



**SUBJECT:** Language Arts

**GRADE LEVEL:** Kindergarten

**SCHOOL YEAR:** 2022-23

**TEACHER:** Michelle Lopez  
Donna Wolfe

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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 the solid foundation for students, the phonics instruction is introduced. It provides students to 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 development 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 own 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 detail.

#### **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>

**ASSESSMENT:**

Unit Assessment  
 Oral Retelling  
 Project  
 Observation  
 Seat work and Homework  
 Quarter Exam

**ADDITIONAL INFORMATION:**

Please see Google Classroom for more information. Class code:

<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 12<sup>th</sup></b> <b>3 Days of Class</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 15<sup>th</sup> to 19<sup>th</sup></b> <i>Opening Mass</i>	<p><b>Start Smart</b></p> <p><b>Speaking:</b>        Reviewing the alphabet</p> <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>• Classroom commands—Listening and responding</li> <li>• <i>Animals in the park : ABC big book</i>- focus: Letter of the alphabet</li> <li>• Interactive Read Aloud: The Ugly Duckling</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>• Big Book of Rhyme: Jack and Jill           <ul style="list-style-type: none"> <li>- recognize rhyme</li> </ul> </li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Read/Spell/Write- High frequency words <i>I</i></li> <li>• Practice writing complete name</li> </ul>
<b>Week 3</b> <b>Aug 22<sup>nd</sup> to 26<sup>th</sup></b>	<p><b>Speaking:</b>        Reviewing the alphabet letters (lowercase and uppercase)</p> <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>• Classroom commands—Listening and responding</li> </ul>

	<ul style="list-style-type: none"> <li>• <i>Animals in the park: ABC big book</i>- focus: Letter of the alphabet</li> <li>• Interactive Read Aloud: Tikki Tikki Tembo</li> </ul> <p><b>Language Practice:</b></p> <ul style="list-style-type: none"> <li>• Family Fun</li> <li>- Model concept about print</li> <li>- Predict</li> <li>- Read</li> </ul> <p><b>Writing:</b> Read/Spell/Write- High frequency words <i>can</i></p>
<p style="text-align: center;"><b>Week 4</b> <b>Aug 29<sup>th</sup> to Sep 2<sup>nd</sup></b></p>	<p><b>Speaking:</b> Reviewing the alphabet letters (lowercase and uppercase)</p> <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>• Classroom commands—Listening and responding</li> <li>• Category words: Days of the week</li> <li>• Interactive Read Aloud: Kindergarteners Can! And We Can Help!</li> </ul> <p><b>Language Practice:</b></p> <ul style="list-style-type: none"> <li>• At School</li> <li>- Model concept about print</li> <li>- Predict</li> <li>- Read</li> </ul> <p><b>Writing:</b> Read/Spell/Write- High frequency words <i>I, can</i></p>
<p style="text-align: center;"><b>Week 5</b> <b>Sep 5<sup>th</sup> to 9<sup>th</sup></b> <b>4 Days of Class</b> <i>8~ Mass &amp; Birthday Mother Mary</i> <i>9<sup>th</sup> – Moon Festival</i></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>• Big book: <i>What About Bear?</i>- focus words: feeling words</li> <li>• Interactive Read Aloud: The Lion and the Mouse - Listening and responding</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</li> <li>- Model concept about print</li> <li>- Predict</li> <li>- Read</li> </ul>

	<ul style="list-style-type: none"> <li>Weekly poems - Make New Friends (but Keep the Old): Focus words: friend and problem</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>
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<p style="text-align: center;"><b>Week 6</b> <b>Sep 12<sup>th</sup> to 16<sup>th</sup></b> <b>FYI – Pre-Exam Days</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>Big book: <i>Pouch!</i>- focus words: family words</li> <li>Interactive Read Aloud: The Tortoise and the Hare- Listening and responding</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> <li>- Predict</li> <li>- Read</li> <li>- Recognize Rhyme</li> </ul> </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>
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<p style="text-align: center;"><b>Week 7</b> <b>Sep 19<sup>th</sup> to 23<sup>rd</sup></b></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>Big book: <i>Senses at the Seashore</i>- focus words: sensory words</li> <li>Interactive Read Aloud: A feast of the Senses- Listening and responding</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> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>Phonics: Letter Recognition Ss - Zz</li> </ul>
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- Read/Spell/Write- High frequency word *see*

