

University of Puerto Rico  
Rio Piedras Campus  
College of Education  
Elementary School

### **Syllabus 2016-2017**

**Professor : Lillian Mendoza**  
**Course : English – Second grade**  
**Credits : 5 hours per week**

#### **Course Description**

The main goal of the second grade English Course is to prepare students to communicate in English as a second language, engage in the writing process and initiate the reading process formally. It is geared towards the development of basic English vocabulary related to everyday life situations both oral and in written form through storytelling, pictures, reading, props, finger play, rhymes, and songs. It emphasizes in the four basic skills of listening, speaking, reading and writing. The course intends to integrate the Principals of a Learning Community within the units developed.

It also intends to develop writing skills and oral communication of the language through a variety of experiences such as oral reports, learning centers, simple investigations, and creative writing. Both students with special needs and the exceptional children will be individually provided accommodations according to the Federal legislation of the No Child Left Behind Act 108-466 of 2004 and the “Legislación Estatal 51 “Ley de Servicios Educativos Integrales para Personas con Impedimentos” of 1996. They will also benefit of the Individual with Disabilities Education Improvement Act (public law 108-446 of 2004.) Different strategies will be used that will enable these students to learn English as a Second Language at their own pace and abilities. This year the group consists of 24 students. An assistant has been provided from Monday through Thursday to help the teacher work with the group. Accommodations will be provided to the exceptional child and the Special Education students taking into consideration the specifications of their PEI provided by the Special Education Teacher. The following strategies will be used:

- . Small group work
  1. Individual attention
  2. Peer help
  3. Special projects
  4. After school help if needed
  5. More time for work if necessary
  6. Enlarge print on hand outs provided if needed
  7. Adapted tests among others

## **General Course Objectives**

The second grade English course will provide a variety of activities and materials to enable the students to achieve the English standards which include:

1. Mastery of the four basic skills:
  - A. Listening
  - B. Speaking
  - C. Reading
  - D. Writing
2. Acquire and use functional vocabulary that enables the students to communicate orally in everyday life situations .
3. Develop pleasure towards reading by listening to stories read by the teacher
4. Follow oral instructions provided by the teacher.
5. Answer questions using complete sentences
6. Discriminate beginning sounds and letters in words
7. Develop pleasure for music and learn songs in English
8. Answer yes / no questions
9. Write short sentences
10. Develop reading skills

## **Course Content (Theme Units) First Semester and second semester**

### **I. Vocabulary Units**

#### **A. The alphabet**

1. Identify the alphabet
2. Organize words in ABC order
3. Identify initial sounds in words

#### **B. Rhyming words**

1. Identify rhyming words in stories and poems
2. Write words that rhyme

#### **C. Numbers**

1. Identify numbers orally from 1-25
2. Write the numbers from 1-25
3. Read number words from 1-25

4. Count orally from 1-50

**D. Animals**

1. Wild animals
2. Wild animals habitats
4. Wild animals in danger of extinction

**E. Community Helpers**

1. Professional careers
2. Technical careers
3. Places they work at
4. Instruments they use to work with

**F. Neighborhood**

2. Kind of houses
3. Parts of the house
4. Things found in different communities

**G. The Ocean**

1. Animals that live in the ocean
2. Parts of the fish
3. Mammals, crustaceans, fish
4. How to keep the ocean clean
5. Ocean creatures in danger of extinction
6. Animals of the deep ocean

**H. Holidays**

1. Halloween
  - a. costumes
  - b. safety rules
2. Thanksgiving
  - a. origin
  - b. customs

3. Christmas
  - a. religious believes
  - b. presents/gifts
  - c. sharing
  - d. Santa versus Wise men
  - e. different celebrations

## **Second Semester**

### **I. Vocabulary Units**

#### **A. Parts of the House**

1. Different kinds of homes
2. different parts of the house
3. Accessories of a house

#### **B. Food**

1. Fruits
2. Vegetables
3. Poultry
4. Food pyramid
5. Pastries
6. Candies

#### **C. Transportation**

1. Trains
2. Cars
3. Airplanes
4. Boats
5. Bicycles
6. Motorcycles
7. horses

**F. Body parts**

**External**

1. Name of body parts
2. Function of the body parts

**Internal**

1. Identify some internal body parts
2. Identify the functions of the internal body parts

**E. Feelings**

1. Emotions

**II. Oral Communication**

**A. The students will be exposed to the following skills:**

1. Ask and provide information correctly
2. Answer questions about activities done during the weekend
3. Role play
4. Provide oral reports/show and tell on topics discussed in class
5. Answer and produce short sentences and questions

