



## **LANGUAGE ARTS**

### **COURSE SYLLABUS**

**GRADE LEVEL:** Kindergarten

**SCHOOL YEAR:** 2023-24

**TEACHER:** Michelle Lopez

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### **COURSE DESCRIPTION:**

Kindergarteners are often enthusiastic writers and they will weave writing activities into their play. We begin our learning journey by introducing phonics, oral vocabulary, reading, listening comprehension and writing as well as in collaboration with our SLOs and DIS's VISION MISSION in which students are familiarized with English language and are encouraged to read independently. In order to build a solid foundation for students, the phonics instruction is introduced. It provides students the various sound-letter relationships in a clearly defined sequence and also provides students with an opportunity to apply their knowledge of these relationships as they begin to read and write.

After students understand and apply concepts of print, phonological, and phonemic awareness. They expand their oral language skills and gain meaningful vocabulary for reading. Wonders Reading/Writing Workshop and Leveled Readers help students to review what they learned and develop appropriate vocabulary and high frequency words to the easy decoding in the text. Then students will move forward to becoming emergent readers and eventually be independent reader of on-level-text.

### **COURSE OBJECTIVES:**

Phonemic awareness:

- Recognize and produce rhyming words.
- Isolate consonant sounds.
- Blend onset and rime.
- Blend spoken phonemes.
- Separate and say sounds in words.

Phonics:

- Understand that letters represent sounds and strings of letters represent words.
- Name upper and lower case letters of the alphabet.
- Begin to hear and identify sounds in words, especially initial and final consonants.
- Begin to hear and identify short vowel sounds.
- Begin to recognize two letter blends.

Print Concepts:

- Demonstrate understanding of directionality of print (left to right, return sweep, and top to bottom).
- Understand that print represents spoken words and carries a message.
- Understand that sentences in print are made of separate words.
- Read grade level appropriate sight words and color words.
- Recognize first and last name as well as some environmental print.

Language Practice:

- Predict what will happen next in a story.
- Relate stories to personal experiences.
- Use pictures to help comprehend text.
- Recognize patterned and/or predictable text.
- Become familiar with the following literary terms: title, author, and illustrator.
- Retell the important events of a familiar story.
- Retell a story in the correct sequence.
- Answer basic questions about a story.

Writing:

- Orally express thoughts in sentence form.
- Write first and last name using upper and lower case letters.
- Write a simple sentence.
- Begin to apply ending punctuation.
- Practice correct upper and lower-case letter formation.
- Draw a picture that tells a story and label or write about the picture

Speaking and Listening:

- Participate in discussions
  - Listen to others
  - Take turns speaking
- Follow oral directions.
- Ask and answer questions.
- Describe people, places, things, and events, providing details.

**ASSESSMENT:**

Unit Assessment

Oral Retelling

Project

Observation

Seatwork and Homework

Quarter Exam

**PRIMARY TEXTBOOK & OTHER RESOURCES:**

August et al. (2017). *Wonders Unit 1-10*. New York, NY: McGraw-Hill Education.

Wonders Your Turn Practice Book

Our School Website: <http://www.dishs.tp.edu.tw/>

Publisher Website: <https://connected.mcgraw-hill.com/connected/login.do>

Merriam-Webster Online Dictionary & Thesaurus: <http://www.m-w.com/home.htm>

**ADDITIONAL INFORMATION:**

Please see Google Classroom for more information. Class code:

**Academic Dishonesty** means employing a method or technique or engaging in conduct in an academic endeavor that contravenes the standards of ethical integrity expected at DIS. Academic dishonesty includes but is not limited to, the following:

1. Purposely incorporating the ideas, words of sentences, paragraphs, or parts thereof without appropriate acknowledgment and representing the product as one's own work; and
2. Representing another's intellectual work such as photographs, paintings, drawings, sculpture, or research or the like as one's own, including failure to attribute content to an AI.
3. Employing a tutor, making use of Artificial Intelligence without acknowledgement, getting a parent to write a paper or do an assignment, paying for an essay to be written by someone else and presented as the student's own work.
4. Committing any act that a reasonable person would conclude, when informed of the evidence, to be a dishonest means of obtaining or attempting to obtain credit for academic work.

**Any act of academic dishonesty will result in an automatic zero on the entire assignment.**

### **1st QUARTER – TENTATIVE COURSE CONTENT**

<i>(NB: Depending on time and interest, the teacher may delete and/or add other selections.)</i>	
Week / Date	Topic / Projects / Assessments
<b>Week 1</b> <b>Aug 10<sup>th</sup> to 11<sup>th</sup></b> <i>10 - First Day / Orientation Day</i>	<ul style="list-style-type: none"><li>● Parents and student orientation</li><li>● Environmental language</li><li>● Classroom commands and routines</li></ul>
<b>Week 2</b> <b>Aug 14<sup>th</sup> to 18<sup>th</sup></b> <i>15 - Opening Mass</i>	<p><b>Start Smart</b></p> <p><b>Speaking:</b> Reviewing the alphabet letters (uppercase and lowercase)</p> <p><b>Listening:</b></p> <ul style="list-style-type: none"><li>● Literature Big Book: "Animals in the Park : An ABC Book"</li><li>● Interactive Read Aloud: "The Ugly Duckling" "Tikki Tikki Tembo" "Kindergarteners Can! And We Can Help!"</li></ul> <p><b>Language Practice:</b></p> <ul style="list-style-type: none"><li>● Shared Read: "I am Special!", "Family Fun!", "At School"<ul style="list-style-type: none"><li>- Model concept about print</li><li>- Predict</li><li>- Read</li></ul></li><li>● Big Book of Rhymes<ul style="list-style-type: none"><li>- recognize rhymes</li></ul></li><li>● Category words: alphabet</li></ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"><li>● Read/Spell/Write- High frequency words: I, can</li></ul>