#### UNIT REVIEW AND ASSESSMENT

### Unit 2.1: Tools We Use

#### Speaking

- Tools We Use
- Oral Vocabulary Words: tool, discover, defeated, fetch, rumble

#### Listening:

- Big book: *The Handiest Things in the World*- Focus words: colors
- Interactive Read Aloud: Timimoto

#### Language Practice:

- Pam, Can
- We Can See
  - Model concept about print
  - Predict
  - Read
- Weekly Poem: *The Carpenter*
- Phonics: Introduce p, blend word with p and m, a, s

#### Writing:

Read/Spell/Write- High frequency word *a*:

**Week 8**  
**Sep 26<sup>th</sup> to 30<sup>th</sup>**  
**2 Days of Class**  
*28-30 ~Teacher's Conference*

### Unit 2.2: Shapes All Around Us

#### Speaking:

- Shapes All Around Us
- Oral Vocabulary Words: materials, nature, world, decoration and games

#### Listening:

- Big book: *Shapes All Around* - focus words: shape words
- Interactive Read Aloud: Kites in Flight
- Find the Shapes

#### Language Practice:

- We Like Tam!
- I like Same.
  - Model concept about print
  - Predict
  - Read
- Weekly poem: The Big Round Sun
- Phoneme Blending
- Phonics: Introduce t, blend words with t and m, s, a, p

#### Writing:

- Read/Spell/Write- High frequency word *like*
- Word-Building: t, m, s, a, p

**Week 9**  
**Oct 3<sup>rd</sup> to 7<sup>th</sup>**  
**3 Days of Class**  
*6-7 ~Q1 Exams*

## 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 style="text-align: center;"><b>Week 1 (10)</b>  <b>Oct 10<sup>th</sup> to 14<sup>th</sup></b>  <b>4 Days of Class</b>  <i>10 – Double 10 Holiday</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>• Big book: <i>I Love Bugs!</i>- focus words: movement words</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> </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 style="text-align: center;"><b>UNIT REVIEW AND ASSESMENT</b></p>
<p style="text-align: center;"><b>Week 2 (11)</b>  <b>Oct 17<sup>th</sup> to 21<sup>st</sup></b></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>• Big book: <i>How Do Dinosaurs Go to School?</i>- Focus words: action words</li> <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> </ul>

- Build Fluency: Sound Spellings
  - Phonics: Introduce i, blend words short i, a, and m, s, t, p
- Writing:**
- Read/Spell/Write- High frequency words: *to*
  - Word-Building: a, i, m, p, s, t

**Week 3 (12)**  
**Oct 24<sup>th</sup> to 28<sup>th</sup>**  
*25-27 – Book Fair*  
*28- Masquerade Night*  
*TBA-Holy Rosary Mass*

**Unit 3.2: Sounds Around Us**

**Speaking:**

- Sounds Around Us
- Oral Vocabulary Words: listen, volume, exclaimed, chat, and familiar

**Listening:**

- Big Book: *Clang! Clang! Beep! Beep! Listen to the City* - Focus words: sound words
- Interactive Read Aloud: *The Turtle and the Flute*

**Language Practice:**

- Nat and Tip
- Tim and Nan
  - Model concept about print
  - Predict
  - Read
- Build Fluency: Sound Spellings
- Phonics: Introduce n, blend words with n, blend words with short a, I and t, p, n

**Writing:**

- Read/Spell/Write- High frequency words: *and*
- Word-Building: a, i, m, p, s, t