**III. Reading Readiness**

**A. The students will identify printed vocabulary related to the following vocabulary units.**

1. Alphabet
2. Numbers from 1-25
3. Rhyming words
4. Family members
5. Body parts
6. Animals studied
7. Food studied
8. Community helpers

9. Parts of a house
10. Kind of houses
11. Holidays
12. Parts of the body
13. Feelings
14. Transportation

### **B. Letters of the alphabet**

1. Identification of beginning sounds both orally and in written form
2. Identification of consonants and vowels both orally and in written form
3. Discrimination among letters
4. Identify the letters
5. Organize words in alphabetical order

### **C. Reading Comprehension**

1. Read short sentences
2. Follow predictable books
3. Identify rhyming words
4. Read at grade level
5. Identify the letters of the alphabet
6. Identify printed sight vocabulary
7. Picture reading/ story reading
8. Identify literary skills: author. Setting, problem, solution, characters, main events, sequence of events
9. Identify favorite part of the story

## **III. Writing**

- A. Guided writing provided by teacher developed exercises
- B. Print words using picture clues
- C. Trace letters and words
- D. Cloze text exercises
- E. Write easy vocabulary words
- F. Complete short book reports

- G. Write simple sentences
- H. Use vocabulary in context
- I. Complete a simple journal

#### **IV. Grammar**

- A. The sentence
  - 1. different kind of sentences
  - 2. subject and predicate
- B. The noun
  - 1. Classify nouns as singular and plural nouns
  - 2. Classify nouns as person, place or thing
  - 3. Identify nouns in sentences
- C. The adjective
  - 1. Identify adjectives
  - 2. Adjectives that describe
  - 3. Classify adjectives as color, size, shape, how many and what kind
  - 4. Articles (a, an)
- D. Pronouns
  - 1. Identify Subject pronouns
  - 2. Identify Object pronouns
  - 3. Change nouns for pronouns and vice-versa
- E. Verbs
  - 1. Identify verbs in sentences
  - 2. Use simple verbs in sentences
  - 3. Past tense of regular verbs most often used

#### **V. Teaching Strategies/ Methodologies**

- A. Creation of books
- B. Dramatizations
- C. Learning centers
- D. Songs
- E. Story telling
- F. Games

- G. Peer interaction
- H. Cooperative Learning
- J. Integration with computers
- I. Total Physical Response
- J. Small groups
- K. Videos
- L. Show and tell
- M. Journals
- N. Communicative Approach
- O. Oral Drills
- P. Simple oral reports
- Q. Journals

#### **VI. Resources**

- A. Television
- B. Computers (tablets)
- C. Video cassettes
- D. Tape recorders
- E. Video recorder
- F. Magazines
- G. Movies
- H. Scholastic and Troll books
- I. Overhead projector
- J. DVD
- K. Human resources
- L. In focus

#### **VII. Evaluation Strategies**

- A. Tests
- B. Homework /Daily Work
- C. Special Projects
- E. Journals
- F. Book reports

**Note:** Any act of lack of academic integrity will involve in disciplinary sanctions



### **VIII. Evaluation Method**

**100- 90 A**

**89- 80 B**

**79- 70 C**

**69- 60 D**

**59 -0 F**

### **VIII. Bibliography of reference books used in class**

- Bany- Winters, Lisa. (1997). *On Stage Theater Games and Activities for Kids*. Illinois; Chicago Review Press.
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- Cole, K.A. (1991). *My First Writing Book*. Wisconsin: Western Publishing Co.
- Cooper, J.D.&Pikulski, J.J. (2005). *Reading Grade 1*. Boston: Houghton Mifflin
- Fiderer, A. (1997). *25 Mini- Lessons for Teaching Writing*. New York: Scholastic Professional Books.
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Jacobson, J. (2003). *Great Games for the Overhead Reading*. New York:Scholastic.

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Kottler, E.; Kottler, J.A. (2008). *English Language Learner in Your Classroom: Strategies that Work*. USA: Corwin Press.

Martin, J. (1999) *150 Totally Terrific Writing Prompts*. New York: Scholastic

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O'Malley, J.M & Valdéz Pierce, L. (1996). *Authentic Assessment For English Language Learners*. Practical Approaches for Teachers.

Reutzel, D. R. & Cooter, R.B. (2004). *Teaching Children to Read*. New Jersey: Pearson Prentice Hall.

Rollins Hurley, S. & Villamil Tinajero, J. (2001). *Literacy Assessment of Second Language Learners*. Massachusetts: Allyn & Bacon Pearson Education Co.

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Ward Beech, L. (2010). *Grammar Practice Kids Will Love*. New York: Scholastic.

Ward Beech, L. (2002). *Scholastic Success with 2<sup>nd</sup> Grade Workbook*. New York:  
Scholastic