	<ul style="list-style-type: none"> <li>● Practice writing first and last name</li> </ul>
<p><b>Week 3</b> <b>Aug 21<sup>st</sup> to 25<sup>th</sup></b></p>	<p><b>Unit 1.1: Make New Friends</b></p> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>● Make New Friends</li> <li>● Oral Vocabulary Words: friends, problem, escape, grasped, rescued</li> </ul> <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>● Literature Big Book: “<i>What About Bear?</i>”</li> <li>● Interactive Read Aloud: “The Lion and the Mouse”</li> <li>● “The Three Sisters”</li> </ul> <p><b>Language Practice:</b></p> <ul style="list-style-type: none"> <li>● “I Am Special”</li> <li>● “Look at Me” <ul style="list-style-type: none"> <li>- Model concept about print</li> <li>- Predict</li> <li>- Read</li> </ul> </li> <li>● Weekly poems – “Make New Friends (but Keep the Old)”</li> <li>● Category words: feeling words</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>● Phonics: Letter Recognition, Aa - Hh</li> <li>● Read/Spell/Write- High frequency word: <i>the</i></li> </ul>
<p><b>Week 4</b> <b>Aug 28<sup>th</sup> to Sep 1<sup>st</sup></b></p>	<p><b>Unit 1.2: Get Up and Go!</b></p> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>● Get Up and Go!</li> <li>● Oral Vocabulary Words: adventure, movement, arrived, exciting, exhausted</li> </ul> <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>● Literature Big Book: “<i>Pouch!</i>”</li> <li>● Interactive Read Aloud: “The Tortoise and the Hare”</li> <li>● “Teddy’s Week”</li> </ul> <p><b>Language Practice:</b></p> <ul style="list-style-type: none"> <li>● “Family Fun”</li> <li>● “Fun Together” <ul style="list-style-type: none"> <li>- Model concept about print</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>- Predict</li> <li>- Read</li> <li>- Recognize Rhymes</li> </ul> <ul style="list-style-type: none"> <li>● Category words: family words</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>● Phonics: Letter Recognition Ii - Rr</li> <li>● Read/Spell/Write- High frequency word: <i>we</i></li> </ul>
<p style="text-align: center;"><b>Week 5</b>  <b>Sep 4<sup>th</sup> to 8<sup>th</sup></b>  <i>8~ Mass &amp; VIP Induction</i></p>	<p><b>Unit 1.3: Use Your Senses</b></p> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>● Use Your Senses</li> <li>● Oral Language Words: explore, senses, feast, finished, kneads</li> </ul> <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>● Literature Big Book: “<i>Senses at the Seashore</i>”</li> <li>● Interactive Read Aloud: “A feast of the Senses”</li> <li>● “We Can Help”</li> </ul> <p><b>Language Practice:</b></p> <ul style="list-style-type: none"> <li>● “At School”</li> <li>● “What Can I Do?” <ul style="list-style-type: none"> <li>- Model concept about print</li> <li>- Predict</li> <li>- Read</li> </ul> </li> <li>● Weekly poem, “The Sailor Went to Sea, Sea, Sea”</li> <li>● Category words: sensory words</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>● Phonics: Letter Recognition Ss - Zz</li> <li>● Read/Spell/Write- High frequency word: <i>see</i></li> </ul> <p><b>UNIT 1 REVIEW AND ASSESSMENT</b></p>
<p style="text-align: center;"><b>Week 6</b>  <b>Sep 11<sup>th</sup> to 15<sup>th</sup></b>  <i>12-14 – Pre-Exam Days</i></p>	<p><b>Unit 2.1: Tools We Use</b></p> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>● Tools We Use</li> <li>● Oral Vocabulary Words: tool, discover, defeated, fetch, rumble</li> </ul> <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>● Literature Big Book: “<i>The Handiest Things in the World</i>”</li> <li>● Interactive Read Aloud: “Timimoto”</li> </ul> <p><b>Language Practice:</b></p> <ul style="list-style-type: none"> <li>● “Pam Can”</li> <li>● “We Can See”</li> </ul>