**Week 4 (13)**  
**Oct 31<sup>st</sup> to Nov 4<sup>th</sup>**  
*1-All Saint's Day Mass*

**Unit 3.3: The Places We Go**

**Speaking:**

- The Places We Go
- Oral Vocabulary Words: *routine, neighborhood, local, intelligent, and volunteer*

**Listening:**

- Big Book: *Please Take Me for a Walk* - Focus words: sequence words
- Interactive Read Aloud: *Field Trips*
- *A Neighborhood*

**Language Practice**

- We Go to See Nan
- Can We Go?
  - Model concept about print
  - Predict
  - Read



	<ul style="list-style-type: none"> <li>• Long Vowel Awareness</li> <li>• Phonics: Introduce k, c, blend words with short a, and c, n, p, t</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Read/Spell/Write- High frequency words: <i>go</i></li> <li>• Word-Building: a, c, n, p, t</li> </ul> <p><b>UNIT REVIEW AND ASSESMENT</b></p>
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<p><b>Week 5 (14)</b> Nov 7<sup>th</sup> to 11<sup>th</sup></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>• Big Book: <i>Whose Shoes?</i>- Focus words: Job words</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> </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>
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<p><b>Week 6 (15)</b> Nov 14<sup>th</sup> to 18<sup>th</sup></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>• Big Book: <i>What Can You Do with a Paleta?</i>- focus words: food words</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: Phonic introduce d, blend words with d and a, l, m, p, s, t</li> <li>• Long Vowel Awareness</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Read/Spell/Write- High frequency words: <i>do</i></li> </ul>
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	<ul style="list-style-type: none"> <li>• Word-Building: d, a, I, m, p, s, t</li> </ul>
<p><b>Week 7 (16)</b>  <b>Nov 21<sup>st</sup> to 25<sup>th</sup></b>  <i>25 - YSC Contest</i>  <i>25-Gr.12 Q2 Exam</i></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>• Big book: <i>Roadwork</i> - focus words: position words</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> <li>• Phonics: Review i, n, k/c, o, d, blend words with short I, o and n, c, d, t,</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>Week 8 (17)</b>  <b>Nov 28<sup>th</sup> to Dec 2<sup>nd</sup></b>  <b>FYI</b> – Pre-Exam Days  <i>28-Gr.12 Q2 Exam</i></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 Are 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>• Big book: <i>My Garden</i>- focus words: size words</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> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Read/Spell/Write- High frequency words: <i>my</i></li> <li>• Word-Building: a, i, o, h, t, p, m, d</li> </ul>
<p><b>Week 9 (18)</b>  <b>Dec 5<sup>th</sup> to 9<sup>th</sup></b>  <i>8 - Foundation Day Celebrations</i></p>	<p><b>EXAM REVIEW</b></p>
<p><b>Week 10 (19)</b>  <b>Dec 12<sup>th</sup> to 16<sup>th</sup></b></p>	<p><b>QUARTER EXAM</b></p>

**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
<p><b>Week 1 (20)</b> <b>Jan 5 to 6<sup>th</sup></b> <b><u>2 Days of Class</u></b></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>• Big book: <i>A Grand Old Tree</i> - focus words: tree parts</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></ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"><li>• Read/Spell/Write- High frequency words: <i>are</i></li><li>• Word-Building: e, a, i, o, t, n, m, h, s, p</li></ul>
<p><b>Week 2 (21)</b> <b>Jan 9<sup>th</sup> to 13<sup>th</sup></b></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>• Big book: <i>An Orange in January</i>- focus words: food words</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 f and r; Blend word words with short i, a, e, and f, r, t, n, d, p</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 REVIEW AND ASSESSMENT</b></p>
<p><b>Week 3 (22)</b> <b>Jan 16<sup>th</sup> to 20<sup>th</sup></b></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 Season</li> <li>• Oral Vocabulary Words: weather, seasons, migrate, active, spot</li> </ul> <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>• Big book: <i>Mama, Is It Summer, Yet?</i>- focus words: Seasons</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: Introducing b, l; Blend words with b, l and a, e, I, o</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Read/Spell/Write- High frequency words: <i>is, little</i></li> </ul>
<p><b>Jan 23<sup>rd</sup> to 27<sup>th</sup></b></p>	<p><b>Chinese New Year</b></p>
<p><b>Week 5 (24)</b> <b>Feb 6<sup>th</sup> to 10<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>• Big book: <i>Waiting Out the Storm</i>- focus words: question words</li> <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> </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 REVIEW AND ASSESMENT</b></p>
<p><b>Week 6 (25)</b> <b>Feb 13<sup>th</sup> to 17<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> </ul>

