>Adjectives and adverbs: to describe the little critters</p> <p><i>E.g., The <u>fuzzy</u> bee. The <u>wiggly</u> worm. The <u>tiny</u> bug moved</i></p>	<p>ant, bee, beetle, bug, butterfly, climb, cockroach, cute, dig, discover, dragonfly, drink, egg, feed, fly, forest, garden, hill, hole, insect, inside, into, jump, keeper, kill, lady</p>

(<https://www.bbc.co.uk/bitesize/articles/z7jcbqt>)

3. [Life Cycles](#)

(<https://www.stem.org.uk/resources/elibrary/resource/36134/life-cycles>)

Please Note: The following text titles are connected to the unit topic. The different texts offer a range of reading levels. Some will be suitable for whole class teaching, while others are more suitable for small group teaching, independent reading or read alouds. Teachers select most appropriate texts from Raz Kids, as well as from the school resource library and additional online resources, to use as texts for their lessons during the unit.

Books (Raz-Kids):

1. *Counting Bugs*
2. *Insect Life Cycle*
3. *Extreme Insects*
4. *Bees Feed Me*
5. *Wiggly Worms*
6. *One Insect*
7. *All About Spiders*
8. *Hello, Butterfly*
9. *Ladybugs*
10. *Insect Wings*
11. *This Insect*
12. *Critter Crossings*
13. *Scorpions*
14. *Dragonflies!*
15. *The Beekeeper*
16. *The Secret Lives of Snails and Slugs*

(Little Critters- Fiction Stories)

1. *Big Surprise in the Bug Tank*
2. *Bug Me!*
3. *Welcome Back, Butterflies!*
4. *Fuzzy Buzzy Bee*
5. *Grasshopper's Gross Lunch*
6. *The Creepy, Crawly Book of Insect Riddles*
7. *Butterfly Cafe*
8. *The Queen Ants Birthday*
9. *The Itsy Bitsy Spider*

quickly across the leaf.

Auxiliary verbs - Do

(used in simple present or simple past tense to make a question or negation)

E.g., Do you like bugs? She doesn't like mosquitoes.

Ongoing practise:

Compound sentences, simple past tense, simple questions of how and why

(bug), large, little, long, mosquito, moth, mud, night, noisy, outside, over, pop, quick, quiet, slow, spider, crawl, furry, shiny, colourful, worm, wings, web, caterpillar

10. <i>Corky the Cockroach</i>		
--------------------------------	--	--