	<ul style="list-style-type: none"> <li>- Model concept about print</li> <li>- Predict</li> <li>- Read</li> </ul> <ul style="list-style-type: none"> <li>● Weekly Poem: “<i>The Carpenter</i>”</li> <li>● Phonics: Introduce p. Blend words with p and m, a, s</li> <li>● Category words: color words</li> </ul> <p><b>Writing:</b> Read/Spell/Write- High frequency word: <i>a</i></p>
<p><b>Week 7</b> <b>Sep 18<sup>th</sup> to 22<sup>nd</sup></b></p>	<p><b>Unit 2.2: Shapes All Around Us</b></p> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>● Shapes All Around Us</li> <li>● Oral Vocabulary Words: materials, nature, world, decoration and games</li> </ul> <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>● Literature Big Book: “<i>Shapes All Around</i>”</li> <li>● Interactive Read Aloud: “Kites in Flight”</li> <li>● “Find the Shapes”</li> </ul> <p><b>Language Practice:</b></p> <ul style="list-style-type: none"> <li>● “We Like Tam!”</li> <li>● “I like Sam” <ul style="list-style-type: none"> <li>- Model concept about print</li> <li>- Predict</li> <li>- Read</li> </ul> </li> <li>● Weekly poem: “The Big Round Sun”</li> <li>● Phoneme Blending</li> <li>● Phonics: Introduce t, blend words with t and m, s, a, p</li> <li>● Category words: shape words</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>● Read/Spell/Write- High frequency word: <i>like</i></li> <li>● Word-Building: t, m, s, a, p</li> </ul>
<p><b>Week 8</b> <b>Sep 25<sup>th</sup> to 29<sup>th</sup></b> <b>No Classes</b> <i>25- 28 – Teachers’ Conference</i> <i>29 – Moon Festival Holiday</i></p>	<p><b>Teachers’ Conference and Moon Festival Holiday</b></p>
<p><b>Week 9</b> <b>Oct 2<sup>nd</sup> to 6<sup>th</sup></b> <i>5-6 - Q1 Exams (half day)</i></p>	<p><b>Unit 2.3: World of Bugs</b></p> <p><b>Speaking:</b></p>

	<ul style="list-style-type: none"> <li>● World of Bugs</li> <li>● Oral Vocabulary Words: curious, observe, <i>process</i>, <i>slender</i>, and <i>attaches</i></li> </ul> <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>● Literature Big book: “<i>I Love Bugs!</i>”</li> <li>● Interactive Read Aloud: “From Caterpillar to Butterfly”</li> <li>● “Bugs All Around”</li> </ul> <p><b>Language Practice:</b></p> <ul style="list-style-type: none"> <li>● “Pat”</li> <li>● “Tap! Tap! Tap!” <ul style="list-style-type: none"> <li>- Model concept about print</li> <li>- Predict</li> <li>- Read</li> </ul> </li> <li>● “Eency Weency Spider”</li> <li>● Phoneme Blending</li> <li>● Phonics: Review m, a, p, s, t, blend words with a, s, t</li> <li>● Category words: movement words</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>● Read/Spell/Write- High frequency words: <i>the, a, see, we, like</i></li> <li>● Write sentences with Mm, Aa, Ss, Pp, Tt</li> </ul> <p><b>UNIT 2 REVIEW AND ASSESSMENT</b></p>
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## 2<sup>nd</sup> QUARTER – TENTATIVE COURSE CONTENT

(NB: Depending on time and interest, the teacher may delete and/or add other selections.)	
Week / Date	Topic / Projects / Assessments
<p><b>Week 1 (10)</b>  <b>Oct 9<sup>th</sup> to 13<sup>th</sup></b>  <i>9 &amp; 10 – Double 10 Holiday</i></p>	<p><b>Unit 3.1: Rules to Go By</b></p> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>● Rules to Go By</li> <li>● Oral Vocabulary Words: cooperate, rules, guard, prank, and responsible</li> </ul> <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>● Literature Big Book: “<i>How Do Dinosaurs Go to School?</i>”</li> </ul>

	<ul style="list-style-type: none"> <li>● Interactive Read Aloud: “The Boy Who Cried Wolf”</li> </ul> <p><b>Language Practice:</b></p> <ul style="list-style-type: none"> <li>● “Can I Pat It?”</li> <li>● “Tim Can Tip It.” <ul style="list-style-type: none"> <li>- Model concept about print</li> <li>- Predict</li> <li>- Read</li> </ul> </li> <li>● Build Fluency: Sound Spellings</li> <li>● Phonics: Introduce i, blend words short i, a, and m, s, t, p</li> <li>● Category words: action words</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>● Read/Spell/Write- High frequency word: <i>to</i></li> <li>● Word-Building: a, i, m, p, s, t</li> </ul>
<p><b>Week 2 (11)</b> <b>Oct 16<sup>th</sup> to 20<sup>th</sup></b></p>	<p><b>Unit 3.2: Sounds Around Us</b></p> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>● Sounds Around Us</li> <li>● Oral Vocabulary Words: listen, volume, exclaimed, chat, and familiar</li> </ul> <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>● Literature Big Book: “<i>Clang! Clang! Beep! Beep! Listen to the City</i>”</li> <li>● Interactive Read Aloud: “The Turtle and the Flute”</li> </ul> <p><b>Language Practice:</b></p> <ul style="list-style-type: none"> <li>● “Nat and Tip”</li> <li>● “Tim and Nan” <ul style="list-style-type: none"> <li>- Model concept about print</li> <li>- Predict</li> <li>- Read</li> </ul> </li> <li>● Build Fluency: Sound Spellings</li> <li>● Phonics: Introduce n, blend words with n, blend words with short a, I and t, p, n</li> <li>● Category words: sound words</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>● Read/Spell/Write- High frequency word: <i>and</i></li> <li>● Word-Building: a, i, m, p, s, t</li> </ul>
<p><b>Week 3 (12)</b> <b>Oct 23<sup>rd</sup> to 27<sup>th</sup></b></p>	<p><b>Unit 3.3: The Places We Go</b></p> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>● The Places We Go</li> </ul>