	<ul style="list-style-type: none"> <li>• Oral Vocabulary Words: appearance, behavior, wander, plenty, exercise</li> </ul> <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>• Big book: <i>ZooBorns!</i>- focus words: animal parts</li> <li>• Interactive Read Aloud: Baby Farm Animals</li> <li>• Mischievous Goat</li> <li>• Over in the Meadow</li> <li>• Kitty Caught a Caterpillar</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 and b, f, r, d, s; Blend words with short u, a, i, and t, b</li> </ul> <p><b>Writing:</b> Read/Spell/Write- High frequency words: <i>for, have</i></p>
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<p><b>Week 7 (26)</b> <b>Feb 20<sup>th</sup> to 24<sup>th</sup></b> <i>20-24 ~IOWA</i> <i>22 ~ Ash Wednesday Mass</i> <i>21-23 ~ Pre-Exam Days</i></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>• Big book: <i>The Birthday Pet</i>- focus words: pet words</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; Blend Words with Short e and w, g, b, s</li> </ul> <p><b>Writing:</b> Read/Spell/Write- High frequency words: <i>of, they</i></p>
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<p><b>Week 8 (27)</b> <b>Feb 27<sup>th</sup> to March 3<sup>rd</sup></b> <b>3 Days of Class</b> <i>27-28 ~ 228 Memorial Day Holiday</i></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>• Big book: <i>Bear Snores On</i>- focus words: animal homes</li> <li>• Interactive Read Aloud: Anansi: An African Tale</li> <li>• Animal Homes</li> </ul> <p><b>Language Practice:</b></p> <ul style="list-style-type: none"> <li>• A Vet in a Van</li> </ul>
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	<ul style="list-style-type: none"> <li>- Model concept about print</li> <li>- Predict</li> <li>- Read</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> </ul> <p><b>Writing:</b> Read/Spell/Write- High frequency words: <i>said, want</i></p> <p><b>UNIT REVIEW AND ASSESSMENT</b></p>
<p><b>Week 9 (28)</b> <b>March 6<sup>th</sup> to 10<sup>th</sup></b> <b><u>4 Days of Class</u></b> <i>11 – Q3 Exams</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>• Big book: <i>When Daddy’s Truck Picks Me Up</i>- focus words: vehicles</li> <li>• Interactive Read Aloud: The King of the Wind</li> <li>• From Here to There</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; Blend words with j, qu <p style="margin-left: 40px;">And a, l, g, o, t, e, ck,</p> </li> </ul> <p><b>Writing:</b> Read/Spell/Write- High frequency words: <i>here, me</i></p>

## 4th 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
<p><b>Week 1 (29)</b> <b>March 13<sup>th</sup> to 17<sup>th</sup></b> <b><u>4 Days of Class</u></b> <i>13 – Q3 Exams</i> <i>14~ Q4 Begins</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>• Big book: <i>Ana Goes to Washington, D.C.</i>- focus: ordinal numbers</li> <li>• Interactive Read Aloud: The Best of the West</li> <li>• See Our Country</li> </ul> <p><b>Language Practice:</b></p> <ul style="list-style-type: none"> <li>• Pack a Bag</li> </ul>