	<ul style="list-style-type: none"><li>● Oral Vocabulary Words: <i>routine, neighborhood, local, intelligent, and volunteer</i></li></ul> <p><b>Listening:</b></p> <ul style="list-style-type: none"><li>● Literature Big Book: “<i>Please Take Me for a Walk</i>”</li><li>● Interactive Read Aloud: “Field Trips”</li><li>● “A Neighborhood”</li></ul> <p><b>Language Practice</b></p> <ul style="list-style-type: none"><li>● “We Go to See Nan”</li><li>● “Can We Go?”<ul style="list-style-type: none"><li>- Model concept about print</li><li>- Predict</li><li>- Read</li></ul></li><li>● Long Vowel Awareness</li><li>● Phonics: Introduce k, c, blend words with short a, and c, n, p, t</li><li>● Category words: sequence words</li></ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"><li>● Read/Spell/Write- High frequency word: <i>go</i></li><li>● Word-Building: a, c, n, p, t</li></ul> <p><b>UNIT 3 REVIEW AND ASSESMENT</b></p>
<p><b>Week 4 (13)</b> <b>Oct 30<sup>th</sup> to Nov 3<sup>rd</sup></b> <i>1-All Saint’s Day Mass</i></p>	<p><b>Unit 4.1: Time for Work</b></p> <p><b>Speaking:</b></p> <ul style="list-style-type: none"><li>● Times For Work</li><li>● Oral Vocabulary Words: equipment, uniform, expect, remained, utensils</li></ul> <p><b>Listening:</b></p> <ul style="list-style-type: none"><li>● Literature Big Book: “<i>Whose Shoes?</i>”</li><li>● Interactive Read Aloud: “Little Juan and the Cooking Pot”</li><li>● “Workers and Their Tools”</li></ul> <p><b>Language Practice:</b></p> <ul style="list-style-type: none"><li>● “Tom On Top!”<ul style="list-style-type: none"><li>- Model concept about print</li><li>- Predict</li><li>- Read</li></ul></li><li>● Phonics: Introduce o, blend words with short o, a, and c, m, p, t</li><li>● Category words: job words</li></ul> <p><b>Writing:</b></p>

	<ul style="list-style-type: none"> <li>● Read/Spell/Write- High frequency words: <i>you</i></li> <li>● Word-Building: o,a,c,m,p,t</li> </ul>
<p><b>Week 5 (14)</b> <b>Nov 6<sup>th</sup> to 10<sup>th</sup></b></p>	<p><b>Unit 4.2: Meet Your Neighbors</b></p> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>● Meet Your Neighbors</li> <li>● Oral Vocabulary Words: appreciate cultures, prefer, proud, tradition</li> </ul> <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>● Literature Big Book: “<i>What Can You Do with a Paleta?</i>”</li> <li>● Interactive Read Aloud: “Cultural Festivals”</li> <li>● “A World Festival”</li> </ul> <p><b>Language Practice:</b></p> <ul style="list-style-type: none"> <li>● “Sid” <ul style="list-style-type: none"> <li>- Model concept about print</li> <li>- Predict</li> <li>- Read</li> </ul> </li> <li>● Phonics: introduce d, blend words with d and a, i, m, p, s, t</li> <li>● Long Vowel Awareness</li> <li>● Category words: food words</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>● Read/Spell/Write- High frequency words: <i>do</i></li> <li>● Word-Building: d, a, l, m, p, s, t</li> </ul>
<p><b>Week 6 (15)</b> <b>Nov 13<sup>th</sup> to 17<sup>th</sup></b></p>	<p><b>Unit 4.3: Pitch In</b></p> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>● Pitch In</li> <li>● Oral Vocabulary Words: community, improve, confused, harvest, quarrel</li> </ul> <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>● Literature Big Book: “<i>Roadwork</i>”</li> <li>● Interactive Read Aloud: “The Bundle of Sticks”</li> <li>● “A community Garden”</li> </ul> <p><b>Language Practice:</b></p> <ul style="list-style-type: none"> <li>● “I Can, You Can!” <ul style="list-style-type: none"> <li>- Model concept about print</li> <li>- Predict</li> <li>- Read</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>● Phonics: Review i, n, k/c, o, d, blend words with short i, o and n, c, d, t,</li> <li>● Category words: position words</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>● Read/Spell/Write- High frequency words: <i>to, and, go, you, do</i></li> <li>● Word-Building: o, n,c,d,t</li> </ul> <p><b>UNIT 4 REVIEW AND ASSESMENT</b></p>
<p><b>Week 7 (16)</b> <b>Nov 20<sup>th</sup> to 24<sup>th</sup></b></p>	<p><b>Unit 5.1: How Does Your Garden Grow?</b></p> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>● How Does Your Garden Grow?</li> <li>● Oral Vocabulary Words: require, plant, crowd, harmful, soak</li> </ul> <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>● Literature Big book: “<i>My Garden</i>”</li> <li>● Interactive Read Aloud: “Growing Plants”</li> <li>● “Tommy, Maytime Magic, The seed”</li> </ul> <p><b>Language Practice:</b></p> <ul style="list-style-type: none"> <li>● “Hop Can Hop!” <ul style="list-style-type: none"> <li>- Model concept about print</li> <li>- Predict</li> <li>- Read</li> </ul> </li> <li>● Phonics: Introduce h, blend words with short a, i, o and h, t, p, m, d</li> <li>● Category words: size words</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>● Read/Spell/Write- High frequency words: <i>my</i></li> </ul> <p>Word-Building: a, i, o, h, t, p, m, d</p> <p><b>REVIEW FOR 2<sup>nd</sup> QUARTER EXAM</b></p>
<p><b>Week 8 (17)</b> <b>Nov 27<sup>th</sup> to Dec 1<sup>st</sup></b> 28-30 – Pre-Exam Days</p>	<p><b>SECOND QUARTER EXAM</b></p>
<p><b>Week 9 (18)</b> <b>Dec 4<sup>th</sup> to 8<sup>th</sup></b> 8 - Foundation Day Celebrations</p>	<p><b>Unit 5.2: Trees</b></p> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>● Trees</li> <li>● Oral Vocabulary Words: amazing, develop, content, enormous, imagine</li> </ul> <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>● Literature Big book: “<i>A Grand Old Tree</i>”</li> <li>● Interactive Read Aloud: “From a Seed to a Tree”</li> </ul>

	<p><b>Language Practice:</b></p> <ul style="list-style-type: none"> <li>● “Ed and Ned” <ul style="list-style-type: none"> <li>- Model concept about print</li> <li>- Predict</li> <li>- Read</li> </ul> </li> <li>● Phonics: Introduce e, blend words with short e, a, i, o, and t, n, m, h, s, p</li> <li>● Category words: tree parts</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>● Read/Spell/Write- High frequency words: <i>are</i></li> </ul> <p>Word-Building: e, a, i, o, t, n, m, h, s, p</p>
<p><b>Week 10 (19)</b>  <b>Dec 11<sup>th</sup> to 15<sup>th</sup></b>  <i>14-15 - Q2 Exams</i></p>	<p><b>Unit 5.3: Fresh from the Farm</b></p> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>● Fresh From the Farm</li> <li>● Oral Vocabulary Words: delicious, fresh, beneath, raise, special</li> </ul> <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>● Literature Big Book: “<i>An Orange in January</i>”</li> <li>● Interactive Read Aloud: “Farmers' Market”</li> </ul> <p><b>Language Practice:</b></p> <ul style="list-style-type: none"> <li>● “Ron With Red” <ul style="list-style-type: none"> <li>- Model concept about print</li> <li>- Predict</li> <li>- Read</li> </ul> </li> <li>● Phonics: Introduce f, r; Blend words with short i, a, e, and f, r, t, n, d, p</li> <li>● Category words: food words</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>● Read/Spell/Write- High frequency words: <i>he, with</i></li> </ul> <p>Word-Building: i, a, e, f, r, t, n, d, p</p> <p><b>UNIT 5 REVIEW AND ASSESSMENT</b></p>
<b>Dec 18<sup>th</sup> to Jan 1<sup>st</sup></b>	<b>Christmas Break</b>

### 3rd QUARTER – TENTATIVE COURSE CONTENT

(NB: Depending on time and interest, the teacher may delete and/or add other selections.)