	<ul style="list-style-type: none"> <li>Phonics: Introduce y, z; Blend words with y and z and a, b, ck, i, e, k, m, p, s, t, u, y</li> </ul> <p><b>Writing:</b> Read/Spell/Write- High frequency words: <i>this, what</i></p>
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<p><b>Week 2 (30)</b> <b>March 20th to 24th</b> <i>20 ~ Fire Drill</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>Big Book: Bringing Down the Moon- focus words: opposites</li> <li>Interactive Read Aloud: A View from the Moon</li> <li>Day and Night Sky</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> <li>Phonics: Review short u and u, w, x, v, j, qu, y, z; Blend word with u and b, g, <ul style="list-style-type: none"> <li>j, w, x; Review blend words with short u and consonants</li> </ul> </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 REVIEW AND ASSESMENT</b></p>
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<p><b>Week 3 (31)</b> <b>March 27th to 31st</b></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>Big book: <i>Peter's Chair</i>- focus: household furniture</li> <li>Interactive Read Aloud: Helping Out at Home</li> <li>The Clean Up!</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 a e; Blend words with long a</li> </ul> <p><b>Writing:</b> Read/Spell/Write- High frequency words: <i>help, too</i></p>
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Apr 3<sup>rd</sup> to 14<sup>th</sup>

## Easter Break

Week 4 (33)  
Apr 17<sup>th</sup> to 21<sup>st</sup>

### Unit 9.2: Good Citizen

#### Speaking:

- Good Citizen
- Oral Vocabulary Words: citizen, respect, tidy, necessary, hauled

#### Listening:

- Big book: *Hen Hears Gossip*- focus words: farm animals
- Interactive Read Aloud: The Little Red Hen
- Team Up to Clean Up

#### Language Practice:

- We Can Play
  - Model concept about print
  - Predict
  - Read
- Phonics: Introduce i\_e; Blend words with long i; Blend words with long i and

Consonants

#### Writing:

Read/Spell/Write- High frequency words: *has*

Week 5 (34)  
Apr 24<sup>th</sup> to 28<sup>th</sup>  
24-28 ~ AP Mock Exams

### Unit 9.3: Our Natural Resources

#### Speaking:

- Our Nature Resources
- Oral Vocabulary Words: natural resources, create, designs, knowledge, weave

#### Listening:

- Big book: *Bread Comes to Life*- focus words: foods made from garden
- Interactive Read Aloud: Spider Woman Teaches the Navajo
- Nature Artists

#### Language Practice:

- Look! A Home!
  - Model concept about print
  - Predict
  - Read
- Phonics: Introduce o\_e; Blend words with long o and consonants

#### Writing:

Read/Spell/Write- High frequency words: *where, look*

**UNIT REVIEW AND ASSESSMENT**

Week 6 (35)  
May 1<sup>st</sup> to 5<sup>th</sup>  
2-4~ Pre-Exam  
1-5~ Final Exams (K, 5, 8, 12 only)  
1-5 ~ AP Exams

Exam Review



<b>Week 7 (36)</b> <b>May 8<sup>th</sup> to 12<sup>th</sup></b> <i>8-12~ Final Exams(K, 5, 8, 12 only)</i> <i>1-5 ~ AP Exams</i>	Quarter Exam
<b>Week 8 (37)</b> <b>May 15<sup>th</sup> to 19<sup>th</sup></b> <b><u>3 Days of Class</u></b> <i>18-19~ Q4 Exams</i>	Graduation Rehearsal
<b>Week 9 (38)</b> <b>May 22<sup>nd</sup> to 26<sup>th</sup></b> <b><u>4 Days of Class</u></b> <i>22~ Record Day</i> <i>23-26 ~ Student Clearance</i>	Kindergarten Graduation
<b>Week 10 (39)</b> <b>May 29<sup>th</sup> to June 2<sup>nd</sup></b> <b><u>4 Days of Class</u></b> <i>1 ~ Students Last Day</i> <i>2~ Teachers/Staff Meeting</i>	