Week / Date	Topic / Projects / Assessments
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<p><b>Week 1 (20)</b>  <b>Jan 3<sup>rd</sup> to 5<sup>th</sup></b>  <i>2 – Record Day (no classes)</i>  <i>4 – New Year Mass</i></p>	<p><b>Unit 6.1: The Four Seasons</b></p> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>● The Four Seasons</li> <li>● Oral Vocabulary Words: weather, seasons, migrate, active, spot</li> </ul> <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>● Literature Big Book: “<i>Mama, Is It Summer, Yet?</i>”</li> <li>● Interactive Read Aloud: A Tour of the Season</li> </ul> <p><b>Language Practice:</b></p> <ul style="list-style-type: none"> <li>● Is It Hot? <ul style="list-style-type: none"> <li>- Model concept about print</li> <li>- Predict</li> <li>- Read</li> </ul> </li> <li>● Phonics: Introduce b, l; Blend words with b, l and a, e, i, o</li> <li>● Category words: seasons</li> </ul> <p><b>Writing:</b>  Read/Spell/Write- High frequency words: <i>is, little</i></p>
<p><b>Week 2 (21)</b>  <b>Jan 8<sup>th</sup> to 12<sup>th</sup></b></p>	<p><b>Unit 6.2: What’s the Weather?</b></p> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>● What’s the Weather?</li> <li>● Oral Vocabulary Words: predict, temperature, drought, clever, storm</li> </ul> <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>● Literature Big Book: “Rain”</li> <li>● Interactive Read Aloud: “The Frog and the Locust”</li> </ul> <p><b>Language Practice:</b></p> <ul style="list-style-type: none"> <li>● “Kim and Nan” <ul style="list-style-type: none"> <li>- Model concept about print</li> <li>- Predict</li> <li>- Read</li> </ul> </li> <li>● Phonics: Introduce k</li> <li>● Category words: weather words</li> </ul> <p><b>Writing:</b>  Read/Spell/Write- High frequency words: <i>she, was</i></p>
<p><b>Week 3 (22)</b>  <b>Jan 15<sup>th</sup> to 19<sup>th</sup></b></p>	<p><b>Unit 6.3: Stormy Weather</b></p> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>● Stormy Weather</li> <li>● Oral Vocabulary Words: safe, prepare, notice, celebration, enough</li> </ul> <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>● Literature Big Book: “<i>Waiting Out the Storm</i>”</li> </ul>

	<ul style="list-style-type: none"> <li>● Interactive Read Aloud: “Be Safe in Bed Weather”</li> </ul> <p><b>Language Practice:</b></p> <ul style="list-style-type: none"> <li>● “Mack and Ben” <ul style="list-style-type: none"> <li>- Model concept about print</li> <li>- Predict</li> <li>- Read</li> </ul> </li> <li>● Phonics: e, h, f; Blend words with short e, a, o and b, f, h, r, d, l, ck</li> <li>● Category words: question words</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>● Read/Spell/Write- High frequency words: <i>are, he, is, little, my, she, was, with</i></li> </ul> <p><b>UNIT 6 REVIEW AND ASSESSMENT</b></p>
<p><b>Week 4 (23)</b> <b>Jan 22<sup>nd</sup> to 26<sup>th</sup></b></p>	<p><b>Unit 7.1: Baby Animals</b></p> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>● Baby Animals</li> <li>● Oral Vocabulary Words: appearance, behavior, wander, plenty, exercise</li> </ul> <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>● Literature Big Book: “ZooBorns!”</li> <li>● Interactive Read Aloud: Baby Farm Animals</li> </ul> <p><b>Language Practice:</b></p> <ul style="list-style-type: none"> <li>● “Pup and Cub” <ul style="list-style-type: none"> <li>- Model concept about print</li> <li>- Predict</li> <li>- Read</li> </ul> </li> <li>● Phonics: Introduce u; Blend words with short u, a, i and t, b, f, r, d, s</li> <li>● Category words: animal parts</li> </ul> <p><b>Writing:</b> Read/Spell/Write- High frequency words: <i>for, have</i></p>
<p><b>Week 5 (24)</b> <b>Jan 29<sup>th</sup> to Feb 2<sup>nd</sup></b></p>	<p><b>Unit 7.2: Pet Pals</b></p> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>● Pet Pals</li> <li>● Oral Vocabulary Words: responsibility, train, compared, social, depend</li> </ul> <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>● Literature Big Book: “The Birthday Pet”</li> <li>● Interactive Read Aloud: “The Family”</li> </ul> <p><b>Language Practice:</b></p>

	<ul style="list-style-type: none"> <li>● “I Hug Gus!” <ul style="list-style-type: none"> <li>- Model concept about print</li> <li>- Predict</li> <li>- Read</li> </ul> </li> <li>● Phonics: Introduce g, w; Blend Words with Short i, a, e and g, w, t, p, b, s, n, l;</li> <li>● Category words: pet words</li> </ul> <p><b>Writing:</b> Read/Spell/Write- High frequency words: <i>of, they</i></p>
<p><b>Week 6 (25)</b> <b>Feb 5<sup>th</sup> to 9<sup>th</sup></b></p>	<p><b>Unit 7.3: Animal Habitats</b></p> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>● Animal Habitats</li> <li>● Oral Vocabulary Words: habitat, wild, complain, suborn, join</li> </ul> <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>● Literature Big Book: “<i>Bear Snores On</i>”</li> <li>● Interactive Read Aloud: “Anansi: An African Tale”</li> </ul> <p><b>Language Practice:</b></p> <ul style="list-style-type: none"> <li>● “A Vet in a Van” <ul style="list-style-type: none"> <li>- Model concept about print</li> <li>- Predict</li> <li>- Read</li> </ul> </li> <li>● Long Vowel Awareness</li> <li>● Phonics: x, v; Blend words with short i, a, e, o and f, x, m, v, n, t</li> <li>● Category words: animal homes</li> </ul> <p><b>Writing:</b> Read/Spell/Write- High frequency words: <i>said, want</i></p> <p><b>UNIT 7 REVIEW AND ASSESSMENT</b></p>
<b>Feb 8<sup>th</sup> to 16<sup>th</sup></b>	<b>Chinese New Year</b>
<p><b>Week 7 (26)</b> <b>Feb 19<sup>th</sup> to 23<sup>rd</sup></b> <i>19 ~ Lenten Mass</i> <i>20-22 ~ Pre-Exam Days</i></p>	<p><b>Unit 8.1: On the Move</b></p> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>● On the Move</li> <li>● Oral Vocabulary Word: transportation, vehicle journey, wide, fierce</li> </ul> <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>● Literature Big Book: “<i>When Daddy’s Truck Picks Me Up</i>”</li> </ul>

	<ul style="list-style-type: none"> <li>● Interactive Read Aloud: “The King of the Wind”</li> </ul> <p><b>Language Practice:</b></p> <ul style="list-style-type: none"> <li>● “Dad Got a Job” <ul style="list-style-type: none"> <li>- Model concept about print</li> <li>- Predict</li> <li>- Read</li> </ul> </li> <li>● Phonics: Introduce j, qu/kw; Blend words with j and qu and a, i, g, o, t, e, ck,</li> <li>● Category words: vehicles</li> </ul> <p><b>Writing:</b> Read/Spell/Write- High frequency words: <i>here, me</i></p>
<p><b>Week 8 (27)</b> <b>Feb 26<sup>th</sup> to March 1<sup>st</sup></b> <i>28 - Memorial Day Holiday</i></p>	<p><b>Unit 8.2: My U.S.</b></p> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>● My U.S.A</li> <li>● Oral Vocabulary Words: country, travel, purpose, careful, connect</li> </ul> <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>● Literature Big Book: “<i>Ana Goes to Washington, D.C.</i>”</li> <li>● Interactive Read Aloud: “The Best of the West”</li> </ul> <p><b>Language Practice:</b></p> <ul style="list-style-type: none"> <li>● “Pack a Bag”</li> <li>● Phonics: Introduce y, z; Blend words with a, b, ck, i, e, k, m, p, s, t, u, y, and z</li> </ul> <p><b>Writing:</b> Read/Spell/Write- High frequency words: <i>this, what</i></p>
<p><b>Week 9 (28)</b> <b>March 4<sup>th</sup> to 8<sup>th</sup></b> <i>8 – Q3 Exams (half day)</i></p>	<p><b>Unit 8.3: Look to the Sky</b></p> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>● Look to the Sky</li> <li>● Oral Vocabulary Words: distance, recognize, surface, challenge, space</li> </ul> <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>● Literature Big Book: “Bringing Down the Moon”</li> <li>● Interactive Read Aloud: “A View from the Moon”</li> </ul> <p><b>Language Practice:</b></p> <ul style="list-style-type: none"> <li>● “Up, Up, Up!” <ul style="list-style-type: none"> <li>- Model concept about print</li> <li>- Predict</li> <li>- Read</li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>● Phonics: Review short u and w, x, v, j, qu, y, z; Blend words with u and b, g, j, w, x</li> <li>● Category words: job words</li> </ul> <p><b>Writing:</b> Read/Spell/Write- High frequency words: <i>for, have, they, of, said, want, here, me, this and what</i></p> <p><b>UNIT 8 REVIEW AND ASSESSMENT</b></p>
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## 4th QUARTER – TENTATIVE COURSE CONTENT

(NB: Depending on time and interest, the teacher may delete and/or add other selections.)	
Week / Date	Topic / Projects / Assessments
<p><b>Week 1 (29)</b> <b>March 11<sup>th</sup> to 15<sup>th</sup></b> <i>11 – Q3 Exams (half day)</i></p>	<p><b>Unit 9.1: Grown Up</b></p> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>● Grown Up</li> <li>● Oral Vocabulary Words: chores, contribute, member, accomplish, organize</li> </ul> <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>● Literature Big Book: “<i>Peter’s Chair</i>”</li> <li>● Interactive Read Aloud: “Helping Out at Home”</li> </ul> <p><b>Language Practice:</b></p> <ul style="list-style-type: none"> <li>● “Jake and Dale Help” <ul style="list-style-type: none"> <li>- Model concept about print</li> <li>- Predict</li> <li>- Read</li> </ul> </li> <li>● Phonics: Introduce long a_e; Blend words with long a</li> <li>● Category words: household furnitures</li> </ul> <p><b>Writing:</b> Read/Spell/Write- High frequency words: <i>help, too</i></p>
<p><b>Week 2 (30)</b> <b>March 18<sup>th</sup> to 22<sup>nd</sup></b></p>	<p><b>Unit 9.2: Good Citizen</b></p> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>● Good Citizen</li> <li>● Oral Vocabulary Words: citizen, respect, tidy, necessary, hauled</li> </ul> <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>● Literature Big Book: “<i>Hen Hears Gossip</i>”</li> </ul>

	<ul style="list-style-type: none"> <li>● Interactive Read Aloud: “The Little Red Hen”</li> </ul> <p><b>Language Practice:</b></p> <ul style="list-style-type: none"> <li>● “We Can Play” <ul style="list-style-type: none"> <li>- Model concept about print</li> <li>- Predict</li> <li>- Read</li> </ul> </li> <li>● Phonics: Introduce i_e; Blend words with long i</li> <li>● Category words: farm animals</li> </ul> <p><b>Writing:</b> Read/Spell/Write- High frequency word: <i>has</i></p>
March 25 <sup>th</sup> to April 5 <sup>th</sup>	<b>Easter Break</b>
<p>Week 3 (31) April 8<sup>th</sup> to 12<sup>th</sup></p>	<p><b>Unit 9.3: Our Natural Resources</b></p> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>● Our Nature Resources</li> <li>● Oral Vocabulary Words: natural resources, create, designs, knowledge, weave</li> </ul> <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>● Literature Big Book: “<i>Bread Comes to Life</i>”</li> <li>● Interactive Read Aloud: “Spider Woman Teaches the Navajo”</li> </ul> <p><b>Language Practice:</b></p> <ul style="list-style-type: none"> <li>● “Look! A Home!” <ul style="list-style-type: none"> <li>- Model concept about print</li> <li>- Predict</li> <li>- Read</li> </ul> </li> <li>● Phonics: Introduce o_e; Blend words with long o and consonants</li> <li>● Category words: food that comes from the garden</li> </ul> <p><b>Writing:</b> Read/Spell/Write- High frequency words: <i>where, look</i></p> <p><b>UNIT 9 REVIEW AND ASSESSMENT</b></p>
<p>Week 4 (32) Apr 15<sup>th</sup> to 19<sup>th</sup></p>	<p><b>Unit 10.1: Problem Solvers</b></p> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>● Problem Solvers</li> <li>● Oral Vocabulary Words: decide, marvel, opinion, grateful, ragged</li> </ul> <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>● Literature Big Book: “<i>What’s the Big Idea, Molly?</i>”</li> <li>● Interactive Read Aloud: “The Elves and The Shoemaker”</li> </ul> <p><b>Language Practice:</b></p>

	<ul style="list-style-type: none"> <li>● “A Good Time for Luke!” <ul style="list-style-type: none"> <li>- Model concept about print</li> <li>- Predict</li> <li>- Read</li> </ul> </li> <li>● Phonics: Review long u; Blend words with long u</li> </ul> <p><b>Writing:</b> Read/Spell/Write- High frequency words: <i>good, who</i></p>
<p><b>Week 5 (33)</b> <b>Apr 22<sup>nd</sup> to 26<sup>th</sup></b></p>	<p><b>Unit 10.2: Sort It Out</b></p> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>● Sort It Out</li> <li>● Oral Vocabulary Words: perfect, endless, similar, sort, experiment</li> </ul> <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>● Literature Big Book: “<i>All Kinds of Families</i>”</li> <li>● Interactive Read Aloud: “The Perfect Color”</li> </ul> <p><b>Language Practice:</b></p> <ul style="list-style-type: none"> <li>● “We Come on Time!” <ul style="list-style-type: none"> <li>- Model concept about print</li> <li>- Predict</li> <li>- Read</li> </ul> </li> <li>● Phonics: Review long e; Blend words with long e</li> </ul> <p><b>Writing:</b> Read/Spell/Write- High frequency words: <i>come, does</i></p>
<p><b>Week 6 (34)</b> <b>Apr 29<sup>th</sup> to May 3<sup>rd</sup></b> <small>1-2 - Pre Exam Days</small></p>	<p><b>Unit 10.3: Protect Our Earth</b></p> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>● Grown Up</li> <li>● Oral Vocabulary Words: environment, protect, recycle, wisely, encourage</li> </ul> <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>● Literature Big Book: “<i>Panda Kindergarten</i>”</li> <li>● Interactive Read Aloud: “Protect the Environment”</li> </ul> <p><b>Language Practice:</b></p> <ul style="list-style-type: none"> <li>● “Who Can Help?” <ul style="list-style-type: none"> <li>- Model concept about print</li> <li>- Predict</li> <li>- Read</li> </ul> </li> <li>● Phonics: Blend words with long a, e, i, o, u</li> </ul> <p><b>Writing:</b></p>

	<p>Read/Spell/Write- High frequency words: <i>come, does, good, has, help, look, play, too, where, who</i></p> <p><b>REVIEW FOR 4<sup>th</sup> QUARTER EXAM</b></p>
<p><b>Week 7 (35)</b>  <b>May 6<sup>th</sup> to 10<sup>th</sup></b>  <i>1-10~ Final Exams (K, 5, 8, 12 only)</i></p>	<b>FOURTH QUARTER EXAM</b>
<p><b>Week 8 (36)</b>  <b>May 13<sup>th</sup> to 17<sup>th</sup></b>  <i>15-16~ Q4 Exams (undergraduates)  17 ~ Record Day (no clases)</i></p>	<b>GRADUATION REHEARSAL</b>
<p><b>Week 9 (37)</b>  <b>May 20<sup>th</sup> to 24<sup>th</sup></b>  <i>23 – Kindergarten Graduation</i></p>	<b>KINDERGARTEN GRADUATION</b>
<p><b>Week 10 (38)</b>  <b>May 22<sup>nd</sup> to 26<sup>th</sup></b>  <i>30 – Students' Last Day</i></p>	